





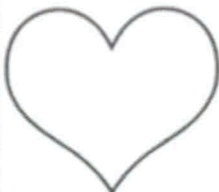




# Alphabet Blocks

Trace the letters. Write in the missing letters.

 A	 B	 C	 	 E
F		H		
K		M		
P			S	T
	V		X	
Z				

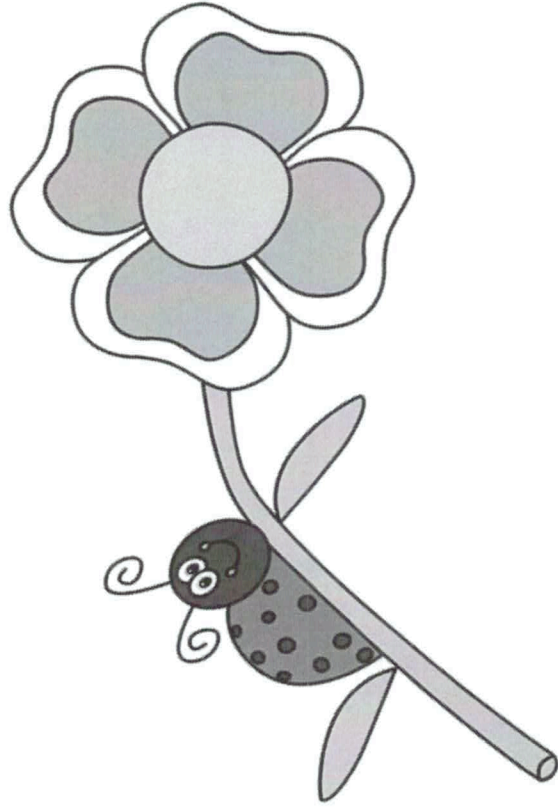
Name: \_\_\_\_\_

The Lady bug

I see a little bug.

It is a ladybug.

The ladybug is red and black.



# Reading Comprehension



1. I see a \_\_\_\_\_.

a. frog

b. bug

c. bird



2. The ladybug is \_\_\_\_\_.

a. red and white

b. black and blue

c. red and black



3. The ladybug is on \_\_\_\_\_.

a. the flower

b. the mat

c. the grass



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

# Reading Comprehension



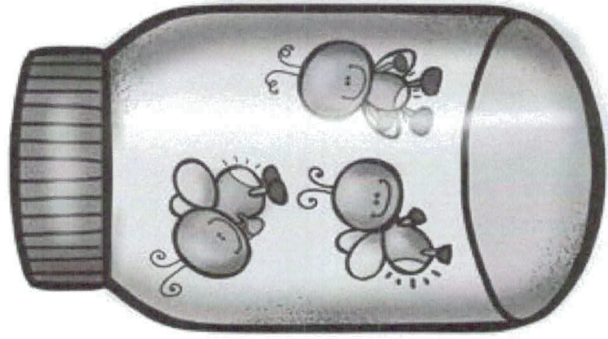
Bugs in the Jar

I see a jar.

The jar has a lid.

The bugs are in the jar.

I see three bugs in the jar.



1. I see a \_\_\_\_\_.

- a. mug
- b. jar
- c. mat



2. The \_\_\_\_\_ are in the jar.

- a. bugs
- b. frogs
- c. flies



3. I see \_\_\_\_\_ bugs in the jar.

- a. two
- b. three



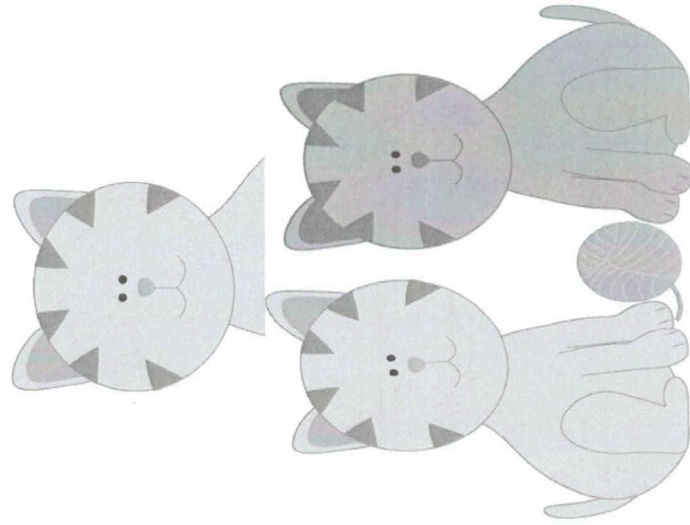
Name: \_\_\_\_\_

Three Little Kittens

I see three little kittens.

The little kittens like to play.

They like to play with the ball.



# Reading Comprehension



1. I see \_\_\_\_\_ kittens.

- a. two
- b. three
- c. four



2. The kittens like to \_\_\_\_\_.

- a. play
- b. sing
- c. run



3. They like to play with \_\_\_\_\_.

- a. the dog
- b. the frog
- c. the ball



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

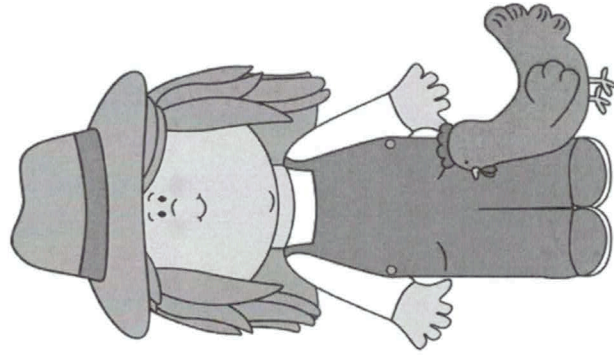
My Pet Hen

Can you see my pet hen?

My hen is little.

My hen is brown.

My hen can lay lots of eggs.



# Reading Comprehension



1. I have a pet \_\_\_\_\_.

- a. horse
- b. cow
- c. hen



2. My hen is \_\_\_\_\_.

- a. little and yellow
- b. little and brown
- c. big and brown



3. My hen can \_\_\_\_\_.

- a. lay lots of eggs
- b. hop
- c. jump high



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

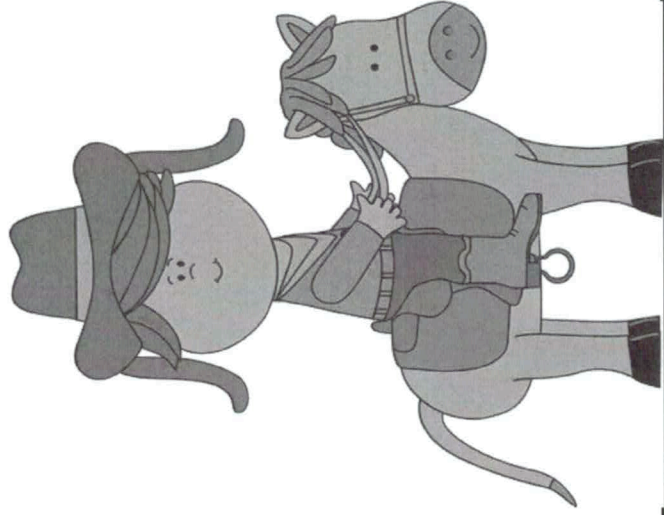
The Girl and Her Horse

The little girl has a horse.

Her horse is big.

Her horse is brown.

She likes to ride her horse.



# Reading Comprehension



1. The girl has a \_\_\_\_\_.

- a. horse
- b. cow
- c. hen



2. She likes to \_\_\_\_\_.

- a. ride her horse
- b. run and jump
- c. ride her bike



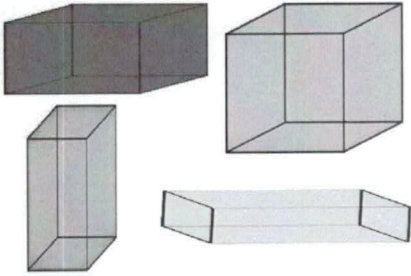
3. The horse is \_\_\_\_\_.

- a. little and brown
- b. big and blue
- c. big and brown



# Kindergarten Choice Board- Math

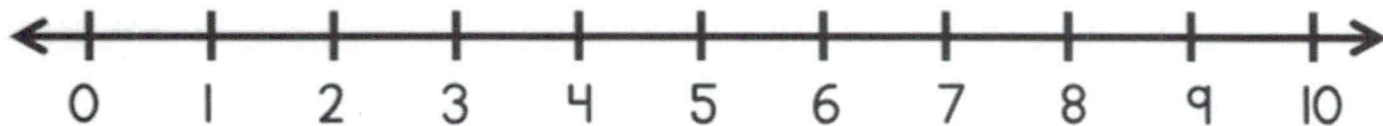
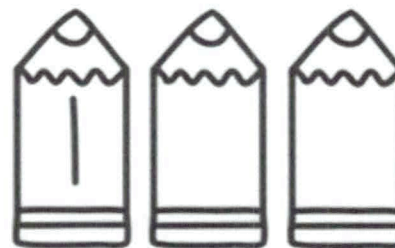
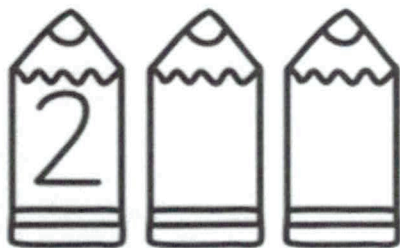
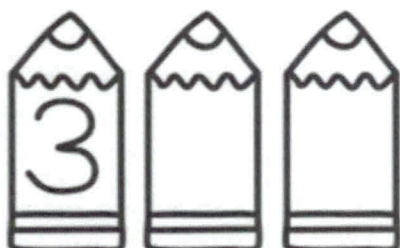
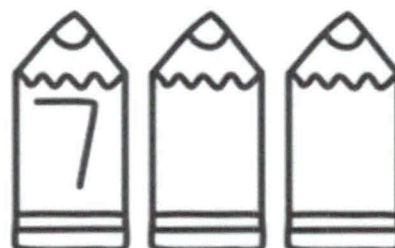
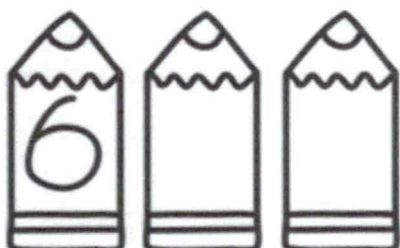
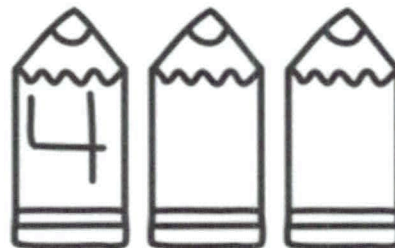
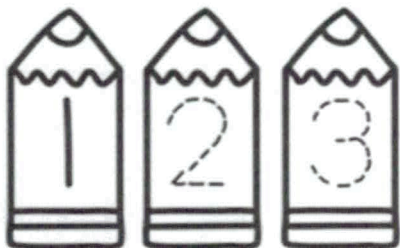
Pick one per day. Color in each box you finish ☺

Start at 33 and count to 80	Sort socks then find the pairs.	Count by 10's to 100
Find these 3D shapes in your house. 	What comes before/after?  ___ 9 ___  ___ 15 ___  ___ 4 ___	Make popcorn or use cereal. Grab any size cup, fill cup with popcorn or cereal and count how many there were in the cup.
Show two ways to make 10	Help an adult bake a treat or help with dinner. Have your job be the one that takes care of measuring.	Write your numbers 0-30

Name \_\_\_\_\_

# Count On!

Write the missing numbers.






Name \_\_\_\_\_

Use counters to find the missing numbers.

Start with the total.	
Take some away.	How many are left?



