



CANYONS
SCHOOL DISTRICT

Home Learning Resources Kindergarten



Home Learning with Digital Options: Kindergarten

Listed below you will find options for students to review and practice previously learned content outside of school.

Kindergarten students participate in a daily oral language block when at school. The goal of this time is to get students talking to an adult and/or child(ren). They know the routine and should be able to continue to follow the three steps while at home. The three steps are: Plan / Do / Review. Many will write out their plan in a simple notebook using pictures and words/ sentences to document their plan. Students can also verbally share their plan.

1. PLAN: Kindergarten students might make a plan for which part of the menu of opportunities they have chosen. "I am planning to look at some magazines and find all the letters of the alphabet and glue them to a piece of paper."
2. DO: Kindergarten students will then "do" what they verbally planned or wrote in their notebook.
3. REVIEW: Kindergarten students will share what they did, how they did it and who they did it with. The "doing" would align with their plan. We suggest this be done verbally, but they could also record it in their notebook to share with an adult/sibling later.

Subject	Menu of Learning Opportunities
ELA-Reading	Read books, magazines, food labels, park signs <ul style="list-style-type: none">• Find letters• Say letter sounds,• Find letters in their name
ELA-Writing	Use paper, pencils, markers, pens, crayons, or scrap paper to make cards, draw or build to: <ul style="list-style-type: none">• Write about favorite food or game or place• Tell, draw or act out a story you have read or created• Color• Write and spell family names
Math	<ul style="list-style-type: none">• Sort objects (silverware, toys, books, marbles, cereal) by size, color, shape• Write numbers from 1-20• Count numbers out loud up to 100• Tell an addition or subtraction story with objects• Identify shapes within your environment
Science/Social Studies	<ul style="list-style-type: none">• Build using Legos, blocks or other objects• Use toy animals or cars to tell about your community• Read science or social studies books• Talk, draw, write about natural things in our world

Dramatic Play	Pretend to be a: <ul style="list-style-type: none"> • Police Officer • Doctor • Nurse • Postal Worker • Flower Shop worker <p>Help prepare breakfast, lunch and dinner using pots, pans, dishes, play food and possible recipes to follow with an adult</p>
Additional Ideas	<ul style="list-style-type: none"> • Visit a park or playground • Do a nature walk • Ride bikes, scooters or skateboards
Special Education (Resource, ABS/DK) and/or English Language Learners	<p>Consider scaffolds, accommodations, and/or modifications needed for specific student groups (i.e. special education, English language learners, etc.) including but not limited to:</p> <ul style="list-style-type: none"> • references for prior knowledge to provide foundation for review • sentence starters and frames for writing activities • graphic organizers that support students visualize relationships between facts, concepts and ideas • visuals to support language and comprehension

Links and Log In Guidelines

Utah Education Network:

[Learn at Home](#)

[Utah's Online Library](#)

Utah's Online Library is a collection of electronic resources. It provides statewide access to newspaper articles, magazines, professional journals, encyclopedias, video, photographs, maps, charts, and graphics.

Home access: Go to: <https://onlinelibrary.uen.org>

Login Name: online

Password: school

[Digital Text Resources](#)

[Wellness Resources](#)

[Student Resources Home](#) <http://parentconnections.canyonsdistrict.org/home-learning.html>

Current Classroom Practices

Your student can log into Clever to access most digital platforms that they regularly use. Current teacher communication practices will continue during the two week dismissal: (e.g. email, google classroom, Canvas, Remind, DoJo, etc.)

- [Logging into Clever at home](#)
- [Logging into Pearson at home](#)



CANYONS
SCHOOL DISTRICT

Home Learning Parent Resources All Grades

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Scaffolding Difficult Text for Student Access

The list below contains active reading strategies to support students accessing difficult text. The list of strategies is ordered from **most to least scaffolded**, allowing students to move through the activities to become independent. Download the poster for display in your classroom [here](#). Specific routines explaining each phase in a sequence [here](#). A [Fluency Expression Rubric is downloadable](#) for providing feedback to students using the pillars of fluency: expression (*prosody*), phrasing, smoothness, and pace.

Active Reading Strategies Scaffolding Descriptions

CLOZE

The **sun** is up.

Oral cloze reading involves the teacher reading aloud while students actively track the text and read words omitted by the teacher. The teacher leaves out a preselected number of words per paragraph for the students to chorally read, preferably nouns or key vocabulary. To implement, the teacher and students have a copy of the text. The teacher proceeds by reading the text aloud as the students follow along. When the teacher pauses the students say the next word to be read. The teacher continues reading and pauses throughout the text to engage students in the reading.

ECHO



Echo reading is when the teacher reads a phrase/sentence/paragraph/section of a text aloud and students repeat what the teacher read with the same prosody (expression, attention to punctuation, etc.). Depending on the age level of students and reading proficiency, longer segments of text may be read aloud before students repeat what the teacher has read.

DUET



Duet reading is when two students are reading the same passage aloud together. The two students share one text and the stronger reader does the pointing as the two students read simultaneously.

CHORAL



Choral reading is when the entire group (whole class or small group) reads a text aloud together at the same time. The goal is for all students to get an opportunity to read the text. It is recommended that if used in whole class settings that shorter paragraphs in a passage are used to ensure a demonstration of fluent reading as it is difficult for large groups of students to read at the same pace for sustained periods of time. Longer sections can be read in smaller group settings.

PARTNER



Partner reading is when two students are reading the same text, but take turns reading the passage. The stronger reader reads the sentence/paragraph/section first while the weaker reader follows along. The weaker reader then rereads what the stronger reader read. By having the stronger reader go first, the weaker reader will have greater access and improved fluency during their reading of the text.

WHISPER



Whisper reading is when all students in the class are reading a passage and each one is whisper reading the passage at their own pace. If students finish reading the assigned section of the text prior to the teacher calling time, then they are expected to go back to the beginning of the assigned section and reread again. This will allow all students to read the passage at least once.

Dyad Reading:

The following pages identify great oral reading practices that can easily be done at home.

Directions:

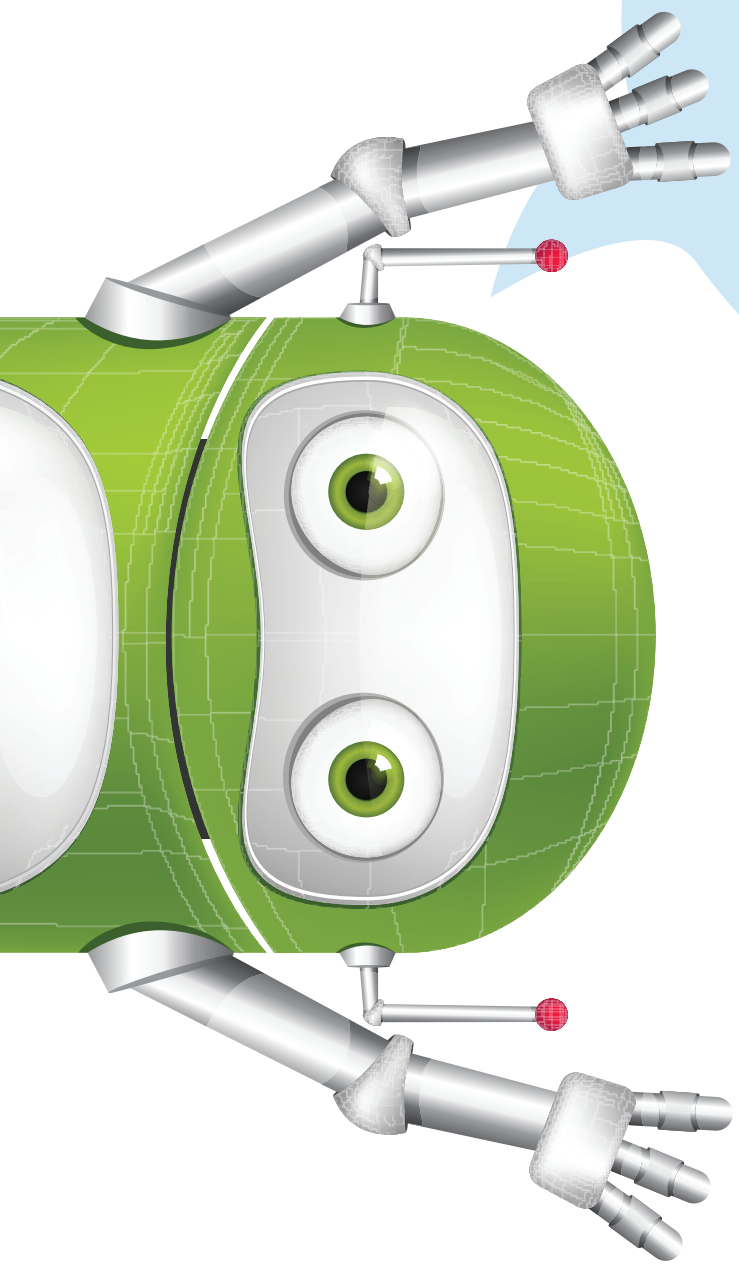
1. Share one book between two people.
2. Sit side-by-side.
3. Track the words with one smooth finger as you read.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

“What a child can do in cooperation today he can do alone tomorrow.”
(Vygotsky, 1962, p. 104).

1. Revisit book or portion of text read

**Practice
helps me to
be a better
reader.**

Hurrah!!



1. Revisit book or portion of text read

1–2 minutes

MATERIALS:

Book from previous session, **Partners in Dyad Reading** lesson plan

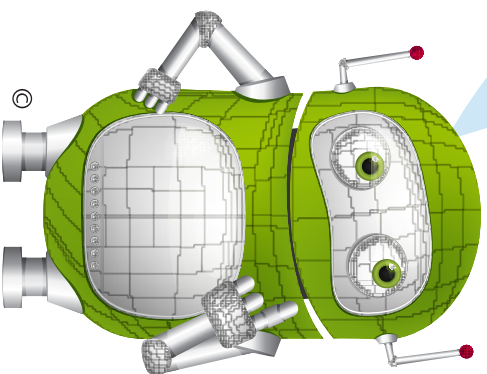
ACTIVITY:

1. Student and tutor revisit previously read text discussing things they remember, found interesting, or other things of note.



2. New Book Introduction

I wonder
what this
book will
be about?



2. New Book Introduction

1–2 minutes—Skip introduction if the student is reading a chapter book.

MATERIALS:

New book with appropriate level of challenge for the student, **Partners in Dyad**
Reading lesson plan

ACTIVITY:

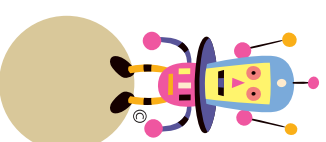
1. Tutor introduces the new book by reading the title, the author/illustrator, and pointing out tricky words in the text section to be read (character names and difficult vocabulary words).
2. Tutor asks the student to make some predictions about the text.

TIP:

Tutor gives the student an opportunity to share what he/she knows about the subject.

