

Kinder FUESD Study Plan: Week 6 April 27- May 1

Monday/ lunes	Tuesday/ martes	Wednesday/ miércoles	Thursday/ jueves	Friday/viernes
ELA - Read 15 minutes independently - Complete today's reading log. 1 Lexia Lesson - Practice letter names orally - Do the Monday reading sheet. - Read "Sad Hen". ELD - Do the Monday Preposition activity. Math 1 Dreambox or ST Lesson - Monday Homework - Math Lesson 29 Fluency B PE - Choose from PE Set 1-4. Well-being - Choose a feelings page to complete. You can find more ideas for well-being at bit.ly/FUESDwellbeing	ELA - Read 15 minutes independently - Complete today's reading log. 1 Lexia Lesson - Practice sight word flashcards - Do the Tuesday reading sheet. - Read "Sad Hen". - Draw a picture of how you can cheer up a friend and write a sentence. ELD - Do the Tuesday Preposition activity. Math 1 Dreambox or ST Lesson - Tuesday Homework - Math Lesson 29 Fluency C PE - Choose from PE Set 1-4. Well-being - Choose a feelings page to complete.	ELA - Read 15 minutes independently - Complete today's reading log. 1 Lexia Lesson - Practice letter sounds - Do the Wednesday reading sheet. - Do Grandpa's Garden. ELD - Do the Wednesday Preposition activity. Math 1 Dreambox or ST Lesson - Wednesday Homework - Math Lesson 29 Fluency D PE - Choose from PE Set 1-4. Well-being - Choose a feelings page to complete.	ELA - Read 15 minutes independently - Complete today's reading log. 1 Lexia Lesson - Practice writing CVC words: sad, hit, get, not, hug - Do the Thursday reading sheet. - Read "Seeds Make Trees". ELD - Do the Thursday Preposition activity. Math 1 Dreambox or ST Lesson - Thursday Homework - Math Lesson 29 Fluency E PE - Choose from PE Set 1-4. Well-being - Choose a feelings page to complete.	ELA - Read 15 minutes independently 1 Lexia Lesson - Complete today's reading log. - Do the Friday reading sheet. - Read "Seeds Make Trees". - Writing: What will the seed grow into? ELD - Do the Friday Preposition activity. Math 1 Dreambox or ST Lesson - Math Lesson 29 Problem Set - Practice counting to 100 orally PE - Choose from PE Set 1-4. Well-being - Choose a feelings page to complete.

Kinder - Plan de Estudio Independiente de FUESD 27 de abril

Semana 6 Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/viernes
ELA Leer 15 minutos independientemente Complete el registro de lectura de hoy. 1 Lección Lexia Practica los nombres de las letras oralmente Haz la hoja de lectura del lunes. Lea "Sad Hen". ELD - Haz la actividad de proposición de lunes. Math 1 Lección Dreambox o ST - Tarea del lunes - Lección de matemáticas 29 Conjunto de problemas Fluidez Práctica B PE - Elija de PE Set 1-4. Bienestar Elige una página de sentimientos para completar You can find more ideas for well-being at bit.ly/FUESDwellbeing	ELA Leer 15 minutos independiente- mente Complete el registro de lectura de hoy. 1 Lección Lexia Practica flashcards de palabras de vista Haz la hoja de lectura del martes. Lea "Sad Hen". Haz un dibujo de cómo puedes animar a un amigo y escribe una oración. ELD - Haz la actividad de Proposición de martes. Math 1 Lección Dreambox o ST - Martes Tarea - Lección de Matemáticas 29 Tarea Fluidez Práctica C PE - Elija de PE Set 1-4. Bienestar - Elige una página de sentimientos para completar	ELA Leer 15 minutos independiente- mente Complete el registro de lectura de hoy. 1 Lección Lexia Haz el miércoles leyendo la hoja. Complete "Grandpa's Garden" ELD - Realice la actividad de proposición de miércoles. Math 1 Lección Dreambox o ST - Miércoles tarea - Lección de matemáticas 29 Conjunto de problemas Fluidez Práctica D PE - Elija de PE Set 1-4. Bienestar - Elige una página de sentimientos para completar	ELA Leer 15 minutos independiente- mente Complete el registro de lectura de hoy. 1 Lección Lexia Practica escribir palabras CVC: sad, hit, get, not, hug Haga la hoja de lectura del jueves. Lea "Seeds Make Trees". ELD - Haz la actividad de proposición de jueves. Math 1 Lección Dreambox o ST - Jueves Tarea - Lección de matemáticas 29 Tarea Fluidez Práctica E PE - Elija de PE Set 1-4. Bienestar - Elige una página de sentimientos para completar	ELA Leer 15 minutos independientemente 1 Lección Lexia Complete el registro de lectura de hoy. Haz la hoja de lectura del viernes. Lea "Seeds Make Trees". Escritura: ¿ ¿En qué crecerá la semilla? ELD - Haz la actividad de proposición de viernes. Math 1 Lección Dreambox o ST - Matemáticas Lección 29 - Practica contar hasta 100 oralmente PE - Elija de PE Set 1-4. Bienestar - Elige una página de sentimientos para completar

_____ 's Reading Log

Draw a picture about the book you read, rate your book each day:

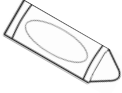
(😄 "liked", 😐 "ok", 😞 "not good")

15 minutes daily

Monday lunes	Tuesday martes	Wednesday miércoles	Thursday jueves	Friday viernes
Picture -	Picture -	Picture -	Picture -	Picture -
Rating:	Rating:	Rating:	Rating:	Rating:
Parent Signature/ Firma de padre:	Parent Signature/ Firma de padre:	Parent Signature/ Firma de padre:	Parent Signature/ Firma de padre:	Parent Signature/ Firma de padre:

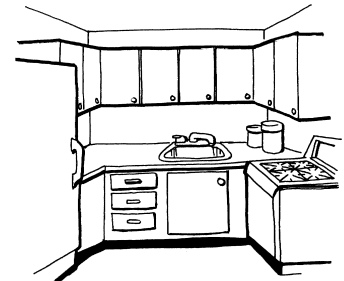
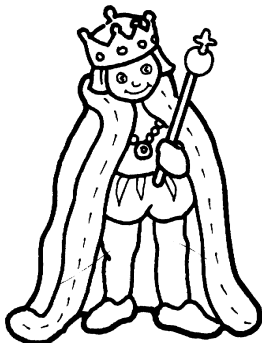
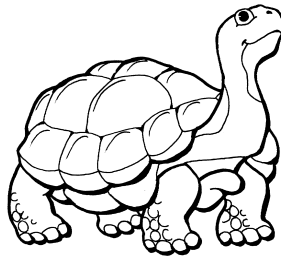
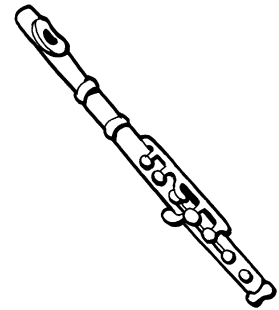
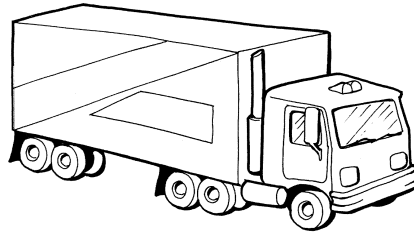
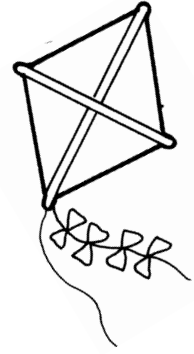
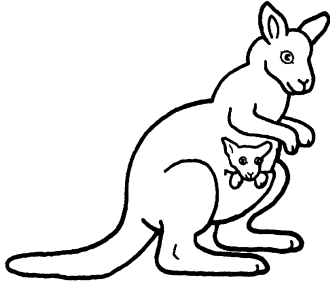
Name: _____ Date: **Monday/lunes**

CA TREASURES Kindergarten Unit 8, Week 1



Color all the pictures that begin with the sound (Kk_____).

 **Kk**



Sad Hen



by Amy Helfer
illustrated by Gary Phillips



Ken Cat met Kit Hen.
Is Kit Hen sick?

2



Kit Hen is not sick.
Kit Hen is a little bit sad.

3



Let's sit on the back deck.

4



Kit Hen sits.
Ken Cat sits.

5



Ken Cat has a red sack.
It is for Kit Hen.

6



"It is a red hat!" said Kit.

7



The hat fits.
Kit Hen is not sad.

8

Prepositions with Dog

Where is the dog? Tell an older person where the dog is.

beside



The dog is _____ the house.

between



The dog is _____ the house.

in front of



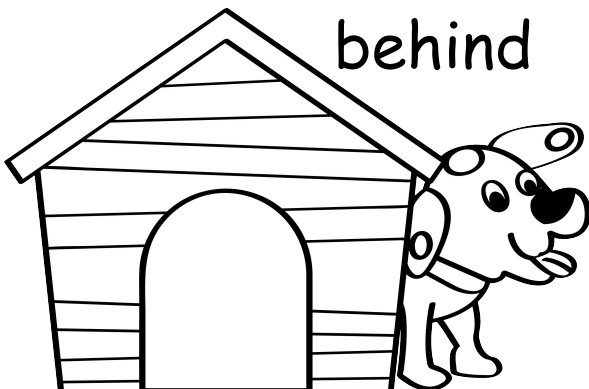
The dog is _____ the house.

on



The dog is _____ the house.

behind



The dog is _____ the house.

in



The dog is _____ the house.

Tuesday/martes

Today, you need a **stuffed animal** or **toy** and a **box** that it will fit in. Work with a partner who is older. You close your eyes. Your partner will place the object under, beside, in, on, in front of, on top of the box. Your partner will tell you when to open your eyes and asks "Where is the ____?"

You answer, "The ____ is ____ the box."

in on beside under in front of on top of

Keep playing until you have used all the position words.

Wednesday/miércoles

on beside under in front of between over behind

Use some of the words above to describe this picture.



Where is the dog?

Where is the rock?

Where is the water?

Where are the mountains?

Where are the clouds?

Thursday/jueves

in on beside under in front of between

Use some of the words above to describe this picture.



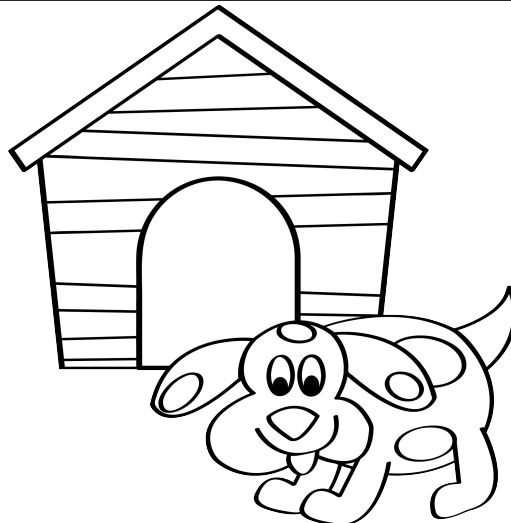
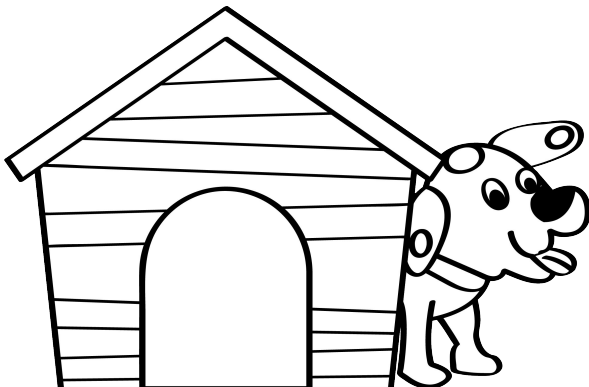
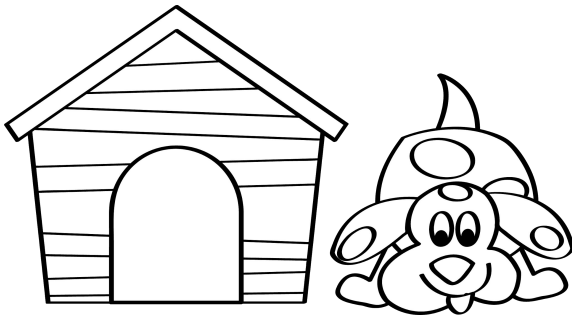
Where is the dog?

