

# Putman Elementary

## Blizzard Bags

Kindergarten

Keep this packet Attached!!!!!!

Day 2

Due Tuesday, April 22, 2014

Check when completed	Assignment	Parent initials
	<b>Writing:</b> Write 1-2 sentences & draw a picture telling about a fun day you had at home.	
	<b>Reading:</b> Read your shared story and sign the bookmark. On the reading page provided write 1-2 sentences about your favorite part of the shared story.	
	<b>Language Arts:</b> Choose 5 words from the large kindergarten sight word list. Complete 1 of your sight word activities with these words (rainbow words, cut words from newspaper, type them on the computer and attach, etc.)	
	<b>Math:</b> Complete math pgs. 77-78 (front and back math page)	

The State of Ohio allows us to utilize "at home" work for students in case of a snow day beyond our 5 calamity days. Attached you will find the work we would like for your child to complete while at home. You must send the completed projects to school in two weeks in order to get credit. If the work is not returned, your child will be counted absent for the day.

Student name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

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

Day 2

Work!

Print Write®



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. The first set of lines is positioned to the right of the signpost illustration. There are four additional sets of these lines below the first set, providing space for writing practice.

Story Title: \_\_\_\_\_

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



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



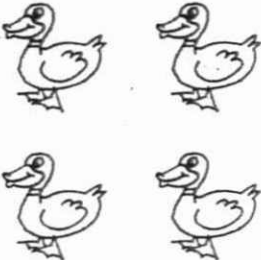
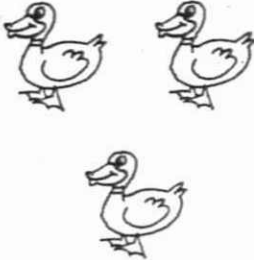
Name \_\_\_\_\_

# Joining Stories

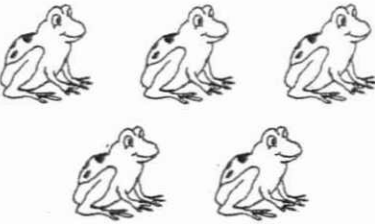

Day 2

1.  

  2   +   3   =   5   in all

2.  

       +        =        in all

3.  

       +        =        in all

Materials: Counters, 9 per child

1. Say: **Two frogs are by the pond.** Have children place a counter on each frog in the first group, use the counters to count the frogs, and then write the number. Say: **Three more frogs join them.** Have children place a counter on each frog in the second group, use the counters to count the frogs, and then write the number. Ask: **How many frogs are by the pond now?** Have students use the counters to find how many in all and write the number.
2. Say: **Four ducks are swimming on the pond. Three more ducks land on the pond and start swimming. How many ducks are on the pond now?** Have children use counters to solve as in the previous problem.
3. Say: **What if there are 5 frogs by the pond and 3 frogs join them? How many frogs are by the pond now?** Have students solve similarly.