10	
7	

10	
2	

10	
4	

10	
6	

10	
9	

10	
5	

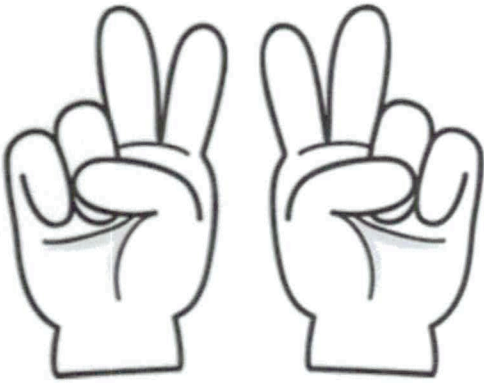
10	
3	

10	
1	

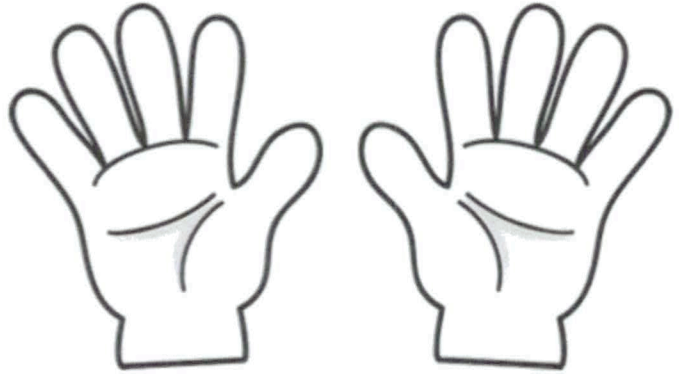
10	
8	

Name \_\_\_\_\_

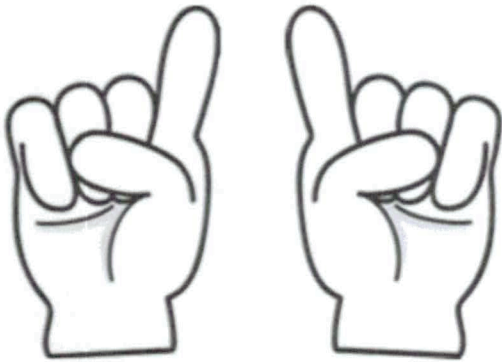
Write doubles equations to match the hands.



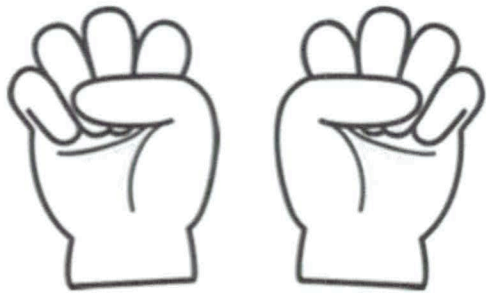
$$\square + \square = \square$$



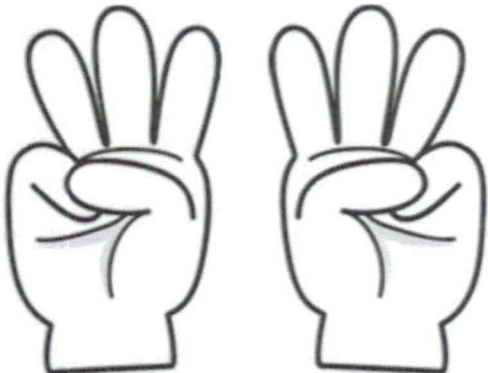
$$\square + \square = \square$$



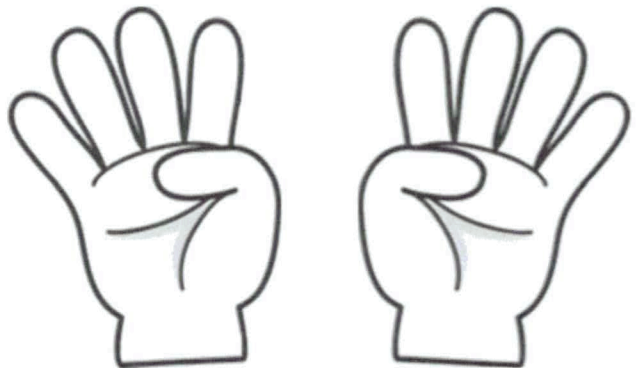
$$\square + \square = \square$$



$$\square + \square = \square$$



$$\square + \square = \square$$



$$\square + \square = \square$$

Name \_\_\_\_\_

# Count On!

Write the missing numbers.

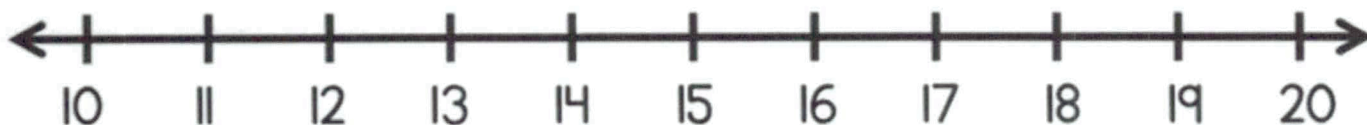
12	13	14	15
----	----	----	----

10			
----	--	--	--

17			
----	--	--	--

15			
----	--	--	--

13			
----	--	--	--

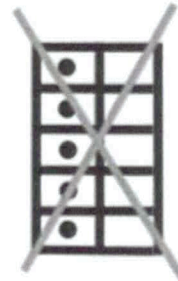
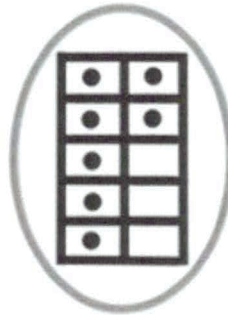


Name \_\_\_\_\_

# More or Less

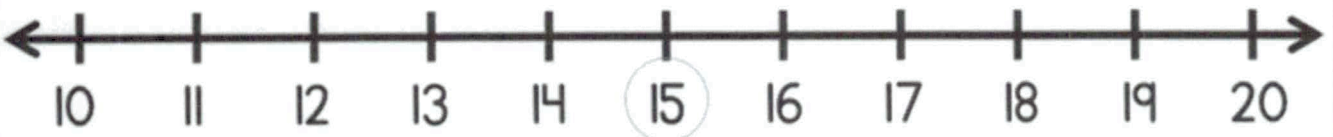
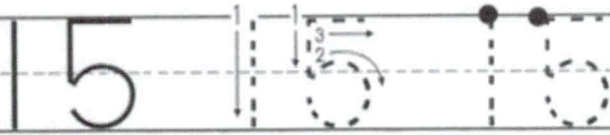
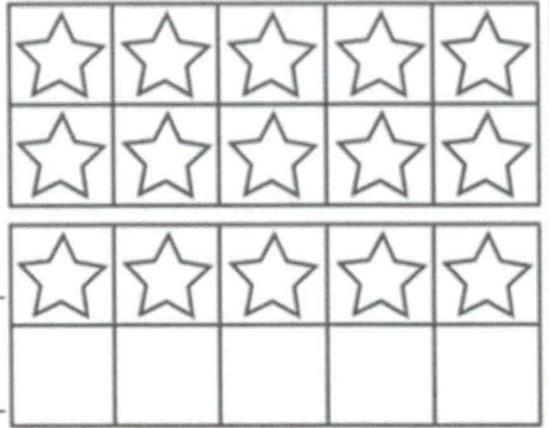
In each pair, circle the ten frame with more dots.

X the ten frame with fewer dots.




Name \_\_\_\_\_

fifteen

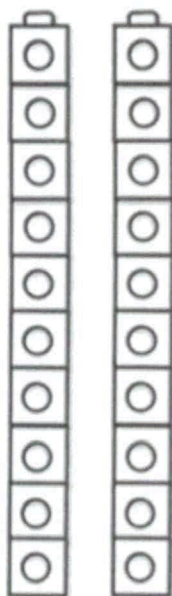
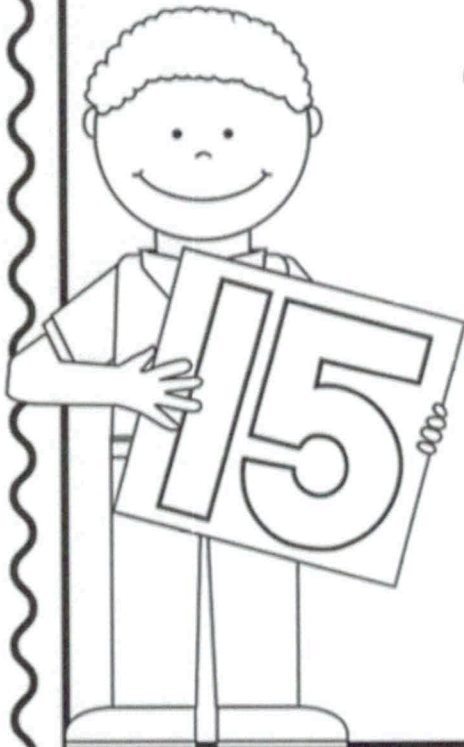


Write the missing numbers.

before	15	after

Draw 15 circles in the ten frames.


Color 15 blocks.



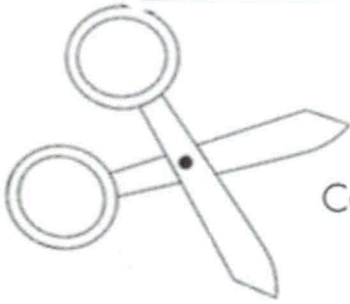
Write the missing numbers.

$$10 + \square = 15$$

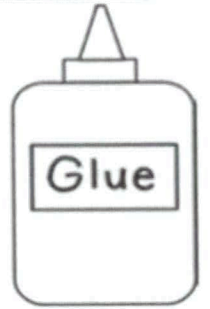
$$10 + 5 = \square$$

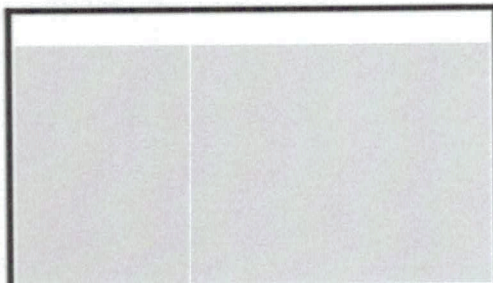
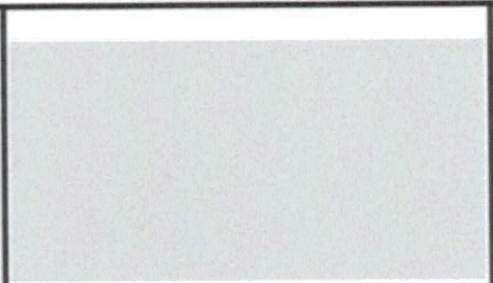
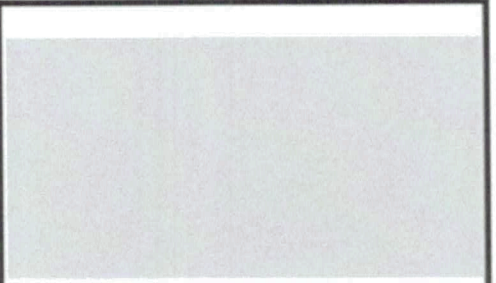
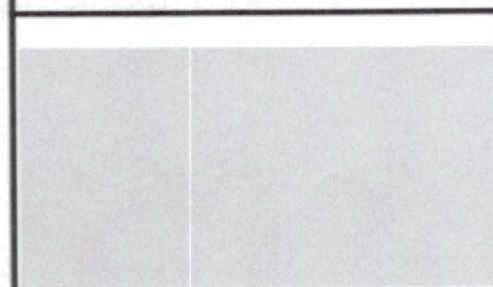
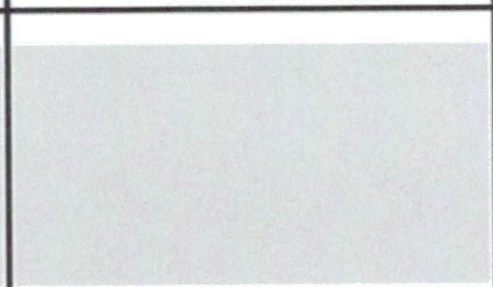
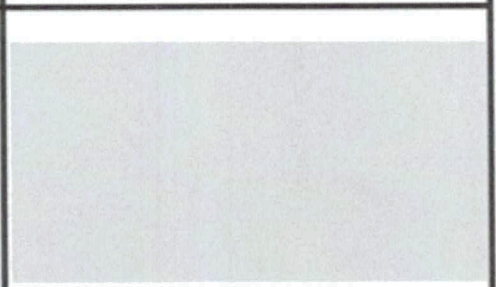
Name \_\_\_\_\_

I can subtract.

