

## Language Arts

1. Read Chapters 8, 9, 10 of Magic Treehouse
  - complete definitions
  - answer questions
  - word search
  - sequencing events
2. Read My Home Story Compare and Contrast
  - vocab worksheets (3)
  - compare & contrast
  - assessment
3. Spelling worksheets for 2 weeks (10 worksheets total)
4. Phone Number and Address practice (one is to be completed with help and the other without)
5. Vocab quiz (4 pages)

**\*\*PLEASE TURN IN:** Magic Treehouse: the quizzes , crossword puzzle and opinions worksheets about book. My Home: All activities and assessment for the compare and contrast. Spelling worksheets and address paper and vocab test. This will all be taken for a grade. **\*\***

## Math

1. Adding Packet
2. Counting Packet
3. Money Worksheets (3 pages)

**\*\*PLEASE TURN IN:** all the adding packet, counting packet and money worksheets. This will all be taken for a grade. **\*\*** There is also a 120 chart to help them with counting and adding and subtracting

## Science

1. Complete the "Plant Life" Scavenger hunt. Your child has completed these before in class. The number on the card matches up with the number of the question. The questions are multiple choice.
2. Do We Need Light to See science experiment

**\*\*PLEASE TURN IN:** Please turn everything in to be graded. **\*\***

## Social Studies

1. Read the short story on "Making Money". Your child has complete assignments like this in class.
  - quiz
  - activity 1 (4 pages)
  - activity 2 (1 page)
2. Read Down On Budget Farm

- quiz
- crossword
- activity 1 (2 pages)

**\*\*PLEASE TURN IN: all quizzes and activities to be graded. \*\***

## **IEP Practice**

1. 2 money worksheets with visual aids and example
2. 4 reading comprehension passages (directions are on top of the pages)

**\*\*Please check packet for information/activities from SPEECH AND OT\*\*\***

**\*\*Complete at your own pace. Please return everything when we return to school April 6, 2020.  
Please check Remind for updates from your staff. If you have any questions or concerns feel  
free to reach out at any time to any room 2 staff via Remind\*\*\***

Danny

# chatter

To click teeth together  
again and again without  
any control



Ch. 8  
Pg. 53

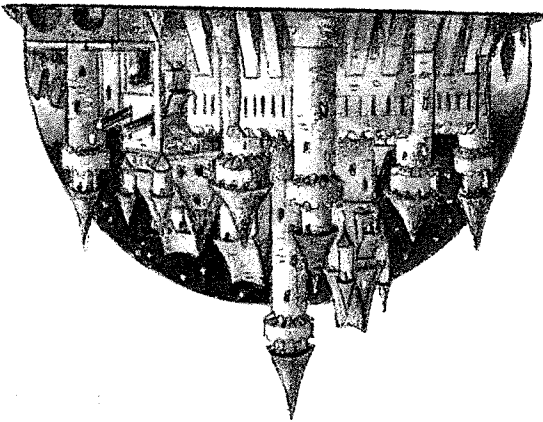
# peer

To look at closely or in  
a curious manner



Ch. 8  
Pg. 53

Language  
Arts



## CHAPTER EIGHT

### THE KNIGHT

Water filled Jack's nose and covered his head. His glasses slipped off. He grabbed them just in time. He coughed and flailed his arms.

"Jack!" Annie was calling from above.

"I'm in . . . the moat!" said Jack, gasping for air. He tried to tread water and put his glasses back on. With his backpack, his shoes, and his heavy clothes, he could barely stay afloat.

*SPLASH!*



"Hi! I'm here!" Annie sputtered.  
Jack could hear Annie nearby, but he  
couldn't see her.

"Which way's land?" Annie asked.  
"I don't know! Just swim!"

Jack dog-paddled through the cold black  
water.

He heard Annie swimming, too. At first it  
seemed as if she was swimming in front of him.  
But then he heard a splash behind him.  
"Annie?" he called.

"What?" Her voice came from in front. *Not  
behind.*

Another splash. *Behind.*

Jack's heart almost stopped. *Crocodiles?*  
He couldn't see anything through his water-  
streaked glasses.

"Annie!" he whispered.  
"What?"

"Swim faster!"

"But I'm here! I'm over here! Near the edge!" she whispered.

Jack swam through the dark toward her voice. He imagined a crocodile slithering after him.

Jack's hand touched a wet, live thing.

"Ahhhh!" he cried.

"It's me! Take my hand!" said Annie.

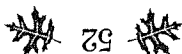
Jack grabbed her hand. She pulled him to the edge of the moat. They crawled over an embankment onto the wet grass.

"Oh, man," Jack said.

He was shivering all over. His teeth were chattering. He shook the water off his glasses and put them back on.

It was so misty he couldn't see the castle.

He couldn't even see the moat, much less a crocodile.



"We . . . we made it," said Annie. Her teeth were chattering, too.

"I know," said Jack. "But where are we?" He peered at the foggy darkness.

Where was the drawbridge? The windmill? The hawk house? The grove of trees? The tree house?

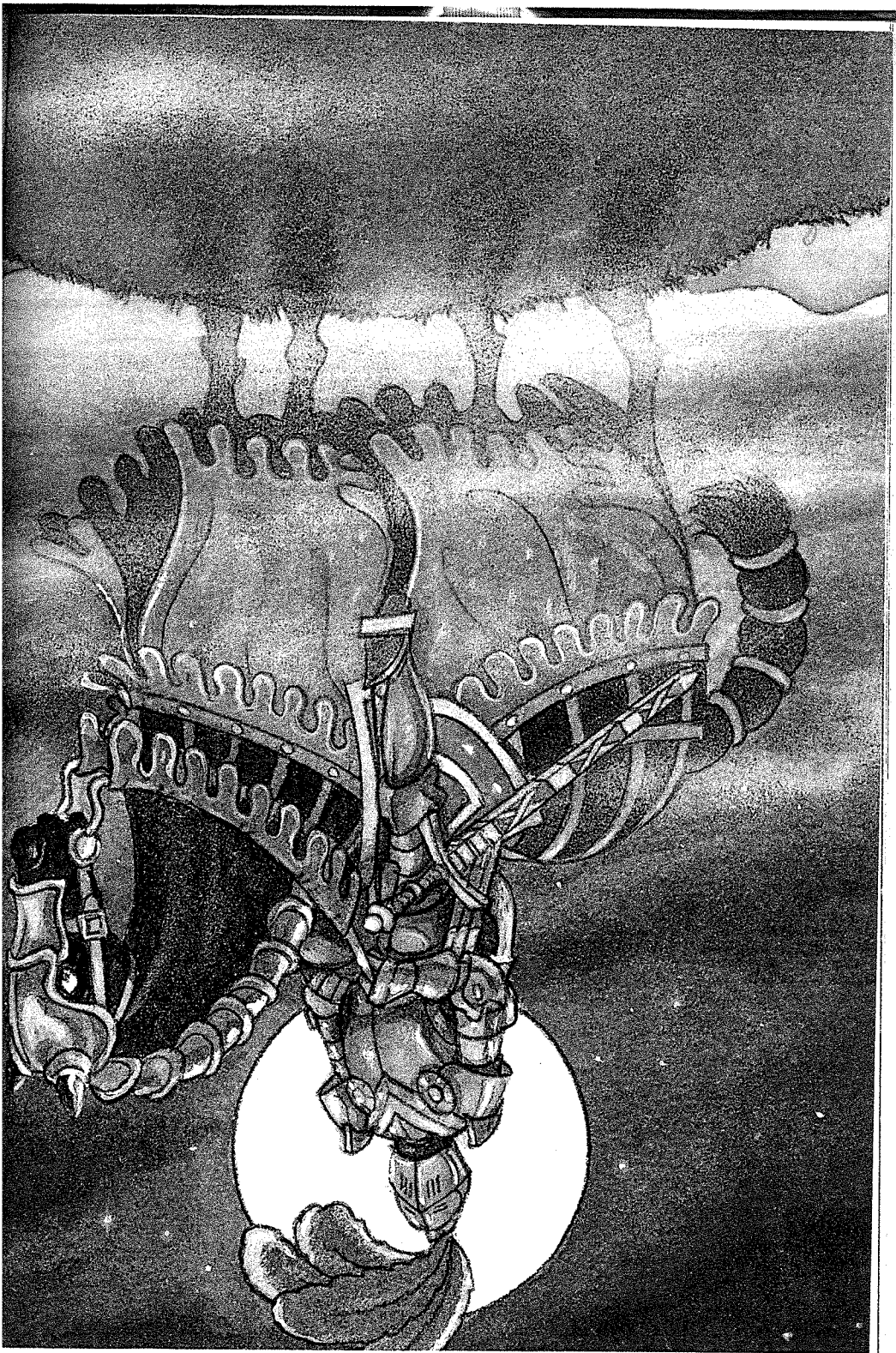
Everything had been swallowed up by the thick, soupy darkness.

Jack reached into his wet backpack and pulled out the flashlight. He pushed the switch. Nothing happened. The batteries were dead.

They were trapped, but not in a dungeon. They were trapped in the still, cold darkness.

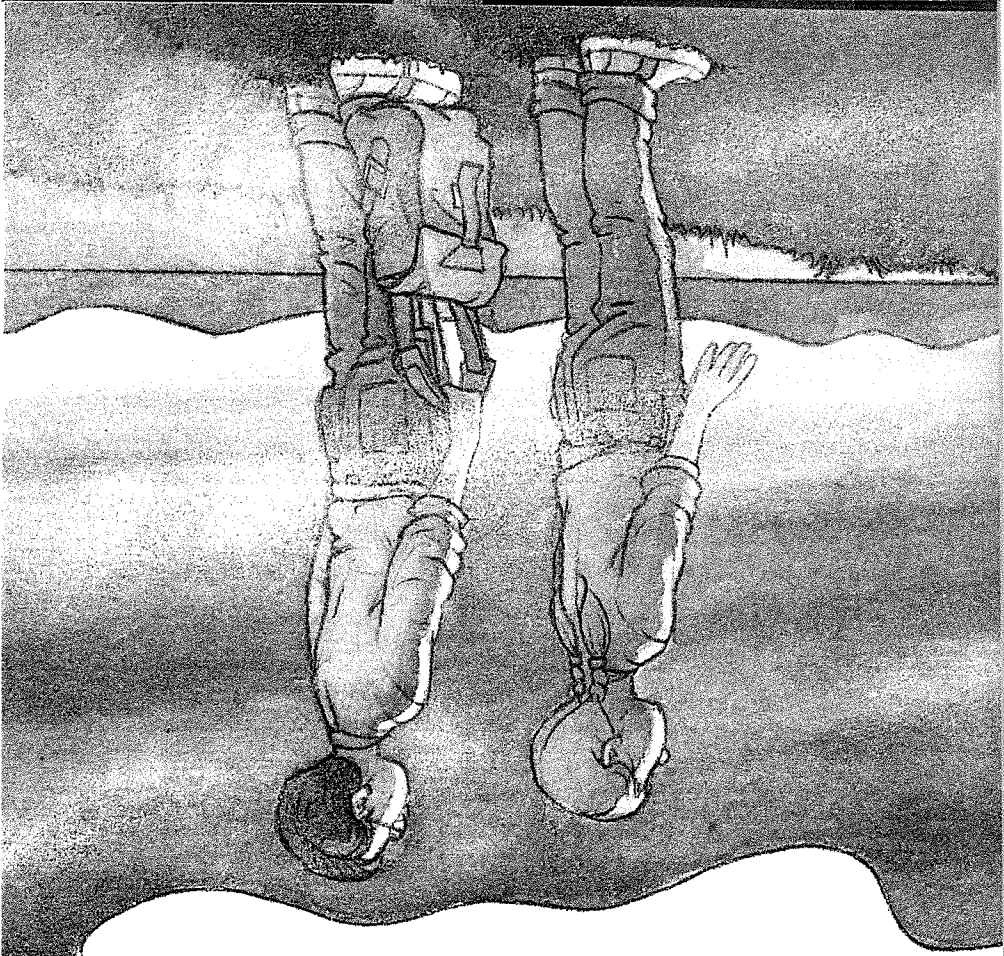
*Neeee-hhhh!*

A horse's whinny echoed through the night. The clouds parted. A full moon was shining in the sky. A pool of light spread through the mist.



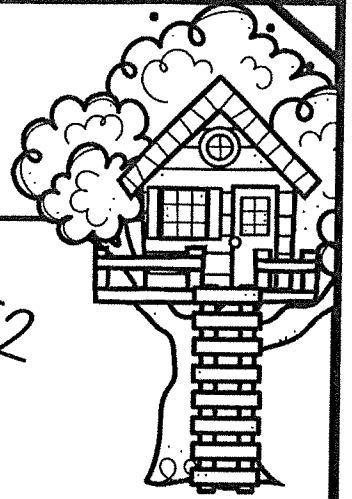
## The Knight at Dawn

Jack and Annie saw a shadowy figure just a few feet away. It was the knight. The knight sat on the black horse. His armor shone in the moonlight. A visor hid his face, but he seemed to be staring straight at Jack and Annie.

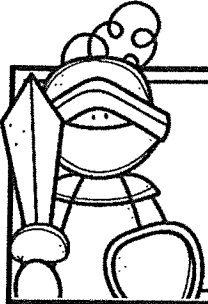


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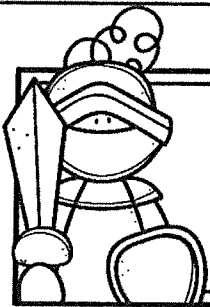
# Vocabulary Recording Ch. 8



Pg. 52

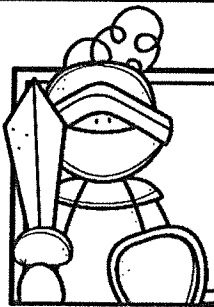


slither



Pg. 53

chatter

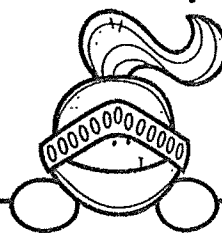


Pg. 53

peer

Name: \_\_\_\_\_

## Chapter 8



1. Where did Jack fall? \_\_\_\_\_

2. What did Jack think made the splashing sounds?

a) crocodiles

b) fish

c) boats

3. How did Jack find the edge?

a) he looked for Annie's signal

b) he followed Annie's voice

c) he followed the knight's shouting

4. How do you think Jack felt when he found the edge?

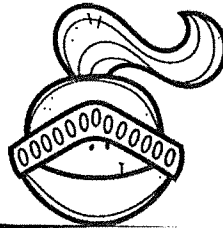
5. Why didn't the flashlight work? \_\_\_\_\_

6. What did Jack and Annie hear in the dark? \_\_\_\_\_

# dismount

To get down from  
something

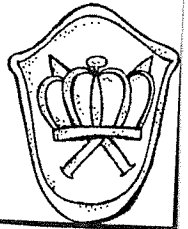
Ch. 9  
Pg. 56



# gleam

To shine

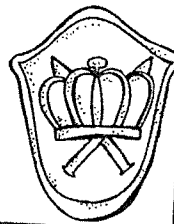
Ch. 9  
Pg. 60



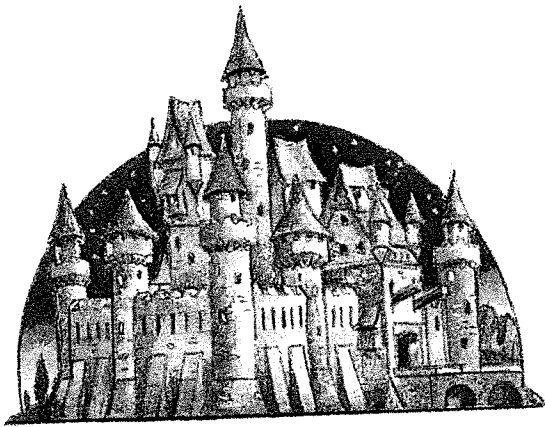
# fumble

To handle something  
clumsily

Ch. 9  
Pg. 60







## CHAPTER NINE

### UNDER THE MOON

Jack froze.

"It's him," Annie whispered.

The knight held out his gloved hand.

"Come on, Jack," Annie said.

"Where are you going?" said Jack.

"He wants to help us," said Annie.

"How do you know?" said Jack.

"I can just tell," said Annie.

Annie stepped toward the horse. The knight dismounted.

## The Knight at Dawn

The knight picked Annie up and put her on the back of his horse.

"Come on, Jack," Annie called.

Jack moved slowly toward the knight. The knight lifted him up, too, and put him on the horse, behind Annie.

The knight then got on behind them. He slapped the reins.

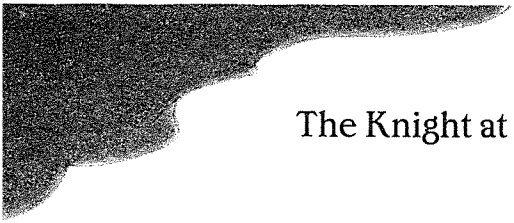
The black horse cantered beside the moon-lit water of the moat.

Jack rocked back and forth in the saddle. The wind blew his hair. He felt very brave and very powerful.

He felt as if he could ride forever on this horse, with this mysterious knight, over the ocean, over the world, over the moon.

A hawk shrieked in the darkness.  
"There's the tree house," said Annie. She pointed toward a grove of trees.





## The Knight at Dawn

The knight guided the horse toward the trees.

"See. There it is," Annie said, pointing to the ladder.

The knight brought his horse to a stop. He dismounted and helped Annie and Jack down.

"Thank you, sir," Annie said. She bowed.

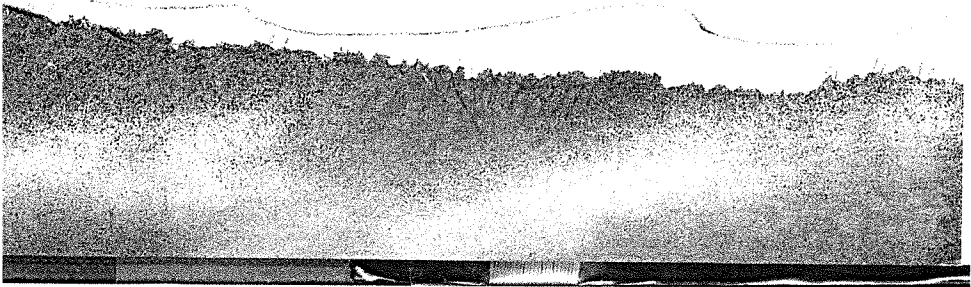
"Thank you," Jack said. He bowed, too.

The knight got back on his horse. He raised his gloved hand. Then he slapped the reins and rode off through the mist.

Annie started up the tall ladder, and Jack followed. They climbed into the dark tree house and looked out the window.

The knight was riding toward the outer wall of the castle. They saw him go through the outer gate.

Clouds started to cover the moon again. For a brief moment, Jack thought he saw the



Mary Pope Osborne

knight's armor gleaming on the top of a hill  
beyond the castle.

The clouds covered the moon completely.  
A black mist swallowed the land.

"He's gone," whispered Annie.

Jack shivered in his wet clothes as he kept  
staring at the blackness.

"I'm cold," said Annie. "Where's the Penn-  
sylvania book?"

Jack heard Annie fumbling in the darkness.  
He kept looking out the window.

"I think this is it," said Annie. "I feel a silk  
bookmark."

Jack was only half-listening. He was hoping  
to see the knight's armor gleam again in the  
distance.

"Okay. I'm going to use this," said Annie.  
"Because I think it's the right one. Here goes.  
Okay. I'm pointing. I'm going to make a wish. I  
wish we could go to Frog Creek!"

## The Knight at Dawn

Jack heard the wind begin to blow softly.

"I hope I pointed to the right picture in the right book," said Annie.

"What?" Jack looked back at her. "Right picture? Right book?"

The tree house began to rock. The wind got louder and louder.

"I hope it wasn't the dinosaur book!" said Annie.

"Stop!" Jack shouted at the tree house.

Too late.

The tree house started to spin.

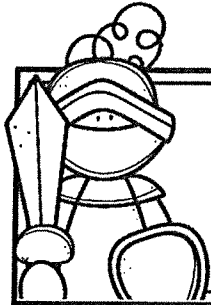
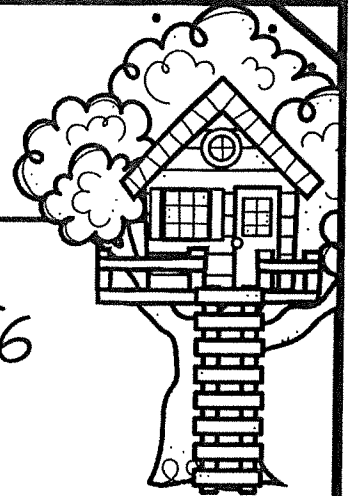
It spun faster and faster!

Then everything was still.

Absolutely still.

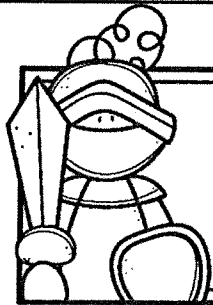
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# Vocabulary Recording Ch. 9



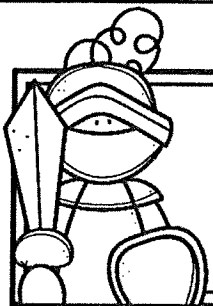
dismount

Pg. 56



gleam

Pg. 60

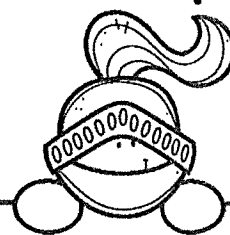


fumble

Pg. 60

Name: \_\_\_\_\_

## Chapter 9



1. Which character thought the knight would help? \_\_\_\_\_

2. What did the knight do to Annie? \_\_\_\_\_  
\_\_\_\_\_

3. How did Jack feel as he rode the horse? \_\_\_\_\_  
\_\_\_\_\_

4. How many people rode on the horse? \_\_\_\_\_

5. Where did the knight take them? \_\_\_\_\_  
\_\_\_\_\_

6. Why was Jack worried when the tree house started spinning?

a) He thought it was going too fast

b) He thought Annie pointed at the dinosaur book

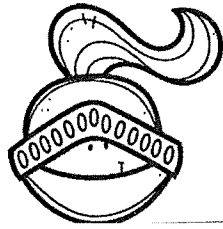
c) He thought the knight pointed at the castle



# deserted

Empty

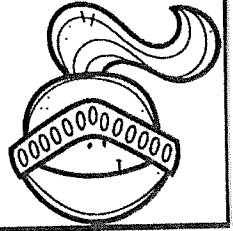
Ch. 10  
Pg. 63



# cozy

Warm and  
comfortable

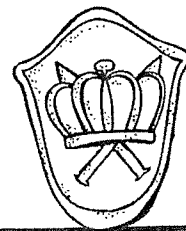
Ch. 10  
Pg. 64

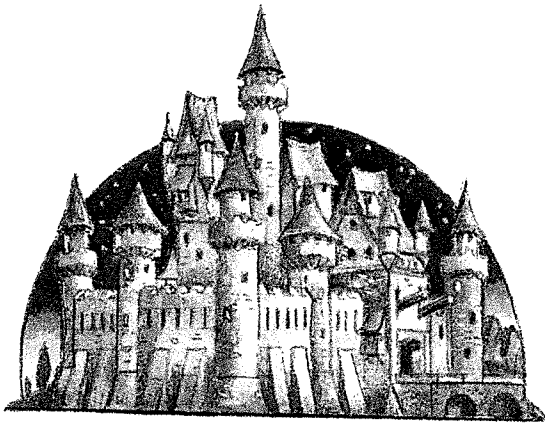


# moonlit

Lit only by the light of  
the moon

Ch. 10  
Pg. 66





## CHAPTER TEN

### ONE MYSTERY SOLVED

The air was warm.

It was dawn. Far away a dog barked.

"I think that's Henry barking!" Annie said.

Jack and Annie both looked out the tree house window.

"We're home!" said Annie. "Yay!"

"That was close," said Jack.

In the distance, streetlights glowed near their house. There was a light on in their upstairs window.

## The Knight at Dawn

"Uh-oh," said Annie. "I think Mom and Dad are up. Hurry!"

"Wait." In a daze, Jack opened his pack. He pulled out the castle book. It was quite wet. But Jack placed it back with all the other books.

"Come on!" said Annie. She started climbing out of the tree house.

Jack followed her down the rope ladder.

They reached the ground and took off running between the gray-black trees.

They left the woods and ran down their quiet street.

They got to their yard and crept across the lawn.

They opened the front door carefully and slipped inside their house.

"They're not downstairs yet," whispered Annie.

"Shhh," said Jack.

## Mary Pope Osborne

He led the way up the stairs and down the hall. There was no sign of their mom or dad, but Jack could hear water running in the bathroom.

Their house was so different from the dark, cold castle. It was safe and cozy and friendly.

Annie stopped at her bedroom door. She gave Jack a smile, then disappeared inside her room.

Jack hurried into his room. He took off his damp clothes and pulled on his dry, soft pajamas.

He sat down on his bed and opened his backpack. He took out his wet notebook. He felt around for the pencil, but his hand touched something else.

Jack pulled the blue leather bookmark out of his pack. It must have fallen out of the castle book.

## The Knight at Dawn

Jack held the bookmark close to his lamp and studied it. The leather was smooth and worn. It seemed ancient.

For the first time Jack noticed a letter on the bookmark. It was a fancy M.

Jack opened the drawer next to his bed. He took out the gold medallion.

He looked at the letter on it. It was the same M.

*Now this was an amazing new fact.*

Jack took a deep breath. At least that was one mystery solved.

The person who had dropped the gold medallion in the time of the dinosaurs was the same person who owned all the books in the tree house.

Who *was* this person?

Jack placed the bookmark next to the medallion. He closed the drawer.