Where is the frisbee?

Where is the grass?

Where is the dog?

The dog is _____ the house.



Kindergarten Homework



Name _____

Trimester 3, Week 8: _____

Complete the fact families.

Monday:

$2, 8, 10$ $2 + \underline{\quad} = 10$ $8 + \underline{\quad} = \underline{\quad}$ $10 - 2 = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = 2$	$2, 5, 7$ $2 + \underline{\quad} = 7$ $\underline{\quad} + \underline{\quad} = 7$ $7 - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = 1$
--	---

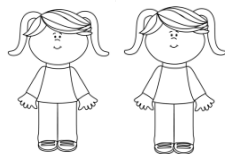
Tuesday:

$3, 7, 10$ $3 + \underline{\quad} = \underline{\quad}$ $\underline{\quad} + 3 = \underline{\quad}$ $10 - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - 7 = \underline{\quad}$	$4, 6, 10$ $\underline{\quad} + 6 = 10$ $6 + \underline{\quad} = \underline{\quad}$ $10 - \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = 5$
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Wednesday: Solve the story problems using number bonds, tens frames and drawings.

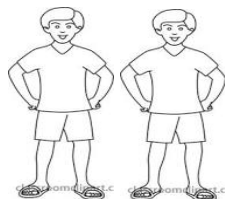
Two girls made 3 bags each. How many bags did they make together?

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

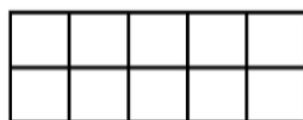


Rob and Juan made 5 pie each. How many pies did they make in all?

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



Rosa has to make 10 toys. She has already made 6. How many more does she need to make?

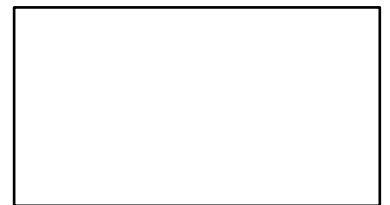


$6 + \underline{\quad} = 10$

Thursday: Solve. Draw sticks for tens 'rods,' and squares for ones 'units.' Complete the T-chart.

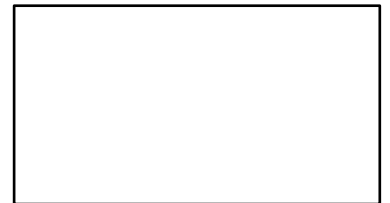
$17 = \underline{\quad}$ tens and $\underline{\quad}$ ones

tens	ones



$16 = \underline{\quad}$ tens and $\underline{\quad}$ ones

tens	ones



$19 = \underline{\quad}$ tens and $\underline{\quad}$ ones

tens	ones



Monday/lunes

Name _____
e
x

Date _____

My Decomposition Practice



$1 + 1 = \square$	$2 = \square + \square$
$\square = 4 + 1$	$3 = \square + \square$
$1 + 2 = \square$	$2 + 2 = \square$
$3 + 2 = \square$	$\square = 3 + 1$
$\square = 1 + 3$	$3 = \square + \square$
$2 + 1 = \square$	$3 + 2 = \square$
$1 + 4 = \square$	$4 = \square + \square$
$\square = 3 + 2$	$4 = \square + \square$



TABATA



1. MOUNTAIN CLIMBERS



10 SEC REST

20 SEC MOVE

2. SQUATS



10 SEC REST

20 SEC MOVE

3. SIT-UPS



10 SEC REST

20 SEC MOVE

4. ARM CIRCLES



10 SEC REST

20 SEC MOVE

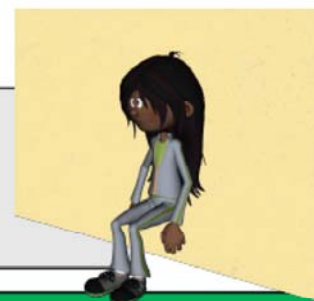
5. GROUND DIPS



10 SEC REST

20 SEC MOVE

6. WALL SIT



10 SEC REST

20 SEC MOVE

2

HIGH INTENSITY INTERVAL TRAINING



AMRAP

(AS MANY ROUNDS AS POSSIBLE)



20
SKIER
JUMPS

12 PUSH
UPS



20
ARM CIRCLES



15 TRICEP
DIPS

R
E
P
E
A
T

20 VERTICAL
JUMPS



JOG
3 LAPS

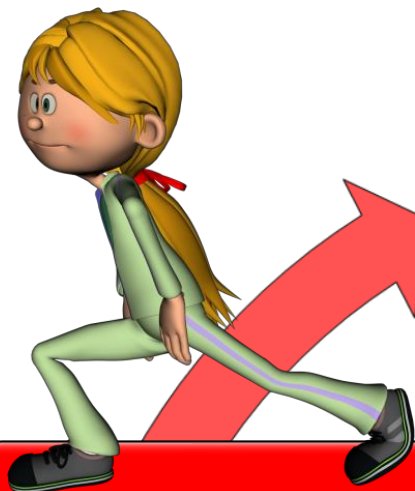


NAVY BLUE WORKOUT



AMRAP

(AS MANY ROUNDS AS POSSIBLE)



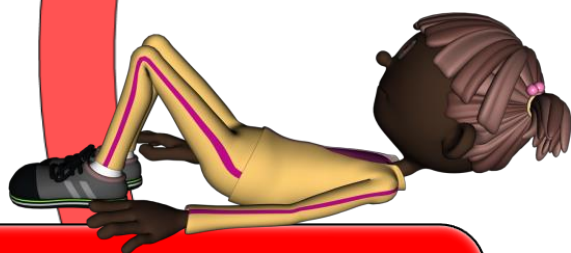
10 LUNGES



**10
DIPS**



**10 STRADDLE
JUMPS**



**15
CURL-UPS**

**R
E
P
E
A
T**



**SKIP
2 LAPS**



**WALL-SIT
20 SEC.**



CANDY RED WORKOUT

Bop It!

