K.10

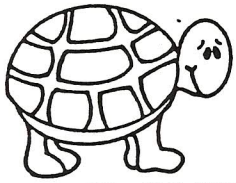
Name_____

Finding Information Using Pictures

Measure using ☞. How many ☞?

Write the correct answer for each question on the blank.

1.



☞☞☞☞☞☞☞

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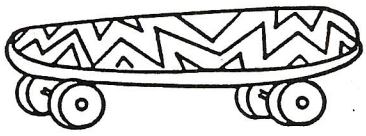

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3.

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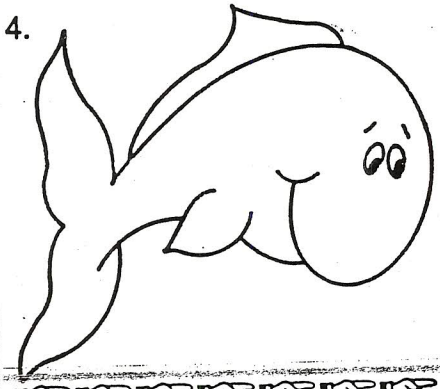
4.



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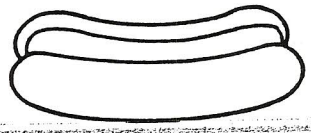

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6.

☞☞☞☞☞☞☞

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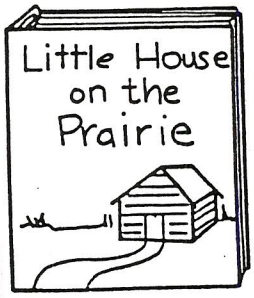
7.



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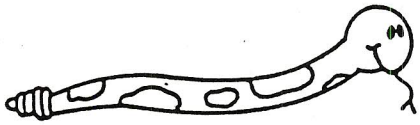

☞☞☞☞☞☞☞

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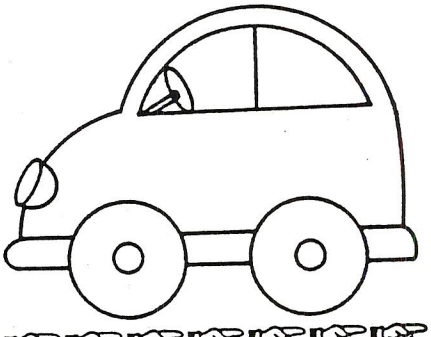
9.

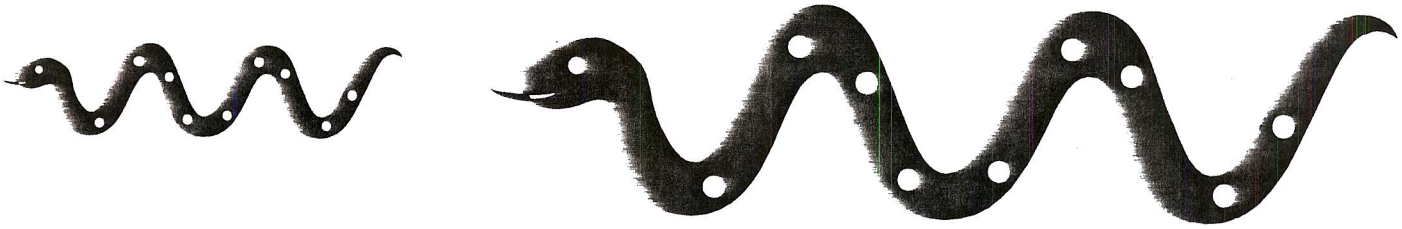


☞☞☞☞☞☞☞

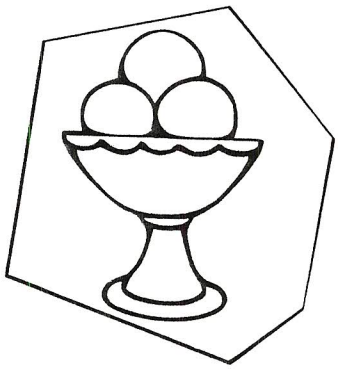
_____

Name _____

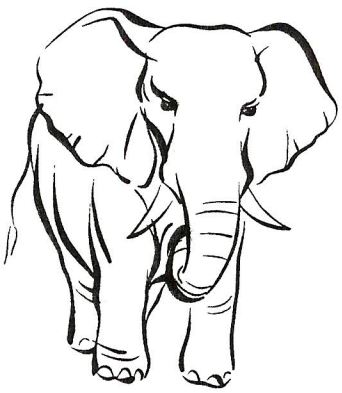
Circle the object that is LONGER.



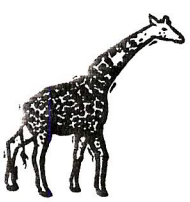
Circle the object that is hotter.

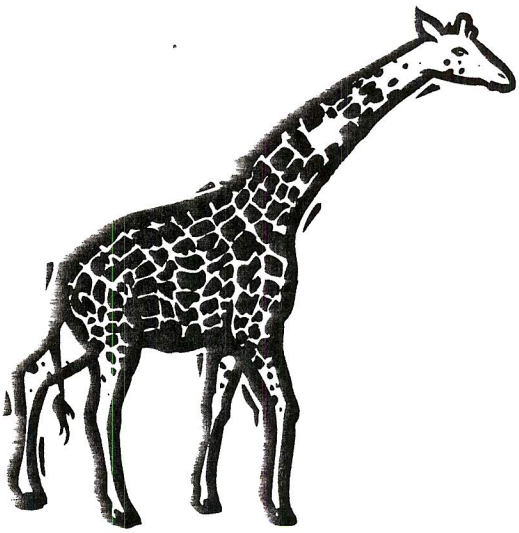


Circle the object that is heavier.



Circle the object that is shorter.

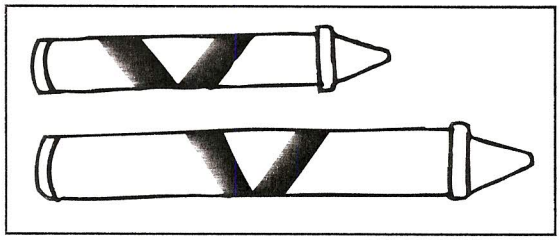


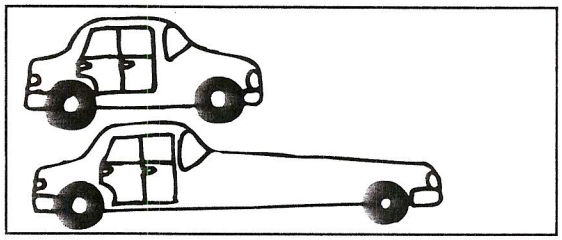


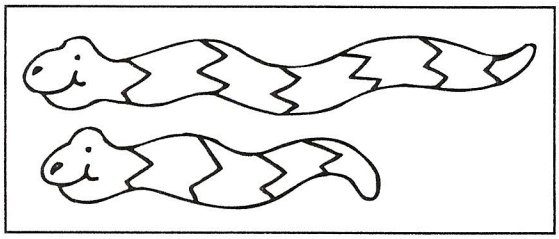
Name _____ Date _____

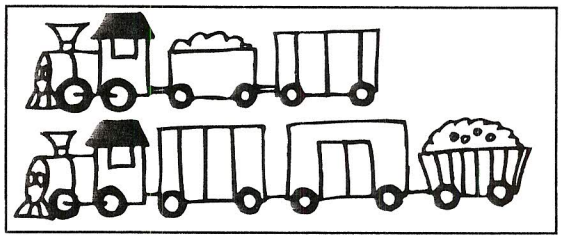
Longer or Shorter?

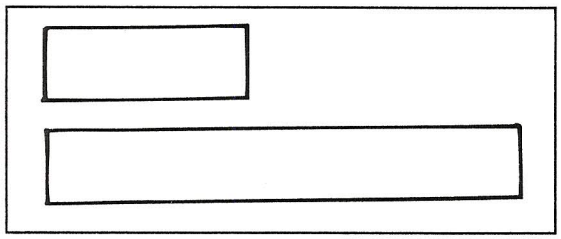
 the **longer** picture blue.  the **shorter** picture red.

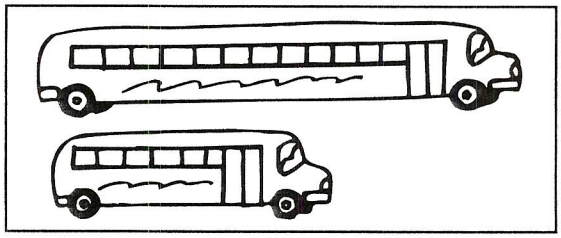
1. 

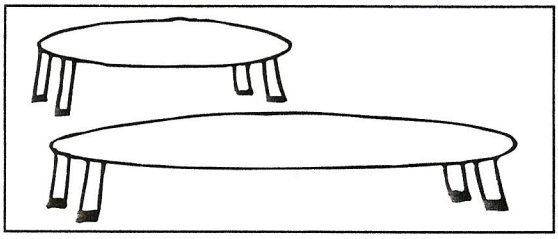
2. 

