

FIRST WEEK OF School

LESSONS AND ACTIVITIES

About My Name

Name: Makayla

My name has 7 letters.

The first letter is M

The last letter is a

Circle the letters that you have in your name. If you have the same letter more than once, draw a circle for each time that letter shows up in your name!

Aa	Bb	Cc	Dd	Ee	Ff
Hh	Ii	Jj	Kk	Ll	Mm
Oo	Pp	Qq	Rr	Ss	Tt
Vv	Ww	Xx	Yy	Zz	

I Know Letters

Name: Colin

Cut out the letters. Glue the letter that starts each word and the missing letter.

<u>s</u> umpkin	
<u>s</u> un	
<u>t</u> urtle	

t p

My School Goals

My name is Chase

This year I hope to learn how to be a better artist and writer.

I am already a good helper and athlete.

Word Bank: speller, reader, writer, mother, friend



Table of **Contents**

3-13	Directions and Lesson Ideas
14	All About Me
15	About my Name
16-17	Name Sorting
18	All About My Teacher
19	All About Our Class
20-25	My First Week (Multiple Versions)
26-29	My School Goals (Multiple Versions)
30-33	I Know Numbers and I Write Numbers
34	I Know Colors
35-36	Color By Numbers (Butterfly and Fish)
37-38	I Know Letters Cut and Paste (initial consonants)
39-43	I Print Letters
44	I Can Draw
45	I Can Write
46-48	About My Summer (Multiple Versions)
49-52	Title pages (Multiple Versions)
53-57	Ready for School mini books
58-71	Alphabet Picture Flash cards for I Know Letters lesson

*****BONUS PAGES ADDED AUGUST 2020*****

73-75	Cut and Paste Puzzle
76-77	Word Search and Answer Key
78-79	Word Scramble (2 Levels)
80-81	Best Book writing response (2 Levels)
82-84	Weather Journal (3 Versions)
85-87	Show What You Know (Math assessment: 3 Levels)
88-89	Even and Odd Math
90-91	Making 10 Math
92	Missing Numbers
93-94	Color by Code (Backpack and Pencils)
96-106	Alternate versions of worksheets with Canadian spelling
107-111	Boom Deck Link, Directions, and Boom Credits
112-114	Credits and Terms of Use

Directions for...

“All About Me”

Read a Story about Back to school, such as “I am Too Absolutely Small for School,” by Lauren Child, or “First Grade Jitters,” by Julie Danneberg, or “Froggy Goes to School,” by Jonathan London.

As a class, discuss what the students will be filling in on the page. Review the spelling of the school name. If your students are early learners and your school name is very long, you may wish to fill in that spot by hand before photocopying the sheet.

“This is Me”

Encourage students to draw a picture of themselves as they really look today (hair color, clothing color, etc.) If possible, provide small mirrors for the students to look at themselves!

“My Favorite Things”

Have a chart prepared that has several topics for “favorite things”, such as animals, food, colors, sports. Give students the opportunity to “pair share” their favorites of each of those. To do a pair share they turn to a partner and take turns sharing their answer. After a few moments, redirect the attention back to you, and have several partners share what the other person said. This can ensure that the partners actually listen to each other. Write down those examples on the chart.

Directions for... "Name sorting"

Early Learners:

Have students first circle the letters in their name before they cut. Then they glue those circled letters in the left column. When their name letters are complete, they glue the remaining letters in the right column.

Advanced Option:

Option A: Paste the letters in each column in alphabetical order

Option B: Paste the letters divided by consonants and vowels in each column. Have them glue the vowels on top and the consonants below, as in this example:

Name: Jocelyn

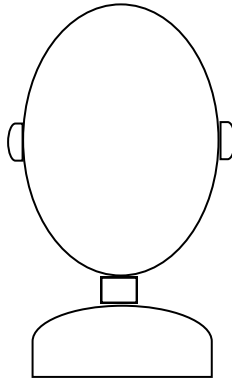
Letters <u>in</u> my name	Letters <u>not in</u> my name
Ee Oo Yy -----	Aa Ii Uu -----
Cc Jj Ll Nn	Bb Dd Ff Gg Hh Kk Mm Pp Qq Rr Ss Tt Vv Ww Xx Zz

Directions for... "All About My Teacher"

Whole Group: Gather students at your meeting place. Have chart paper set up with teacher's name at the top and divide it into four rectangles like the student page.

Go over the four "about the teacher" sections.

1. Ask students to describe some of your characteristics such as hair length and color, glasses, clothing. Show a simple way to draw the head and shoulders.



2. Ask students to think about their favorite animal. Turn and ask two neighbors what their favorite/favourite animal is. Share with the class what yours is, and draw it simply on the chart.
3. Tell the students a bit about your love for books and reading. Have your favorite book available. Show the cover of the book and tell a little bit about the book. Draw a simple picture that represents the book. Write the title in the circle as well. You might want to plan to read that book to them.
4. Talk about the wide variety of subjects your students will be studying this year. Tell what your favorite subject is. Draw a simple picture to represent your favorite subject.

Seatwork:

Students complete the "All About My Teacher page, using the chart as a guide.

(Alternate pages with British spelling are available in the appendix)

Directions for...

“MY FIRST WEEK”

At some point each day (right after lunch, for example) have the students draw or write about one thing that they did at school that day.

Included are three versions: one with 5 days, one with 4 days, and one unlabelled. (Many schools start with a four-day week). There is also a writing page to do at the end of the week as a reflection on the week as a whole. Choose which works for you!

“MY SCHOOL GOALS”

Discuss activities and skills that your students are really good at. Complete sentences on chart paper or on a white board with “expert statements.” For example, “Jocelyn is an expert at drawing.” “Ben is an expert at dancing.”

Next, make a class brainstorm chart about things that the students would like to get better at during the school year. Have each student complete the student sheet. A word bank of suggested goals is provided on the sheet.

Directions for...

“I Know Numbers”

Have students match the number to the pictures. Photocopy the two pages back to back. Keep for your records as a sample of beginning of the year number sense or send home in packet.

