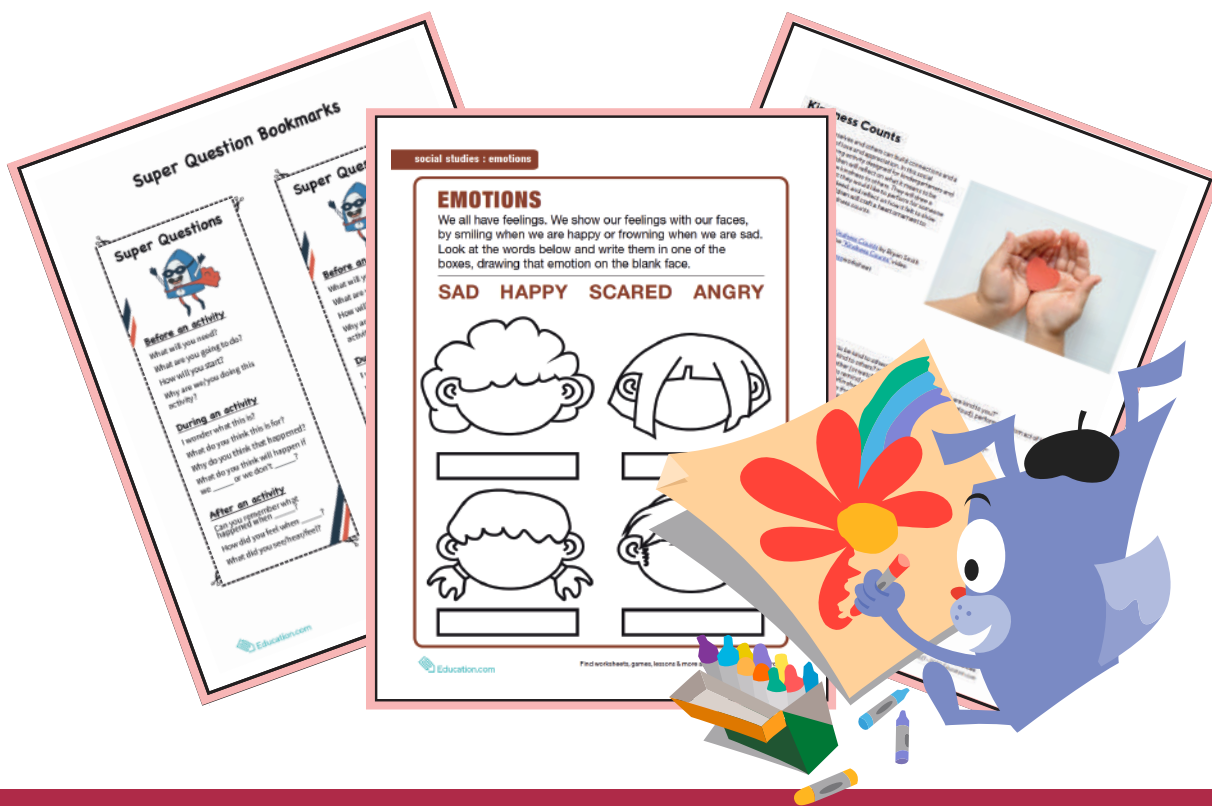


# Week 4

# K

# Independent Study Packet

Education.com



**5 MORE Days of  
Independent Activities in  
Reading, Writing, and Math**

**ANSWER KEYS  
INCLUDED**

# Helpful Hints for Students and Families

## Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal (everything can go in one place)
- Colored pencils, markers, or crayons for some of the activities



## Directions & Tips



- You may complete the activities in any order.
- Check off each of the activities when you finish them on the menu.
- Make sure an adult signs the activity menu page before you bring it back to school.

# Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b> 	Interesting Animals: Whales	Searching for Text Features	Days of the Week	Feelings Map	Super Question Bookmark
<b>Writing</b> 	My Special Day	My First Gratitude Journal	Yesterday, Today, and Tomorrow	Writing Journal	My Family
<b>SEL</b> 	Understanding Feelings	Make a Calm Down Bottle	Superpower Senses at Home	Movement and Calm Breaks	Compliment Notes
<b>Math</b> 	Sort 2D and 3D shapes	Make Your Own Calendar	Adding Up to 20	Subtraction on a Number Line	Graph It! What is Your Favorite Color?
<b>Other Fun Stuff</b>	Kindness Bear Puppet	Kindness Counts	Make Your Own Fairy Potion	Make a Bravery Badge	Creating a Peace Corner

Parent/Guardian Signature: \_\_\_\_\_

# Day 1

<b>Reading</b>	Learn about whales as you practice your reading skills.
<b>Writing</b>	Use this journal page to write about a happy memory.
<b>SEL</b>	Identify feelings by matching each expression with the correct feeling word.
<b>Math</b>	Sort 2D and 3D shapes using this fun cut-and-paste activity.
<b>Other Fun Stuff</b>	Create your very own puppet to share kindness with those around you.



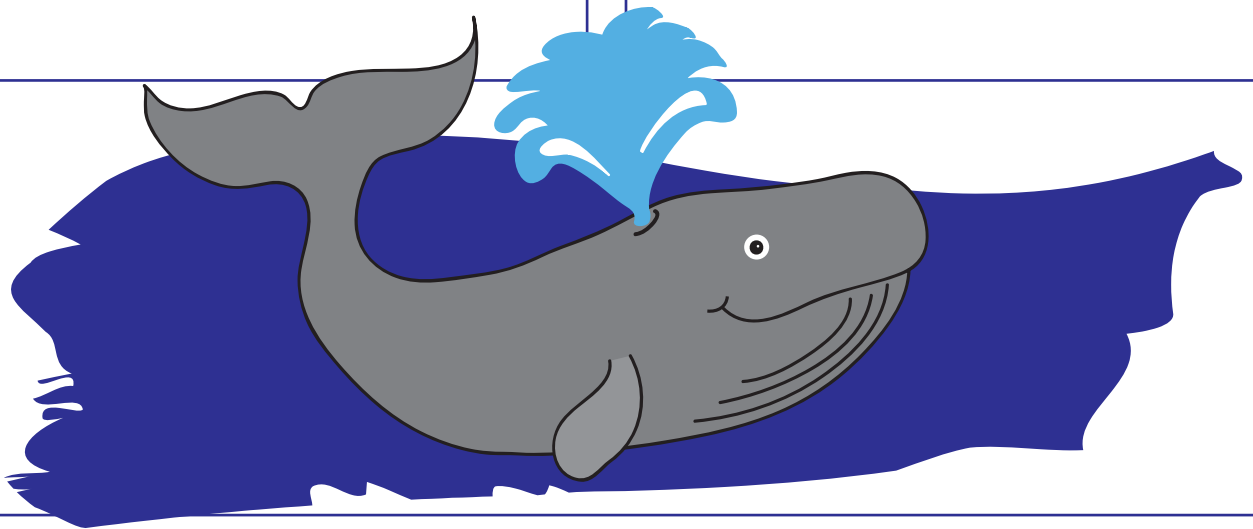
# Interesting Animals: Whales

Read the text 3 times.  
Color a star each time you read.



Whales are mammals who live in the ocean. They are warm blooded, have hair, and breathe air. Whales live together in groups called pods. Whales sing to communicate. Whales can swim many miles.

1. Draw a picture to go with the text.



2. Whales communicate by \_\_\_\_\_.
3. Whales live in the \_\_\_\_\_.
4. Whales live together in a \_\_\_\_\_.



# My Special Day



Can you remember a day that was very special to you? Draw and write down 3 important details about your special day.