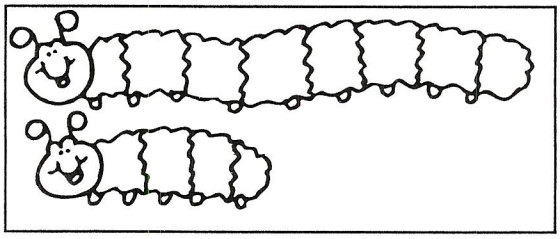
3. 

4. 

5. 

6. 

7. 

8. 

THINK

What do **longer** and **shorter** mean?

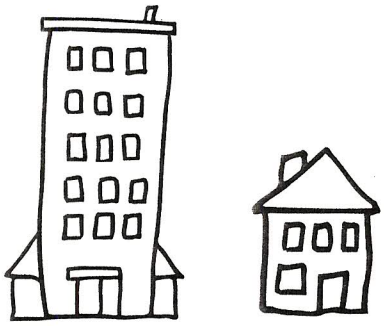
0-7424-2890-7 *Using the Standards—Measurement*

Name _____ Date _____

Taller, Shorter

a **T** on the **taller** building.
an **S** on the **shorter** building.

1.



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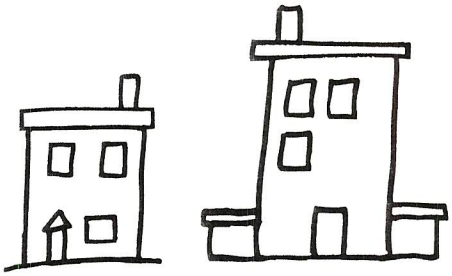

3.

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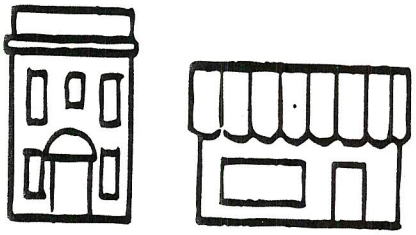


5.

DO MORE

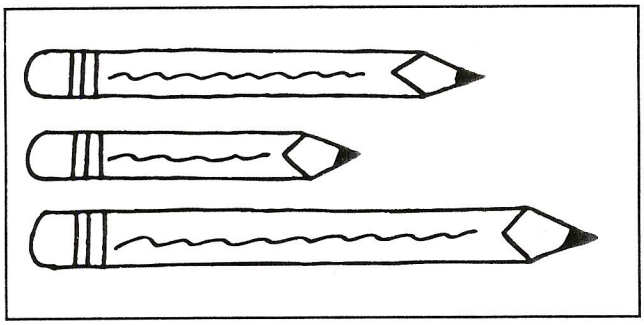
How tall are you? Have a teacher measure you against the board and draw a mark. Write the number.

Name _____ Date _____

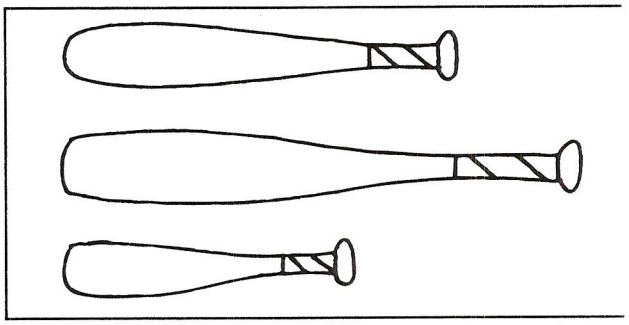
Let's Compare

the **shortest** one blue. the **longest** one red.

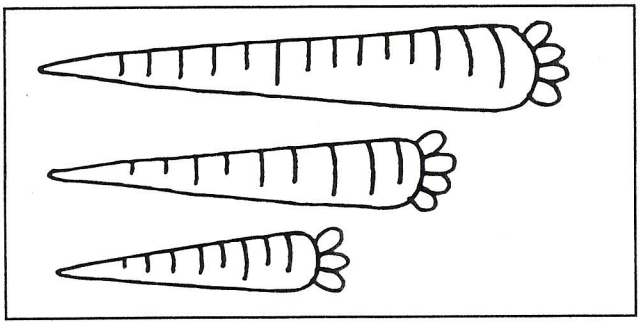
1.



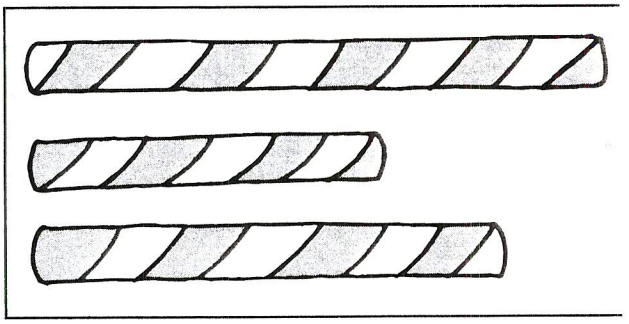
2.



3.

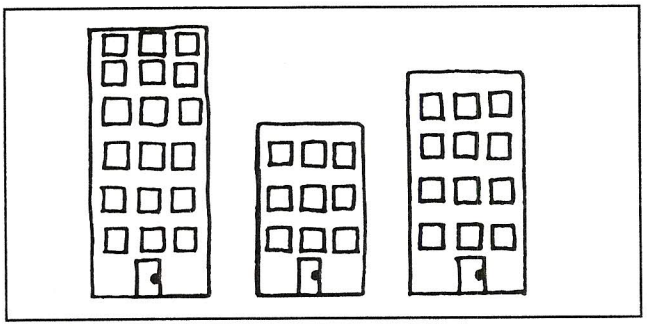


4.



a **1** by the **tallest**. a **2** by the **shortest**.

5.



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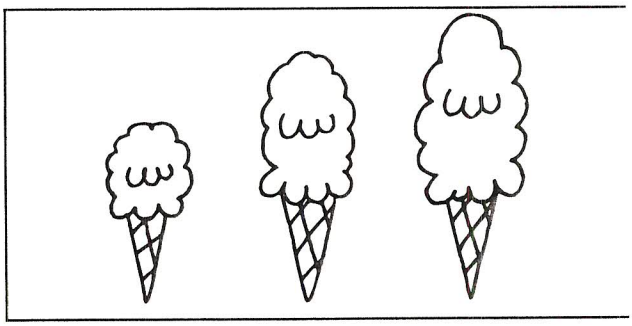

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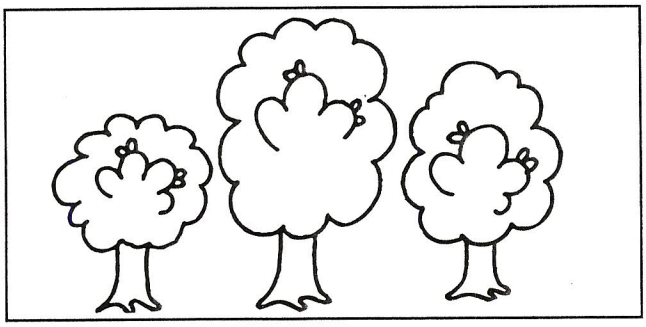
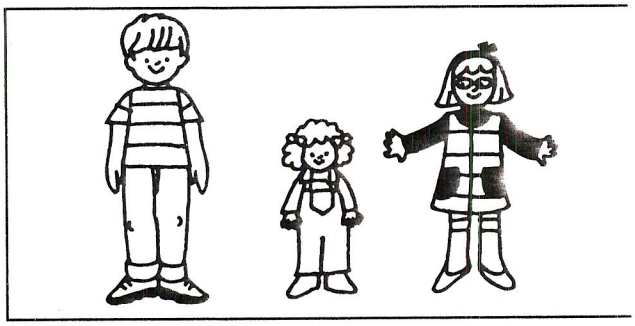


8.



0-7424-2890-7 *Using the Standards—Measuremen*

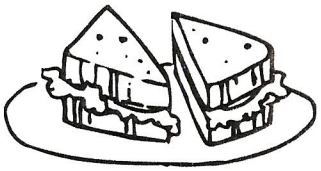
Name _____ Date _____

Hotter

Color the food that is **hotter**.

1.

2.



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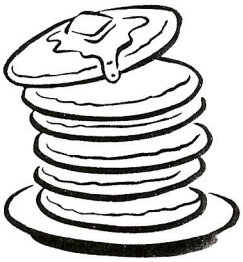
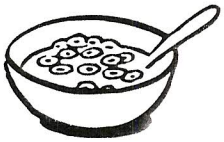




DO MORE

Tell a story about something **hot**.

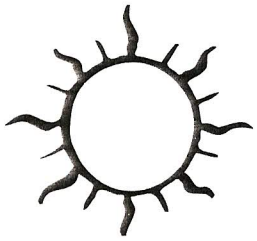
0-7424-2890-7 *Using the Standards* Measurement

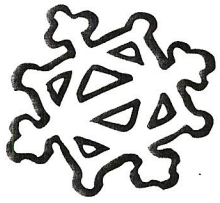
Name _____ Date _____

Compare the Pictures

the one that shows **hot**. the one that shows **cold**.

