

WEEKLY K

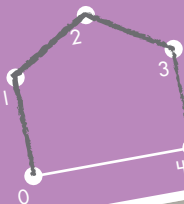
PRACTICE



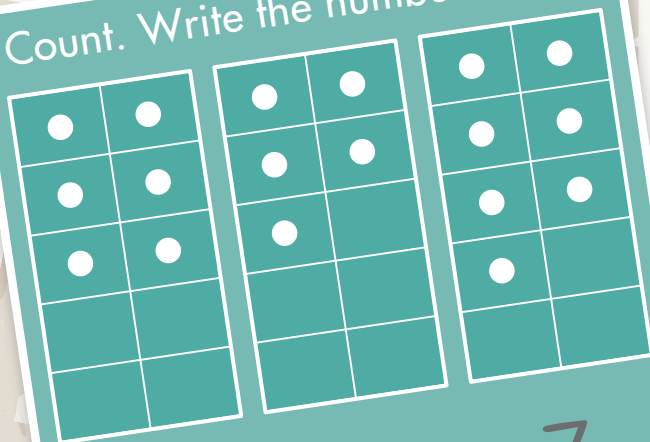
Write the number that
is one more.

7 8

Start with 0.
Connect the dots.



Count. Write the number.



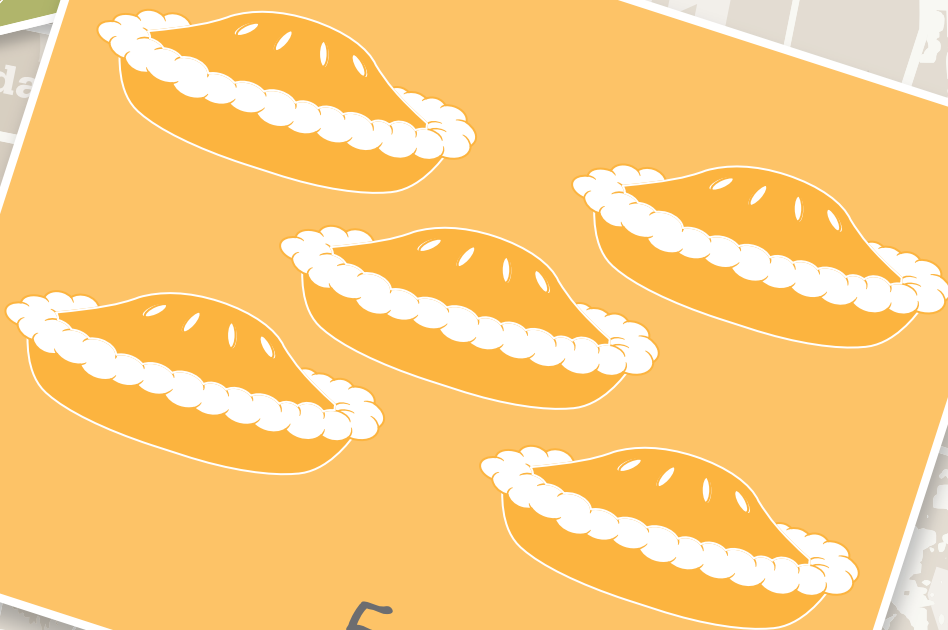
6 5 7

Color the correct number of objects pink.

6



How many?



- Ready-to-use practice pages for each week of the school year
- At-home activities and flash cards
- A full 40 weeks of standards-aligned skill review
- Ideal for homework, morning work, warm-ups, or centers

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School to Home Communication

The research is clear that family involvement is strongly linked to student success. Support for student learning at home improves student achievement in school. Educators should not underestimate the significance of this connection.

The activities in this book create an opportunity to create or improve this school-to-home link. The activities span a week at a time and can be sent home as a week-long homework packet each Monday. Simply clip together the strip of fun activities from the front of the book with the pages for Days 1 to 4 for the correct week.

Most of the activities can be completed independently, but many encourage feedback or interaction with a family member. The activities are simple and fun, aiming to create a brief pocket of learning that is enjoyable to all.

In order to make the school-to-home program work for students and their families, we encourage you to reach out to them with an introductory letter. Explain the program and its intent and ask them to partner with you in their children's educational process. Describe the role you expect them to play. Encourage them to offer suggestions or feedback along the way.

A sample letter is included below. Use it as is or create your own letter to introduce this project and elicit their collaboration.