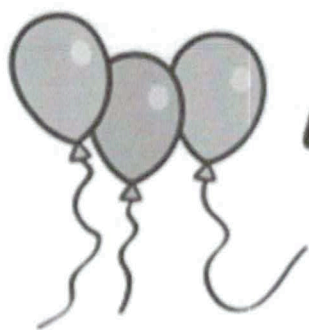


Cut and glue the five frames to match the equations.  
Write the differences.

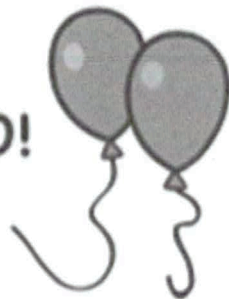


 $5 - 5 =$	 $5 - 0 =$	 $5 - 4 =$
 $5 - 1 =$	 $5 - 3 =$	 $5 - 2 =$





# Adding Balloons: Up to 10!



Solve the addition problems below!

1. 
$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$



2. 
$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$



3. 
$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$



4. 
$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$



5. 
$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$



6. 
$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$



7. 
$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$



8. 
$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$



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

NON-Standard  
Measurement

# Inch Worms

Use your worm ruler to measure the garden tools. Record the measurements and answer the questions.



Flower seeds:

\_\_\_\_\_ worms



Snips:

\_\_\_\_\_ worms

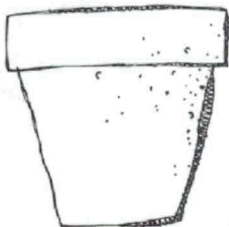
Spade:

\_\_\_\_\_ worms



Rake:

\_\_\_\_\_ worms



Flower pot:

\_\_\_\_\_ worms



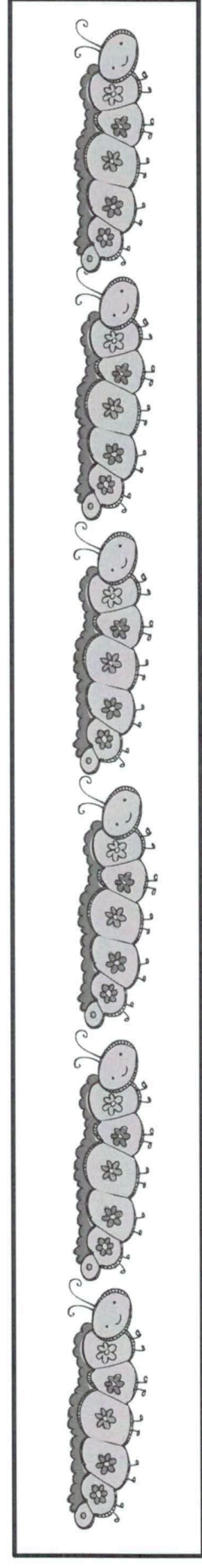
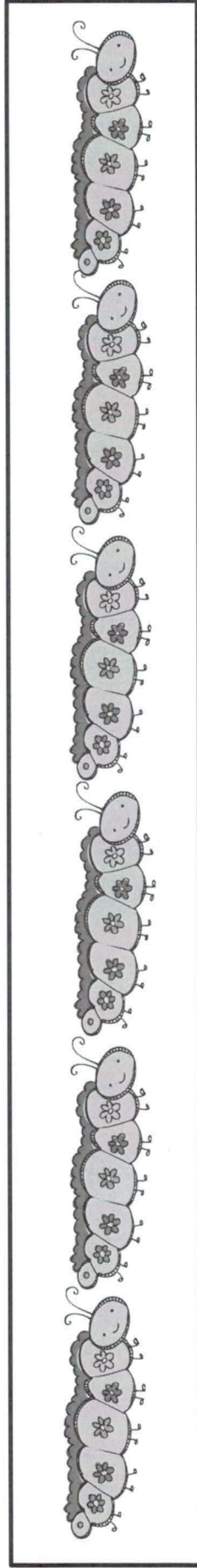
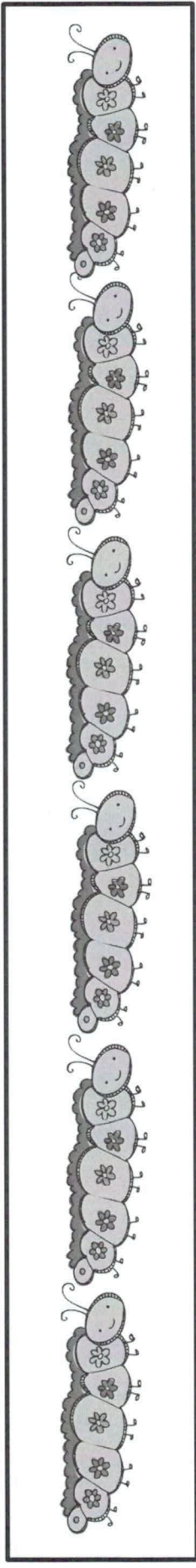
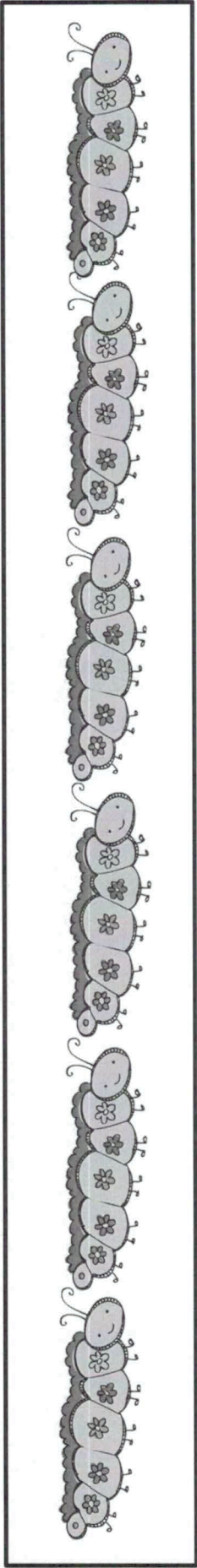
Gardening Glove:

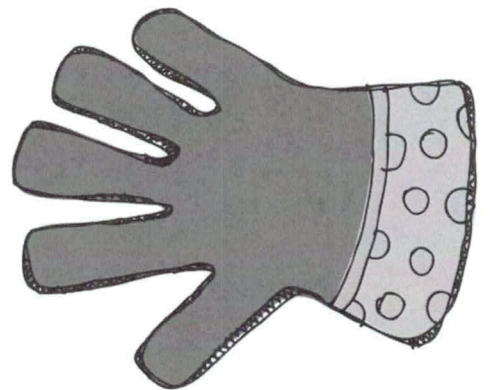
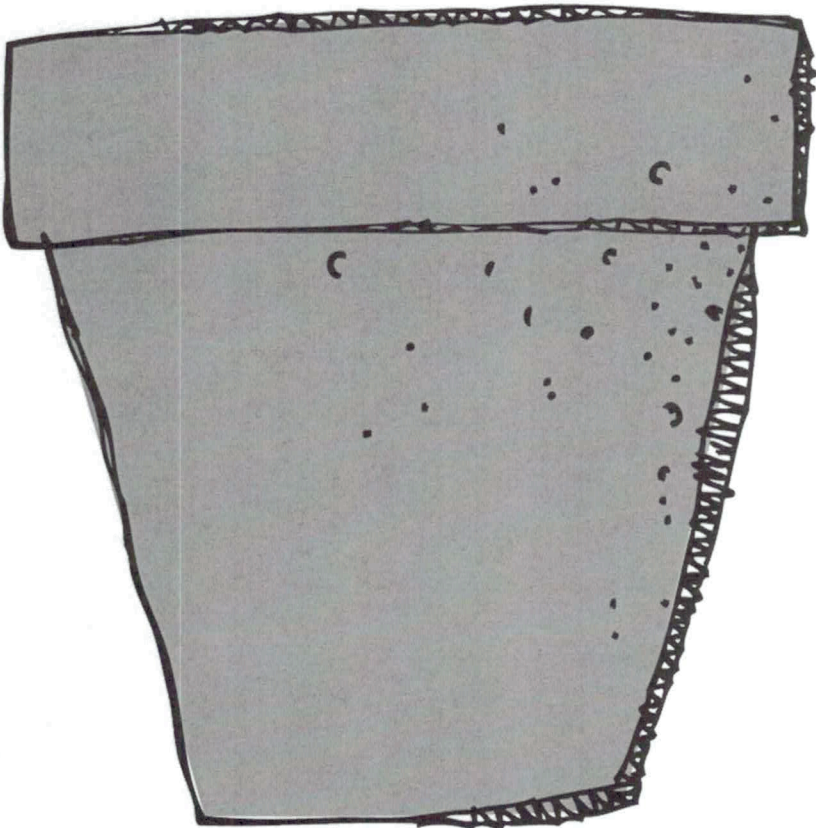
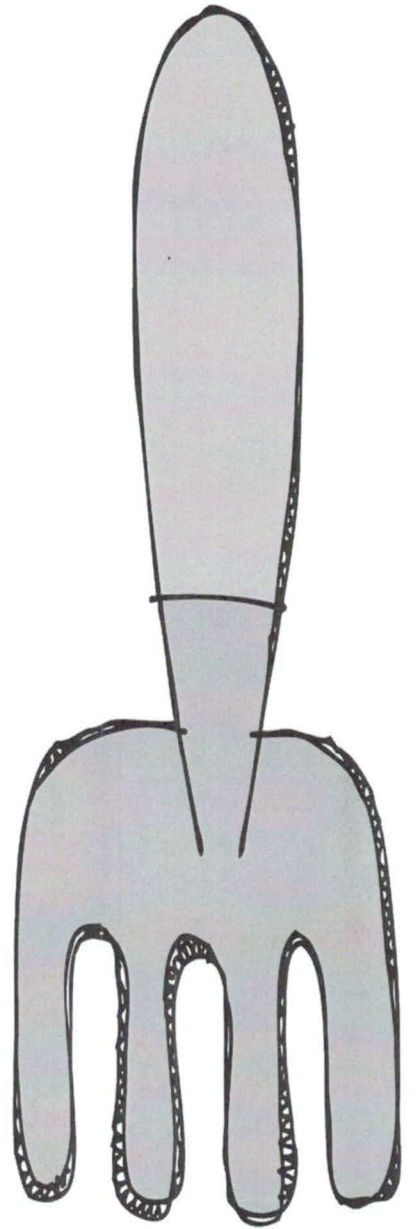
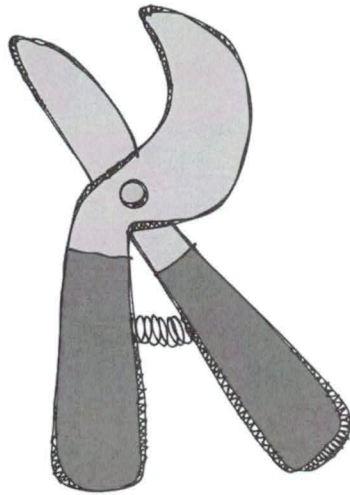
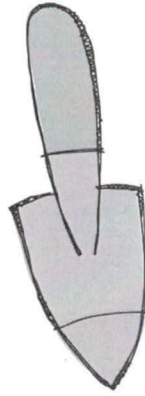
\_\_\_\_\_ worms

Which garden tool was the longest? \_\_\_\_\_

Which garden tool was the shortest? \_\_\_\_\_







# APACHE LANGUAGE LESSON PLAN

Teacher: M. Alsenay

The month of MAY 2020

Materials needed: blank whiter paper or lined paper and crayons

5<sup>th</sup>-3<sup>rd</sup> grade

2<sup>nd</sup>-Kindergarten

*Spiral: Phrases and words say everyday by student as much as they can remember is sufficient*

**Da'gote**-(how are you)? **Da'gostig**-(I am okay). **Shii' Indee is'shlee shil nzhoo**-(I love being Apache).  
**In Apache Language**-The Pledge of Allegiance (hanging up by the flag).  
**Body Parts in Apache, Counting in Apache, Colors in Apache, Days of the Week in Apache,**

**LEARNING GOAL:** Students will learn and/or demonstrate their mastery of the Apache Language lesson by reading, speaking, writing, or listening via vocabulary words, and/or phrases rehearsed:  
Students should be able to read the following story and vocabulary words for a Mother's Day Card.