Mary Pope Osborne

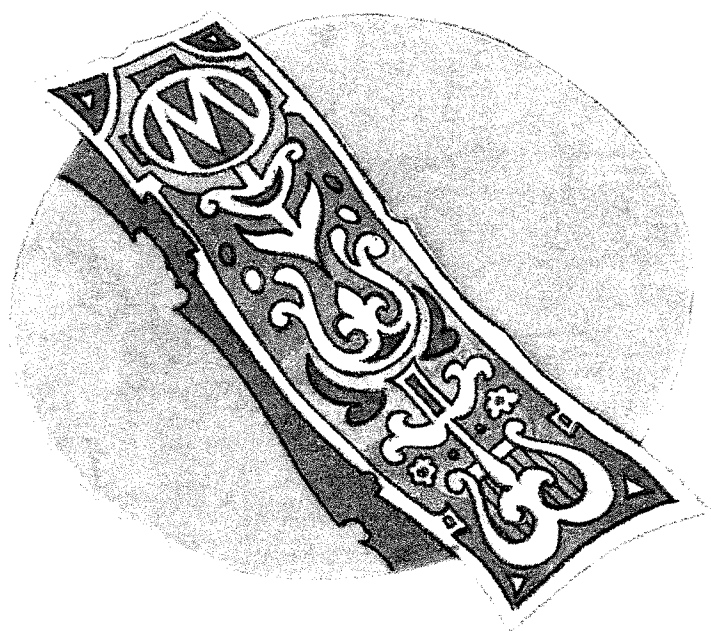
Jack picked up his pencil. He turned to the least wet page in his notebook and started to write down this new fact.

*the same*

But before he could draw the M, his eyes closed.

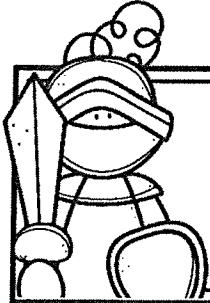
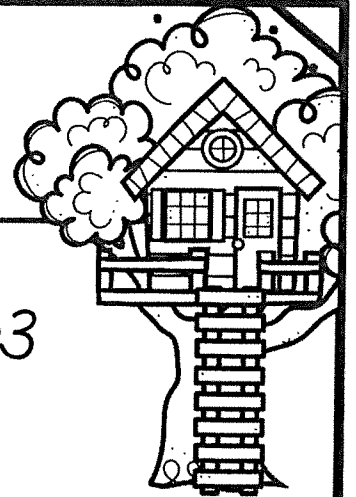
Jack dreamed they were with the knight again. All three of them were riding the black horse through the cool, dark night. They rode beyond the outer wall of the castle and up over a moonlit hill.

Then they all rode into the mist.



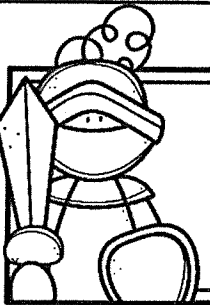
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# Vocabulary Recording Ch. 10



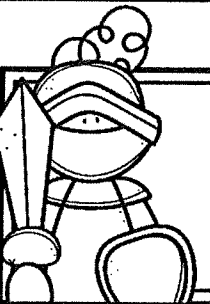
deserted

pg. 63



cozy

pg. 64



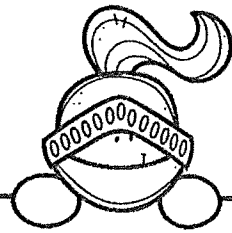
moonlit

pg. 66



Name: \_\_\_\_\_

## Chapter 10



1. When did Jack and Annie arrive back in Frog Creek?

- a) dawn
- b) midnight
- c) dusk

2. Why did Annie think her parents were awake?

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3. What did Jack do with the castle book?

- a) throw it out the window
- b) took it home
- c) put it back with the rest

4. Describe the bookmark Jack found.

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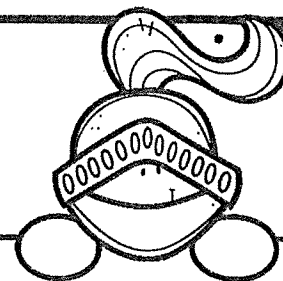
5. How were the bookmark and the medallion similar, or the same?

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Name: \_\_\_\_\_

: This Book Was...



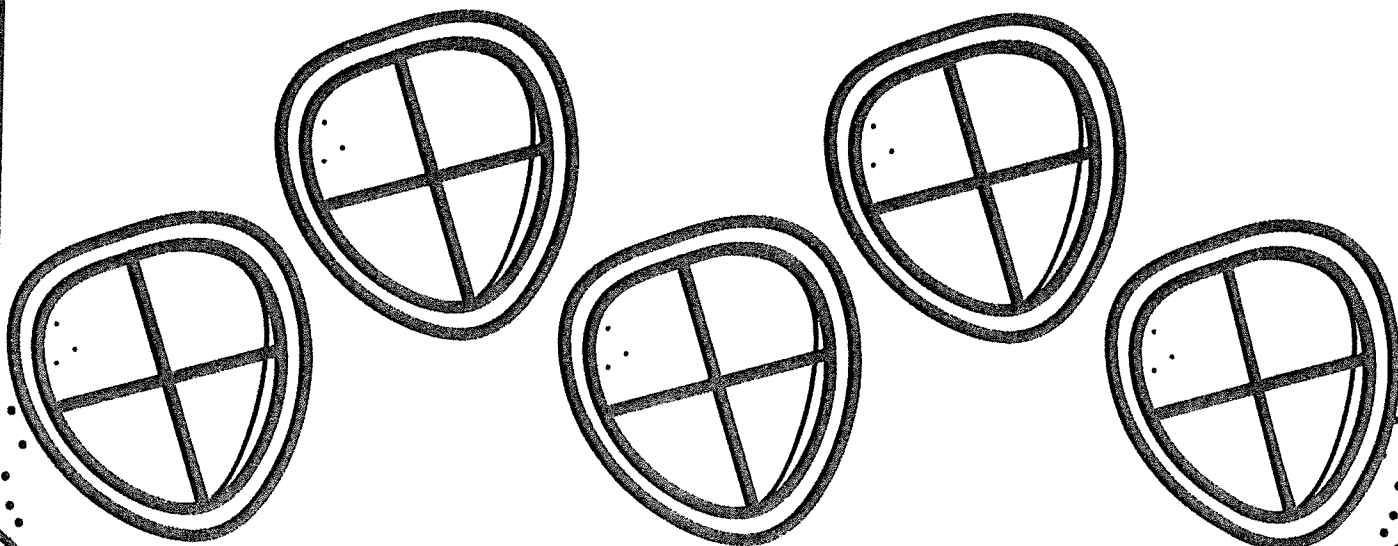
Did you enjoy this book?

Why or why not?

Who would you recommend this book to?

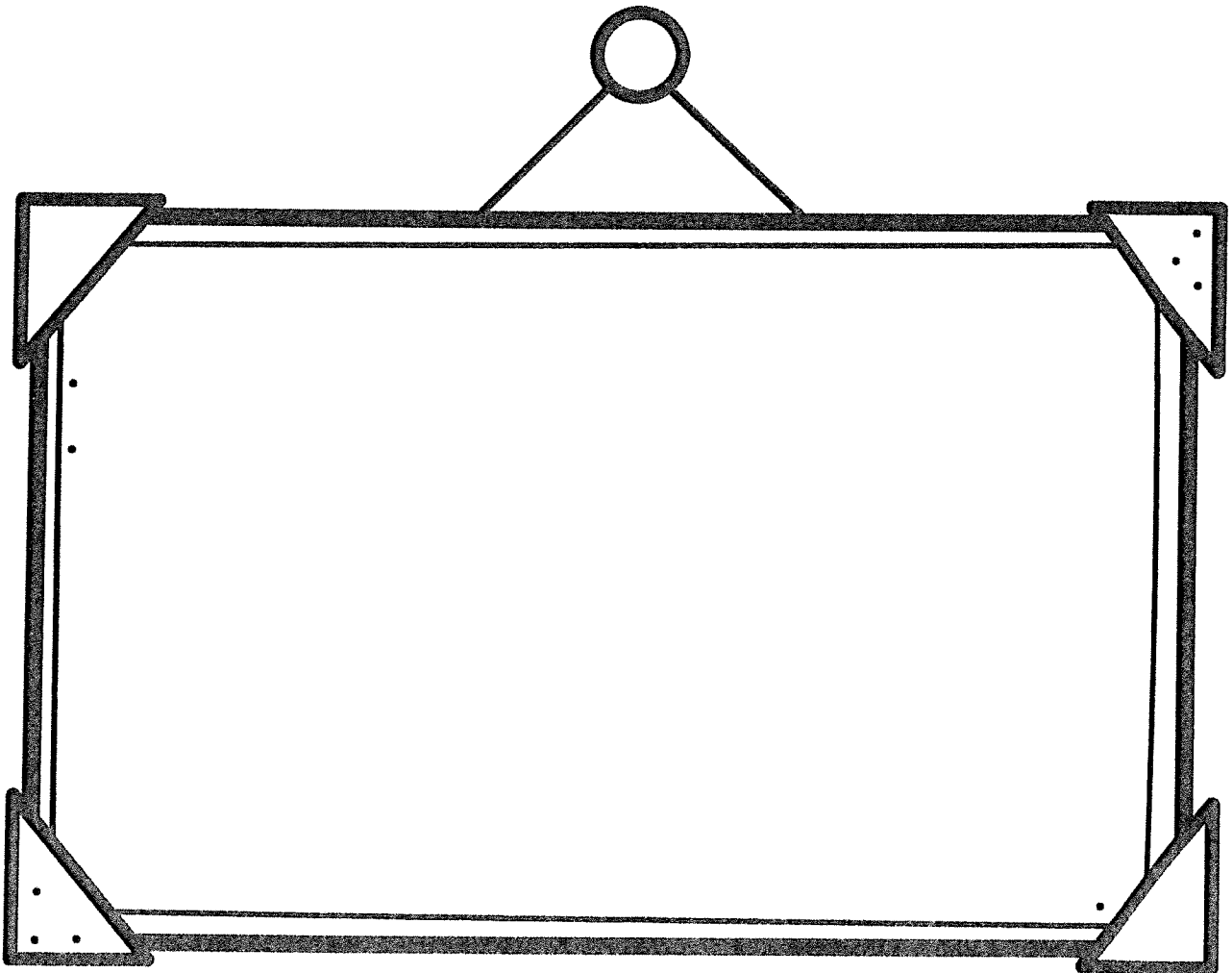
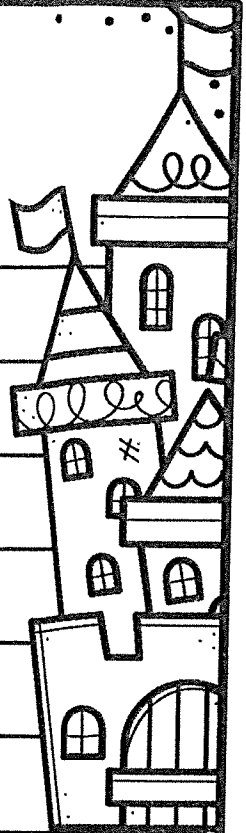
Why?

Rate the book below. 5 helmets for fantastic!



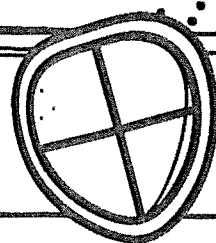
Name:

My Favorite Part...

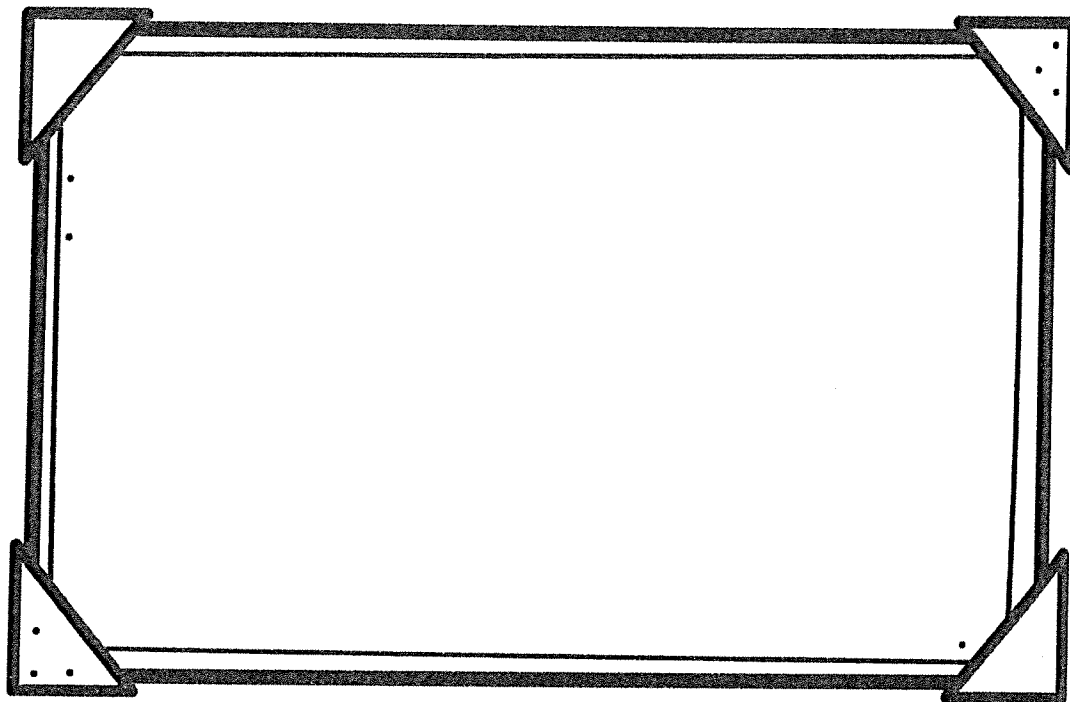


119

Name:



How would you look as a knight?



What would the armor feel like?

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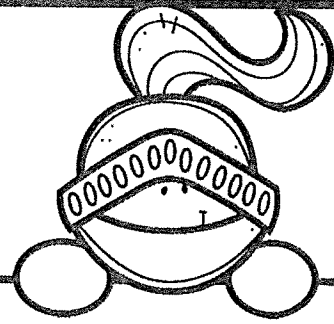
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66

Name: \_\_\_\_\_

# The Knight at Dawn



H	V	N	M	O	A	T	C	X	M	Z	C	L
A	N	H	C	B	G	U	A	R	D	H	A	V
W	M	E	Z	X	K	L	V	C	N	O	S	B
K	B	L	V	K	N	I	G	H	T	R	T	N
V	C	M	L	K	B	N	V	Z	M	S	L	X
T	N	E	Z	M	C	K	X	L	B	E	E	V
O	B	T	V	C	R	O	C	O	D	I	L	E
W	V	J	K	X	H	B	Z	M	L	C	N	K
E	C	A	R	M	O	R	Y	N	B	X	V	M
R	N	J	B	K	Z	C	V	X	M	G	H	L

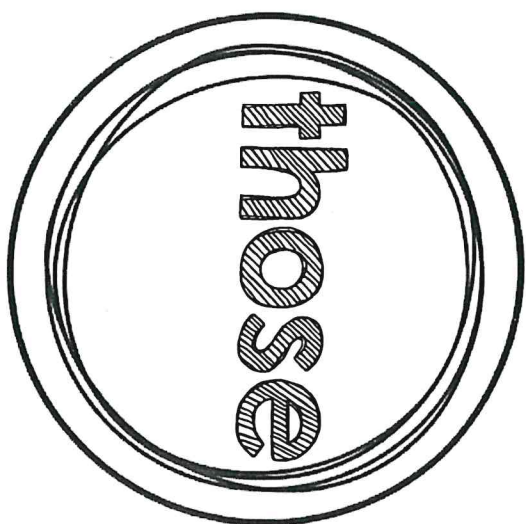
KNIGHT	ARMORY
CASTLE	HELMET
HAWK	CROCODILE
MOAT	GUARD
TOWER	HORSE

3/16 D

# Let's Learn The Word:

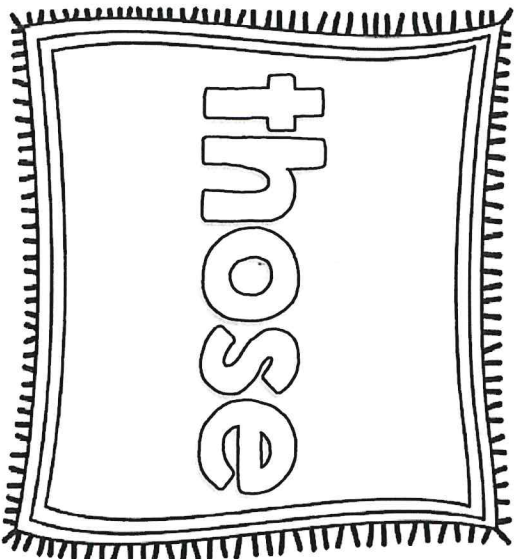
## Trace & Write

those those



## Highlight it!

## Decorate it!



soon **those** those  
under use  
those who those  
those can them

Name \_\_\_\_\_

# Sight Word Practice

# upon

Trace it.

upon

Write it.

Build it.

--	--	--	--

Find it.

upon

help

upon

upon

warm

warm

away

every

must

upon

warm

fly

Use it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

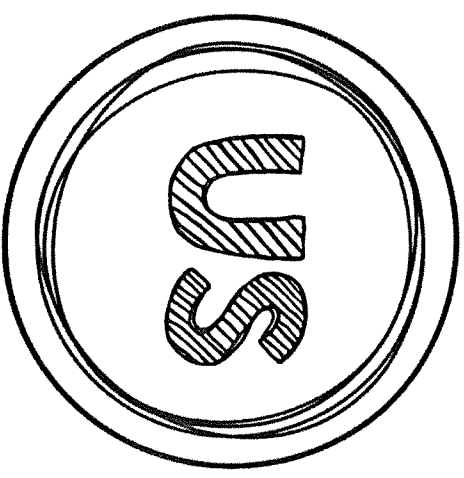
\_\_\_\_\_

n a u r l w p o s

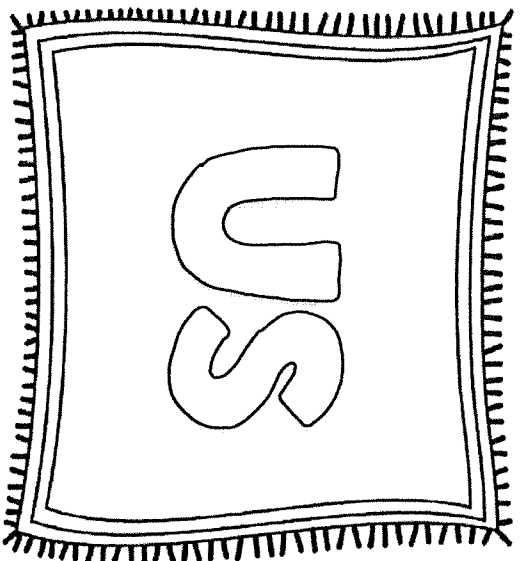
# Let's Learn The Word:

Trace & Write

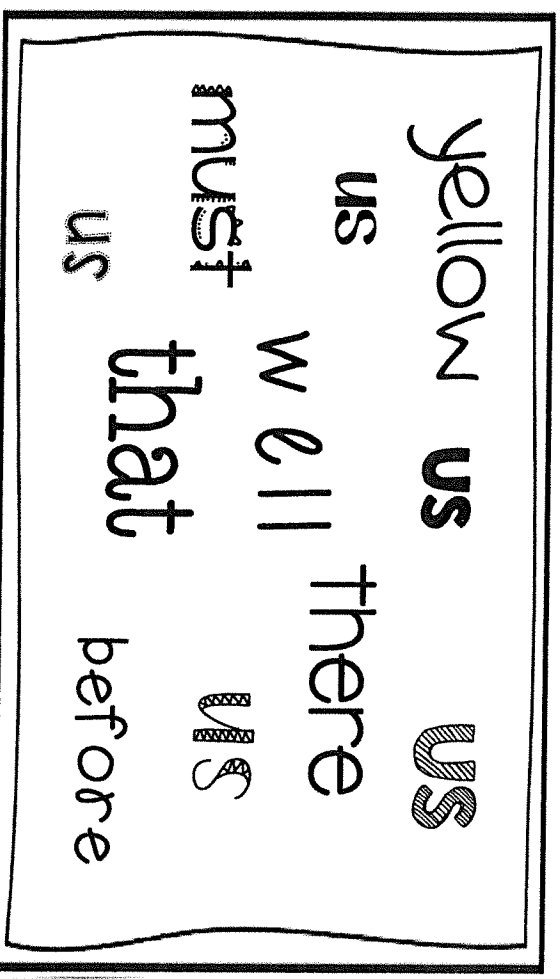
us us us us



Decorate it!



Highlight it!





Name \_\_\_\_\_

# Sight Word Practice

**use**

Trace it.

Write it.

use

Build it.

--	--	--

Find it.

use

use

us

put

us

you

put

use

away

us

use

one

Use it.

_____
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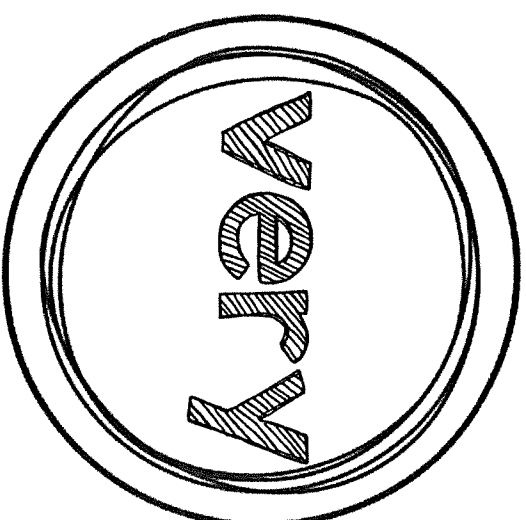
q

r

# Let's Learn The Word:

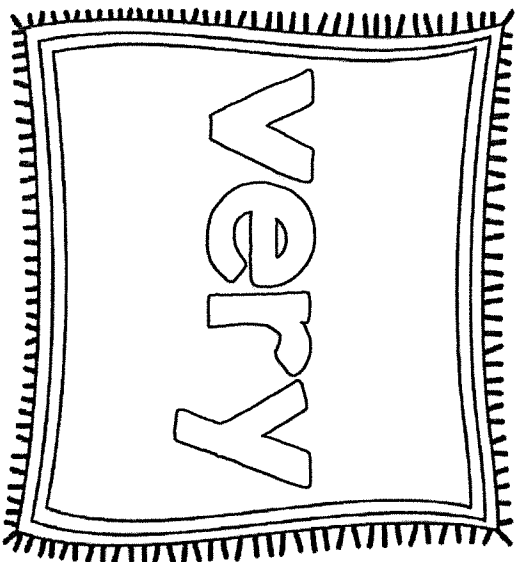
Trace & Write

very very



Highlight it!

Decorate it!



very upon very  
very hurt  
very take  
brown very

Name \_\_\_\_\_

# Sight Word Practice

**wash**

Trace it.

wash

Write it.

Build it.

--	--	--	--

Find it.

walk	wash	wash	going	warm	walk
wash	think	must	must	wash	think
wash	wash	wash	going	warm	walk

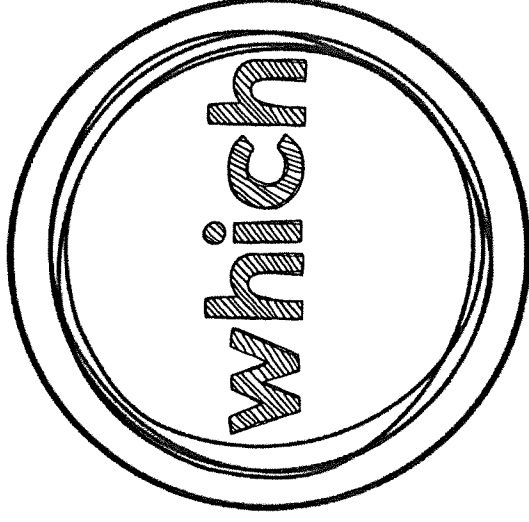
Use it.


t s m h a n d w u

# Let's Learn The Word:

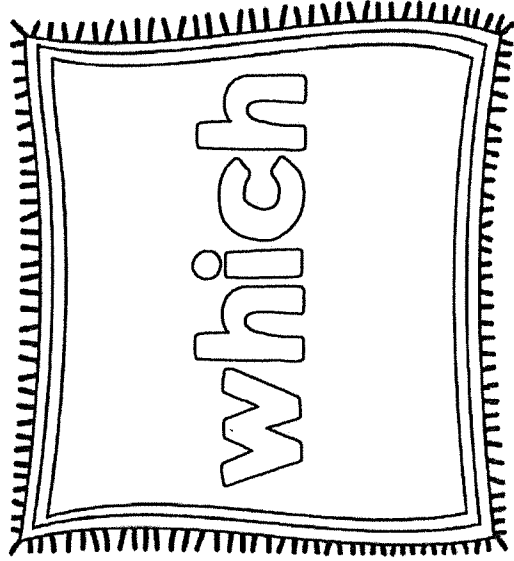
Trace & Write

which which



Highlight it!

Decorate it!



soon

**which** which

fall

use

which

buy which

those

start them

## Name \_\_\_\_\_

ԿԿՄ

# Write it.

# Build it.

--	--	--

# Find it.

44M

413

44M

117

can

blue

人日

poof

ate

44m

four

44M

Use it.

[illegible]

J

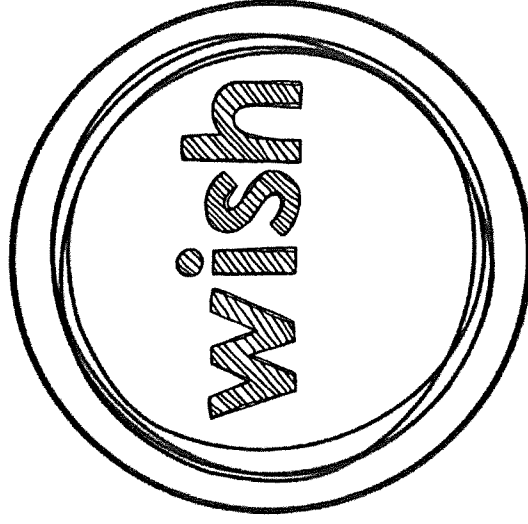
4

**b**

# Let's Learn The Word:

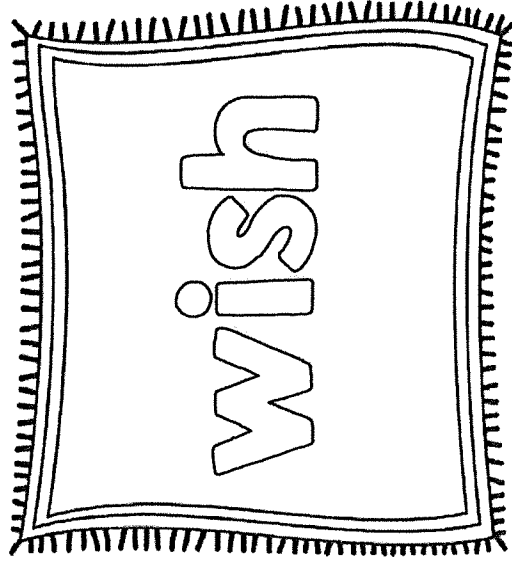
Trace & Write

wish wish



Highlight it!