Here is a PE At-home activity that you can play with little to no equipment. This game is called “Bop it” and it improves your hand-eye coordination. Get an unneeded sheet of paper and crumble it up into a ball. Bop the paper ball in the air ONLY using your hands. How many times can you keep it? What is your personal best? Try with another player(s), maintaining your social distance. How many times can you keep the paper ball in the air without touching the ground? See if you can beat your record. Variation: If you want an added challenge, you can try using other body parts such as your foot or knee. Good luck and have fun!



Dear Parents and Guardians,

The FUESD Counseling Team is committed to providing families with social-emotional resources and support during school closures. This week we are sharing different activities such as journaling and coping strategies to support students.

For more social-emotional information and parent/guardian resources online you can visit:
sites.google.com/fuesd.org/counseling

Our website is updated weekly with activities, videos, lessons, and resources for you and your child(ren). Being pulled from your usual routine, friends, family, and extracurriculars are incredibly confusing for children and adults alike. We hope to be a resource for all of you as we navigate these waters together. Let's start with Four Key Tips:

1. **Address Curiosity** - Your student(s) may be getting curious about what's going on and asking some tough questions regarding what COVID-19 is all about. The CDC and FUESD website has information on how to communicate with students about COVID-19.
2. **It's okay to be Anxious or Worried** - The confusion mentioned above can lead to some more difficult days ahead. In the face of anxious feelings and/or worry, please find several resources on our website with detailed coping strategies for parent/guardian and students.
3. **Create a Routine**- Parent/Guardian involvement is key to success in virtual courses. With the help of parents and caregivers, students need a routine to follow on a daily basis in order to effectively manage their time and to stay on track. Having a well-thought-out, specific daily schedule is key.
4. **Set Up a Designated Workspace**- For everyone, surroundings make a huge difference in one's mindset and ability to focus. One of the best ways to encourage your child to complete their assignments is to create a homework/class space that's all their own. First, consider your child's study style. If they are easily distracted, a secluded, quiet spot is best, but if they're more comfortable working with other people around, choose a corner of the living room or kitchen. Make sure the area is free of clutter and that other family members respect "homework time."

Please know your school counselors are dedicated to continuing to provide support to students, families, and the community during this unprecedented time. We look forward to connecting with you soon!

Take care!

FUESD School Counseling Team



Estimados Padres y Tutores,

El Equipo de Consejería de FUESD se compromete a proporcionar a las familias recursos socio-emocionales y apoyo durante el cierre de la escuela. Esta semana estamos compartiendo diferentes actividades como un diario y estrategias de afrontamiento para apoyar a los estudiantes.

Para obtener más información social-emocional y recursos para padres/guardianes en línea, puede visitar:

<https://sites.google.com/fuesd.org/counseling-espanol>

Nuestro sitio web se actualiza cada semana con actividades, videos, lecciones y recursos para usted y su(s) hijo/a(s). Ser sacado de su rutina habitual, amigos, familiares y extracurriculares son increíblemente confusos para los niño(s) y adultos por igual. Esperamos ser un recurso para todos ustedes mientras navegamos estas aguas juntos. Comencemos con Cuatro Sugerencias Claves:

1. **Responda a la curiosidad** - Es posible que su(s) estudiante(s) se sientan curiosos sobre lo que está sucediendo y hagan algunas preguntas difíciles con respecto al COVID-19. El sitio web de CDC y del distrito FUESD tiene información sobre cómo comunicarse con los estudiantes sobre COVID-19.
2. **Está bien estar ansioso o preocupado** - La confusión mencionada anteriormente puede llevar a algunos días difíciles. Ante sentimientos de ansiedad y/o preocupación, por favor encuentre varios recursos en nuestro sitio web con estrategias de afrontamiento detalladas para padres/tutores y estudiantes.
3. **Crear una rutina** - La participación de los padres/tutores es clave para el éxito en los cursos virtuales. Con la ayuda de los padres y tutores, los estudiantes necesitan una rutina a seguir a diario con el fin de administrar su tiempo de manera efectiva y mantenerse en el camino correcto. Tener un horario diario específico y bien pensado es clave.
4. **Establezca un espacio de trabajo designado** - Para todos, el ambiente hace una gran diferencia en la mentalidad y la capacidad de enfoque. Una de las mejores maneras de animar a su hijo/a a completar sus tareas es crear un espacio de tarea/clase. Primero, considere el estilo de estudio de su hijo/a. Si se distraen fácilmente, lo mejor es un lugar apartado y tranquilo, pero si se sienten más cómodos trabajando con otras personas, elija un rincón de la sala o la cocina. Asegúrese de que el área esté libre de desorden y que otros miembros de la familia respeten el "tiempo de tarea."

Tenga en cuenta que los consejeros de su escuela están dedicados a continuar brindando apoyo a los estudiantes, las familias y la comunidad durante este tiempo sin precedentes. ¡Esperamos comunicarnos pronto con usted!

¡Cúidese!

Equipo de Consejería Escolar de FUESD



Best Wishes, from your Counseling Team



We Miss you!

Dear Student,

Your school counselor is still here to help and provide fun activities during school closures! This week we are sharing coping tools including journals and activities.

For more videos and activities from your counselors you can visit:

sites.google.com/fuesd.org/counseling

Every week we post a new video of us!

Please know that we miss you very much! We look forward to connecting with you soon!

Take care!

Mrs. Latham -Live Oak and La Paloma
Mrs. Hernandez - Fallbrook STEM Academy
Mr. Estrada -William H. Frazier and Maie Ellis

Mrs. Finkle -San Onofre & Mary Fay Pendleton
Ms. Medrano - Potter Jr. High School
Mr. Beato - Potter Jr. High School

Fallbrook Union
Elementary School District



Nuestros Mejores Deseos, de su Equipo de Consejería



¡Te extrañamos!

Querido estudiante,

¡Tu consejero escolar todavía está aquí para ayudar y proporcionar actividades divertidas durante el cierre de la escuela! Esta semana estamos compartiendo herramientas de afrontamiento, como diarios y actividades.