On my special day I

\_\_\_\_\_

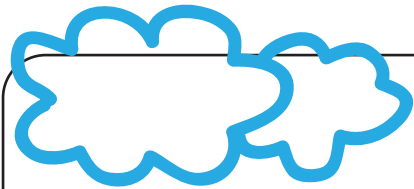
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



It made me happy  
because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The thing I remember  
the most is

\_\_\_\_\_

\_\_\_\_\_

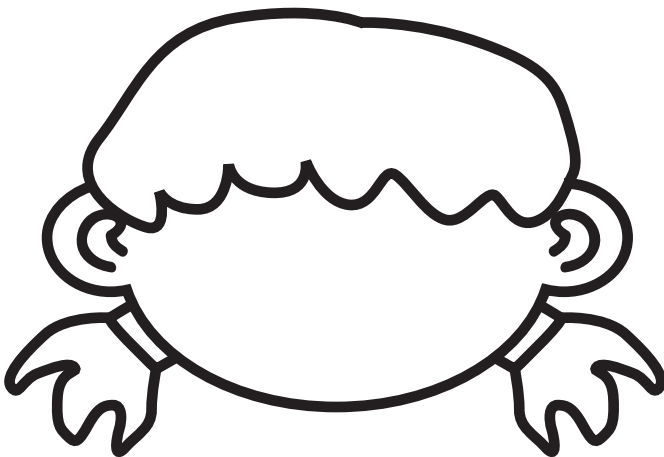
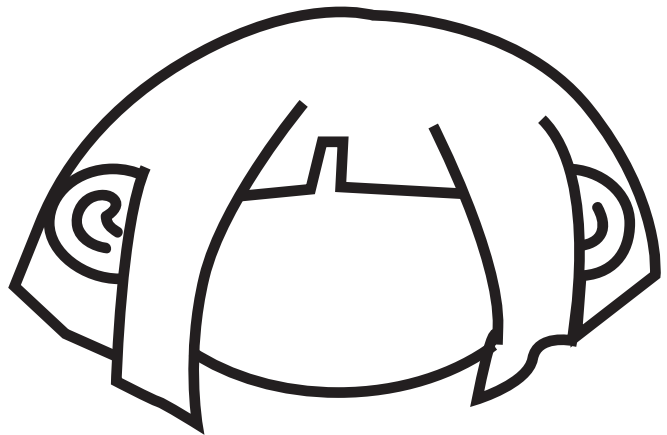
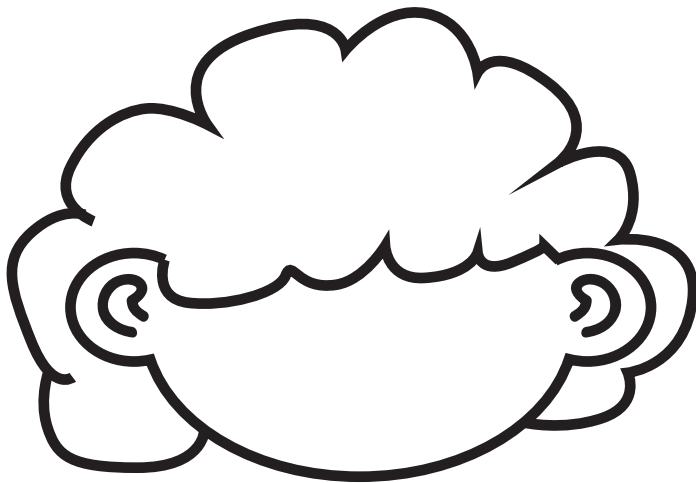
\_\_\_\_\_

\_\_\_\_\_

# EMOTIONS

We all have feelings. We show our feelings with our faces, by smiling when we are happy or frowning when we are sad. Look at the words below and write them in one of the boxes, drawing that emotion on the blank face.

**SAD**    **HAPPY**    **SCARED**    **ANGRY**



# 3-Dimensional Shapes

A 2-dimensional shape has height and width. A 3-dimensional shape has form and volume.

Can you tell the difference between the 2-dimensional and 3-dimensional shapes below?



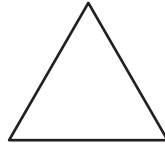
cylinder



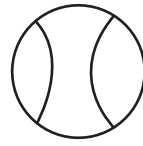
rectangle



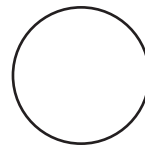
cone



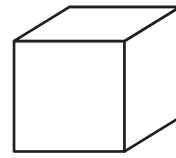
triangle



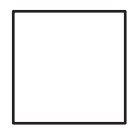
sphere



circle



cube



square

2-Dimensional Shapes	3-Dimensional Shapes

Identify the difference in the 2-D and 3-D shapes below by coloring them in, cutting them out and sorting them.



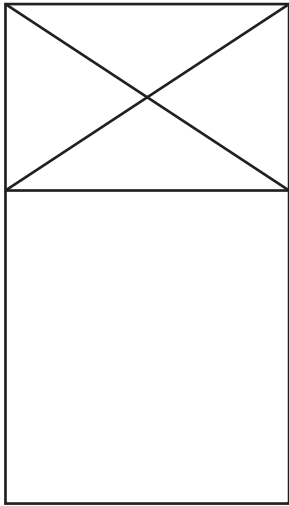

# Kindness Bear Puppet



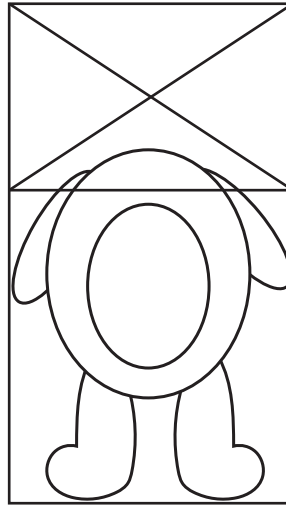
Follow these directions to make your own kindness bear puppet!

1. Color in your bear face and body.
2. Cut out your bear body and face.

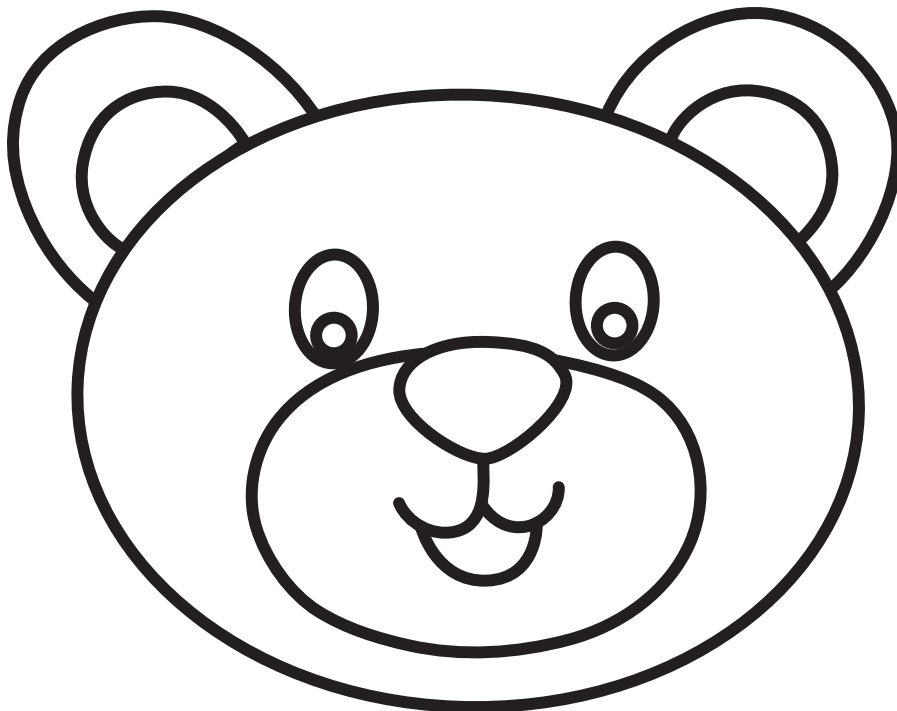
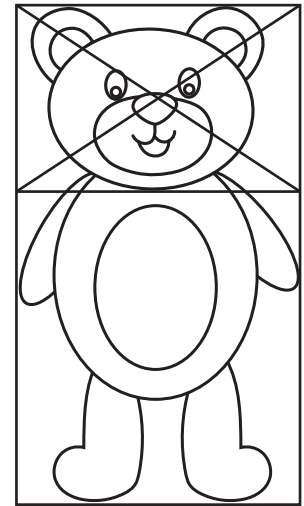
3. Lay your paper bag flat.