1.





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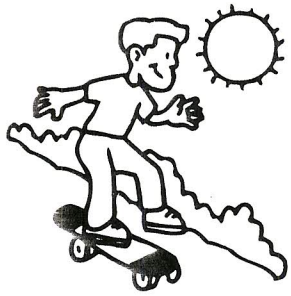


3.

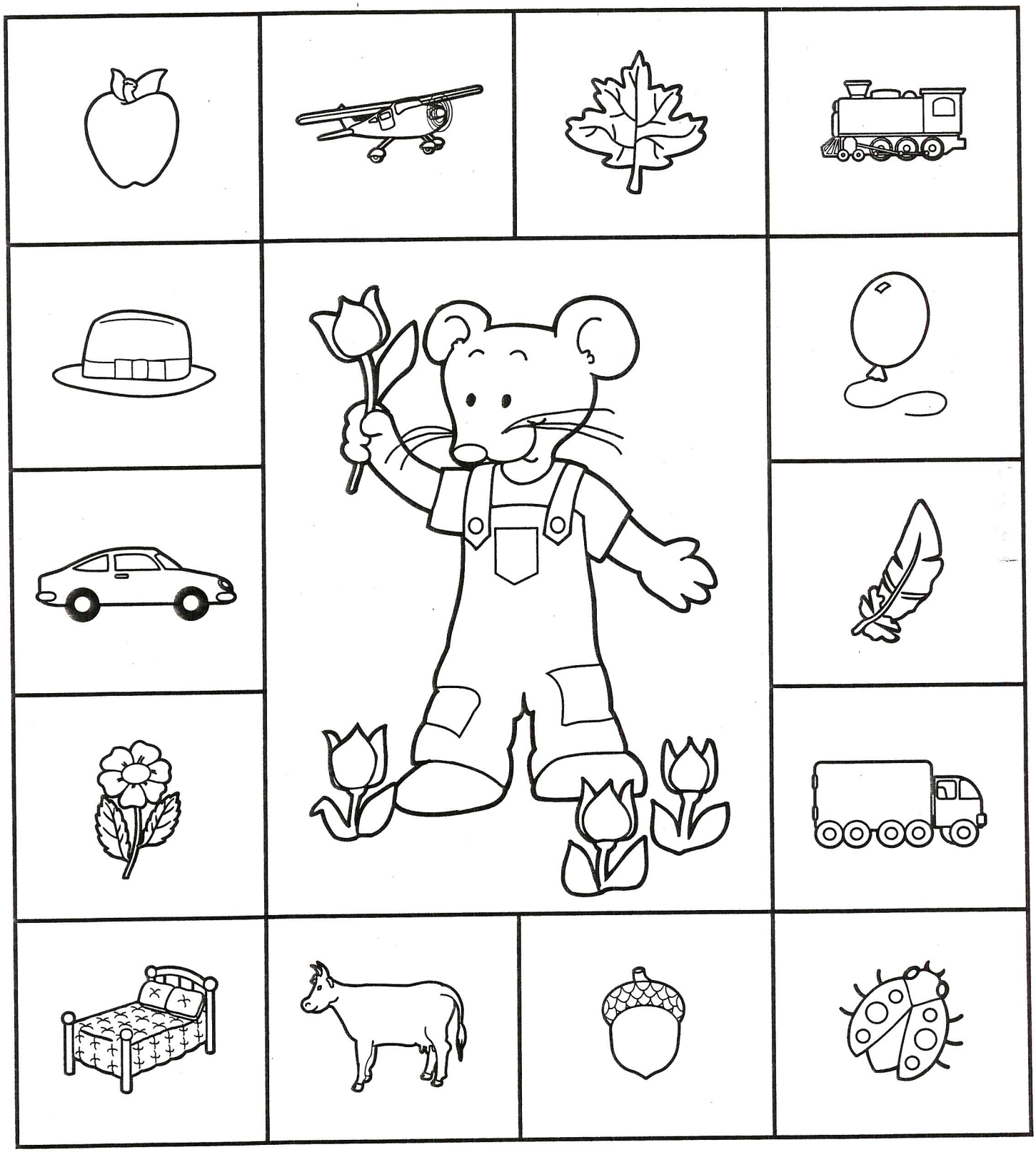
DO MORE

Tell a story about something **cold**.

Name _____

Light Lift

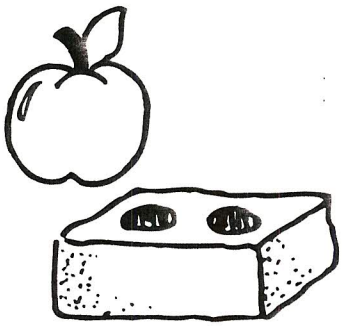
Color the light things.

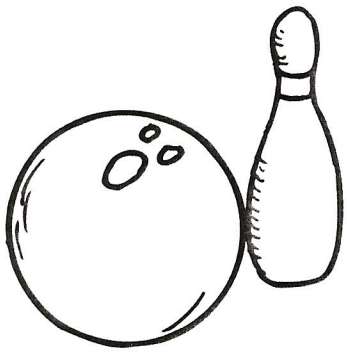


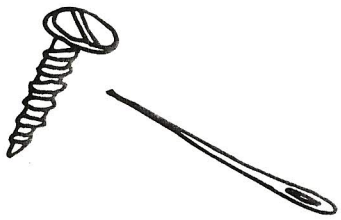
Name _____ Date _____

What's My Weight?

Look at each pair. Circle the **heaviest**.







Name _____ Date _____

Weigh Up

Look at each pair.  the **heavier** one red.

1.

feather

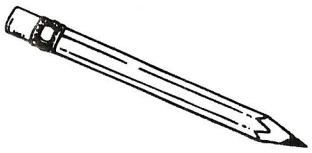
chicken

2.

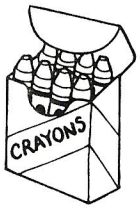
baby

doll

3.



pencil



crayons

4.

table

chair

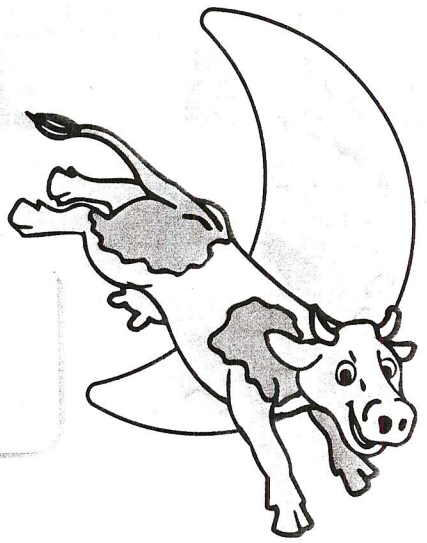
DO MORE

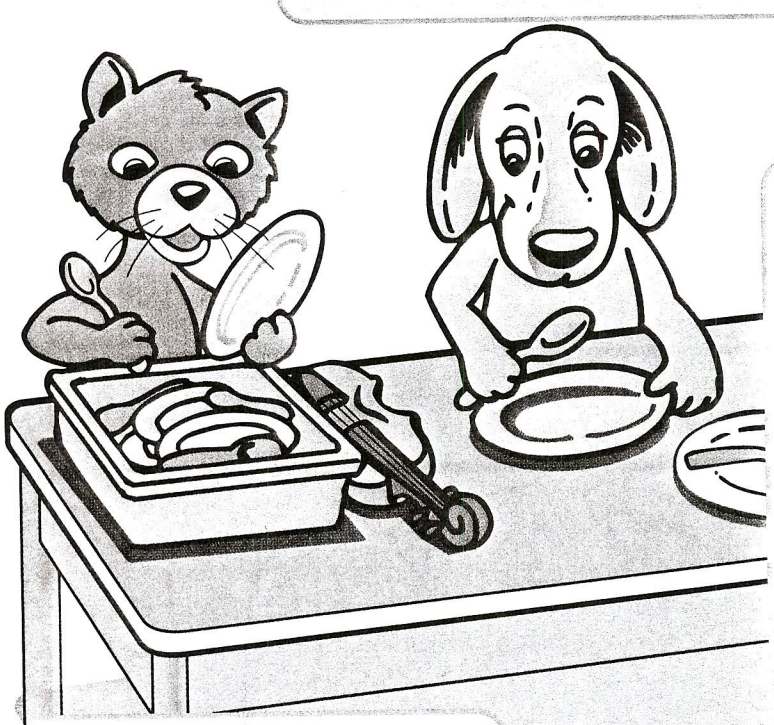
Find two things in class. Which one is **heavier**?

Hey, Diddle, Diddle

Math is more fun with this entertaining cast of characters!

Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.