Para obtener más vídeos y actividades de los consejeros, puedes visitar:
sites.google.com/fuesd.org/counseling-espanol

¡Cada semana publicamos un nuevo video de nosotros!

¡Los extrañamos mucho! ¡Esperamos comunicarnos pronto!

¡Cuídate!

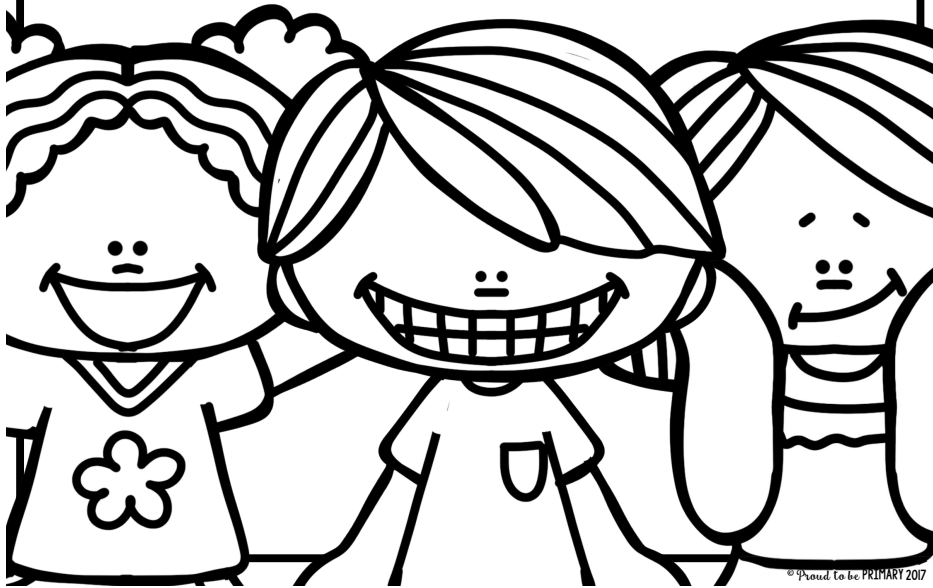
Mrs. Latham -Live Oak and La Paloma
 Mrs. Hernandez - Fallbrook STEM Academy
 Mr. Estrada -William H. Frazier and Maie Ellis

Mrs. Finkle -San Onofre & Mary Fay Pendleton
 Ms. Medrano - Potter Jr. High School
 Mr. Beato - Potter Jr. High School

Fallbrook Union
 Elementary School District

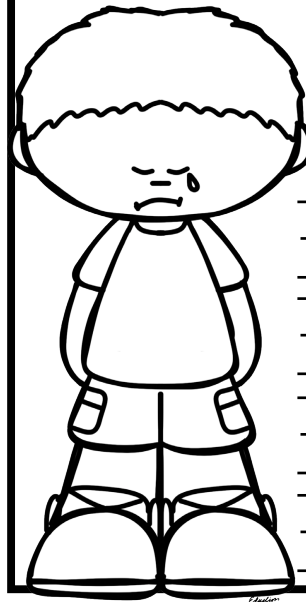
My Feelings & Me

JOURNAL



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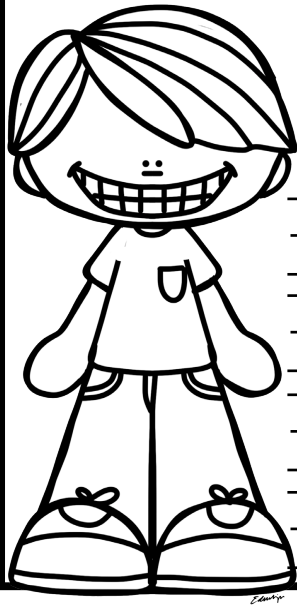
I feel sad when...



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for writing.

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I feel happy when...



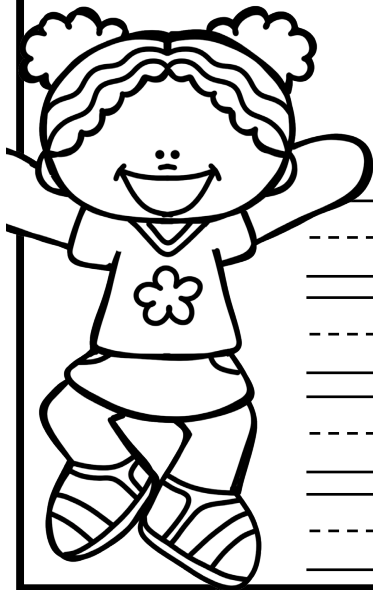
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

I feel mad when...



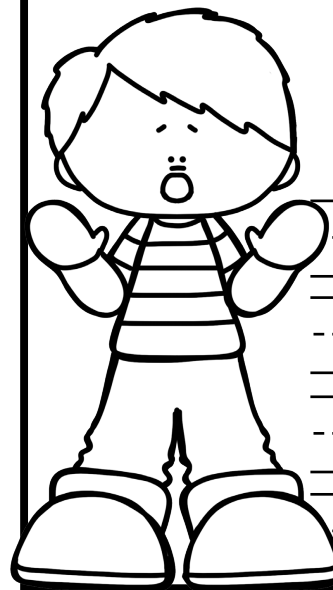
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

I feel excited when...



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

I feel surprised when...



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

I feel scared when...



I feel confused when...

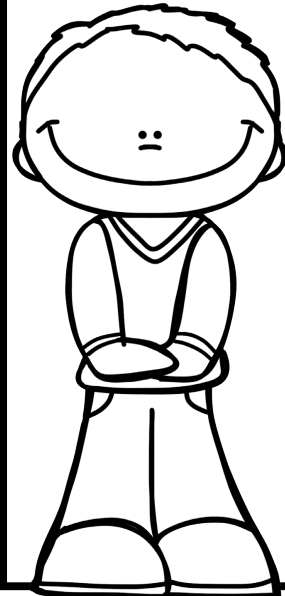


I feel embarrassed when...



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

I feel proud when...



