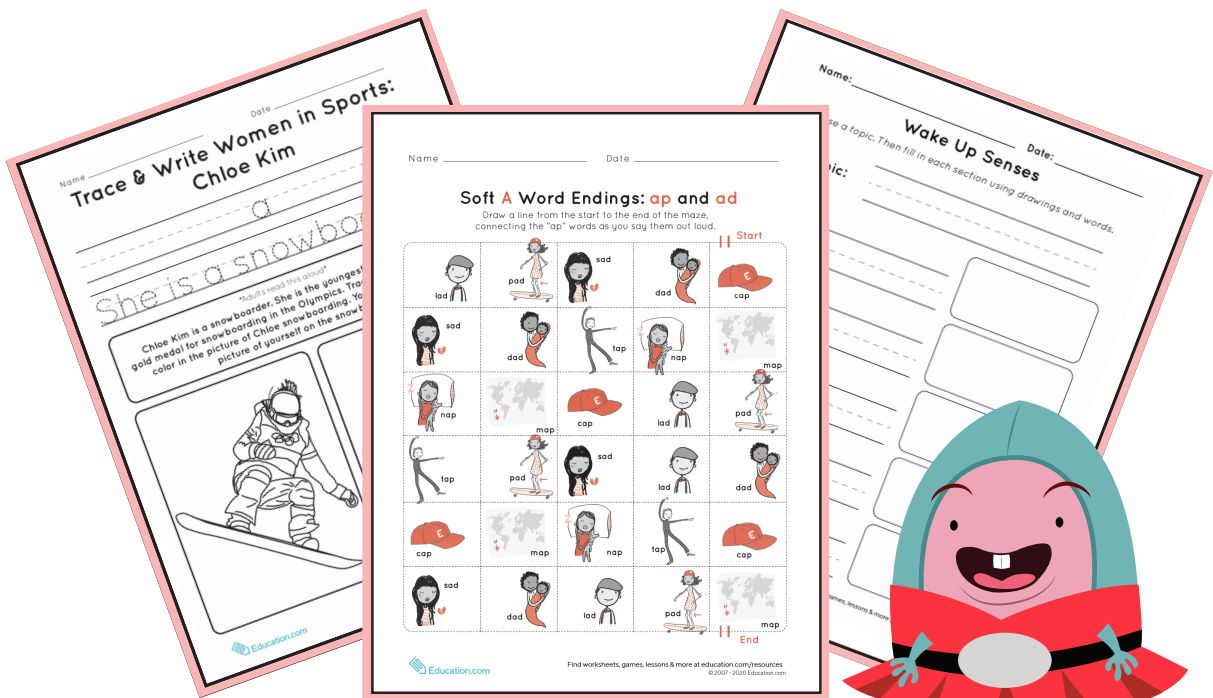


# Week 5

# K

# Independent Study Packet

© ThuVienTiengAnh.Com



**5 MORE Days of Independent Activities in Reading, Writing, Math, and Other Fun Stuff**

**ANSWER KEYS INCLUDED**

# Helpful Hints for Students and Families

## Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal (everything can go in one place)
- Colored pencils, markers, or crayons for some of the activities




## Directions & Tips



- You may complete the activities in any order.
- Check off each of the activities when you finish them on the menu.
- Make sure an adult signs the activity menu page before you bring it back to school.

# Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b> 	All About Jane Goodall Reader	Smooth Reading #2	My Story Reflection	Rebus Story	Trace & Write Women in Sports: Chloe Kim
<b>Writing</b> 	Jump into Writing: Write a Bug Story	Wake Up Senses	Amazing Ocean Animals	Family Acrostic Poem	All About My Neighborhood
<b>Word Study</b> 	Fun Rhymes: Circle and Color	Wacky Word Families	Say it, Trace it, Write it!	Returning Rhyme II: Practicing -at, -an, -ap, and -ad Words	Tons of Words
<b>Math</b> 	How Many Feet?	Number Line Subtraction	Basic Shapes: Color and Count	Ordering Numbers to 20	Subtraction Color by Number: Color the Fish!
<b>Other Fun Stuff</b>	Jane Goodall Paper Doll	Be a Librarian for a Day!	Make a Family Gratitude Jar	Paint a Morning, Noon, and Night Triptych	Five Finger Breathing

Parent/Guardian Signature: \_\_\_\_\_

# Day 1

<b>Reading</b>	Use the two copies of this reader to read side by side all about Jane Goodall!
<b>Writing</b>	Get creative and write a story all about a bug! Then draw an illustration to go with your story.
<b>Word Study</b>	Match the pictures that rhyme on each line. Then color in all of the pictures.
<b>Math</b>	Count all of the feet shown to see how many feet there are!
<b>Other Fun Stuff</b>	Create your very own Jane Goodall paper doll to act out stories about the chimpanzees!





# All About Jane Goodall

Colored by: \_\_\_\_\_  
-----  
\_\_\_\_\_



# All About Jane Goodall

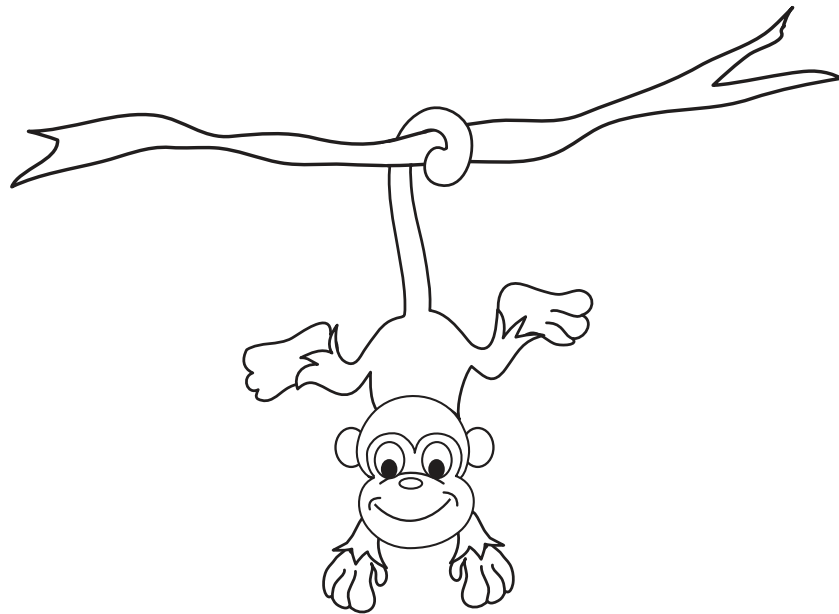
Colored by: \_\_\_\_\_  
-----  
\_\_\_\_\_



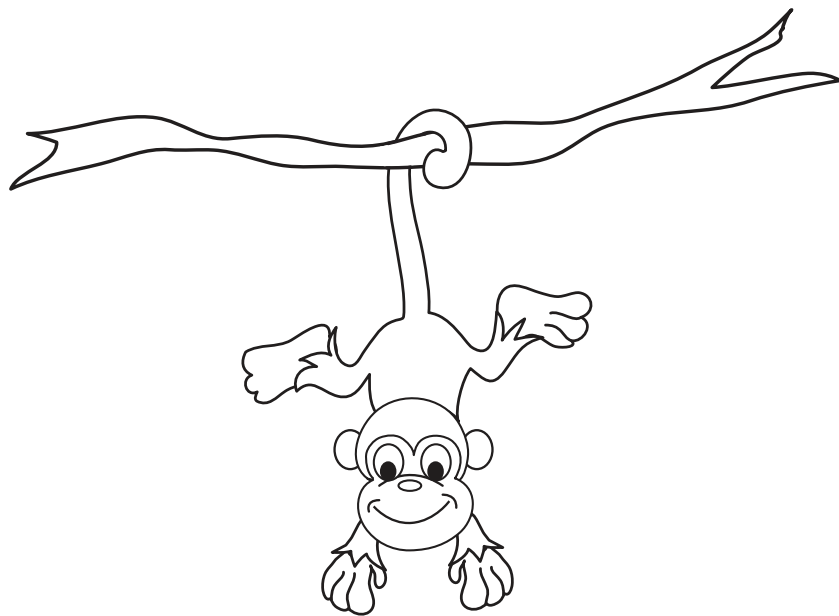
Jane is a scientist.  
She is a famous researcher.



Jane is a scientist.  
She is a famous researcher.



When she was a child,  
she loved animals.



When she was a child,  
she loved animals.



Jane had a toy monkey  
she called Jubilee.



Jane had a toy monkey  
she called Jubilee.



4



She grew up in  
London, England.

4



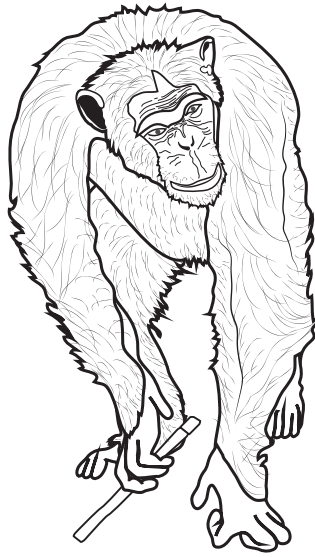
She grew up in  
London, England.



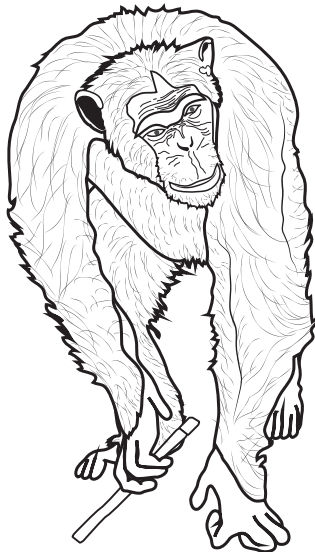
Jane went to Kenya to learn about chimpanzees.



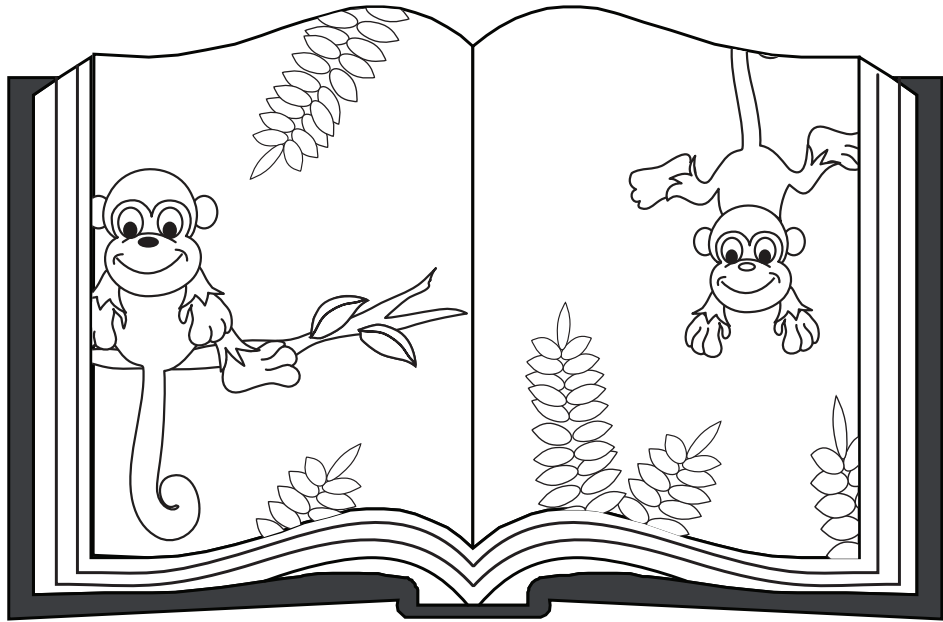
Jane went to Kenya to learn about chimpanzees.