4. Glue body under the flap.



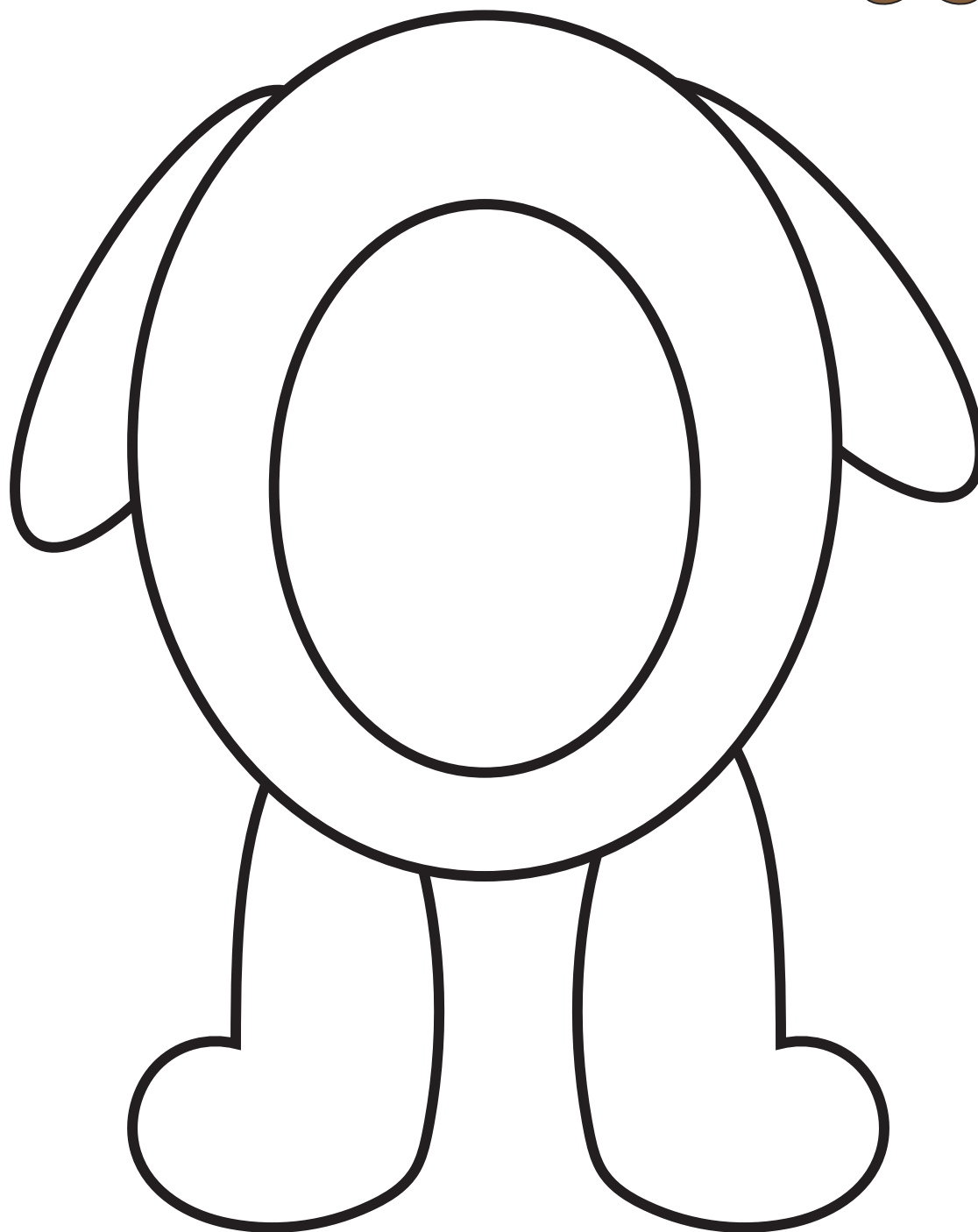
5. Glue your bear face on top of the flap.



Name \_\_\_\_\_

Date \_\_\_\_\_

# Kindness Bear Puppet



# Day 2

<b>Reading</b>	Learn all about nonfiction books using this helpful page.
<b>Writing</b>	Use writing and pictures to share what you are thankful for using a gratitude journal.
<b>SEL</b>	Create your very own calm down bottle!
<b>Math</b>	Make your own calendar while practicing your number writing skills.
<b>Other Fun Stuff</b>	Think of small ways you can spread kindness to others.



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

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

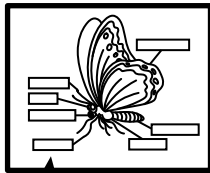
# Searching for Text Features

Draw a line to match the text feature to the matching part of the nonfiction book shown.

Picture



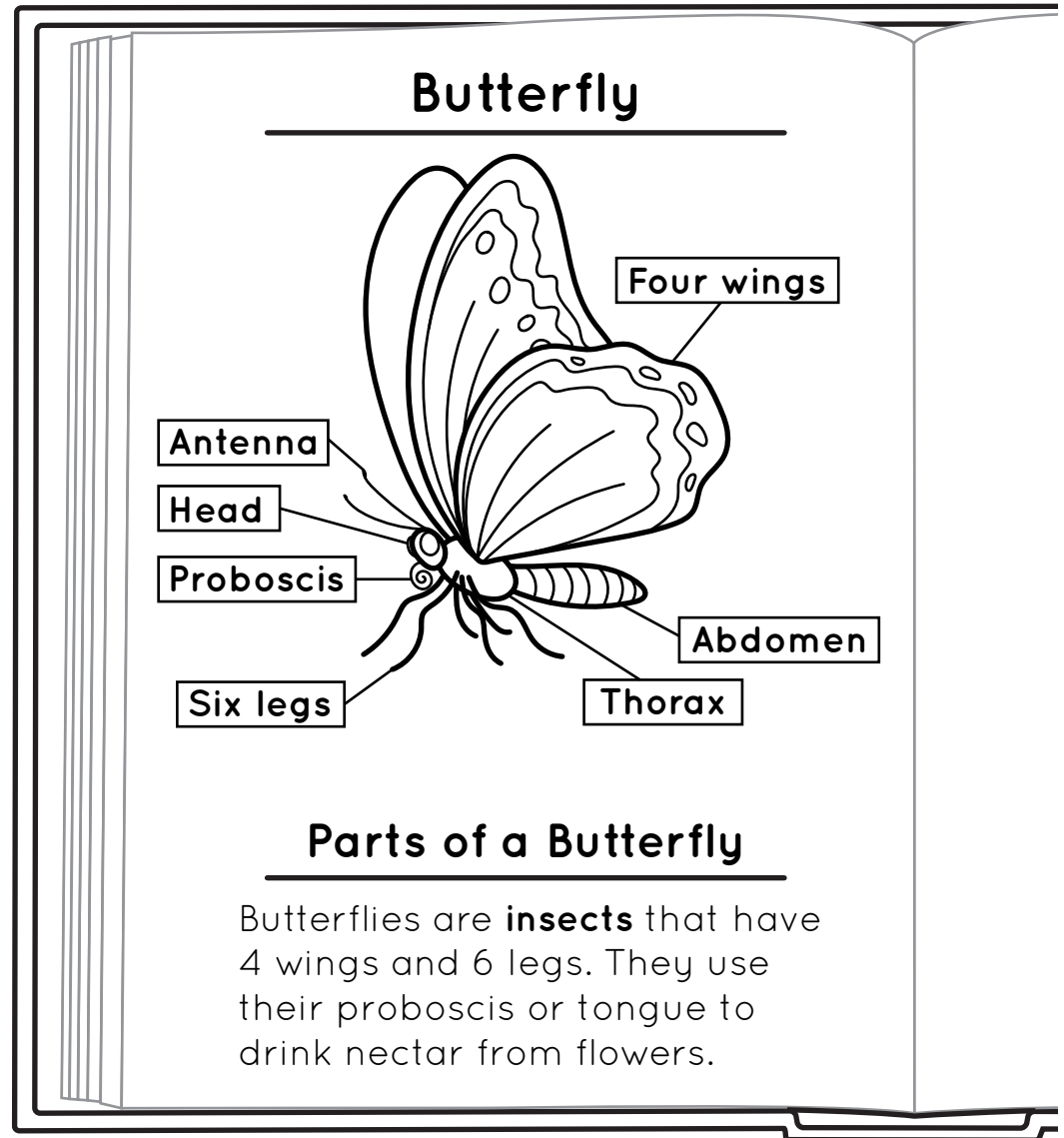
Diagram



Label

**Bold Words**

Caption



Name \_\_\_\_\_

Date \_\_\_\_\_



# My First Gratitude Journal



## Two Things I am Thankful for Today

I am thankful for \_\_\_\_\_.

I am thankful for \_\_\_\_\_.