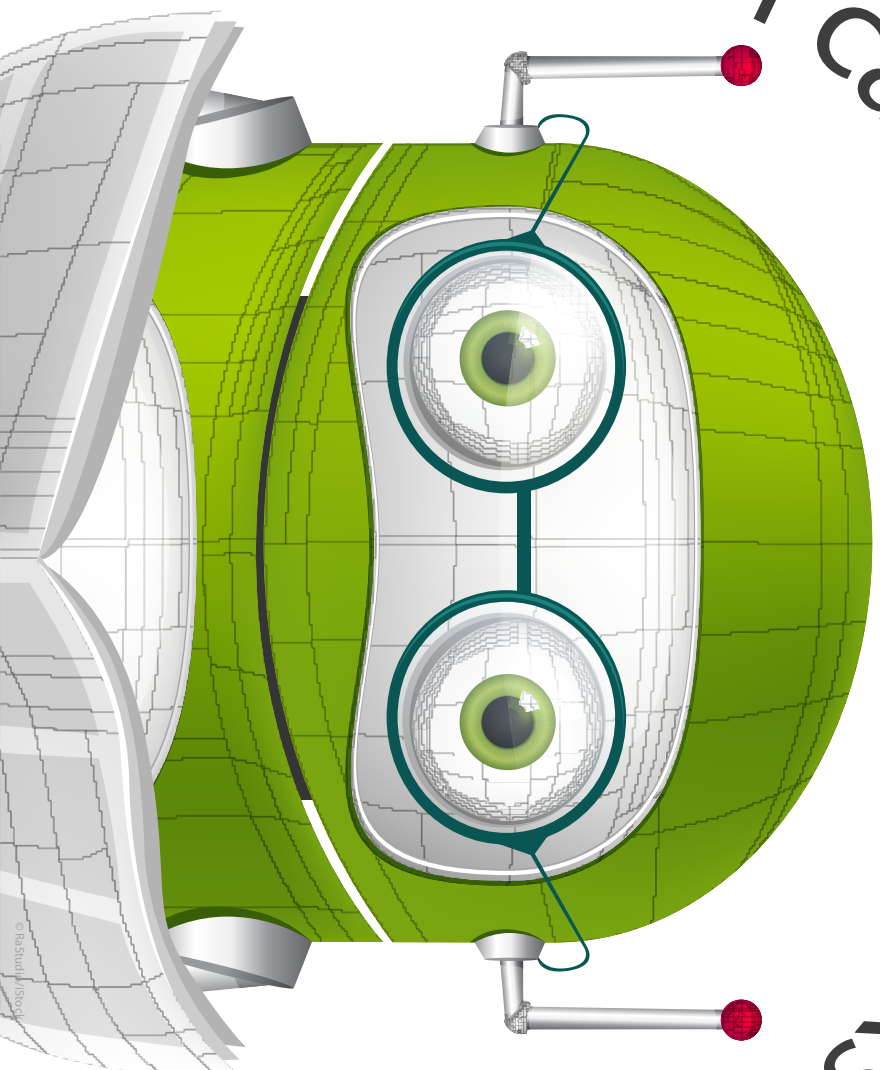
RECORD:

Tutor checks off *New Book Introduction* on the **Partners in Dyad**
Reading lesson plan.



3. Read new book/chapter and monitor comprehension.....

I can read new books!



3. Read new book/chapter and monitor comprehension.

11–14 minutes

MATERIALS:

New book (or next portion of chapter book), *Partners in Dyad Reading* lesson plan, Story Face Chart for narrative text

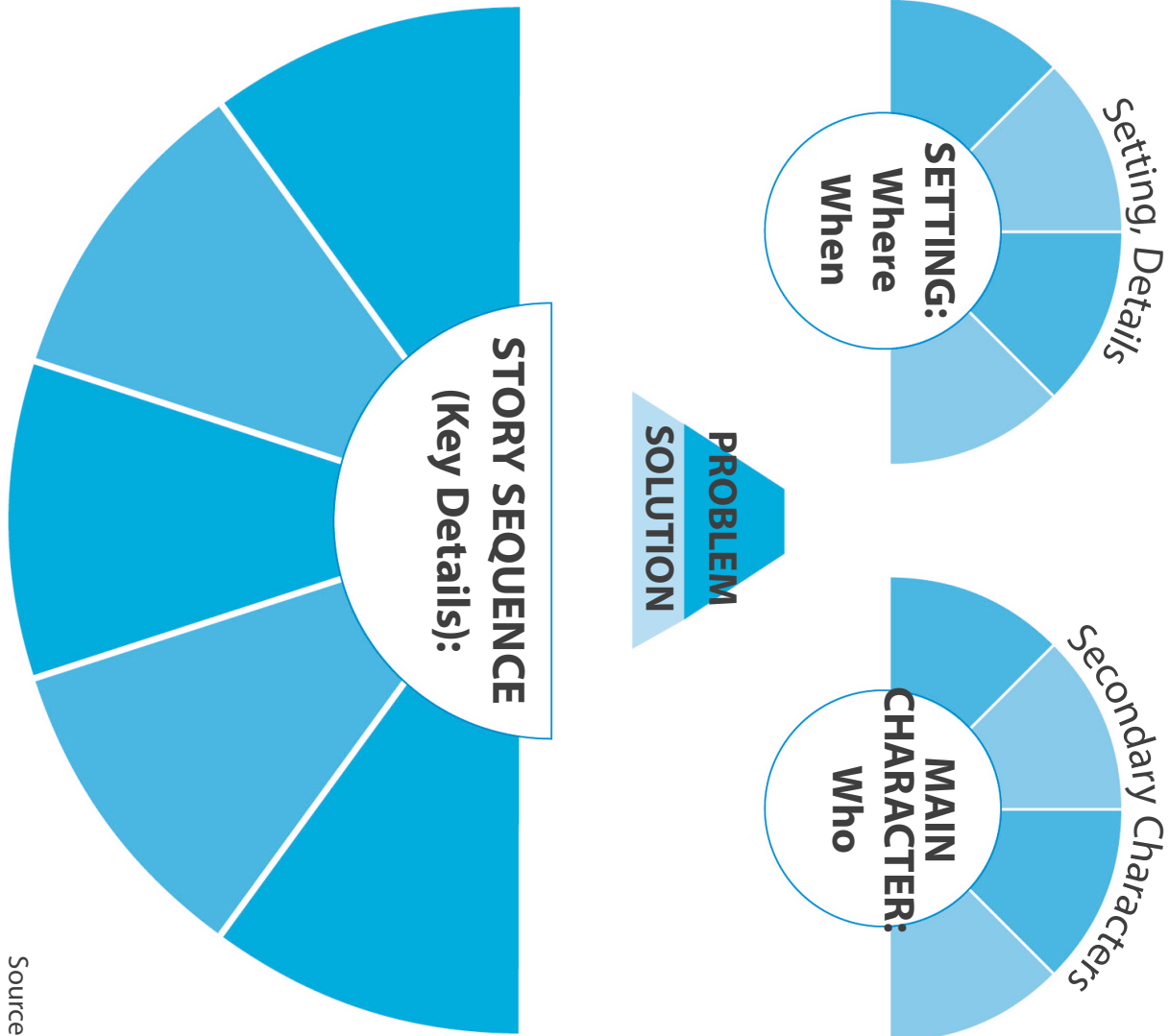
ACTIVITY:

1. The tutor and student read the new book aloud using the Dyad Reading Rules.
2. During reading, the tutor stops to ask the student comprehension questions about what has been read and explains unknown vocabulary. For narrative text, the tutor may use the story face graphic to ask questions about the text. For informational text, use the information text comprehension questions as a guide.
3. The tutor records where to pick up next time in the book, if needed, on the *Partners in Dyad Reading* lesson plan.

DYAD READING RULES:

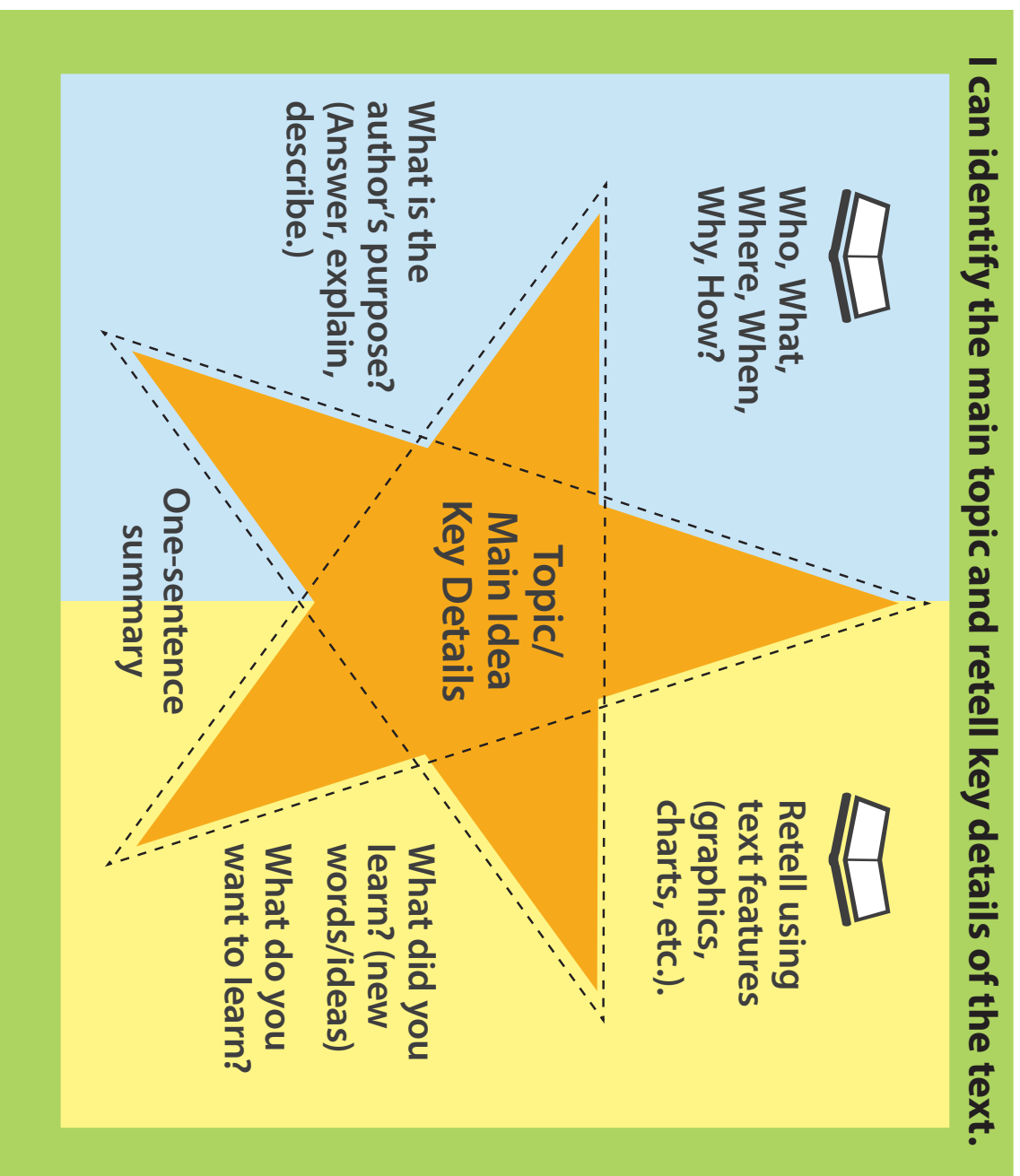
1. Share one book.
2. Sit side-by-side.
3. Track the words with one smooth finger.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

Story Face Chart



Source: *The Reading Teacher*, Vol. 54, No. 1, September 2000.

Informational Comprehension Questions



TIP:

Tutor asks the student to use the text to talk about the key details.

Text Question Prompts

TEXT DEPENDENT QUESTIONS

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- What are the key ideas in this text/story?
- What can you infer from the title, headings, and anecdotes in this book?
- Who was the most important character in the story? What makes
- Who, what, where, when, how questions
- What key details help support the main idea of _____?
- What key details and/or examples support the main idea of _____?
- What have you learned from this [text]?