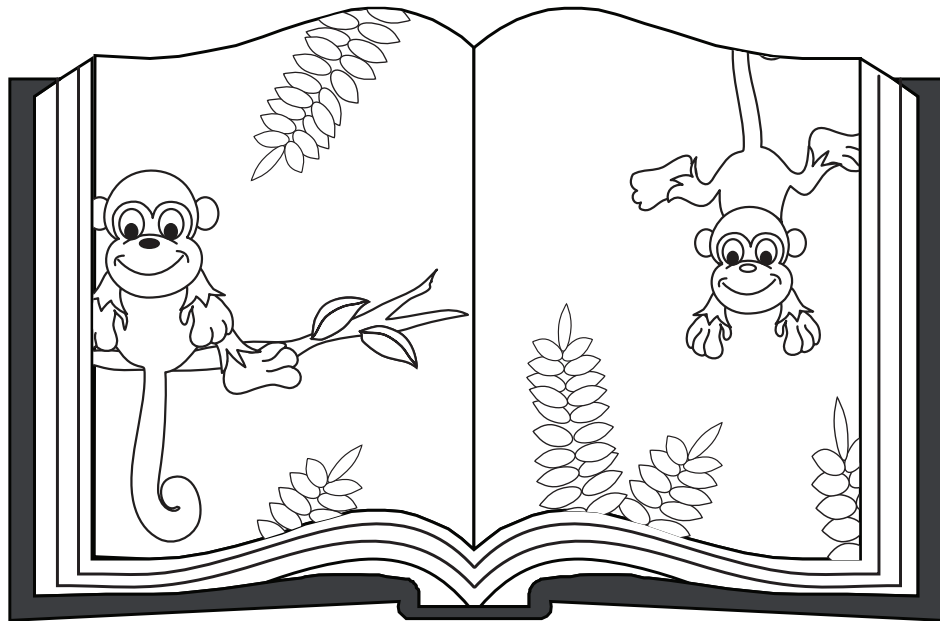
She became a researcher  
and learned many  
things about chimpanzees.



She became a researcher  
and learned many  
things about chimpanzees.



Jane wrote a book. She  
taught people about animals.



Jane wrote a book. She  
taught people about animals.

8



Jane helps the chimpanzees by  
protecting their home and  
teaching people about them.

8



Jane helps the chimpanzees by  
protecting their home and  
teaching people about them.

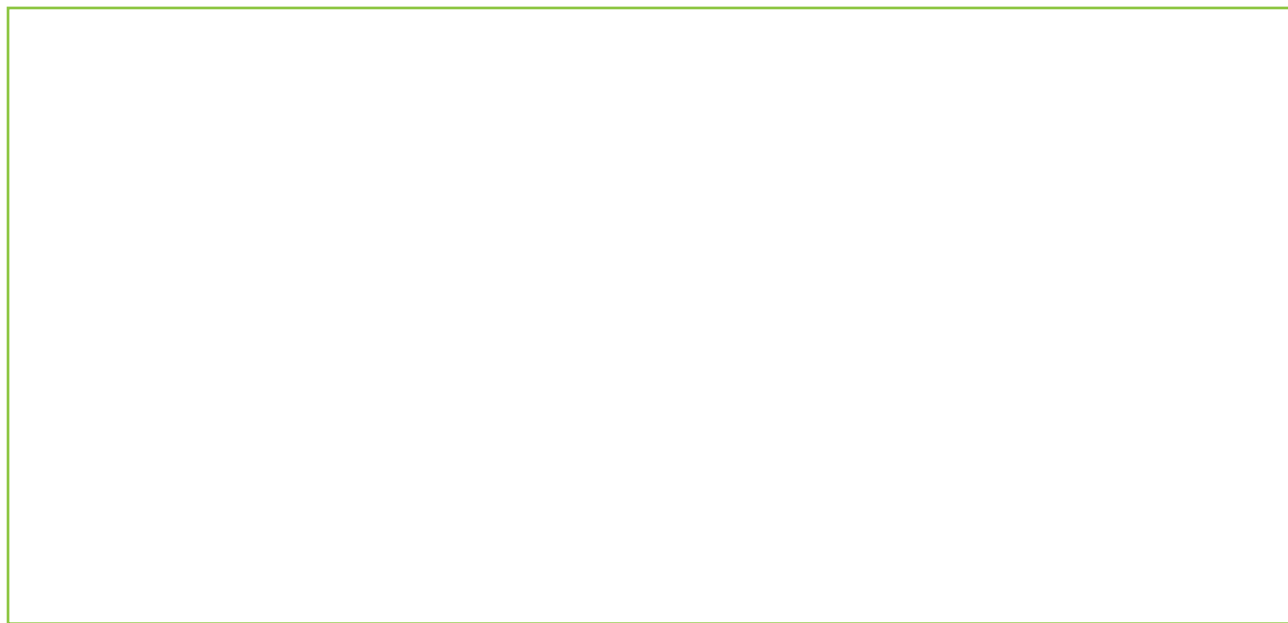


Trace then write the word bug on the lines below.

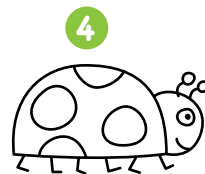
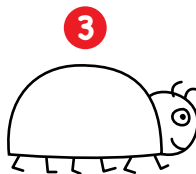
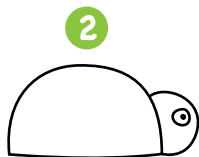
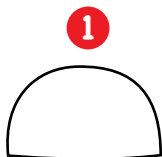
Bug

Use the word bug in a short story.

Draw a picture in the box to go with your story.



Follow these  
steps to draw  
your own bug!



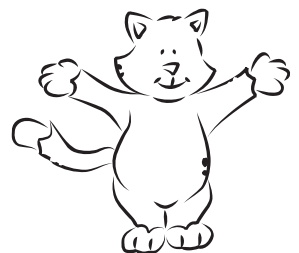
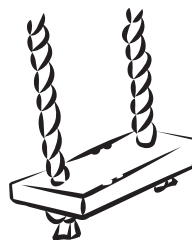
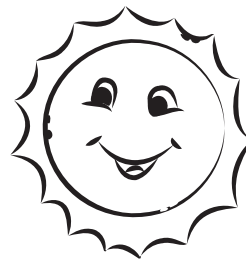
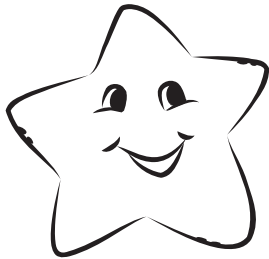
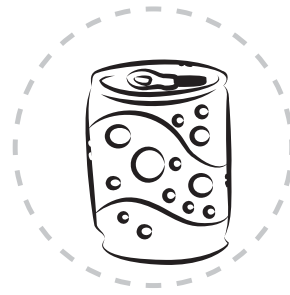
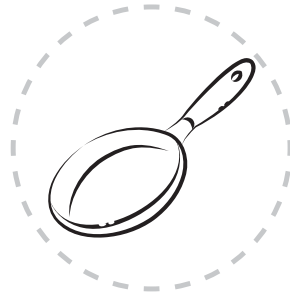
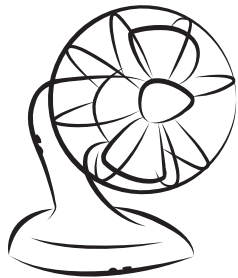
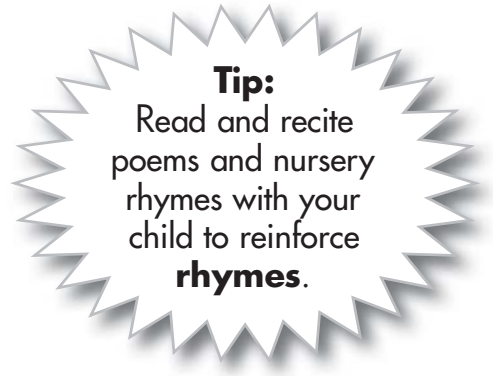
Name: \_\_\_\_\_



Say the name of the first picture, and the others in the same row.

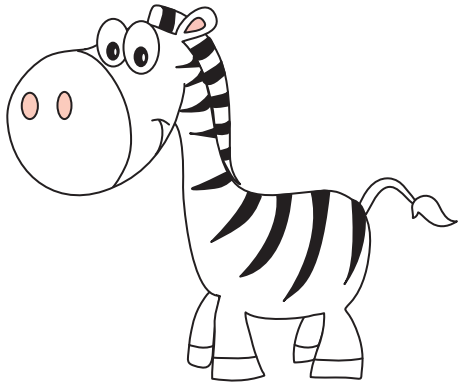


Circle each picture whose name **rhymes** with the first one. Color all the pictures.

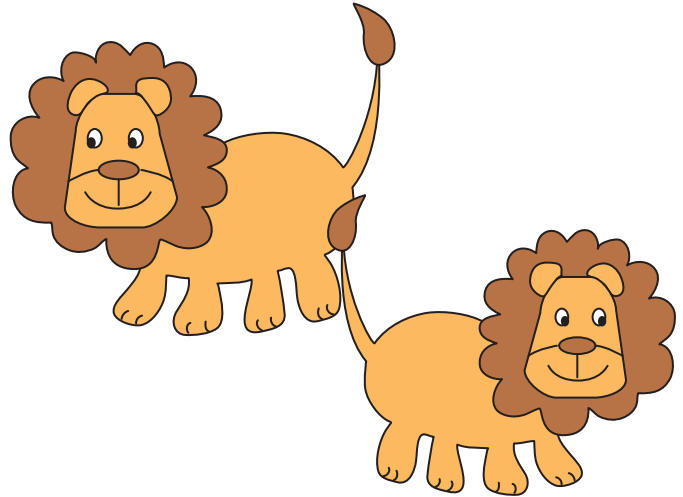


# How Many Feet?

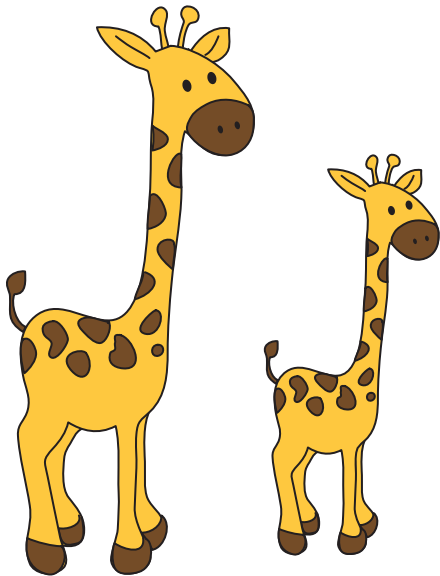
Use the drawings to find out how many feet there are in each group of animals.



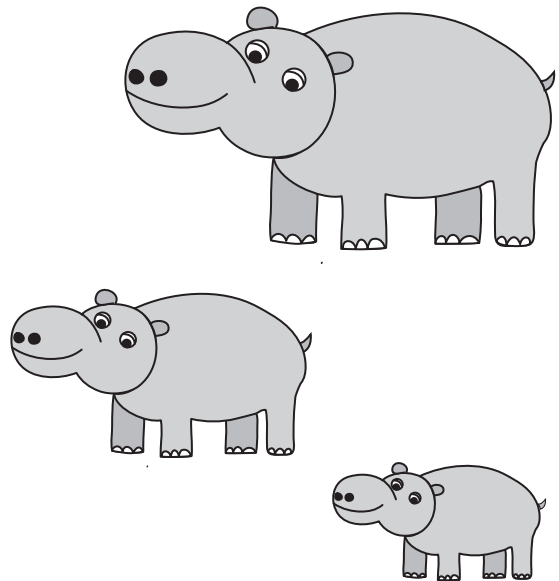
There are \_\_\_\_\_ feet.



There are \_\_\_\_\_ feet.



There are \_\_\_\_\_ feet.



There are \_\_\_\_\_ feet.

