

Week May 11-15

Math

PAGES DO NOT NEED TO BE PRINTED-Work may be completed on a separate sheet of paper

Nursery Rhyme: Itsy Bitsy Spider (page 2)

Monday- Number Identification

Number Cards - Have child identify each number card in a random order. (pg. 3)

Sequencing Numbers – Have child identify each number and put puzzle pieces together in the correct number order. (pg. 4)

Count & Color - Have child identify each number and color the correct amount. (pg. 5)

Videos: [Chant and Write Numbers with Dr. Jean](#)
[Jack Hartman Count to 20 and Workout](#)

Tuesday- Patterns

Creating Patterns - Have child create a pattern with **Itsy Bitsy Spider** picture cards. (See example of AB/AABB/ABC on pgs. 6-7)

What Comes Next & Finish the Pattern - Have child cut and paste to complete the patterns. (pg. 8)

Video: [Jack Hartman Pump Up the Pattern](#)

Wednesday- Counting Sets (one to one correspondence)

I Spy - Have child count the objects and write the correct number in the box. (pg. 9)

Graph It - Have child graph the number of objects counted from pg. 9. (pg. 10)

Video: [Dr. Jean Number Match](#)

Thursday- Shapes/Sorting:

Shapes - Have child identify and describe the attributes (sides and corners) of shapes. (pg. 11)

Sorting Attributes - Have child identify and sort shapes by attributes. (pg. 12)

Video: [Jack Hartman Shape Song](#)

Friday- Problem Solving

Itsy Bitsy Spider Word Problems - Have child cut out each spider and use them for addition and subtraction word problems. (pg. 13)

Videos: [Dr. Jean Addition Pokey](#)
[Dr. Jean Five Little Fish](#)

Days of the Week and Months of the Year Songs:

[Dr. Jean Days of the Week](#)

[Macarena Months with Dr. Jean](#)

Instrucciones para los padres en español (página 14)

The Itsy-Bitsy Spider

The itsy bitsy spider
went up the water spout.



Down came the rain,
and washed the spider out.

Up came the sun,
and dried up all the rain,



and the itsy bitsy spider
went up the spout again.

La araña pequeñita

La araña pequeñita
subió, subió, subió




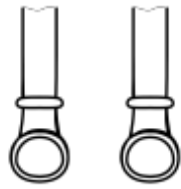
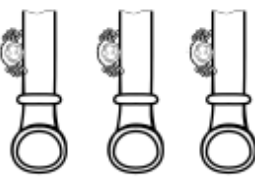

Vino la lluvia y se la llevo

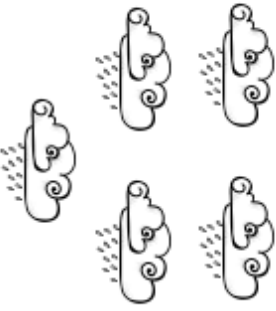
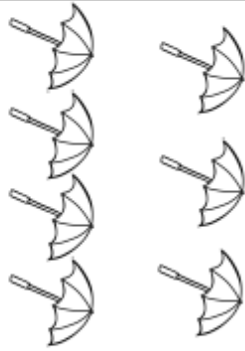
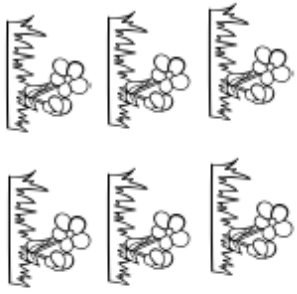
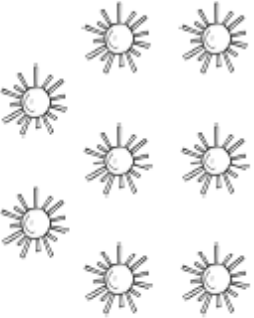
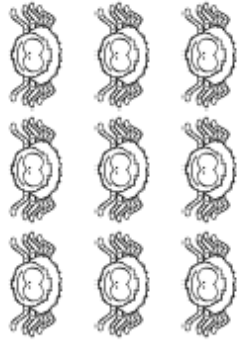
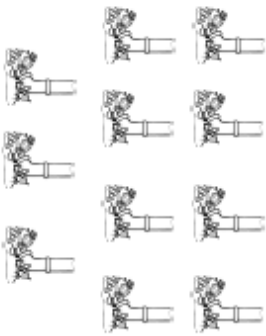
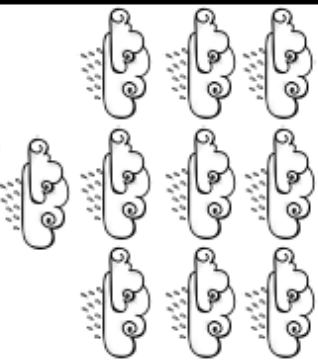
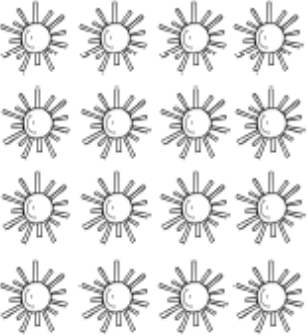
El sol salió y todo lo
seco