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Retell the story.
- What is the story or article beginning to be about?
- What is the theme of the story?
- What message was the author trying to share?
- What could the main character have learned that I could also learn?
- What was a moral or lesson in the story?
- Summarize the text.
- Retell the (fables, folk tales from diverse cultures).
- What is the main idea of this text?
- What are the 2 or more main ideas in this text?
- What key supporting details did the author cite?

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Identify characters, setting, major events,
- Explain key details that support the author's message.
- Compare and contrast (characters, setting, events, etc.).
- Explain how _____ and _____ interact in this story.
- Describe how (name of character) respond to (major event and/or challenge).
- Explain how (name of character) changed in the story.
- Why does _____ think about _____?
- How does _____ feel about _____?
- How does _____ show persistence (or other character trait) in _____?
- How does this help the reader learn more about _____'s character?
- What can we infer about the characters _____ and _____?
- What do readers learn about the family's relationship from this section?
- What does _____'s conversation with _____ reveal?
- What event did the author include to show the reader _____?
- Describe connections between _____.
- Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it.
- Explain the procedures described in this article.

TEXT DEPENDENT QUESTIONS

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- What does (word or phrase from the story, figurative language, sensory word,) mean?
- What does *Herculean* (or other Mythology vocabulary) mean in this story?
- Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song
- What kind of text is this? (poem, drama, prose, etc.) How do you know?
- Explain the meaning of (general academic vocabulary word).
- Explain what (domain/content specific word) means.
- Which words really call our attention here? What do we notice as we reread them?
- How does the author's choice of words, the tone of the language, illuminate the author's point of view on the topic?

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- What was the (problem, solution)?
- How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text?
- What text structure did the author use in this text?
- What kind of text is this? (story, article, etc.)
- Look back at the text and see if you can divide it into parts. What parts does the author include?
- Describe the story structure, including beginning, middle, and ending
- Describe the (action, setting) in the story.
- Explain the (structure elements: verse, rhythm, meter of this poem).
- Explain the (structure elements: cast of characters, settings, descriptions, dialogue, stage directions) of this drama/play.
- What might have happened if _____ hadn't happened first?
- How did the author organize the ideas in the (article, book, etc.)?
- Explain how you know that the author used a _____ text structure.
- What text structure did the author use?

6. Assess how point of view or purpose shapes the content and style of a text.

- From what point of view is this story told?
- Who is narrating the story? How do we know?
- Through whose eyes did you see this story?
- Read (two or more accounts of the same event/topic). Analyze the information the authors present.
- What similarities and/or differences are there in (titles of two texts on similar topics)?
- How does the author feel about (topic)?
- How did the graphics help you understand the section about _____?
- Distinguish between information provided by pictures and words in the text.
- How does your own point of view compare to the author of _____?

TEXT DEPENDENT QUESTIONS

Integration of Knowledge and Ideas

<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*</p>	<ul style="list-style-type: none"> Describe (character, setting, event). Use specific examples from the illustrations and/or words. Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/ plot. How did the author use illustrations to engage the reader in the events of the story? How do the (visual/multimedia elements) help the reader understand the author's message? Use illustrations and details in a text to describe key ideas. What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader? How did search tools (key words, side bars, hyperlinks) help the reader? How do the [pictures, etc.] help convey the mood of the story?
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> Not applicable in Literature—Information Texts only Identify the reasons an author gives to support his key point(s). Explain how author uses reasons and evidence to support the main idea of ____. Identify which reasons/evidence support which point(s). What is the author's point of view on the topic? What in the text makes you say that? Describe logical connections between specific sentences and paragraphs. Explain cause and effect relationships in the story/text. What was the tone of the story/text?
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<ul style="list-style-type: none"> Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.). Identify similarities and differences between two texts on the same topic. Read several texts on the same topic. Write a speech using information from each of source. Compare the text to: a movie, webpage, video game, piece of art or music, or other media. How does this selection connect to the theme of ____? How does this selection connect to (other text we have read, content area, etc.) How is ____ in paragraphs 1 and 2 like that same idea in paragraphs 3 through 6? How is ____ shown in paragraphs 7-11? What mood does the author create?

Four-Square Graphic Organizer

<p>The first key idea/event:</p> <p>Details</p> <ul style="list-style-type: none">▪▪▪	<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none">▪▪▪
<p>Topic Sentence:</p>	
<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none">▪▪▪	<p>Conclusion</p>

(For more information about the Four-Square approach see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, Gould, E.J and Gould, J.S., Teaching and Learning Company, 1999).

Possible Generic Writing Prompts

1. What is your earliest memory?
2. What do you want to be when you grow up?
3. Imagine you are building a spaceship to travel to the moon. What does it look like?
4. Imagine you are an inventor. What will you invent? How will you build it?
5. If you were given one super power, what would it be? What would you use this super power for?
6. If you could live anywhere in the world, where would you live? Why?
7. Describe one thing you are thankful for.
8. What would your life be like if you were born one hundred years ago?
9. What would you do if you had a million dollars?
10. Describe your favorite sport and why you like it.
11. Pretend you are a daring explorer. Where will you travel to? What will you see?
12. How are you similar to your parents? How are you different?
13. Describe one thing that makes you unique.
14. Imagine you wake up one morning and discover that you have been turned into a tyrannosaurus rex. What will you do?
15. What are three numbers that you like? How do these numbers relate to one another?
16. What is your favorite color? Your least favorite color?
17. Describe a job you would not like to have.
18. What is your favorite subject in school? Why do you like this subject?
19. Describe what your life would be like if you were 10 feet tall.
20. What is your favorite fairy tale? Write what happens in this story.
21. What's the most important thing you would like to do this summer?
22. Go for a walk. Write a sentence about the walk you went on.
23. Write about a trick you would like to play on your mom.
24. What is your favorite thing to do when you play outside?
25. What is your favorite thing to do when you play inside?
26. Tell about what you will be when you grow up.
27. Write about what you would like to do for your next birthday.
28. If you could go on a vacation anywhere in the world, where would you go?
29. Make a list of groceries that you think mom or dad should buy for you from the store.
30. Tell about an animal you would like to have for a pet.
31. What would you do if there was a dragon stuck under your bed?
32. What is the funniest thing that you have ever seen?
33. What did you do today?
34. What is something you would like to learn more about?
35. What kind of pet do you think a teacher should get for their classroom?
36. What is the best movie you have ever seen?
37. Tell about your most favorite book.

38. Tell about your favorite holiday. Tell why it is your favorite.
39. Tell about your favorite restaurant. Tell why it is your favorite.
40. Write a poem about what you think second grade will be like.
41. Do you think you will get married?? Write about what you think it will be like.
42. What is something you love about yourself?
43. If you could change anything about yourself, what would it be?
44. Make a list of the things you are most thankful for in your life.
45. Which season do you like the most?? Why??
46. Which season do you like the least, why????
47. You just won \$1,000,000. What are you going to do first?
48. Tell about a time when you were kind to someone.
49. Tell about your favorite song.
50. Write a story about the mysterious zizzybalooobuh that you just found in your bathtub.
51. What is something that makes you ANGRY!!!!
52. Tell about your favorite sport.
53. Tell about the last time you cried.
54. What are you scared of?
55. You found a magic wand! What would you do with it?
56. Tell about your favorite food and why it is so good.
57. Have a family member write something about you today.
58. What would happen to you if you never went to school?
59. In second grade, I want to learn about...
60. My favorite animal is a....
61. This is a list of things I like to do when I can't watch television or play video games.
62. What would you like to say to the President?
63. What is something you are really good at doing or creating?
64. What should you do if there is a bully on your bus?
65. When I'm 100 years old...
66. If a cat could talk, what would they say?

Addition and Subtraction Facts

Recommended Grades 1 - 3

NAME

DATE

Tens Go Fish Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

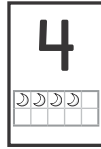
NAME _____

DATE _____

Tens Go Fish Directions

You need

- Deck of Primary Number Cards (without Wild Cards)
- Tens Go Fish* Recording Sheet (G45; 1 per player)



Play with a partner. Work together.

- Deal each player 5 cards.
- Players put down pairs of cards that make 10, and pick new cards to replace them.
- Then, players take turns asking each other for a card that will make 10 with a card in their own hand.
 - If a player gets the card, he or she puts the pair down and picks a new card from the deck.
 - If a player does not get the card, the player must “Go fish” and pick a new card from the deck.
 - If the new card makes 10 with a card in the player’s hand, he or she puts the pair down and picks another card.
 - If a player runs out of cards, the player picks two new cards.
 - A player’s turn is over when there are no more pairs that make 10.
- The game is over when there are no more cards.
- At the end of the game, players record their combinations of 10 on the *Tens Go Fish* Recording Sheet.

RESOURCE MASTERS, G45	
NAME _____ DATE _____	
<i>Tens Go Fish</i> Recording Sheet	
My combinations of 10 in Game 1	My combinations of 10 in Game 2
G45 © Pearson Education 1	

Math Activities

Recommended Grades 3 - 5

Appendix A: Further Activities and Resources

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How Close to 100?

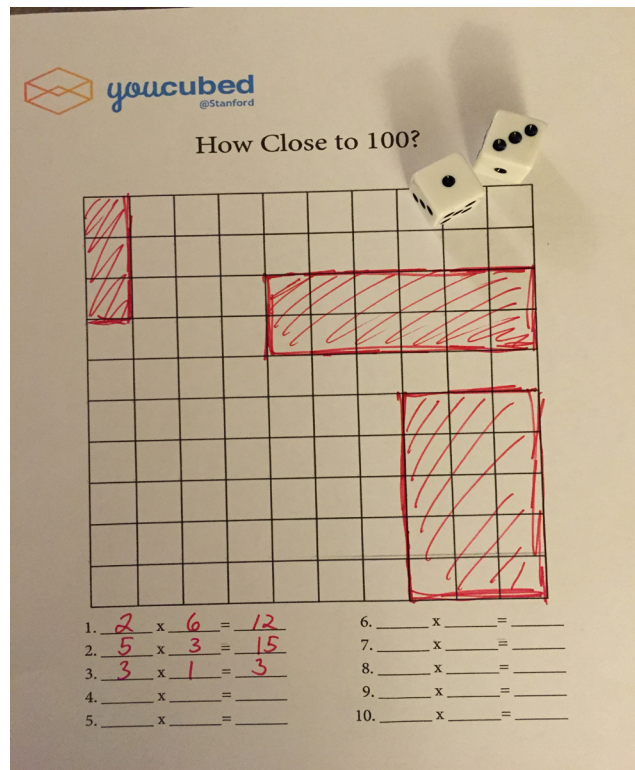
You need

- two players
- two dice
- recording sheet (see next page)

This game is played in partners. Two children share a blank 100 grid. The first partner rolls two number dice. The numbers that come up are the numbers the child uses to make an array on the 100 grid. They can put the array anywhere on the grid, but the goal is to fill up the grid to get it as full as possible. After the player draws the array on the grid, she writes in the number sentence that describes the grid. The second player then rolls the dice, draws the number grid and records their number sentence. The game ends when both players have rolled the dice and cannot put any more arrays on the grid. How close to 100 can you get?

Variation

Each child can have their own number grid. Play moves forward to see who can get closest to 100.



How Close to 100?