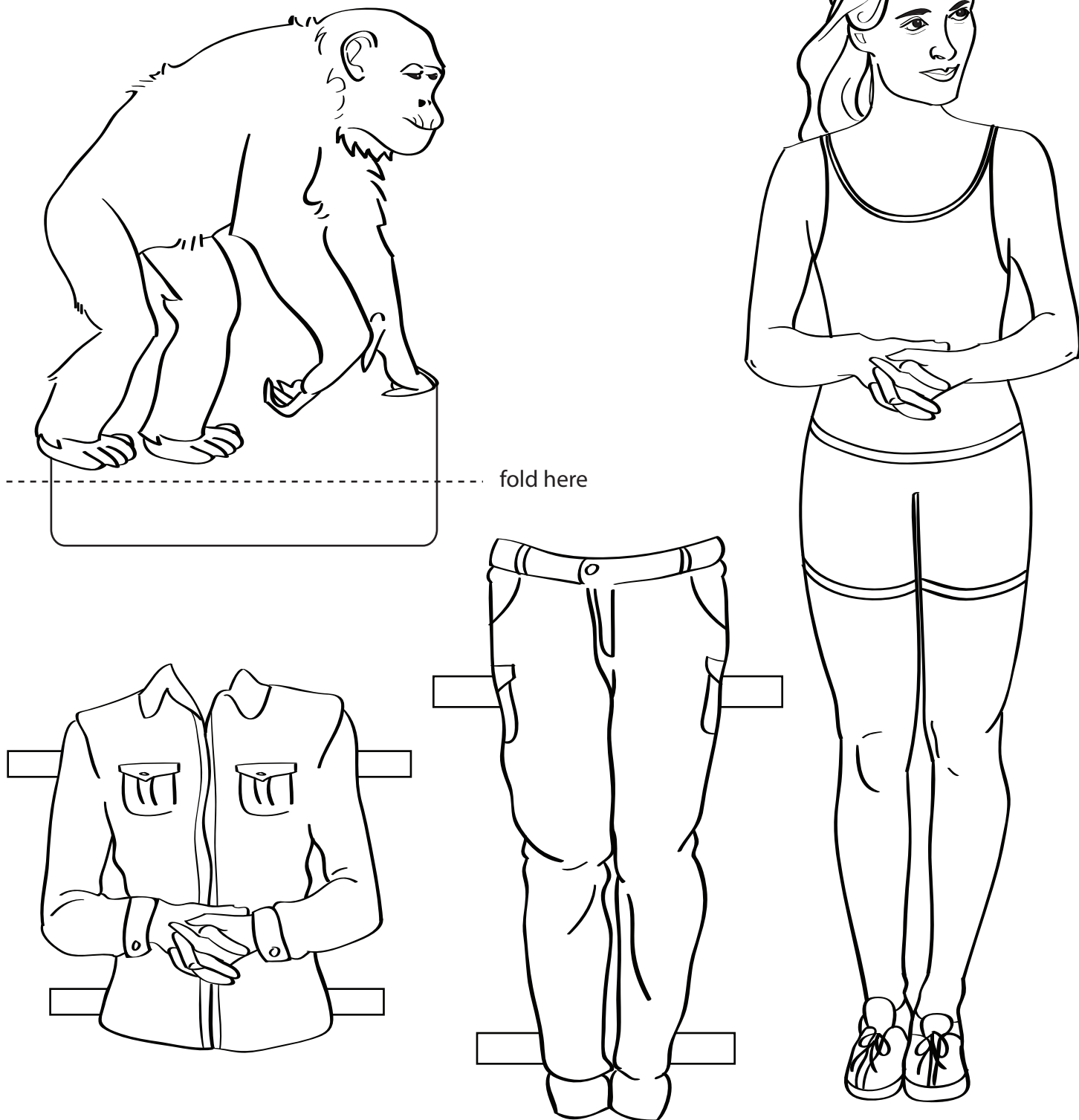


# WOMEN'S HISTORY MONTH: Paper Dolls

## Jane Goodall

Jane Goodall is a scientist who studies chimpanzees. She made many discoveries about chimpanzee life through 45 years of research, which helped other scientists better understand the behavior of other animals as well. She currently runs the Jane Goodall Institute, which helps protect wildlife.

**DID YOU KNOW?** Jane became interested in chimps when her father gave her a toy chimpanzee. She named it Jubilee – she still has it to this day.



# Day 2

<b>Reading</b>	Practice your reading skills by reading this passage out loud and then color the picture that goes with it.
<b>Writing</b>	Write a poem about your five senses!
<b>Word Study</b>	Sort the words into their matching -ip and -an word families.
<b>Math</b>	Use a number line to practice your subtraction skills.
<b>Other Fun Stuff</b>	Become a librarian in your home using this fun activity!



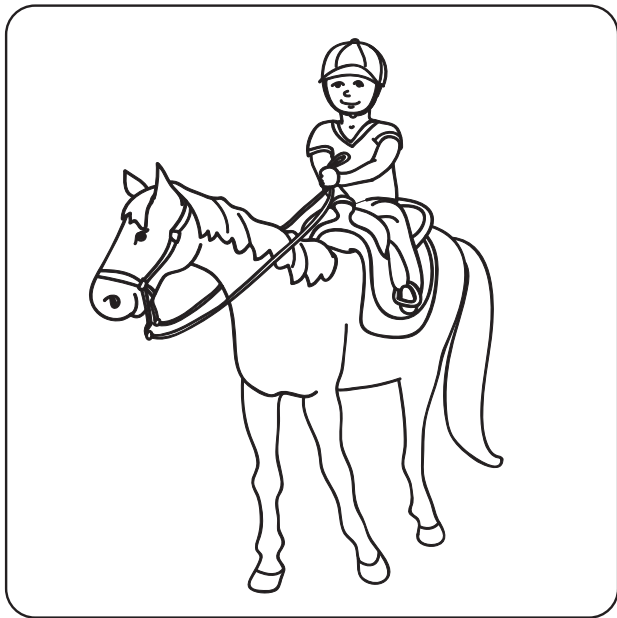
# Smooth Reading #2

Read the passage 3 times. Each time you read, color in a star.

I see so many animals!  
There is a cat and a dog.  
Look there is a bird too!



Color the picture that goes with the story.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Wake Up Senses

Choose a topic. Then fill in each section using drawings and words.

Topic: \_\_\_\_\_  
-----  
\_\_\_\_\_



I see

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_



I hear

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_



I taste

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_



I smell

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_



I feel

\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

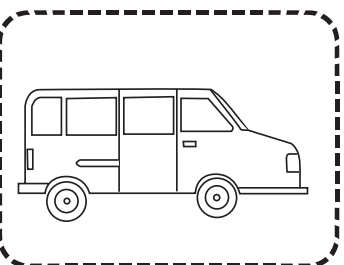
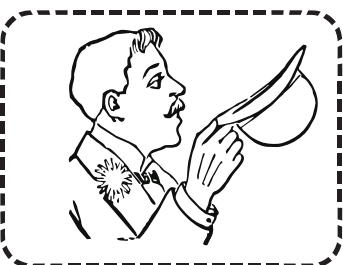
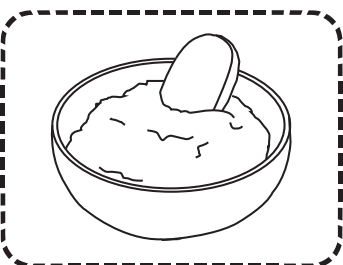
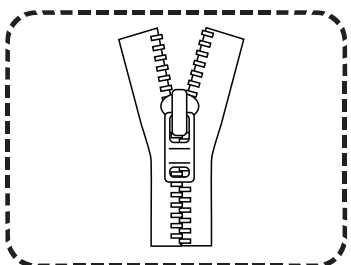
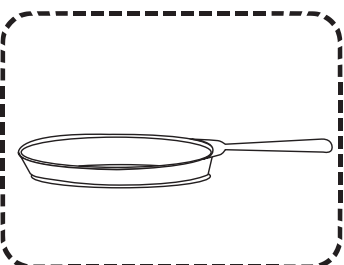
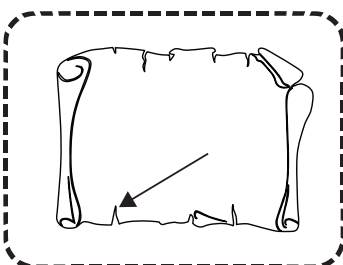
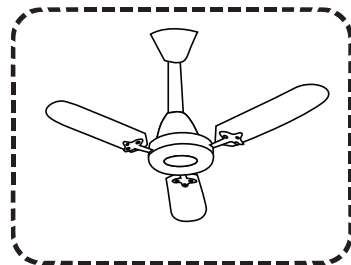
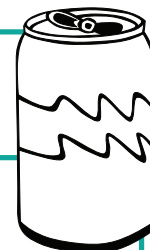
# Wacky Word Families

Directions: Cut out the pictures and glue them in the matching word family column.

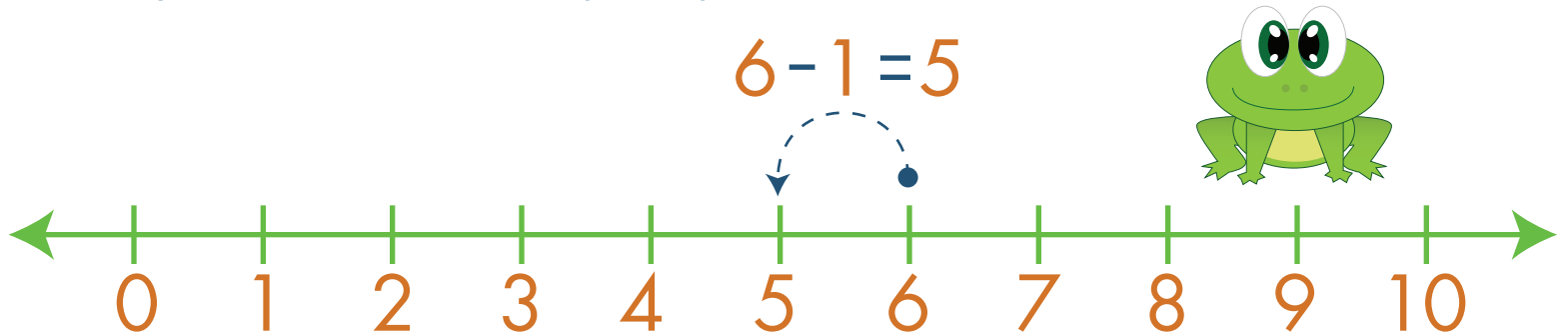
-ip words



-an words



- When you take away 1 from a number the result is the number before that.
- Use the number line to **count back** to help you subtract the numbers.
- Write your answers in the space provided.



$10 - 1 = \square$	$8 - 2 = \square$	$7 - 1 = \square$
$8 - 1 = \square$	$4 - 1 = \square$	$3 - 1 = \square$
$6 - 1 = \square$	$5 - 1 = \square$	$9 - 2 = \square$
$1 - 1 = \square$	$2 - 1 = \square$	$9 - 1 = \square$

# Be a Librarian for a Day!

Going to story time at the local library is a fun outing for children. If your child is reluctant to practice reading, have them pretend that they are the librarian and invite some friends over for story time. It's a great way to make reading exciting!

## What You Need:

- Book that the child can read
- Paper
- Crayons or markers
- Chair
- Props such as glasses, hats or scarves
- Stuffed animals or dolls (optional)
- Video camera (optional)

## What You Do:

1. Tell your child that they're going to pretend to be a librarian and host a story time for their friends. If it's inconvenient to invite people over, you can "invite" their stuffed animals and dolls to the story time.
2. Have your child pick out a book or two that they want to read for story time. Tell them that they also get to sing any songs and ask the audience questions about the book.
3. Sit with them while they practice reading the book in preparation for story time. Brainstorm with them about questions to ask and any songs they could sing. Talk about the characters in the book and ask your child if they plan on creating different voices to differentiate the characters.
4. Tell them that they might want to make a flyer advertising their story time. On the paper, have them write the name of the book they'll be reading, as well as the time, date, and place of the story time. Have them draw a picture on the flyer that represents the book, so that everyone will know what the book is about.
5. Talk with your child about what happens in the story, and have them draw a coloring sheet to pass out at story time. If possible, make copies of the coloring sheet for all of the guests.
6. Pass out the flyers to invite any friends or family members to the story time.
7. On the day of the story time, show them the dress-up props and help them dress up like a librarian for story time. Glasses and scarves are always fun!
8. Have your child decide where they want to hold story time and set up a comfortable chair for them at the front of the room.
9. When the guests arrive, have them greet them and show them where to go.
10. Have your child welcome everyone to story time. Help your child as needed, but encourage them to run the show by themselves.
11. Encourage the "librarian" to ask questions and interact with you and the other "children" during the story time. If you did not invite friends to the story, you can be a "child" at the story time. You could also supply voices for the dolls or stuffed animals in the audience.
12. After they've read the book and sung any songs, have them pass out the coloring sheet and crayons to the guests. You can also pass out blank paper for guests to color.
13. When story time is over, have your child thank everyone for coming.
14. After the story time, praise your child for a job well done and talk with them about what parts they enjoyed the most.