Decorate it!



he much wish  
wish wish this  
very wish some  
wish and

## Name

# Write it.

[illegible]

--	--	--	--

WALK

work

here

[illegible]

Michelle Hudgeons

# Vocab Test

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

## Dolch Sight Word Assessment Tracker

### List 1 Pre-Primer

/179

Date				Date			
a				look			
and				make			
away				me			
big				my			
blue				not			
can				one			
come				play			
down				red			
find				run			
for				said			
funny				see			
go				the			
help				three			
here				to			
I				two			
in				up			
is				we			
it				where			
jump				yellow			
little				you			

/40



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

# Dolch Sight Word Assessment Tracker

## List 2 Primer

Date			Date			Date		
all			no			well		
am			now			went		
are			on			what		
at			our			white		
ate			out			who		
be			please			will		
black			pretty			with		
brown			ran			yes		
but			ride					
came			saw					
did			say					
do			she					
eat			so					
four			soon					
get			that					
good			there					
have			they					
he			this					
into			too					
like			under					
must			want					
new			was					

52

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

# Dolch Sight Word Assessment Tracker

## List 3 Level 1

Date				Date			
after				live			
again				may			
an				of			
any				old			
as				once			
ask				open			
by				over			
could				put			
every				round			
fly				some			
from				stop			
give				take			
<del>give</del> going				thank			
had				them			
has				then			
her				think			
him				walk			
his				were			
how				when			
just							
know							

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

# Dolch Sight Word Assessment Tracker

## List 4 Level 2

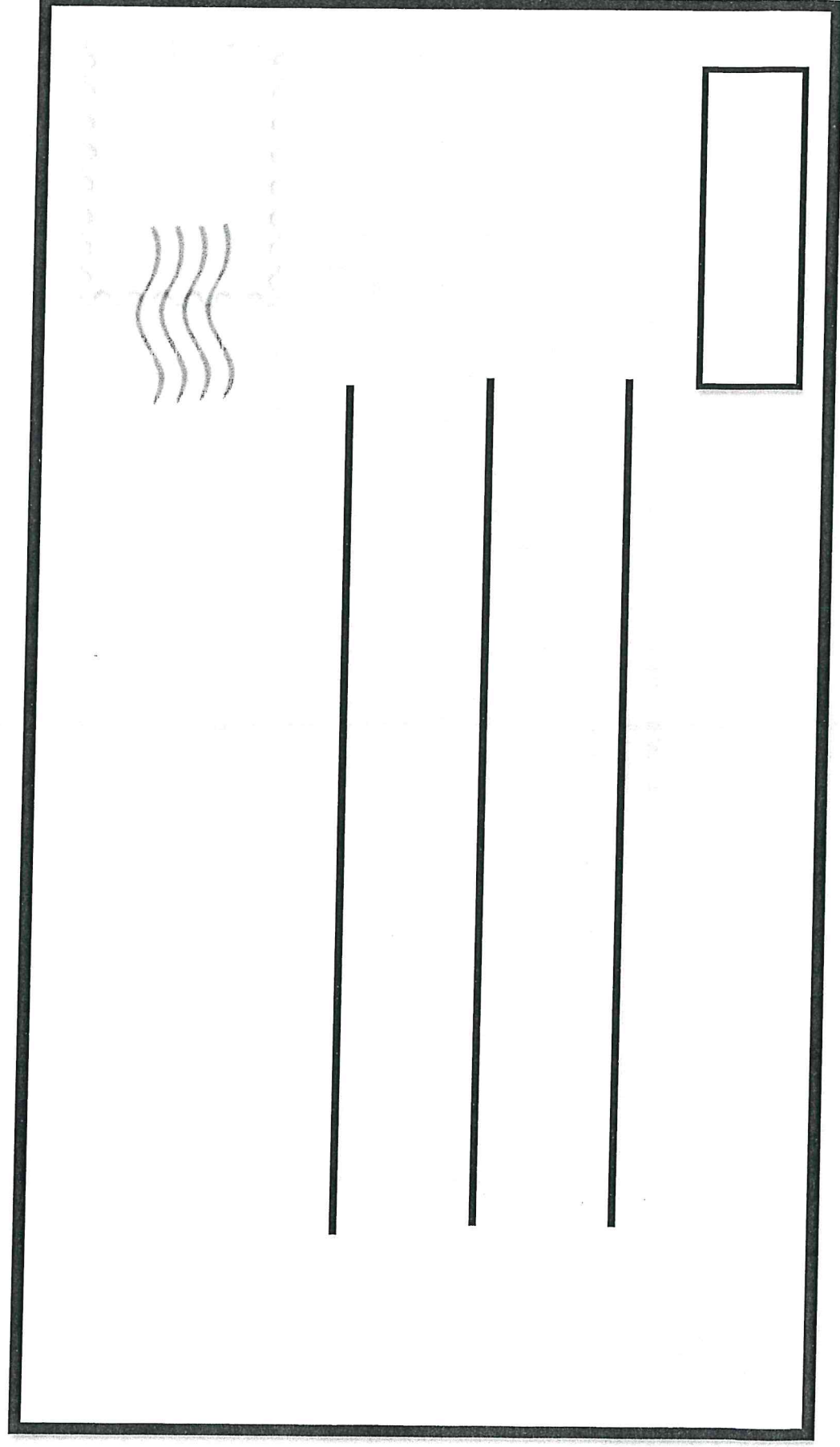
Date				Date			
always				or			
around				pull			
because				read			
been				right			
before				sing			
best				sit			
both				sleep			
buy				tell			
call				their			
cold				these			
does				those			
don't				upon			
fast				us			
first				use			
five				very			
found				wash			
gave				which			
goes				why			
green				wish			
its				work			
made				would			
many				write			
off				your			

this  
weeks  
46  
Mox

Date:

w/ help

I know my postal address!



Date:

w/o help

I know my postal address!

A template for a postal address form. It features a large rectangular box with a thick black border. Inside the box, there are three horizontal lines for the address. In the top right corner of the box, there is a smaller rectangular box for a stamp or logo. To the left of the address lines, there are wavy lines indicating a postage stamp area.

[https://doi.org/10.1016/j.jmb.2019.07.008](#)

















# Week Four Vocabulary

## My Home

Level  
1

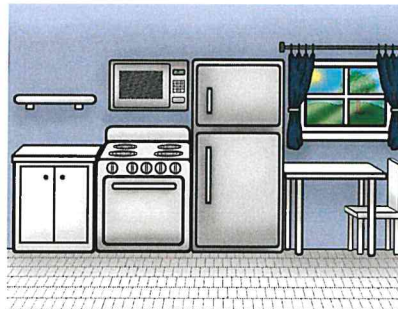
### Home

Where someone lives.



### Kitchen

Place in your home where you cook food.



### Dining Room

Place in your home where you eat meals.



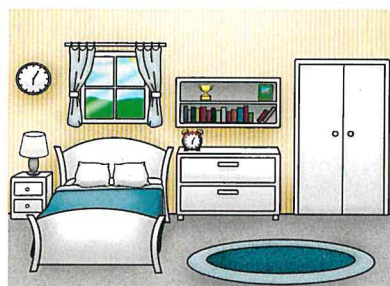
### Bathroom

Place in your home where you get clean.



### Bedroom

Place in your home where you sleep.



### Laundry Room

Place in your home where you wash clothes.

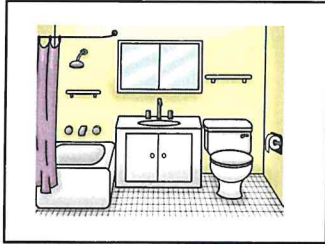


## Week Four Vocabulary

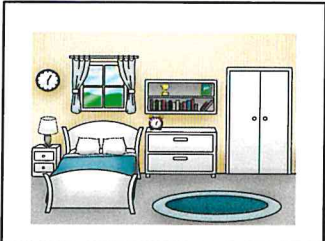
Level  
1

Name: \_\_\_\_\_

Directions: Match the pictures to the vocabulary words



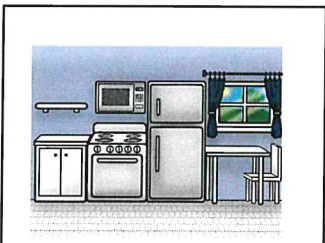
Dining Room



Home



Laundry  
Room



Bedroom



Kitchen



Bathroom

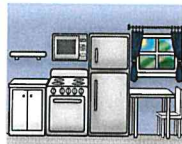
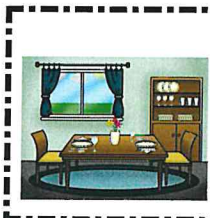
## Week Four Vocabulary

Level  
2

Name: \_\_\_\_\_

Directions: Cut and paste the correct vocabulary word picture in each sentence

1. I take a shower in the \_\_\_\_\_.
2. Sit in the \_\_\_\_\_ to eat dinner.
3. I am making food in the \_\_\_\_\_.
4. My family and I live in our \_\_\_\_\_.
5. My comfy bed is in the \_\_\_\_\_.
6. I need to fold my clothes in the \_\_\_\_\_.



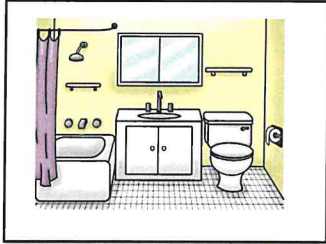


## Week Four Vocabulary

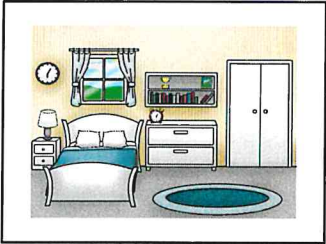
Level  
2

Name: \_\_\_\_\_

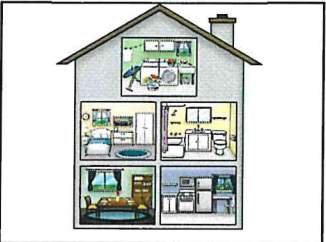
Directions: Match the pictures to the definitions



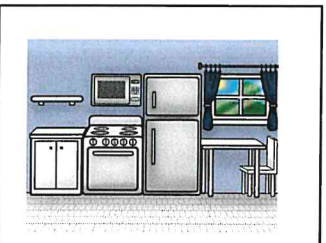
Place in your home  
where you eat  
meals.



Place in your home  
where you cook  
food.



Place in your home  
where you sleep.



Place in your home  
where you get  
clean.



Place in your home  
where you wash  
clothes.



Where someone  
lives.

## Week Four Vocabulary

Level  
3

Name: \_\_\_\_\_

Bedroom      Home      Laundry Room  
Dining Room      Bathroom      Kitchen

Directions: Use a word from above and write a sentence using the word.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_



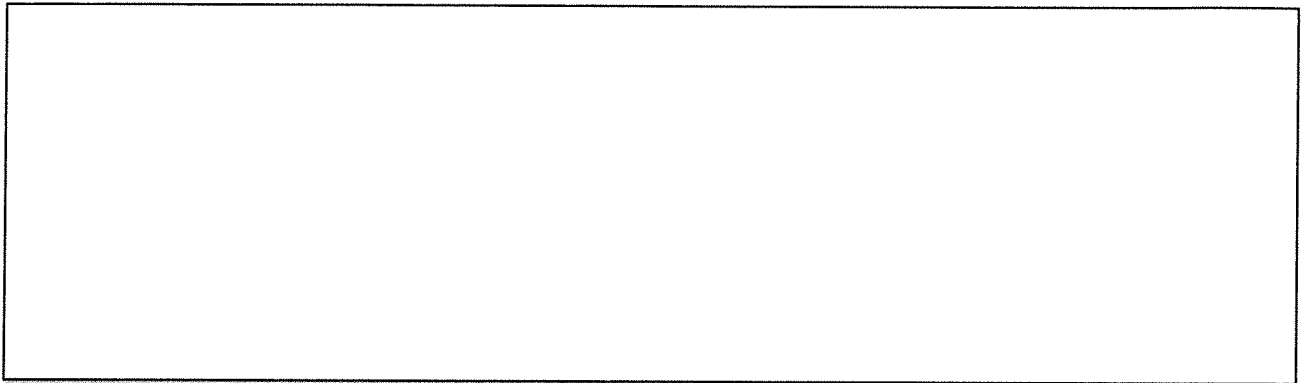
# Practice the Skill

Level  
1

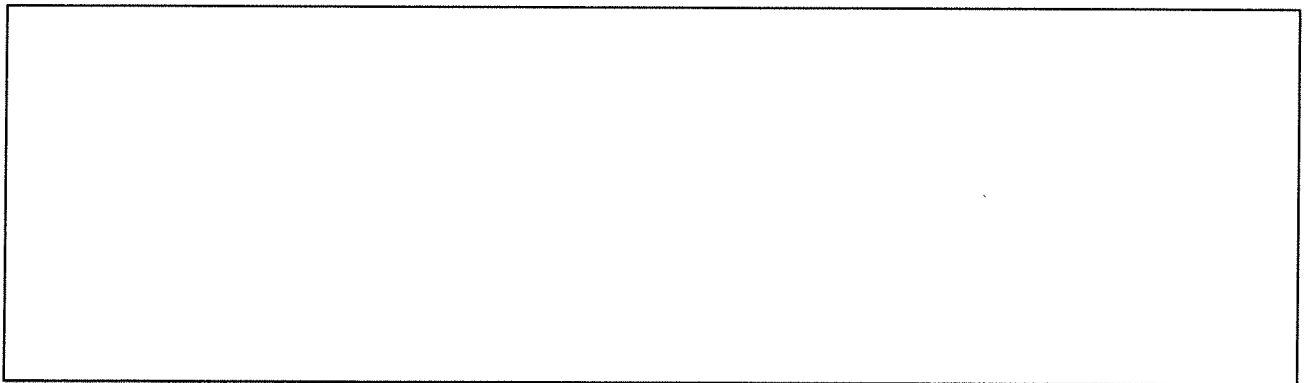
Name: \_\_\_\_\_

Directions: Cut out the pictures and sort them in the correct box.

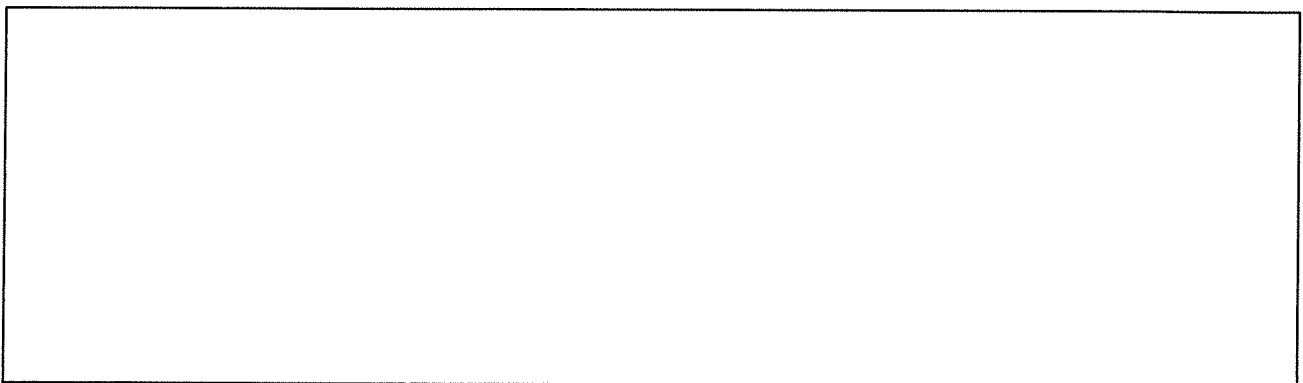
**KITCHEN**



**BOTH**



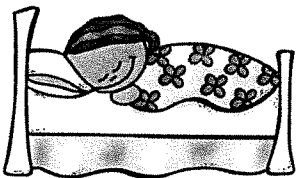


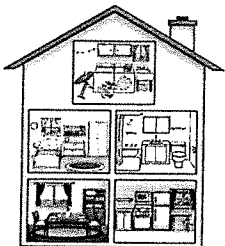

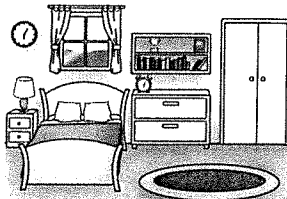

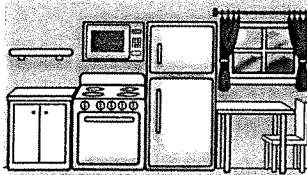
**BEDROOM**



# Practice the Skill

Level  
1

Directions: Cut out the pictures and sort them in the correct box.

<p><b>I SLEEP HERE</b></p> 	<p><b>I MAKE FOOD IN HERE.</b></p> 	<p><b>MY CLOTHES ARE HERE</b></p> 
<p><b>IN MY HOME</b></p> 	<p><b>I DO CHORES IN HERE</b></p> 	<p><b>MY OWN SPACE</b></p> 
<p><b>I SPEND TIME WITH FAMILY HERE</b></p> 	<p><b>MY FOOD IS HERE</b></p> 	

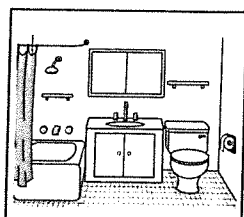
# ASSESSMENT

Level  
2

Name: \_\_\_\_\_

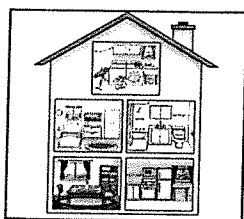
Directions: # 1-6 Match the pictures to the definition

1.



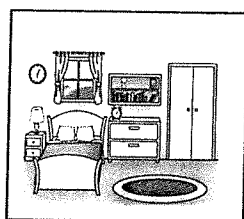
Place in your home  
where you eat  
meals.

2.



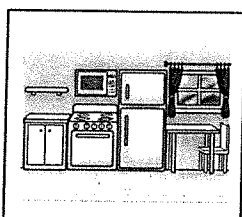
Place in your home  
where you cook  
food.

3.



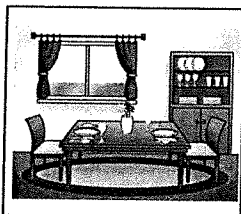
Place in your home  
where you sleep.

4.



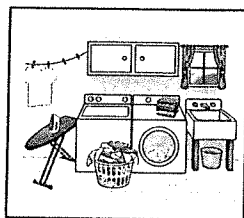
Place in your home  
where you get  
clean.

5.



Place in your home  
where you wash  
clothes.

6.



Where someone  
lives.

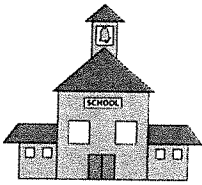
# ASSESSMENT

Level  
1

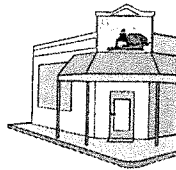
Directions: Circle the correct answer based on the story and the skills learned this week

7. Where does the story take place?

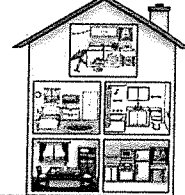
School



Store



Home

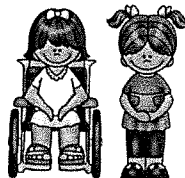


8. Who do you live with in your home?

Family



Friends

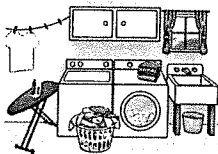


Alone

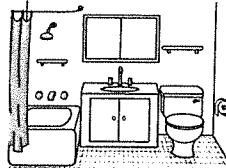


9. Where do you cook your meals?

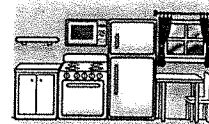
Laundry room



Bathroom

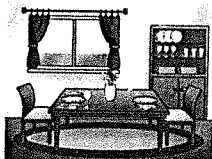


Kitchen

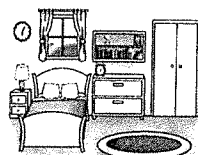


10. Where does your mom wash your clothes?

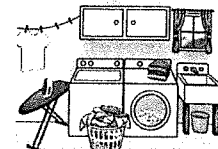
Dining room



Bedroom



Laundry room



# ASSESSMENT

Level  
1

Directions: Circle the correct answer based on the story and the skills learned this week

11.

You can do chores in the laundry room and your bedroom.

Yes



No



12.

You take a shower or bath in the kitchen and bathroom.

Yes



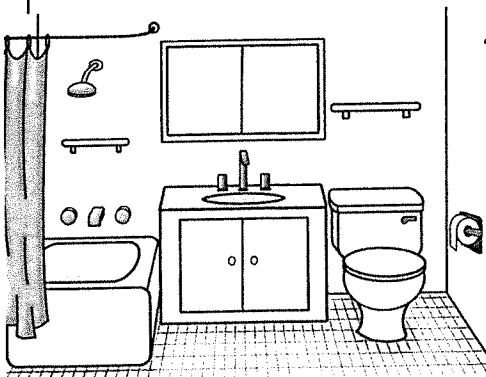
No



## My Score

\_\_\_\_\_ / 12

\_\_\_\_\_ %



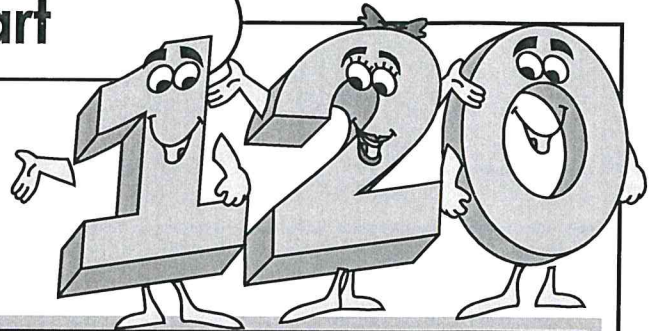


Name: \_\_\_\_\_

math

## 120 Chart

TO help w/ counting,  
adding, subtracting



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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



Math

# 2nd Grade Present Math

COUNTING COINS

Circle the coins you need to equal the number on the present.

Hint: there is more than one answer for each present!



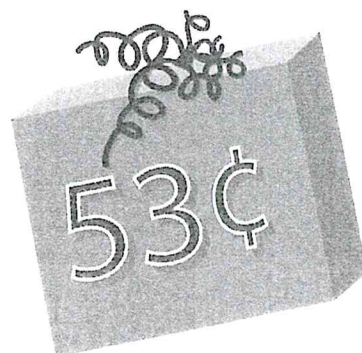
=



=



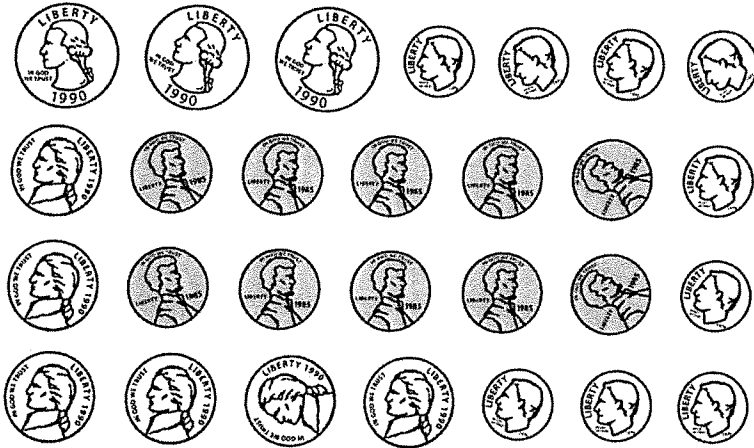
=



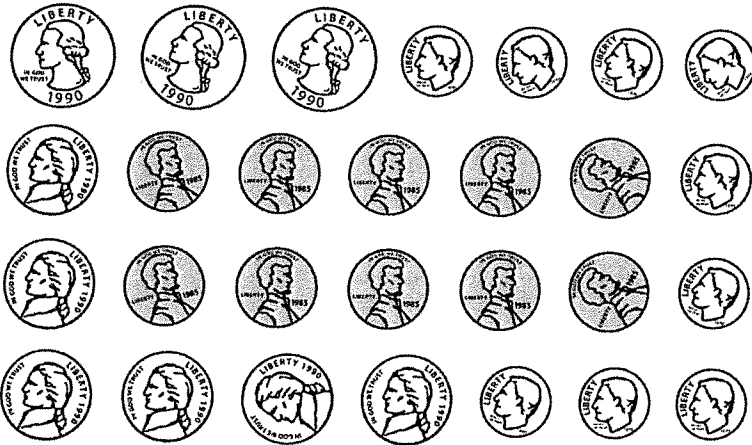
# 2nd Grade How Many Coins? Math

COUNTING COINS

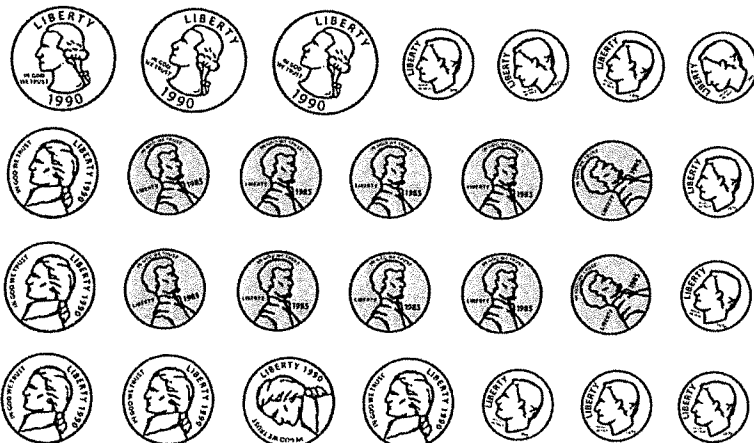
Circle the coins you need to equal  
46¢ in three different ways.



= 46¢



= 46¢



= 46¢

# 2nd Grade Present Math

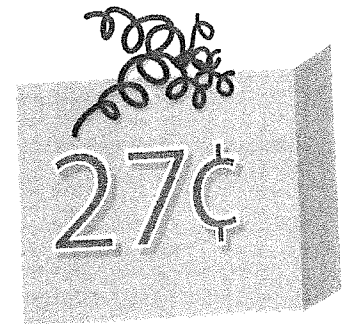
COUNTING COINS

Circle the coins you need to equal  
the number on the present.