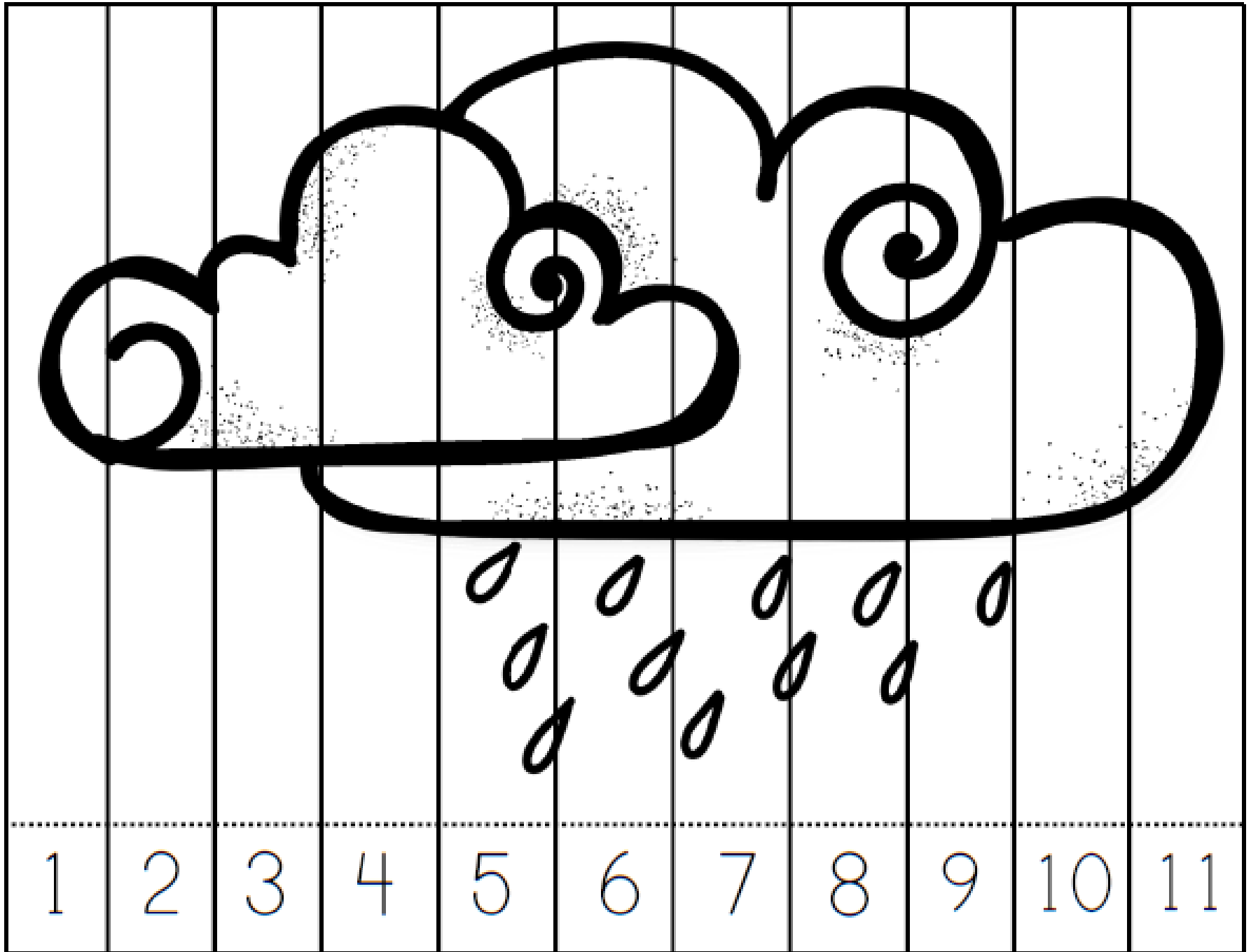
y la araña pequeñita
subió, subió, subió

Have child identify each number card in a random order.

<p>1</p>  <p>one</p>	<p>2</p>  <p>two</p>
<p>3</p>  <p>three</p>	<p>4</p>  <p>four</p>

<p>5</p>  <p>five</p>	<p>7</p>  <p>seven</p>
<p>6</p>  <p>six</p>	<p>8</p>  <p>eight</p>
<p>9</p>  <p>nine</p>	<p>11</p>  <p>eleven</p>
<p>10</p>  <p>ten</p>	<p>12</p>  <p>twelve</p>

Have child identify each number and put puzzle pieces together in the correct number order.



Have child identify each number and color the correct amount.