If your child loved their story time experience, you can make it an ongoing event, or even invite their friends to join in a story time group and all participate in reading to each other!



# Day 3

<b>Reading</b>	Read a favorite book and then use this reflection to share about what you read.
<b>Writing</b>	What ocean animal is your favorite? Write all about it using this graphic organizer!
<b>Word Study</b>	Practice reading, writing, and spelling sight words using this handy worksheet.
<b>Math</b>	Can you name all the shapes? Practice your colors and shapes using this activity.
<b>Other Fun Stuff</b>	Practice thinking about gratitude with your whole family using this activity!





Name: \_\_\_\_\_

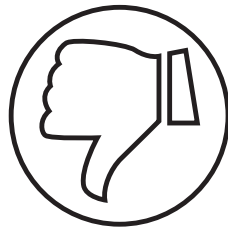
Date: \_\_\_\_\_

# My Story Reflection



Title of Book: \_\_\_\_\_ Author: \_\_\_\_\_

This book was:



(color one)

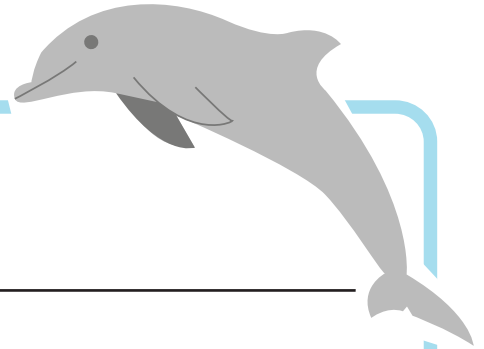
My favorite part was:



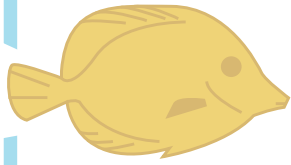
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Amazing Ocean Animals



Write about your favorite ocean animal.



\_\_\_\_\_

-----

My favorite ocean animal is the \_\_\_\_\_

A picture of my favorite ocean animal.

\_\_\_\_\_

-----

I like the \_\_\_\_\_ best because

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Say it, Trace it, Write it!

Read each word, trace it, then write it.

Read	Trace	Write	Draw a picture
Can	Can		
Van	Van		
Ran	Ran		
Tan	Tan		
Fan	Fan		
Man	Man		

# Basic Shapes: Color and Count



circle



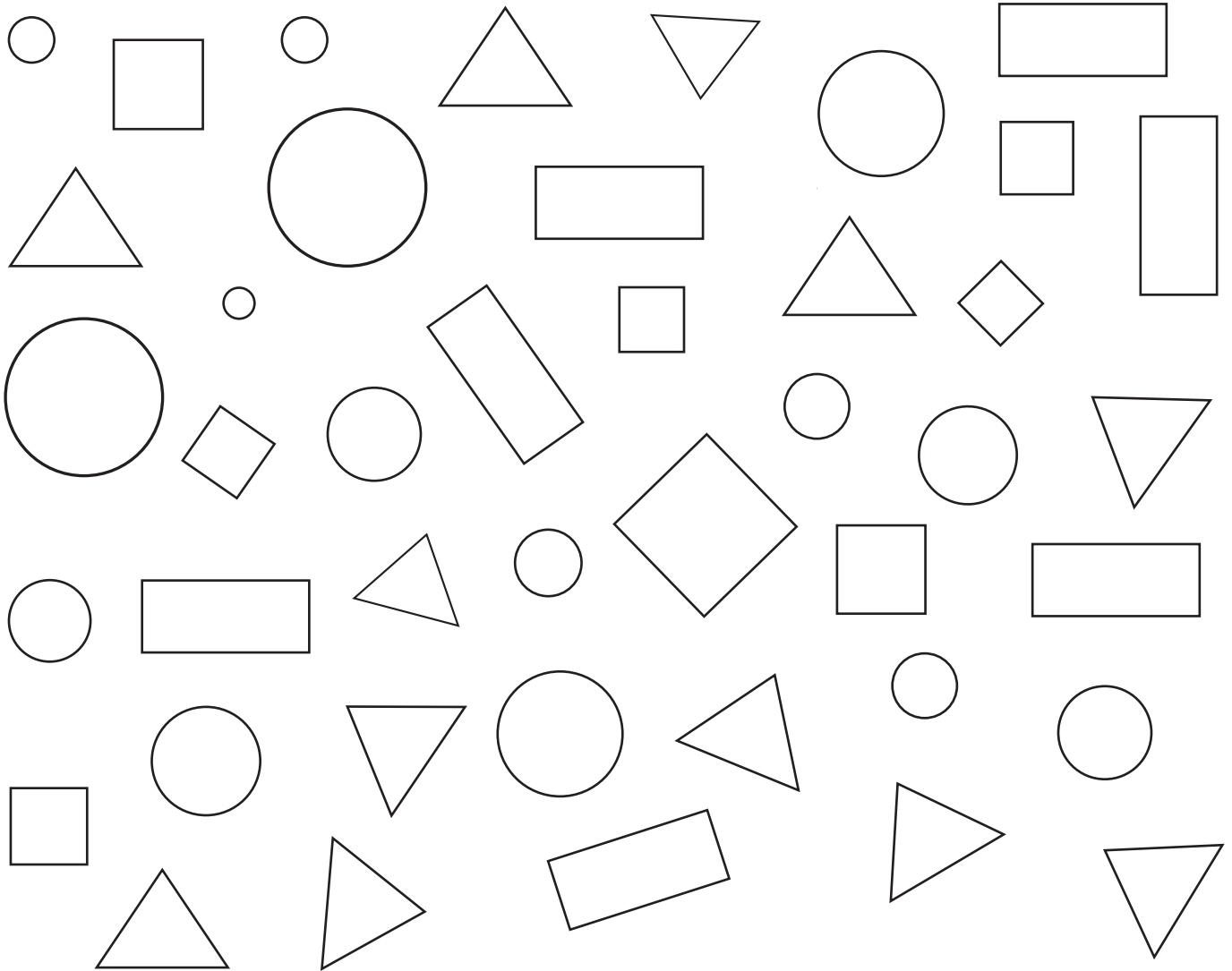
square



triangle



rectangle



How many squares are there? \_\_\_\_\_

How many circles are there? \_\_\_\_\_

How many triangles are there? \_\_\_\_\_

How many rectangles are there? \_\_\_\_\_

# Make a Family Gratitude Jar

The power of gratitude is endless! Research shows that practicing gratitude can strengthen relationships, improve physical and emotional well-being, deepen empathy skills, and improve self-esteem. With such wide-spread benefits, how can we create our own gratitude practice at home with children? First, define gratitude to your children. Then, have them fill out notecards with examples of what they are thankful for. Ideal for preschool through second grade learners, here is an easy to use daily activity your whole family will enjoy!

## What You Need:

- [The Thankful Book by Todd Parr](#) or similar book about gratitude
- Empty container (e.g., a recycled glass jar or small box)
- Markers or crayons
- Notecards
- Decorating supplies such as: glue, glitter glue, stickers, paint



## What You Do:

1. Begin with a discussion about gratitude. For younger kids, a great way to start is by reading aloud a picture book such as [The Thankful Book by Todd Parr](#). As you read, pause to ask your child open-ended questions such as, “What do you see on this page? Why do you think they are grateful for \_\_\_?”
2. Define gratitude for your child as, “Gratitude is a feeling of thankfulness and appreciation.” Share something that you are thankful for, then ask, “What is one thing you are thankful for?”
3. Explain that today you are going to work together to make a Gratitude Jar, a place where you will write down things you are thankful for everyday.
4. Show your child the materials and model different ways they might decorate their jar such as painting, adding stickers, using glitter glue, etc.
5. Provide time for your child to use the materials to decorate the jar, giving assistance as needed.
6. Choose a consistent time each day to sit down as a family and each identify one thing to be grateful for each day. It can be helpful to use a sentence frame such as “I am thankful for \_\_\_\_\_ today.”
7. Create a nonjudgmental space as you share. Whatever you think of goes. This might mean your child is thankful for chocolate chip cookies one day, and that’s okay! The act of identifying things you are grateful for will provide a nurturing space for your whole family to identify both big and small things.
8. Use a notecard to write down what you are thankful for. For younger children, have them dictate to you while you write it down, and encourage them to draw a picture. For beginning writers, create a sentence starter that says, “I am thankful for \_\_\_\_\_.” Then, have them fill in the blank.
9. Read through the slips in your gratitude jar when the jar is full or when you need a pick-me-up. This is a great way to help your child remember all of the positive things in their life.

Once the gratitude jar becomes a part of your day-to-day routine, think about how you might extend the experience. Perhaps you ask your child to think about a particular person or part of the natural world that they are grateful for. Encourage the whole family to get creative in ways to share their gratitude with others—can you make thank you cards for friends, family members, or teachers? Perhaps you decide to volunteer at a local animal shelter or food bank. However you choose to share—gratitude will grow and grow!

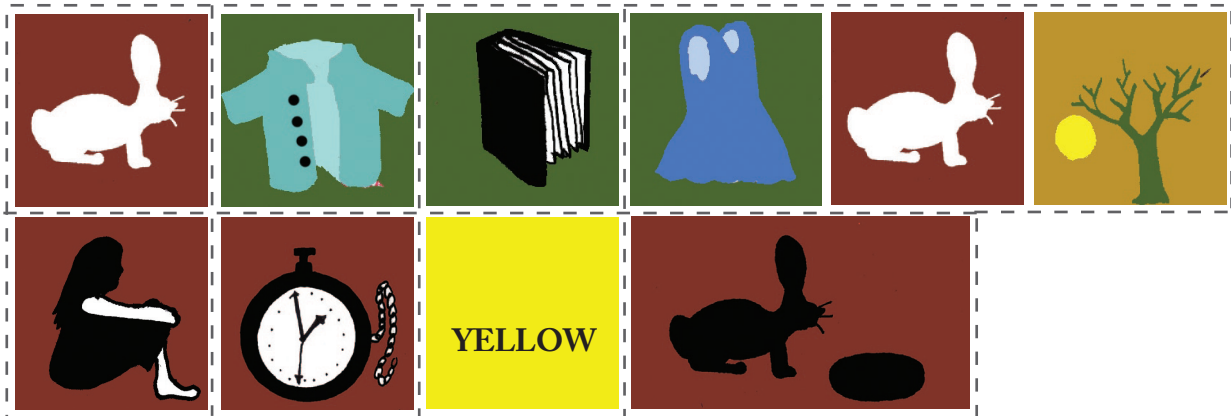
# Day 4

<b>Reading</b>	Read aloud this story and fill in the missing pieces using the pictures.
<b>Writing</b>	Write a poem about your family.
<b>Word Study</b>	Complete the maze by following the path of rhyming words.
<b>Math</b>	Cut out the numbers and put them in the correct order.
<b>Other Fun Stuff</b>	Get creative as you paint your day!



# Rebus Stories

A **rebus story** is told using pictures and drawings in place of words. The drawings can symbolize a sound, word or character. Use the drawings below to fill in the blanks for a passage from *Alice's Adventures in Wonderland* by Lewis Carroll.



## Directions

Use a pair of  to cut out these pictures and then



them onto the correct spots in the story on page 2.

# ALICE'S ADVENTURES IN WONDERLAND

BY LEWIS CARROLL

Once upon a time there was a little [ ] named  
Alice. She had [ ] hair and wore a lovely  
[ ]. One day, her mother was reading her a  
[ ], but Alice could not pay attention.  
So she went [ ] to play. Suddenly, she noticed  
a fluffy white [ ] wearing a [ ]! She was  
surprised when he pulled out a [ ] to check the  
time. "I'm late!" cried the [ ] as he ran off. Full  
of curiosity, Alice followed him through a  
[ ], and she began to fall...





