

# DAY 3

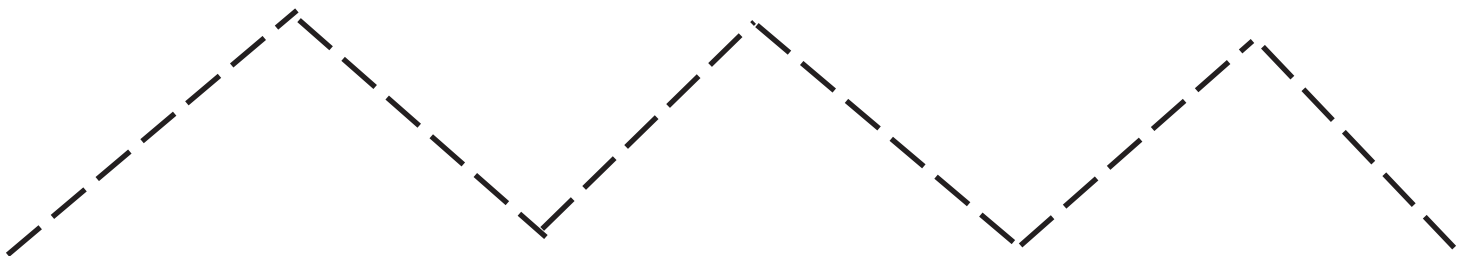
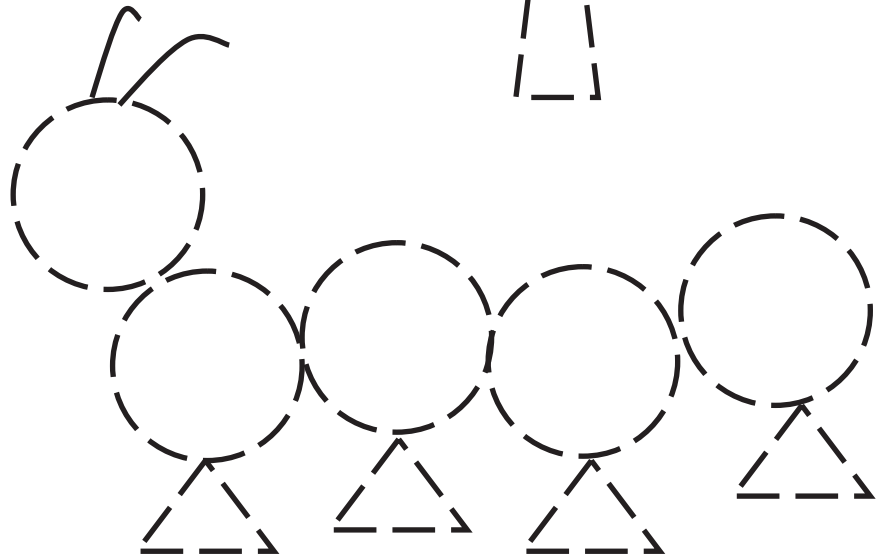
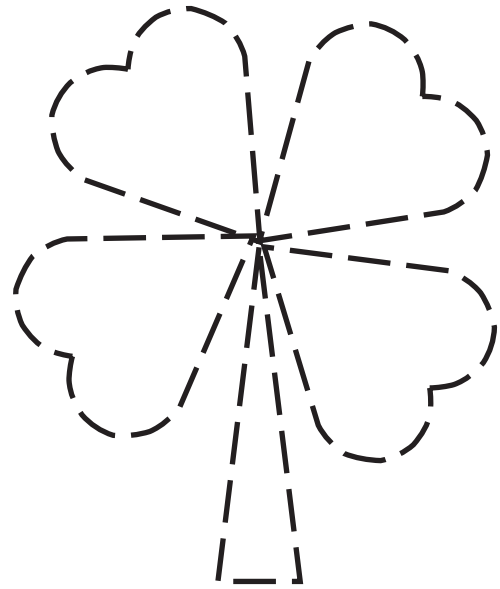
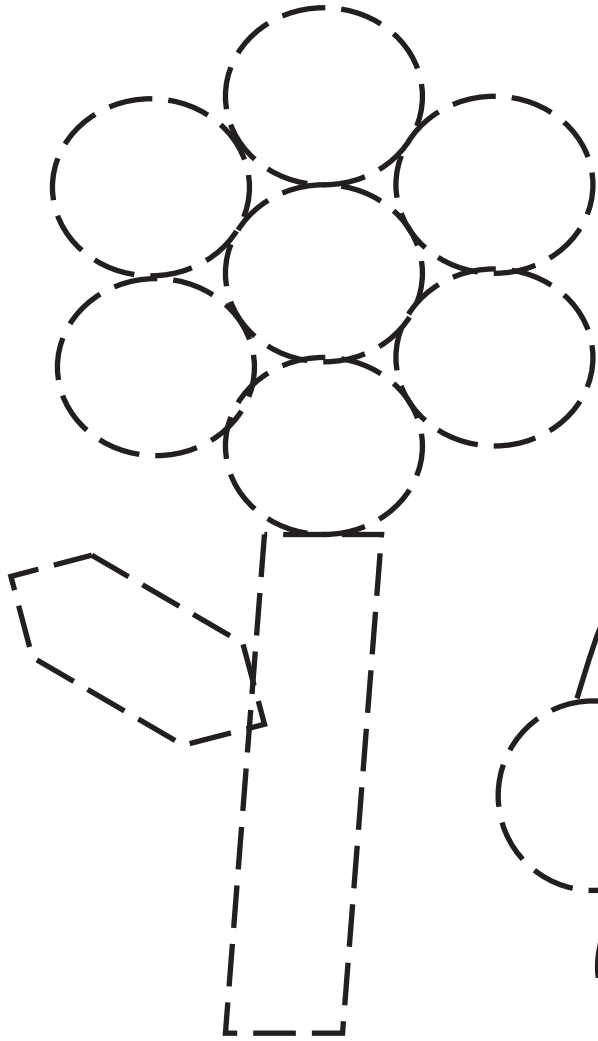
THEME:  
**SPORTS/GAMES**