5



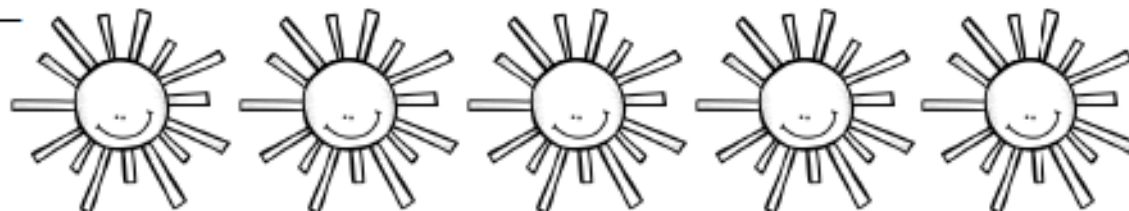
4



3

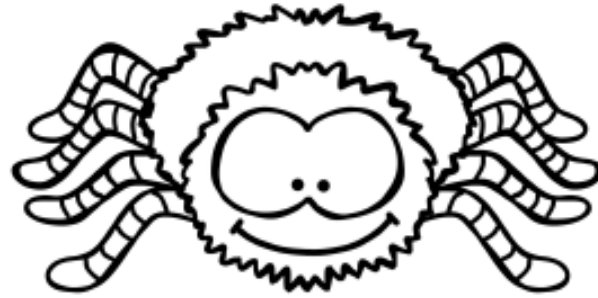


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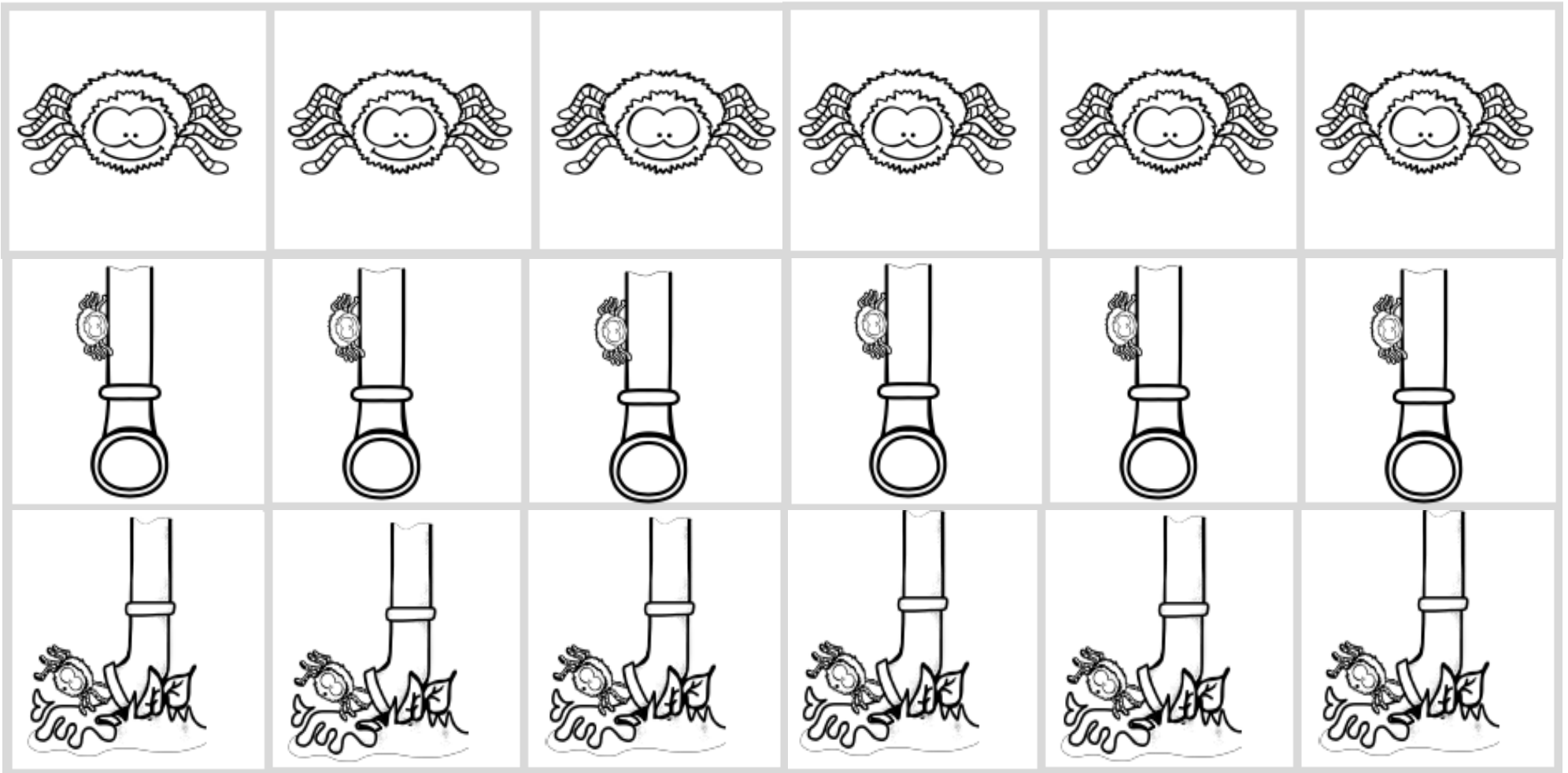


Have child create a pattern with Itsy Bitsy Spider picture cards.

The Itsy-Bitsy Spider

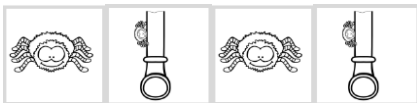


Use the cards on the next page to make patterns.



Examples of patterns:

AB



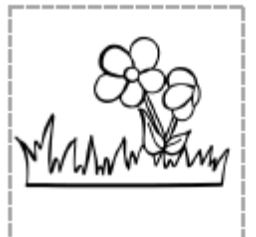
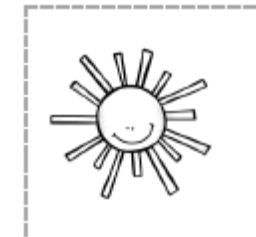
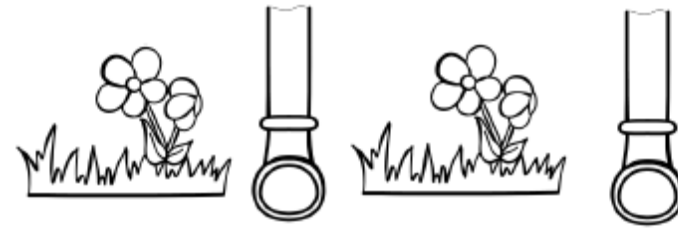
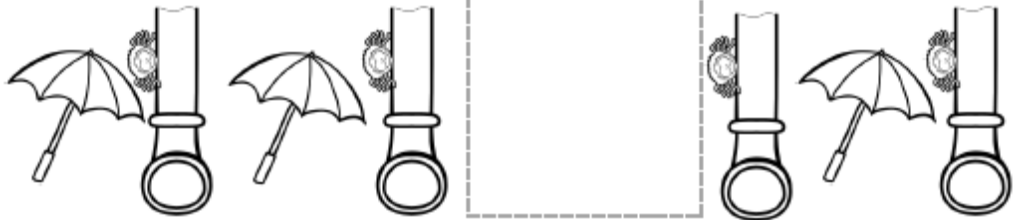
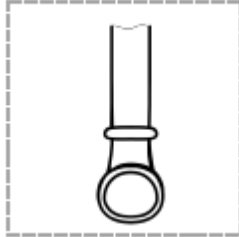
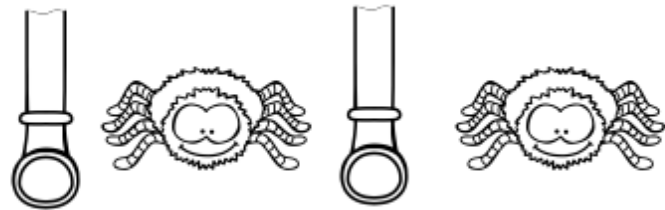
AABB