### Mother's Day phrases for a card:

**Shi' Maa**-My Mother

**Shi'maa shil nzhoo**-I love My Mother

**Shi'da'silijj ye sha'aile'**-She feeds me when I am hungry, **Shi'diyage aldo sha' ayile'**-She provides my clothes,

**Shi'Maa denzhoone'**-my mother is beautiful

**Shil Nzhoo Shi'maa**-I Love You Mom

### I DO/ADULT:

I will demonstrate how to read the story in Apache Language and in English.

I will demonstrate the pronunciation of each Apache Language phrase for the Mother's Day card

### YOU DO TOGETHER: Say each word together and/or with other siblings at home.

I will demonstrate how to read the story in Apache Language and in English.

I will demonstrate the pronunciation of each Apache Language phrase for the Mother's Day card

### I Do (Independent)

Student will color the picture and sign the card with their name.

On a separate piece of paper or lined paper the student will write the mother's day phrases in the Apache Language (use what is available at home).

*Parents/Guardians: please use these words while at home as much as possible. Or pick a certain time of day to have the child repeat the words or phrases to you, sibling, or grandparent. So they can keep up and not loose what we have learned this year.*

**End of the lesson ask the student:** Two ways to say *Thank-you in Apache Language?*

And How do you say: *See you later in Apache Language?*

### Review words:

**Yaa**-sky

**Yaak'os**-clouds,

**Dzil Ligai Si'an**-White Mountain

**Zas**-snow

**tunlii**-river

**dzil K'ee**-aspen tree

**Dilchi**-pine tree

**gad**-cedar tree

**t'iis**-cottonwood tree

**Gowa**-wickiup

**kih**-house

**tal'toh**-ramada

## Shiima Ch'ich'it Nayilaa

## Mother Gets Acorn

Shiima ta' íí bit'eké nzaagyú

My mother and her friend traveled far to pick

onat'ash chich'il nadayilaago tats'aa'

acorns to fill the basket.

yiyi hadayidibjh. Chich'il gał

After the acorns have been picked,

nahásdllaago nt'éeego alde', hik'aa

They are cleaned, shelled and ground

áíye' hilzhó áíkédégo hik'azhgo

very fine. The ground acorn is

hik'aa. Isaa' biyi' chich'il hi itch'i'

stored in a cool place in a container,

nijah gonezk'azyu sine'go, áíye'

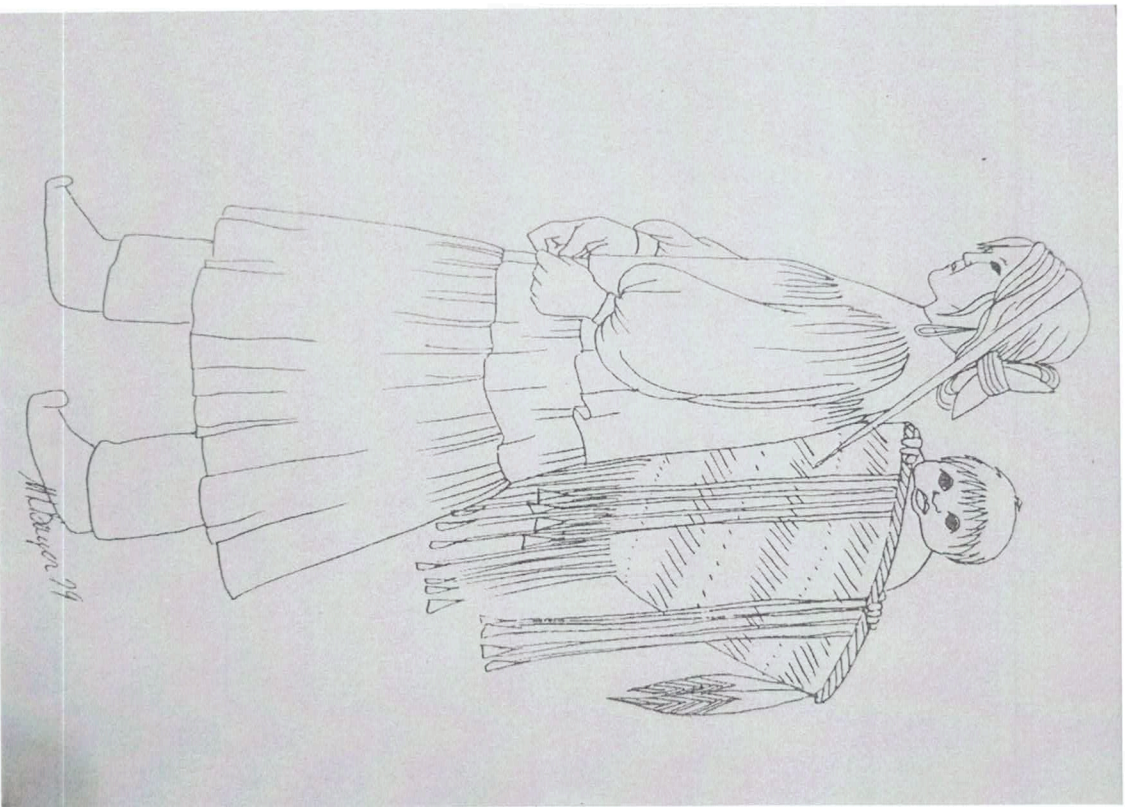
ready to be used anytime. Acorns are Apache

dak'íí hachit'i'ye hanáchijii.

food and are used to flavor stew.

Ch'ich'it hí, itoo' bit nadigeed Ndee

Bi'idan at'ée'.



**Shi'Maa** (My Mother)

**Shi'Maa**

My Mother,

**Shi'diyage' aldo shá ayile',**

She provides my clothes,

**Shi'maa**

My Mother

**Shi dá siliǐ ye' shá aile'**

Feeds me when I'm hungry,

**Shi'maa denzhoone'**

My mother is beautiful

**Shi'maa, shi' shit nzhoo**

My Mother I love you,

Dear Parents/Guardians,

I'd like to thank you for your help in making sure our students remain creative during this time of school closures. Art is an important part of a child's growth, so it is great to know that they are continuing their art work at home. For this month of May, we have some artwork that has to do with summer activities as well as an opportunity to study another culture in a far away land. The projects for May require a specific set of materials that I hope you can help the students obtain. Having been closed for so long and with so many students, the Whiteriver Elementary School will need some assistance from you to ensure students acquire those materials. Some tools to keep on hand include scissors, markers, crayons, and glue. Construction paper and drawing paper are also always good to keep on hand. With this list of materials completed you can be sure that the children will have so much fun art to make. Once again, thank you for helping the students reach their academic and artistic goals from home.

Sincerely,

Mr. Rocky-WES Art Teacher

## Primary Grades Art Lesson for May 2020

### Title: Camping Tents and Campfires

Materials: Large white paper, green construction paper, large black paper, red construction paper, orange construction paper, yellow construction paper, 3 popsicle sticks, markers and crayons, scissors, glue

**Parents and Guardians, please read the lesson out loud to our students to help them complete this project.**

Lesson: "Camping is a very fun recreational activity for the spring and summer. Some people even camp in the fall and winter. Each camping trip needs different equipment. Equipment are items we need for doing things. Today we will be making miniature camping equipment."

So what are the main items you think of when thinking about camping equipment? (let the students guess the answers)

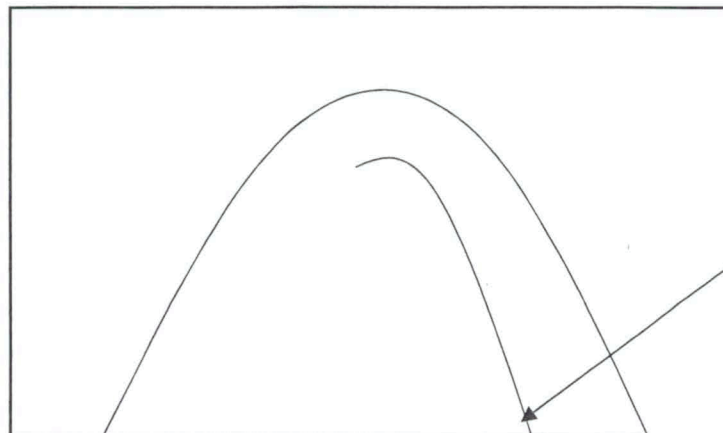
- Tent
- Sleeping bag
- campfire
- Dishes
- woodcutter's axe
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Two things we will be making are a camping tent and a campfire. Both of these are very important.

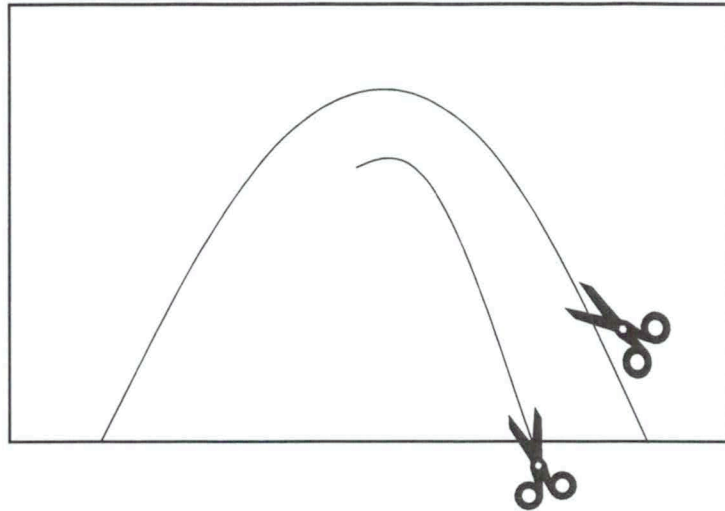
#### Camping tent

Step 1: Begin by drawing your tent shape with a marker from the bottom of the green construction paper.

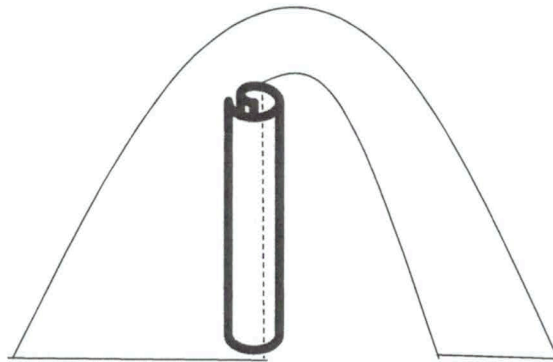


From the bottom of the page draw a line for the door. We will cut this later.

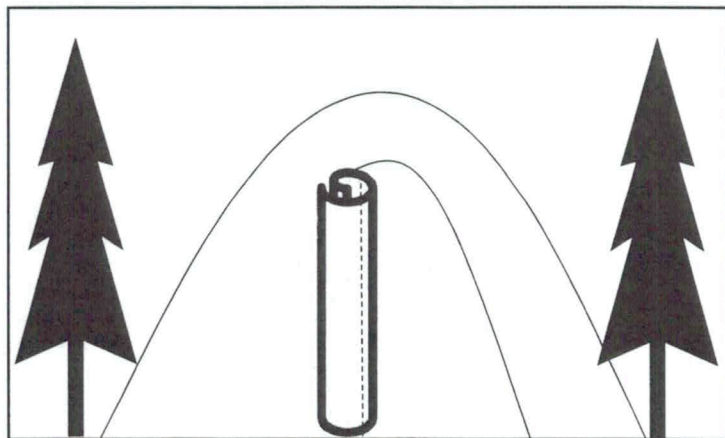
Step 2: Using a scissors, cut out the tent shape and cut along the line we drew for the door.



Step 3: Now roll up the paper inside the line we cut the way you would roll up a door on a real tent to leave it open.