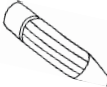
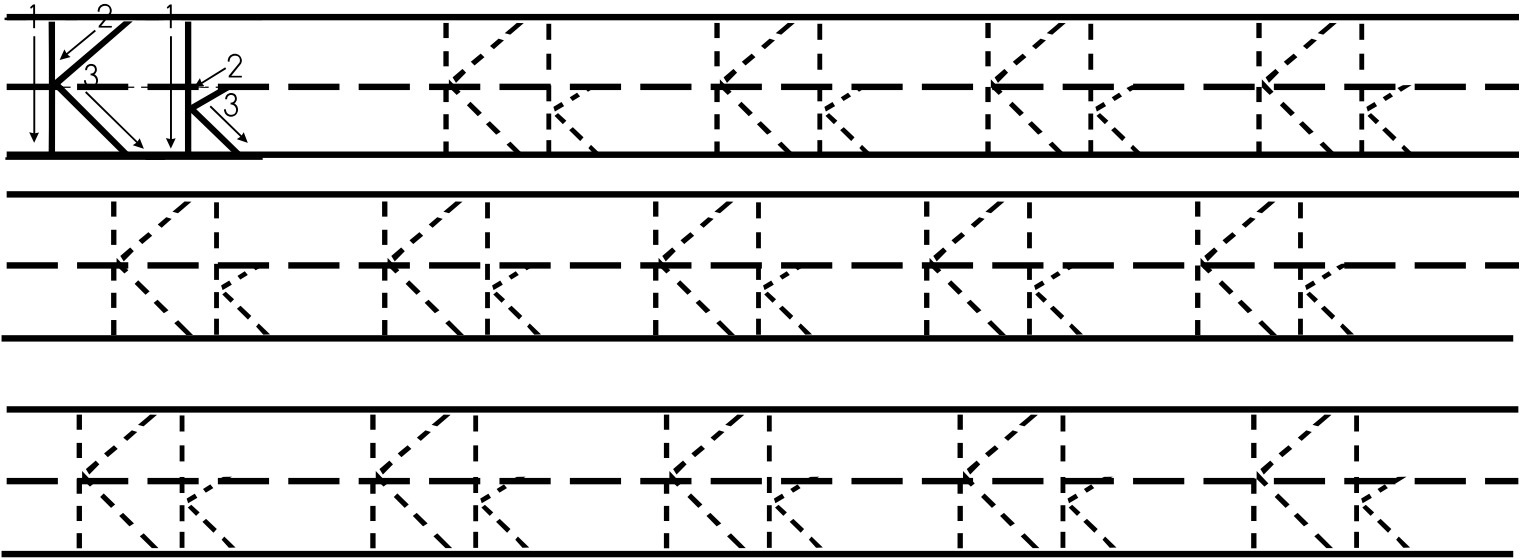
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

Name: _____ Tuesday/martes _____

CA TREASURES Kindergarten Unit 8, Week 1



Practice writing the letter below in your very best handwriting. Say the sound as you write the letter. 



Write the sight words  below one letter at a time in the boxes below:

s	a	i	d								
---	---	---	---	--	--	--	--	--	--	--	--

l	i	t	t	l	e						
---	---	---	---	---	---	--	--	--	--	--	--

w	h	a	t								
---	---	---	---	--	--	--	--	--	--	--	--

t	h	i	s								
---	---	---	---	--	--	--	--	--	--	--	--

What can you do to cheer up a friend?

I can cheer up friend by _____.

making a card giving a hug telling a joke giving a flower

Tuesday/martes

Name _____

Date _____

My Subtraction Practice



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

CA TREASURES Kindergarten Unit 8, Week 1

 Draw a line from the letter on the left to a picture on the right that begins with the letter's sound.

Kk



Bb



Ll

-k

-b

-l

-k

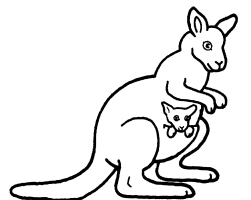
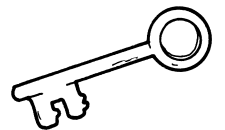
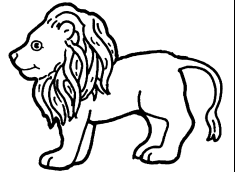
-b

-l

-k

-b

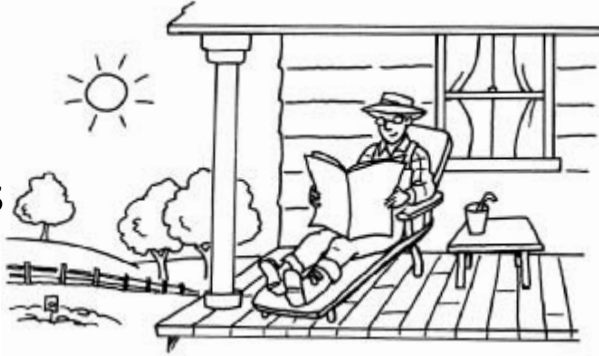
-l



Grandpa's Garden

Look at the pictures to see what Grandpa does in his garden. We can write a number next to each sentence to tell what order Grandpa does things in his garden.

Grandpa waits for the flowers to grow.



Grandpa digs holes.



Grandpa plants seeds.



Look at what Grandpa does now. We can write a number next to each sentence to tell what order Grandpa does things in his garden.

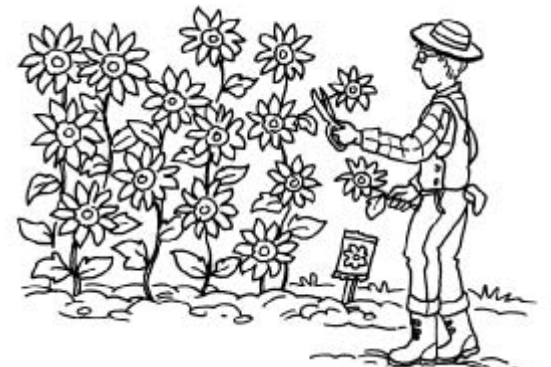
The flowers are growing.



Grandpa puts the flowers in a vase.