1. _____ x _____ = _____

2. _____ x _____ = _____

3. _____ x _____ = _____

4. _____ x _____ = _____

5. _____ x _____ = _____

6. _____ x _____ = _____

7. _____ x _____ = _____

8. _____ x _____ = _____

9. _____ x _____ = _____

10. _____ x _____ = _____

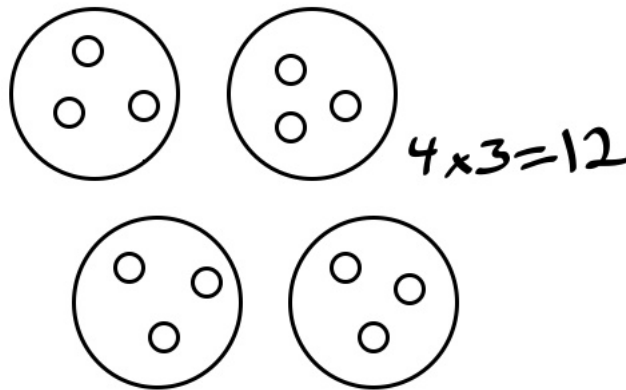
Pepperoni Pizza

You will need

- one or more players
- 2 dice per player
- 10 or more snap cubes per player

In this game, children roll a dice twice. The first roll tells them how many pizzas to draw. The second roll tells them how many pepperonis to put on EACH pizza. Then they write the number sentence that will help them answer the question, “How many pepperonis in all?”

For example, I roll a dice and get 4 so I draw 4 big pizzas. I roll again and I get 3 so I put three pepperonis on each pizza. Then I write $4 \times 3 = 12$ and that tells me that there are 12 pepperonis in all.

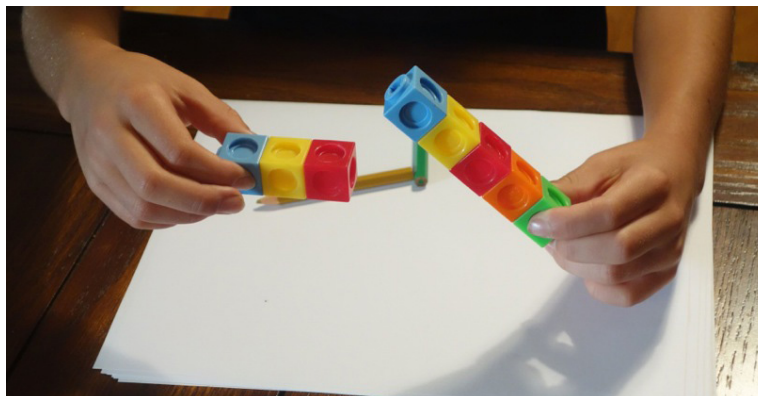


Snap It

You will need

- one or more players
- 10 or more snap cubes per player

This is an activity that children can work on in groups. Each child makes a train of connecting cubes of a specified number. On the signal “Snap,” children break their trains into two parts and hold one hand behind their back. Children take turns going around the circle showing their remaining cubes. The other children work out the full number combination.



How Many Are Hiding

You will need

- one or more players
- 10 or more snap cubes /objects per player
- a cup for each player

In this activity each child has the same number of cubes and a cup. They take turns hiding some of their cubes in the cup and showing the leftovers. Other children work out the answer to the question “How many are hiding,” and say the full number combination.

Example: I have 10 cubes and I decide to hide 4 in my cup. My group can see that I only have 6 cubes. Students should be able to say that I’m hiding 4 cubes and that 6 and 4 make 10.

Shut the Box

You will need

- one or more players
- 2 dice
- paper and pencil

Write the numbers 1 through 9 in a horizontal row on the paper. Player 1 rolls the dice and calculates the sum of the two numbers. Player 1 then chooses to cross out numbers that have the same sum as what was calculated from the dice roll. If the numbers 7, 8 and 9 are all covered, player 1 may choose to roll one or two dice. If any of these numbers are still uncovered, the player must use both dice. Player 1 continues rolling dice, calculating the sum and crossing out numbers until they can no longer continue. If all numbers are crossed out the player says “shut the box”. If not all numbers are crossed out player 1 determines the sum of the numbers that are not crossed out and that is their score. If “shut the box” is achieved, player 1 records a score of “0”.

Player two writes the numbers 1 through 9 and follows the same rules as player 1. The player with the lowest score wins.

Variation

Player 1 and 2 can choose to play 5 rounds, totaling their score at the end of each round. The player with the lowest total score wins the game.

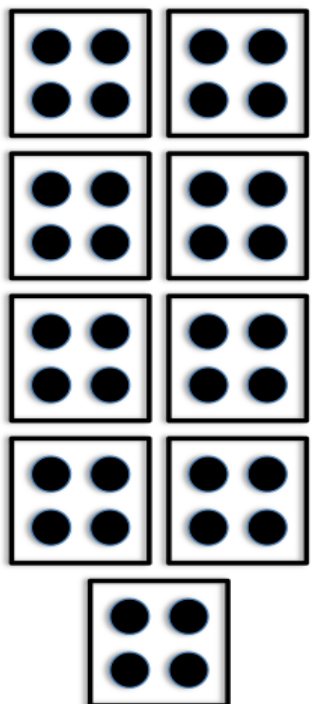
Math Cards

You will need

- one or more players
- 1 deck of cards (see next pages)

Many parents use ‘flash cards’ as a way of encouraging the learning of math facts. These usually include 2 unhelpful practices – memorization without understanding and time pressure. In our Math Cards activity we have used the structure of cards, which children like, but we have moved the emphasis to number sense and the understanding of multiplication. The aim of the activity is to match cards with the same numerical answer, shown through different representations. Lay all the cards down on a table and ask children to take turns picking them; pick as many as they find with the same answer (shown through any representation). For example 9 and 4 can be shown with an area model, sets of objects such as dominoes, and the number sentence. When students match the cards they should explain how they know that the different cards are equivalent. This activity encourages an understanding of multiplication as well as rehearsal of math facts.

36



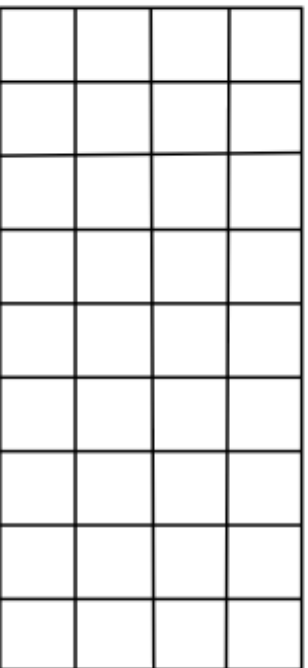
9×4

4×9

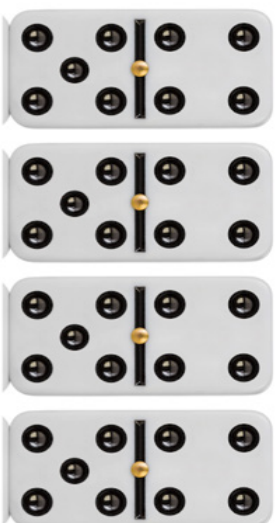
$$7 \times 9$$

$$9 \times 7$$

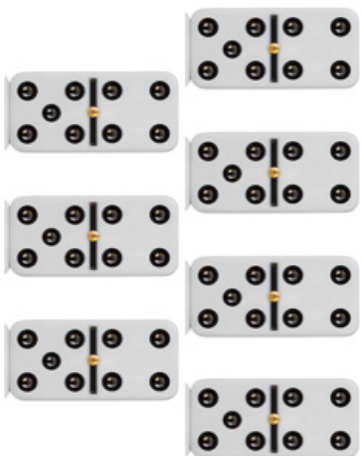
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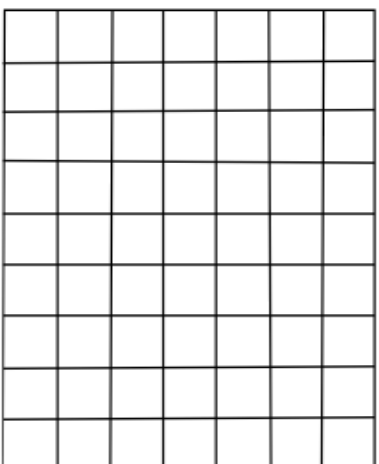
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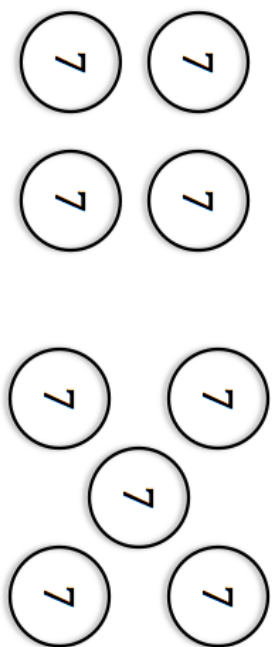
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9



7



42

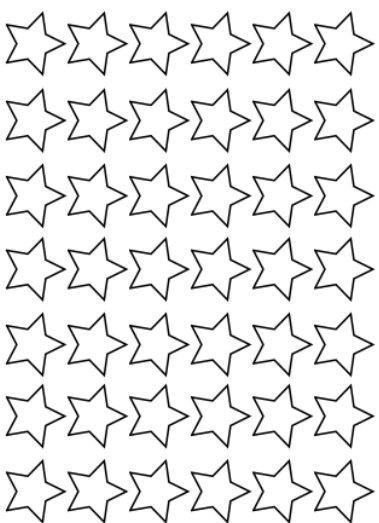
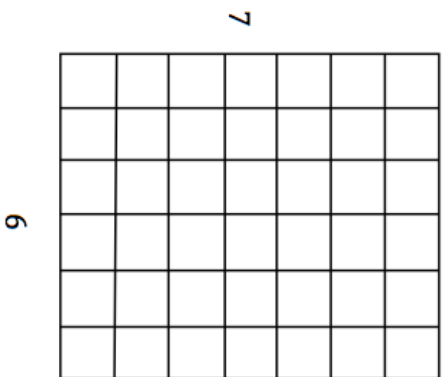


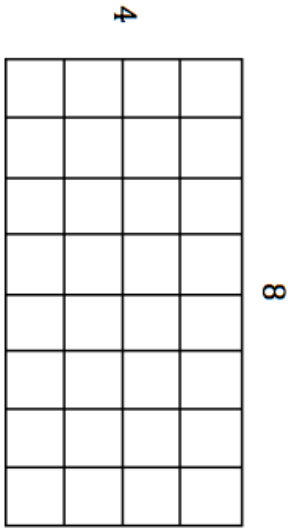
7×6

6×7

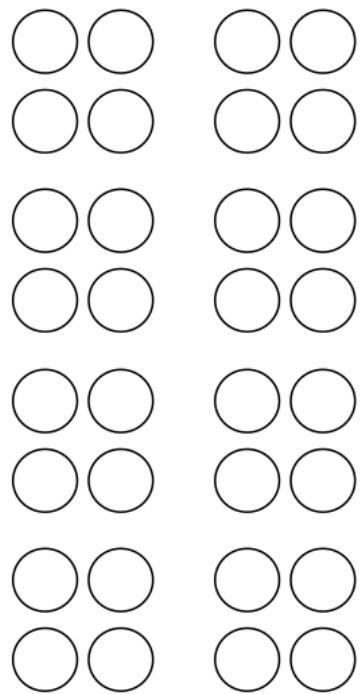
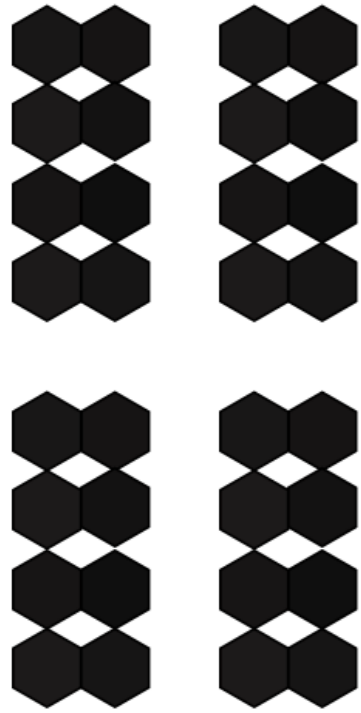
$$8 \times 4$$