I wrote this poem with love for you, my  
family

**F** is for

---

**A** is for

---

**M** is for

---

**I** is for

---

**L** is for



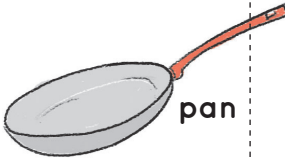

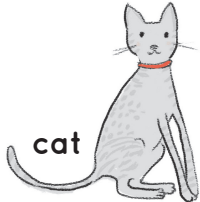

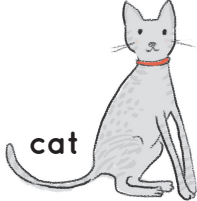

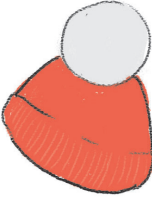

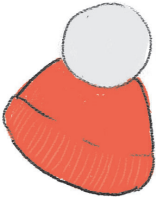





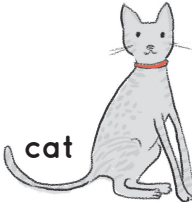

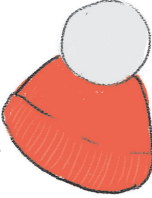


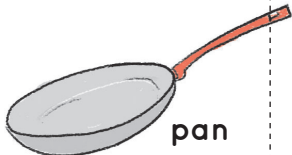


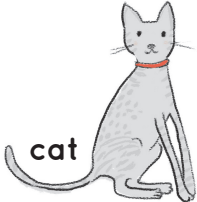


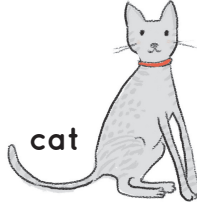
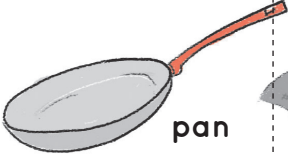

---

**Y** is for

---

# Soft A Word Endings: **at** and **an**

Draw a line from the start to the end of the maze, connecting the "at" words as you say them out loud.

 <p>man</p>	 <p>can</p>	 <p>pan</p>	 <p>fan</p>	<p>   Start</p>  <p>cat</p>
 <p>bat</p>	 <p>cat</p>	 <p>rat</p>	 <p>hat</p>	 <p>bat</p>
 <p>hat</p>	 <p>fan</p>	 <p>man</p>	 <p>pan</p>	 <p>can</p>
 <p>rat</p>	 <p>cat</p>	 <p>bat</p>	 <p>hat</p>	 <p>rat</p>
 <p>fan</p>	 <p>pan</p>	 <p>fan</p>	 <p>man</p>	 <p>cat</p>
 <p>man</p>	 <p>can</p>	 <p>cat</p>	 <p>pan</p>	<p>   End</p>  <p>bat</p>

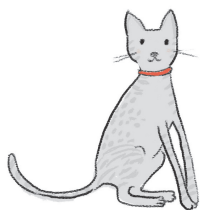
Name \_\_\_\_\_

Date \_\_\_\_\_

# Writing **at** and **an** Words

Say the word. Then say the sound of each letter as you write it.

**at**



cat

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

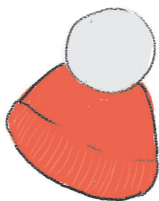


bat

-----

\_\_\_\_\_

\_\_\_\_\_



hat

-----

\_\_\_\_\_

\_\_\_\_\_



rat

-----

\_\_\_\_\_

\_\_\_\_\_

**an**



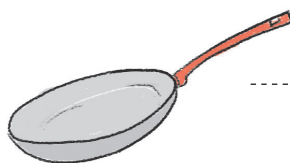
fan

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_



pan

-----

\_\_\_\_\_

\_\_\_\_\_



can

-----

\_\_\_\_\_

\_\_\_\_\_



man

-----

\_\_\_\_\_

\_\_\_\_\_































Name \_\_\_\_\_

Date \_\_\_\_\_

# Soft A Word Endings: **ap** and **ad**

Draw a line from the start to the end of the maze, connecting the "ap" words as you say them out loud.

Start

 lad	 pad	 sad	 dad	 cap
 sad	 dad	 tap	 nap	 map
 nap	 map	 cap	 lad	 pad
 tap	 pad	 sad	 lad	 dad
 cap	 map	 nap	 tap	 cap
 sad	 dad	 lad	 pad	 map

End

# Writing **ap** and **ad** Words

Say the word. Then say the sound of each letter as you write it.



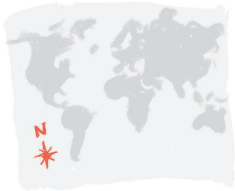
cap

**ap**

\_\_\_\_\_

-----

\_\_\_\_\_



map

\_\_\_\_\_

-----

\_\_\_\_\_



nap

\_\_\_\_\_

-----

\_\_\_\_\_



tap

\_\_\_\_\_

-----

\_\_\_\_\_



dad

**ad**

\_\_\_\_\_

-----

\_\_\_\_\_



pad

\_\_\_\_\_

-----

\_\_\_\_\_



sad

\_\_\_\_\_

-----

\_\_\_\_\_



lad

\_\_\_\_\_

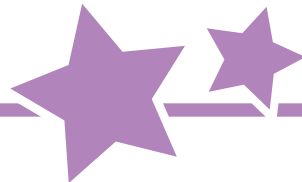
-----

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Ordering Numbers to 20



Cut out the numbers below and glue them in the correct order on the next page.



9 7 12 5 10

19 1 3 17 15

14 20 18 2 11

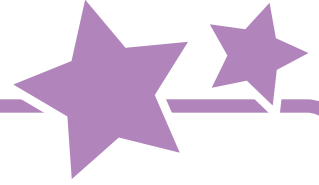
16 4 6 13 8



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Ordering Numbers to 20



Glue the numbers in the correct order.




# Paint a Morning, Noon, and Night Triptych

Triptychs are an art form involving three side-by-side panels that can fold inward together. Beginning with the basic daytime schedule of morning, afternoon, and night, your child will be able to create with a triptych an imaginative pictorial story that builds aesthetic awareness and artistic development. The triptych activity will also help your child learn about important art and design basics such as color, pattern, shape, and line.

## What You Need:

- Large poster board or three-paneled science fair display board
- Marker
- Tempera paints
- Paint brushes
- Sponges and/or rollers

## What You Do:

1. Brainstorm ideas for each panel with your child. Ask them to tell you what happens in the morning, the afternoon, and night time. Examples of discussion starter questions include: What do you do when you wake up? What do you eat in the morning? What happens in the afternoon (at preschool, the park, and so on)? What do you wear at night?
2. If you are using a large piece of poster board, fold the board into three equal panels. If you are using a science fair display board, it will come pre-folded.
3. Ask your child what part of the day comes first. Then ask which panel should show this part of the day. (Answer: the first panel.)
4. Have your child draw a scene or picture that represents the morning on the first panel. Use the markers to make an outline. This picture may be something simple, such as the sun rising, or something more complex, such as eating breakfast.
5. Move on to the middle panel, and ask your child to draw something representing the afternoon.
6. Repeat for the last panel, focusing on night time.
7. After the marker outline has been finished for all three parts, invite your child to add paint to their creation.

## Extensions:

Extend this narrative picture by creating your own story. Ask your child to tell you a story based on the sequence of events pictured on the triptych. Make sure to reinforce that there is a beginning, middle, and end to their story, like in a book.

You can also use your child's favorite book as inspiration for a triptych. Simply have them choose and draw their three favorite moments in the book in order. When they are finished, they will have a beautiful triptych of their favorite scenes to hang on their wall.





# Day 5

<b>Reading</b>	Learn about a world-class athlete!
<b>Writing</b>	Write about your neighborhood.
<b>Word Study</b>	Use the sight words to write a sentence.
<b>Math</b>	Practice your subtraction skills to find out what color the animal should be!
<b>Other Fun Stuff</b>	Learn a new way to relax in this fun family activity.



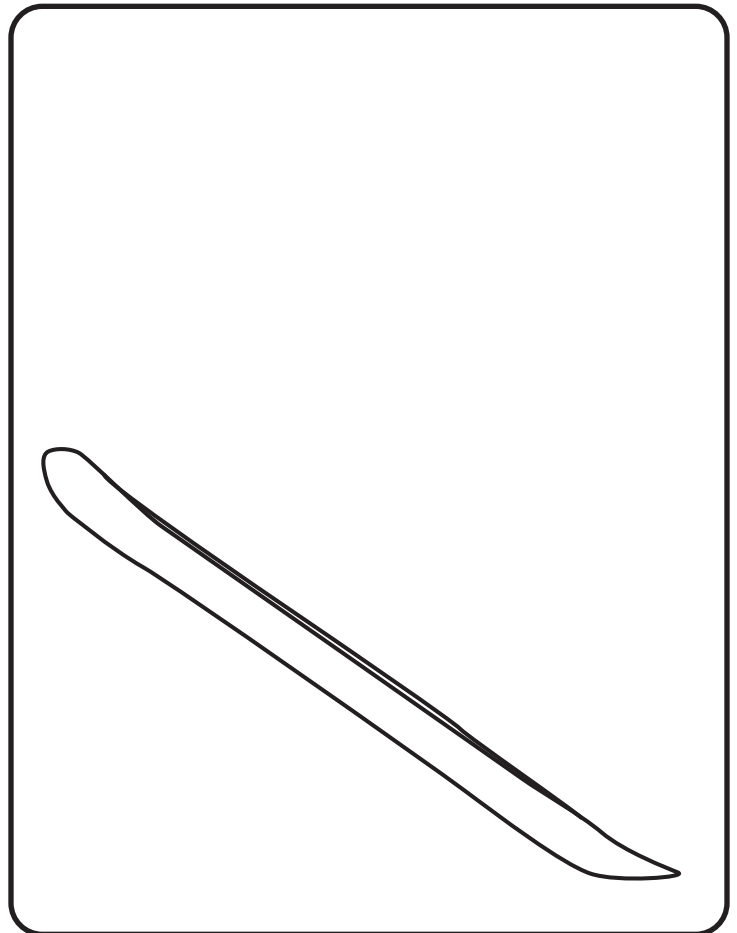
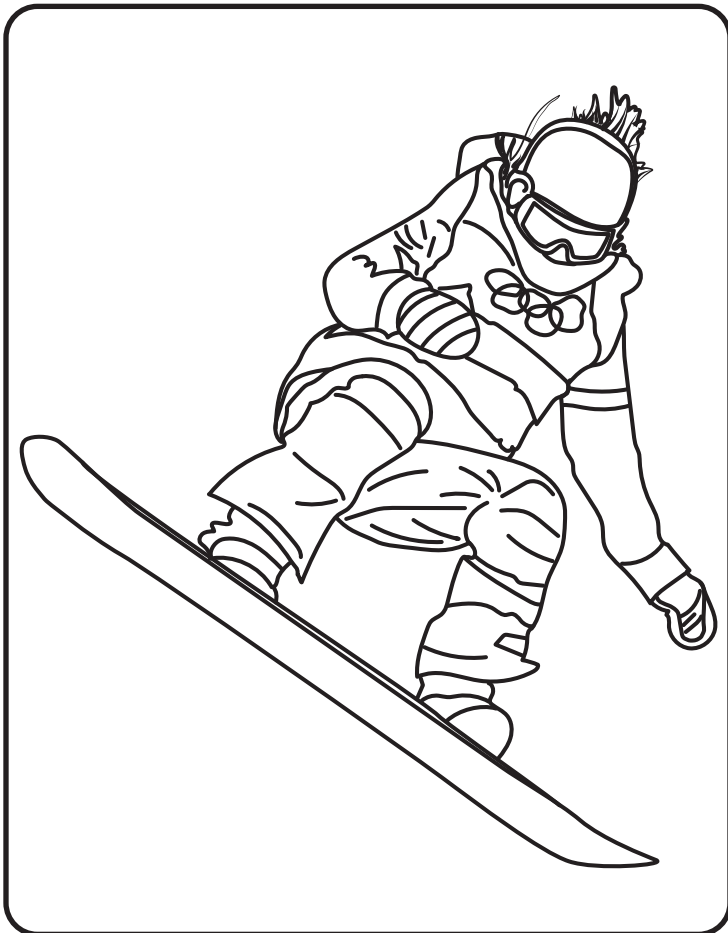
# Trace & Write Women in Sports: Chloe Kim

a

She is a snowboarder.

\*Adults read this aloud\*

Chloe Kim is a snowboarder. She is the youngest woman to win a gold medal for snowboarding in the Olympics. Trace the word and then color in the picture of Chloe snowboarding. You can then draw a picture of yourself on the snowboard!