Dear Families,

I anticipate a productive and exciting year of learning and look forward to working with you and your child. We have a lot of work to do! I hope we—teacher, student, and family—can work together as a team to achieve the goal of academic progress we all hope for this year.

I will send home a packet of homework each week on _____. There will be two items to complete each day: a single task on a strip plus a full page of focused practice. Each page or strip is labeled Day 1 (for Monday), Day 2, Day 3, or Day 4. There is no homework on Friday.

Please make sure that your student brings back the completed work _____. It is important

that these are brought in on time as we may work on some of the lessons as a class.

If you have any questions about this program or would like to talk to me about it, please feel free to call or email me. Thank you for joining me in making this the best year ever for your student!

Sincerely,

Name

Phone

Email

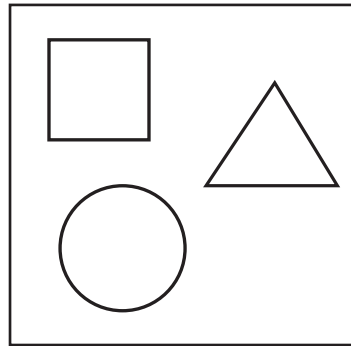
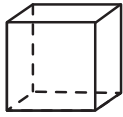
	Day 1	Day 2	Day 3	Day 4
Week 9	Have an adult write the numbers 1 to 10 on index cards. Collect small items from around your home to build sets to represent each number.	Fold a piece of paper in half. On the left side, draw 2-D shapes. On the right, glue matching pictures of 3-D objects found in a magazine or newspaper.	Take off a shoe. Walk around your home and find things that are shorter than your shoe. Make a list.	Put 10 pieces of cereal on the table. Hide some of the cereal under a bowl. Tell the number you can see and the number that is hiding.

	Day 1	Day 2	Day 3	Day 4
Week 10	Count the number of people in your home. Use your finger to write that number in the air.	Go on a shapes scavenger hunt. Try to find at least three triangles, circles, and rectangles in your home.	Set the table. Count each object placed on the table.	Use popcorn to build sets of 5, 10, 15, and 20.

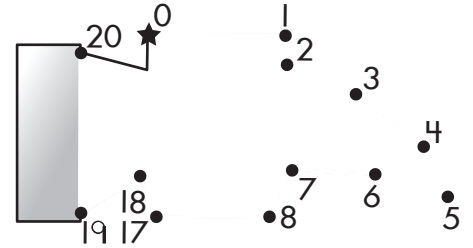
	Day 1	Day 2	Day 3	Day 4
Week 11	Ask a family member to count to 30 with you. Take turns saying each number.	Draw a picture of a boat using only rectangles and triangles.	Have an adult write the numbers 1 to 20 on small pieces of paper. Glue them in order on a large piece of paper.	Roll two dice from a board game. Count the dots. Write the number. Continue rolling and writing until you have written all of the numbers from 2 to 12.

	Day 1	Day 2	Day 3	Day 4
Week 12	Count the number of animals in your home. How many are real? How many are toys? Do you have more real animals or toy animals?	Count the number of fruit snacks in a bag. Sort them by color. How many are in each group? Which group has the most?	Draw a large rectangle. Glue yarn onto the page to outline the rectangle. When the glue is dry, trace the shape with your finger. Tell how many sides and corners it has.	Look in your closet. Do you have more clothes or more shoes?

Color the hole the shape would fit through.



Start at 0. Connect the dots.

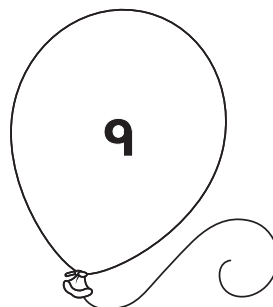
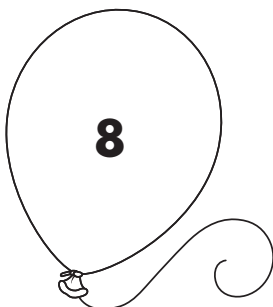


I have 1 apple. How many more do I need to make 5? Draw them.