✓ ACTIVITY	PAGE(S)
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Learning Activity:

**Art**

Using a writing utensil trace the shapes.

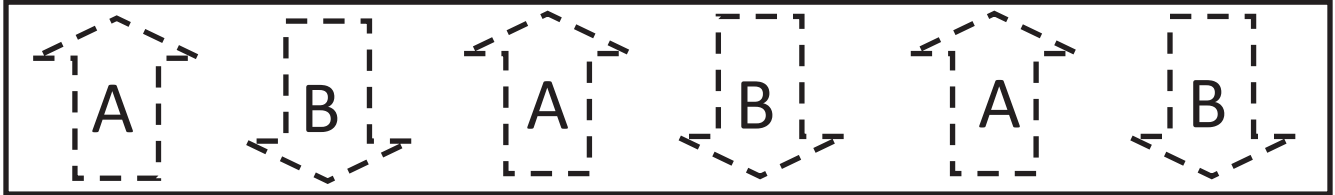


Learning Activity:

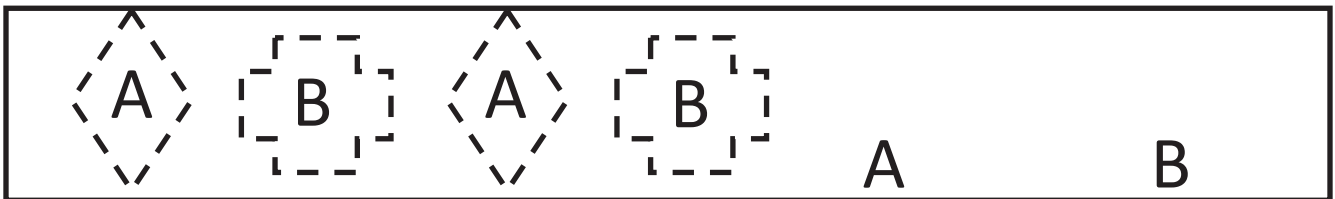
**Music**

## Let's Create an A-B Pattern

To Do: Trace the A-B pattern



To Do: Trace the A-B pattern, then finish the pattern



To Do: Create your own A-B pattern



To Do: Create your own A-B pattern



# Yoga Poses

Hold each pose for 15 seconds.  
Place an 'X' next to the box when  
the exercise is completed.  
Have fun and stay safe!