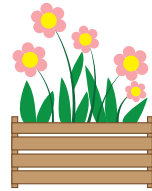
Name: \_\_\_\_\_

Date: \_\_\_\_\_



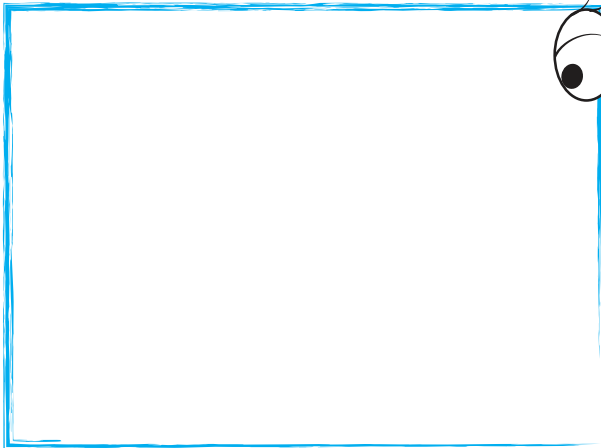
# All About My Neighborhood

Draw and write about your neighborhood.



Draw a person in your neighborhood.

Write about a person in your neighborhood.



---

---

---

Draw a place in your neighborhood.

Write about a place in your neighborhood.



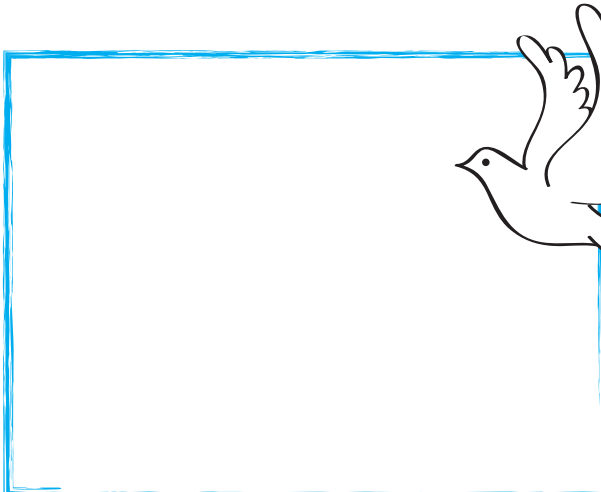
---

---

---

Draw an animal in your neighborhood.

Write about an animal in your neighborhood.



---

---

---

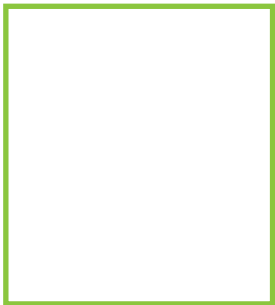
Name: \_\_\_\_\_

Date: \_\_\_\_\_


# Tons of Words

Use the sight words in the word box to write a sentence. Draw a picture to match your sentence. Count how many words are in the sentence.

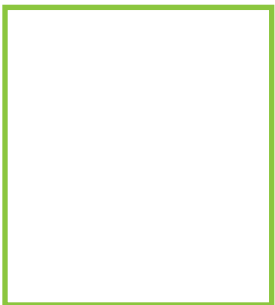
the, mat, bat, look, she,  
he, has, a, can, jump



\_\_\_\_\_ . 1 2 3 4 5



\_\_\_\_\_ . 1 2 3 4 5



\_\_\_\_\_ . 1 2 3 4 5

# Sea Mystery Color By Number

Subtract the problems. Color the spaces to match the answers in the code below.

2 = blue

3 = red

4 = green

5 = gray

$2-0=$

\_\_\_\_\_  
- - - -  
\_\_\_\_\_

$8-6=$

\_\_\_\_\_  
- - - -  
\_\_\_\_\_

$8-3=$

\_\_\_\_\_  
- - - -  
\_\_\_\_\_

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

\_\_\_\_\_  
- - - -  
\_\_\_\_\_

$5-0=$

\_\_\_\_\_  
- - - -  
\_\_\_\_\_

$6-1=$

\_\_\_\_\_  
- - - -  
\_\_\_\_\_

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

\_\_\_\_\_  
- - - -  
\_\_\_\_\_

$4-2=$

\_\_\_\_\_  
- - - -  
\_\_\_\_\_

$5-1=$

\_\_\_\_\_  
- - - -  
\_\_\_\_\_

$6-2=$

\_\_\_\_\_  
- - - -  
\_\_\_\_\_

# Five Finger Breathing

Five finger breathing can be a helpful mindfulness technique for finding calm by focusing on breathing. It can come in handy at home, on the playground, at school, or anywhere! In this social emotional learning activity, your child will learn and teach someone else five finger breathing, and they will also draw a picture of their experience. Though created with kindergarteners and first graders in mind, this activity can help anyone practice mindful breathing, stress management, and self-discipline.

## What You Need:

- [Let's Breathe: Five-Finger Style!](#) worksheet
- Crayons

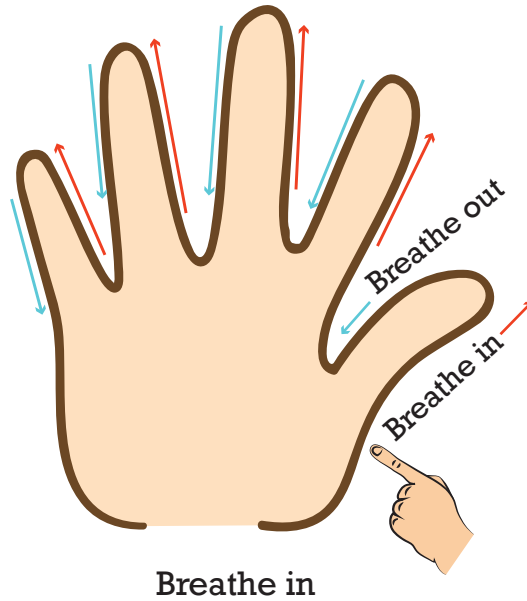


## What You Do:

1. Ask your child what helps them find calm in their day (e.g. playing with friends, coloring, etc.).
2. Explain that feeling our breath can be a great tool to help us feel more calm.
3. Ask your child to take out one hand, with their five fingers open. (Model how to do this.)
4. Ask them to take their pointer finger out on their opposite hand.
5. Guide your child so that as they breathe in, their pointer finger goes up one side of their opposite thumb, and as they breathe out, their pointer finger goes down. Demonstrate how to do this slowly.
6. Guide your child to slide their pointer finger up all the fingers on their opposite hand, one at a time. They should continue to focus on breathing in as they slide their pointer finger up, and breathing out as they slide their pointer finger down.
7. After your child completes this breathing exercise with all five fingers, ask how they feel and what they notice. Do they feel more relaxed?
8. Ask your child where they could use this breathing technique. (Suggestions: when they are sad, bored, angry, etc.) Emphasize that they can use five finger breathing any time they'd like!
9. Explain to your child that they will now teach someone else how to use five finger breathing and draw a picture of themselves doing this.
10. Review the instructions on the Let's Breathe: Five-Finger Style! worksheet, and help your child complete the activity.

# Let's Breathe, Five-Finger Style!

Teach someone else to use **five-finger breathing** and tell why it is important.



Draw a picture of yourself using your five-finger breathing below.

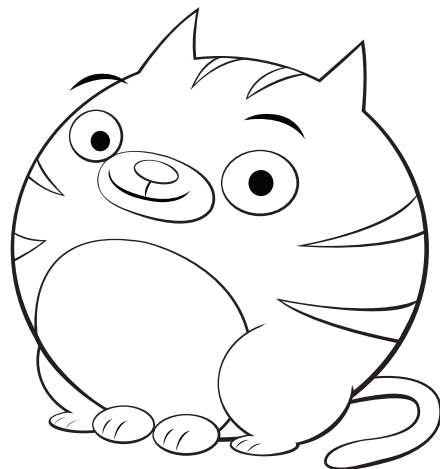
Blank space for drawing.

# Week 5

## Independent Study Packet

# ANSWER KEYS

**Use these answer keys  
to check your work!**





Name: \_\_\_\_\_



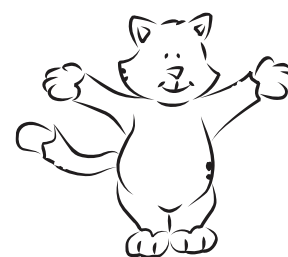
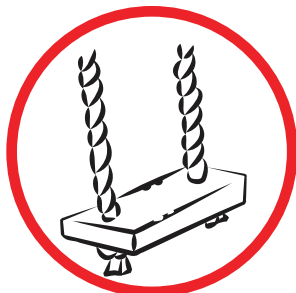
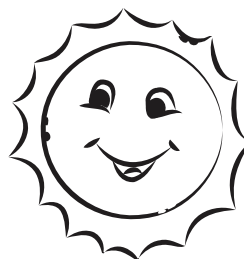
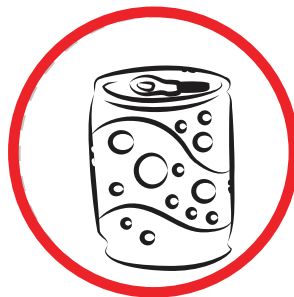
Say the name of the first picture, and the others in the same row.



Circle each picture whose name **rhymes** with the first one. Color all the pictures.

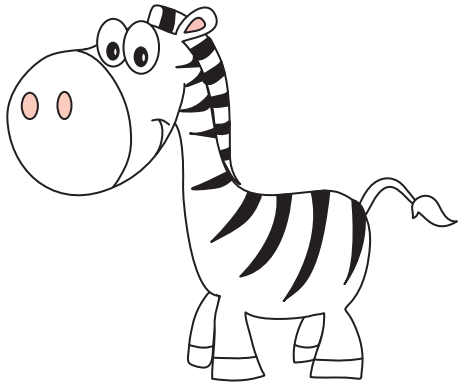


## Answers

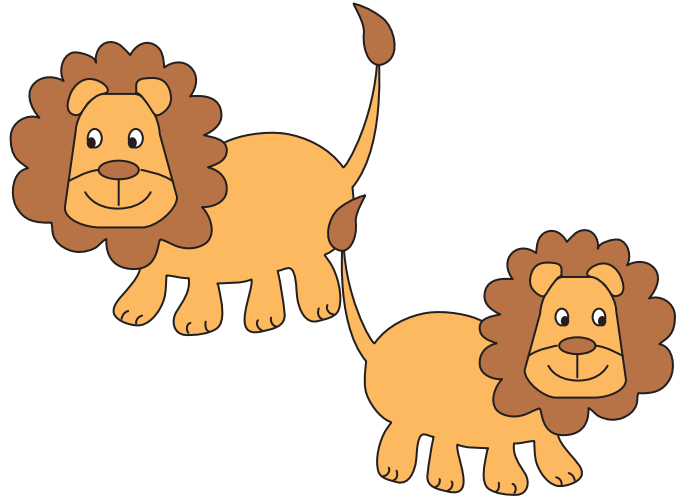


# How Many Feet?

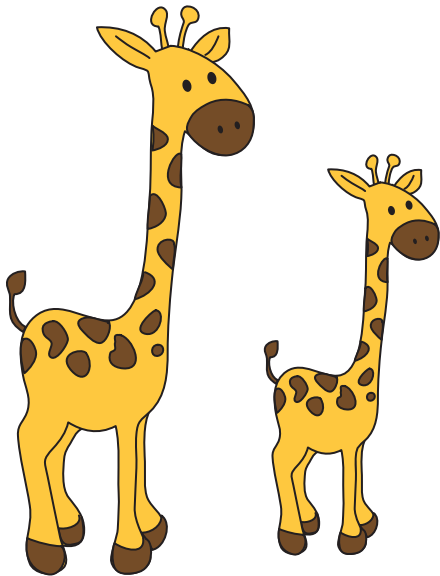
Use the drawings to find out how many feet there are in each group of animals.