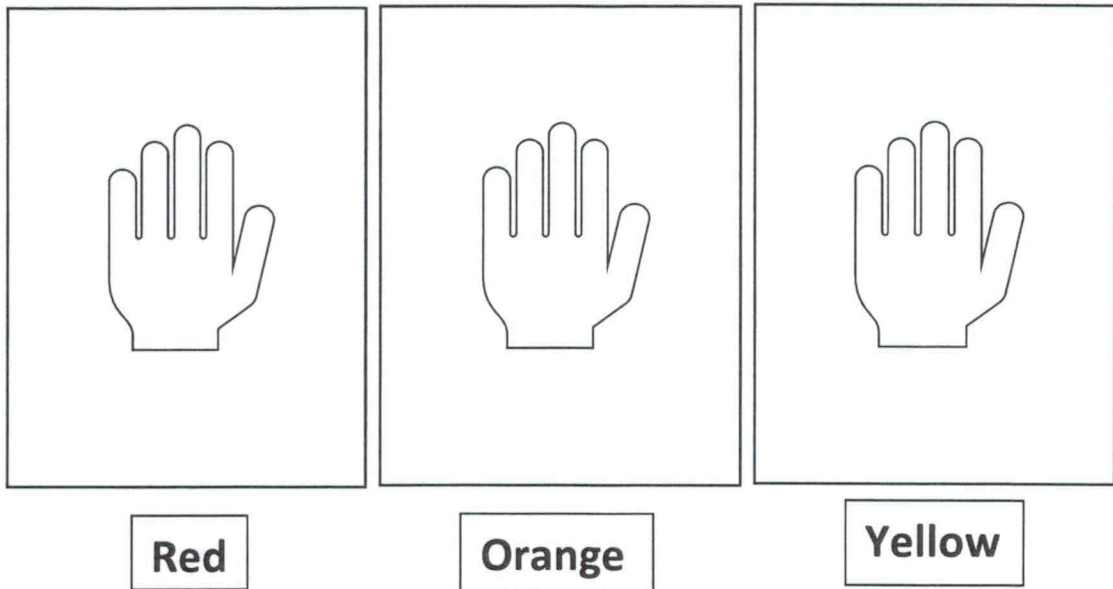
Step 4: Put glue on the back of your tent and push it onto the large white paper. Now you can draw grass and trees in the background behind the tent. You can also draw pillows and blankets inside the tent.



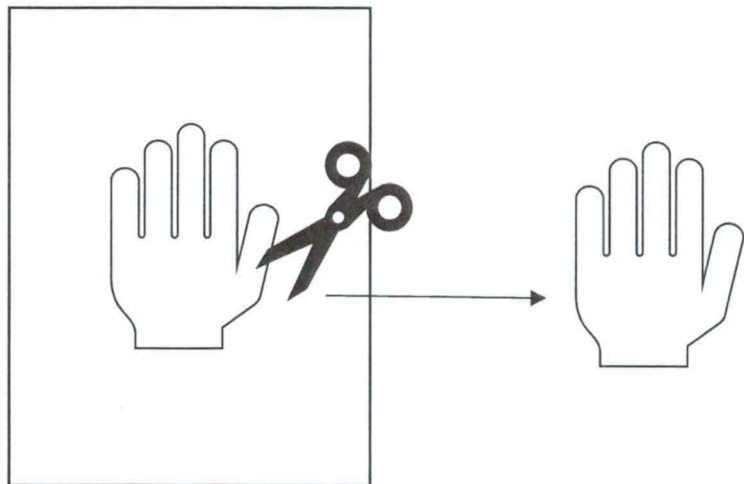


## Campfire

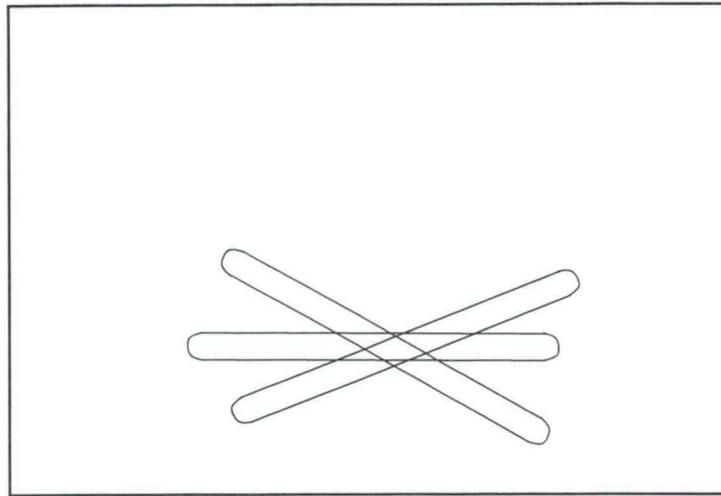
Step 1: For our fire, the flames will be the shape of our hands. Begin by tracing your hand on the orange paper, red paper, and the yellow paper.



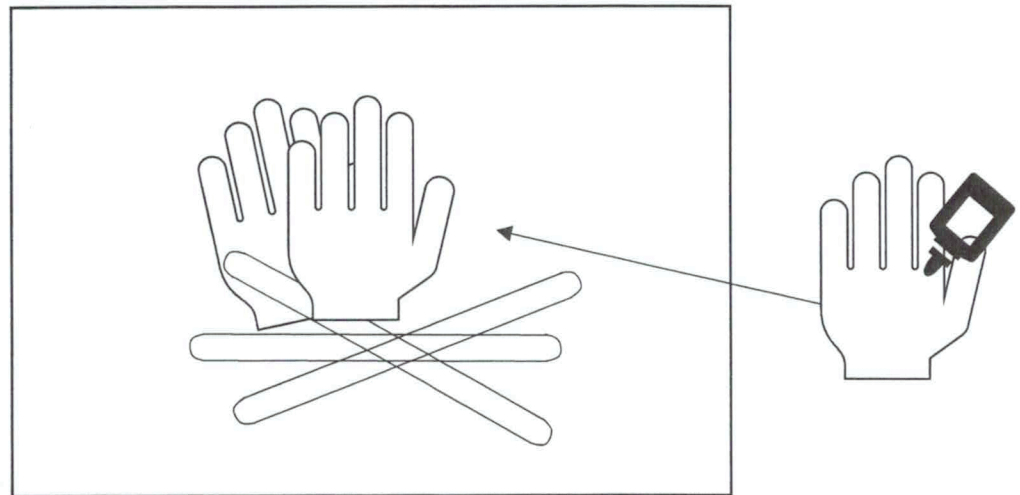
Step 2: After you trace your hand, cut out each hand shape.



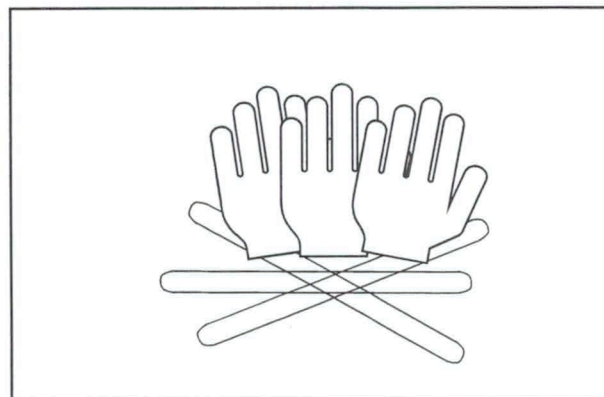
Step 3: Now take your three popsicle sticks and black paper. Put glue at the center of each popsicle stick and glue them to the black paper in an x shape toward the bottom half of the paper.



Step 4: The popsicle sticks are the firewood and they need flames to keep us warm. So now we will take our hand shapes and glue them above the popsicle sticks to be our fire.



Our campfire is complete! Make sure to sign your work young artists! Great job!



***KINDERGARTEN***  
***HOME-BASED LEARNING***  
***PACKET***

**WEEK OF**  
**May 18 – May 22, 2020**

**NAME:** \_\_\_\_\_  
**(First)** **(Last)**

**MY SCHOOL:** \_\_\_\_\_

Nizhi' /Name: \_\_\_\_\_

**Lesson Plan for K-2<sup>nd</sup>** Parents please write out the words several time. Practice daily and learn the words. Spring is beautiful!! ( Daa' degozhone).

Butterfly – Doolé'

Rainbow – Itsat'ol

Sky – yáá

Clouds – yaak'os

Bird – dlo'

River – tunlii'

Cornfield – nada' hintih

Tree – gad

Flower – ch'il

Grass – tl'oh

# physical education



"every child is a winner when they try their very best!"

## PE Choice Boxes for May 18-22, 2020

Choose one box each day.

Cross out the boxes when you have completed the task.

<p><b>How Fast Can You Go?</b></p> <p>Pick a distance and see how fast you can run the distance.</p>	<p><b>Wild Arms</b></p> <p>As fast as you can complete:</p> <p>10 Arm Circles front &amp; back</p> <p>10 Forward punches</p> <p>10 Raise the Roof's</p>	<p><b>Jumping Jacks</b></p> <p>Do 20, take a break, do 20 more.</p>
<p><b>Step Jumps</b></p> <p>Find a step and jump up and down 50 times. Be careful. Take a break if you need to.</p>	<p><b>Sit Ups</b></p> <p>Do 20, take a break, do 20 more.</p>	<p><b>Crawl Like a Seal</b></p> <p>Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.</p>
<p><b>Wake and Shake</b></p> <p>As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.</p>	<p><b>Play Catch</b></p> <p>Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.</p>	<p><b>Push-Ups</b></p> <p>Do 20, take a break, do 20 more.</p>

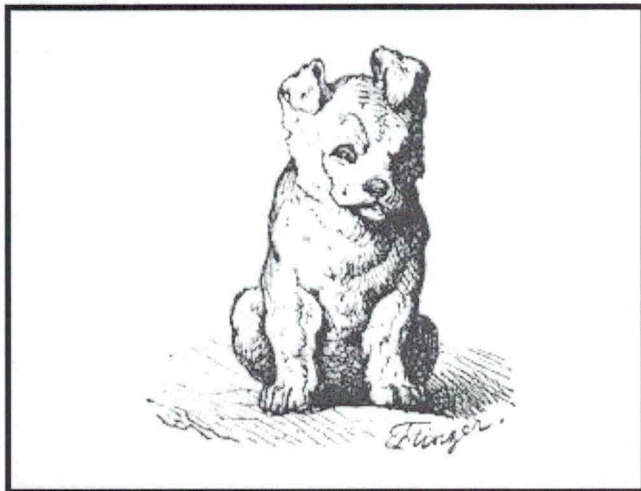
## Kindergarten ELA Choice Boxes

Color the boxes when you have completed the task.