## Mountain

Standing tall, with  
arms stretched  
above your head

## Butterfly

Sitting with knees  
bent, pressing bottom  
of feet together



## Child's Pose

Kneeling on ground,  
lean forward, keeping  
buttocks on heels and  
forehead on floor

## Downward Facing Dog

Facing the floor, raise  
up on hands and feet,  
with hips as high as  
possible



## Warrior

Standing tall, with  
arms stretched above head, step  
forward with one foot, bend  
front knee/back leg straight

## Seated Forward Fold

Sitting on the ground, with legs  
extended straight in front of you,  
fold body at the waist and  
extend hands toward feet



Physical Education Standard 1:  
The physically literate individual demonstrates  
competency in a variety of motor skills and  
movement patterns.

**Congratulations!**  
**You did it!!!**

Grades: K-1

Learning Activity:  
**Language Arts Reading**



Draw a line matching the icon to where you see it in the picture. Label what else you notice.

On the second page, draw and write who is in the picture, where they are, and what you think is happening.



A large, empty rectangular box with a thin black border, occupying the left half of the page. It is intended for a student to write their response.A series of vertical lines on the right side of the page, designed for handwriting practice. From left to right, the lines are: a solid line, a dashed line, a solid line, a dashed line, a solid line, a dashed line, and a solid line. These lines are spaced evenly across the width of the right half of the page.

Learning Activity:  
**Language Arts Vocabulary**



**Circle** the pictures that rhyme.

cat



sun



bat



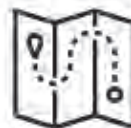
dog



cap



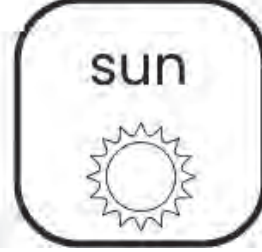
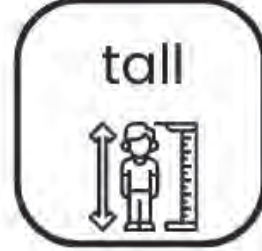
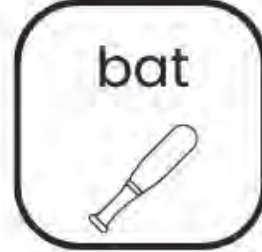
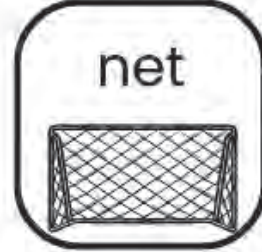
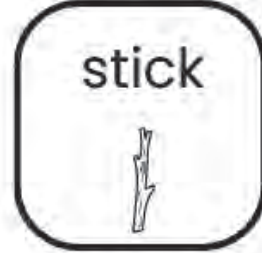
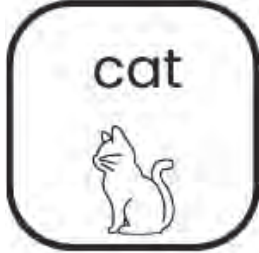
map



Learning Activity:  
**Language Arts Vocabulary**



Draw a line between or point to the matching picture/words that rhyme.





Learning Activity:  
**Language Arts Vocabulary**

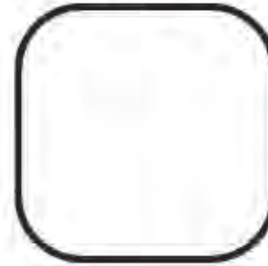


Say the word of the picture you see.  
Name a rhyming word to this picture/word.  
Draw a picture of the rhyming word in the box.

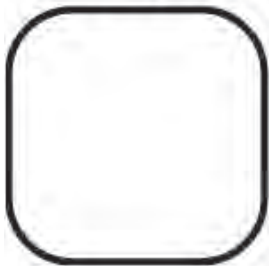
run



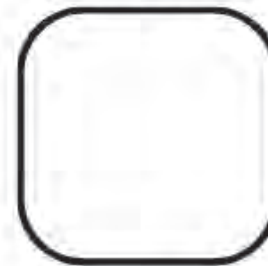
cap



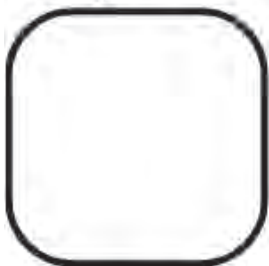
ball



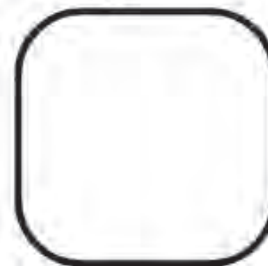
net



kick



bat



Learning Activity:  
**Language Arts Vocabulary**



Say the word of the picture you see.  
Name a rhyming word to this picture/word.  
Write the rhyming word on the lines.

run



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cap



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ball

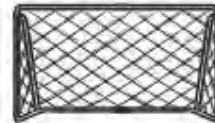


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net



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kick



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bat



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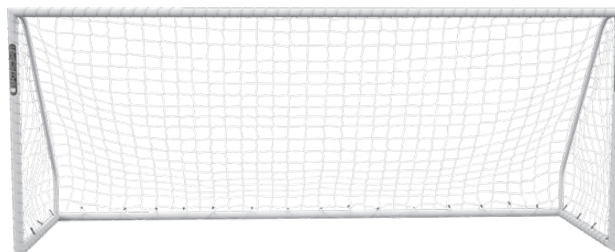
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# Learning Activity: Math (Set 1)



1. Circle all the items that are shorter than you.



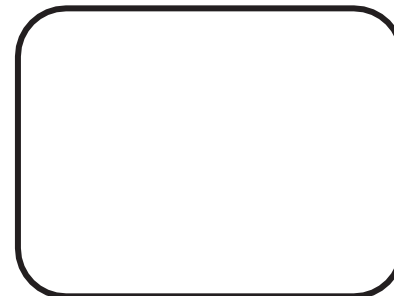
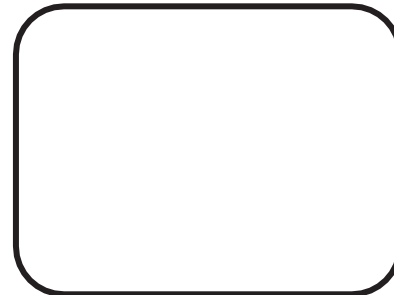
2. Circle all pictures of sports.



# Learning Activity: Math (Set 1)



1. Look at each photo. In the box next to it, draw something that is shorter than the item.



2. Circle the smiley face if the picture is a sport or the frowny face if it is not a sport.



Learning Activity:  
**Math (Set 1)**



1. Find 3 items that are shorter than you.  
Draw and write those items in the boxes below.

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2. Draw a line to connect the pictures to Sport or Not a Sport.



<b>Sport</b>	<b>Not a Sport</b>
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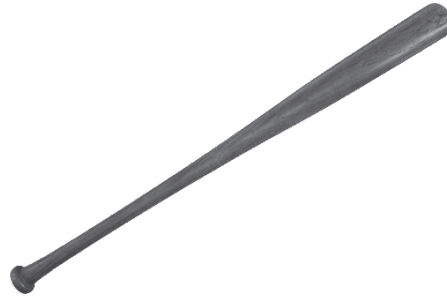




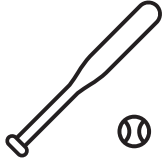

# Learning Activity: Math (Set 1)



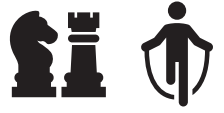
1. Look at each set of photos.  
Number the items from shortest to tallest (1, 2, 3).



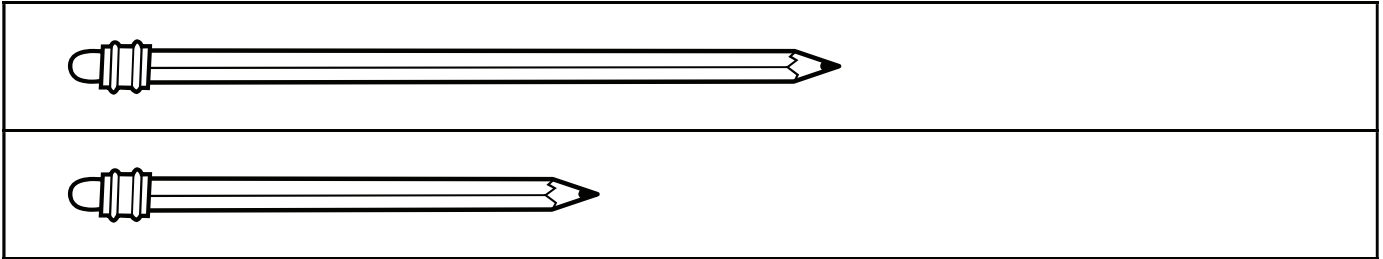
2. Draw 3 examples for Sport and 3 examples for Not a Sport in the chart below.

<b>Sport</b>	<b>Not a Sport</b>
<p>Example:</p> 	<p>Example:</p> 

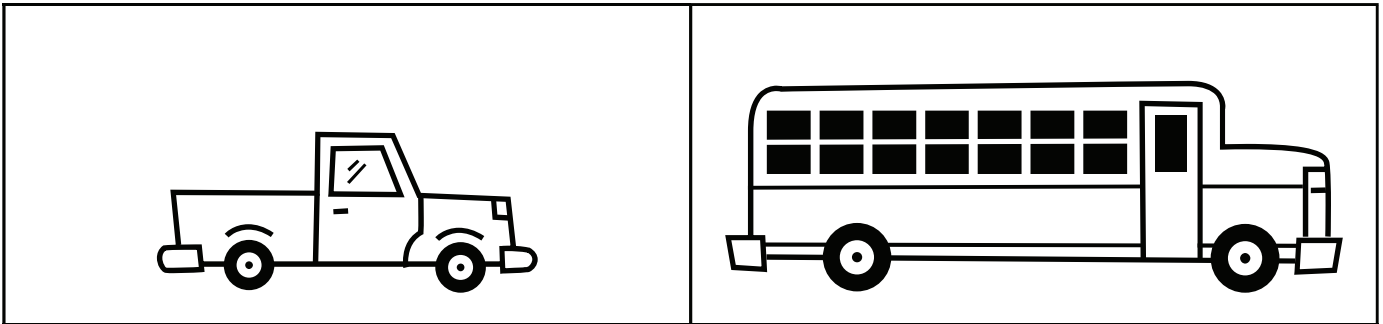
Learning Activity:  
**Math (Set 2)**



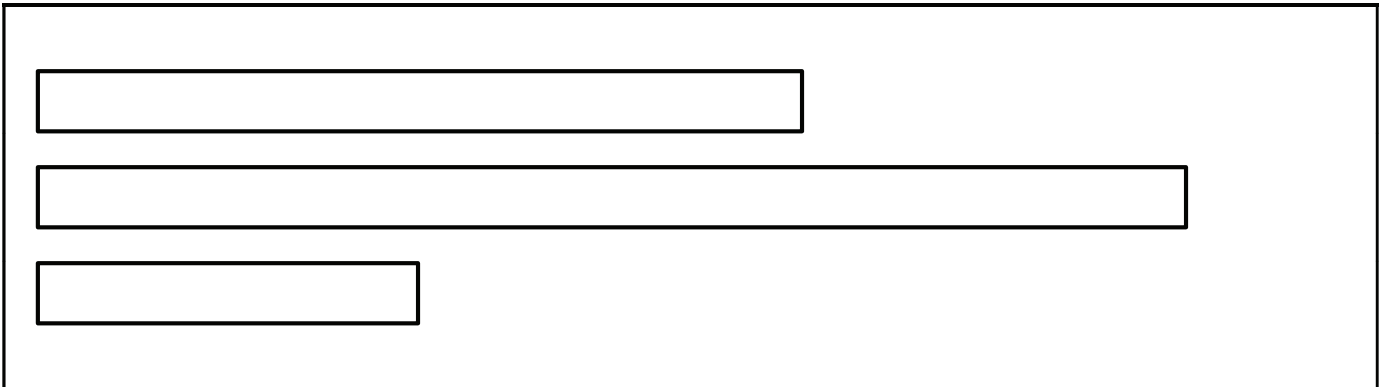
**1** Draw a red X on the longer pencil. Color the shorter pencil green.



**2** Color the longer vehicle yellow. Draw a circle around the shorter vehicle.



**3** Color the longest ribbon blue. Color the shortest ribbon red.



**Learning Activity:**  
**Math (Set 2)**



**1** How many pennies are there in each hand? Write the number to show. Draw a blue X on the hand with fewer pennies.

Pennies	Pennies	Pennies	Pennies
Pennies	Pennies	Pennies	Pennies

**2** Color the longest ribbon green. Color the shortest ribbon brown.

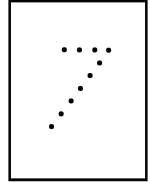
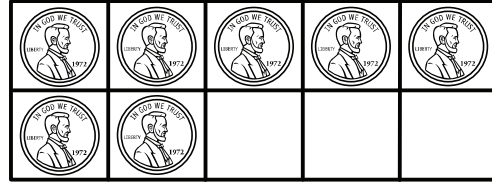
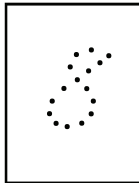
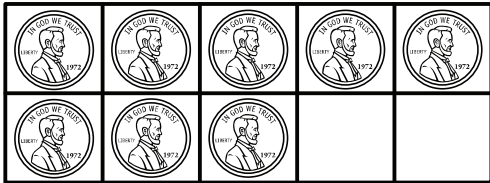

# Learning Activity:

## Math (Set 2)



Count the pennies in each frame. Write how many there are. Then draw lines to the words to show which frame has more and which frame has less.