“I Write Numbers”

Have students print each number with finger spacing in between. Keep for your records as a sample of beginning of the year number printing, or send home in packet.

“I Know Colors”

Ask students if they have a favorite color. Have each student go back to their table/desk and find a crayon in their favorite color. Sort the students by favorite colors. Have students color a square in their favorite color and make a graph.

Make charts labeled Red is.... Blue is.... Yellow is.... Etc. Brainstorm objects that are those colors. Keep charts up as anchor charts for the first weeks of school.

Have students color in the labelled crayon worksheet with the appropriate colors.

Demonstrate how to complete a color-by-numbers worksheet. Refer students to anchor charts for help reading the color words.

Alternate pages with the British spelling of “colours” instead of “colors” is available in the appendix.

Directions for...

“I Know Letters”

Play a phonemic awareness game using flash cards from your classroom or from the end of this packet. Show three cards, two beginning with the same letter, and one that starts with a different letter. Have students find the card that doesn't belong. This can be done individually or in small groups (for assessment purposes), or as a whole-class activity using a pocket chart.

Give each child a copy of the “I know Letters” page. Demonstrate how to cut and paste the initial consonant squares out and glue onto appropriate spot. To complete, they print the initial consonant at the beginning of each word.

“I Print Letters”

Have students print each letter on the line several times, using finger spaces. Next they color the pictures and trace the letters at the bottom of the page. Keep for your records as a sample of beginning of the year letter printing, or send home in packet. Do one page per day.

“I Can Draw and I Can Write”

Have students write and/or draw themselves doing something they enjoy. Keep for your records as a sample of beginning of the year writing/drawing, or send home in packet.

Directions for...

“About My Summer”

Talk about summer activities across a wide range. For example, talk about going to the library, swimming in a pool, going through the sprinkler, playing games, etc. in addition to more “extravagant” activities like camping, trips, etc. Have students share some of their summer activities, and then complete a drawing or writing response page

“Ready For School”

Choose the mini booklet that works best for your students. Fold the page in half lengthwise and then again to make a mini book with cover and three pages. Students complete the book and take it home. If you are printing all of the pages in this download into a packet, do not include this page, as it needs folding to be formatted correctly.

cover pages

Choose the cover page that works for you. You might choose to either make this packet up before school starts and have the students complete the pages while already assembled. If you are doing this, ensure that you do not include the Ready for School folding booklet or the letters for name sorting in the packet. Alternately, you might want to hand out individual pages as you need them and then collate them at the end.

Directions for...

“cut and paste puzzles”

Each student will need the puzzle page as well as either a blank piece of paper or the grid that is provided. Students should solve the puzzle, and then glue the pieces onto the second paper. The provided grid contains a clue piece for the middle to help in case the puzzle is too difficult for some students.

“word search”

Students will read the provided words, and then attempt to find the hidden words in the word search. This can be a difficult concept, so students may want to work together, or you can do this as a whole class activity.

“ word scrambles”

Students will unscramble the words and print them correctly. This can be a difficult activity for early readers, so students may want to work together, or you can do this as a whole class activity.

Directions for...

“BEST BOOK”

This activity works best if you do it near the end of your first week of school, or at a point in time where you have already read a variety of books. Before the students begin, you should brainstorm the books you have read, and write the titles on the white board or on a chart. You could have students “vote” for the book they liked the best by placing a sticky note with their name under the book title. Alternately, you can simply place the books on a table, and have students vote by placing their name card or token near their preferred book. After this warm up, demonstrate the writing portion of the activity and have the students complete their own page.

“Weather Journal”

Choose the page that works best for you. Some schools have a 4 day week for their first week of school and some have 5 days. You can also use these pages beyond the first week of school if you prefer. This activity will work well as part of a morning routine.

“Show What You Know”

Math assessment

Do some oral counting practice with your students starting at 1 and going as high as the majority of your students are capable of doing (this varies according the grade level and group). Next do some basic skip counting (by 10's, 5's and 2's, again, only as much as your students can manage.

There are three levels of this basic math assessment. Choose the one that works best for you, or use all three, starting with the one easiest one, which is labeled with an “a”. Teach the students how to complete each section of the assessment. Alternately, you could do this in small groups and make your assessments based off of the observations you make, and noting the assistance that each child needs.

Directions for...

“Even and Odd”

After teaching/review the concept of even and odd, present your students with this page to complete. Ensure that you have an anchor chart or example with the coordinating colors available for your students to see. If you know that your students will not be ready to complete this task, you can save it for later in the year! When you use this page, it can be helpful to provide the students with counters that they can use to make “equal shares” to determine odd/even.

“Making 10”

Discuss the meaning of “making 10”. Discuss that they will need to determine how many more they would need to add to the ten frame in order to come to the sum of 10. Demonstrate with large ten frames. You can also use the provided blank 10 frames to have students use manipulatives to show the complements of 10.

“Missing Numbers”

Play a missing number game using number cards or a numbers to 100 pocket chart. Turn over a few numbers, and have students guess which numbers are missing. Alternately, write a few sequences of numbers on the whiteboard, leaving out a few. Choose several students to come up to the board to write the missing numbers. Then present the practice page and have students complete it independently or in partners.

Directions for...

“All About Me” Boom Deck

This is an All About Me deck where students can answer questions about themselves. There are no wrong answers. This interactive deck will help familiarize students with the drag and drop function as well as the next/submit button. The directions are written out on each slide, and there are audio directions available to students if they wish to click on the icon.

The final slide is completely open-ended, so students can spend as much time as they like customizing a beach scene.

Please note, because Boom is not a survey tool, teachers will not be able to see what each child answered on the slides, but the children will enjoy a deck with no pressure! This is a perfect deck to assign during the first week(s) of school, either with face-to-face instruction, or for distance learning.

How do I use this Boom deck?

At the end of this PDF you will find a download link along with basic instructions for accessing the Boom platform. You will click the link from within the PDF to add the deck to your Boom library (if you do not already have an account, you will be prompted to set up a free one).