# Make a Calm Down Bottle

Do you need to help your students chill out? This activity will help your students learn how to breathe deeply, self-soothe, and calm themselves down. Once the calm down bottle is made, have your child breathe deeply as they watch the glitter in the bottle settle down. The more glue you use, the longer the glitter will float. This strategy works because it takes some time for the glitter to settle, so watching it ensures kids take long breaths.

## What You Need:

- Small plastic bottles
- Warm water
- Mixing bowl with spout for pouring
- Tape
- 2 ounces glitter glue
- 2-3 drops of food coloring (depending on bottle size)
- 2-4 ounces fine glitter
- [Calm Down Bottle worksheet](#)



## What You Do:

1. Talk to your child about how their body feels when they feel a strong emotion.
2. Explain that there are strategies they can use to relax. Have them take a few deep breaths in their belly to see how breathing can calm them down.
3. Share that they will make a calm down bottle today to help them out whenever they feel stressed, upset, or overwhelmed.
4. With your support, have your child add warm water to the bottle until it's filled "¾" of the way up.
5. Add the glitter glue and stir until combined with water.
6. Add 2-3 drops of food coloring. Be careful not to add too much or it will be challenging to see the glitter.
7. Pour in the glitter! Again, your child can use more or less than suggested.
8. Stir well until combined with the existing mixture. Optional: use a drop of baby oil or liquid soap to give the calm down jar a cool effect.
9. Use tape to secure the bottle and make sure it stays closed shut.
10. Have your child place the calm down bottle in an easily accessible place.
11. Encourage your child to give the bottle a more creative name.
12. Have your child practice breathing deeply using their calm down bottle every day.
13. It can be fun to breathe deeply together with them and make a calm down bottle for yourself too and keep it in a special place.
14. Brainstorm times or ways you would use your calm down bottle.
15. Complete the [Calm Down Bottle worksheet](#).

About the author: Meena Srinivasan, MA, National Board Certified Teacher, is a leader in the fields of Mindful Awareness Practices (MAP) and Social and Emotional Learning (SEL). She is the author of *Teach, Breathe, Learn: Mindfulness In and Out of the Classroom* (Parallax Press, 2014) and *SEL Everyday: Integrating Social and Emotional Learning With Instruction in Secondary Classrooms* (Norton, 2019).

# Calm Down Bottle

**Instructions:** Fill one third of a small plastic bottle with warm water. Add 2 ounces glitter glue, 2-4 ounces fine glitter, and 2-3 drops food coloring. Close the lid tightly and shake to combine. When you're upset, look at the bottle and breathe deeply.

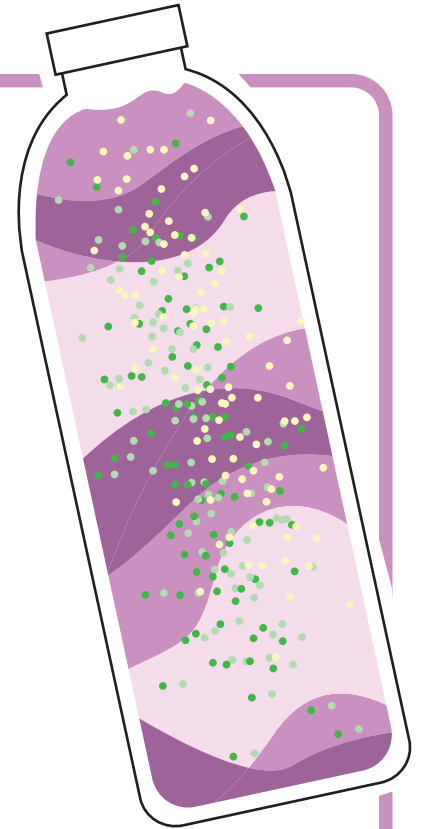
After making a calm down bottle, answer the following questions:

What is a calm down bottle?

How will you use your calm down bottle?

When will you use your calm down bottle?

Draw a picture of your calm down bottle:

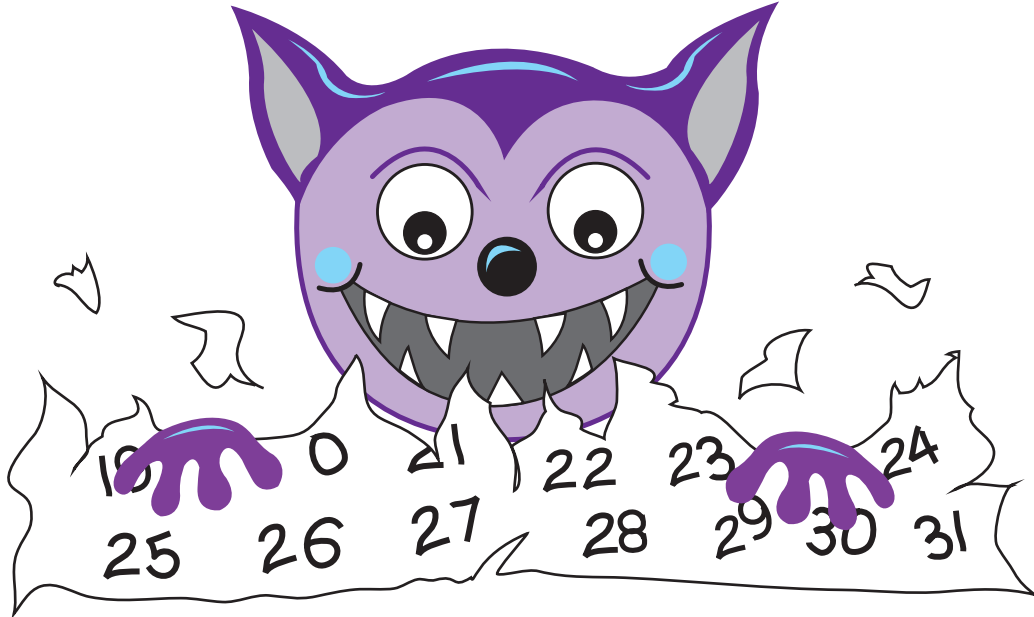


# Make Your Own Calendar

This monster loves to eat calendars! Everybody has lost track of what day it is!

Make your own calendar by filling in the correct month and days.

Then, get it away from the monster by cutting it out and pasting it somewhere safe.



\_\_\_\_\_ month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Kindness Counts

Caring for ourselves and others can build connections and a greater sense of love and appreciation. In this social emotional learning activity designed for kindergarteners and first graders, children will reflect on what it means to be caring and to show kindness to others. They will draw a picture of a kind act they would like to perform for someone else, complete the deed, and reflect on how it felt to show kindness. Finally, children will craft a heart ornament to remind them that kindness counts.

## What you need:

- A copy of the book [Kindness Counts](#) by Bryan Smith and Brian Martin or the ["Kindness Counts"](#) video (YouTube)
- [Random Acts of Kindness](#) worksheet
- Paper Scissors
- Crayons
- Hole punch
- Ribbon or string



## What you do:

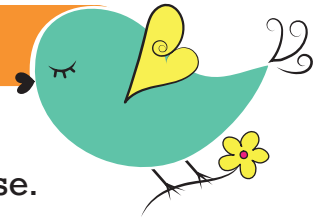
1. Ask your child, "What does it mean to be kind to others?"
2. Ask, "How does it feel when you are kind to others? How does it feel when others are kind to you?"
3. Explain that you will read a book together (or watch a video of the book being read aloud), perform a random act of kindness, and then craft a kind heart ornament to remind you to practice kindness.
4. Together with your child, read the book *Kindness Counts* or watch the video.
5. Pause and ask comprehension questions throughout the story.
6. Ask, "Who is someone you would like to spread kindness to today, just like the people in the book?"
7. Review the Random Acts of Kindness worksheet with your child.
8. Support your child in drawing, completing, and reflecting on a kind deed.
9. Now guide them through creating a kind heart ornament and make one yourself alongside your child!
  - Draw a large heart and include colorful words or pictures inside the heart that will help you remember to spread kindness to others.
  - Cut out the heart.
  - Punch a hole at the top of the heart.
  - Tie a ribbon or string at the top of your heart to hang your ornament as a reminder to spread kindness and love!