Set the Table

Number and Operations

- counting to ten
- understanding one-to-one correspondence

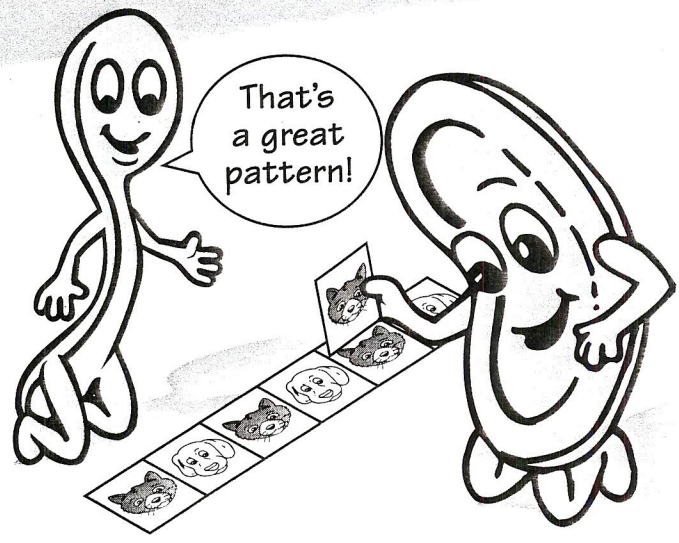
Dishes and spoons can't really run away, but they can provide plenty of counting practice! Fill a plastic tub with ten paper plates (dishes) and ten plastic spoons. Place the tub in a center with a long table. Invite students at this center to empty the tub and count each set of objects. Next, invite students to pretend to set the table using one-to-one correspondence to match a spoon with each dish. Have students count to check that there are ten sets of spoons and dishes. All set?

China Patterns

Algebra

- creating and extending patterns

Bet your youngsters have never seen china patterns like these before! In advance, make three copies of page 23. If desired, color and laminate the sheets. Then cut apart the pattern cards, place them in a large string-tie envelope, and store the envelope in a center. Invite a pair of students in this center to play this patterning game. One child uses the cards to make a row and shows it to his partner. If she decides the row is a pattern, she extends it. If it is not a pattern, she makes a new row of cards for her partner to examine. Students continue switching roles in this manner to create and extend patterns until the supply of cards is used.

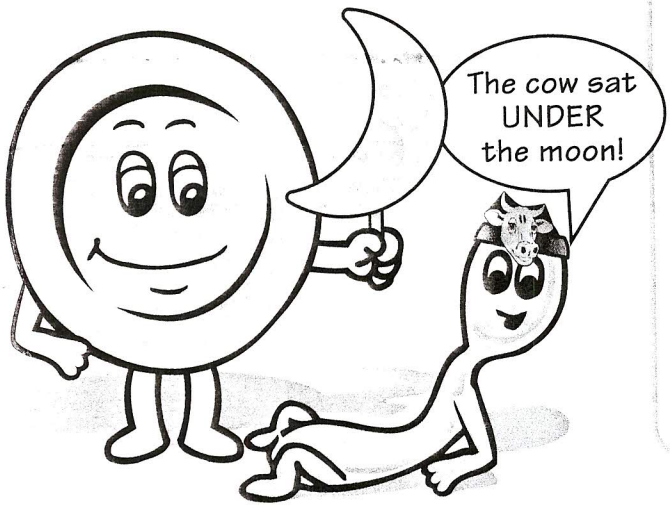


The Cow Jumped Under the Moon?

Geometry

• using positional words

Encourage the cow to do more than jump over the moon with this role-playing activity. Duplicate page 22 onto white construction paper to make a class supply. Have each child color and cut out her cow and moon. Help her glue the cow to a sentence strip sized to fit around her head. Next, instruct her to tape the moon cutout to a jumbo craft stick. Review positional words with your group, and then pair students for some active practice. Direct one child in each pair to don her headband, pretend to be the cow, and follow positional directions from her partner. Invite the other child in each pair to hold his moon and give the cow simple directions such as "Stand beside the moon" and "Sit under the moon." After a designated amount of time, have partners switch roles and continue the activity. Then send the headbands and moons home for additional practice.

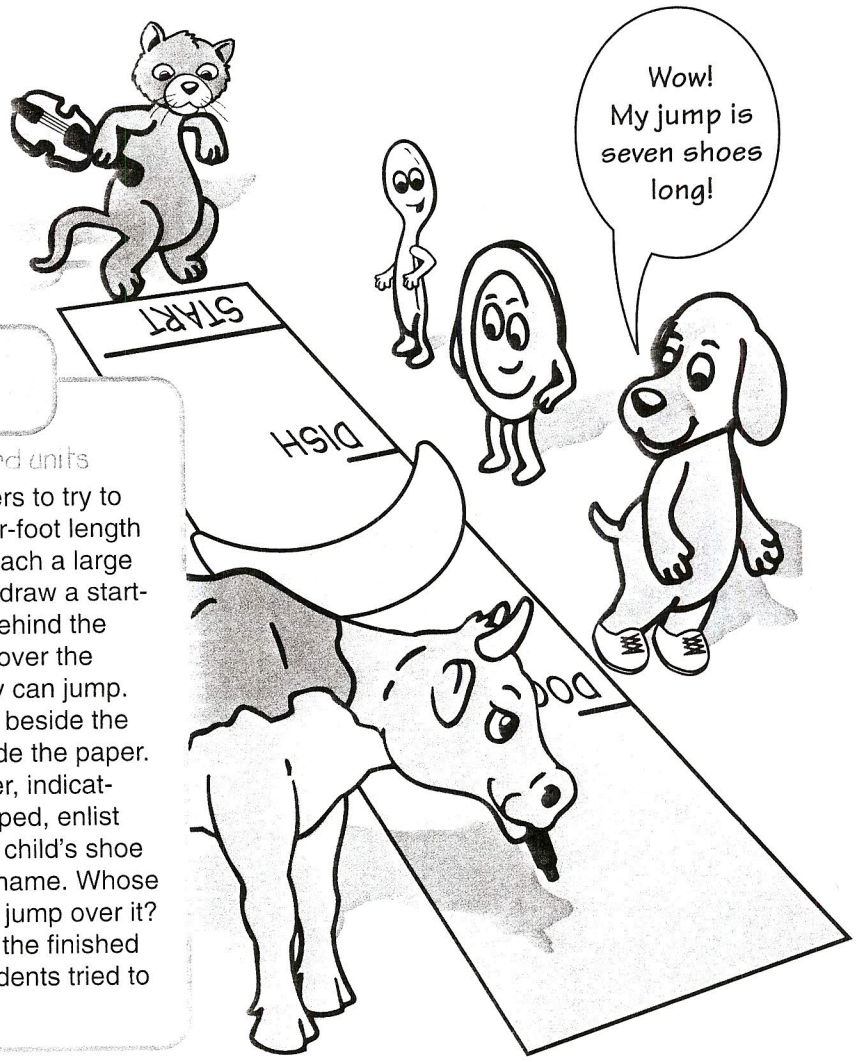


Moon Jump!

Measurement

• measuring length with nonstandard units

Here's a display that will inspire youngsters to try to jump over the moon! In advance, tape a four-foot length of blue bulletin board paper to your floor. Attach a large moon cutout in the middle of the paper and draw a starting line at one end. Have students line up behind the starting line. Tell them that the cow jumped over the moon, and they're going to see how far they can jump. Ask each child, in turn, to stand on the floor beside the starting line and jump as far as he can beside the paper. Use a marker to write his name on the paper, indicating his jump length. After everyone has jumped, enlist student help to measure each length with a child's shoe and write the result beside the appropriate name. Whose jump was closest to the moon? Did anyone jump over it? Discuss the results as a group; then mount the finished display as a lasting reminder of the day students tried to jump over the moon!