Important Information from Boom Learning:

To use Boom Cards, you must be connected to the Internet. Boom Cards play on modern browsers (Chrome, Safari, Firefox, and Edge). Apps are available for Android, iPads, iPhones, and Kindle Fires. For security and privacy, adults must have a Boom Learning account to use and assign Boom Cards. You will be able to assign the Boom Cards you are buying with “Fast Pins,” (play provides instant feedback for self-grading Boom Cards). Fast Play is always a free way for students to engage with Boom Cards decks. For additional assignment options you'll need a premium account. *If you are new to Boom Learning, you will be offered a free trial of our premium account.* Read here for details: <http://bit.ly/BoomTrial>.

All About **Me**



Name:

Age: Grade:

School:

This is me!

These are some of
my favorite things:



About My **Name**

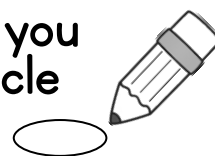
Name: _____

My name has ___ letters.

The first letter is ____.

The last letter is ____.

Circle the letters that you have in your name. If you have the same letter more than once, draw a circle for each time that letter shows up in your name!

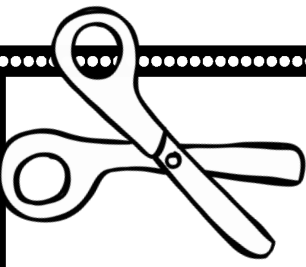


Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

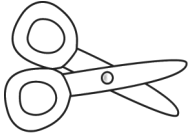


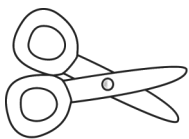
Name Sorting

Glue the letters into the correct column.

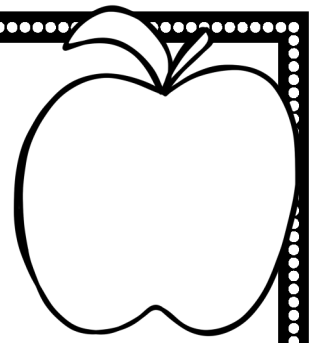
Name: _____

Letters <u>in</u> my name:	Letters <u>not in</u> my name:

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz		Letters in My Name sorting tiles.		

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz		Letters in My Name sorting tiles.		

About My **Teacher**



Name: _____

Teacher: _____

Draw your teacher:



Draw your teacher's
favorite animal:



Draw your teacher's
favorite book:



Draw your teacher's
favorite subject:





About My **class**



Name: _____

There are _____ boys.



There are _____ girls.

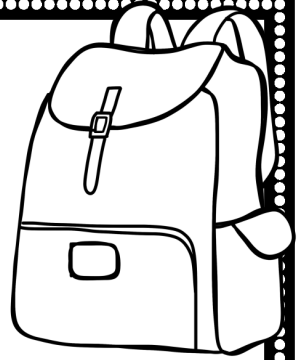


There are _____ students
in the class.

Ask some students for their autograph. Try to get the names of a few boys and a few girls.



My First Week



Name: _____

Each day write or draw one thing that you did at school.

Monday

Tuesday

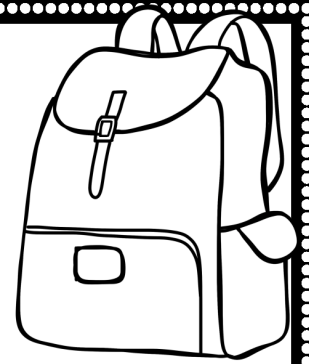
Wednesday

Thursday

Friday



My First **Week**



Name: _____

Each day write or draw one thing that you did at school.

Tuesday

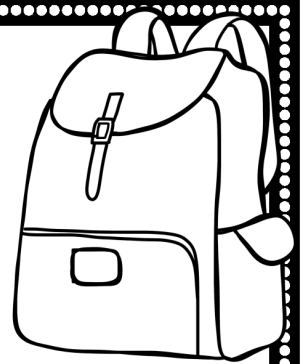
Wednesday

Thursday

Friday



My First **Week**

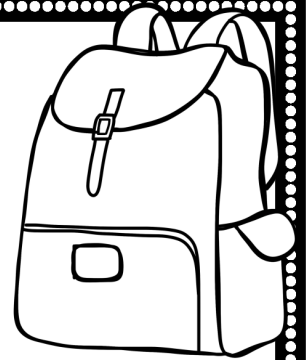


Name: _____

Each day write or draw one thing that you did at school.



My First **Week**



Name: _____

Each day write or draw one thing that you did at school.

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

Blank writing area with a solid top line, a dashed middle line, and a solid bottom line.

About the First Week of **School**



Name: _____

Draw a picture of something you did during the first week of school.

About the First Week of **School**



Name: _____

Draw a picture and write about something you did during the first week of school.

My School **Goals**

My name is _____

This year I hope to learn _____

how to be a better _____

I am already _____

a good _____



Word Bank:

speller

scientist

reader

artist

writer

listener

mathematician

athlete

friend

helper

My School **Goals**

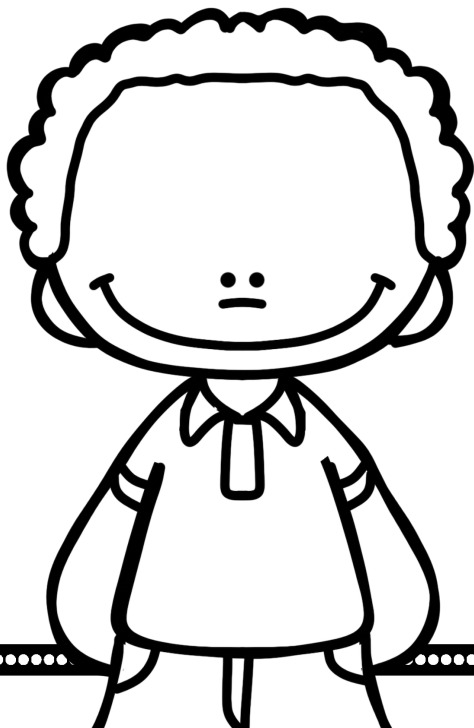
My name is _____

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I am already _____

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Word Bank:

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My School **Goals**

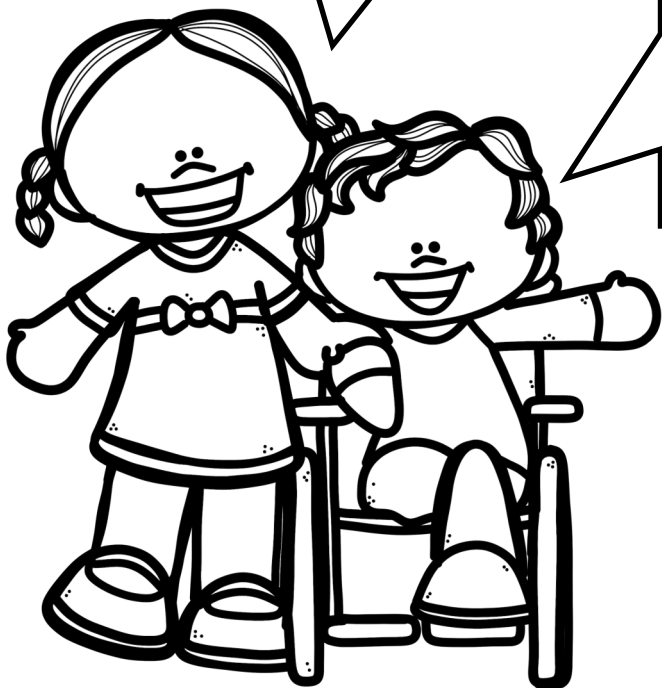
My name is _____

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My School **Goals**

My name is

This year I hope to learn

how to be a better

I am already

a good

Word Bank:

speller

scientist

reader

artist

writer

listener

mathematician

athlete

friend

helper

Draw a picture of yourself here

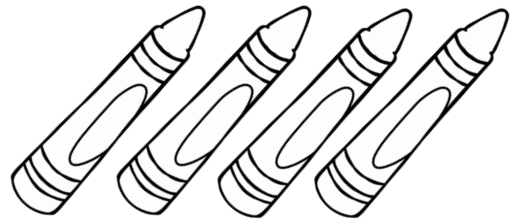
I Know Numbers



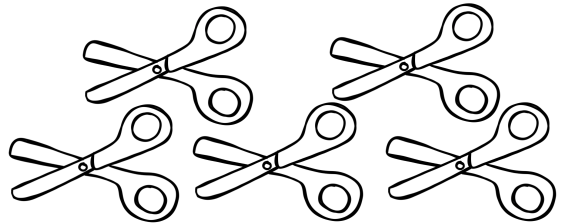
Name: _____

Draw a line between the numbers and pictures to match.

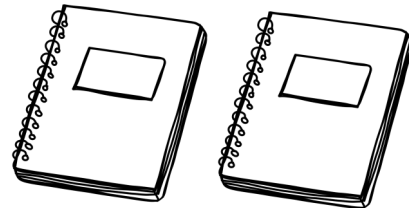
1



2



3



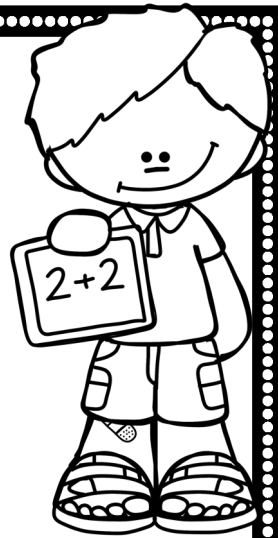
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5



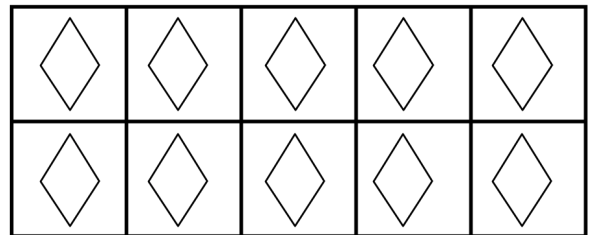
I Know Numbers



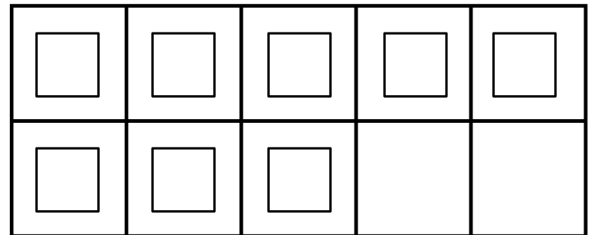
Name: _____

Draw a line between the numbers and shapes to match.

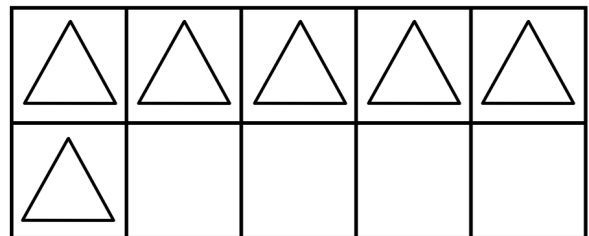
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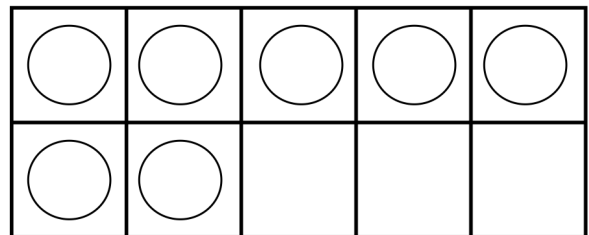
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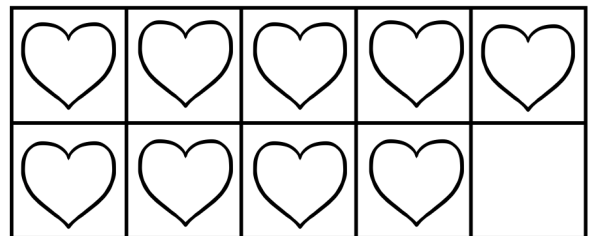
8



9



10

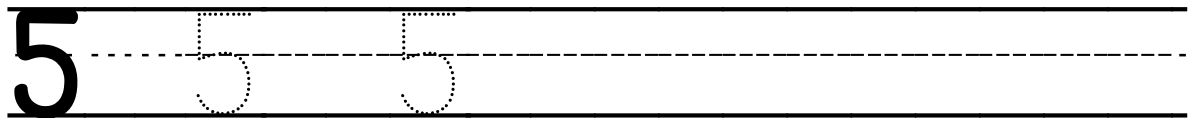
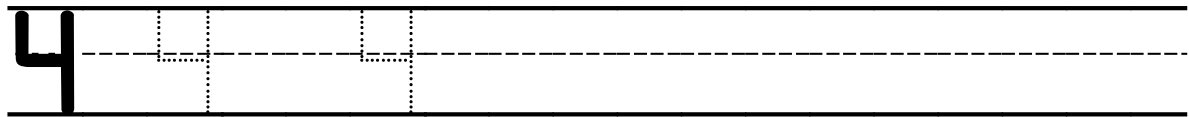
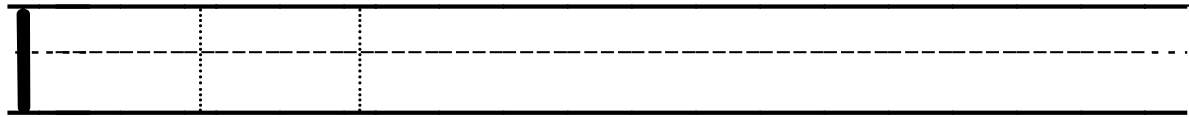


I Write **Numbers**



Name: _____

Trace the numbers. Print your own.



Color the numbers.



I Write **Numbers**



Name: _____

Trace the numbers. Print your own.

6 6 6

7 7 7

8 8 8

9 9 9

10 10 10

Color the numbers.

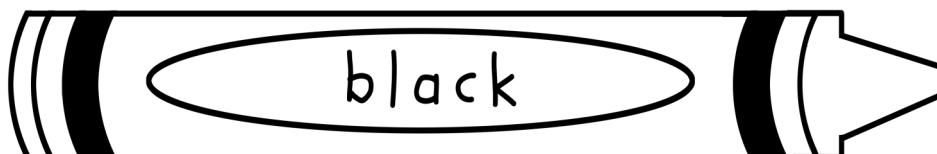
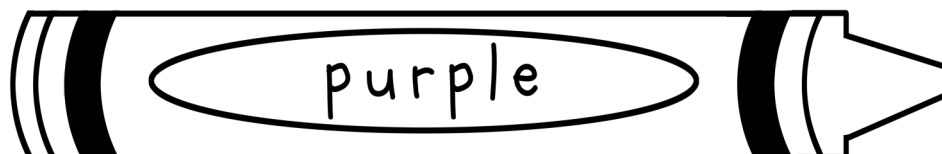
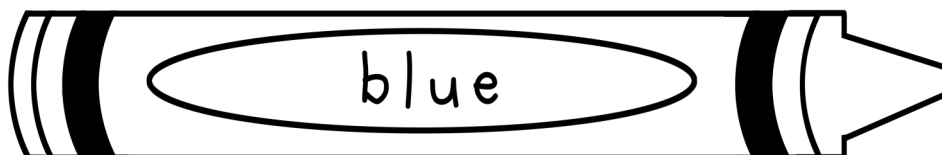
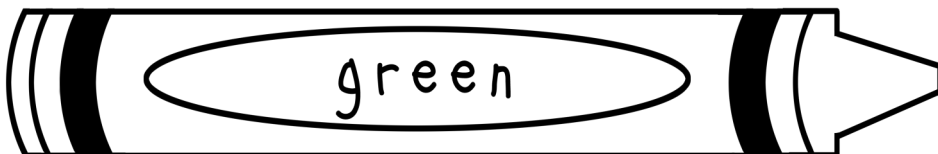
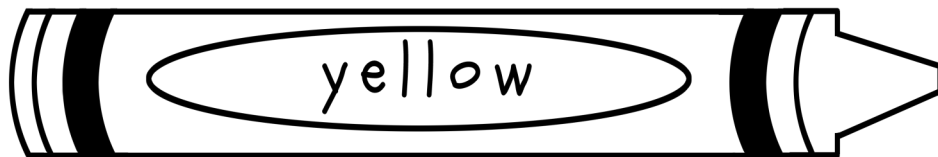
6 7 8 9 10

I Know **COLORS**

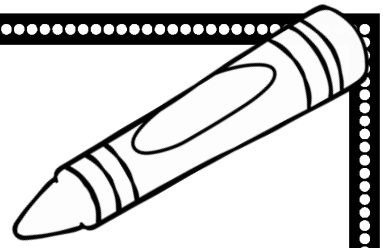
Name: _____



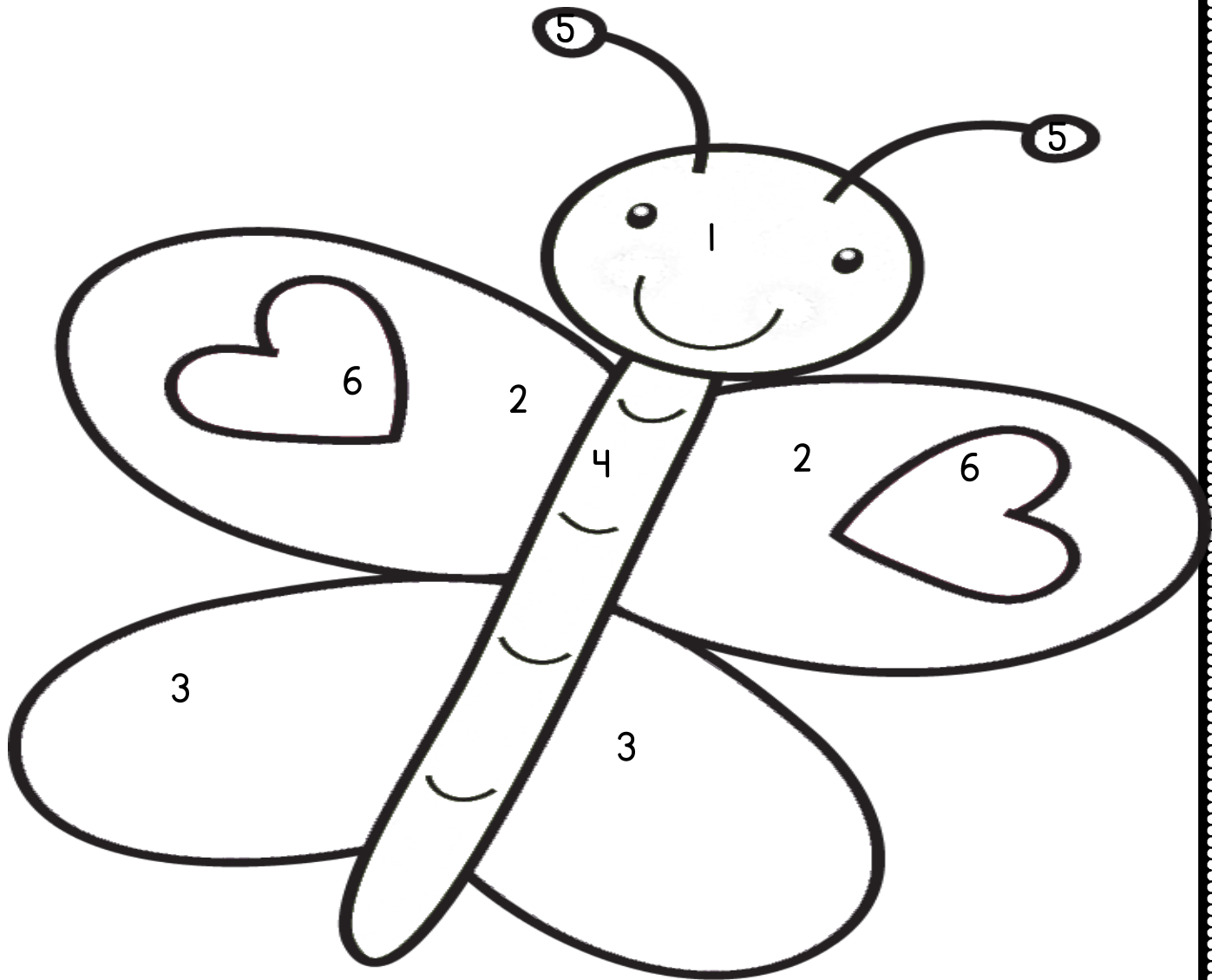
Color the crayons with the correct colors.



Color by **Number**



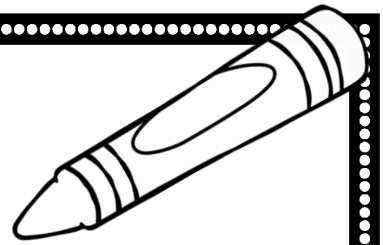
Name: _____



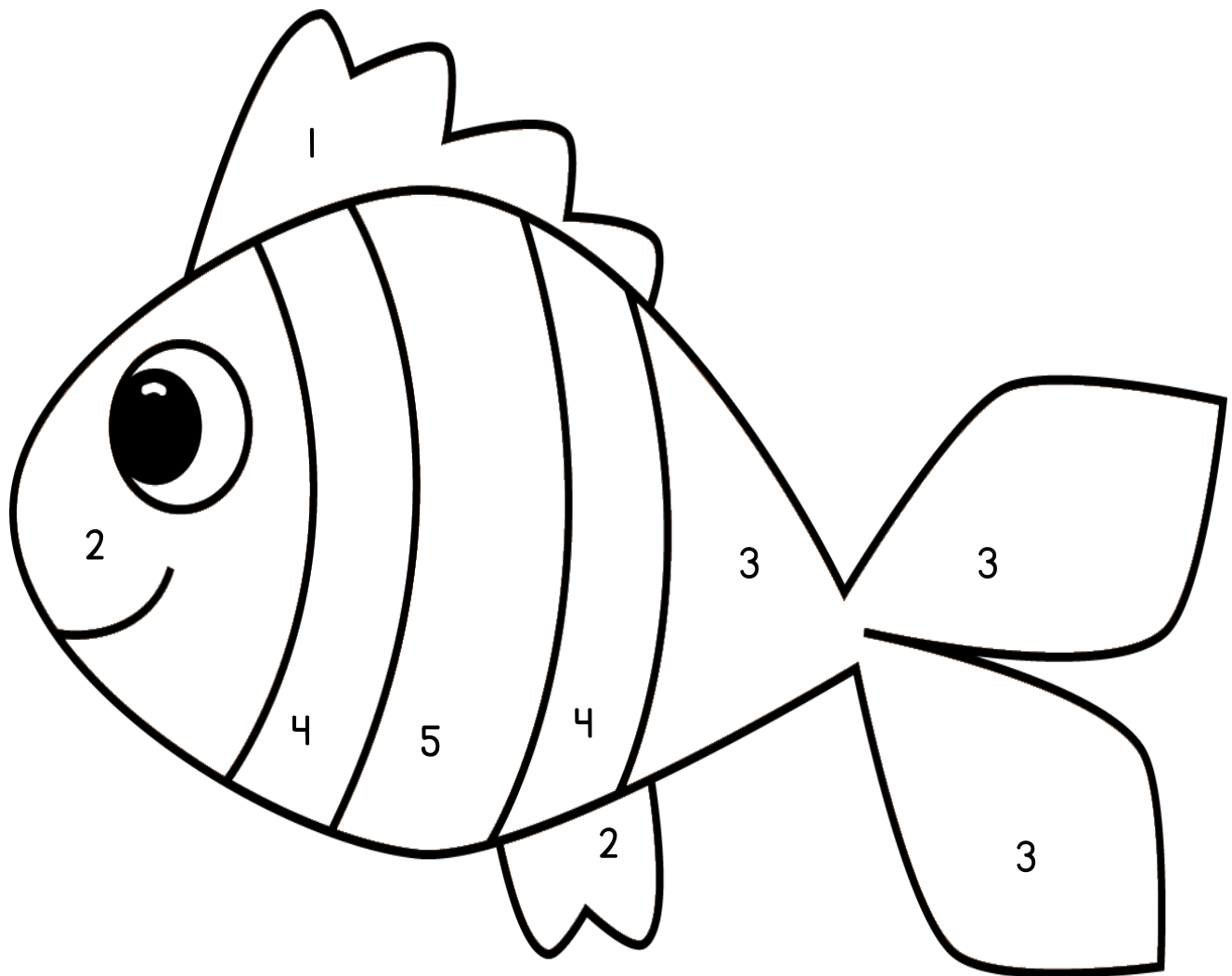
Color By Number

- | | |
|-----------|-----------|
| 1- Blue | 4- Purple |
| 2- Yellow | 5- Orange |
| 3- Green | 6- Red |

Color by **Number**

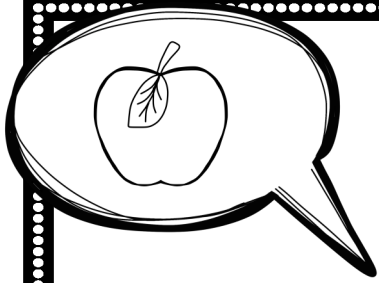


Name: _____

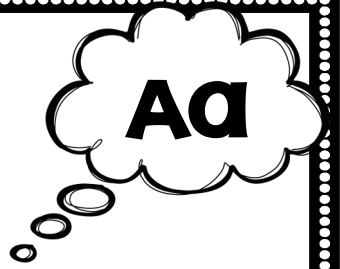


Color By Number

- | | |
|-----------|-----------|
| 1- Blue | 4- Purple |
| 2- Yellow | 5- Orange |
| 3- Green | 6- Red |

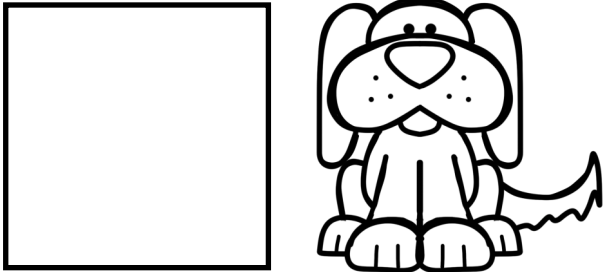


I Know Letters

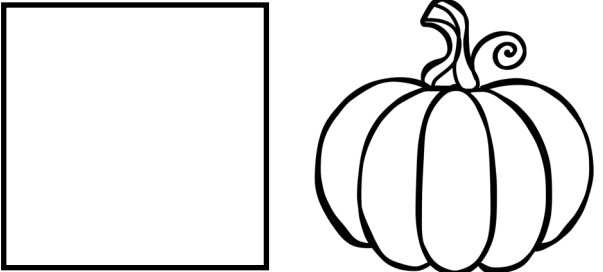


Name: _____

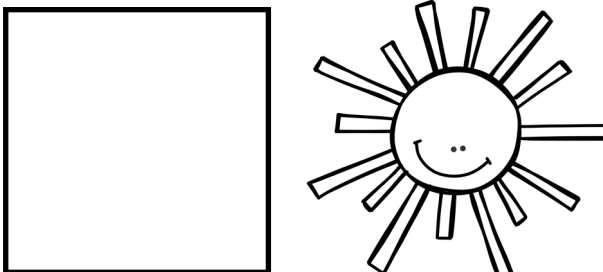
Cut out the letters. Glue the letter that starts each word.
Print the missing letter.