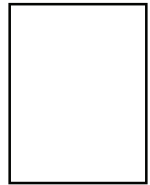
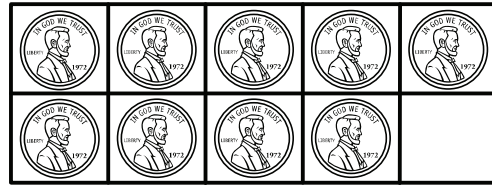
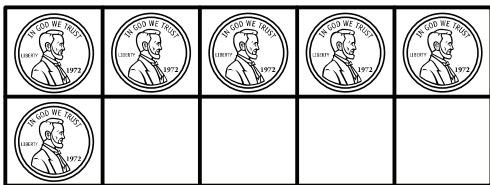
1



less

more

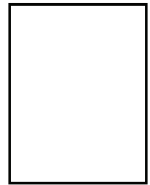
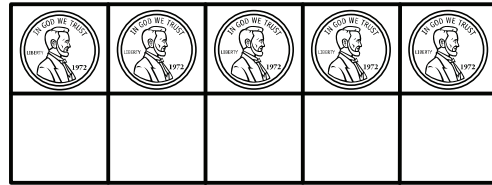
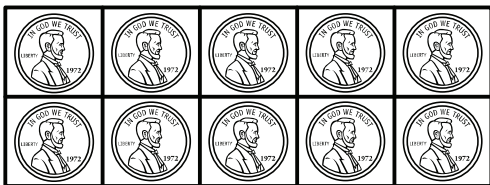
2



less

more

3



less

more

## Learning Activity: Science

Do the following movement activities.

- Roll across the floor
- Somersault across the floor
- Hop across the floor
- Skip across the floor
- Gallop across the floor

Draw a picture of and write which movement you enjoyed the most.

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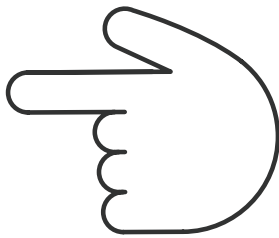
## Learning Activity: Social Studies

Think about games you love to play.

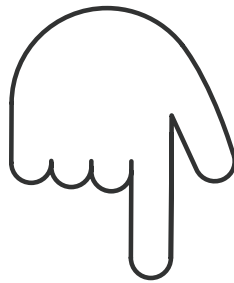
- *What games did you play when you were younger?*
- *What games do you enjoy now?*
- *What is a game you think you might want to play someday?*

Draw or write at least two things in each column.

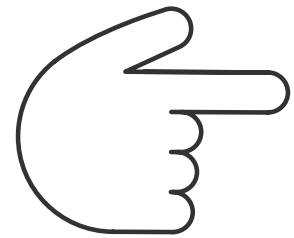
Past



Present



Future



# Learning Activity: Second Step

PRINT

## Kindergarten, Unit 2 Lesson 11: Caring and Helping

Home Link



**What Is My Child Learning?**  
Your child is learning how to show care and concern by saying or doing something kind or helpful. This is called *showing compassion*.

**Why Is This Important?**  
Being able to show compassion helps children get along with others.

**Ask your child: What does *showing compassion* mean?** Possible answers: It means saying something kind or doing something to help. It shows you care about how someone feels.

**When is a time you can show compassion for someone else?** Possible answers: When someone is feeling sad, lonely, tired, or frustrated.

**How do you feel when someone says something kind or helps you out?** Possible answers: happy, special.

### Practice at Home

Help your child notice when someone he or she knows could use some help or a kind word. For example:

- I see that your sister can't find her toy. What could you do to help?
- It sure looks like Uncle Milo could use some help cleaning the sidewalk. Is that something you could do?

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### Activity

Together with your child, write down ways that your child could or does help at home. For example: Help carry in groceries.

### Ways to Help at Home

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