Cow and Moon Patterns

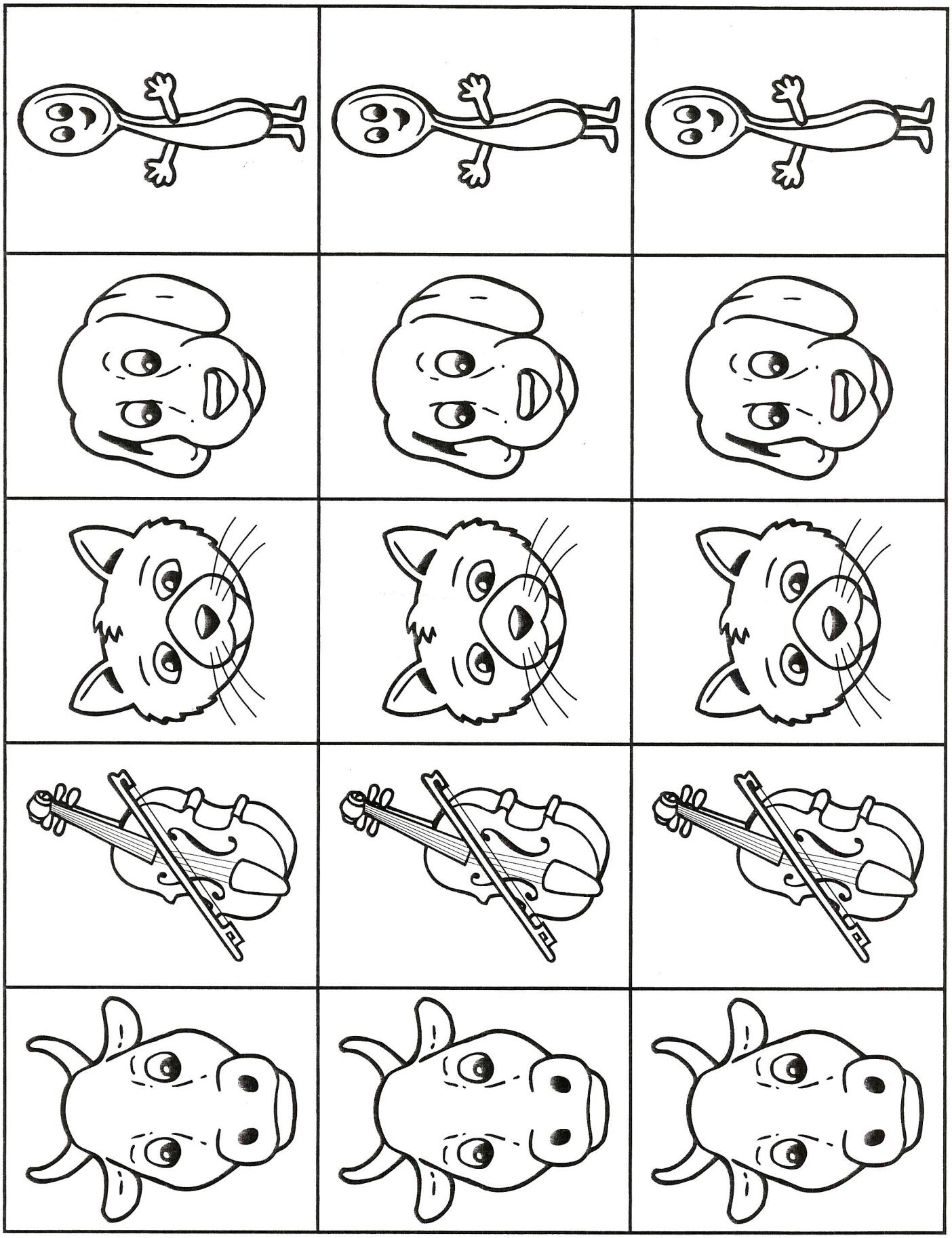
Use with "The Cow Jumped Under the Moon?" on page 21.

cow

moon

Pattern Cards

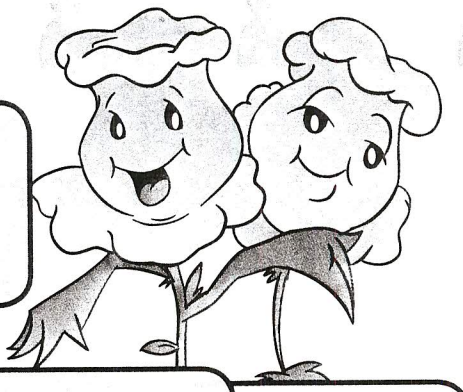
Use with "China Patterns" on page 20.



Mary, Mary, Quite Contrary

Cultivate youngsters' math skills with this colorful bouquet of learning opportunities!

Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockleshells
And pretty maids all in a row.

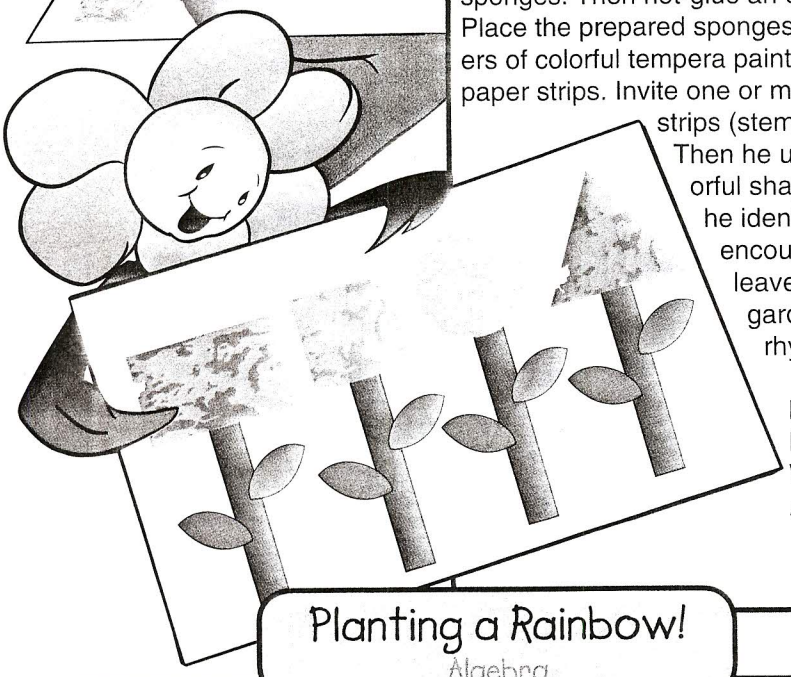


A Shape Garden

Geometry

• identifying shapes

Little ones replace Mary's unusual garden with an equally inventive one full of basic shapes! Cut a circle, square, rectangle, and triangle from household sponges. Then hot-glue an empty film canister to each one to create a handle. Place the prepared sponges in your painting area along with shallow containers of colorful tempera paint and a supply of seven-inch green construction paper strips. Invite one or more students to the area. Each child glues four strips (stems) to a 12" x 18" sheet of white construction paper. Then he uses the prepared sponges to print a different colorful shape (flower) above each stem as shown. Finally, he identifies each flower's shape. When the paint is dry, encourage each student to cut out construction paper leaves and glue them to the stems. Display the shape gardens on a bulletin board with the adjusted nursery rhyme provided. What lovely flowers!



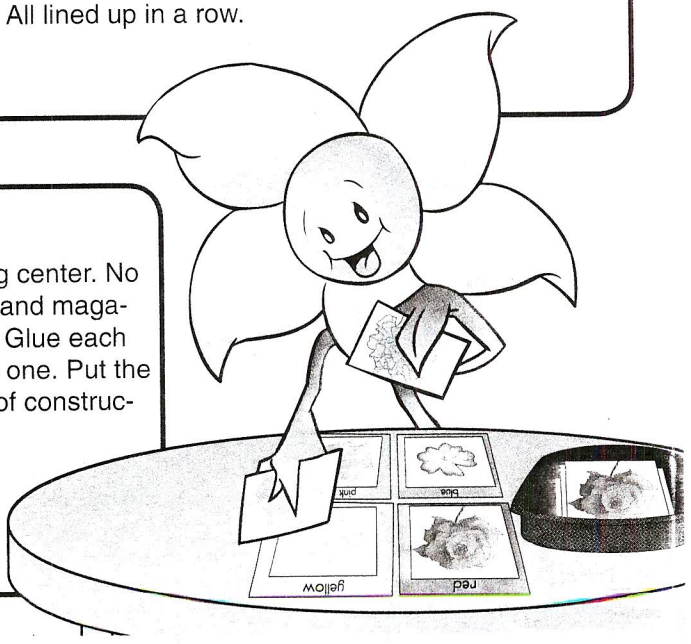
Mary, Mary, quite contrary,
How does your garden grow?
With circles and rectangles, squares and triangles
All lined up in a row.

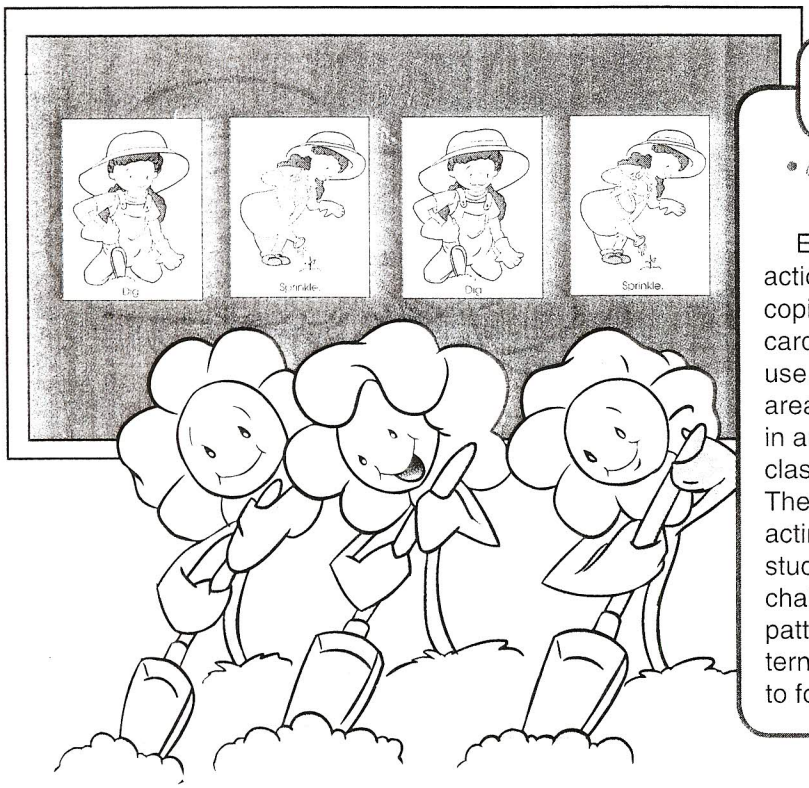
Planting a Rainbow!