Name \_\_\_\_\_

Date \_\_\_\_\_



# Random Act of Kindness



**Directions:**

1. Draw a picture of one kind thing you would like to do for someone else.



2. Complete this one kind deed.

3. How did it feel to spread kindness?

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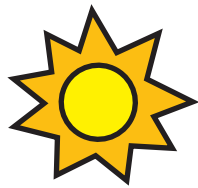
# Day 3

<b>Reading</b>	Learn about the days of the week while practicing reading skills.
<b>Writing</b>	Practice writing using prompts in this fun journal page.
<b>SEL</b>	Become a superhero as you learn all about mindful listening.
<b>Math</b>	Add numbers to 20 using this balloon-themed addition worksheet.
<b>Other Fun Stuff</b>	Get creative as you make your very own fairy potion!

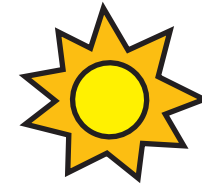


Name \_\_\_\_\_

Date \_\_\_\_\_



# Days of the Week



Cut out the days of the week on the dotted lines.  
Can you place them in the correct order?

--	--	--	--	--	--	--

A row of 17 colorful flowers (pink, yellow, green, blue) used as a separator.

Thursday	Saturday	Monday	Friday	Wednesday	Tuesday	Sunday
----------	----------	--------	--------	-----------	---------	--------

Name \_\_\_\_\_

Date \_\_\_\_\_

# My Journal: Yesterday, Today, Tomorrow

Many people like to keep a journal of what they do each day. With the help of an adult, write down what you did yesterday, today, and what you will do tomorrow!

Yesterday

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Today

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---

---

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Tomorrow

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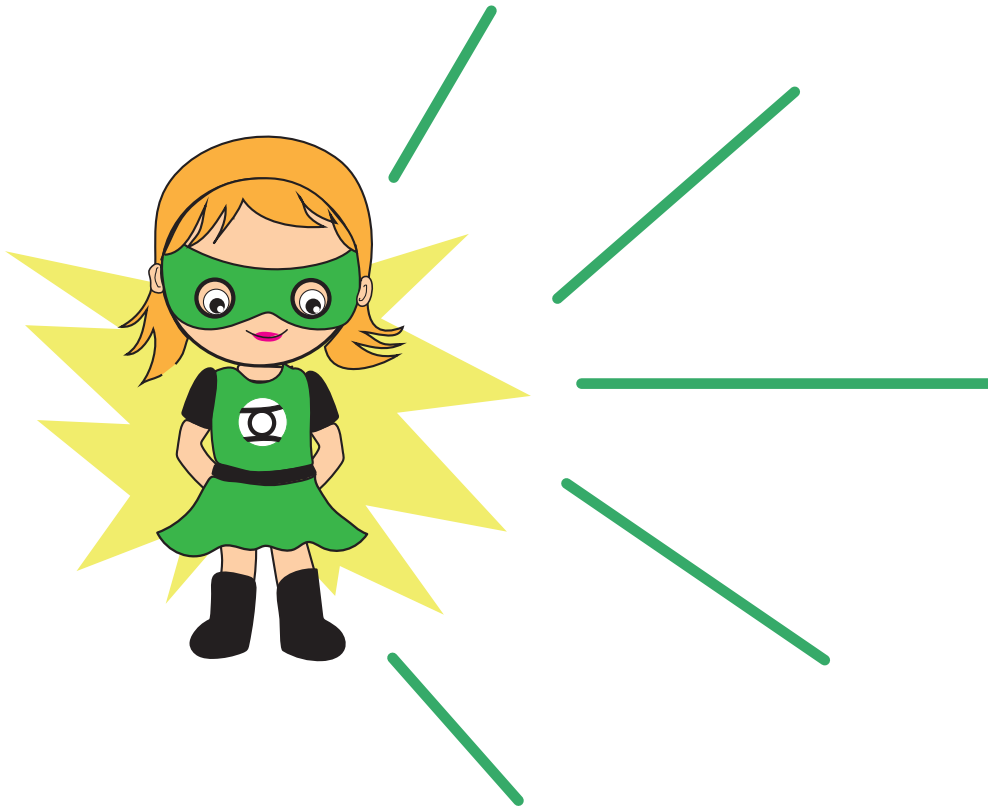
# Superpower Senses at Home

Superheroes always have special powers that not only help themselves, but help others, too! Mindful listening is a superpower that we can use at any time to help us to stay focused and connect with our friends and family.

Take a moment to close your eyes or soften your gaze. Still your body and listen to all the sounds as far as you can hear behind you...then in front of you. Listen to all the sounds in the room, and close in to you.



Below, draw five things that you may have heard and listened to at home. Birds? Cars? Sister or brother?



Afterwards, place your drawing somewhere in your home where you will be reminded to use your superpower sense of listening to stay focused and to give kindness to others with your listening ears!



# Adding Balloons: Up to 20!

Solve the addition problems below!



1. 
$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$

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

3. 
$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

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

5. 
$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

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

7. 
$$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$$

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

9. 
$$\begin{array}{r} 12 \\ + 1 \\ \hline \end{array}$$

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

11. 
$$\begin{array}{r} 15 \\ + 3 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

# Make Your Own Fairy Potion

What do you get when you combine science and fairies? Fairy scientists who make their own potions, of course! This activity promotes critical thinking skills as your child mixes, experiments, and creates their very own fairy potions. All you need is food coloring, water, flowers, leaves, containers, and your imagination and you are ready to make a one-of-a-kind concoction. Geared for preschool age children, this is a project that scientists of all ages will enjoy!

## What You Need:

- A variety of plastic containers
- Food coloring
- Water
- Outdoor space where your child can get messy
- Outdoor table (covered with newspaper if you'd like it to stay clean)
- Fairy wings (optional)
- Leaves
- Safe scissors for toddlers
- Measuring cups and spoons
- Flower and leaf cuttings
- Water source (such as a hose)



## What You Do:

1. Prior to bringing your child outside, set up the containers filled with water, food coloring, flower and petal cuttings, and the rest of the materials outside on the table you chose.
2. Bring your child to the outdoor space. Act excited and explain that today, they will be creating their very own fairy potions (e.g., magical liquids)!
3. If possible, offer your child the fairy wings to wear. (You can wear some too to make this even more fun!)
4. Model how to create a fairy potion. For example, mix red and yellow food coloring to create an orange fairy potion. Point this out to your child by asking questions like, "Wow! I started with red. Then I mixed in yellow. Now I have orange. I wonder how that happened?" Mix in some petals and leaves to heighten the sensory experience. Show your child how to cut the petals and leaves using the safe scissors.
5. Allow your child time to experiment with the materials.
6. Observe your child and use questioning strategies like the one above to encourage them to make connections and verbalize what they notice.
7. Encourage your child to think about capacity by asking questions like, "If I pour this container of red potion into this container of green potion, what will happen?" Active questioning will allow your child to problem solve and think deeply about what they are doing.

Remember that your child learns through play, so it's also critical to give them time to experiment with the materials without questions/comments from an adult. Enjoy watching your little fairy create, learn, and explore!



# Day 4

<b>Reading</b>	Read a book and use this worksheet to share what you learned about a character's feelings from the book.
<b>Writing</b>	Write and draw about your day using this journal page.
<b>SEL</b>	Get your body moving!
<b>Math</b>	Practice using a number line to solve subtraction problems within 10.
<b>Other Fun Stuff</b>	What does it mean to be brave? Use this activity to create a personal bravery badge!



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

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

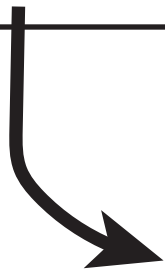
# Feelings Map

*Pick a character from a book that you've read. Think about how the character felt at the beginning, the middle, and the end of the book. Add pictures and words to the map below to share how the character's feelings changed.*

**Name of Book:** \_\_\_\_\_

**Name of Character:** \_\_\_\_\_

How does your character feel at the **beginning** of the book?



How does your character feel in the **middle** of the book?



How does your character feel at the **end** of the book?