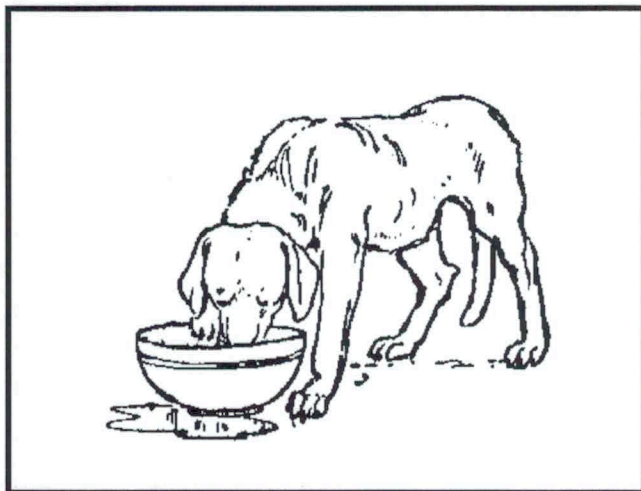
<p style="text-align: center;">Sight Words</p> <p>Use the words <b>like, and, we</b> to write a sentence. Then draw a picture of your sentence.</p>	<p style="text-align: center;">Rhyming</p> <p>Write 5 words that rhyme with <b>sing</b>. Draw pictures to go with the words.</p>	<p style="text-align: center;">Building Words</p> <p>How many words can you with with <b>_ug</b>. Write the words and then draw pictures.</p>
<p style="text-align: center;">Finish the Sentence</p> <p style="text-align: center;"><b>I can...</b></p> <p>Then draw a picture of your sentence.</p>	<p style="text-align: center;">Making words</p> <p>How many words can you make with these letters? <b>s, t, m, f, a, i, d, p, l</b></p> <p>Write the words and draw a picture to match</p>	<p style="text-align: center;">Nouns</p> <p>Write all the nouns you can that talk about a <b>person</b>.</p>
<p style="text-align: center;">Rhyming</p> <p>Use the word <b>pot</b> and write 5 words that rhyme with pot.</p>	<p style="text-align: center;">Fix the Sentence</p> <p>Copy the sentence correctly.</p> <p style="text-align: center;"><b>the dgo ran after cat the</b></p>	<p style="text-align: center;">Sight Words</p> <p>Use the sight words <b>what, where, and how</b> to write 3 questions. Don't forget the ? mark.</p>
<p style="text-align: center;">Making Words</p> <p>Use these letters to make words. <b>t, m, j, e, o, p, s, n, d, g</b></p>	<p style="text-align: center;">Verbs</p> <p>Make a list of all the verbs you do at home. Then write sentences with them.</p>	<p style="text-align: center;">Read a book</p> <p>Read a book with your parent. Talk about the book together.</p>

# Look, Think, and Read

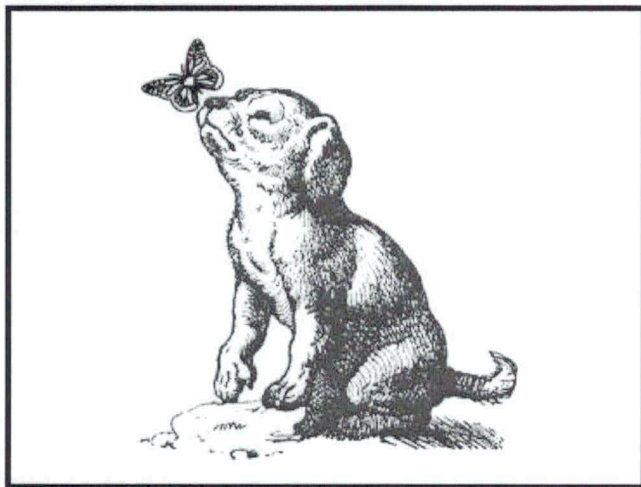
Put an X in the box that is next to the sentence that describes the picture.



- The dog is running.
- The dog is sitting.
- The dog is sleeping.



- The dog is barking.
- The dog is running.
- The dog is eating.



- The dog is playing.
- The dog is eating.
- The dog is sleeping.



# Practice sentences

These words use all the letters that you have learned.  
Copy the words, and remember to leave a finger space  
between each word.

The quick brown fox

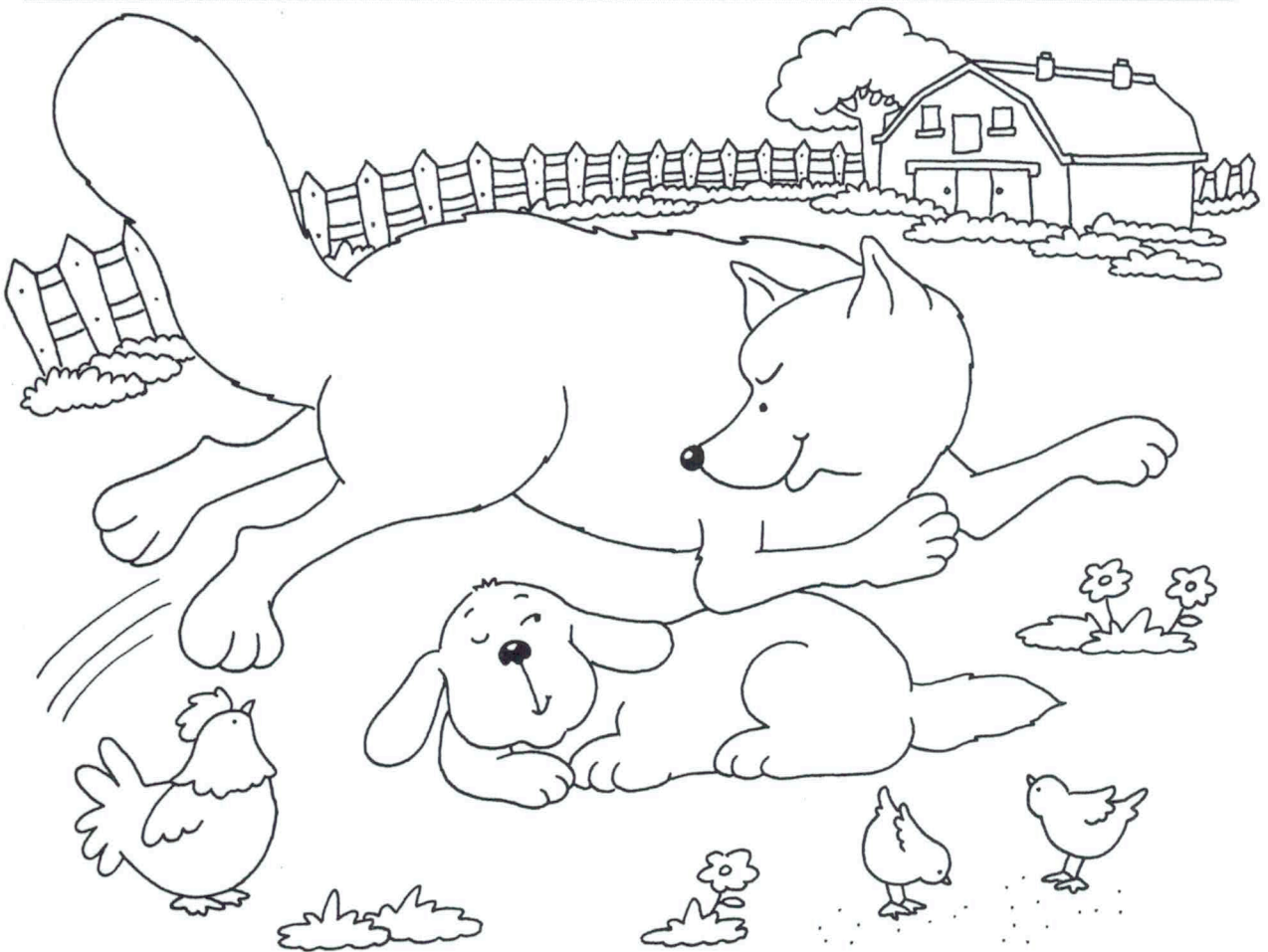
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jumps over the lazy dog.

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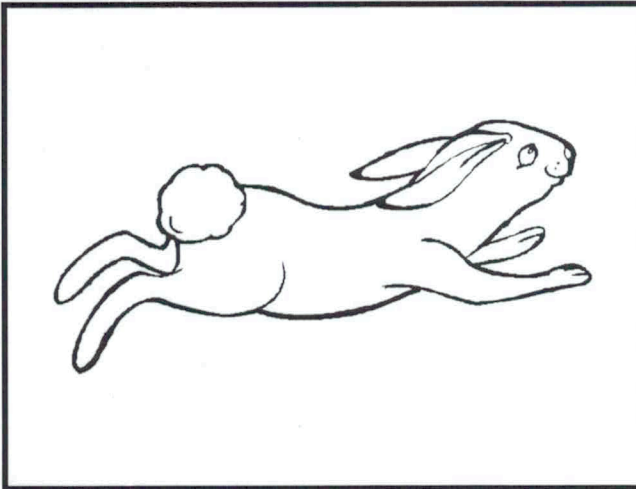
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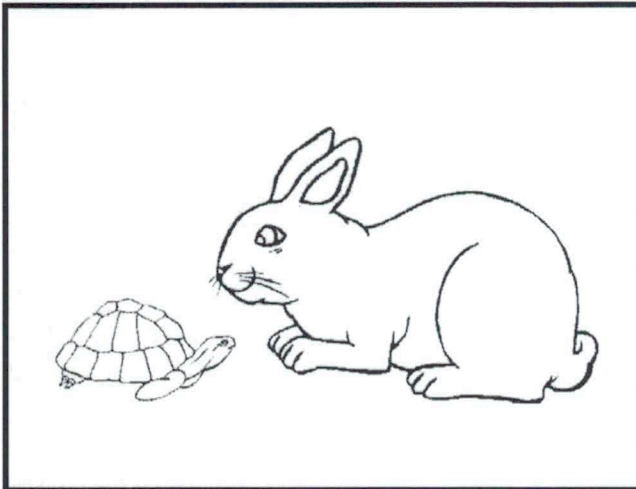


# Look, Think, and Read

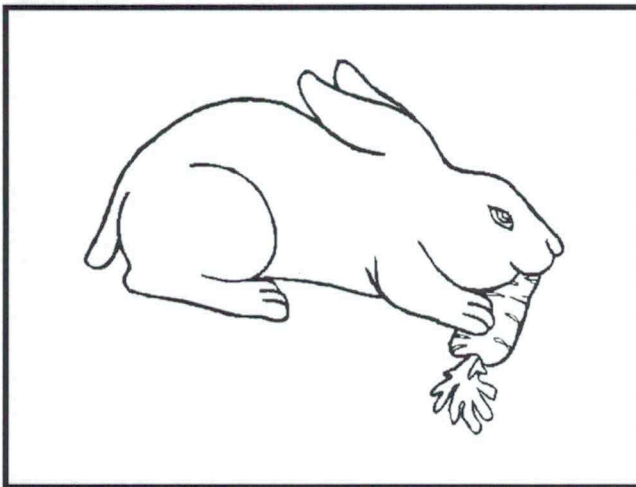
Put an X in the box that is next to the sentence that describes the picture.



- The bunny is running.
- The bunny is sitting.
- The bunny is sleeping.



- The bunny is curious.
- The bunny is running.
- The bunny is eating.



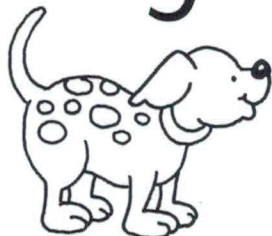
- The bunny is running.
- The bunny is eating.
- The bunny is sleeping.



# Draw it yourself

Draw something that rhymes with the picture in each row.

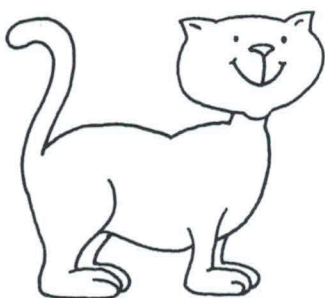
dog



mouse



cat

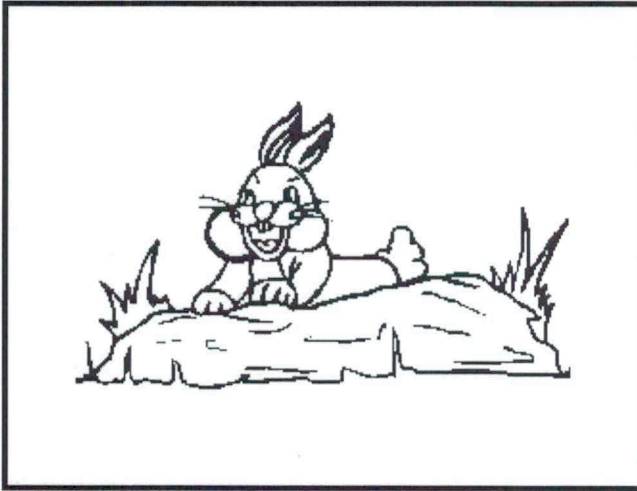


hen

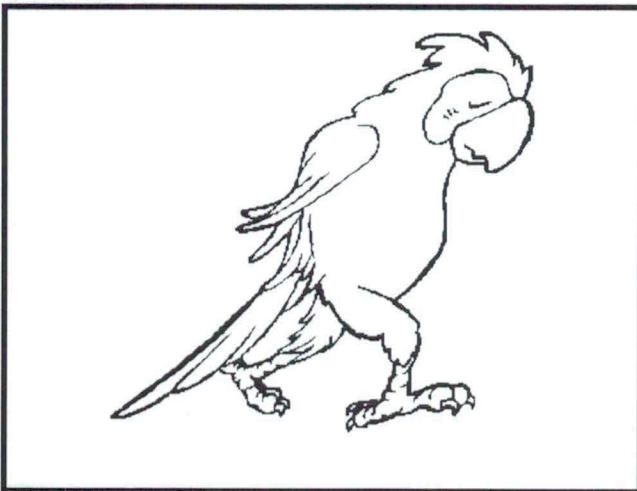


# Look, Think, and Read

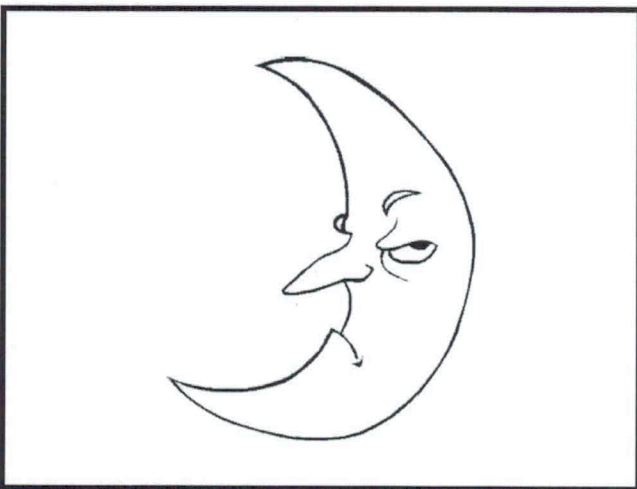
Put an X in the box that is next to the sentence that describes the picture.