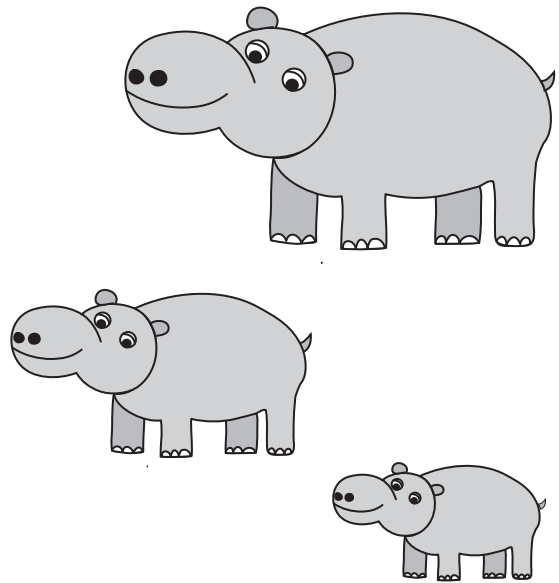
There are 4 feet.



There are 8 feet.



There are 8 feet.



There are 12 feet.

# Answers

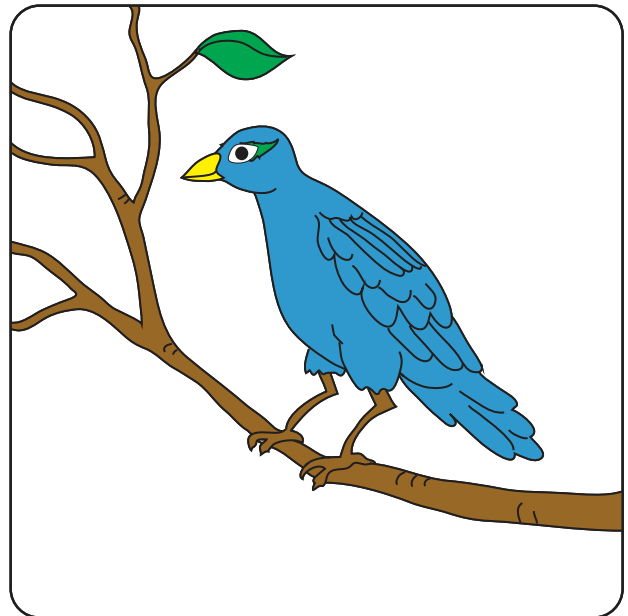
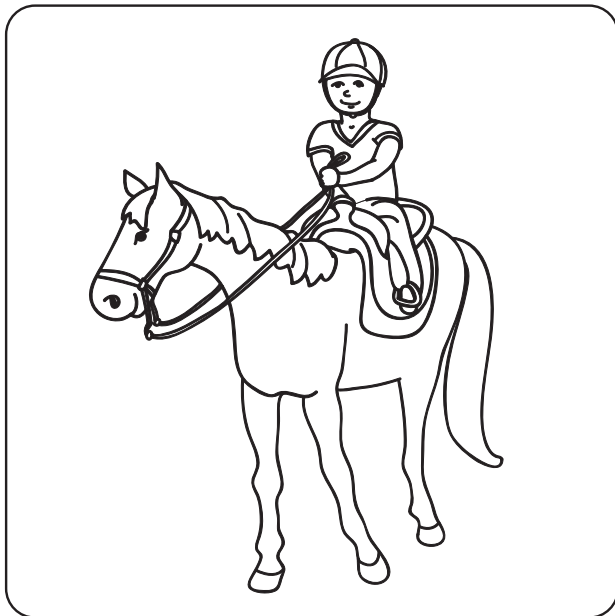
## Smooth Reading #2

Read the passage 3 times. Each time you read, color in a star.

I see so many animals!  
There is a cat and a dog.  
Look there is a bird too!


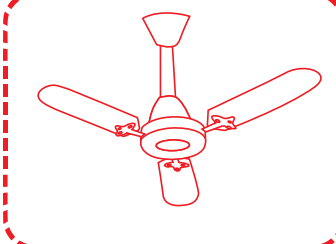
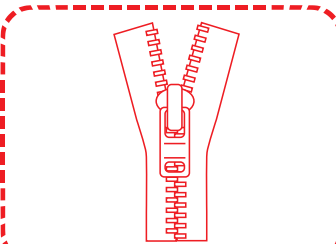
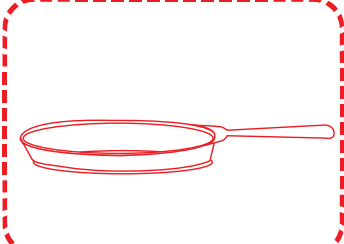
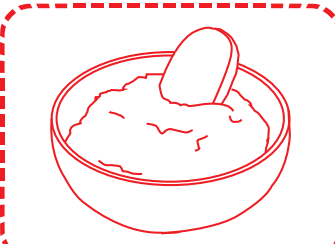

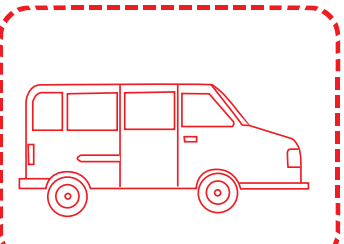


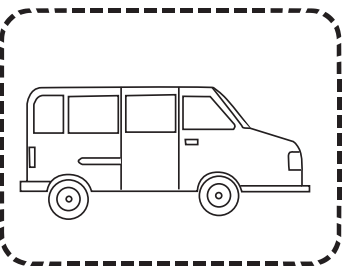
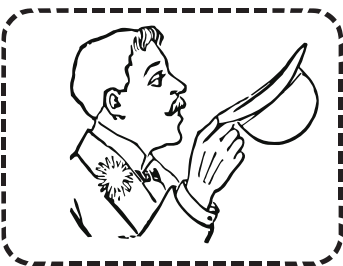
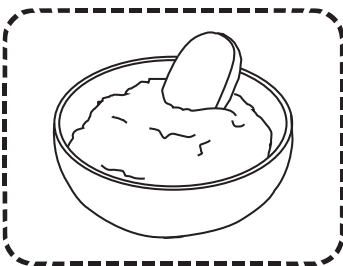
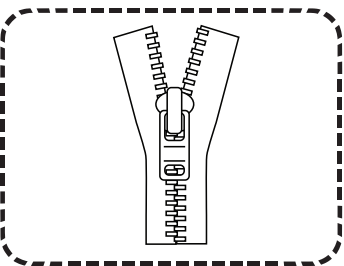
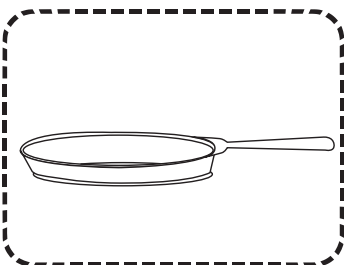
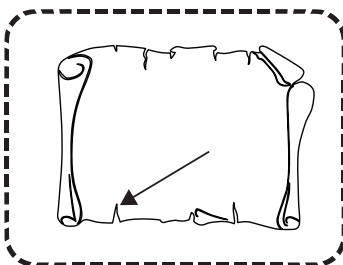
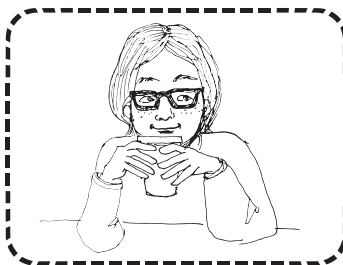
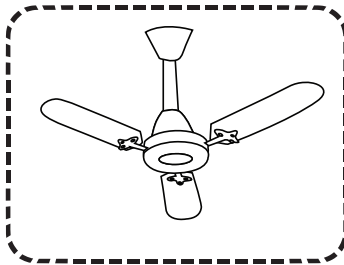
Color the picture that goes with the story.



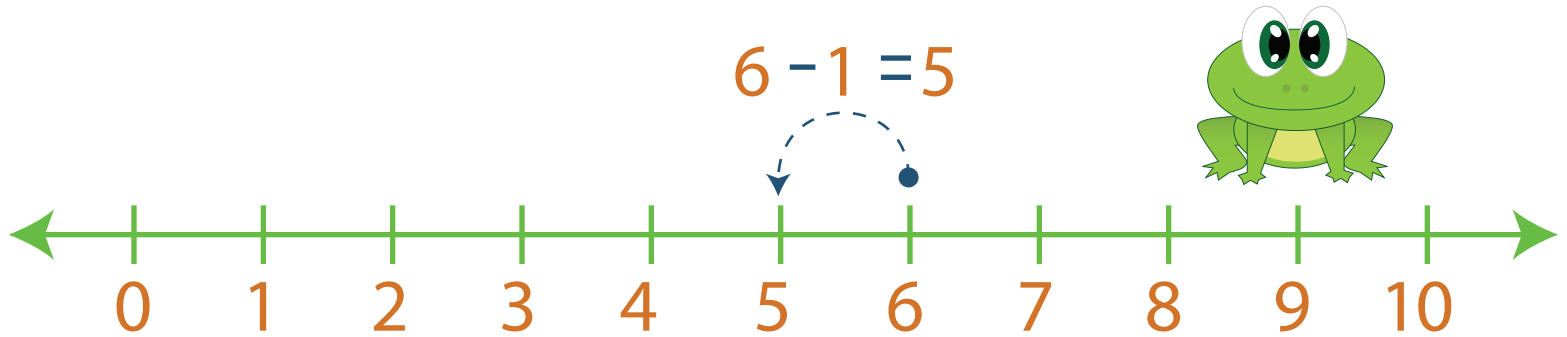
# Wacky Word Families

Directions: Cut out the pictures and glue them in the matching word family column.

<b>-ip words</b>	<b>-an words</b>
	
	
	 
<b>sip, rip, zip, dip</b>	<b>fan, pan, man, van</b>



- When you take away 1 from a number the result is the number before that.
- Use the number line to **count back** to help you subtract the numbers.
- Write your answers in the space provided.




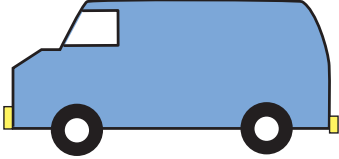


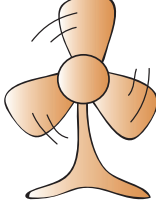

$10 - 1 = \boxed{9}$	$8 - 2 = \boxed{6}$	$7 - 1 = \boxed{6}$
$8 - 1 = \boxed{7}$	$4 - 1 = \boxed{3}$	$3 - 1 = \boxed{2}$
$6 - 1 = \boxed{5}$	$5 - 1 = \boxed{4}$	$9 - 2 = \boxed{7}$
$1 - 1 = \boxed{0}$	$2 - 1 = \boxed{1}$	$9 - 1 = \boxed{8}$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Say it, Trace it, Write it!

Read each word, trace it, then write it.