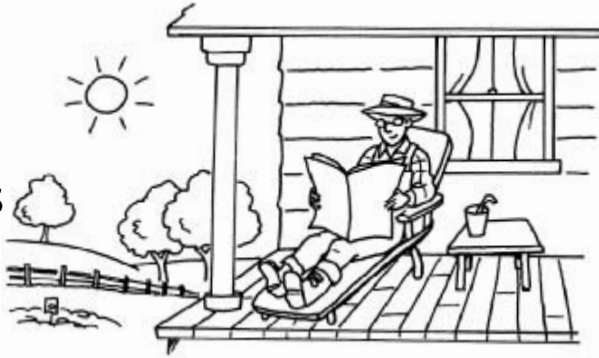
Grandpa cuts the flowers.



El jardín del abuelo

Mira lo que está haciendo el abuelo en su jardín. Vamos a escribir un número al lado de cada oración para indicar en qué orden hace el abuelo las cosas del jardín.

Grandpa waits for the flowers to grow.



Grandpa digs holes.



Grandpa plants seeds.



Mira lo que está haciendo el abuelo ahora. Vamos a escribir un número al lado de cada oración para indicar en qué orden hace el abuelo las cosas del jardín.

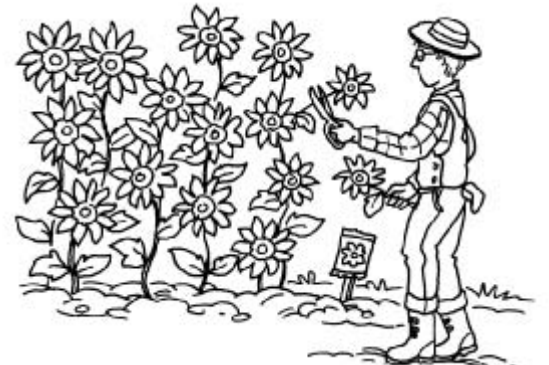
The flowers are growing.



Grandpa puts the flowers in a vase.



Grandpa cuts the flowers.



Wednesday, miércoles

Name _____

Date _____

My Subtraction Practice



$5 - 1 = \square$	$5 - 4 = \square$
$\square = 4 - 1$	$5 - 3 = \square$
$3 - 1 = \square$	$5 - 2 = \square$
$2 - 1 = \square$	$\square = 3 - 1$
$\square = 5 - 2$	$\square = 2 - 1$
$3 - 2 = \square$	$3 - 2 = \square$
$4 - 3 = \square$	$4 - 2 = \square$
$\square = 4 - 2$	$4 - 1 = \square$

Name: _____ Thursday/jueves _____

CA TREASURES Kindergarten Unit 8, Week 1



Write a **k** on the line if the picture begins with the **Kk** sound.

Write a **b** on the line if the picture begins with the **Bb** sound.

Write a **l** on the line if the picture begins with the **Ll** sound.

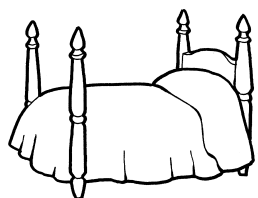
Kk

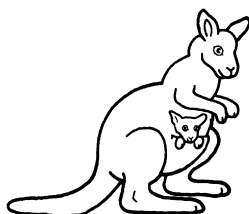


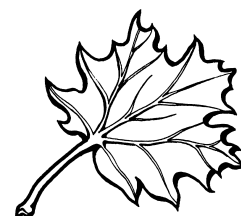
Bb

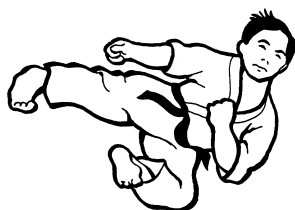


Ll







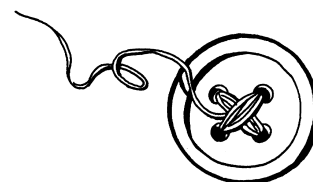












Seeds Make Trees



by Olive Jackson illustrated by Jerry Smath



Dad said,
"I see seeds.
Do you?"

2



Mick said,
"I do!
I see seeds."

3



Dad said,
"Seeds make little trees."

4



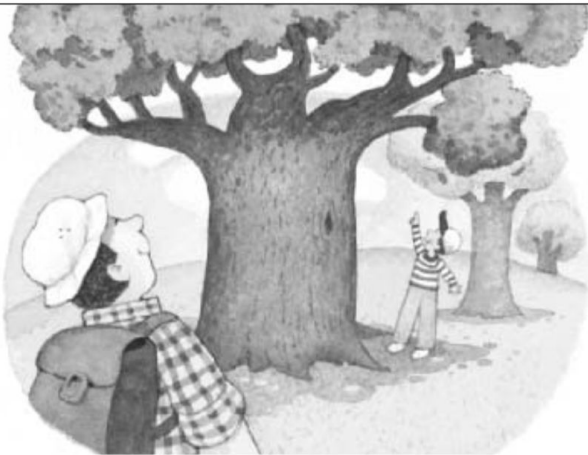
Mick said,
"I like little trees!"

5



Dad said,
"Little trees get big."

6



Mick said,
"Little trees do get big!"

7



Dad and Mick said,
"We like trees."

8

Thursday/jueves

Name _____

Date _____

My Mixed Practice to 5



$1 + 1 = \square$	$5 - 4 = \square$
$\square = 2 - 1$	$\square = 2 + 3$
$3 + 1 = \square$	$5 - 2 = \square$
$4 - 1 = \square$	$\square = 3 - 1$
$\square = 1 + 3$	$\square = 2 + 1$
$3 + 2 = \square$	$1 + 2 = \square$
$5 - 3 = \square$	$2 + 2 = \square$
$\square = 4 + 1$	$4 - 2 = \square$