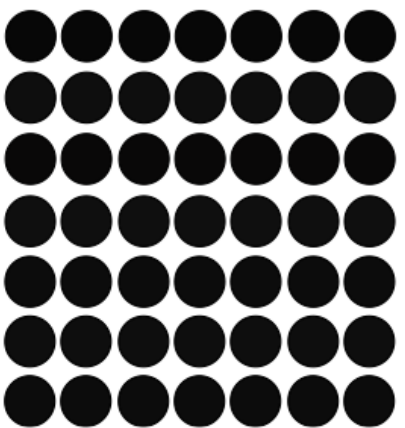
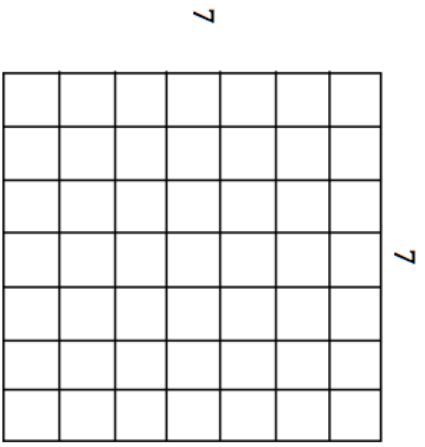
$$4 \times 8$$





32





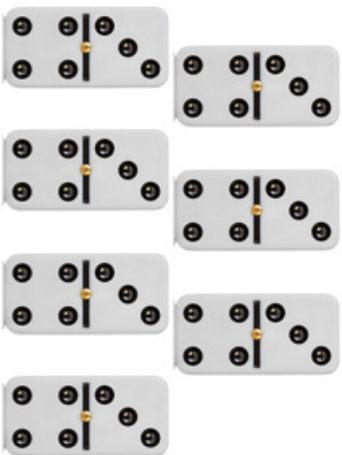
$$7 \times 7$$

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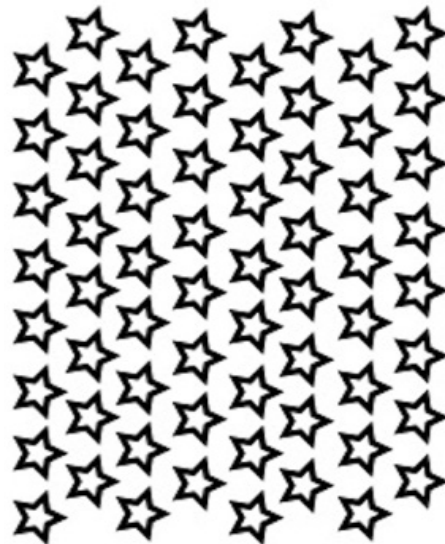
$$8 \times 8$$

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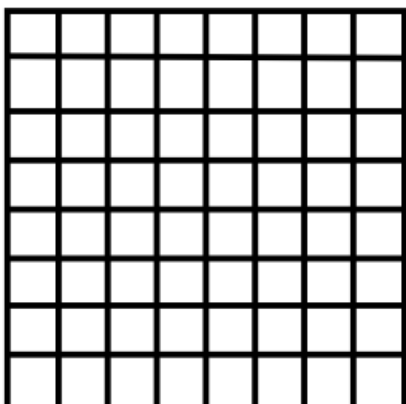
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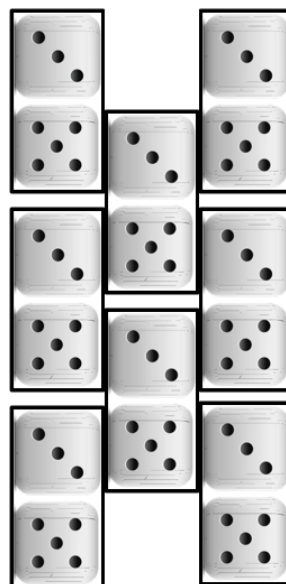
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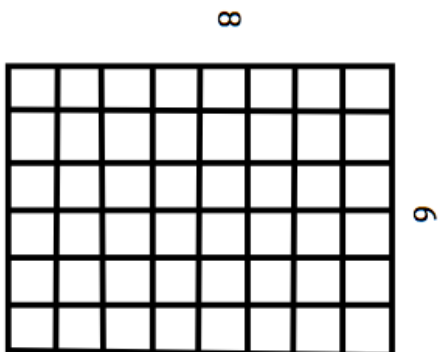
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8

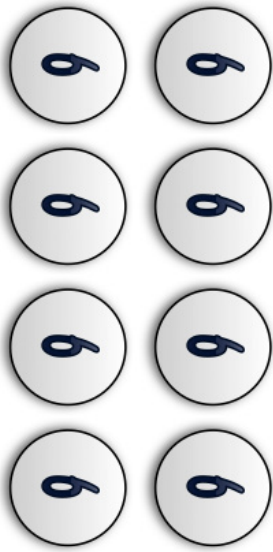


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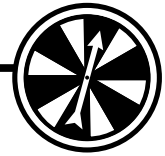
$$6 \times 8$$

$$8 \times 6$$



Name _____

Date _____

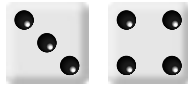


How Many of Each?

Roll and Record

You need

- 2 dot cubes
- recording sheet



Play alone.

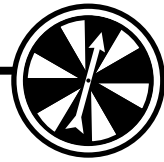
- 1 Roll 2 cubes.
- 2 Add the numbers. +
- 3 Write the sum on the recording sheet.
- 4 The game is over when one column is full.

More Ways to Play

- Play with 1 dot cube and 1 number cube.
- Play with 2 number cubes.

Name _____

Date _____

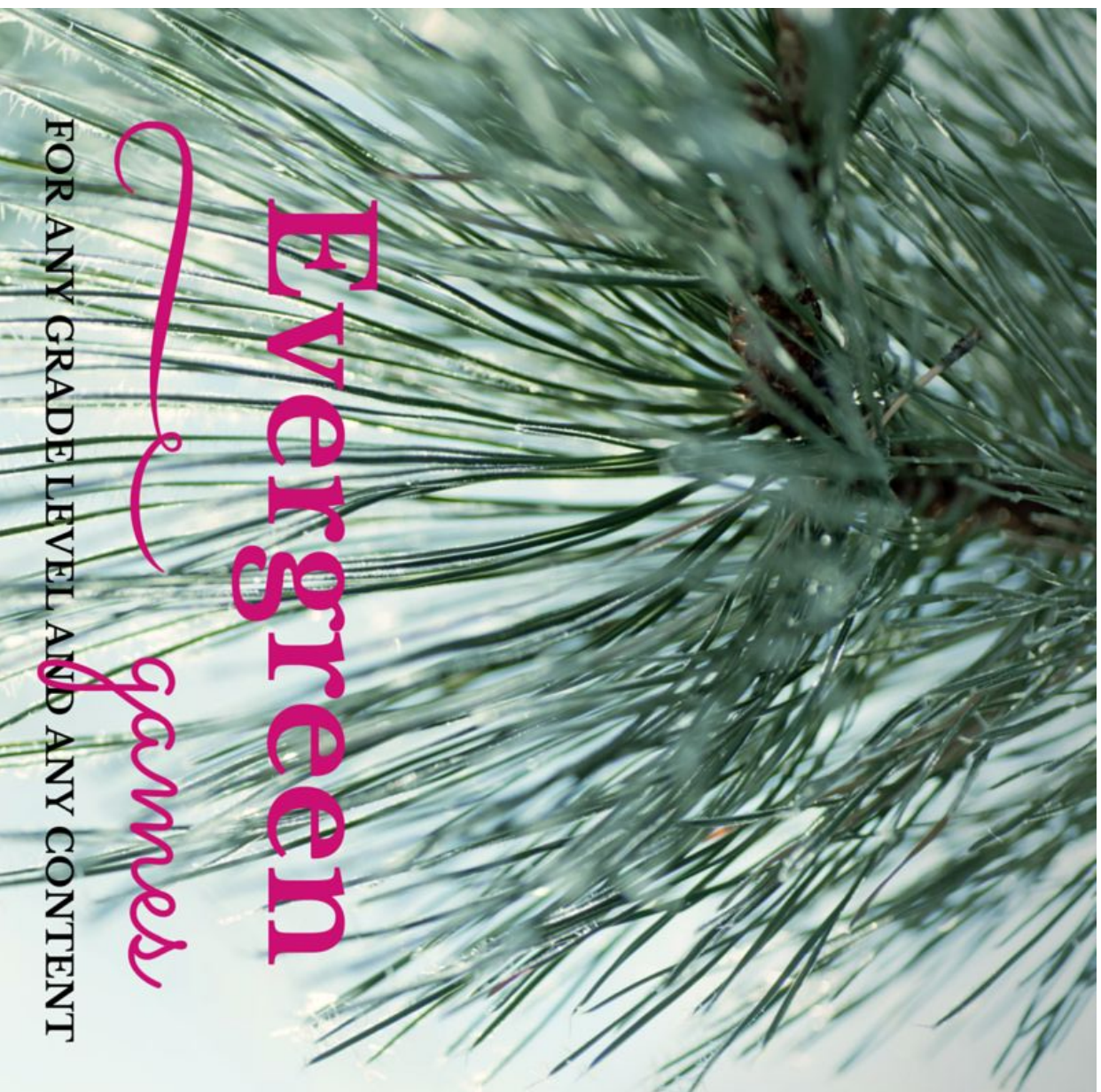


How Many of Each?

Roll and Record Recording Sheet

									2
									3
									4
									5
									6
									7
									8
									9
									10
									11
									12

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Evergreen

games

FOR ANY GRADE LEVEL AND ANY CONTENT

www.K-5MathAcademy.com

5 Evergreen Games

Evergreen games are games that have general rules that never change. Once you teach children those rules you can use the game for every math concept. For example, the rules of Memory never change....but what “matches” they are looking for can change with each new concept you want to focus on. This document gives you the general rules of the 5 Evergreen Games along with three examples for each game.

- 1) Bump
- 2) Memory
- 3) I Have/Who Has
- 4) Capture 4
- 5) Difference To...