- The bunny is angry.
- The bunny is happy.
- The bunny is sad.



- The bird is angry.
- The bird is happy.
- The bird is sad.



- The moon is angry.
- The moon is happy.
- The moon is sad.

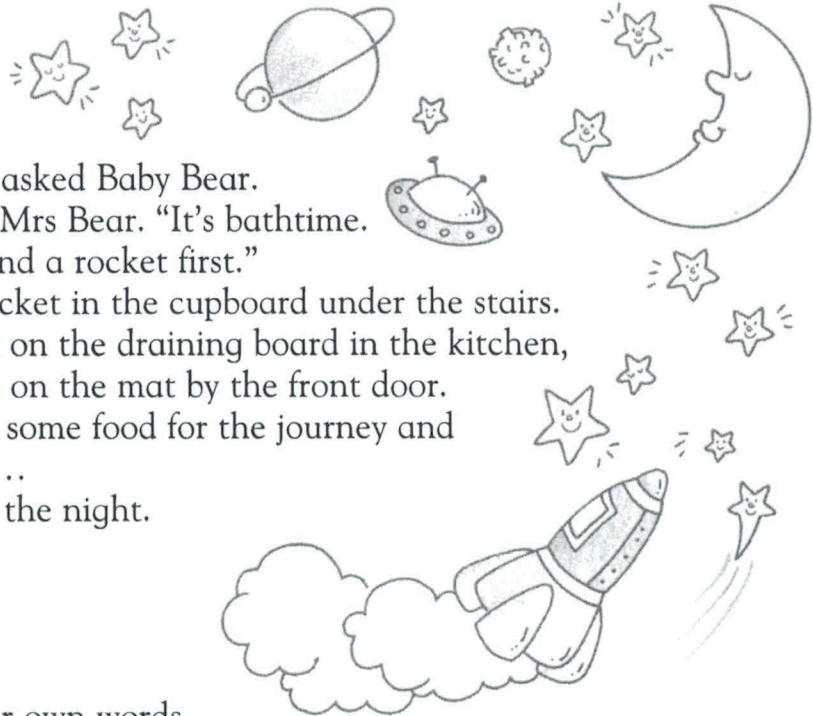


# A fantasy story

Ask a grown-up to read this **story** to you. Then read it out loud yourself.

## Whatever Next!

by Jill Murphy



“Can I go to the moon?” asked Baby Bear.

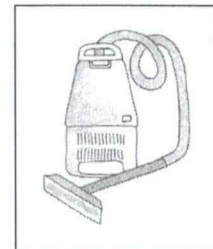
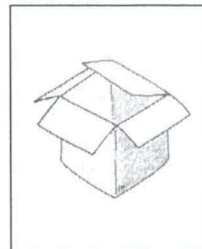
“No, you can’t,” said Mrs Bear. “It’s bathtime. Anyway, you’d have to find a rocket first.”

Baby Bear found a rocket in the cupboard under the stairs. He found a space-helmet on the draining board in the kitchen, and a pair of space-boots on the mat by the front door. He packed his teddy and some food for the journey and took off up the chimney ...

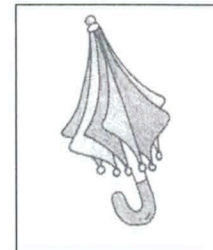
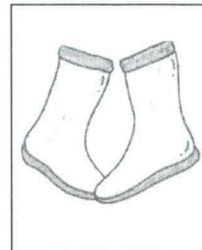
... WHOOSH! Out into the night.

Now tell the **story** in your own words.

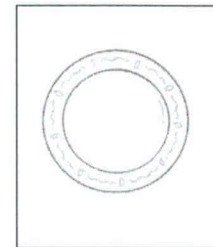
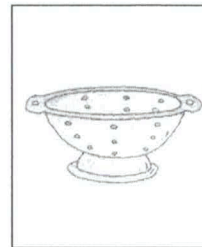
What do you think Baby Bear used as a rocket? Mark a picture.



What did Baby Bear use as space-boots? Mark a picture.



What was Baby Bear’s space-helmet? Mark a picture.



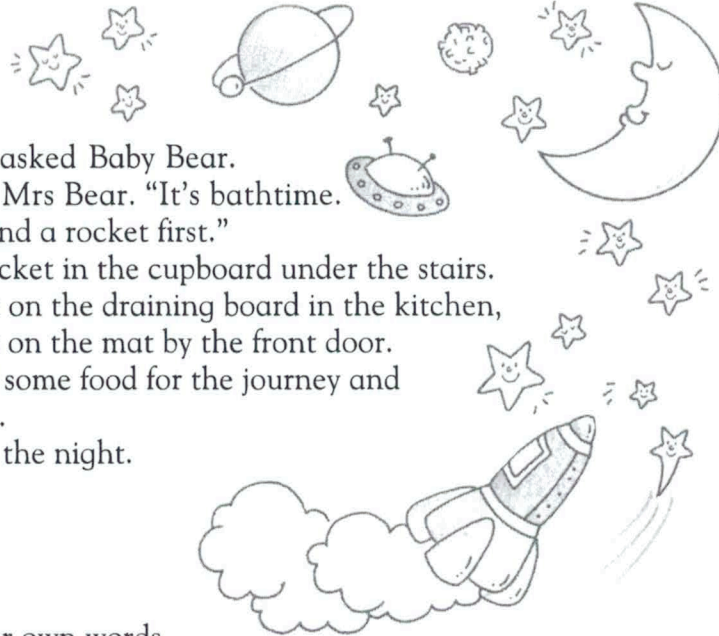


# A fantasy story

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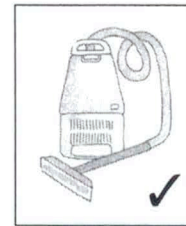
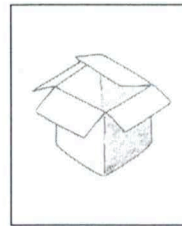
"Can I go to the moon?" asked Baby Bear.

"No, you can't," said Mrs Bear. "It's bathtime. Anyway, you'd have to find a rocket first."

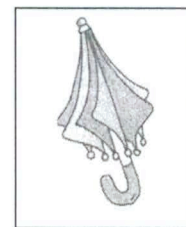
Baby Bear found a rocket in the cupboard under the stairs. He found a space-helmet on the draining board in the kitchen, and a pair of space-boots on the mat by the front door. He packed his teddy and some food for the journey and took off up the chimney...  
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Now tell the story in your own words.

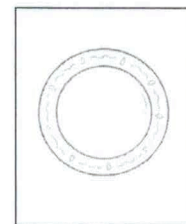
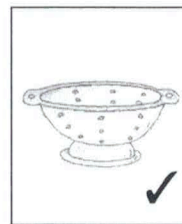
What do you think Baby Bear used as a rocket? Mark a picture.



What did Baby Bear use as space-boots? Mark a picture.



What was Baby Bear's space-helmet? Mark a picture.



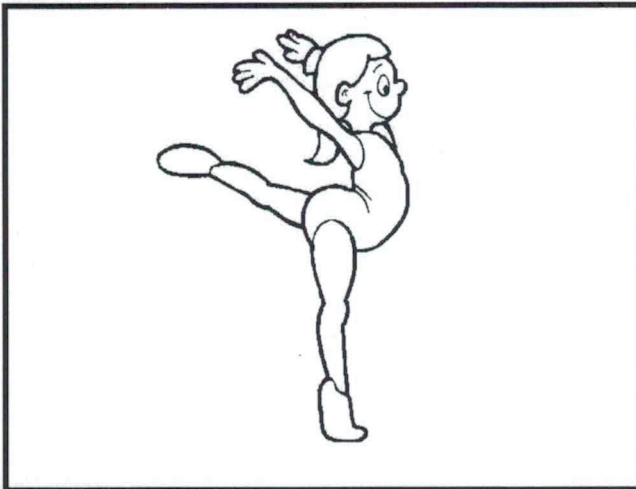
Help your child learn to listen and concentrate as you read the story out loud, then retell it in his or her own words. Re-read the story if necessary. The activities on this page test your child's comprehension and understanding of the story.

# Look, Think, and Read

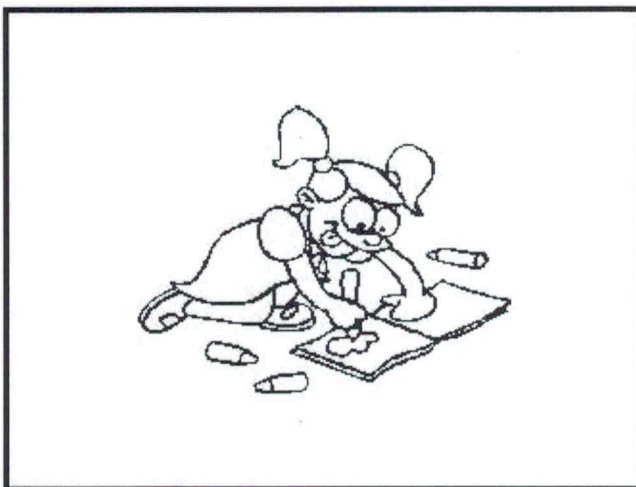
Put an X in the box that is next to the sentence that describes the picture.



- The girl is sleeping.
- The girl is playing.
- The girl is crying.



- The girl is swimming.
- The girl is eating.
- The girl is dancing.



- The girl is coloring.
- The girl is sleeping.
- The girl is eating.

## Read and Do!

### Pretty Penny

Bess has a pet named Penny.

She is a little pink pig.

Bess likes to dress her up

And give her a wig.



 Write.

1. What is the pet's name?

---

2. Is the pet big or little?

---

3. What color is the pet?

---

4. What does Bess like to do?

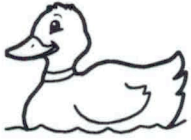
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**Bonus:** Do you think the title is good? Write why or why not.

# At the Lake

Read.

## Words to Know



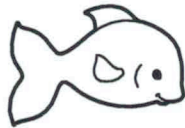
duck



dog



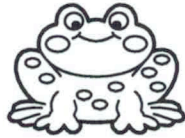
bug



fish



snake



frog

“Look,” said the duck.

“Look,” said the dog.

“Look,” said the bug sitting on a log.

The duck sees a fish.

The dog sees a snake.

The bug sees a frog swimming in the lake.

The duck gives a nod.

The dog gives a grin.

The bug gives a wink, and they all jump in!

 Write.

1. What does the dog see?

---

---

---

2. Who gives a wink?

---

---

---

**Bonus:** What does the bug see? Draw a picture. Write a sentence to match.





# Counting Practice from 1 to 20

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Kindergarten Counting Worksheet

1) Count by 1 from 1 to 20

1						7			10
		13	14						20

2) Count by 1 from 1 to 20

1		3		5					10
	12								20

3) Count by 1 from 1 to 20

1					6				
11			14			17		19	20

## "Before" worksheet (1-20)

---

### Counting Worksheet

Write in the number that comes before the number shown.