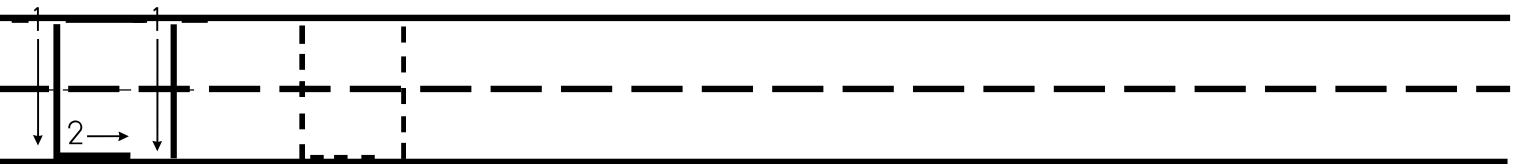
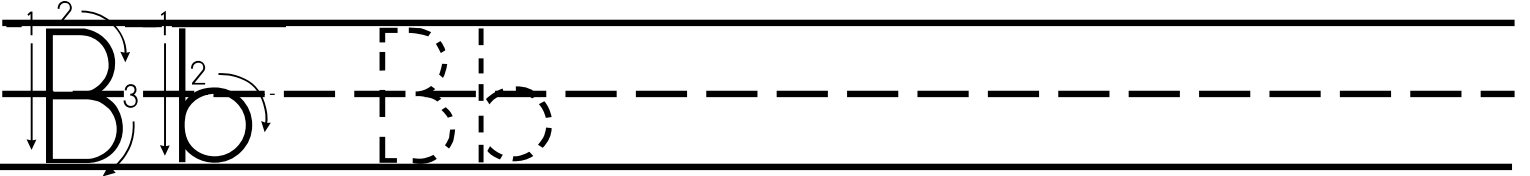
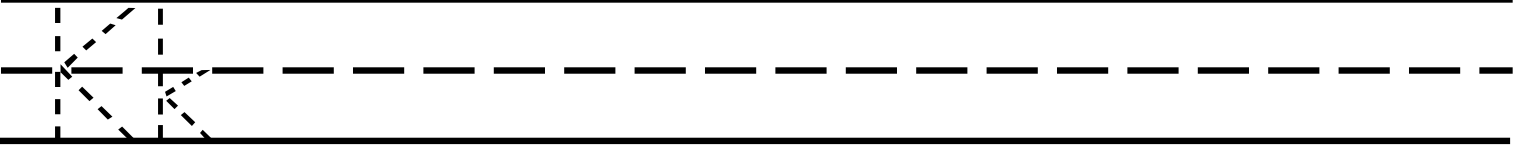
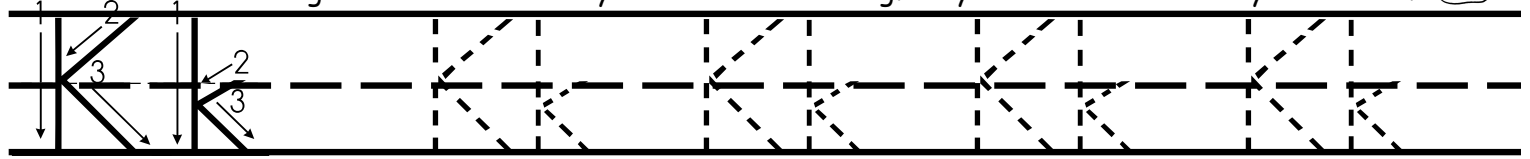
Name: _____ Friday/viernes _____



CA TREASURES Kindergarten Unit 8, Week 1



Practice writing the letter below in your best handwriting. Say the letter sound as you write it.



Follow the directions for the sight words on the chart below:

Read	Trace	Write	Color
little	little	_____	little
said	said	_____	said
this	this	_____	this
what	what	_____	what

What will the seed grow into?

The seed will grow into a _____.

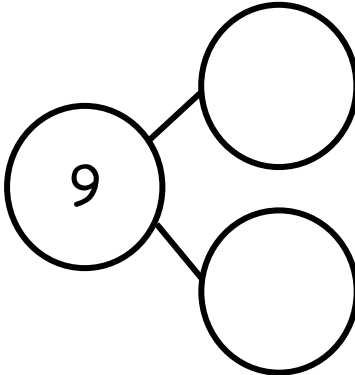
flower pumpkin tree radish lettuce rose daisy

Friday, viernes

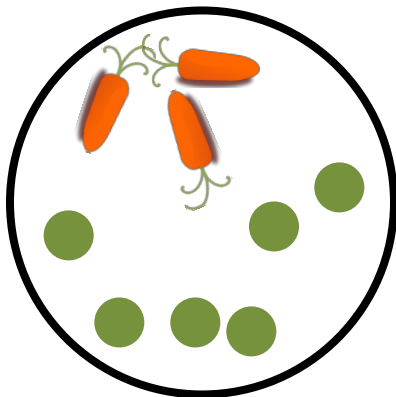
Name _____

Date _____

Izzy had a tea party with 7 teddy bears and 2 dolls. There were 9 friends at the party. Fill in the number bond and number sentence.

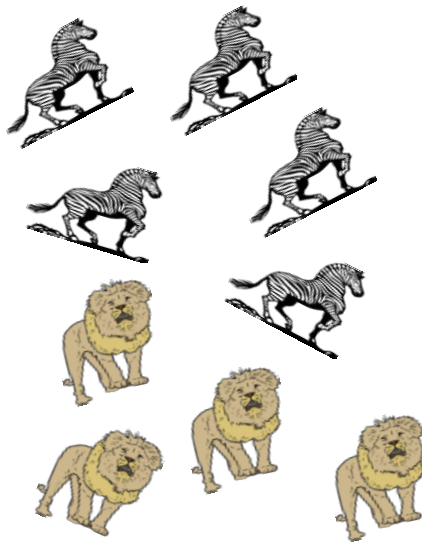

$$9 = \boxed{} + \boxed{}$$

Robin had 9 vegetables on her plate. She had 3 carrots and 6 peas. Draw the carrots and peas in the 5-group way. Fill in the number sentence.


$$9 = \boxed{} + \boxed{}$$

Friday/viernes

Shane played with 5 toy zebras and 4 toy lions. He had 9 animal toys in all. Draw black and tan circles to show the zebras and the lions in the 5-group way. Fill in the number sentence.



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

Jimmy had 9 marbles. 8 were red, and 1 was green. Draw the marbles in the 5-group way. Fill in the number bond and number sentence.

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