Bump

Directions

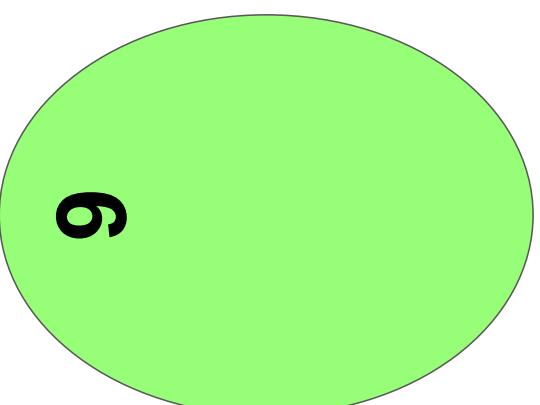
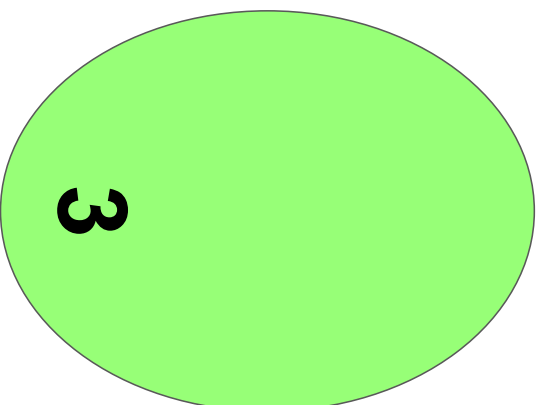
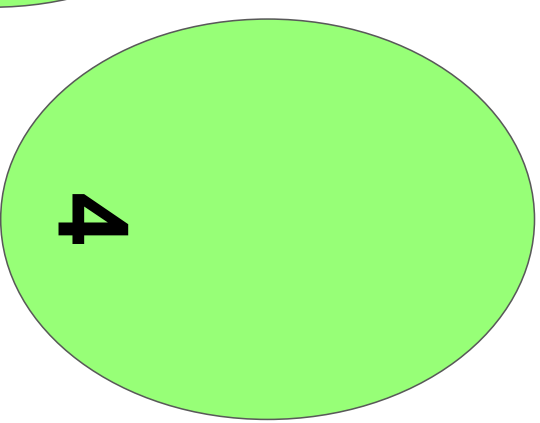
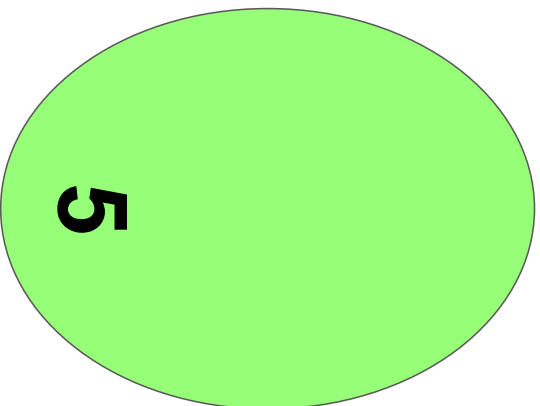
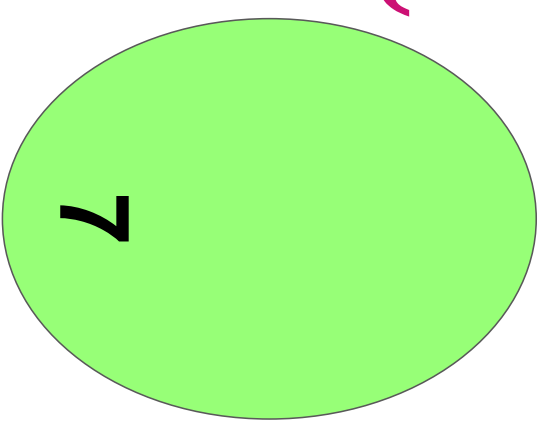
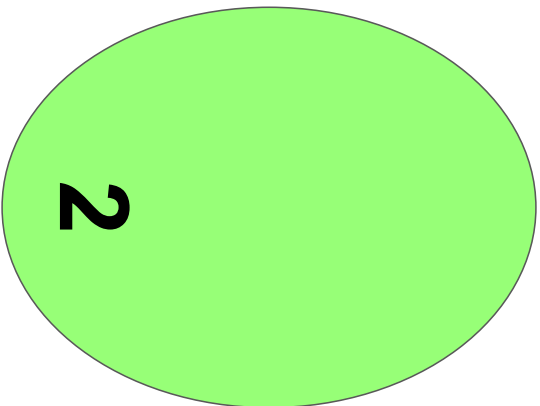
Each child takes 8 unifix cubes of one color. Their partner should have 8 of a different color. The first child rolls 2 dice (or 1, depending upon the game you are playing) and puts a cube on that number. If the other player's cube is on that number, they get to BUMP it off. If your own cube is already on that number, link another cube with it and it freezes that spot.

Any time there are two cubes of the same color on a spot, that freezes that spot and you cannot bump that person's marker off. The winner is the player that uses all of their markers first.

One More Than

BUMP

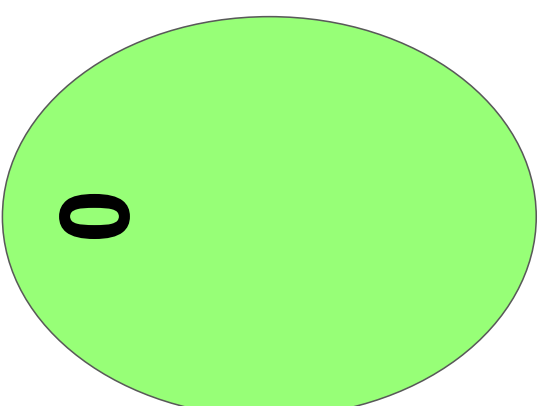
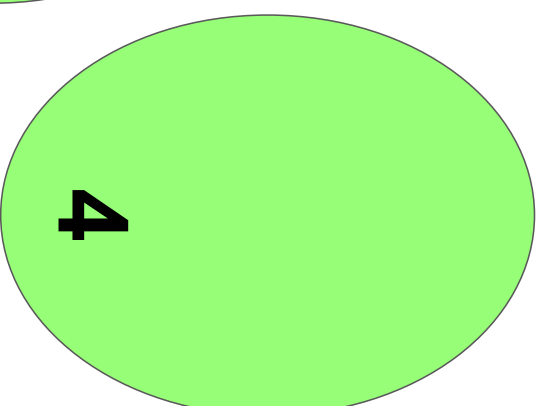
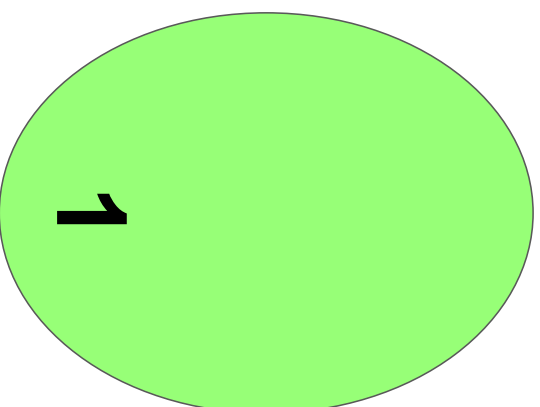
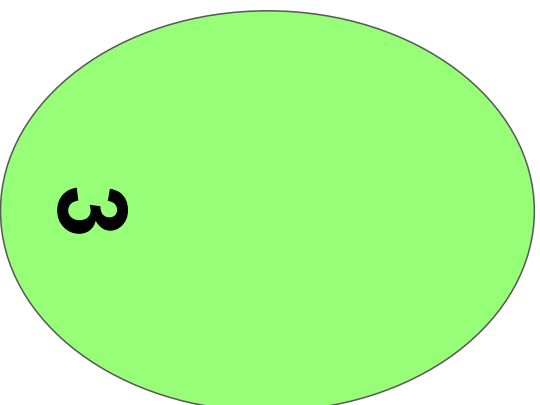
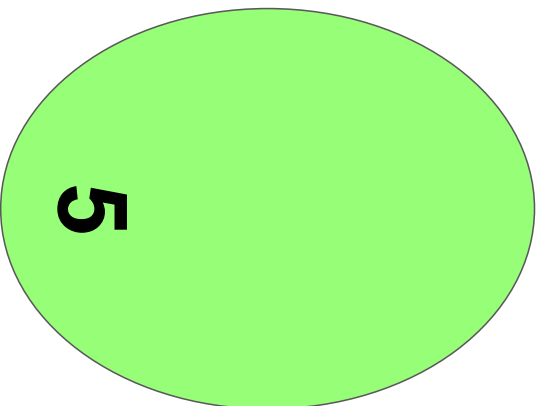
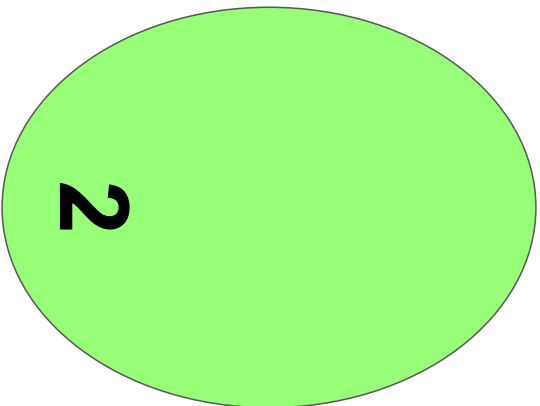
Roll the die. Then, put your marker on the spot that is “1 more than” the amount you rolled.



One Less Than

BUMP

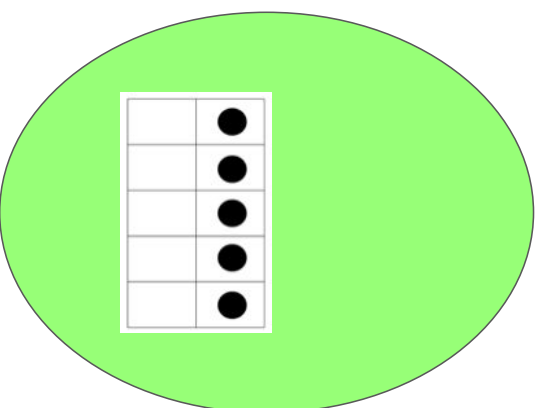
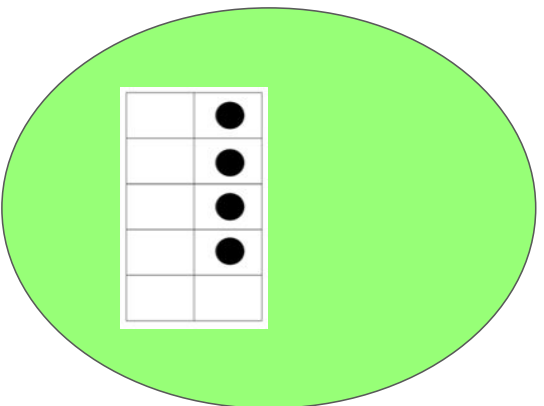
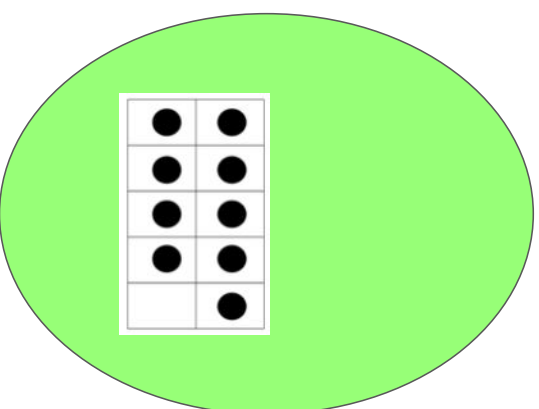
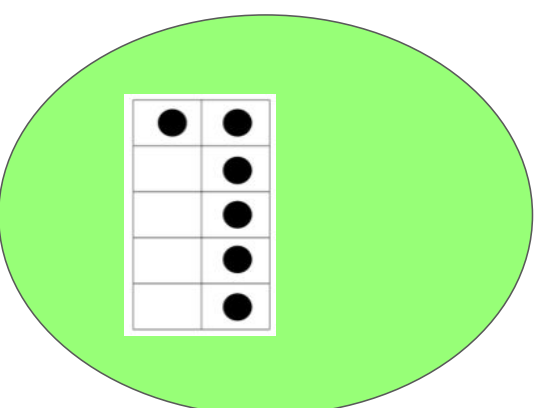
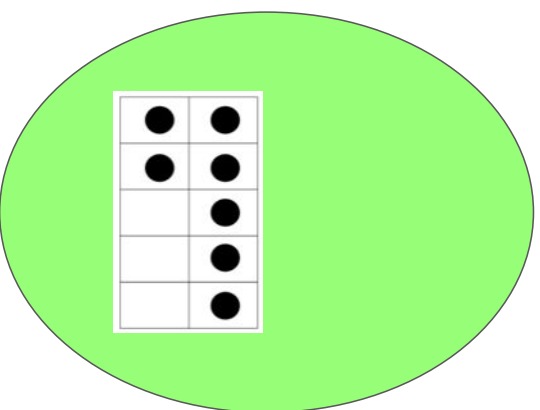
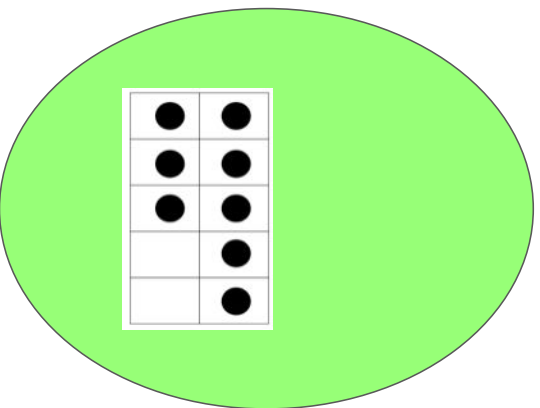
Roll the die. Then, put your marker on the spot that is “1 less than” the amount you rolled.



Make Ten

BUMP

Roll the die. Then, put your marker on the spot that has the ten frame you would need in order to “Make Ten.” For example, if I roll a 4, I would place my marker on the ten frame showing 6 because $4 + 6$ makes 10.



Memory

Directions

******Print the sheet out and cut the cards apart.

Lay the set of cards out, face down in columns & rows. Take turns flipping over 2 cards at a time to see if they make a “match.” If they do match, they keep the cards. If they do not match, they flip them back over and it is the next player’s turn.

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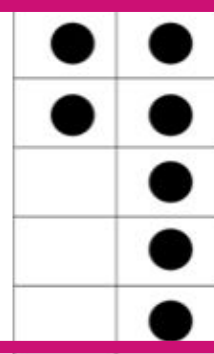
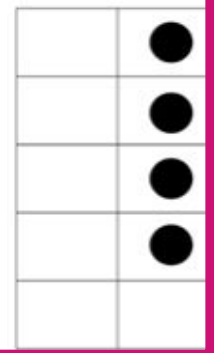
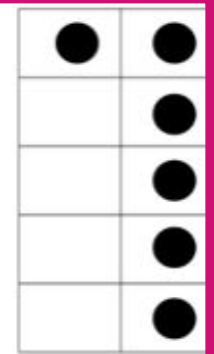
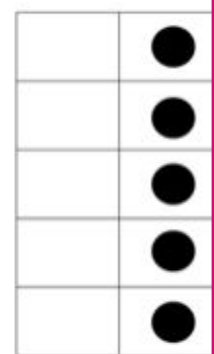
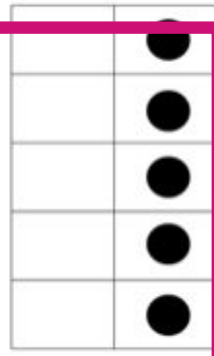
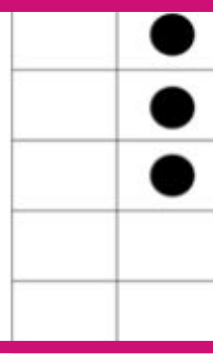
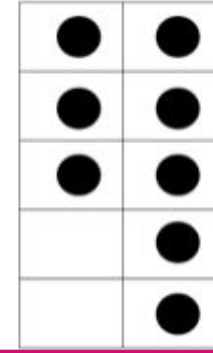
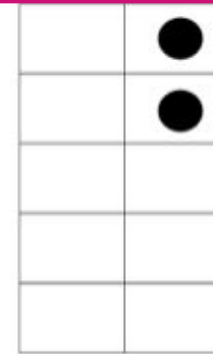
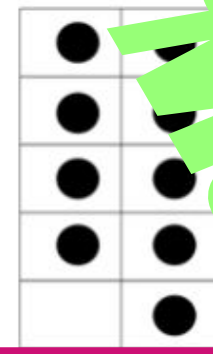
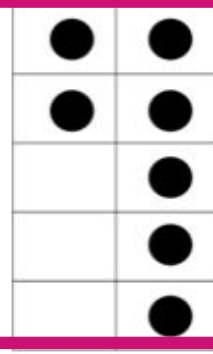
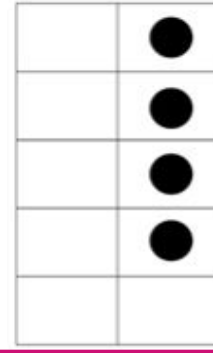
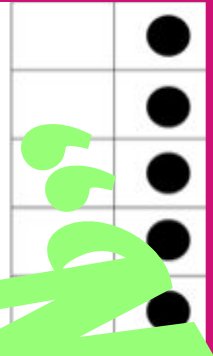
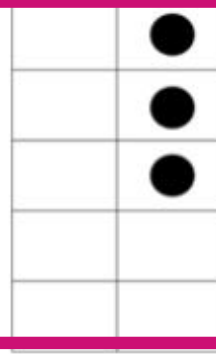
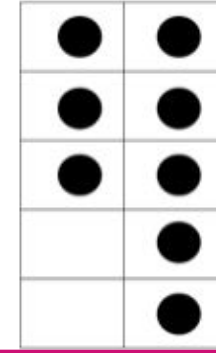
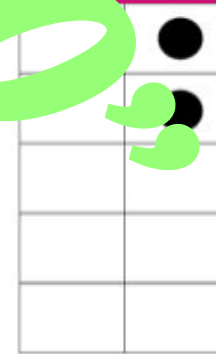
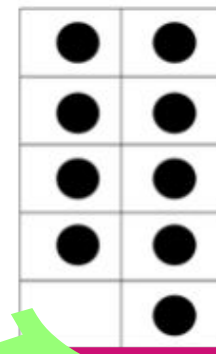
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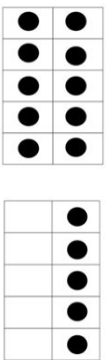
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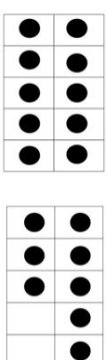
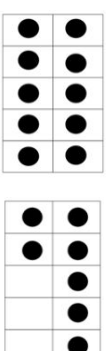
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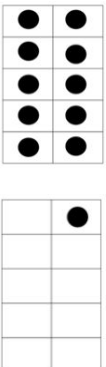
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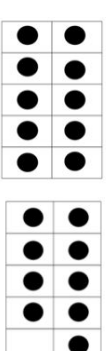
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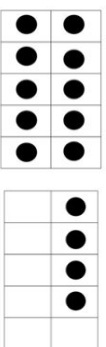
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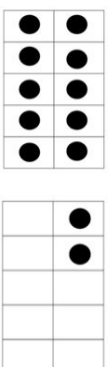
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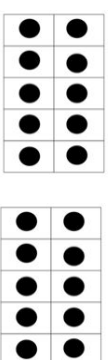
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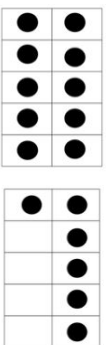
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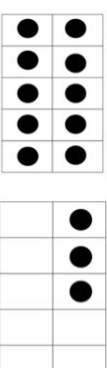
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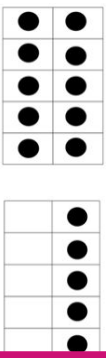


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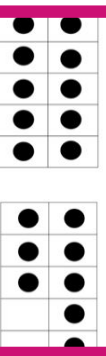
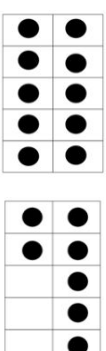


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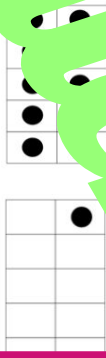
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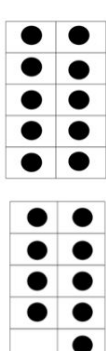
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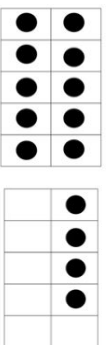
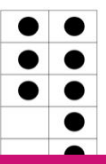
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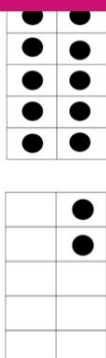
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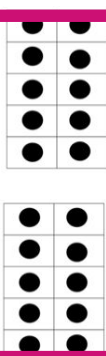
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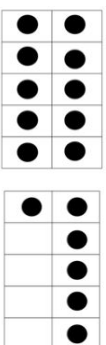
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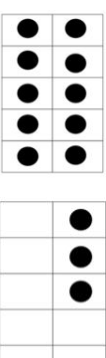
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16



13



20

Montessori

32	$20 + 12$	13	$10 + 3$	$9 + 20$
----	-----------	----	----------	----------

33	$23 + 10$	69	$60 + 9$	29
----	-----------	----	----------	----

$43 + 10$	53	$24 + 20$	44	$58 + 10$
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35	$15 + 20$	66	$50 + 16$	68
----	-----------	----	-----------	----

32

$20 + 12$

13

$10 + 3$

$9 + 20$

$23 + 10$

69

$60 + 9$

29

$43 + 10$

53

$24 + 20$

44

$58 + 10$

35

$15 + 20$

66

$50 + 16$

68

1 Have/1 Who Has

Directions

Hand out a card to each student. There are 6 cards for 1 game as these are designed to be done in a small group setting. Some students may need to have 2 depending upon how many kids are in your group. It is important to use all the cards in a set or else it won't make it back around to the starting card

Choose a student to go first, and have her read her card aloud.

The student who has the card with the answer then reads that answer aloud: "I have ____". This student will then read the question at the bottom of their card – 'Who has ____?' Then the student with the card that answers the question responds. Every card in the set is connected to a card before it and a card after it.

Play continues in this fashion until all of the cards have been played. The game will end with the same student who started play.

I have

32

Who has

$30 + 18$

I have

48

Who has

$16 + 10$

I have

26

Who has

$10 + 15$

I have

25

Who has

$24 + 10$

I have

34

Who has

$20 + 9$

I have

29

Who has

$20 + 12$

I have

16

Who has

$10 + 2$

I have

12

Who has

$10 + 1$

I have

11

Who has

$10 + 5$

I have

15

Who has

$10 + 3$

I have

13

Who has

$10 + 4$

I have

14

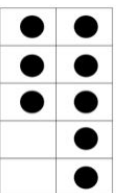
Who has

$10 + 6$

I have

6

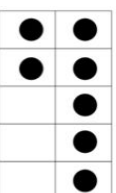
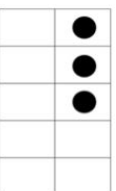
Who has



I have

9

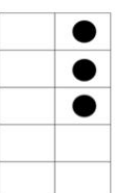
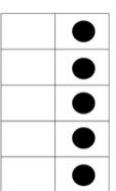
Who has



I have

10

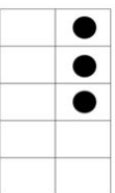
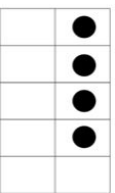
Who has



I have

8

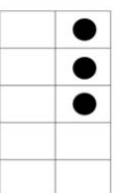
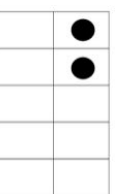
Who has



I have

7

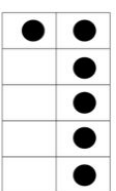
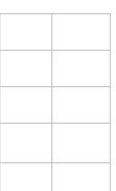
Who has