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

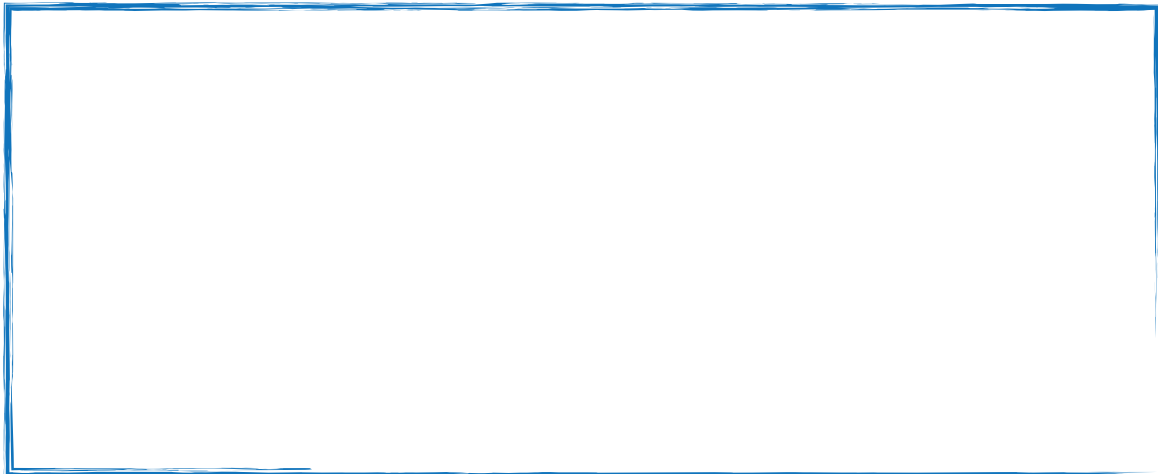
Date: \_\_\_\_\_

# Writing Journal

Write about your day. Draw a picture to go with your words.

\_\_\_\_\_ 's Journal

Draw a picture.



# Movement and Calm Breaks

Getting in touch with our bodies can be a powerful tool in boosting our sense of peace, joy, and energy. In this social emotional learning activity, you and your child will practice taking movement and calm breaks during homework or when feeling tired. Then, your child will write about and draw what the experience was like for them. Ideally, encourage your child to step outside to move during this activity and future mind breaks.



## What You Need:

- [Taking Breaks to Move](#) worksheet

## What You Do:

1. Ask your child, "What can you do to give yourself more energy when you feel tired?"
2. Tell them that movement breaks can be helpful to move energy in our bodies and make us feel more awake.
3. Take a mindful movement break with your child! Guide them to complete the following steps, modeling each one for them:
  - a. Stand up.
  - b. For one minute, begin to bounce softly with your knees, keeping your feet flat on the ground and gently swinging your arms by your sides from front to back.
  - c. Pause, and take a few deep breaths. Explain to your child that deep breaths can help us feel more energized.
  - d. For one minute, jump in place and shake your arms, fingers, and head gently from side to side.
  - e. Pause, and take a few deep breaths.
  - f. Keep your feet in place, and swing your arms side to side, twisting your belly.
  - g. For one minute, feel your hands gently tap your sides and back.
  - h. Pause, and take a few deep breaths.
  - i. Slowly take a seat.
4. Ask your child what they notice and how they feel.
5. Tell them that there are other things we can do to feel more calm, too.
6. Ask your learner to open their hands wide forward, with just their thumbs touching.
7. Then, ask them to bring their hands together.
8. Guide them to start rubbing their hands together and to feel the warmth that is created.
9. Explain to them that you are going to count to three. When you get to three, they should pause.
10. Count from one to three, and pause.
11. Have your child cup their hands over their eyes and keep their eyes open.
12. Ask them to close their fingers so that no light gets through their hands.
13. Guide them to feel the warmth from their hands on their eyes. Pause.
14. Invite them to feel their gentle breath at their nose. Pause.
15. Begin to speak more softly, and have them slowly lower their hands. Pause.
16. Ask them what they notice and how they feel.
17. Ask, "When is a good time to use movement if you may be feeling tired?"
18. Ask, "When is a good time to use hand cupping if you may be feeling nervous?"
19. Tell your child that now, you will both create a drawing as a reminder to take movement breaks throughout the day.
20. Read the instructions on the Taking Breaks to Move worksheet, and use it as a guide.
21. Create your drawings and write about your experience taking a movement break.
22. Find a special place in the house to hang your drawings so that you will both remember to take movement breaks.



# Taking Breaks to Move



**Materials:** Art paper, colored pencils/markers/paints

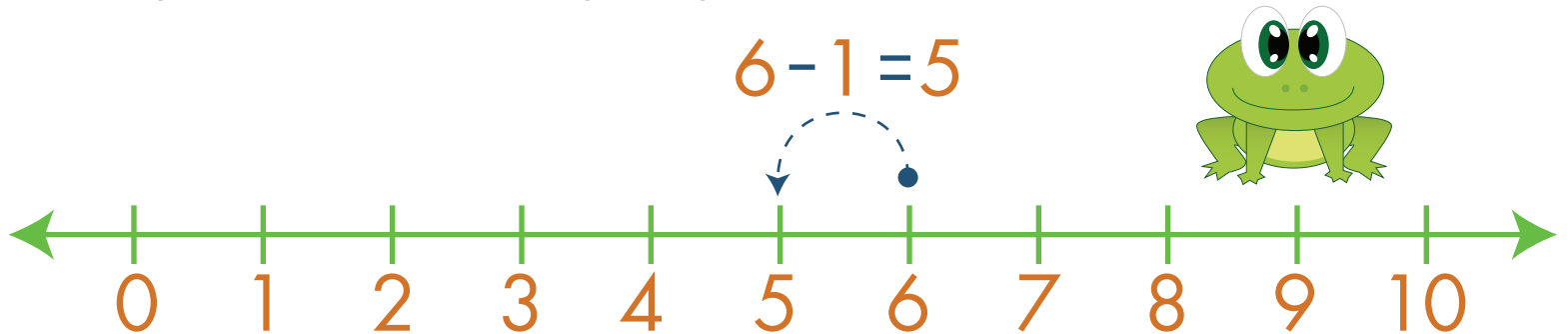
**Directions:**

1. Spend some time sharing with each other how movement can relate to how you feel. For example, how do you feel when you run? How do you feel when you breathe and stretch? Discuss why it's important to take movement breaks throughout the day.
2. Now, spend some time planning what you want to draw in the space below as a reminder of the importance of taking movement breaks.



3. Now use your art paper and colored markers/paints/pencil and begin to make your creation!
4. Find a special place in your home to hang what you created where it will serve as an important reminder to take movement breaks throughout the day.

- When you take away 1 from a number the result is the number before that.
- Use the number line to **count back** to help you subtract the numbers.
- Write your answers in the space provided.



$10 - 2 = \square$	$9 - 2 = \square$	$4 - 2 = \square$
$9 - 3 = \square$	$2 - 2 = \square$	$7 - 3 = \square$
$8 - 2 = \square$	$5 - 2 = \square$	$3 - 2 = \square$
$7 - 2 = \square$	$8 - 3 = \square$	$6 - 2 = \square$

# Make a Bravery Badge

For a young child, starting a new school year, riding on the school bus, or doing something alone for the very first time can be scary. Help your child battle their fears by teaching them how to make a bravery badge that they can wear the next time they need a little extra courage. As they learn more about what it means to be brave, they'll also enlist their creativity, using fun colors and stickers to come up with their own special design.

## What You Need:

- Colored construction paper
- Pencil
- Scissors
- Circle tracers (you can use glasses, bowls, lids, or anything else circular you can find)
- 2 cut pieces of ribbon, 5" long, 2" wide
- Glue
- Star stickers
- Safety pin

## What You Do:

1. Sit down with your child and discuss situations that makes them feel scared or uncomfortable. Talk to them about what bravery is and how it helps us stay positive when we're trying something new for the first time.
2. Have your child pick a few colors of construction paper that they like and that make them feel brave. Then, have them trace circle shapes for their badge. Encourage them to trace circles of all sizes, and when they're all done, they can pick which colors and sizes they like best.
3. Have them cut out the circles, following their traced lines with scissors. This is a great way to boost their hand-eye coordination and fine motor skills.
4. Once the circles are cut out, it's time to decorate! They can use the star stickers and draw lines and shapes with markers in any design they want.
5. Have them pick a few different-sized circles and layer them, putting one on top of the other, largest circle on the bottom and smallest on the top. Then, help them glue the circles in place.
6. Once the glue has dried, help them by writing something on their badge to remind them to be brave, such as, "I am Brave," or, "Bravery Power!"
7. Now, glue the ribbon in an "X" across the back of the badge.

Once the glue is dry, the badge is ready to wear! Help them attach it to their coat or shirt with a large safety pin. Now, they're ready to face anything!



# Day 5

<b>Reading</b>	Make your own SUPER bookmark to keep your place and give you lots to think about as you read with a grown-up.
<b>Writing</b>	Write a poem about your family!
<b>SEL</b>	Create compliment notes for the people in your home.
<b>Math</b>	Ask the people in your home what their favorite color is, then graph their answers!
<b>Fun Stuff</b>	Make your very own peace corner in your home!





# Super Question Bookmarks

## Super Questions



### Before an activity

What will you need?  
What are you going to do?  
How will you start?  
Why are we/you doing this activity?

### During an activity

I wonder what this is?  
What do you think this is for?  
Why do you think that happened?  
What do you think will happen if we \_\_\_\_\_ or we don't \_\_\_\_\_?

### After an activity

Can you remember what happened when \_\_\_\_\_?  
How did you feel when \_\_\_\_\_?  
What did you see/hear/feel?

## Super Questions



### Before an activity

What will you need?  
What are you going to do?  
How will you start?  
Why are we/you doing this activity?

### During an activity

I wonder what this is?  
What do you think this is for?  
Why do you think that happened?  
What do you think will happen if we \_\_\_\_\_ or we don't \_\_\_\_\_?

### After an activity

Can you remember what happened when \_\_\_\_\_?  
How did you feel when \_\_\_\_\_?  
What did you see/hear/feel?

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

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



# MY ♥ FAMILY

Fill in each line with words that describe your family.

\_\_\_\_\_ 's Family

My family is special because \_\_\_\_\_.

They are \_\_\_\_\_.

They are \_\_\_\_\_.

They are \_\_\_\_\_.



**That's what makes my family special!**



Draw a picture

Name \_\_\_\_\_

Date \_\_\_\_\_

# Compliment Notes

1. Write one compliment for a friend using the sentence stem below:

You are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Draw a picture for your friend.

A large, empty rounded rectangular box with a purple border, intended for drawing a picture of a friend.

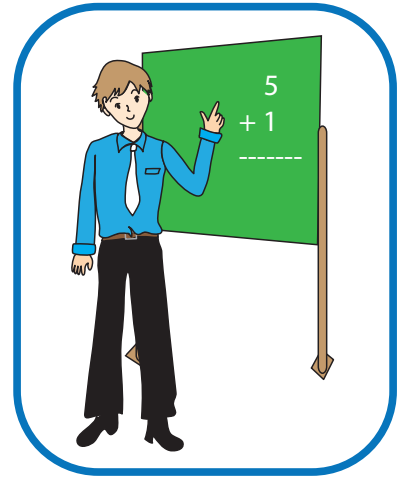
Name \_\_\_\_\_

Date \_\_\_\_\_

# Compliment Notes

2. Write one compliment for a teacher:

You are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Draw a picture for your teacher.

A large, empty rounded rectangular box with a blue border, intended for drawing a picture for the teacher.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Compliment Notes

3. Write one compliment for a family member or loved one:

You are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Draw a picture for your family member or loved one.

# Graph It!

## What is Your Favorite Color?

Ask your friends and family what their favorite color is, then write their names in the columns below.

5				
4				
3				
2				
1				

Blue



Green



Red



Other



# Creating a Peace Corner to Promote Harmony, Kindness, and Calm at Home

Adults and children all need space sometimes for solitude and reflection, and a place to go to find ease from the hustle and bustle of everyday responsibilities and agendas. A peace corner can be a great addition to your home—for you and your child—to use as a safe haven for practicing mindfulness and cool-down methods, as well as for quiet alone-time. In this activity, kids will create a peace corner in their bedroom or home and reflect on ways they may use their peace corner through drawing and discussion.

## What You Need:

- [My Peace Corner](#) worksheet
- Paper
- Pencils
- Crayons
- 1-3 books that your child likes that makes them feel calm (optional)
- [Calm down bottle](#) (optional)



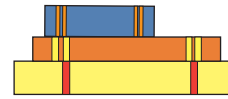
## What You Do:

1. Talk to your child about what they may do when they feel upset at home. Ask, "Where do you usually go when you're upset?"
2. Explain to them that a peace corner may be created at home for them to use when they are upset or need space to find calm.
3. Use the My Peace Corner worksheet to guide your child to create and personalize their peace corner.

Name \_\_\_\_\_

Date \_\_\_\_\_

# My Peace Corner



Quiet spaces can be a great way to find calm by ourselves. Sometimes we may call these spaces or corners "peace corners."

1. Draw all of the things that you would like in your quiet space at home that help you feel peaceful and calm (A favorite book? Your cool-down bottle? Favorite coloring pages?):



2. Now fill this space in your home or bedroom with these items. Make the space as cozy as possible.

3. What name would you like to give your quiet space?

---

Draw a picture of yourself using your peace corner at home:



# Week 4

## Independent Study Packet

# ANSWER KEYS

**Use these answer keys  
to check your work!**



# Interesting Animals: Whales

## Answer Key

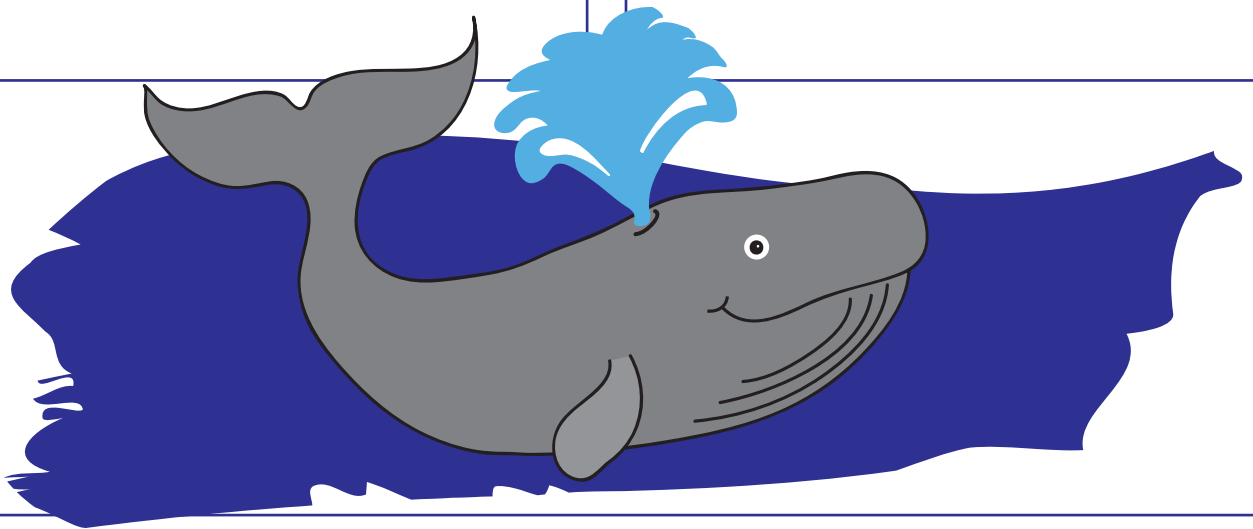
Read the text 3 times.  
Color a star each time you read.



Whales are mammals who live in the ocean. They are warm blooded, have hair, and breathe air. Whales live together in groups called pods. Whales sing to communicate. Whales can swim many miles.

1. Draw a picture to go with the text.

Student answers will vary.

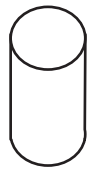


2. Whales communicate by singing.
3. Whales live in the ocean.
4. Whales live together in a pod/group.

# 3-Dimensional Shapes

A 2-dimensional shape has height and width. A 3-dimensional shape has form and volume.

Can you tell the difference between the 2-dimensional and 3-dimensional shapes below?



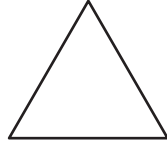
cylinder



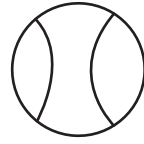
rectangle



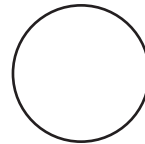
cone



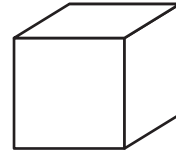
triangle



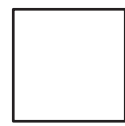
sphere



circle



cube



square

2-Dimensional Shapes	3-Dimensional Shapes

Identify the difference in the 2-D and 3-D shapes below by coloring them in, cutting them out and sorting them.

# Answer Key Searching for Text Features

Draw a line to match the text feature to the matching part of the nonfiction book shown.


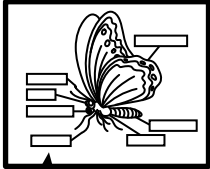


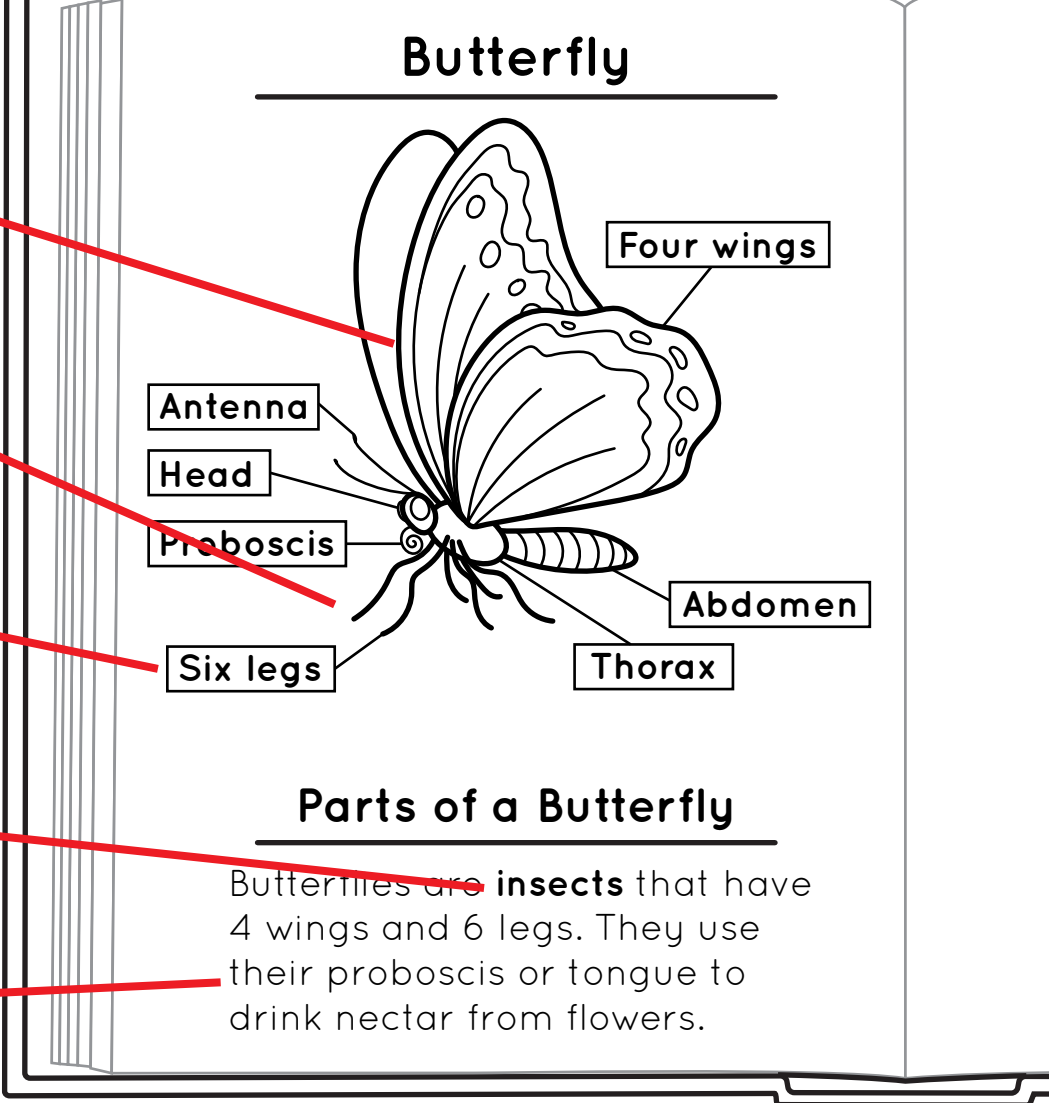
Picture 

Diagram 

Label 

**Bold Words**

Caption 



**Butterfly**

Four wings

Antenna

Head

Proboscis

Abdomen

Six legs

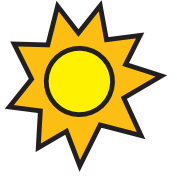
Thorax

**Parts of a Butterfly**

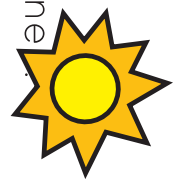
Butterflies are **insects** that have 4 wings and 6 legs. They use their proboscis or tongue to drink nectar from flowers.

Red lines connect the 'Picture' to the butterfly illustration, the 'Diagram' to the labeled butterfly diagram, the 'Label' to the 'Antenna' label, 'Bold Words' to the word 'insects', and the 'Caption' to the text box.

## Answer Key



# Days of the Week



Cut out the days of the week on the dotted line.  
Can you place them in the correct order?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------

A row of seven colorful flowers (pink, yellow, light blue, green, light blue, yellow, light blue) is positioned below the table.

Thursday	Saturday	Monday	Friday	Wednesday	Tuesday	Sunday
----------	----------	--------	--------	-----------	---------	--------

A row of seven colorful flowers (pink, yellow, light blue, green, light blue, yellow, light blue) is positioned below the table.







Answer Key



# Adding Balloons: Up to 20!





Solve the addition problems below!


1. 
$$\begin{array}{r} 7 \\ + 4 \\ \hline 11 \end{array}$$





2. 
$$\begin{array}{r} 5 \\ + 3 \\ \hline 8 \end{array}$$





3. 
$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$





4. 
$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$





5. 
$$\begin{array}{r} 9 \\ + 4 \\ \hline 13 \end{array}$$







6. 
$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$





7. 
$$\begin{array}{r} 10 \\ + 6 \\ \hline 16 \end{array}$$



8. 
$$\begin{array}{r} 8 \\ + 7 \\ \hline 15 \end{array}$$



9. 
$$\begin{array}{r} 12 \\ + 1 \\ \hline 13 \end{array}$$



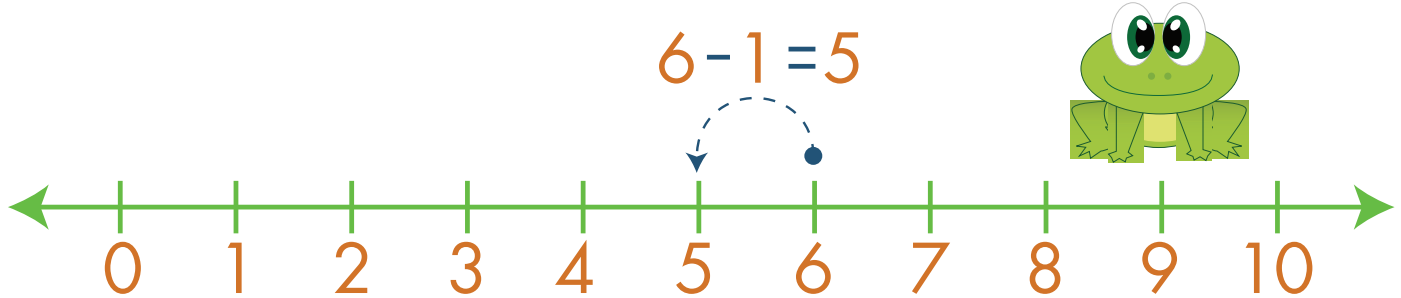
10. 
$$\begin{array}{r} 9 \\ + 9 \\ \hline 18 \end{array}$$



11. 
$$\begin{array}{r} 15 \\ + 3 \\ \hline 18 \end{array}$$



12. 
$$\begin{array}{r} 7 \\ + 5 \\ \hline 13 \end{array}$$



## Answer Key

- When you take away 1 from a number the result is the number before that.
- Use the number line to **count back** to help you subtract the numbers.
- Write your answers in the space provided.



$10 - 2 = 8$	$9 - 2 = 7$	$4 - 2 = 6$
$9 - 3 = 6$	$2 - 2 = 0$	$7 - 3 = 4$
$8 - 2 = 6$	$5 - 2 = 3$	$3 - 2 = 1$
$7 - 2 = 5$	$8 - 3 = 5$	$6 - 2 = 4$