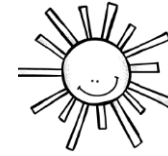
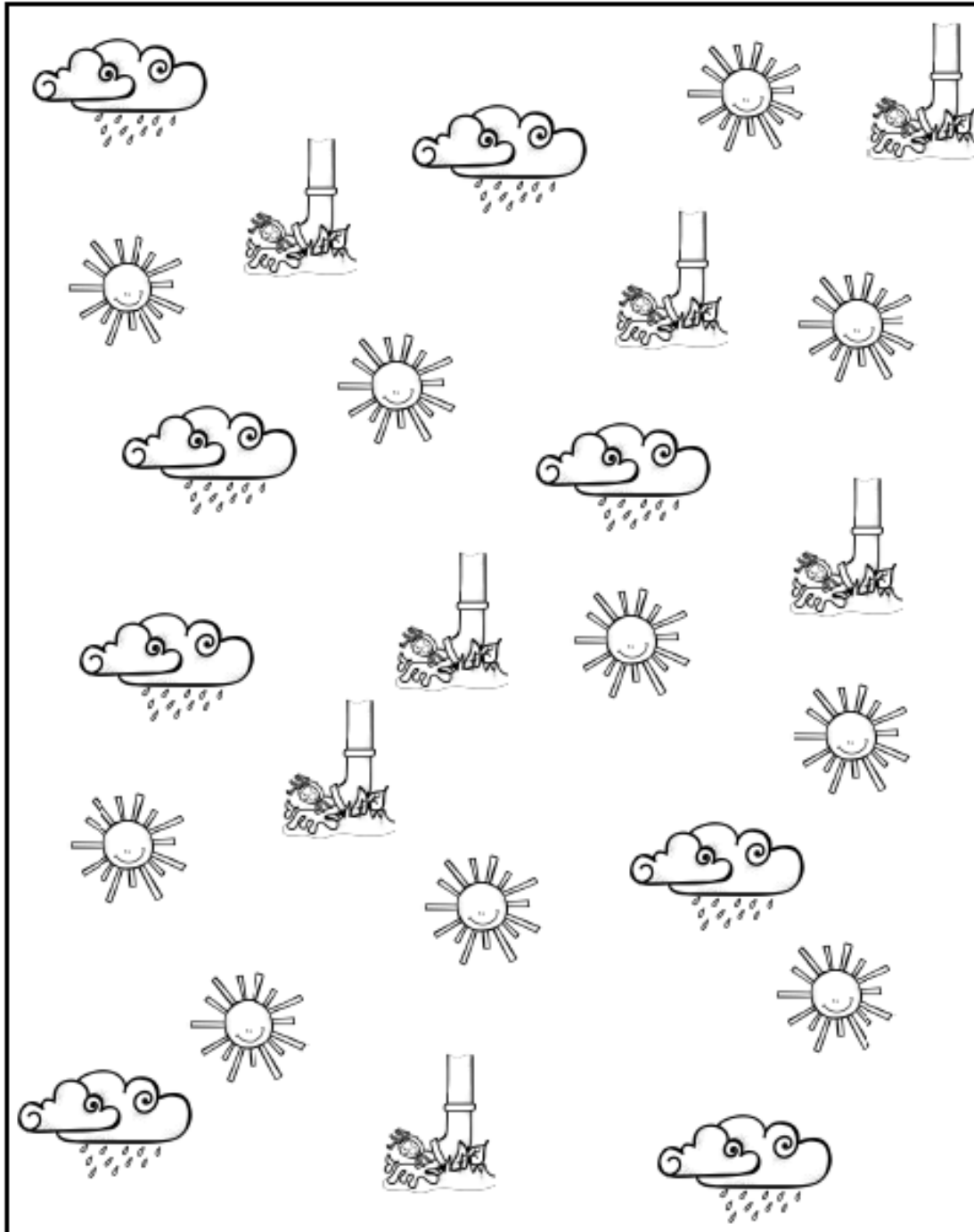
ABC






Have child cut and paste to finish the patterns.



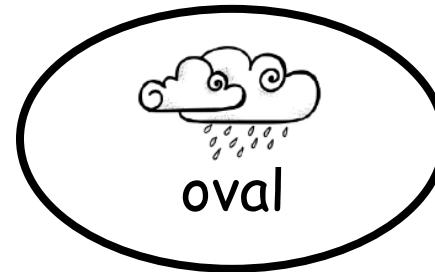
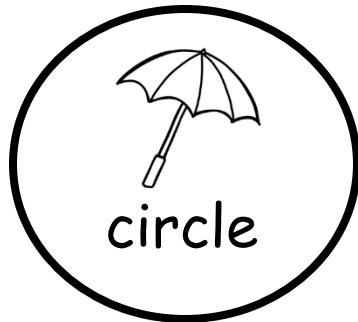
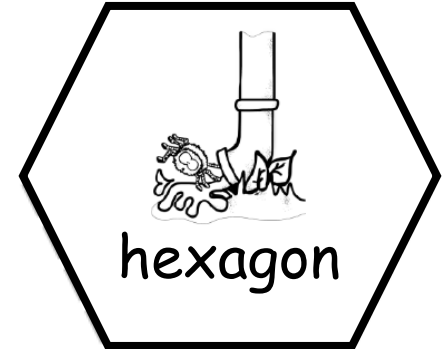
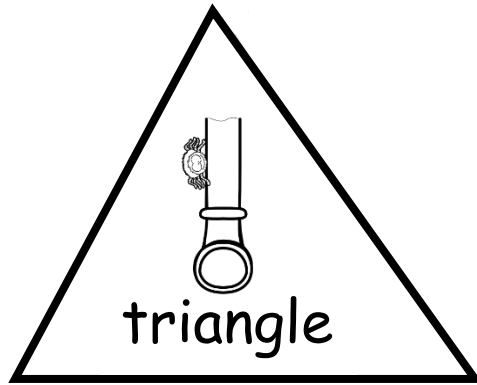
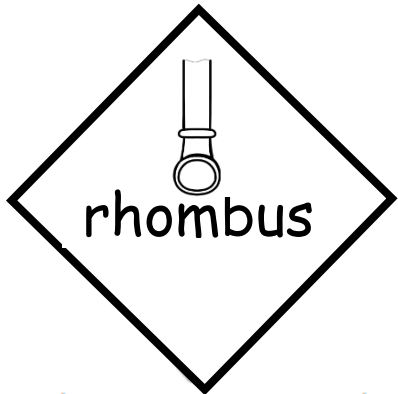
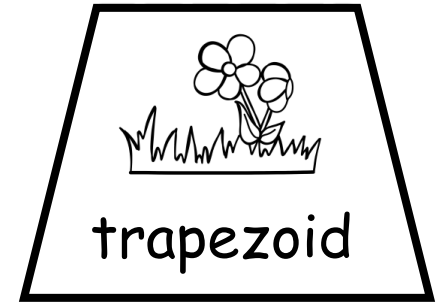
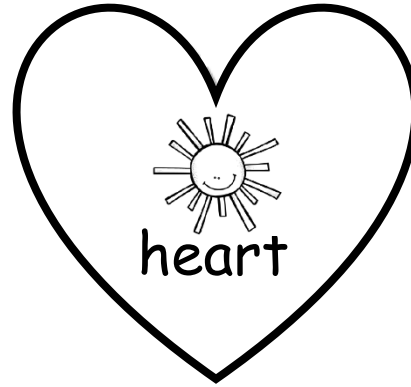
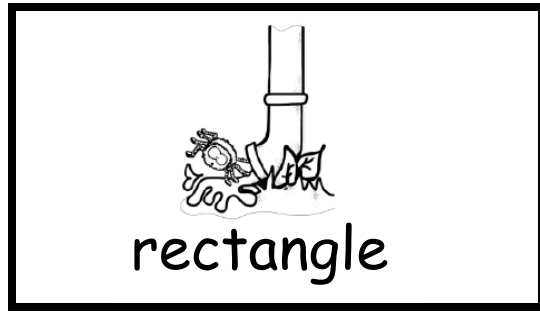
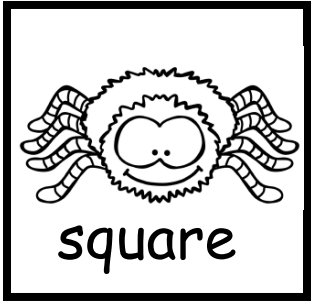
Have child count the objects and write the correct number in the box.



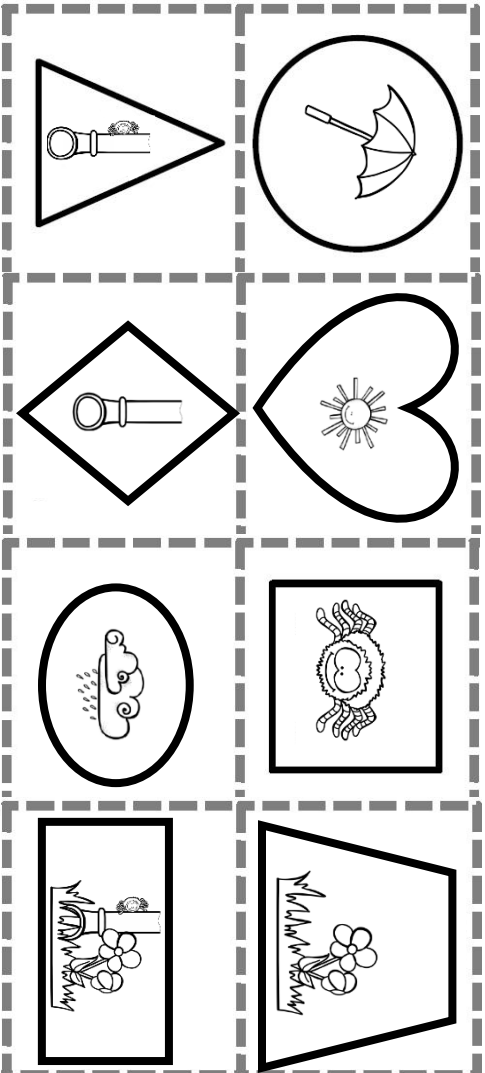
Have child graph the number of objects counted from pg. 9.

			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

Have child identify and describe the attributes (sides and corners) of shapes.



Have child identify and sort shapes by attributes (sides and corners)



Sorting by Attributes

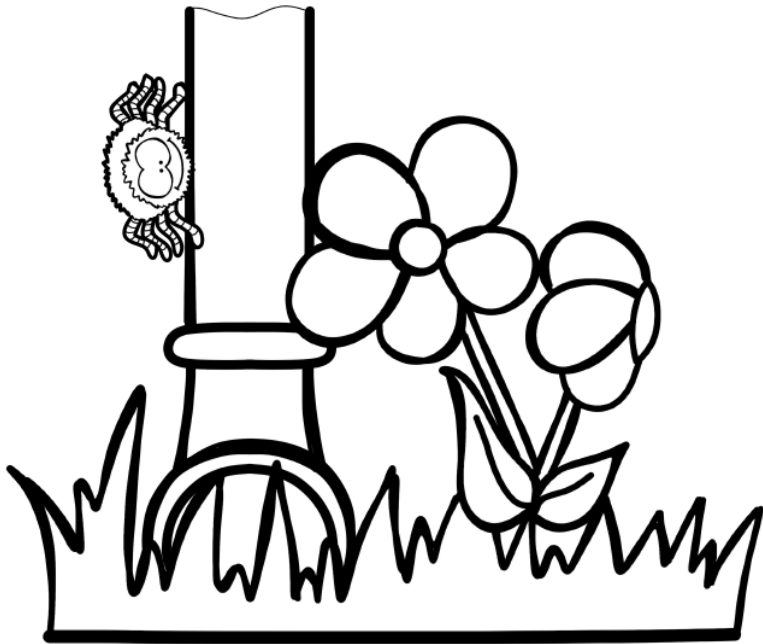
No Sides

3 Sides


4 Sides





Have child cut out each spider and use them for addition and subtraction word problems.






There are    climbing up the waterspout and

 more joined them, how many altogether?

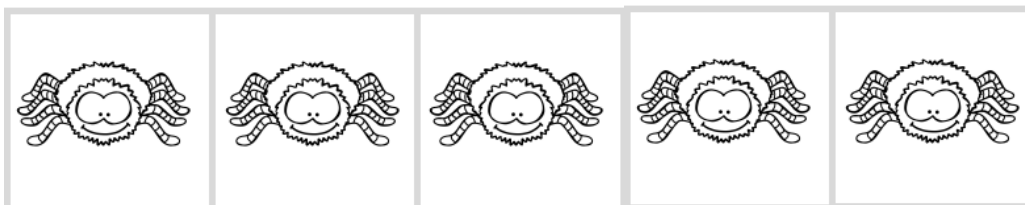
There are     on the waterspout and down

came  , how many are left?

There are   climbing up the waterspout and

   more joined them, how many altogether?

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Instrucciones para padres

Matemáticas

mayo 11 - 15

lunes- Identificación de numero

Tarjetas de números - El niño identificará cada tarjeta numérica en un orden aleatorio. (pág. 3)

Secuencia de números – El niño identificará cada número y juntará las piezas del rompecabezas en la orden de números correctos. (pág. 4)

Cuente y color - El niño identificará cada número y colorear la cantidad correcta. (pág. 5)

Video: [Chant and Write Numbers with Dr. Jean](#)
[Jack Hartman Count to 20 and Workout](#)

martes- Patrones

Creación de patrones - El niño crea patrones con las tarjetas de **La araña pequeña**. (ver los ejemplos de AB/AABB/ABC págs. 6-7)

Que viene después y termine los patrones - El niño cortará y pegará imágenes para completar patrones (pág. 8)

Video: [Jack Hartman Pump Up the Pattern](#)

miércoles- Contando conjuntos (correspondencia uno a uno)

Yo espió - El niño contará los objetos y escribirá el numero correcto en el cuadro. (pág. 9)

Graficarlo - El niño graficará el número de objetos contados a partir de la pág. 9. (pág. 10)

Video: [Dr. Jean Number Match](#)

jueves- Formas/clasificación:

Formas - El niño identificará y describirá los atributos (lados y esquinas) de formas. (pág. 11)

Ordenar formas por atributos - El niño identificará y ordenará formas por atributos. (pág. 12)

Video: [Jack Hartman Shape Song](#)