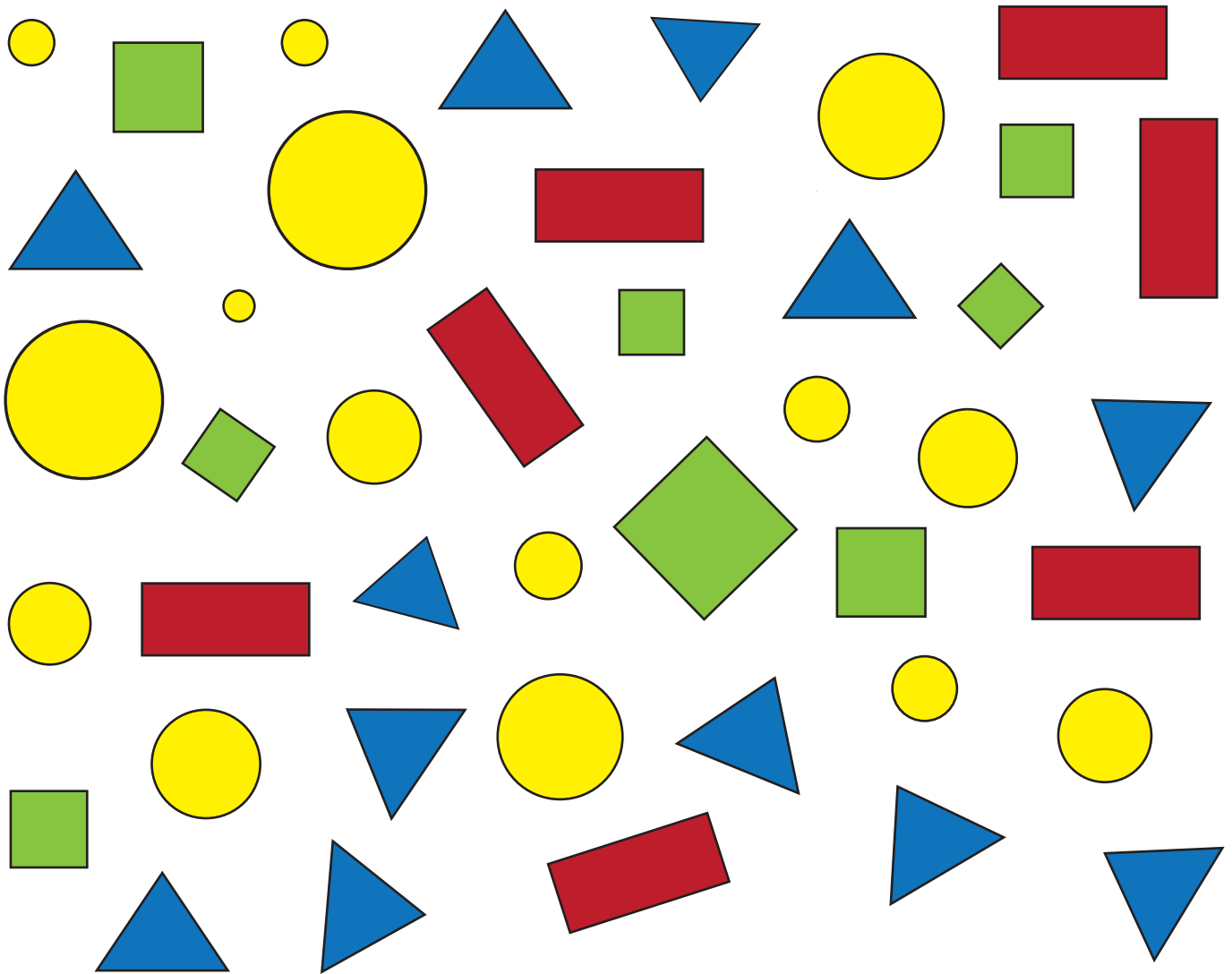
Read	Trace	Write	Draw a picture
Can	Can	Can	
Van	Van	Van	
Ran	Ran	Ran	
Tan	Tan	Tan	
Fan	Fan	Fan	
Man	Man	Man	

# Basic Shapes: Color and Count



## ANSWERS

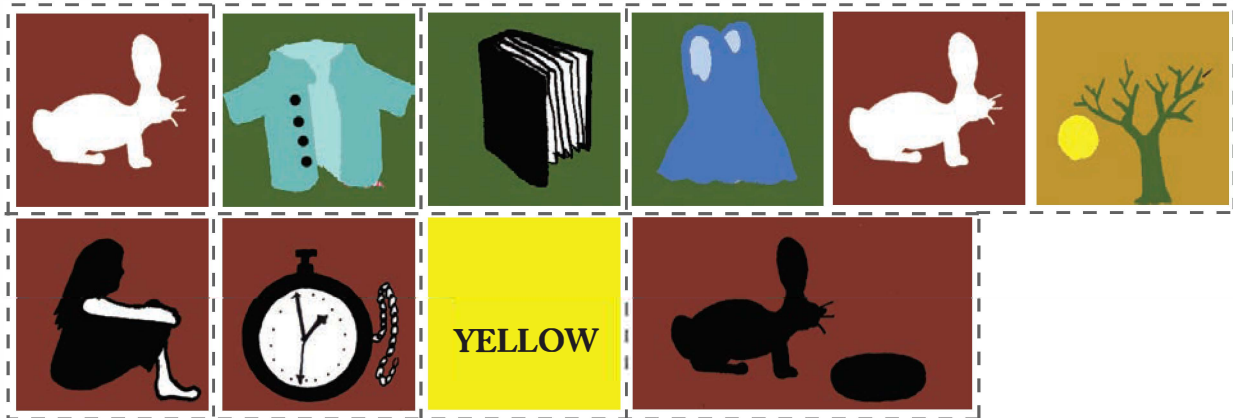
 circle	 square	 triangle	 rectangle
--	--	--	---



- How many squares are there? 8
- How many circles are there? 15
- How many triangles are there? 12
- How many rectangles are there? 7

# Rebus Stories

A rebus story is told using pictures and drawings in place of words. The drawings can symbolize a sound, word or character. Use the drawings below to fill in the blanks for a passage from *Alice's Adventures in Wonderland* by Lewis Carroll.



## Directions

Use a pair of  to cut out these pictures and then



them onto the correct spots in the story on page 2.



# ALICE'S ADVENTURES IN WONDERLAND

Answers

BY LEWIS CARROLL

Once upon a time there was a little  named

Alice. She had  hair and wore a lovely




. One day, her mother was reading her a



, but Alice could not pay attention.

So she went  to play. Suddenly, she noticed

a fluffy white  wearing a  ! She was

surprised when he pulled out a  to check the  
time. "I'm late!" cried the  as he ran off. Full

of curiosity, Alice followed him through a







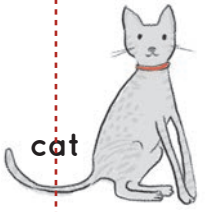

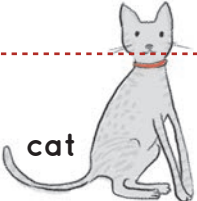

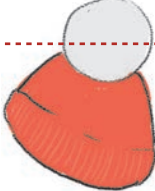

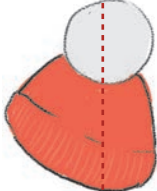





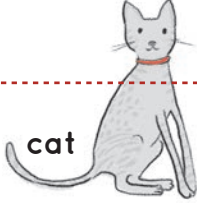
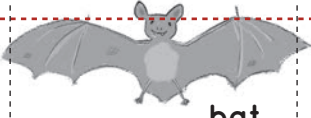
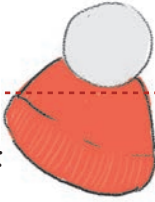
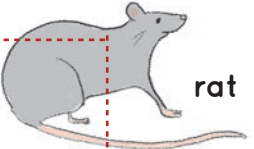

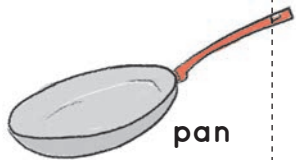


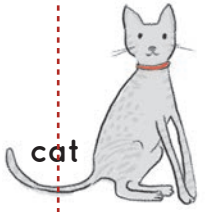


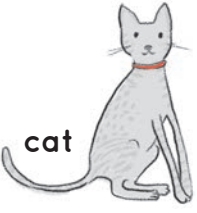


, and she began to fall...

Answers

# Soft A Word Endings: at and an

Draw a line from the start to the end of the maze, connecting the "at" words as you say them out loud.

Start

 man	 can	 pan	 fan	 cat
 bat	 cat	 rat	 hat	 bat
 hat	 fan	 man	 pan	 can
 rat	 cat	 bat	 hat	 rat
 fan	 pan	 fan	 man	 cat
 man	 can	 cat	 pan	 bat

End

# Writing **at** and **an** Words

Say the word. Then say the sound of each letter as you write it.

**at**



cat

cat

**an**



fan

fan



bat

bat



pan

pan



hat

hat



can

can



rat

rat


























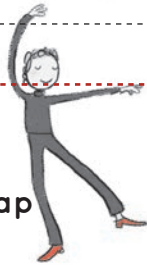






man

man

# Soft A Word Endings: **ap** and **ad**

Draw a line from the start to the end of the maze, connecting the "ap" words as you say them out loud.

**Start**

 lad	 pad	 sad	 dad	 cap
 sad	 dad	 tap	 nap	 map
 nap	 map	 cap	 lad	 pad
 tap	 pad	 sad	 lad	 dad
 cap	 map	 nap	 tap	 cap
 sad	 dad	 lad	 pad	 map

**End**

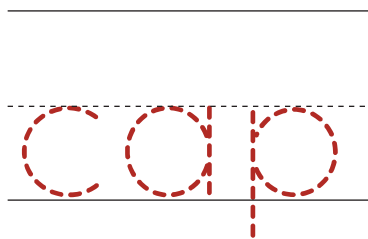
# Writing **ap** and **ad** Words

Say the word. Then say the sound of each letter as you write it.

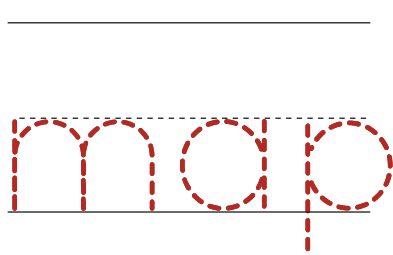
**ap**



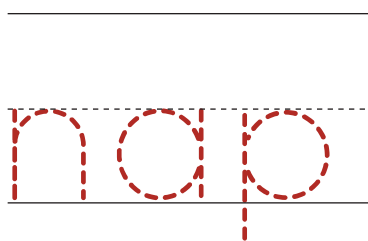
cap



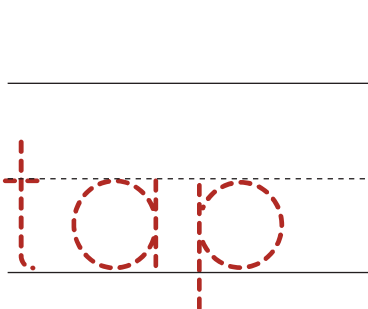
map



nap



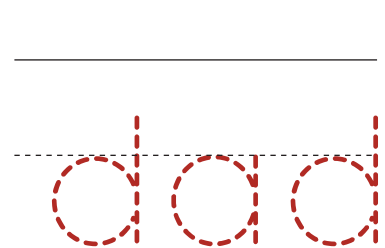
tap



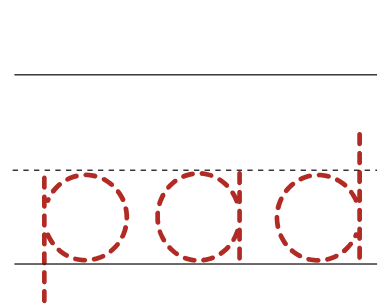
**ad**



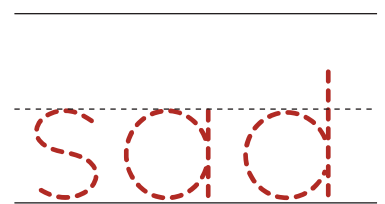
dad



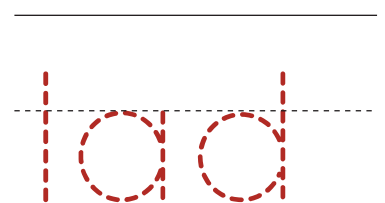
pad



sad



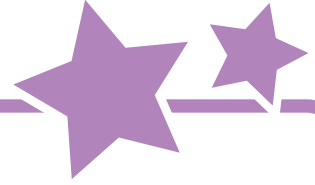
lad



Name: **ANSWERS**

Date: \_\_\_\_\_

# Ordering Numbers to 20



Cut out the numbers below and glue them in the correct order on the next page.



9 7 12 5 10

19 1 3 17 15

14 20 18 2 11

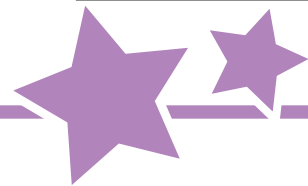
16 4 6 13 8



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Ordering Numbers to 20



Glue the numbers in the correct order.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20



# Sea Mystery Color By Number

Subtract the problems. Color the spaces to match the answers in the code below.

2 = blue

3 = red

4 = green

5 = gray

ANSWERS

$$2-0 = \underline{\quad} \underline{2} \underline{\quad}$$

$$8-6 = \underline{\quad} \underline{2} \underline{\quad}$$

$$8-3 = \underline{\quad} \underline{5} \underline{\quad}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline 3 \\ \hline \end{array}$$

$$5-0 = \underline{\quad} \underline{5} \underline{\quad}$$

$$6-1 = \underline{\quad} \underline{5} \underline{\quad}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline 2 \\ \hline \end{array}$$

$$4-2 = \underline{\quad} \underline{2} \underline{\quad}$$

$$5-1 = \underline{\quad} \underline{4} \underline{\quad}$$

$$6-2 = \underline{\quad} \underline{4} \underline{\quad}$$