1. \_\_\_ 12

2. \_\_\_ 2

3. \_\_\_ 15

4. \_\_\_ 16

5. \_\_\_ 8

6. \_\_\_ 4

7. \_\_\_ 18

8. \_\_\_ 9

9. \_\_\_ 17

10. \_\_\_ 6

11. \_\_\_ 3

12. \_\_\_ 21

13. \_\_\_ 11

14. \_\_\_ 5

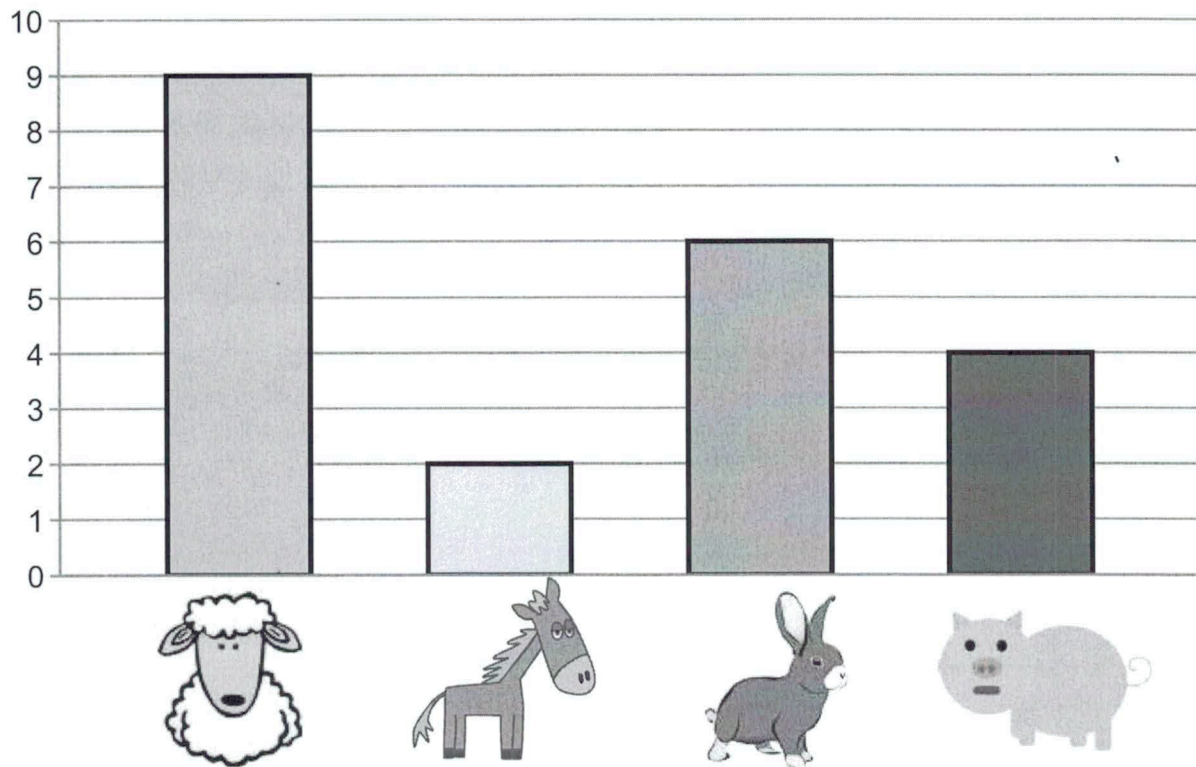
15. \_\_\_ 7

# Reading Bar Charts

## Kindergarten Graphing Worksheet

Read the bar graph and answer the questions.

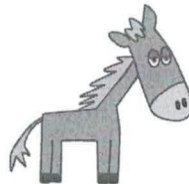
### Petting Zoo Animals



How many of each animal were at the zoo ?.....



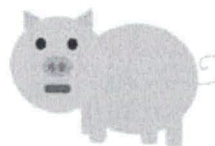
Sheep \_\_\_\_\_?



Horses \_\_\_\_\_?



Bunnies \_\_\_\_\_?



Pigs \_\_\_\_\_?

## Identifying which number is greater (less)

Kindergarten More Than - Less Than Worksheet

Circle the number which is greater.

8 1	9 5	4 8	2 3
7 9	2 9	1 9	6 5
2 1	5 7	5 8	8 5

Circle the number which is less.

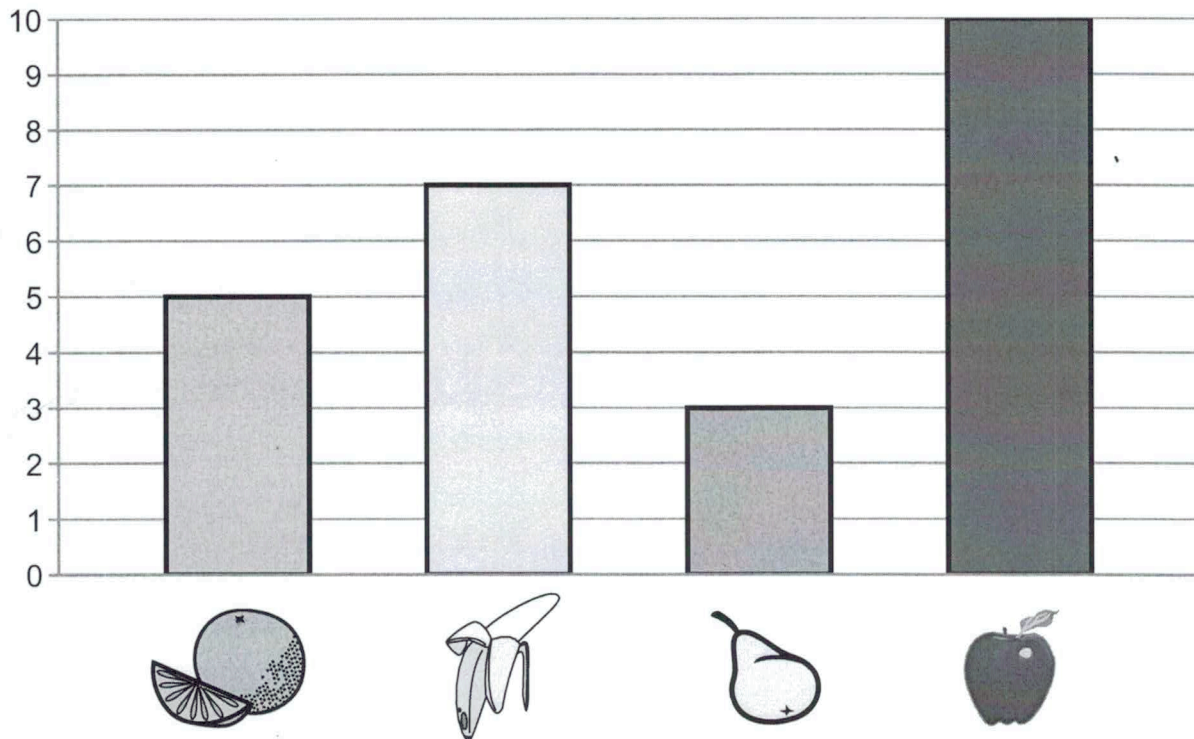
8 1	4 9	2 1	3 4
6 5	8 1	7 4	1 7
6 7	7 2	6 9	8 2

## Reading Bar Charts

### Kindergarten Graphing Worksheet

Read the bar graph and answer the questions.

Kid's Favourite Fruits



How many kids liked .....



Apples \_\_\_\_?



Oranges \_\_\_\_?



Bananas \_\_\_\_?

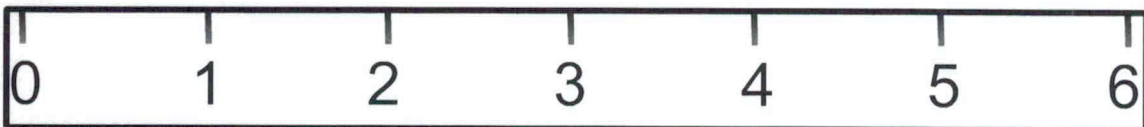
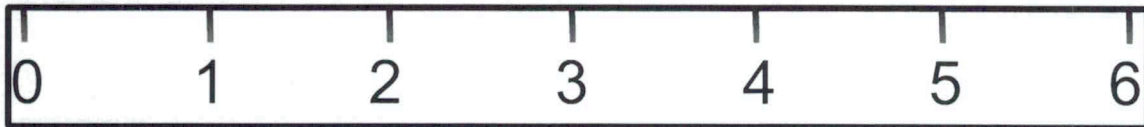


Pears \_\_\_\_?

## Using a ruler to measure length

Kindergarten Measurement Worksheet

Measure the length of each pencil and write it in the box.

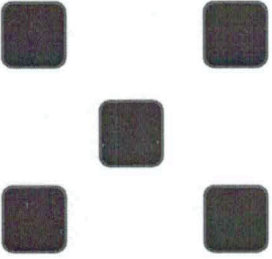

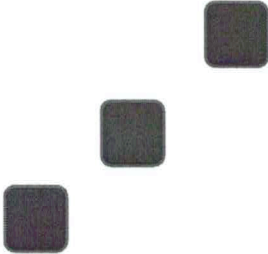
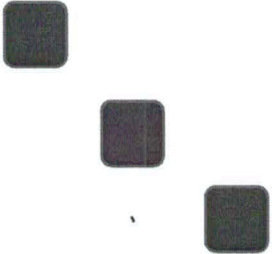


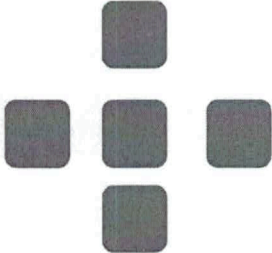
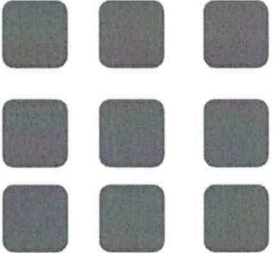
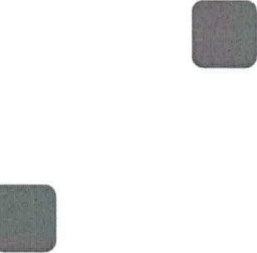
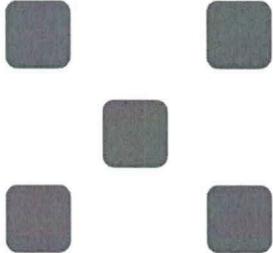
# Choose group with most / least objects

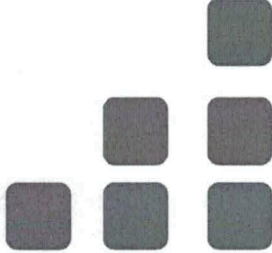
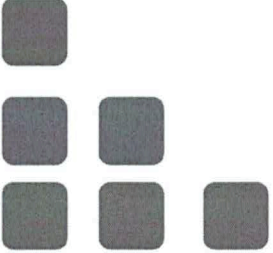
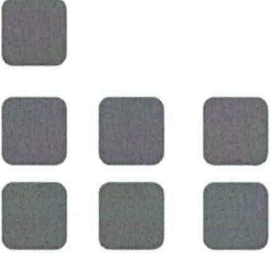
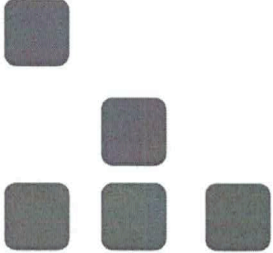
Kindergarten More-than-Less-than Worksheet

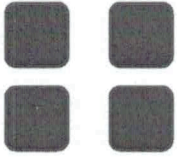
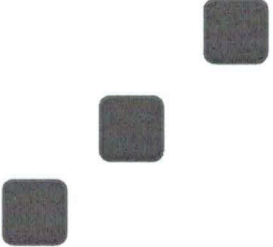
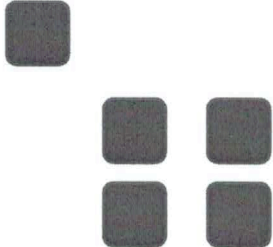

Circle the group with the most objects.

Cross out the group with the least objects.

			
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# Patterns with geometric shapes

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## Kindergarten Simple Math Patterns Worksheet

Complete the patterns:

