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Before, After, or Between?

Directions: Have students clear all books from around their desks, and then have them stand beside their desks.

Use the list of numbers below. On the board—or where students can view the numbers—write the first two numbers in each list. Say these two numbers out loud.

Example: 17, 29

Next, read the third number that is given in each set. Write the third number inside a square, after the last number that is written.

Example: 17, 29 7

The students must decide if the number written in the square comes before the other two numbers, between the other two numbers, or after the other two numbers.

The students who think the number in the box . . .

- ❖ comes **before** the other two numbers, should put their hands together in front of their bodies.
- ❖ comes **after** the other two numbers, should put their hands together behind their backs.
- ❖ comes **between** the other two numbers, should put their arms and hands straight down by their sides.

Monitor the class for correct responses. When everyone has responded, ask the class to answer verbally as a group as you read the problem out loud.

Example: “The number 7 comes [**before**] the numbers 17 and 29.”

Numbers List

1. 22, 24 23

6. 70, 80 90

11. 24, 35 25

2. 79, 86 99

7. 14, 17 15

12. 10, 12 11

3. 19, 28 12

8. 3, 9 6

13. 22, 33 44

4. 55, 57 56

9. 42, 47 41

14. 77, 79 75

5. 30, 37 39

10. 63, 66 69

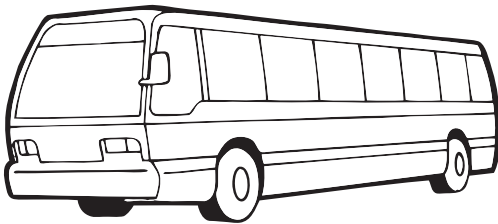
15. 88, 89 90

Color Your Answers

Materials Needed: crayons or colored pencils

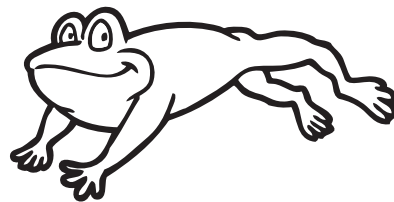
Directions: Solve each addition problem. Then follow the directions for each problem.

1. $2 + 7 =$ _____



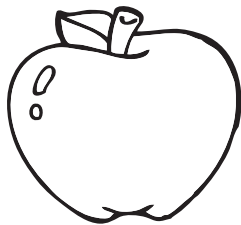
- Color the bus **red** if the sum is 9.
- Color the bus **blue** if the sum is 5.

2. $1 + 5 =$ _____



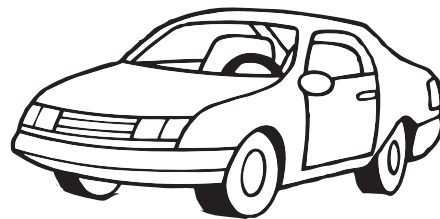
- Color the frog **purple** if the sum is 4.
- Color the frog **orange** if the sum is 6.

3. $5 + 5 =$ _____



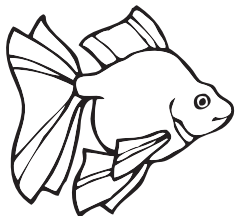
- Color the apple **green** if the sum is 11.
- Color the apple **red** if the sum is 10.

4. $3 + 4 =$ _____



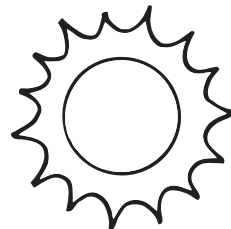
- Color the car **purple** if the sum is 7.
- Color the car **black** if the sum is 6.

5. $6 + 2 =$ _____



- Color the fish **blue** if the sum is 8.
- Color the fish **green** if the sum is 4.

6. $7 + 7 =$ _____



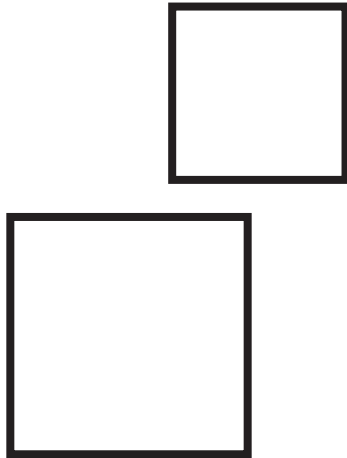
- Color the sun **red** if the sum is 15.
- Color the sun **orange** if the sum is 14.

Which One Is Where?

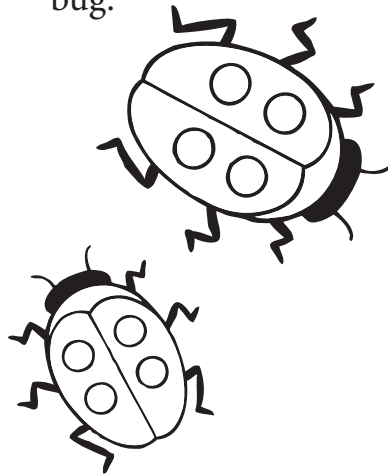
Materials Needed: crayons or colored pencils

Part 1 Directions: Follow each written direction.