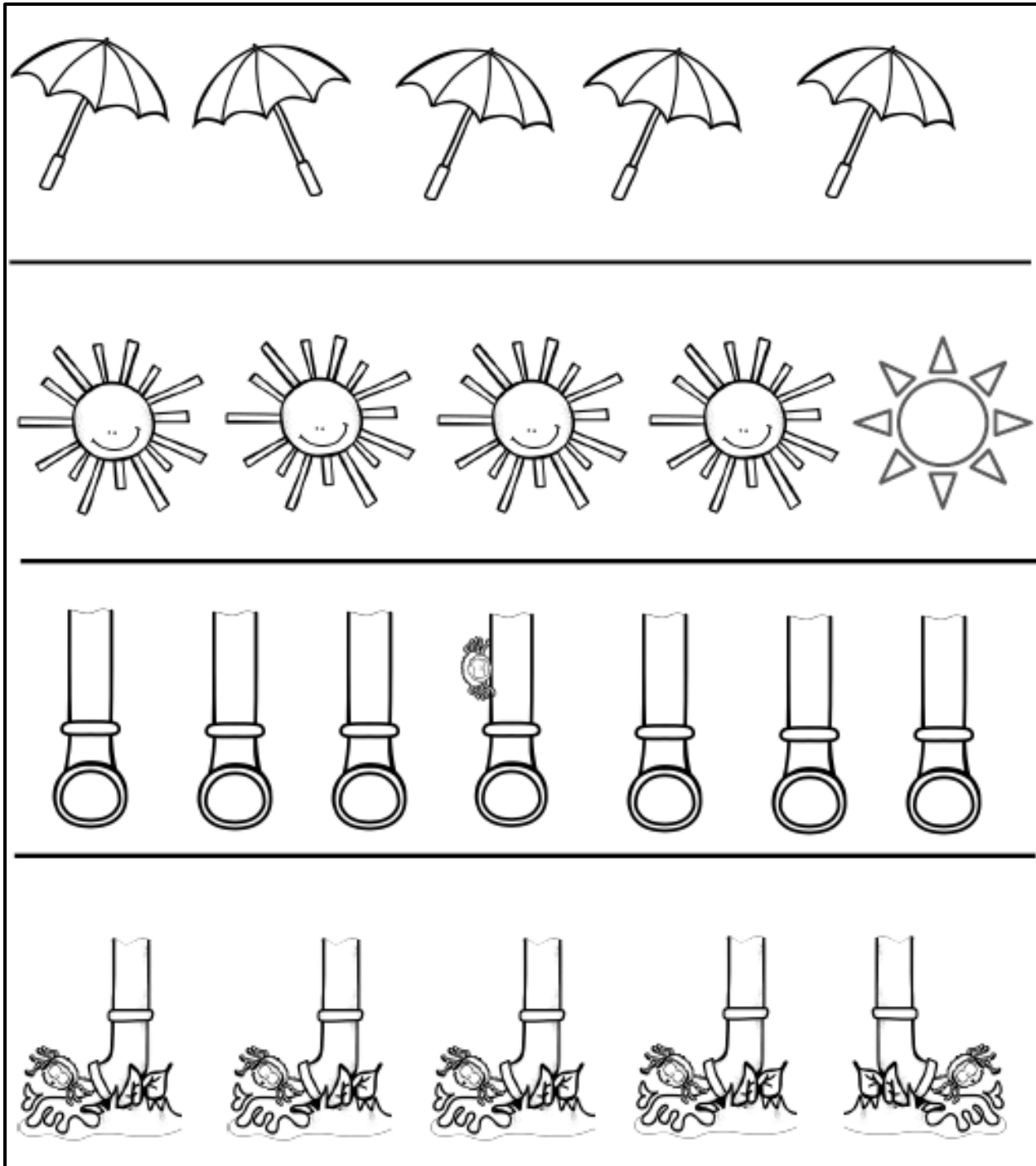
viernes- Resolución de problemas

Problemas orales de La araña pequeña - El niño cortará las arañas y los usará para problemas de sumar y restar. (pág. 13)

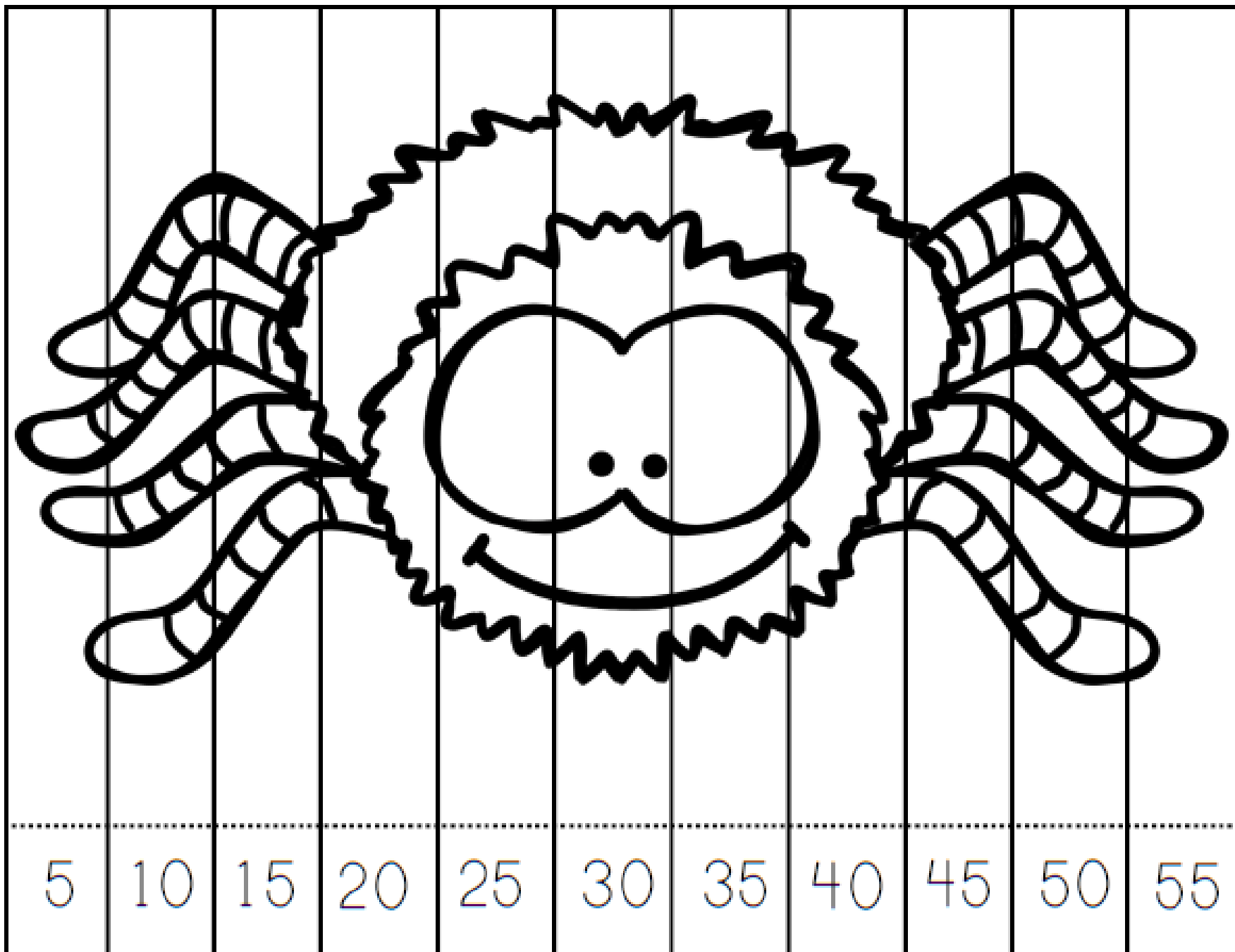
Video: [Dr. Jean Addition Pokey](#)
[Dr. Jean Five Little Fish](#)