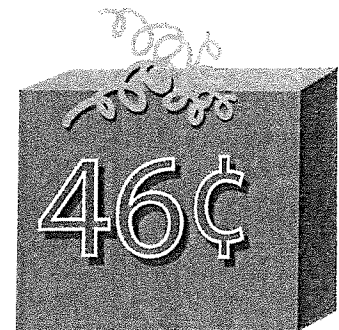
*Hint: there is more than one answer for each present!*



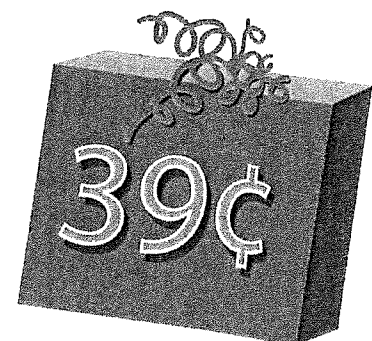
=



=



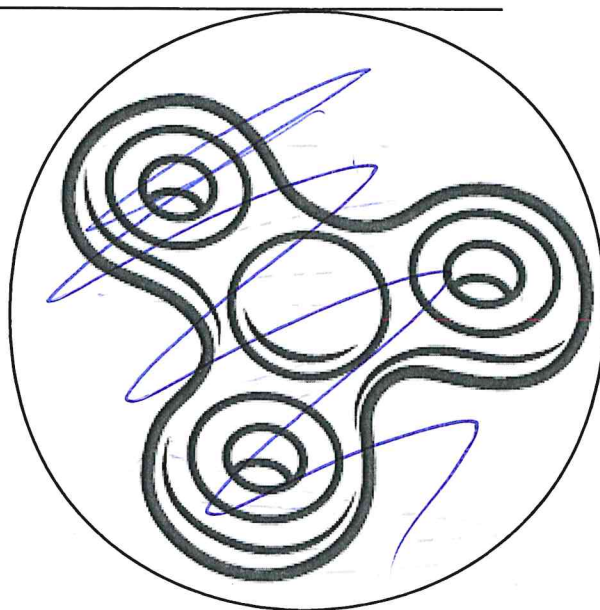
=





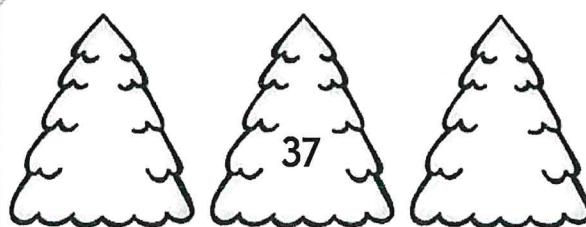
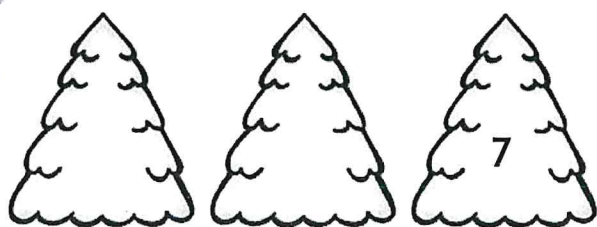
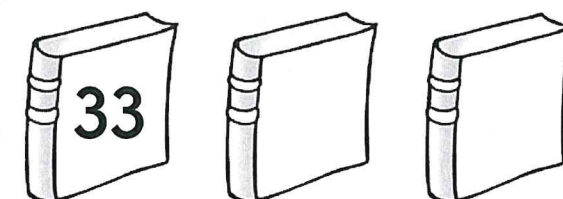
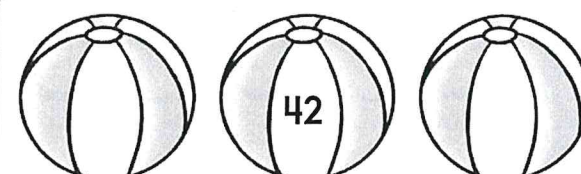
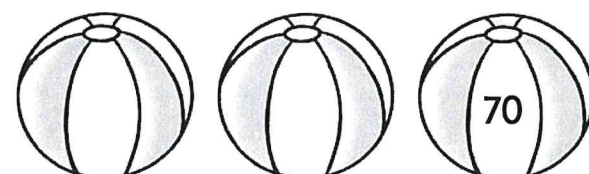
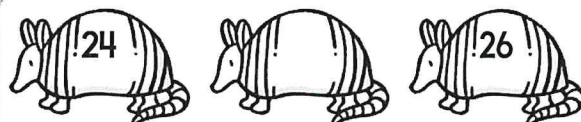
Name: \_\_\_\_\_

math

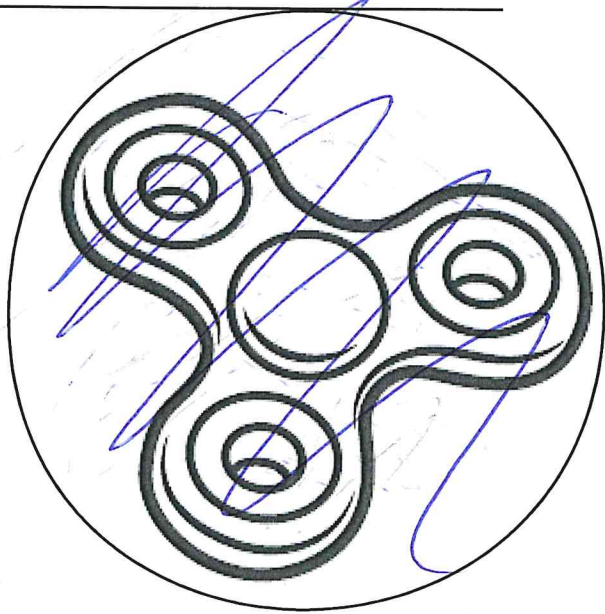


Spin fidget spinner. Quick!

I needed to spin \_\_\_\_\_ time(s) to finish.

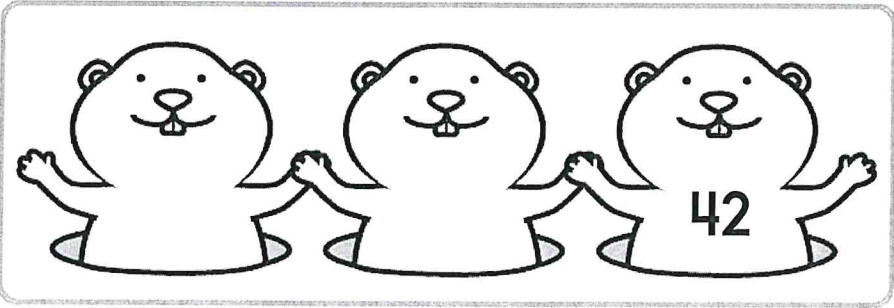
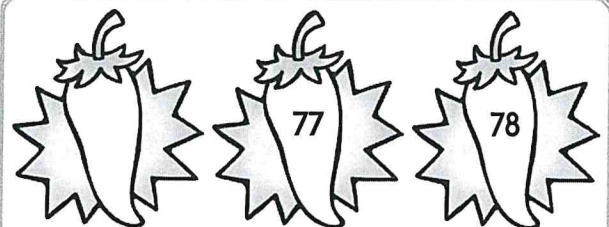
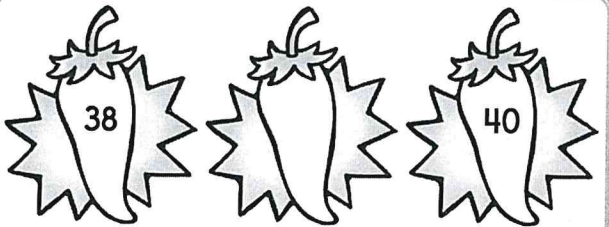


Name: \_\_\_\_\_

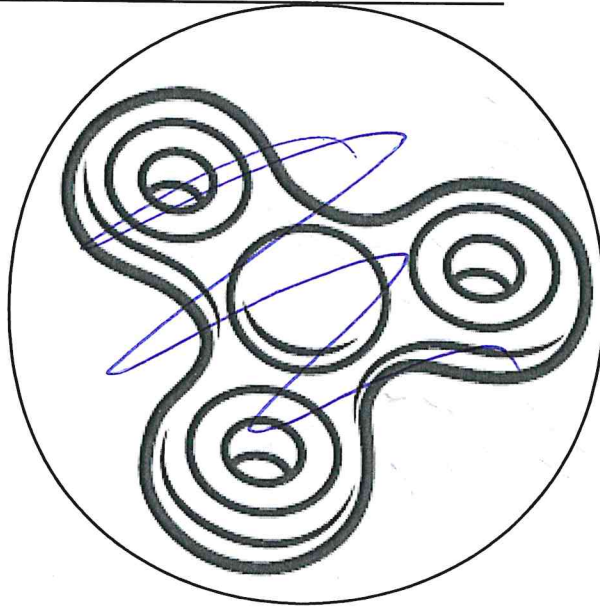


Spin fidget spinner. Quick!

I needed to spin \_\_\_\_\_ time(s) to finish.

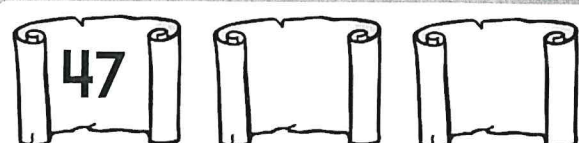
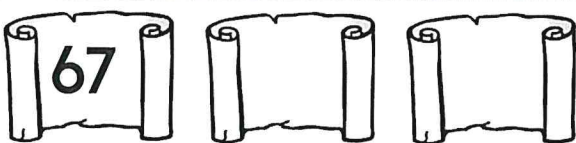
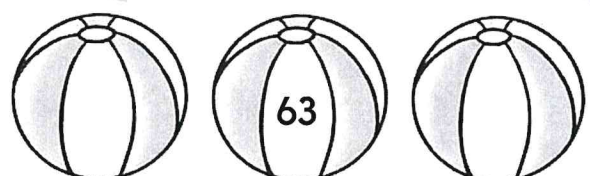
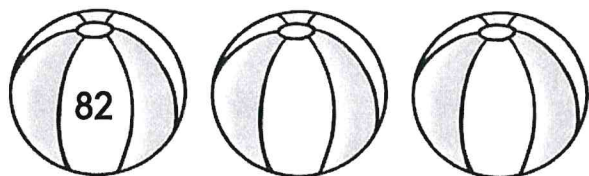
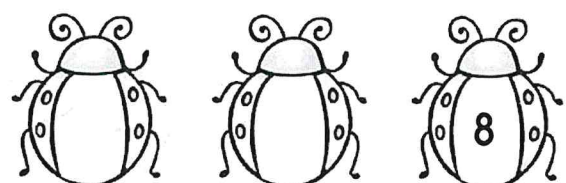


Name: \_\_\_\_\_



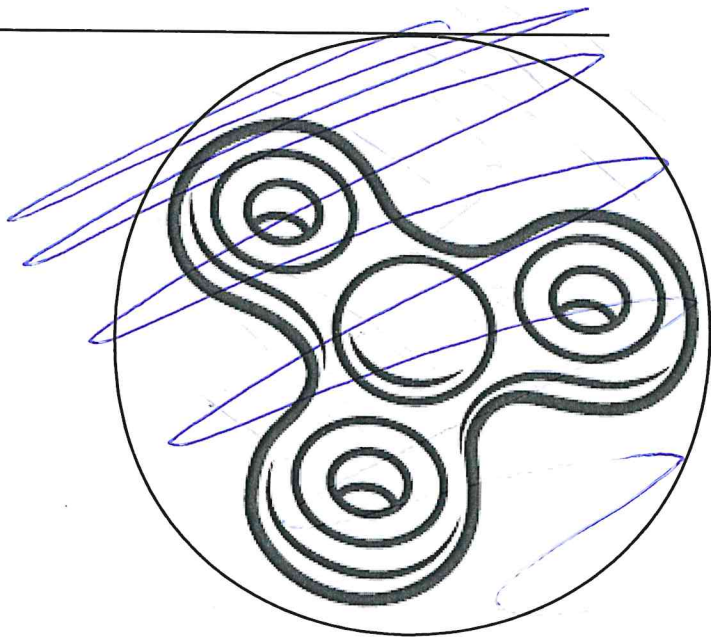
Spin fidget spinner. Quick!

I needed to spin \_\_\_\_\_ time(s) to finish.









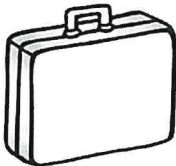

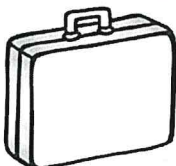

















Name: \_\_\_\_\_

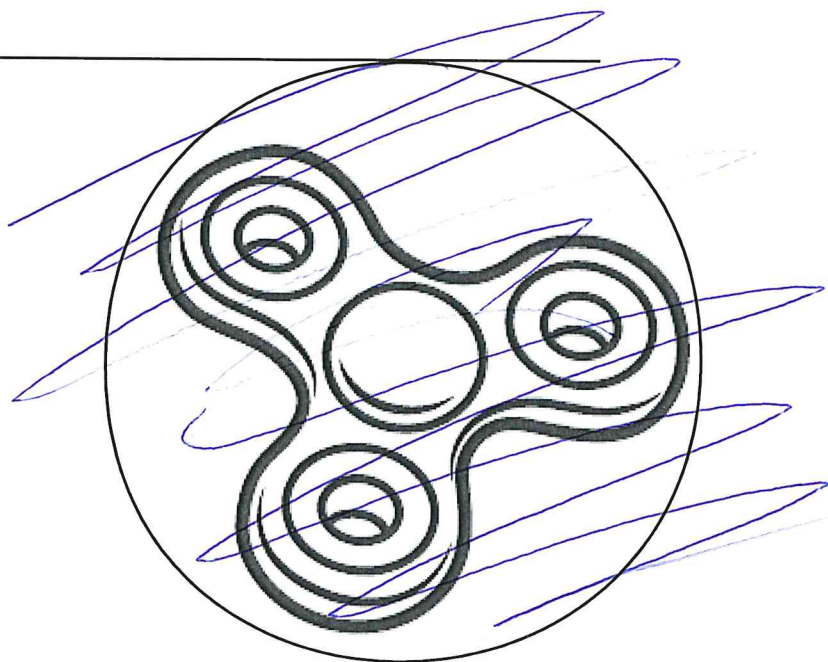


Spin fidget spinner. Quick!

I needed to spin \_\_\_\_\_ time(s) to finish.

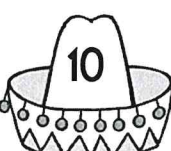
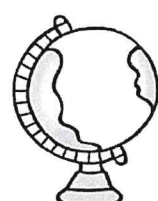
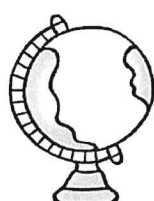
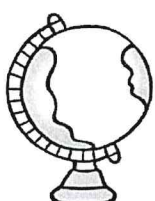
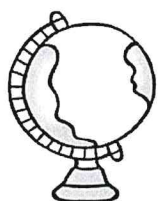
  	  
  	  
  	  
  	  

Name: \_\_\_\_\_



Spin fidget spinner. Quick!

I needed to spin \_\_\_\_\_ time(s) to finish.





No calculator

Name: \_\_\_\_\_

+2



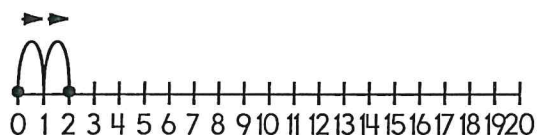
edHelper



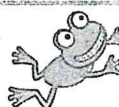
$$18 + 2 = \underline{\quad}$$



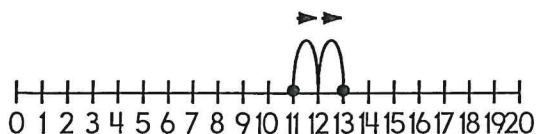
$$14 + 2 = \underline{\quad}$$



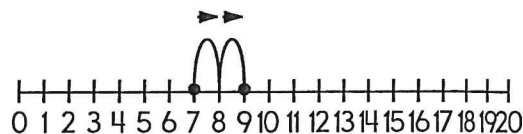
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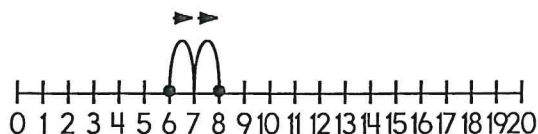
$$1 + 2 = \underline{\quad}$$



$$11 + 2 = \underline{\quad}$$



$$7 + 2 = \underline{\quad}$$



$$6 + 2 = \underline{\quad}$$



$$15 + 2 = \underline{\quad}$$

Name: \_\_\_\_\_



edHelper

2      4      6      8      10

$2 + 2 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$6 + 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

2      4      6      8      10      12

$10 + 2 = \underline{\quad}$

2      4      6      8      10      12      14      16

$14 + 2 = \underline{\quad}$

2      4      6      8      10      12      14      16      18

$16 + 2 = \underline{\quad}$

2      4      6      8

$6 + 2 = \underline{\quad}$

2      4      6      8      10      12      \_\_\_\_\_

$12 + 2 = \underline{\quad}$

2      4      6      8      \_\_\_\_\_

$8 + 2 = \underline{\quad}$

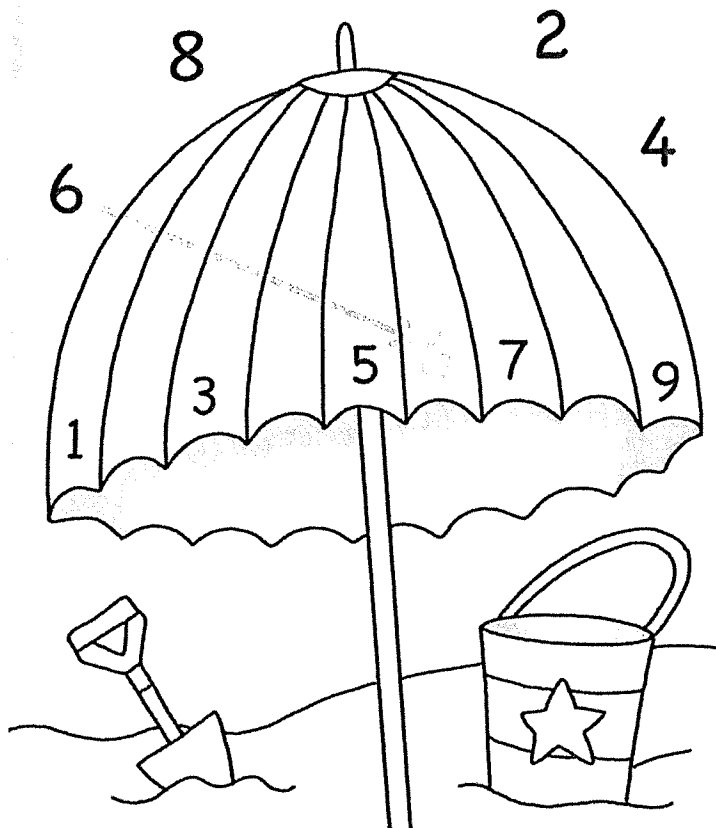
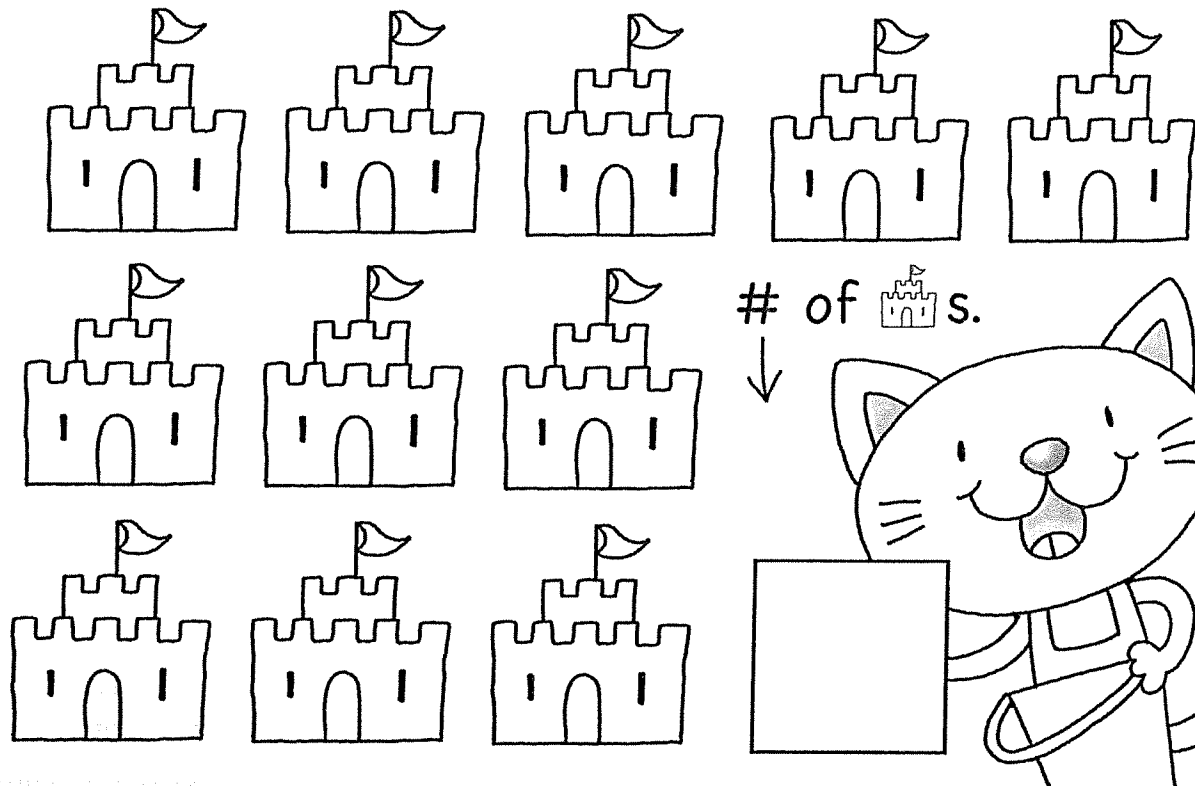
2      4      6      8      10      12      14      \_\_\_\_\_

$14 + 2 = \underline{\quad}$

Name: \_\_\_\_\_



edHelper



$$5 + 4 = \underline{\quad}$$

$$2 + 8 = \underline{\quad}$$

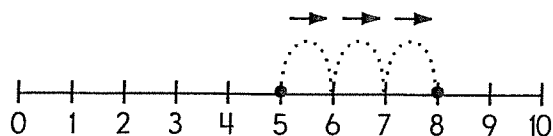
$$7 + 3 = \underline{\quad}$$

Name: \_\_\_\_\_

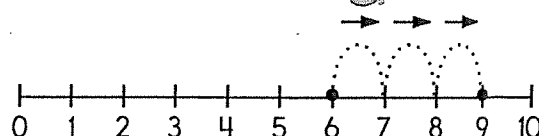
+3



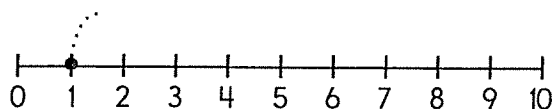
edHelper



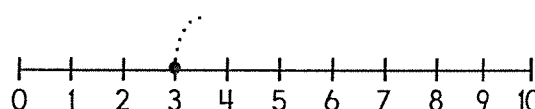
$$5 + 3 = \underline{\quad}$$



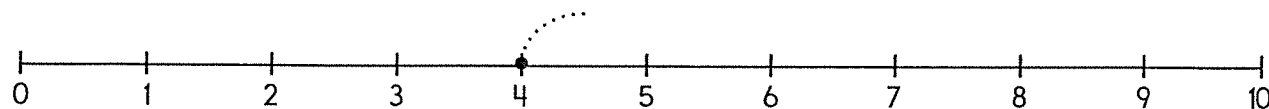
$$6 + 3 = \underline{\quad}$$



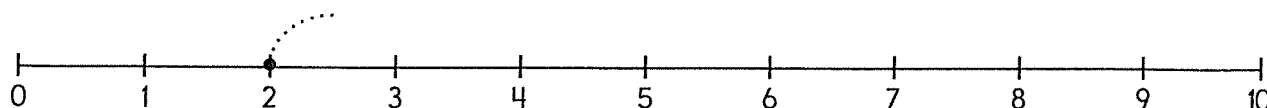
$$1 + 3 = \underline{\quad}$$



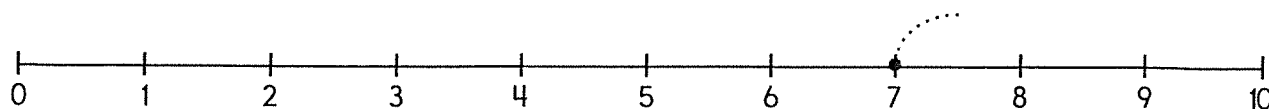
$$3 + 3 = \underline{\quad}$$



$$4 + 3 = \underline{\quad}$$



$$2 + 3 = \underline{\quad}$$



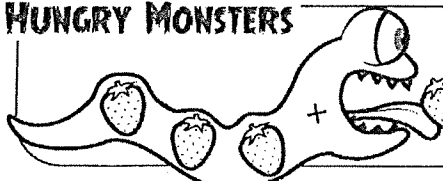


$$7 + 3 = \underline{\quad}$$

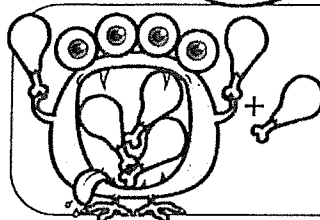
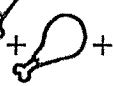
Name: \_\_\_\_\_

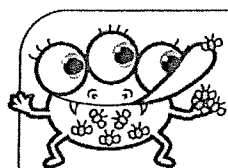



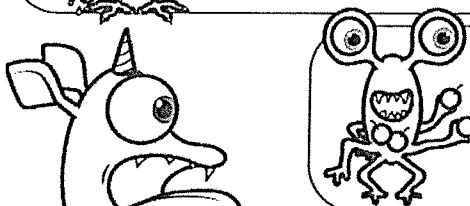

edHelper

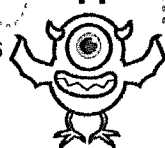
# HUNGRY MONSTERS

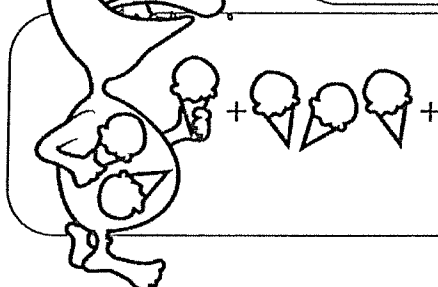

Draw 5 more:  +  +  = 10


Draw 2 more:  +  =

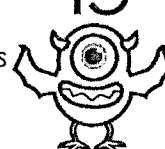
Draw 3 more:  +  =

Draw 4 more:  +  =


10 one less  12 one more

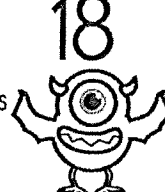
Draw 1 more:  +  =

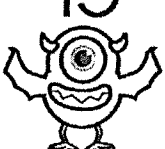
9 one less  one more

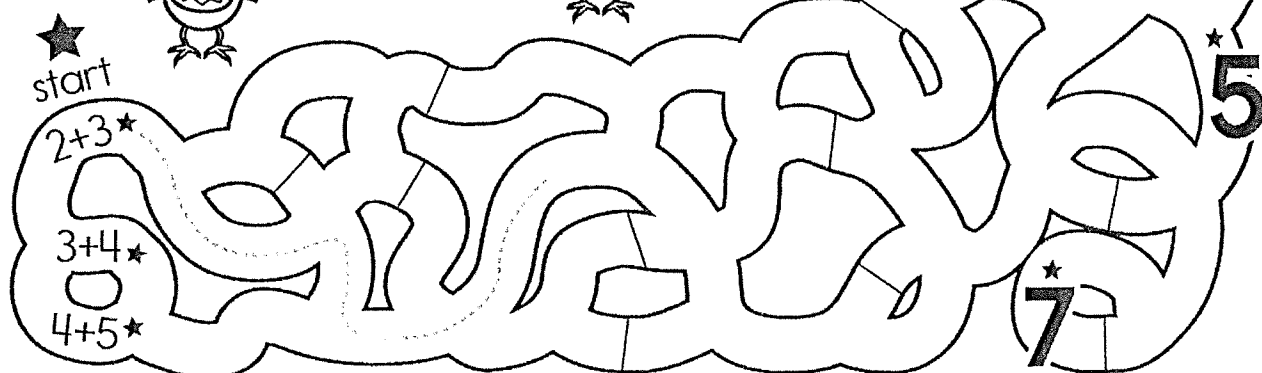
13 one less  one more

20 one less  one more

10 12 14 two less  two more

18 two less  two more

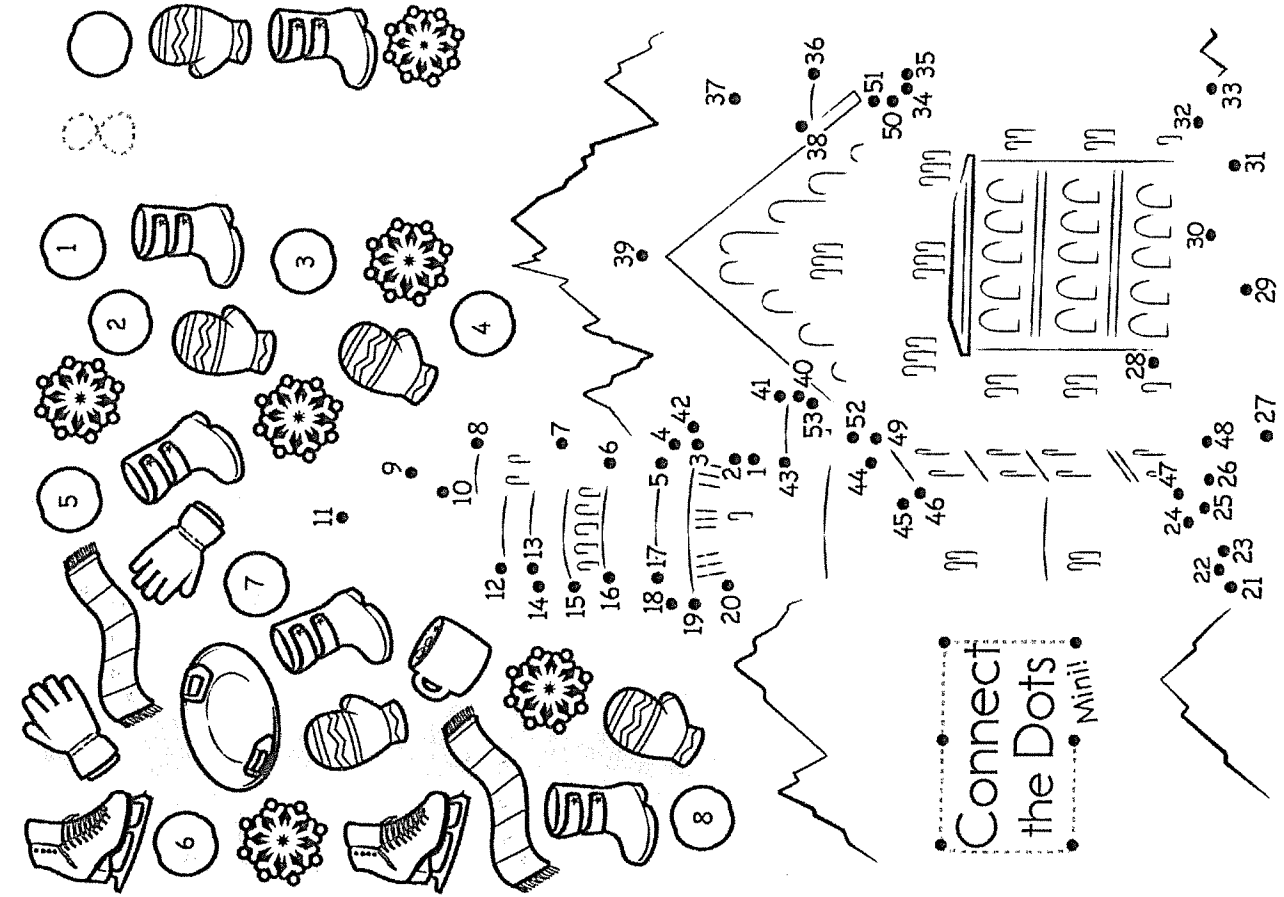
15 two less  two more



Name: \_\_\_\_\_



edHelper



Connect  
the Dots  
Mini!

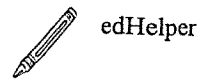
$$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$$

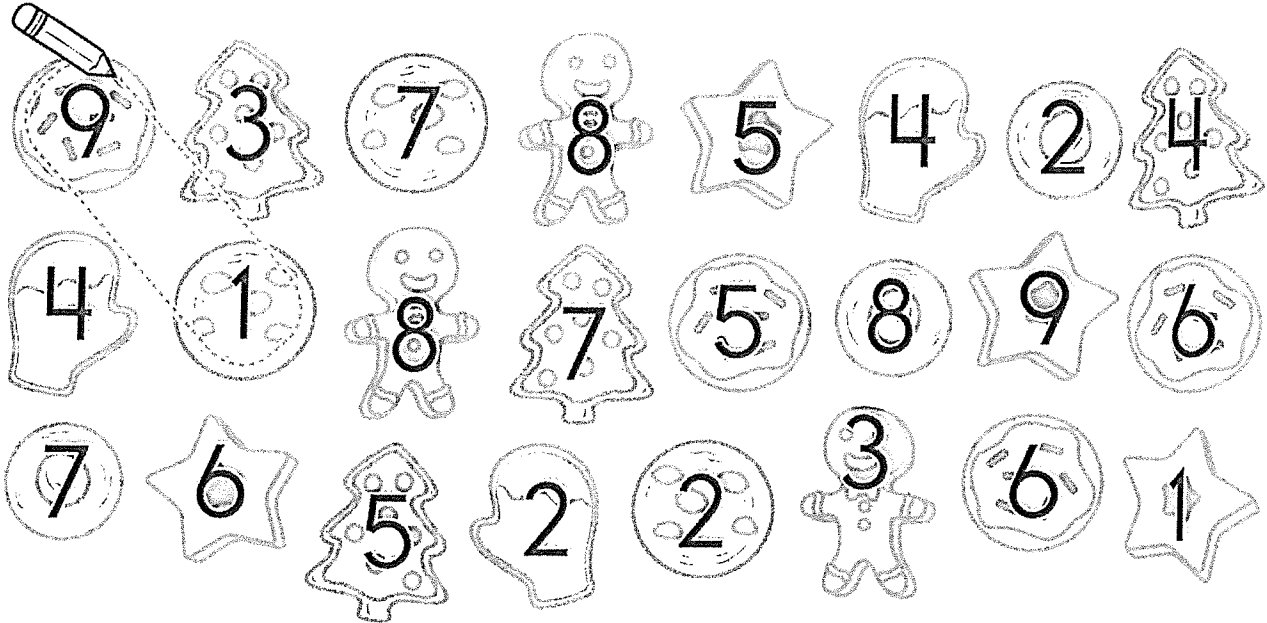
$$\begin{array}{r} 4 \\ +1 \\ \hline 5 \end{array}$$

Name: \_\_\_\_\_

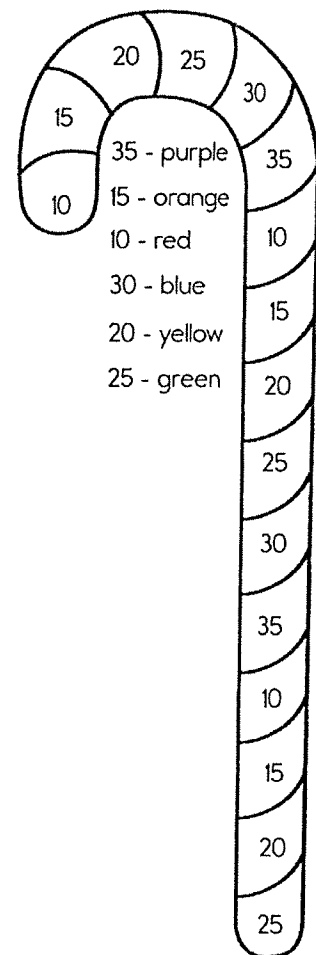
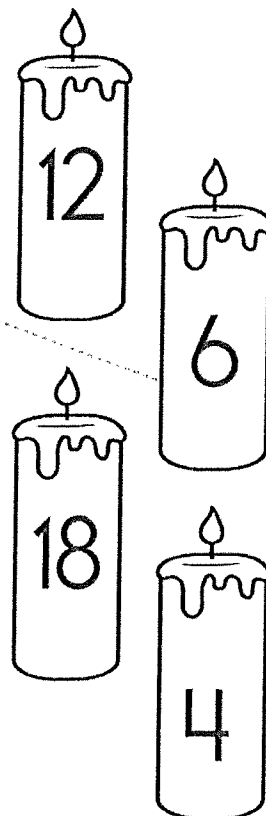
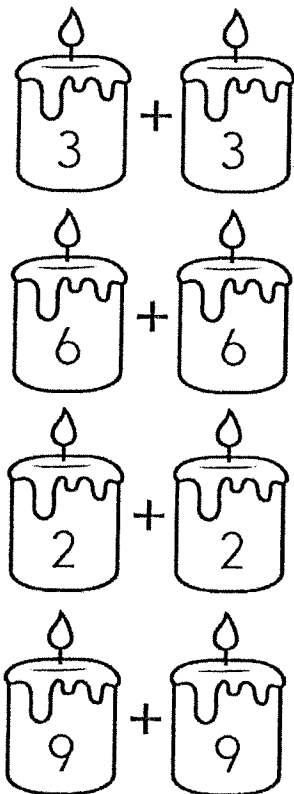


# Cookie Count

Circle the cookie pairs that equal ten.



## Matching Doubles



Name: \_\_\_\_\_



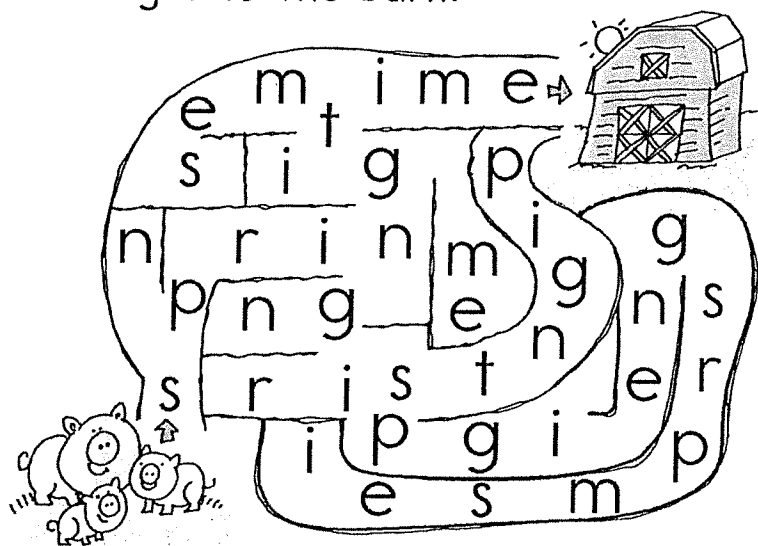
edHelper

Put a check on the child that has...

1. An umbrella. 2. A raincoat. 3. A rain hat.

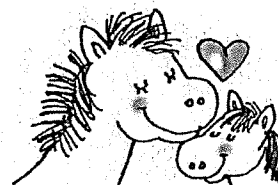


Follow the word "springtime"  
to get to the barn.



Connect parents  
to babies.

horse	kitten
hen	lamb
sheep	pony
cat	chick



Solve these  
math  
problems.

$$\begin{array}{r} 16 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +9 \\ \hline \end{array}$$

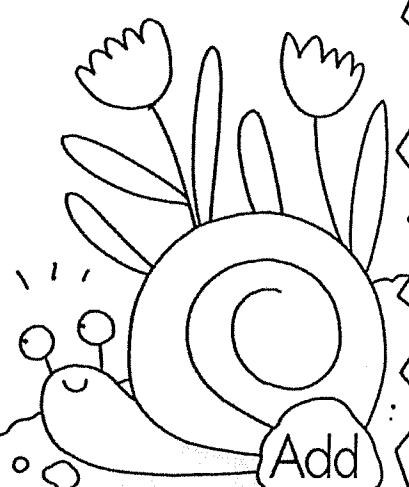


Name: \_\_\_\_\_

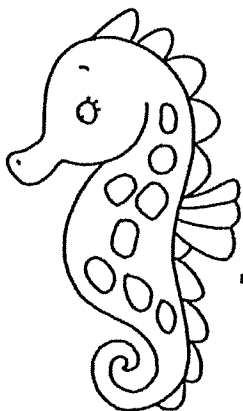


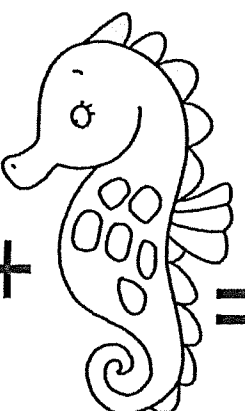
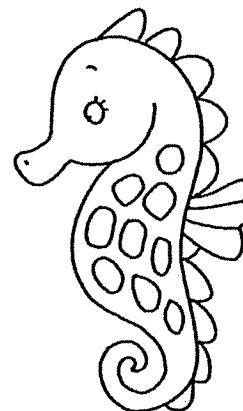
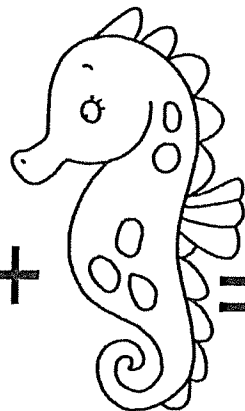

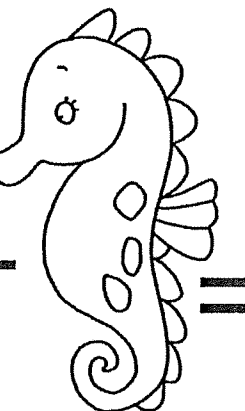


edHelper


$7+4=$	<input type="text" value="11"/>	$6+6=$	<input type="text"/>
$9+3=$	<input type="text"/>	$2+7=$	<input type="text"/>
$8+5=$	<input type="text"/>	$5+5=$	<input type="text"/>

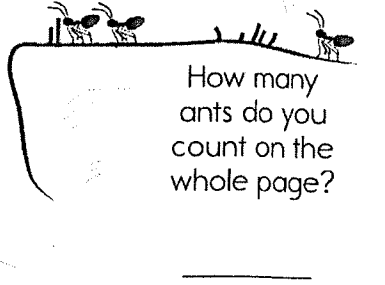
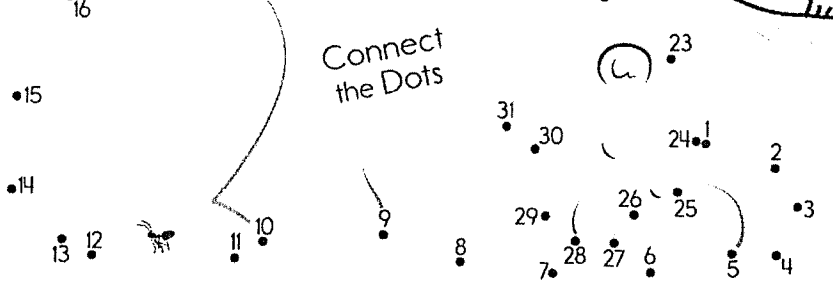
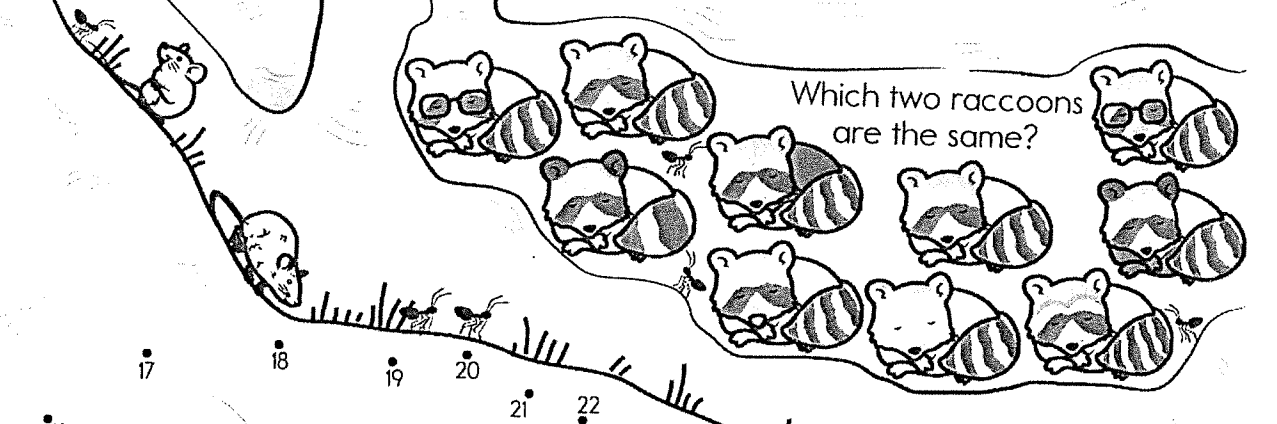
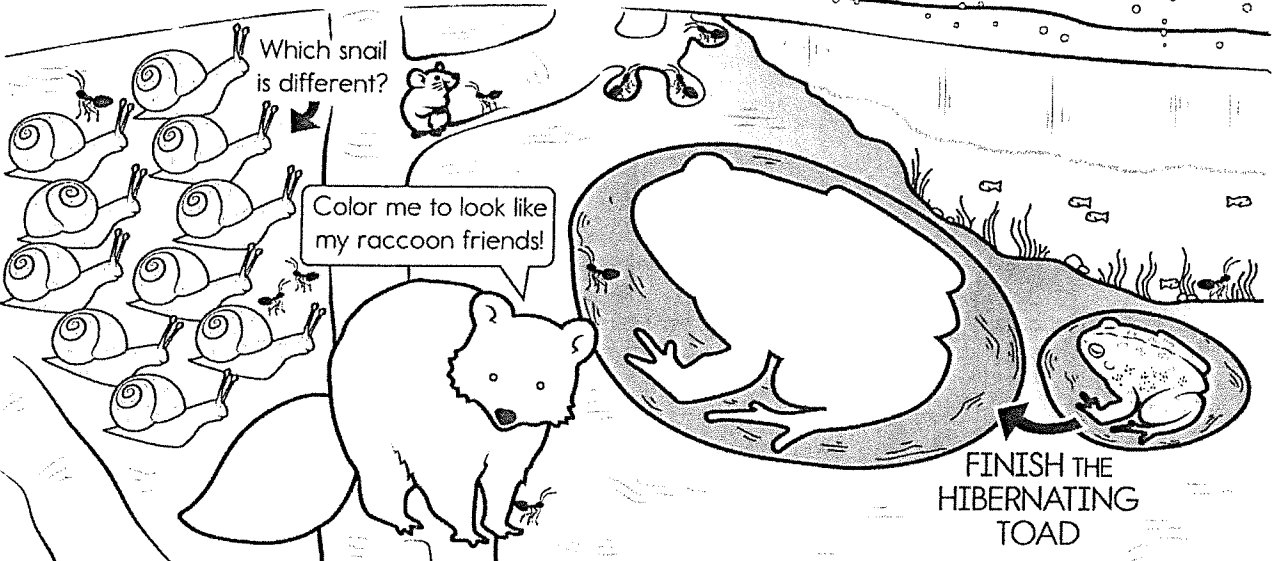


★ Add the spots on each pair of seahorses. ★

	+		=	<input type="text" value="15"/>
	+		=	<input type="text"/>
	+		=	<input type="text"/>
	+		=	<input type="text"/>

Name: \_\_\_\_\_

 edHelper

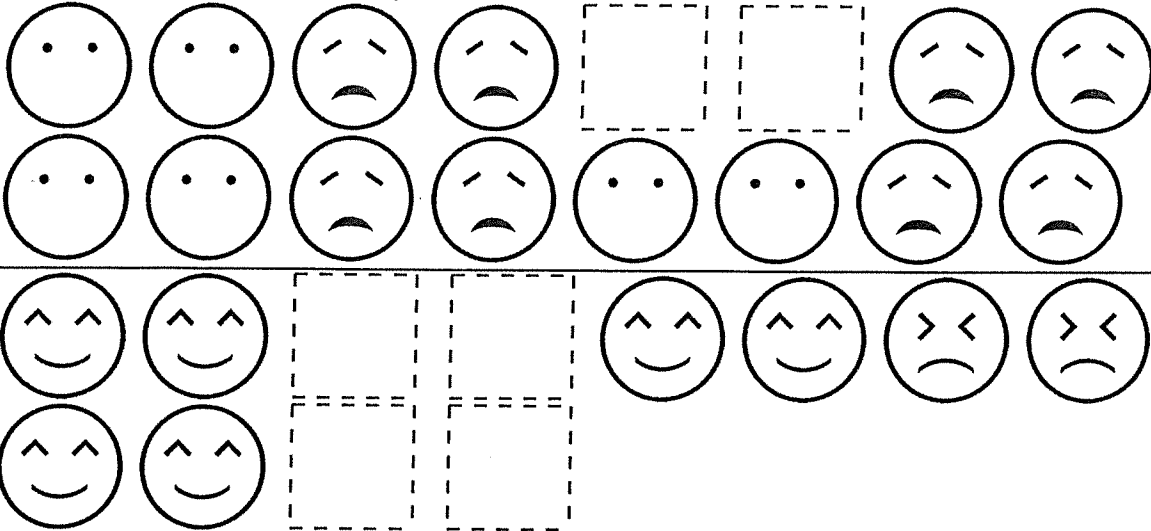


Name: \_\_\_\_\_

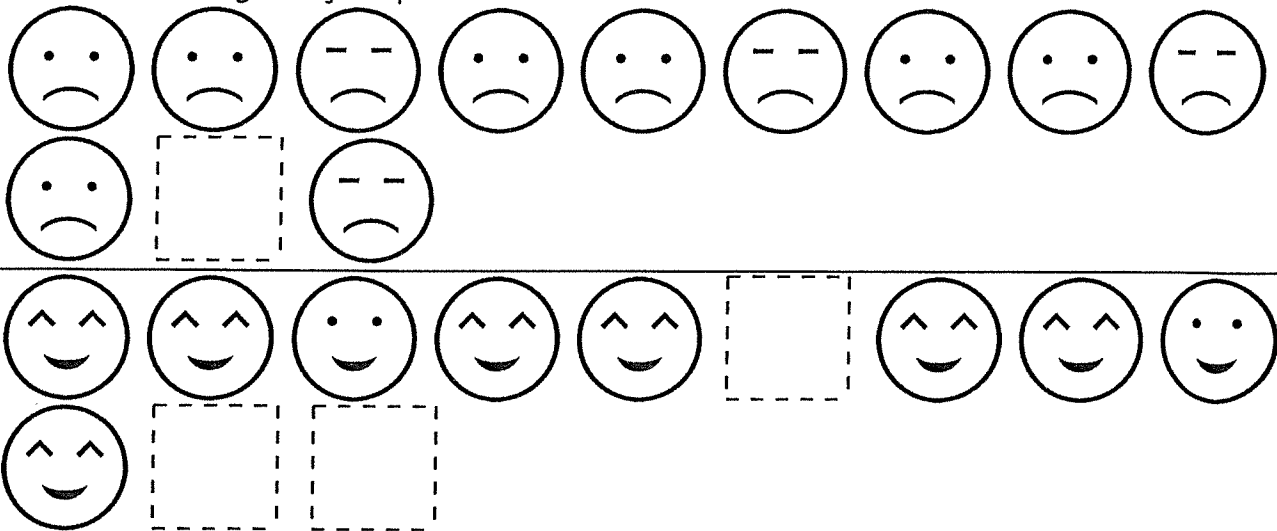


edHelper

Draw the missing emojis. Explain the rule.



Draw the missing emojis. Explain the rule.





## Plant Life

Fact Card

1

Giant Redwood trees in California are the tallest trees in the world. They can grow to be over 112 meters (370 feet) tall.



## Plant Life

Fact Card

2



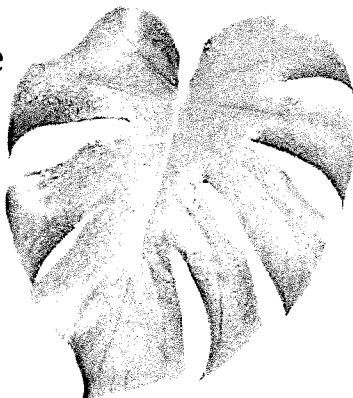
Bristlecone Pine trees are the oldest trees in the world. One Bristlecone Pine tree in California is over 4,700 years old!

## Plant Life

Fact Card

3

Chlorophyll is the substance in plants that makes the leaves green. Plants use chlorophyll to make food and oxygen.

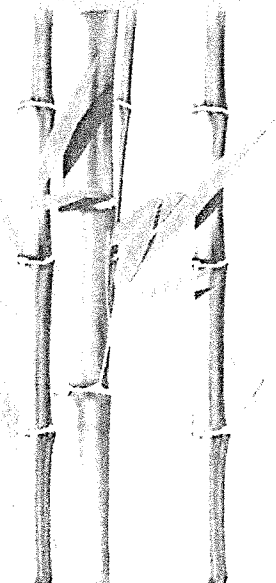


## Plant Life

Fact Card

4

Bamboo is one of the fastest growing plants in the world. It can grow over 1 meter (about 3 feet) in a single day.





## Plant Life

Fact Card

5



A Venus flytrap is one of the only plants that can eat animals! When a fly or other small animal lands on its mouth, the Venus flytrap snaps shut and eats it! Venus flytraps can eat flies, beetles, butterflies, caterpillars, and even frogs!

## Plant Life

Fact Card

6

Plants are able to make their own food in their leaves. The type of food they make is sugar.

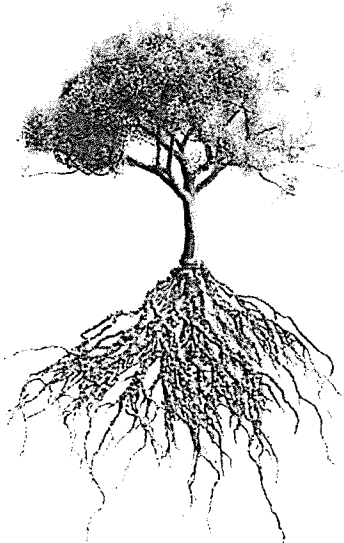


## Plant Life

Fact Card

7

A plant uses its roots to soak up vitamins and minerals. It also stores food in its roots.



## Plant Life

Fact Card

8

There are about 800 kernels on an ear of corn. Each kernel is a seed that can produce a new corn plant.

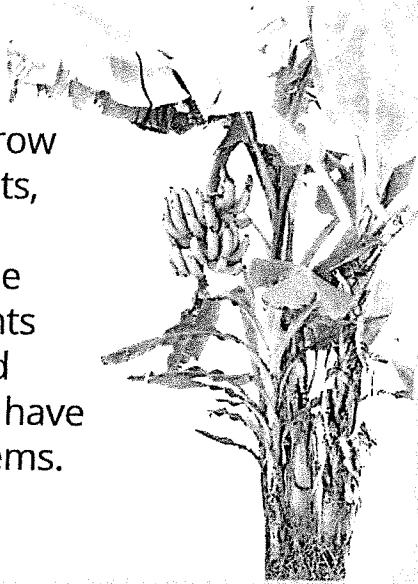




## Plant Life

Fact Card  
**9**

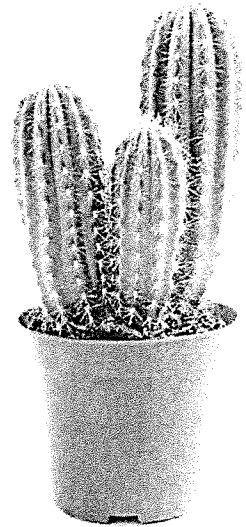
Bananas grow on tall plants, not trees. They are the largest plants in the world that do not have wooden stems.



## Plant Life

Fact Card  
**10**

Cactus stems are usually very thick, because they store water inside. Cactus roots are usually very long, so they can find water over a large area.



## Plant Life

Fact Card  
**11**

A sunflower will always point towards the sun. It will even move as the sun moves across the sky!



## Plant Life

Fact Card  
**12**



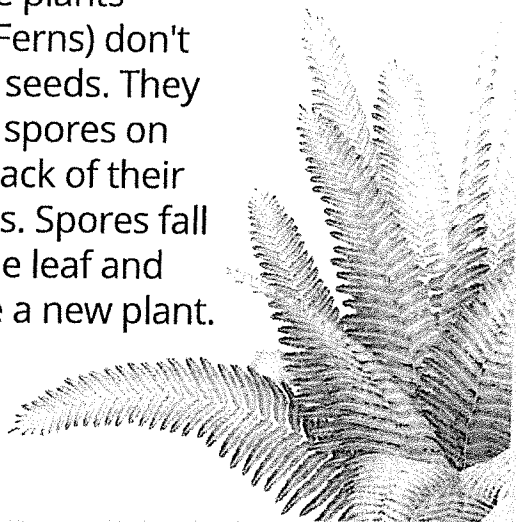
Flowers produce seeds for a plant. Seeds usually appear in the center of a flower, when the flower's petals fall off.



## Plant Life

Fact Card  
**13**

Some plants (like Ferns) don't have seeds. They have spores on the back of their leaves. Spores fall off the leaf and make a new plant.



## Plant Life

Fact Card  
**14**

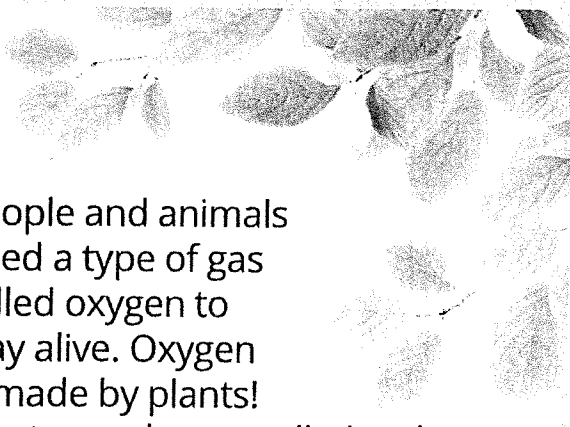


There are over 375,000 known species of plants on Earth.

## Plant Life

Fact Card  
**15**

People and animals need a type of gas called oxygen to stay alive. Oxygen is made by plants! Plants need a gas called carbon dioxide (made by people and animals) to stay alive.



## Plant Life

Fact Card  
**16**

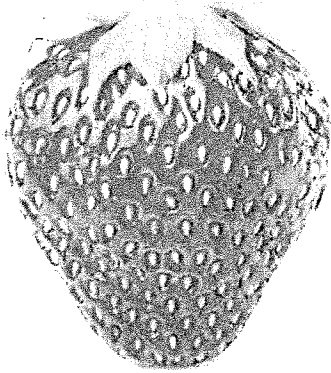


The coconut is the largest seed in the world.



## Plant Life

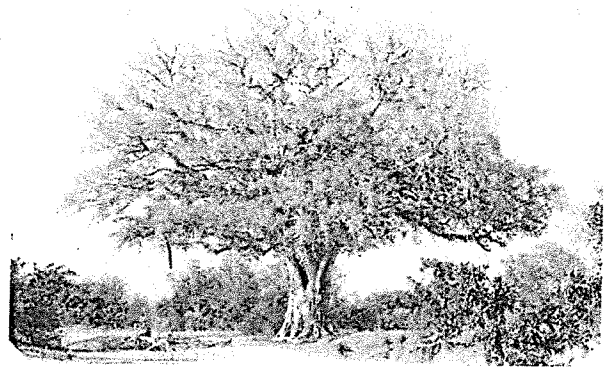
Fact Card  
**17**



Strawberries are the only fruits with the seeds on the outside.

## Plant Life

Fact Card  
**18**



Wild fig trees in South Africa have roots that are almost 120 meters (about 400 feet) deep in the ground.



Name \_\_\_\_\_

1) What type of tree is the tallest tree in the world?

- A) The Giant Red tree                      B) The Buckeye tree
- C) The Oak tree                              D) The Palm tree

2) What type of tree is the oldest in the world?

- A) Apple tree                              B) Coconut tree
- C) Bristlecone pine                      D) Giant red tree

3) What is the name of the substance that makes plants green?

- A) Water                                      B) sunshine
- C) Alge                                        D) chlorophyll

4) Which type of plant can grow over one meter in a single day?

- A) bamboo                                      B) aloe
- C) tomato                                      D) fern

5) Circle four things a Venus flytrap might eat.

- A) flies, beetles                              B) butterflies, caterpillars
- C) lady bugs, flowers                      D) grass, ants

6) Do plants make food in their stems, flowers, roots or leaves?

- A) stems                                        B) flowers
- C) roots                                        D) leaves

7) Circle two things a plant needs roots for.

- A) soak up vitamins and minerals      B) to look bigger      C) store food      D) to be stronger

- 8) About how many kernels are on an ear of corn?
- A) 400                      B) 600  
C) 200                      D) 800
- 9) What is the largest type of plant in the world that does not have a wooden stem?
- A) fern                      B) aloe                      C) banana                      D) bamboo
- 10) Why are cactus stems usually very thick?
- A) stems store water                      B) stems hold the plant  
C) stems produce food                      D) stems absorb sunlight
- 11) In which direction do sunflowers point?
- A) away from the sun                      B) towards the shade  
C) towards the sun                      D) away from the wind
- 12) What do flowers produce?
- A) pollen                      B) air                      C) seeds                      D) honey
- 13) What do ferns have instead of seeds?
- A) thorns                      B) spores  
C) flowers                      D) bumps
- 14) How many species of plants exist on earth?
- A) 1 million                      B) 375,000  
C) 150                      D) 900
- 15) What type of gas do animals and people need to stay alive?
- A) carbon dioxide                      B) sun light  
C) water                      D) oxygen

16) What is the largest type of seed in the world?

- A) pumpkin                      B) coconut
- C) apple                        D) banana

17) How are strawberry seeds unique?

- A) seeds are on the leaves              B) strawberries don't have seeds
- C) the seeds are on the inside        D) the seeds are on the outside

18) What African tree species has roots that are 120 meters deep?

- A) wild fig trees                      B) marula
- C) sausage tree                        D) desert date

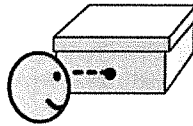
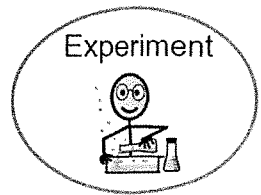


NEED

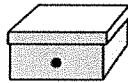


# experiment

## Do We Need Light to See?



shoebox with lid and small hole

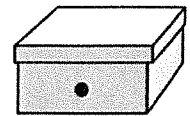


small object



### What We Know:

- We use our eyes to see objects around us.
- A box with a lid on is dark inside.
- A box without a lid gets light inside.



### Step 1: Ask a Question

- Do we need light to see objects?



### Step 2: Make a Guess / Hypothesis

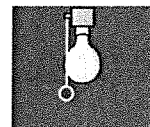
I think...



We need  
light to see  
objects.



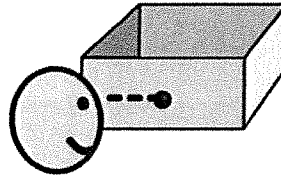
We do  
not need light  
to see objects.



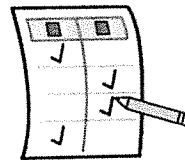


## Step 3: Do an Experiment

6. Look through hole.



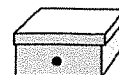
7. Record observation.





## Step 5: Find the Conclusion

Could you see the object in the box with the lid on?



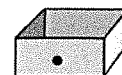
yes



no



Could you see the object in the box with the lid off?



yes



no



Did you need light to see the object?



yes



no



Was your guess correct?



yes



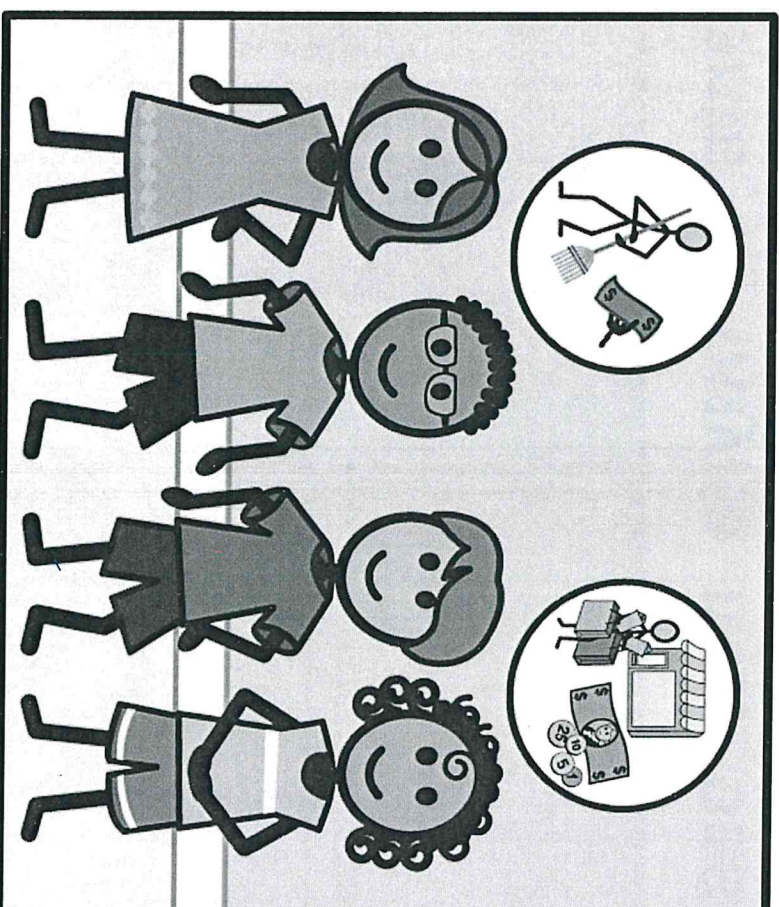
no



# Work to Earn Money

Level D

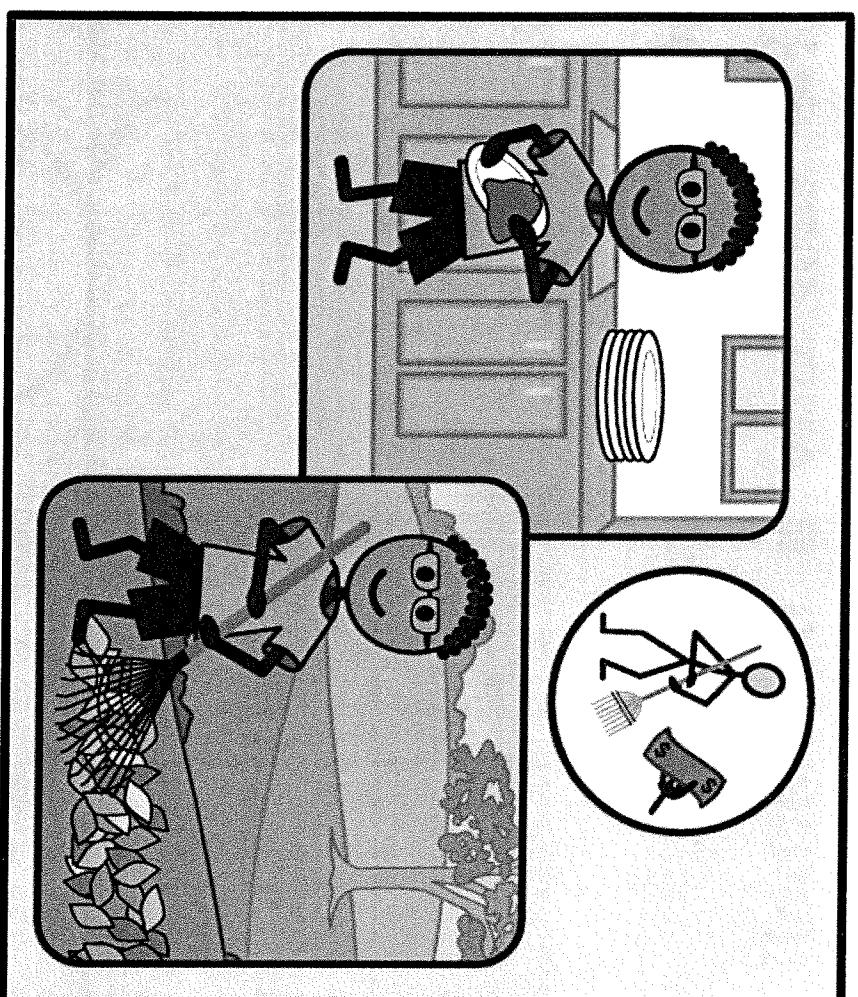
Social  
Studies



by Amy Bihn

Illustrated by Katie Zolnowski

Bind This End

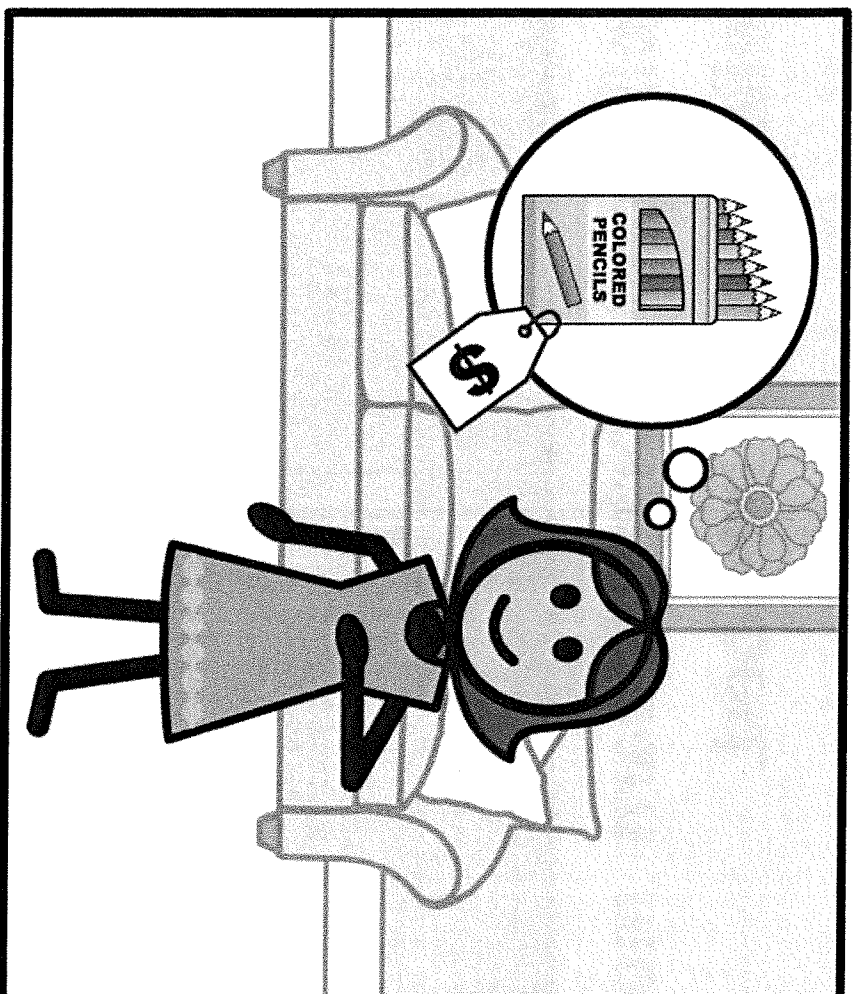


**Cale can work to earn money.**

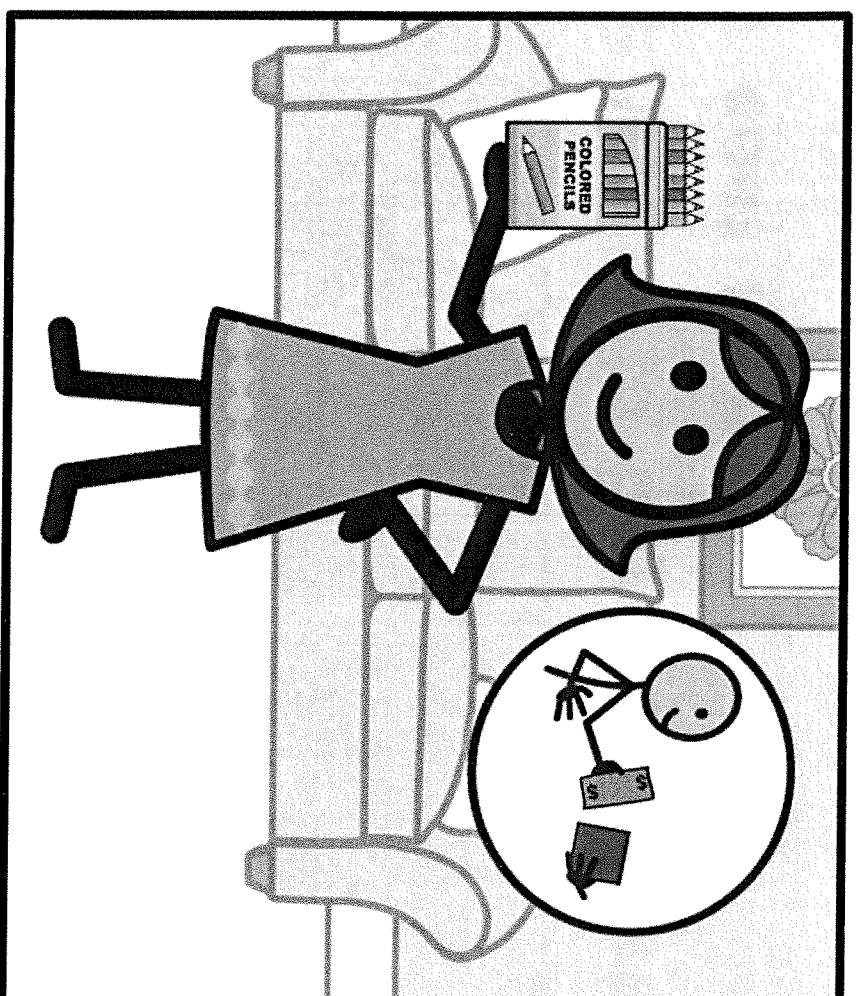
**Cale dries dishes.**

**Cale rakes leaves.**

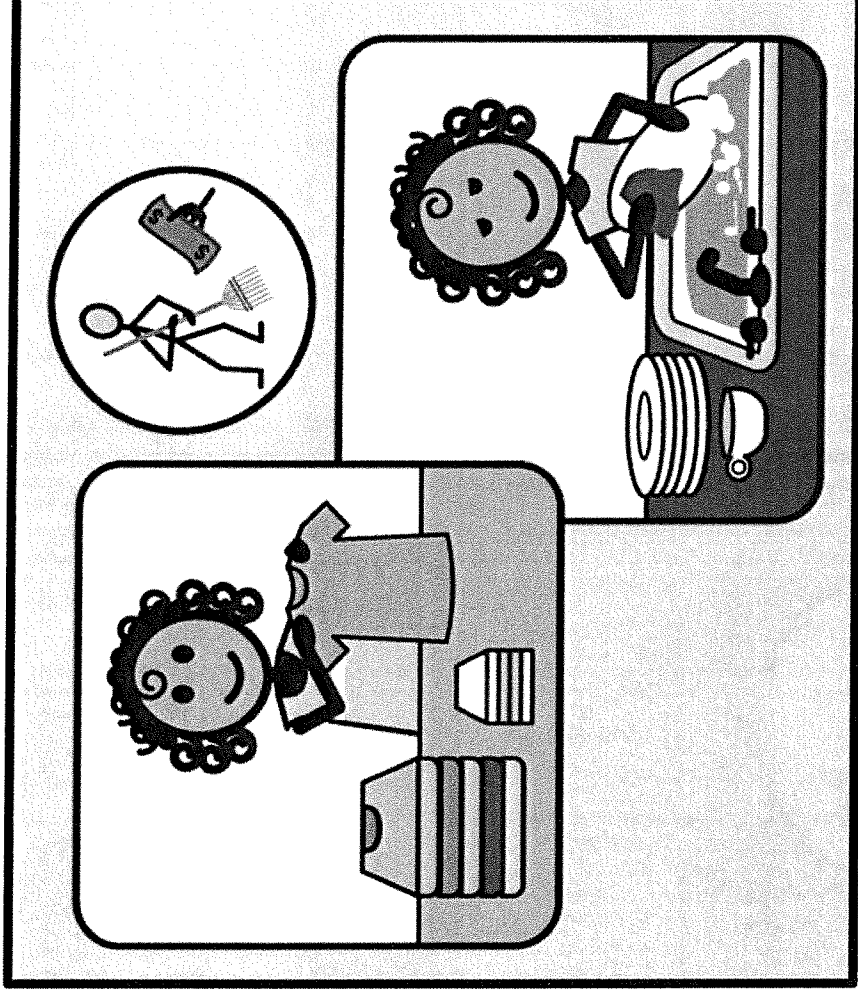




**Michelle wants to buy new colored pencils.**  
**They cost money.**  
**Michelle needs to earn money.**



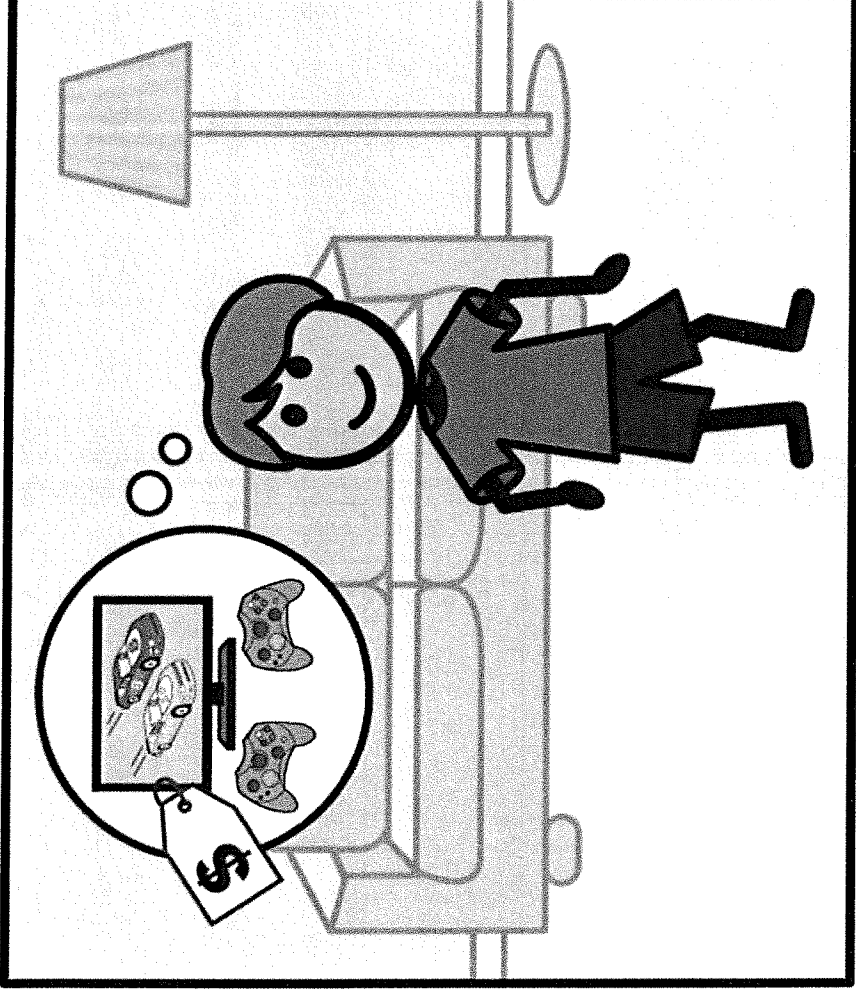
**Michelle has money now.  
She can buy the colored pencils.**



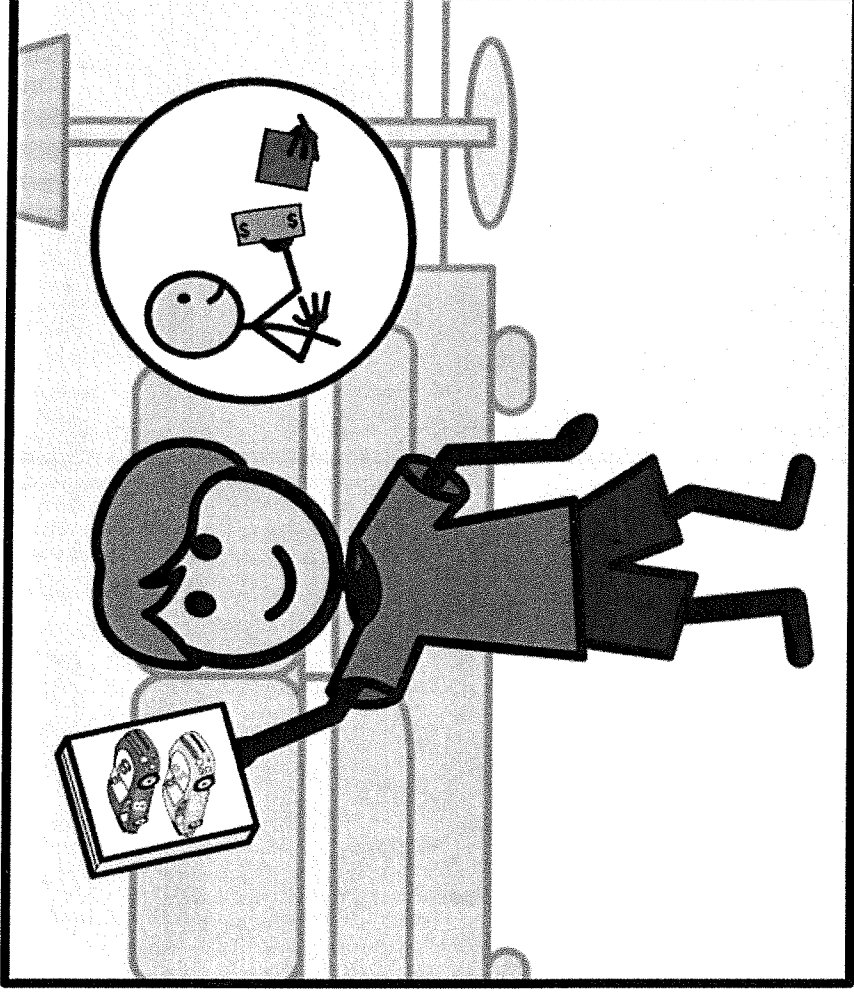
**Carla can work to earn money.**

**Carla folds clothes.**

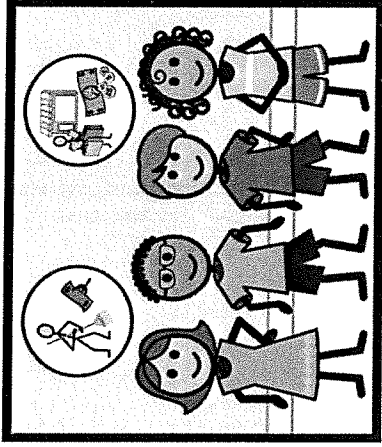
**Carla washes dishes.**



**Ned wants to buy a new video game.**  
**It costs money.**  
**Ned needs to earn money.**



**Ned has money now.  
He can buy the video game.**



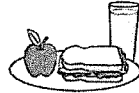
# The End

**1. What does Cale want to do?**

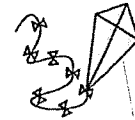
buy basketball



eat lunch

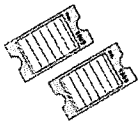


fly kite

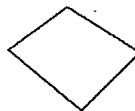


**2. What does Michelle need to buy colored pencils?**

tickets



paper



money



**3. What can Carla do to earn money?**

work



read

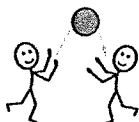


sing



**4. What kind of work does Carla do?**

play ball



wash dishes



pick up sticks



**5. What is one way we can get money?**

earn it



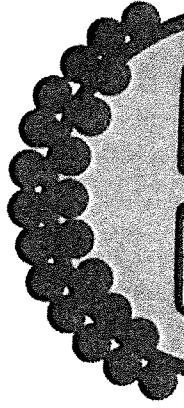
cut it



lose it



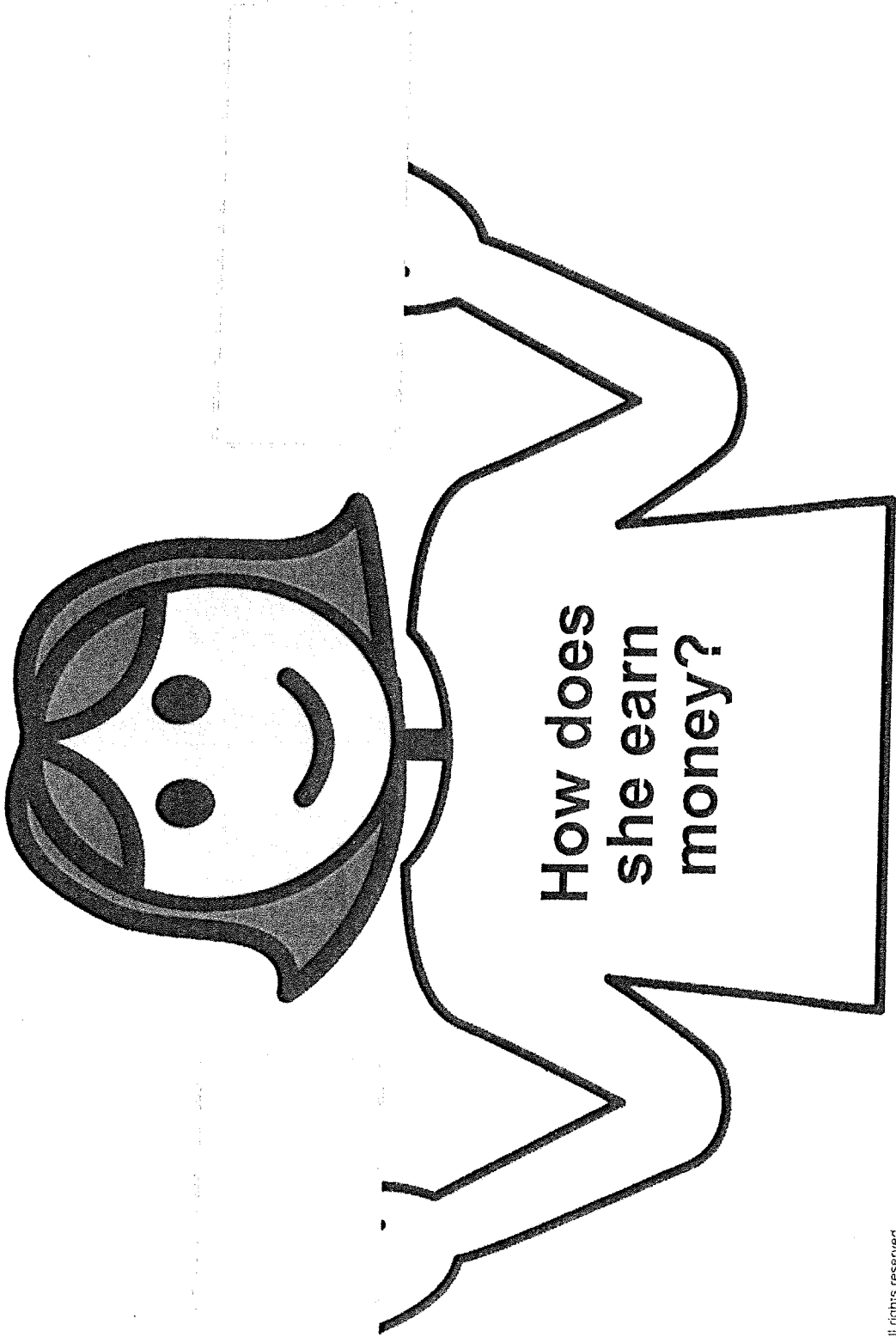
**Cale can work to earn money.**



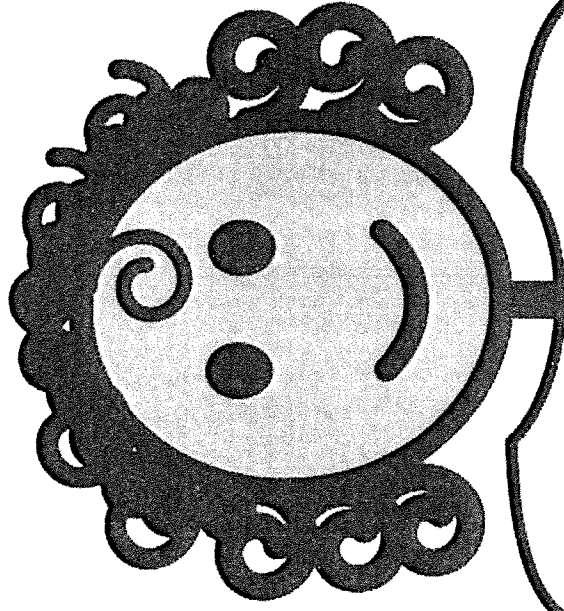
**How does  
he earn  
money?**



**Michelle can work to earn money.**

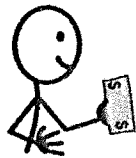


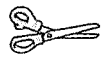
**Carla can work to earn money.**











**How does  
she earn  
money?**

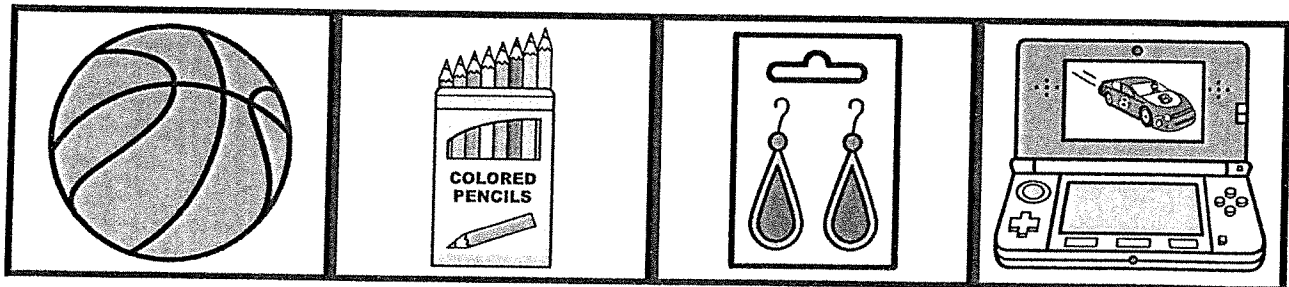
# How Do They Spend Money?





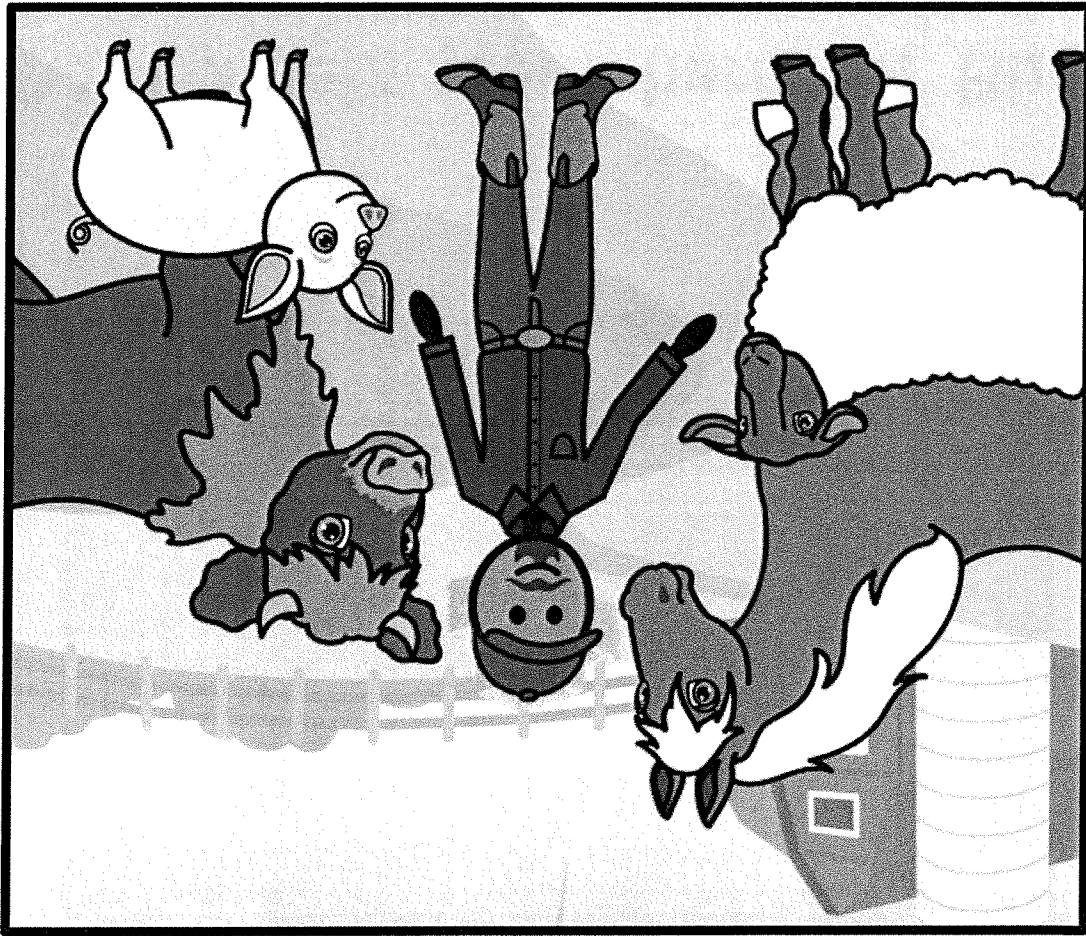
For hands-on instruction, print, cut out and laminate.

	dry dishes		rake leaves
	make bed		dust table
	fold clothes		wash dishes
	pick up sticks		take out trash



# Down on Budget Farm

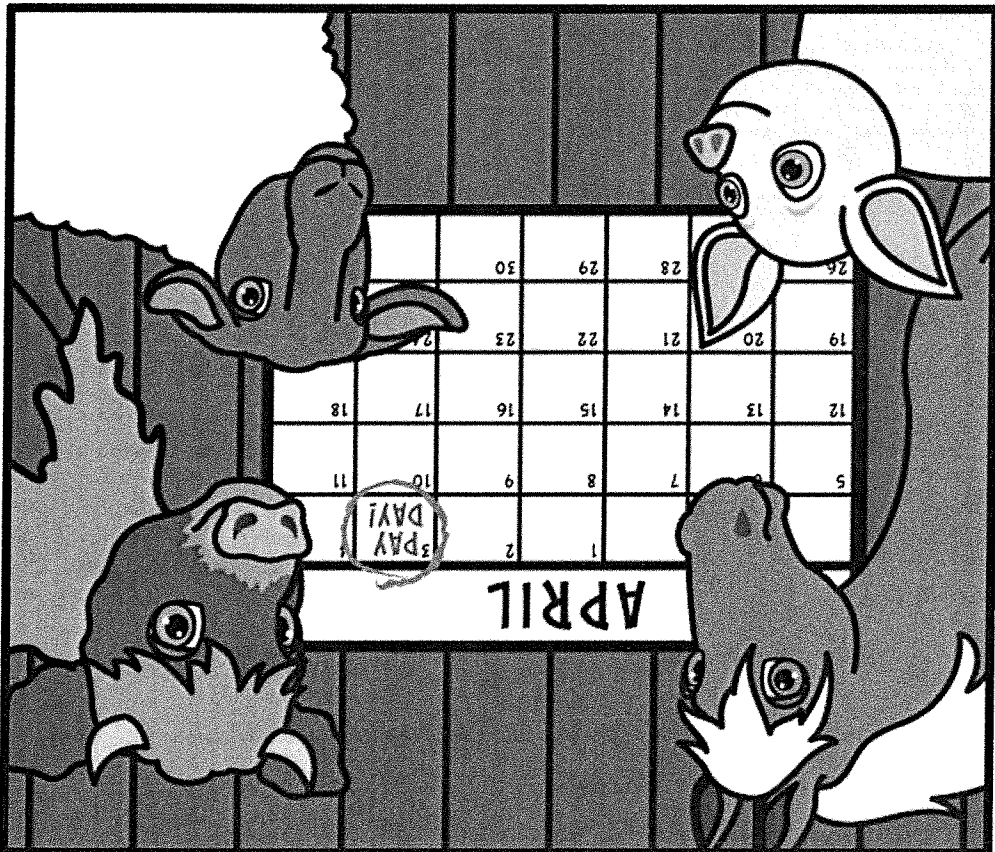
Level E



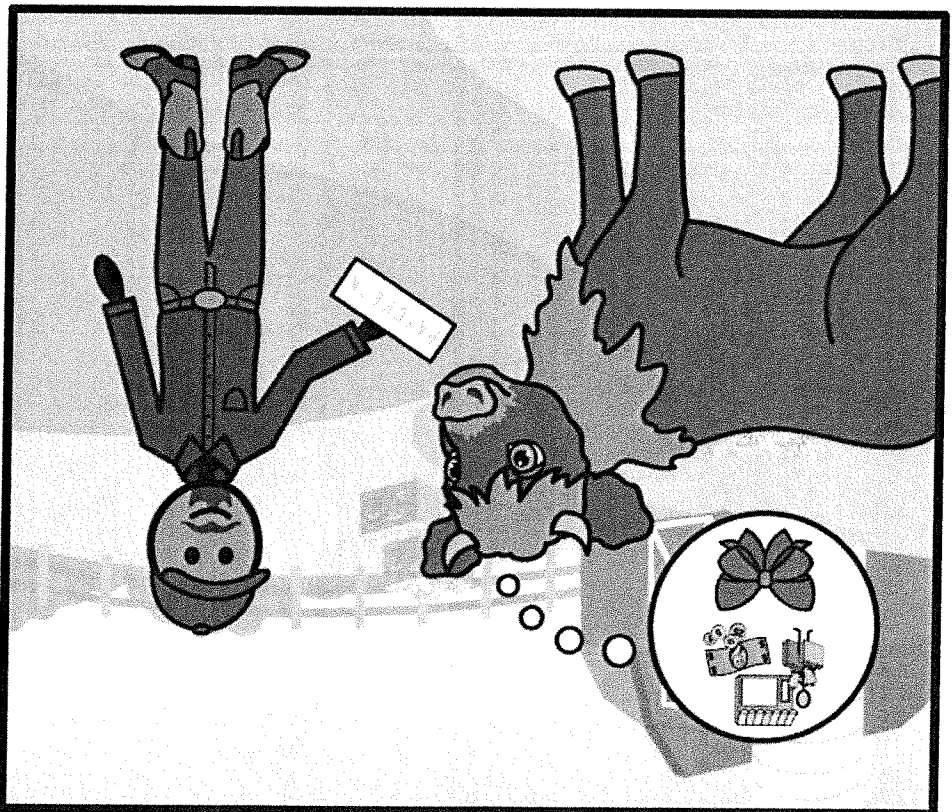
by Amy Shirey

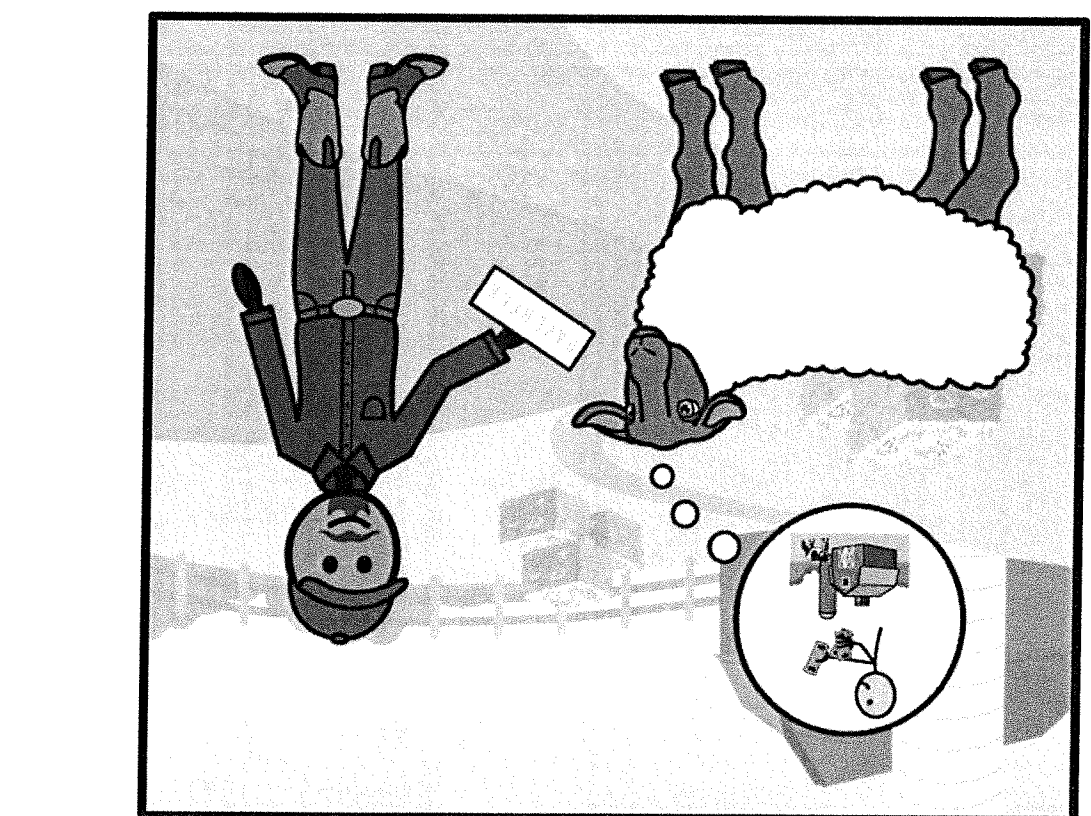
Illustrated by Katie Zolnowski

Today is their favorite day. It's  
payday !



Farmer Dave gives Carrie Cow her paycheck. Carrie Cow wants to buy new bows for her hair. She looks at her budget. She has enough money this week. She wants to spend her money. Carrie Cow says, "I will spend my moola on bows!"

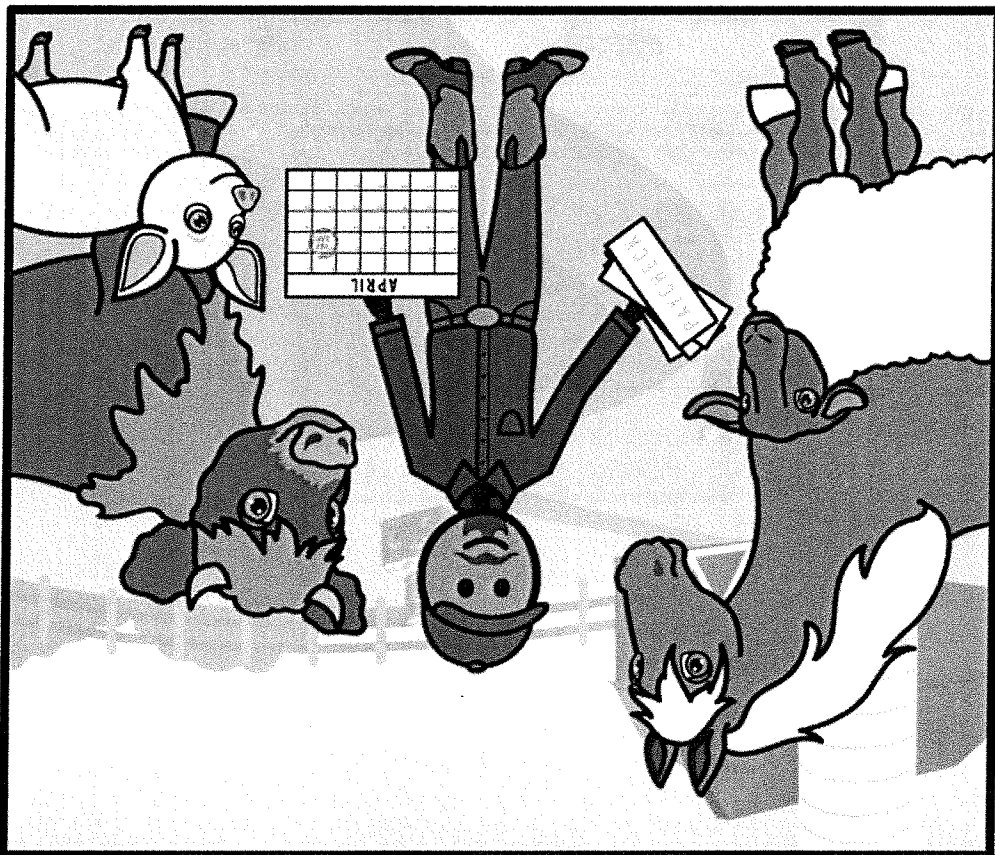




Farmer Dave gives Shayna Sheep her paycheck. Shayna Sheep wants to donate her money. She looks at her budget. She has enough money this week. She wants to give money to help others. Shayna Sheep says, "I will give my money back to the farm."



The animals like to work on the farm. They like to earn money. They have budgets to help them use their money. They can't wait for their next payday !

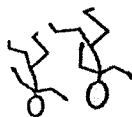


# 1. What do the animals do all week?

work



play



dance



# 2. What does Farmer Dave give to the animals?

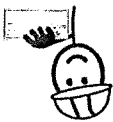
food



garbage

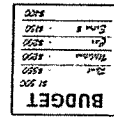


paycheck

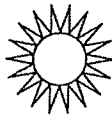


# 3. What helps the animals use their money?

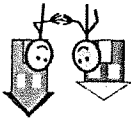
budget



Sun

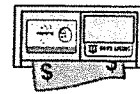


neighbors



# 4. Where does Percy Pig put his money?

wallet



piggy bank



mud



# 5. What does Carrie Cow do with her money?

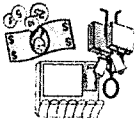
save



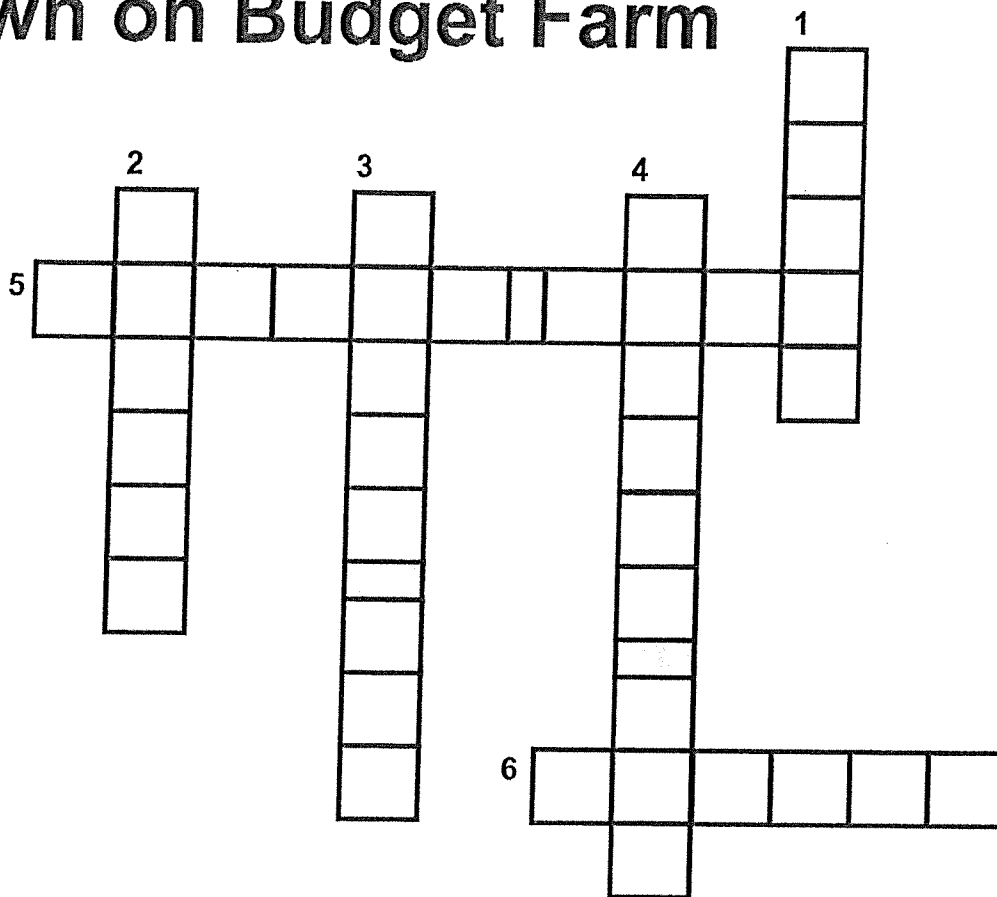
donate





spend







# Down on Budget Farm



## ACROSS →

- 5  Who gives paychecks to the animals?
- 6  What does Shayna Sheep do with her money?

## DOWN ↓

- 1  How will Henry Horse make money?
- 2  What is the animals' favorite day?
- 3  Who puts money in a piggy bank?
- 4  Who spends money on hair bows?

## Word Bank



donate



rides



payday



Carrie Cow



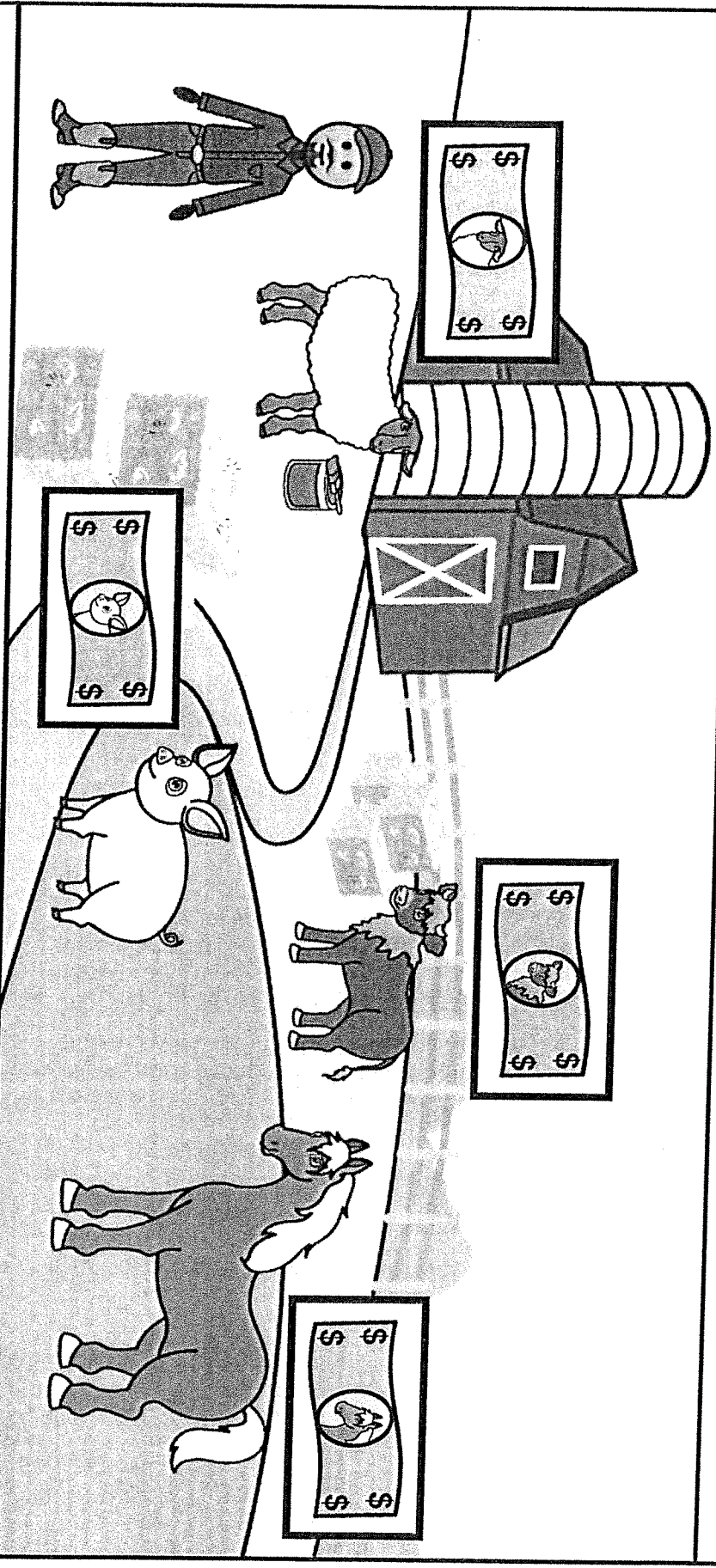
Percy Pig



Farmer Dave

Farm animals make a

to help them use their money.



**Earn**

**Save**

**Spend**

**Donate**



shirt	mess	budget
-------	------	--------

# Sequencing Events

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

Mike has a baseball game. Mike's team is up to bat. It is Mike's turn to hit the ball. Mike is nervous. His hands begin to sweat and his throat is dry. Mike picks up a long silver bat. He walks up to home plate. The pitcher throws the ball and it is a good pitch, but Mike doesn't swing. The pitcher throws the ball again and Mike misses. That is two strikes. The pitcher throws the ball a third time and this time Mike hits it. Mike starts to run. He makes it around all the bases and comes back to home plate.

Head these before passage

Write 1-5 on the line to put the events from the story in order.

Mike hits the ball.

It is Mike's turn to hit the ball.

He makes it around all the bases.

Mike picks a long silver bat.

Mike gets two strikes.

\*As you read the story have your child highlight or underline the key details. Then sequence the events at the bottom

## Sequencing Events

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

Jason is very hungry. He wants to make something to eat for lunch. Jason thinks about what he might want to eat. Jason decides to make a peanut butter and jelly sandwich. First, Jason gets out two slices of bread. Next, he gets out the peanut butter and jelly. Jason uses a knife to spread the peanut butter on one slice of bread. Then, Jason spreads jelly on the other slice. Jason puts the two slices of bread together. Finally, he cuts the bread in half. Now it is time to eat the sandwich.

Write 1-5 on the line to put the events from the story in order.

\_\_\_\_\_ Jason spreads the peanut butter.

\_\_\_\_\_ Jason cuts the bread in half.

\_\_\_\_\_ He gets out two slices of bread.

\_\_\_\_\_ Jason wants to make a sandwich.

\_\_\_\_\_ He takes out the peanut butter and jelly.



# Sequencing Events

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

Taniya loves going to the city pool to go swimming. The first thing she needs to do is put on her swimsuit. She has a pink and green swimsuit. Next, she puts a dress on over her swimsuit. She likes to wear the dress on her walk to the pool. Then, she finds a towel to take with her. She picks an orange towel with a hood. It looks like a clown fish. Next, she puts on her sandals. Taniya begins to walk to the city pool. It is a short walk. When Taniya gets to the pool, she jumps right into the water.

Write 1-5 on the line to put the events from the story in order.

\_\_\_\_\_ She jumps right into the water.

\_\_\_\_\_ Taniya puts on her swimsuit.

\_\_\_\_\_ Taniya begins to walk to the pool.

\_\_\_\_\_ She puts on her sandals.

\_\_\_\_\_ Taniya picks an orange towel.



# Sequencing Events

Name: \_\_\_\_\_

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

Grace is going to the park with Graham. They walk two blocks to get to the park. The first thing they do is go on the swings. Grace can swing very high. Next, Grace and Graham play on the monkey bars. Graham can cross all the monkey bars. Then, they go play on the slides. Grace and Graham like to race down the slides. Graham won the first race. Grace won the second race. After, they play in the sandbox. They build a sandcastle. Then, it is time to go home. They had a fun day.

Write 1-5 on the line to put the events from the story in order.

\_\_\_\_\_ They go on the swings.

\_\_\_\_\_ They build a sandcastle.

\_\_\_\_\_ It is time to go home.

\_\_\_\_\_ They walk two blocks to the park.

\_\_\_\_\_ Graham crosses all the monkey bars.



4 )

\$

3 )

\$

2 )

\$

1 )

\$ 5.07

example

Name : \_\_\_\_\_

Teacher : \_\_\_\_\_

Score : \_\_\_\_\_

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

example

Counting Mix Coins

$$\begin{array}{r} 3.00 \\ \hline \end{array} + \begin{array}{r} 1.75 \\ \hline \end{array} + \begin{array}{r} .10 \\ \hline \end{array} + \begin{array}{r} .15 \\ \hline \end{array} + \begin{array}{r} .07 \\ \hline \end{array} =$$

Dollars      Quarters      Dimes      Nickels      Pennies

$$\begin{array}{r} \$5.07 \\ \hline \end{array}$$

Total

$$\begin{array}{r} \phantom{00} \\ \hline \end{array} + \begin{array}{r} \phantom{00} \\ \hline \end{array} + \begin{array}{r} \phantom{00} \\ \hline \end{array} + \begin{array}{r} \phantom{00} \\ \hline \end{array} =$$

Dollars      Quarters      Dimes      Nickels      Pennies

$$\begin{array}{r} \phantom{00} \\ \hline \end{array}$$

Total

Counting Mix Coins

Dollars

+

+

Quarters

+

Dimes

+

Nickels

+

Pennies

=

Total

Dollars

+

+

Quarters

+

Dimes

+

Nickels

+

Pennies

=

Total



Name : \_\_\_\_\_

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

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

1 )



\$ \_\_\_\_\_

2 )



\$ \_\_\_\_\_

3 )



\$ \_\_\_\_\_

4 )



\$ \_\_\_\_\_

5 )



\$ \_\_\_\_\_

6 )



\$ \_\_\_\_\_

<u>          </u>	+	<u>          </u>	+	<u>          </u>	+	<u>          </u>	=	<u>          </u>
Dollars		Quarters		Dimes		Nickels		Pennies
								<u>          </u>
								Total

_____	+	_____	+	_____	+	_____	=	_____
Dollars		Quarters		Dimes		Nickels		Pennies
_____								
								Total

<u>          </u>	+	<u>          </u>	+	<u>          </u>	+	<u>          </u>	=	<u>          </u>
Dollars		Quarters		Dimes		Nickels		Pennies
								Total

Dollars	+	_____	+	_____	+	_____	+	_____	=	_____
				Quarters		Dimes		Nickels		Pennies
_____										
										Total

Counting Mix Coins

Dollars

+

+

+

+

=

Quarters

Dimes

Nickels

Pennies

Total

Dollars

+

+

+

+

=

Quarters

Dimes

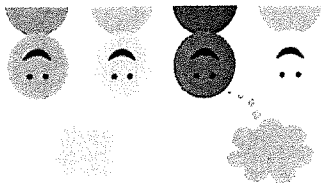
Nickels

Pennies

Total



A note from your child's speech therapist



Dear Parents,

During this unprecedented time, I wanted to take a moment to connect you with resources to continue the speech and language development of your children.

Please check the Re-Education Services web page <http://www.re-edserv.com/> as information is frequently being added. On the left side of the front page of the website, there is a link called Ms. McVicker's Speech Blog <https://angelamcvslp.wordpress.com/>.

Over the next three weeks, I will be adding materials and information that you can use in order to keep your student engaged and learning. I will add materials as quickly as I can so if you don't see what your student needs please check back again.

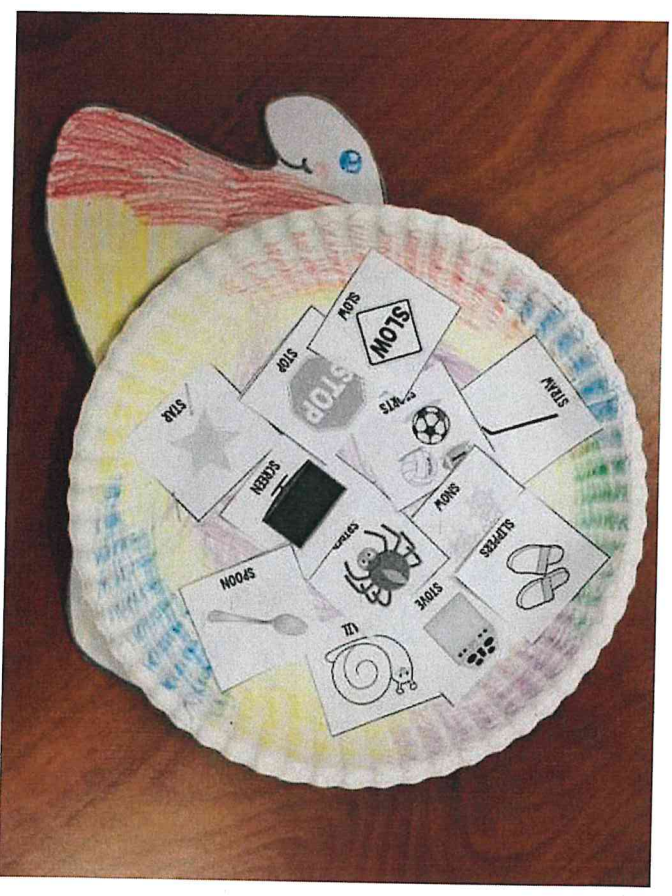
I will be checking my email on a regular basis and will be available to answer any questions that you have about speech therapy, behavior tips, provide visuals you might need and to help you develop schedules. Please contact me at [amcvicker@re-edserv.com](mailto:amcvicker@re-edserv.com) and I will do my best to help meet your specific needs.

I consider it an honor and a privilege working with your child. Together we can do our best for students during this unusual time.

Sincerely,

Angela McVicker MA, CCC-SLP  
Speech-Language Pathologist  
Re-Education Services

- Print out the page with the target /s/-blend words and images and the snail body.
- You will also need paper plates. The cheap, plain white ones will be perfect.
- You can cut out the squares and/or snail body ahead of time, but it isn't required.
- Have the student color or paint the paper plate. (Optional)
- Have the student say the word on each square. Students can then color the picture on square or glue it to the paper plate.
- Once students have glued all of the squares onto the plate, they may color the snail body
  - You may want to use googly eyes or pipe cleaners ( for antennas ) for decoration.
- Once the body is colored, students can glue the body to the paper plate. You may also staple the body to the paper plate.



1

1

1

1

1

# Initial Voiced TH Words One or More Syllables



Instructions D.S.  
Say each word 5x's. Over the course of 3  
days. Could play a game and have student say word  
before each turn

1. than

2. that

3. the

4. thee

5. their

6. theirs

7. them

8. then

9. thence

10. there

11. there's

12. these

13. they

14. they'd

15. they'll

16. they're

17. they've

18. thine

19. this

20. those

21. thou

22. though

23. thus

24. thy

25. themselves

26. thenceforth

27. thereby

28. therefore

29. therefrom

30. therein

31. thereof

32. thereon

33. thereto

34. therewith

35. thyself

36. thereabouts

37. thereafter

38. thereinto

39. thereunder

40. thereupon







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Name

Date

Helper's Signature


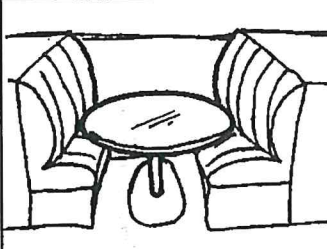
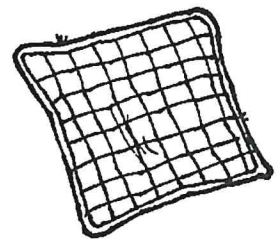

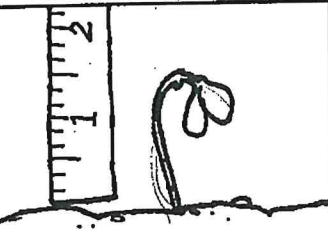

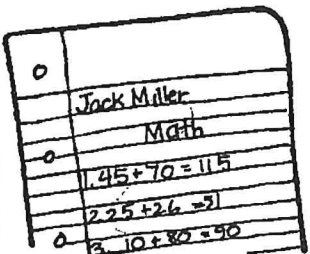
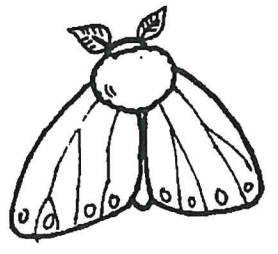



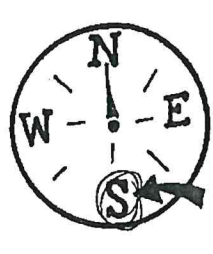
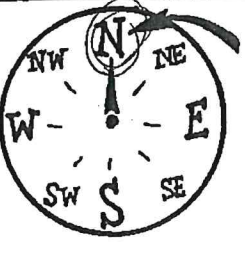
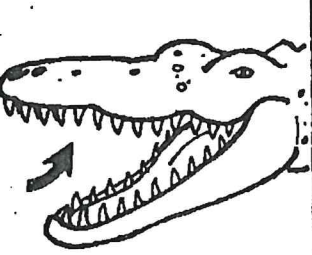

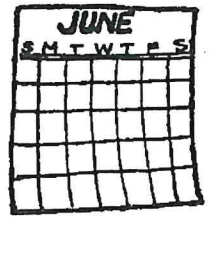
Skill: Initial voiced TH in words, one or more syllables



# TH at the End

Name D.S.

- ☐ Listen for the "th" sound in each word.
- ☐ Circle the "th" in each word you hear.
- ☒ Name each picture.
- ☐ Which words rhyme with *bath*? *moth*?
- ☐ Which words go with the word *smiling*?
- ☐ Which words tell a direction on a map?

 bath	 booth	 cloth	 earth
 growth	 Keith	 math	 moth
 mouth	 path	 wreath	 south
 north	 teeth	 tooth	 month

## Occupational Therapy Note

From: Miss Jen

Dear Parents/Guardians,

During this unusual time, I can be reached by email [jadams@re-edserv.com](mailto:jadams@re-edserv.com) . Please contact me if you have questions about the information that I am sending home or if you need help with visual supports or self-regulation ideas for home during this time.

Your student is currently working on typing skills. You can encourage these skills with the hand exercises included and through free online typing websites such as [typing.com](http://typing.com) and [nitrotype](http://nitrotype.com). I have also included some movement ideas to encourage coordination and sensory regulation.

Sincerely,

Miss Jen

# Tools to Grow at Home

## What to Know & How to Develop Gross Motor Skills Preschool - School Age Children

### GROSS MOTOR PLANNING

#### What Parents Need to Know:

- Motor planning refers to the ability to conceive (think of) and perform unfamiliar and complex body movements in a coordinated manner. Children should be able to see the possibilities in their environment for movement.
- Motor planning also includes the ability to organize and sequence (put in order) the actions correctly.
- One aspect of motor planning involves a child's ability to imitate (copy what you do).

#### Try This!

- ☐ Encourage your child to use their words to explain their ideas about how they want to start (initiate) the movement activity and then gently guide them as needed
- ☐ Play Simon Says
- ☐ Roll like a caterpillar
- ☐ Jump like a frog
- ☐ Spin like a top
- ☐ Fly like a butterfly
- ☐ Use a log to "walk the plank"
- ☐ Build a fort outdoors
- ☐ Play hop-scotch
- ☐ Jumping Jacks
- ☐ Yoga
- ☐ Make an obstacle course in the backyard (jump over a log, walk backwards on a rope, step into/out of a box, etc.)
- ☐ Some commercially available games that help with gross motor planning are: Twister, Red Rover, Wiggle & Giggle, I Can Do That (Cat in the Hat), and Hullabaloo



#### Special Instructions:

# Tools to Grow at Home

## What to Know & How to Develop Fine Motor Skills Preschool - School Age Children

### FINGER ISOLATION

#### What Parents Need to Know:

- The ability to move each finger individually, or one at time, is important for precise and careful use of each hand.
- Well developed controlled finger movements are needed for tasks such as using a pencil, typing, using musical instruments, & tying of shoelaces.

#### Try This!

- ☐ Flicking Games - use index finger to flick a marble, cotton balls, small pom-poms, coins, or balls of paper at a target. Use your imagination!
- ☐ Bubbles - pop with your index or pointer finger
- ☐ "I Spy" - use index or pointer finger to point at objects or pictures in a book
- ☐ Tracing - use one finger to trace large shapes, letters, & numbers. Consider using a sand or shaving cream tray to do so
- ☐ Finger Puppets-use one or several at a time
- ☐ Finger Snapping-give it a try!
- ☐ Finger Paint-use only your index or thumb to paint
- ☐ Poke - try to use one finger at a time to pop bubble wrap
- ☐ Place a different picture sticker on the pad of each of four fingers. Child uses his/her thumb to touch the sticker (and finger) that is specified by the parent
- ☐ Play dough - push individual fingers into dough one at a time
- ☐ Hand lotion - child holds one finger out at a time to have lotion applied
- ☐ Got It - child places his/her hand palm down & flat on a table. Parent touches a single finger; the child tries to lift up only that finger
- ☐ Finger Games - "Itsy Bitsy Spider" & "Thumbkin"



#### Special Instructions:



# 25 Heavy Work Activities

## for small spaces

- Massages
- Bear hugs
- Play with a Body Sock
- Yoga Poses
- Pulling resistance bands with hands
- Playing passing games with weighted stuffed animals
- Weighted sensory bottles
- Animal walks
- Wall pushes
- Chair dips
- Tossing and catching heavy bean bags
- Boxing with boxing gloves against a mat or bolster
- Roll a therapy ball up and down the wall
- Squeezing putty or play dough
- Playing tug of war with Pop Toobs
- Tearing paper (especially heavier card stock)
- Crumpling paper and shooting into a garbage can
- Pushing and pulling Squigz
- Cooking activities (e.g. kneading, stirring thick dough)
- Stepping up onto a chair or bench and jumping down (with close supervision!)
- Squeezing sensory balloons (filled with dry beans, dry rice, or play dough)
- Digging in a tactile bin of wet sand or Kinetic Sand
- Writing on and then wiping off or erasing a dry erase board
- Pushing feet against resistance band tied to the legs of a desk
- Wall sits



# Outdoor Sensory Motor Scavenger Hunt

Can you find something...

- ☐ to climb?
- ☐ to jump over?
- ☐ to play catch with?
- ☐ to walk across?
- ☐ to crawl under?
- ☐ to balance on your head?
- ☐ to roll across the ground?
- ☐ that is rough?
- ☐ that is heavy?
- ☐ that is soft?
- ☐ that is smooth?
- ☐ that is hard?
- ☐ that is squishy?
- ☐ that is loud?