Algebra

• sorting by color

Youngsters make a colorful tabletop garden at this sorting center. No dirt required! Collect pictures of flowers from seed catalogs and magazines (make sure each picture shows a single flower color). Glue each picture to a same-size piece of tagboard and laminate each one. Put the pictures in a container and place it on a table. Tape sheets of construction paper representing each flower color to the tabletop. Then label each sheet with the appropriate color name. A visiting youngster removes each picture and sorts it onto the paper with the matching color. This center brightens everyone's day!





Gardening With Mary

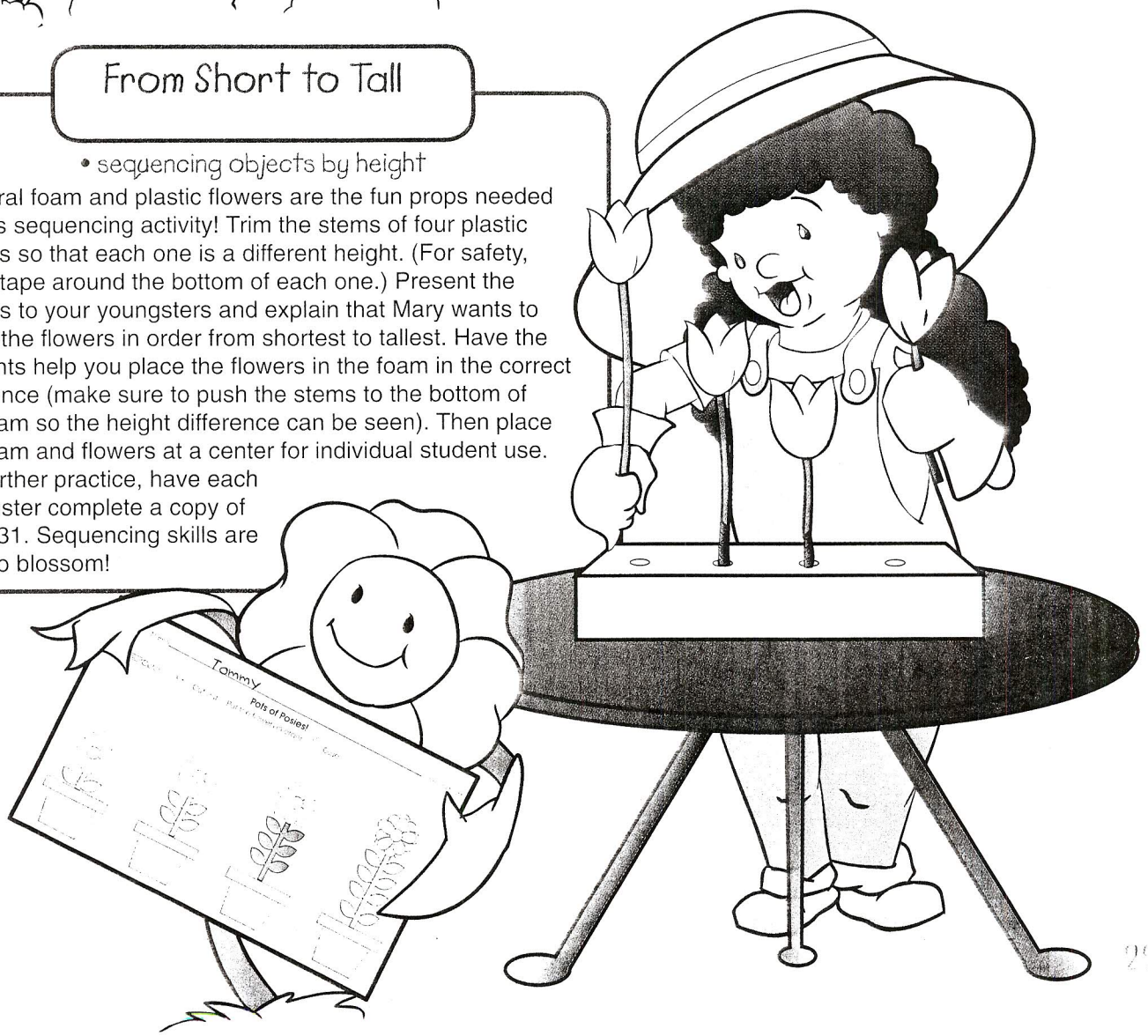
• duplicating and extending movement patterns

Even Mary wouldn't be contrary with this action-filled patterning practice! Make four copies of the cards on page 30. Cut out the cards and prepare each one for flannelboard use. Gather students in your large-group area. Then place cards on your flannelboard in an AB pattern. Read the pattern to your class, pantomiming each action shown. Then encourage students to join you in acting out and extending the pattern. When students gain experience with the activity, challenge them by creating more complex patterns, or invite a student to make a pattern on the flannelboard for her classmates to follow!

From Short to Tall

• sequencing objects by height

Floral foam and plastic flowers are the fun props needed for this sequencing activity! Trim the stems of four plastic flowers so that each one is a different height. (For safety, place tape around the bottom of each one.) Present the flowers to your youngsters and explain that Mary wants to water the flowers in order from shortest to tallest. Have the students help you place the flowers in the foam in the correct sequence (make sure to push the stems to the bottom of the foam so the height difference can be seen). Then place the foam and flowers at a center for individual student use. For further practice, have each youngster complete a copy of page 31. Sequencing skills are sure to blossom!



Jack, Be Nimble

Little ones will *jump* at the chance to complete these activities!

Jack, be nimble;
Jack, be quick!
Jack, jump over the candlestick!

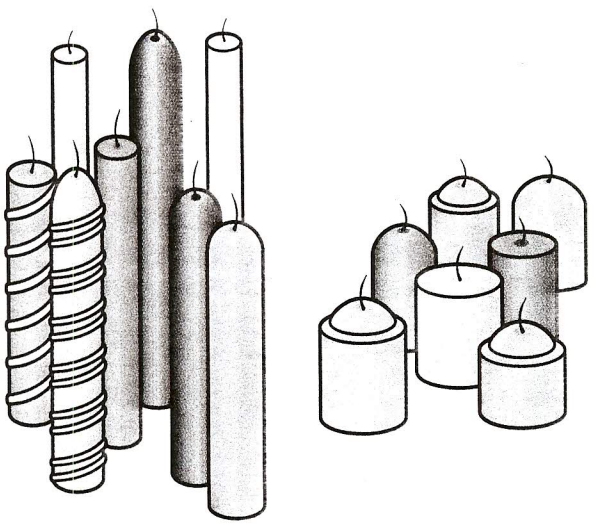
Positions by the Book!

Geometry

• using positional words

Youngsters are in control of Jack's actions in this clever booklet! In advance, make a copy of page 35 for each child. Also make a class supply of the Jack pattern on page 34. Cut a class supply of 4" x 5" construction paper covers. Cut a 12-inch length of yarn for each child.

To begin, give each student a Jack pattern and have her color it as desired. Laminate the patterns and then have each child cut out her pattern. Hole-punch each pattern and tie one end of a yarn length to the hole. Next, give a copy of page 35 to each child. Instruct her to cut out the pages. Help each student stack her pages and then staple them between covers. Hole-punch the corner of each booklet. Next, tie the opposite end of her yarn length to her booklet as shown. Instruct her to trace the dotted words and color the picture on each page. Discuss the similarities and differences of the positional words in the booklet. Then have each child appropriately manipulate Jack as she reads each page. Jack, get moving!



Savvy Candle Sorting

Algebra

• sorting and classifying objects

Brighten students' interest in attributes with this activity! In advance, ask for donations of used and unused candles of various shapes, colors, and sizes. Place the candles on a table and invite a small group of children to join you. Invite each student to examine the candles. Then discuss the candles' similarities and differences. Next, select two attributes, such as tall and short, and have students sort the candles into two groups. After several rounds of sorting using different attributes, sort the candles yourself without identifying the distinguishing attribute(s) you used. Challenge youngsters to determine the sorting attribute(s) by observing the sets of candles.

Candles Measure Up

Measurement

• measuring length with nonstandard units

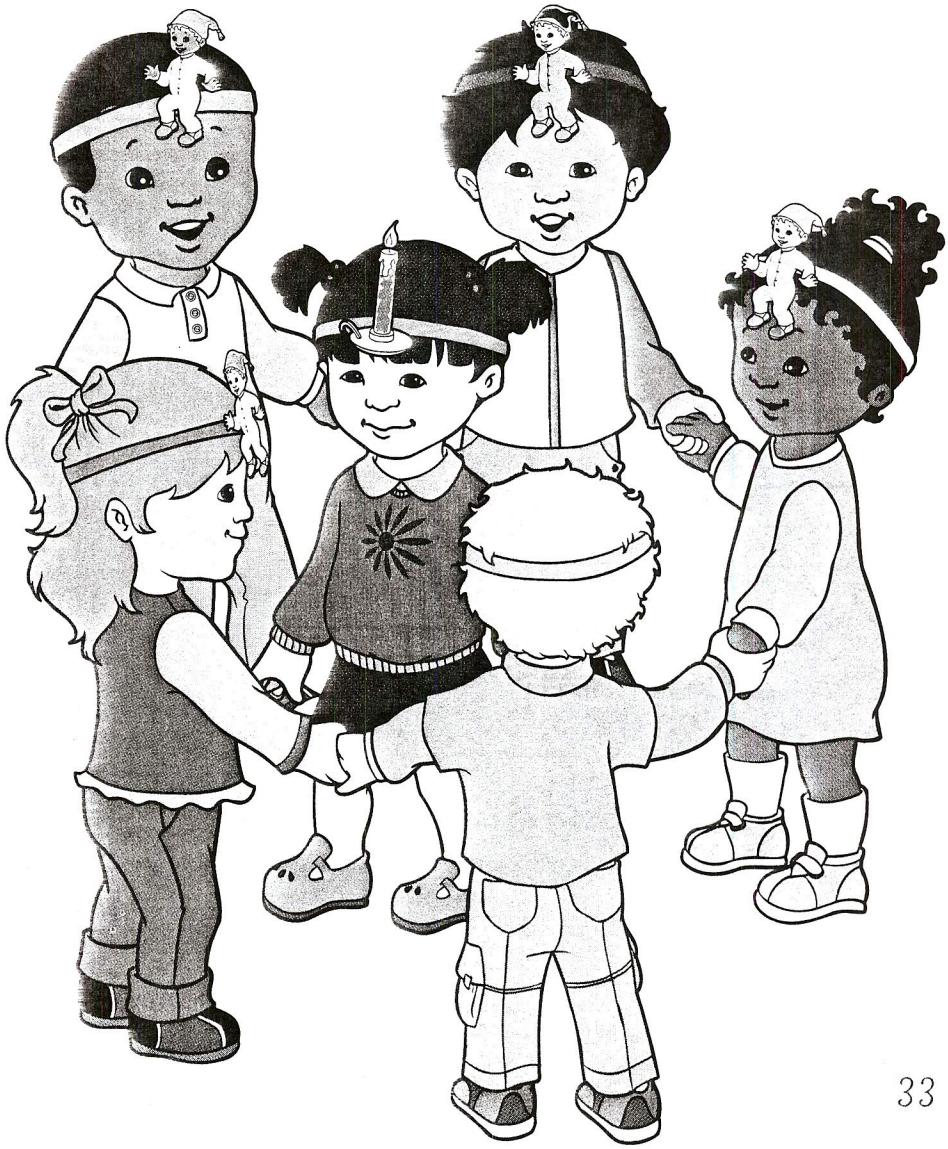
Jump into this idea, which has youngsters measuring with birthday candles. To prepare, make a copy of the recording sheet on page 34 for each child. Give each student a sheet and a supply of birthday candles. Instruct him to find each object depicted on his paper and then use candles laid end to end to measure it. Instruct him to count the candles and then record the number on his paper. After each child has completed his recording sheet, compare the measurements. There could be more than one correct answer for each measurement, depending on the sizes of various tables, pencils, and books in your classroom!

Going the Distance

Geometry

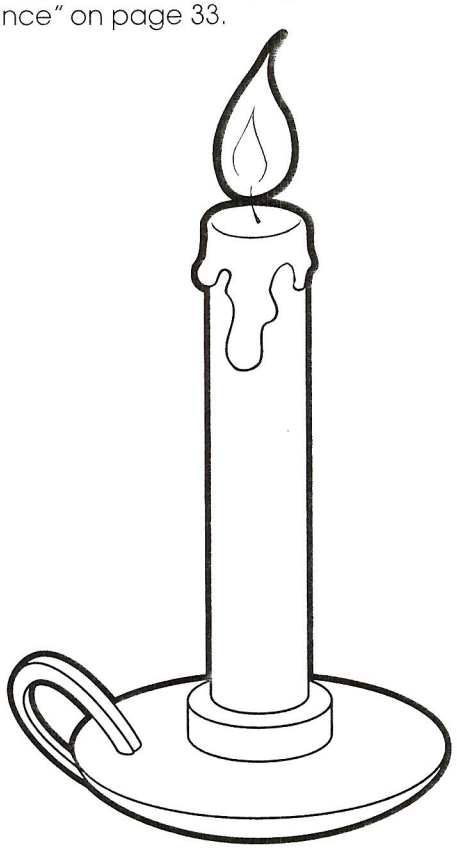
• using positional words

After reciting the rhyme, spark students' enthusiasm for practicing positional words with this fun activity! Make a class set of the Jack patterns on page 34 and one copy of the candlestick pattern on the same page. Cut headbands from bulletin board paper to make a class set plus one. Have each child color and cut out a Jack pattern and then glue it to a headband. Size each child's headband and staple it. Make a candlestick headband in the same manner. Have students stand in a circle. Choose one child to wear the candlestick headband and stand in the center. Discuss the positional words *near, far,* and *around.* Then have students stand in a circle and hold hands. Instruct the group to move near the candle, move far from the candle, and move around the candle. Repeat the activity until each child has had the chance to glow in the center of the circle!



Jack and Candlestick Patterns

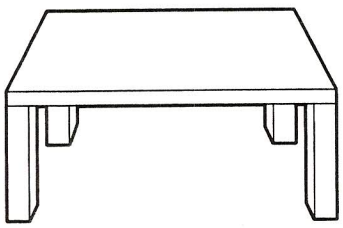
Use with "Positions by the Book!" on page 32 and "Going the Distance" on page 33.



Name _____ Measurement recording sheet

Candle Measurement

Measure.
Record.



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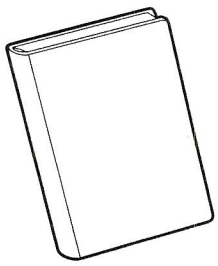

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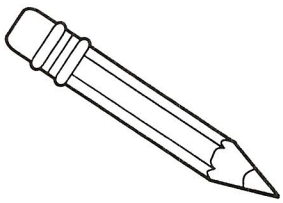

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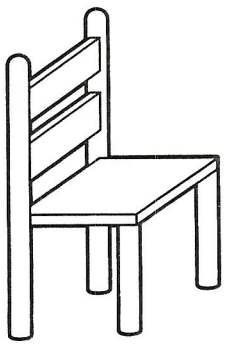

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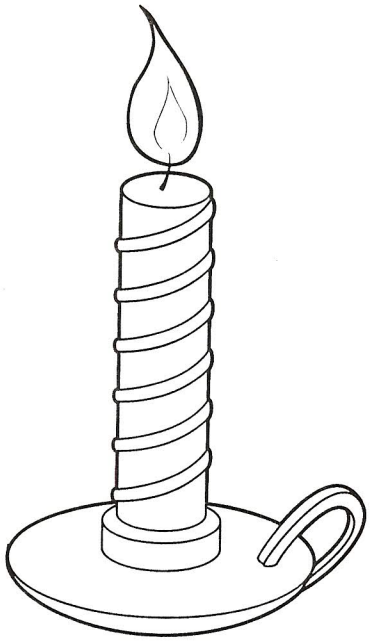
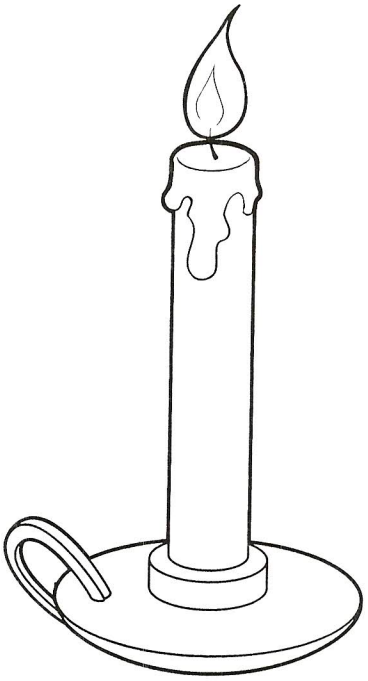
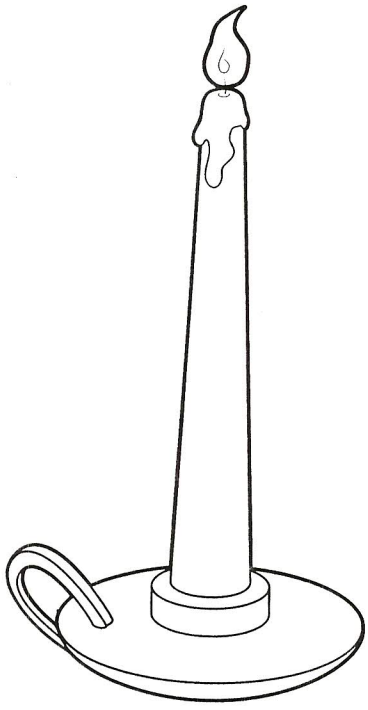
 Note to the teacher: Use with "Candles Measure Up" on page 33.



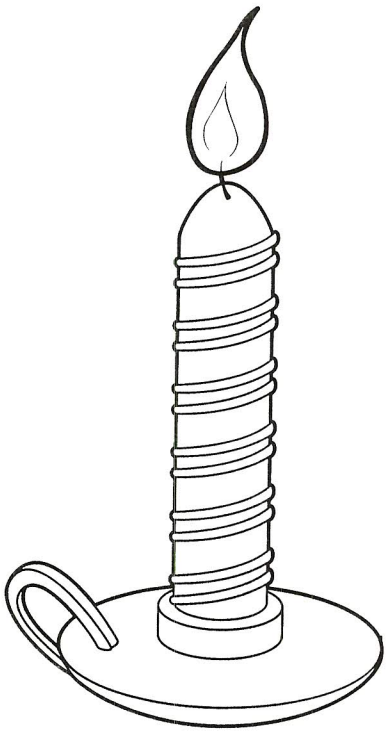
Jack stands above. 1



Jack stands below. 2



Jack walks under. 3

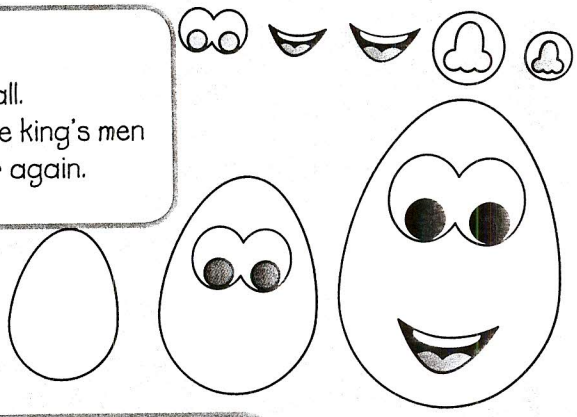


Jack jumps over. 4

Humpty Dumpty

Your little ones are certain to fall for this collection of activities about everyone's favorite egghead!

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.

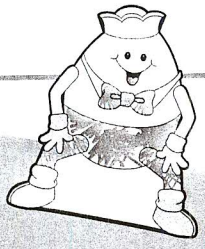


Grade A Sorting

Algebra

• sorting by size

Eggs come in different sizes, and so does Humpty Dumpty in this small-group sorting activity! Make copies of the face patterns on page 18 in three different sizes. Color the patterns and cut them out. Laminate the cutouts for durability and then ready them for flannelboard use. Also cut three egg shapes from white felt, each one sized to match a set of facial features. Next, gather up to three students around your flannelboard. Place the eggs on the flannelboard along with the three eye cutouts. Have each student match a pair of eyes to an egg by size. Continue with each facial feature until each Humpty Dumpty has eyes, a nose, and a mouth in the appropriate size. These eggs are all put together!



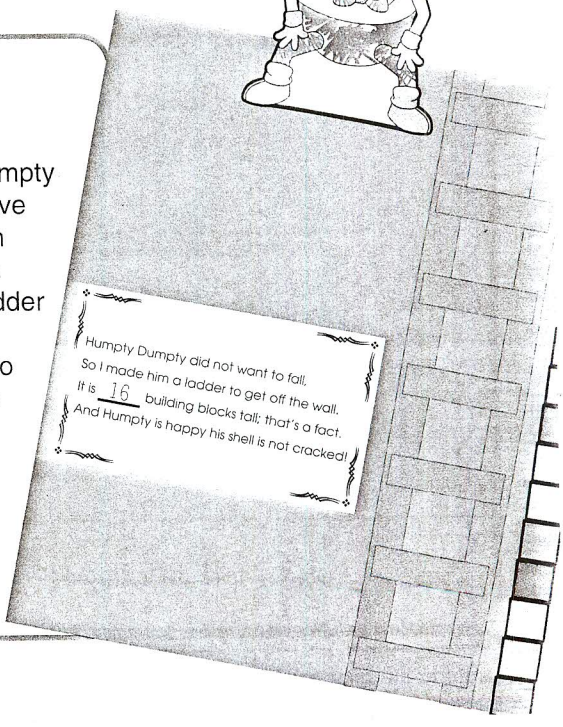
Helping Humpty!

Measurement

• using nonstandard units appropriately

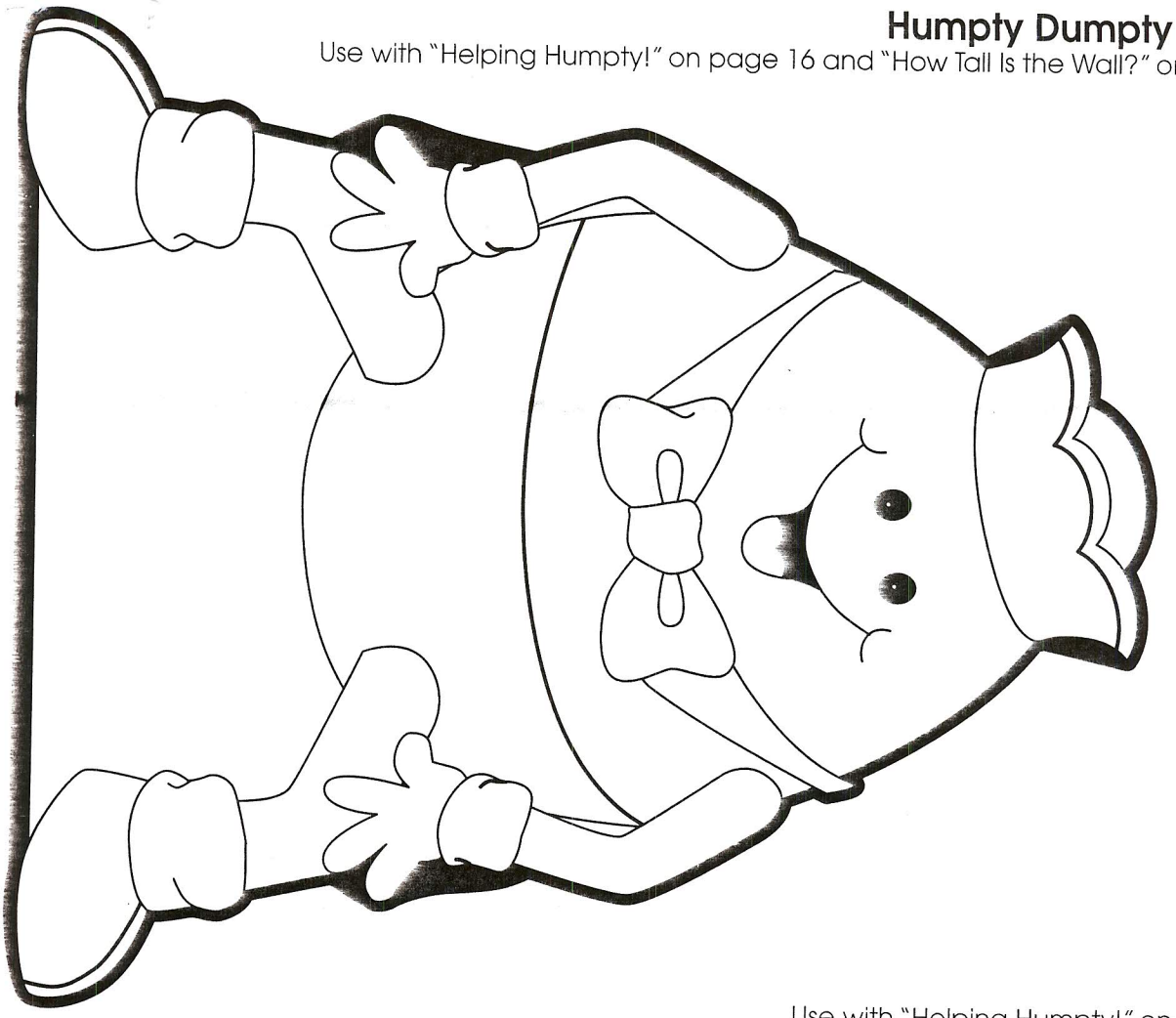
These student-made ladders enhance measurement skills and give Humpty Dumpty a helping hand off that wall! Gather a small group of students. Have each youngster color and cut out a copy of the Humpty Dumpty pattern on page 19 and then glue it to the top of a 12" x 18" sheet of red construction paper. Explain that Humpty Dumpty doesn't want to fall, so he needs a ladder to get down safely. Have each child glue two 18-inch brown construction paper strips to the wall to resemble the sides of a ladder. Then invite her to glue short brown construction paper strips between the sides to resemble rungs.

Next, help each child line up building blocks against the edge of the ladder to measure its length. Have each child count the total number of blocks. Then write the number in the space provided on a copy of the poem on page 19. Encourage each youngster to glue the poem next to her ladder. Humpty Dumpty is sure to get down safe and sound!



Humpty Dumpty Pattern

Use with "Helping Humpty!" on page 16 and "How Tall Is the Wall?" on page 17.



Poem

Use with "Helping Humpty!" on page 16.

Humpty Dumpty did not want to fall,
So I made him a ladder to get off the wall.
It is _____ building blocks tall; that's a fact.
And Humpty is happy his shell is not cracked!

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