I have

5

Who has



Capture 4

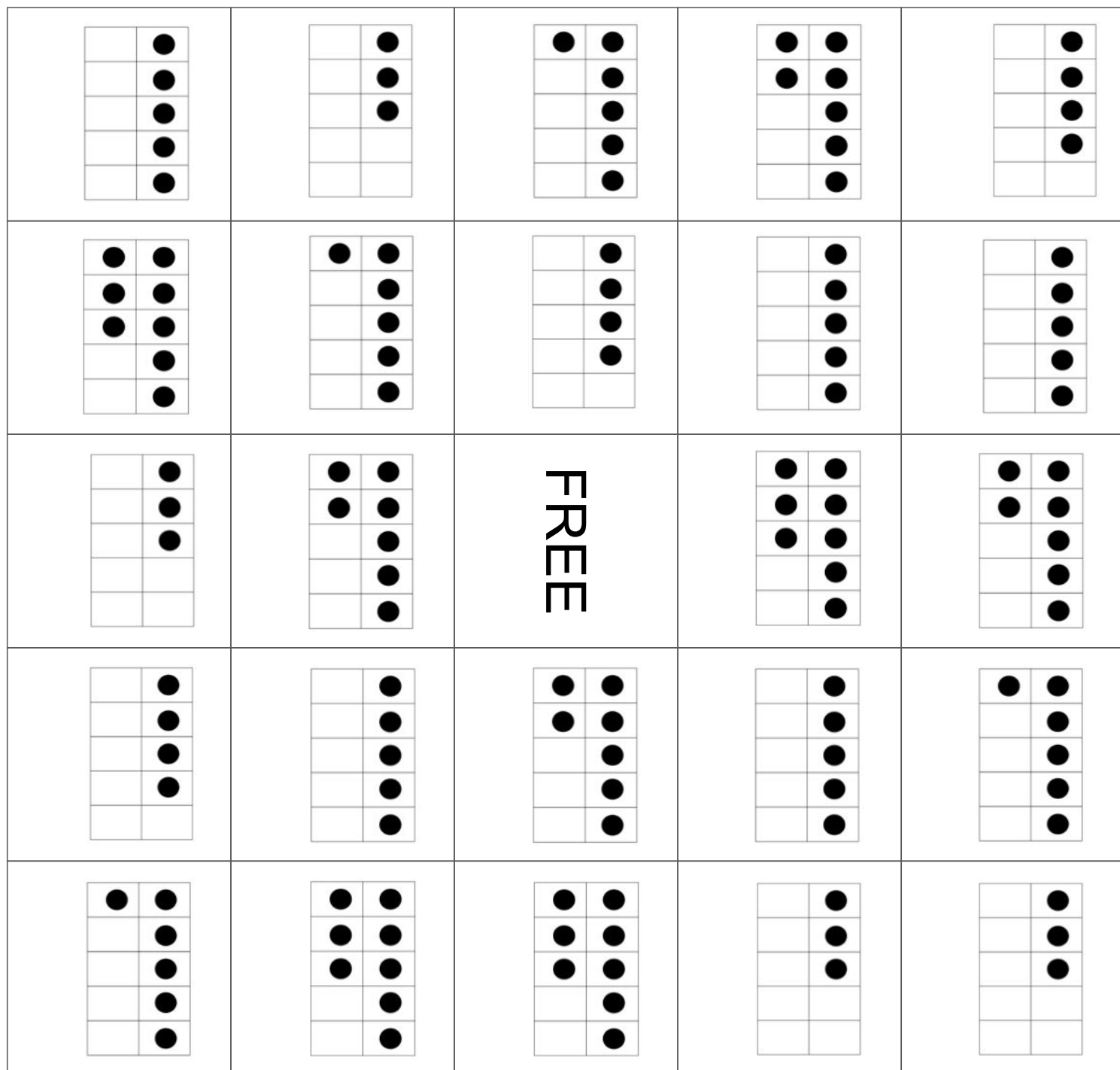
Directions

These are meant to be played with a partner, but you could also do students versus teacher.

Students have to think strategically to capture 4 spaces in a row, either horizontally, diagonally, or vertically.

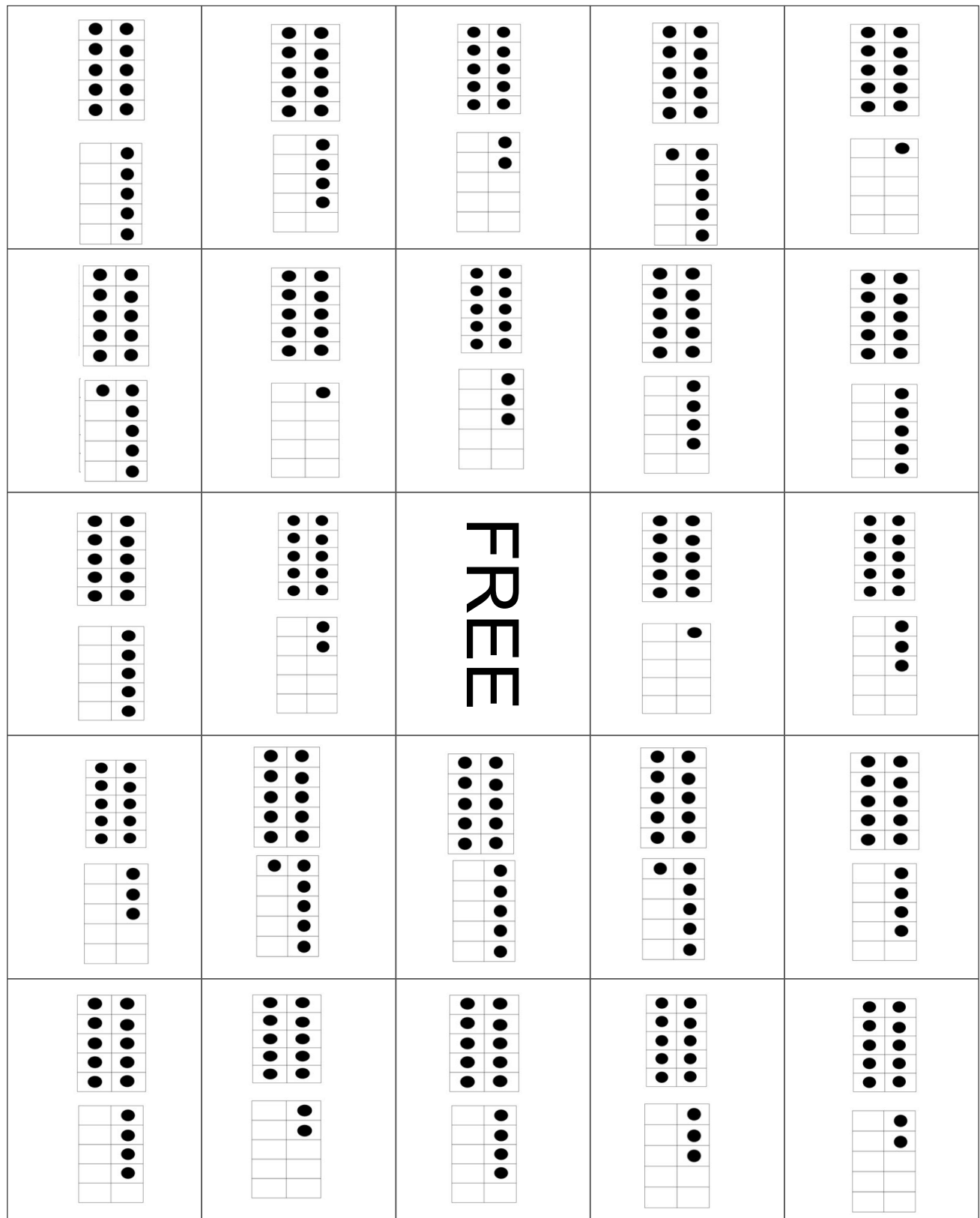
*Print these off and then students can place cubes on the spots they capture (each student would need their own color) or you can put it in a sheet protector and have them mark off the spots they capture with whiteboard markers (each student would need their own color).

Capture 4: Add 2



Roll the die. Then, put your marker on the spot that is “2 more than” the amount you rolled.

Capture 4: Add 10



Roll a regular die, then add 10 to the amount you rolled. Then place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

Capture 4: Roll two, Add 20

24	26	29	26	31
22	27	32	25	28
28	29	FREE	24	30
25	26	27	23	29
32	28	29	30	27

Roll 2 regular dice, then add 20 to it. Place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

Difference To...

Directions

Students roll dice, add amounts together, and then find the difference to a predetermined number.

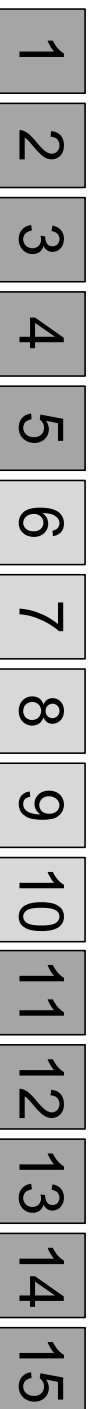
The sheets for this game are designed to be printed out and slipped into sheet protectors.

There are blank parts in the directions of each game to allow you to change certain parts of the game depending upon what you want your students to focus on. Plus, students can write on the sheet protector with whiteboard markers and wipe it off for each new game.

Player 1



Player 2



- 1) **Roll the dice ____ times.**
- 2) **Use the number path to record the amount you rolled.**
- 3) **Find the difference from ____.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

- 1) Roll the dice 1 times.
- 2) Use the number path to record the amount you rolled.
- 3) Find the difference from 8.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN**.

Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

- 1) **Roll the dice ____ times.**
- 2) **Use the number path to record the amount you rolled.**
- 3) **Find the difference from ____.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

Player 1

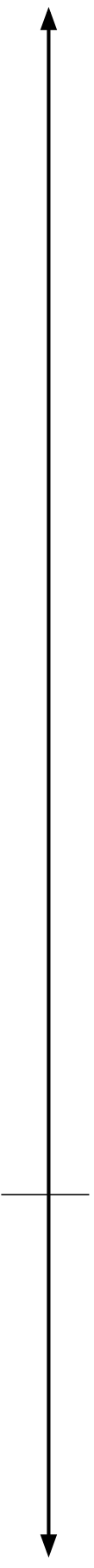
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Player 2

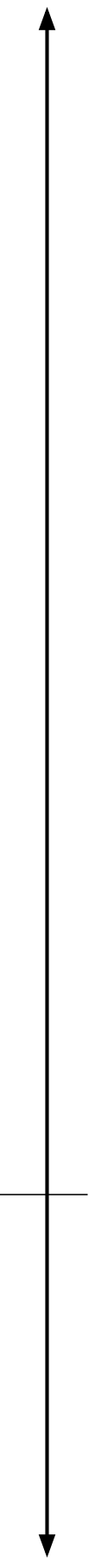
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

- 1) Roll the dice 2 times.
- 2) Use the number path to record the amount you rolled.
- 3) Find the difference from 10.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN**.

Player 1



Player 2

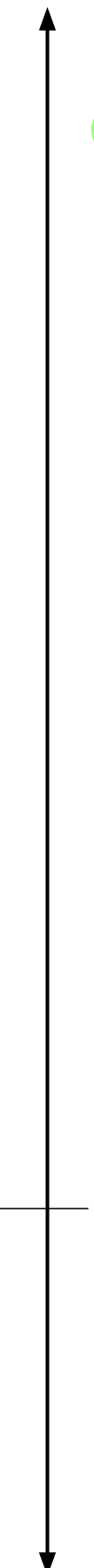


- 1) **Roll the dice ____ times.**
- 2) **Use the number line to record the amount you rolled.**
- 3) **Find the difference from ____.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

Player 1



Player 2



Example

- 1) Roll the dice 3 times. *Add them, then add 50.*
- 2) Use the number line to record your total amount.
- 3) Find the difference from 100.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN**.