Optional:
Enrichment
Activities

Have child identify and circle the one that does not belong.



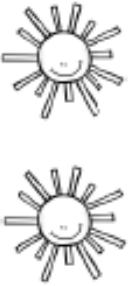
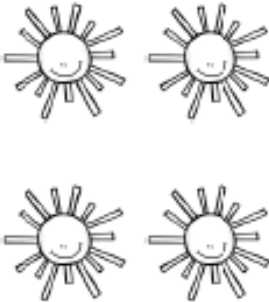






Have child identify each number and skip count (by 5s) . Cut and put puzzle pieces together in the correct number order.



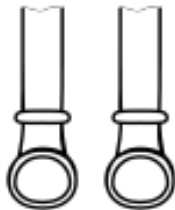
A large line drawing of a smiling character with spiky hair and two large, striped, cone-shaped objects on its sides, positioned above a grid of numbers. The grid consists of 11 vertical columns and two rows. The top row is empty, and the bottom row contains the numbers 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, and 55. A horizontal dotted line separates the two rows.

5	10	15	20	25	30	35	40	45	50	55

Have child circle the group in each row that has more.

	
<hr/>	
	
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Have child circle the group in each row that has less.

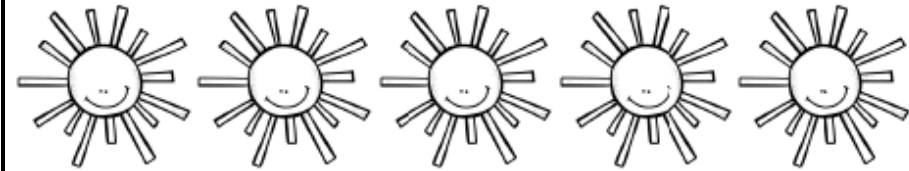


Have child follow each of the ordinal term directions.

Circle the 4th (fourth)



Cross out the 2nd (second)



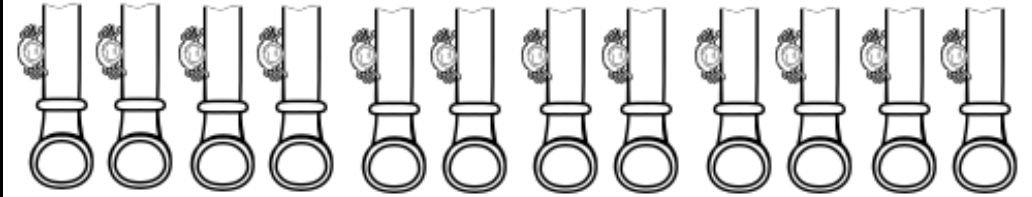
Draw a line under the 5th (fifth)



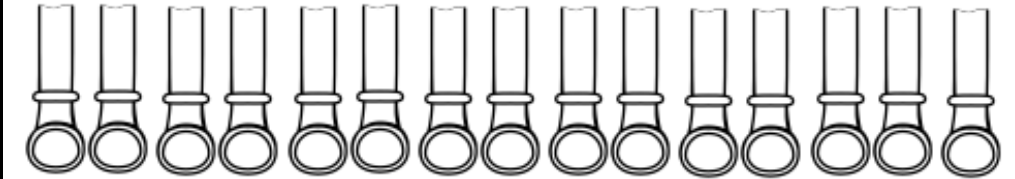
Draw a line above the 1st (first)



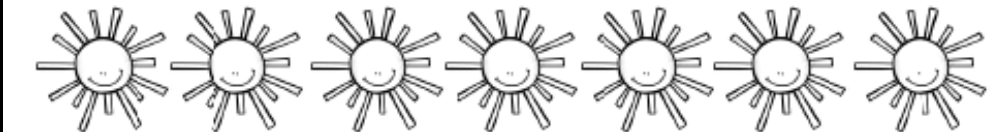
Draw a line under the 7th (seventh)



Circle the 8th (eighth)



Draw a line above the 6th (sixth)



Cross out the 3rd (third)