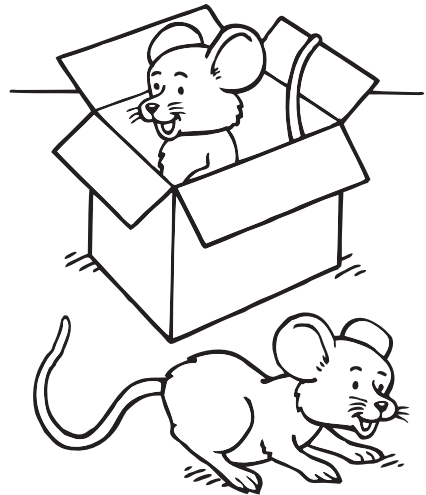
1. Color the square that is bigger than the other square.



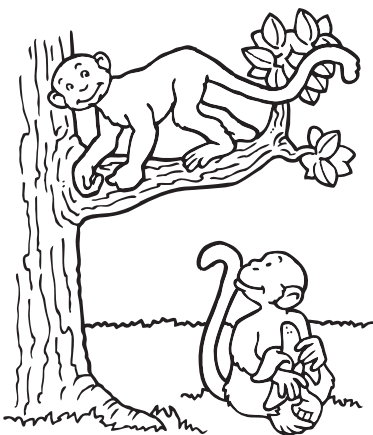
2. Color the bug that is smaller than the other bug.



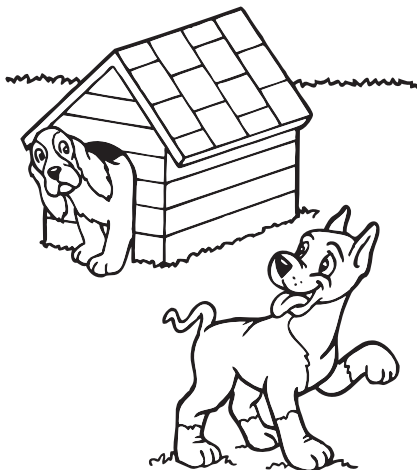
3. Color the mouse that is inside the box.



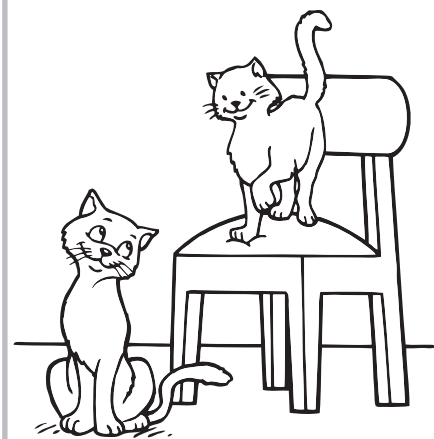
4. Color the monkey that is up the tree.



5. Color the dog that is outside the house.



6. Color the cat that is beside the chair.



Part 2 Directions: Circle the key word in each sentence in Part 1 that helped you know which picture to color.

Name: _____

Writing and Written

An Amazing New Animal

Materials Needed: crayons or colored pencils

Directions: Wouldn't it be fun to make a new animal? Take two animals you already know about and put them together to make something new. Then, draw and color a picture of your new animal. Don't forget to give it a name.

Example: a shark and a lion

Animal's New Name: a shlion



Write your animal's name and tell what makes it so special.

What Exactly Did You Hear?

Preparation: Make copies of the cell phones on page 45 (1 phone for each row of students). Cut out the messages below and paste one in the top of each cell phone. Fold the phones in half so that the message is hidden inside.

Directions: Begin this modern version of the classic game “Telephone” by having students sit in rows. Try to have the same number of students in each row, if possible. Six or seven students in each row works well.

Explain to the students that you are going to play a game where they must listen and follow directions. Give the student at the front of each row a paper cell phone. He or she will open the phone and quietly read the direction written on the screen. You can help the student read the message if needed, but the message must be read where the other students cannot hear it. The student will close the phone so the others cannot see the directions.

As with the traditional game, the first student in the row will whisper what was written on the phone to the student behind him or her. This first student cannot repeat the message. The next student will whisper the message to the next student and so forth until the message reaches the last student. The last student and only the last student will attempt to complete the direction that is written on the phone. The other students in the row are only passing along the direction and not completing the direction. If the message is still correct by the time it reaches the last student, he or she will be able to complete the direction. If the message is not correct, the results might be hilarious.

If the last student performed the wrong activity, the leader of the row will then tell the students in the row what the original message was so the final student can complete the direction correctly this time. If more than one round of the game is played, the rows can swap phones and students can change places so that different students are the leaders and different students are the final message receivers. The game should lead to a discussion on following directions (for example, directions should be spoken clearly, directions should be spoken slowly, those receiving directions must listen carefully, etc.).

Stand up. Clap 3 times. Hop 2 times.	Stand up. Moo like a cow. Sit down.	Stand up. Yell, “School rocks!” Sit down.	Stand up. Sit down. Clap 3 times.	Stand up. Turn around 2 times. Sit down.	Stand up. Say “Meow” 3 times. Sit down.
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What Exactly Did You Hear? *(cont.)*

Directions: Cut out each cell phone and fold on the dotted line. Paste or tape the messages from page 44 onto the top part of the phones. Use the phones to complete the game on page 44.