16•	•9
15•	•10
14•	•11
13•	•12

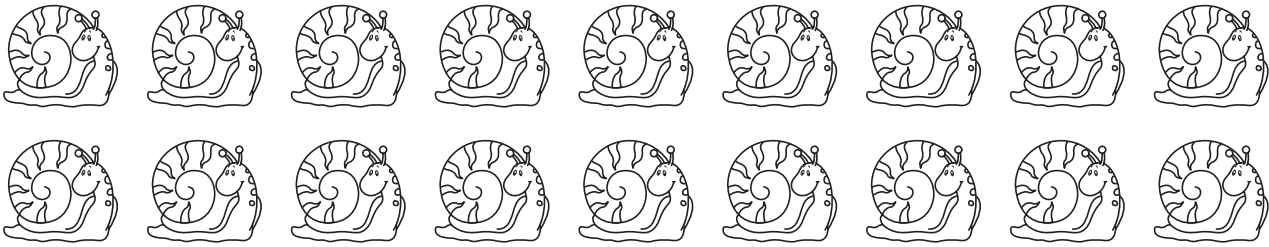
Color the balloon with the greater number.



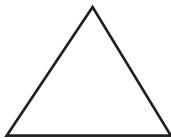
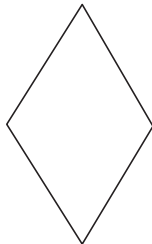
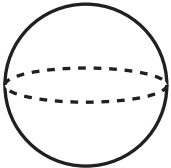
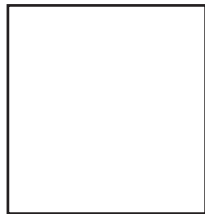
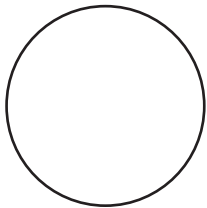
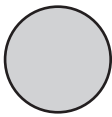
Color the smallest number red.

4 5 2

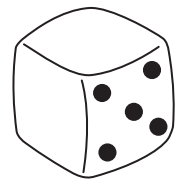
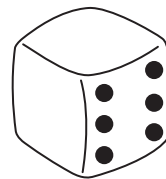
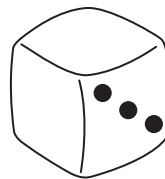
Color 15 snails.



Color the shape that is the same.



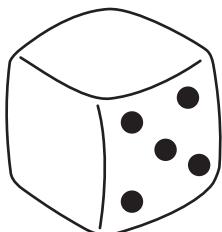
Color the two dice that make 7.



Count and color to 15.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Count the dots. Write a number that is less.



Answer Key

Week 14, Day 3 (page 71)

A. 5, 7, Color 7; B. bag of chips; C. Check students' drawings. D. bottle of glue; E. 6

Week 14, Day 4 (page 72)

A. circles; B. Check students' coloring. C. 6; D. <; E. Check students' coloring.

Week 15, Day 1 (page 73)

A. Check students' coloring. 7; B. Check students' coloring. C. square, rectangle; D. 7, 9; E. Check students' drawings.

Week 15, Day 2 (page 74)

A. 19, 20; B. Check students' drawings. C. rectangle and square; D. 8; E. Check students' coloring. 5

Week 15, Day 3 (page 75)

A. square; B. Check students' drawings. C. 4, Check students' drawings. D. 9; E. 2

Week 15, Day 4 (page 76)

A–B. Check students' coloring. C. 4 and 3; D. 4 or less; E. Check students' coloring.

Week 16, Day 1 (page 77)

A. 12, 12; B. right bowl; C. 7; D. 6; E. 5

Week 16, Day 2 (page 78)

A. 3; B. 7; C. 15, Check students' numbering. D. Check students' drawings. E. bottom girl

Week 16, Day 3 (page 79)

A. 6, 6; B. Check students' drawings. C. Check students' matching. D. 10; E. 11

Week 16, Day 4 (page 80)

A. circled: ten frames on right; B. top worm; C. Check students' drawings. D. 8; E. Check students' coloring.

Week 17, Day 1 (page 81)

A. 5, 4, 3, 6, 2, 7; B. Check students' coloring. C. circle: top set; D. feather; E. Check students' coloring.

Week 17, Day 2 (page 82)

A. 1, 1; B–C. Check students' drawings. D. circled: three birds; E. circled: bottom set.

Week 17, Day 3 (page 83)

A. 4; B. Check students' drawings. C. circled: three shirts; D–E. Check students' drawings.

Week 17, Day 4 (page 84)

A. bubbles; B. Check students' drawings. C. stapler; D. 5; E. Check students' coloring.

Week 18, Day 1 (page 85)

A. circled: three spheres, cube, cylinder; B. from top to bottom: brown, red; C. 4; D. 2, 1; E. Check students' drawings.

Week 18, Day 2 (page 86)

A. from left to right: yellow, not colored, pink B. cube; C. yes; D. Check students' drawings. E. set of blocks on right