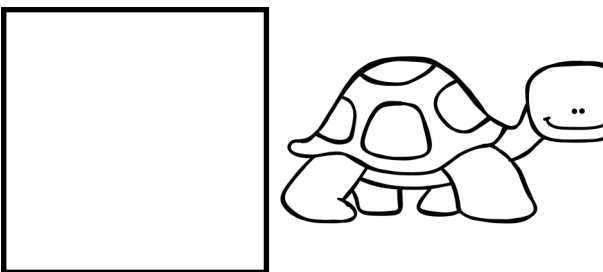
_____og



_____umpkin



_____un



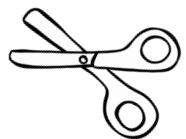
_____urtle

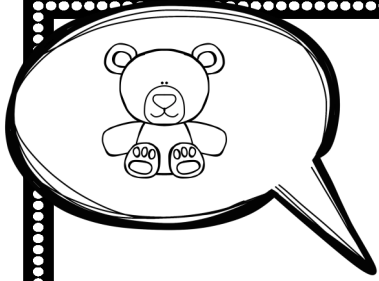
t

p

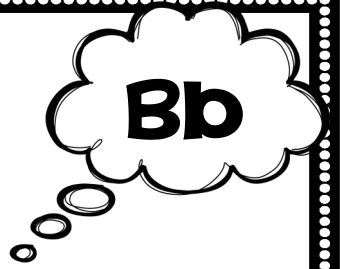
d

s



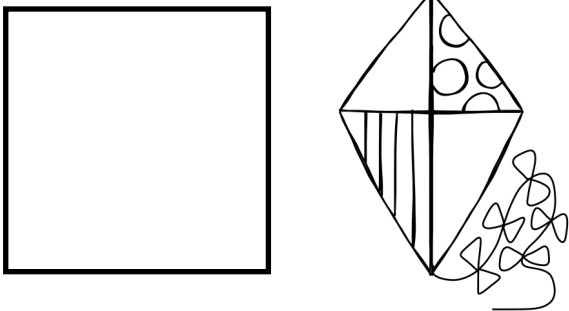


I Know Letters

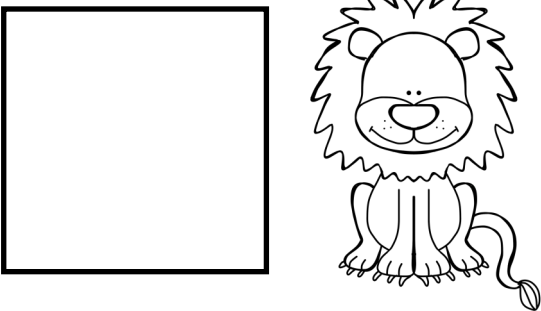


Name: _____

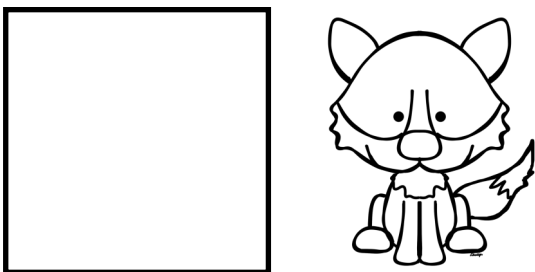
Cut out the letters. Glue the letter that starts each word.
Print the missing letter.



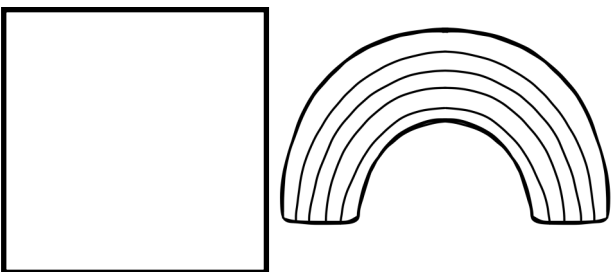
_____ite



_____ion



_____ox



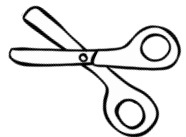
_____ainbow

r

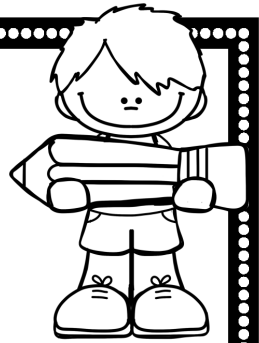
k

l

f



I Print **Letters**



Name: _____

Trace the letters. Print your own.

a a a

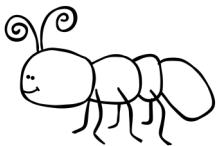
b b b

c c c

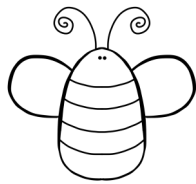
d d d

e e e

Color the pictures. Print the letters that match.



a



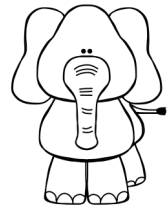
b



c

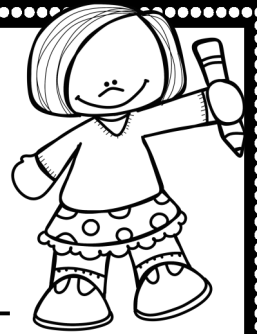


d



e

I Print **Letters**



Name: _____

Trace the letters. Print your own.

f f f

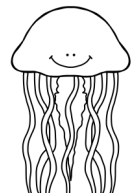
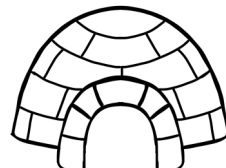
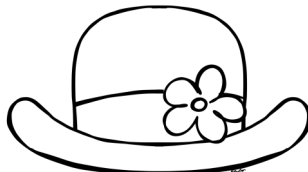
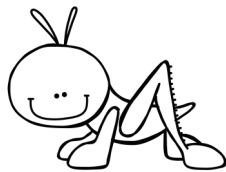
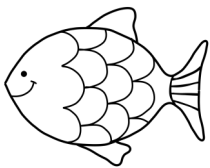
g g g

h h h

i i i

j j j

Color the pictures. Print the letters that match.



f

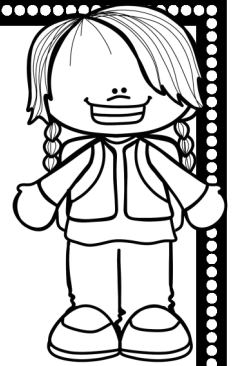
g

h

i

j

I Print **Letters**



Name: _____

Trace the letters. Print your own.

k k k

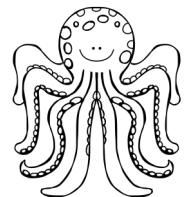
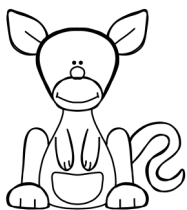
l l l

m m m

n n n

o o o

Color the pictures. Print the letters that match.



k

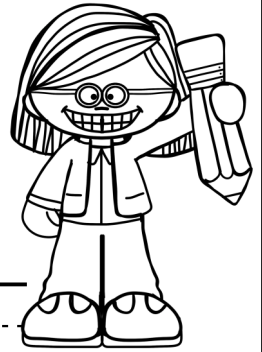
l

m

n

o

I Print **Letters**



Name: _____

Trace the letters. Print your own.

p p p

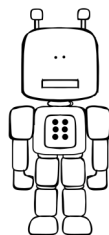
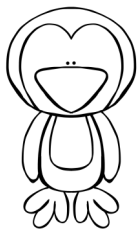
q q q

r r r

s s s

t t t

Color the pictures. Print the letters that match.



p

q

r

s

t

I Print **Letters**



Name: _____

Trace the letters. Print your own.

u u u

v v v

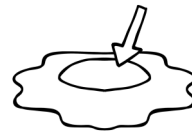
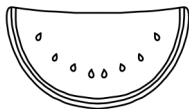
w w w

x x x

y y y

z z z

Color the pictures. Print the letters that match.



u

v

w

x

y

z

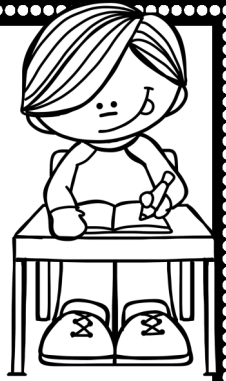
I Can Draw



Name: _____

Draw a picture of activities you like to do.

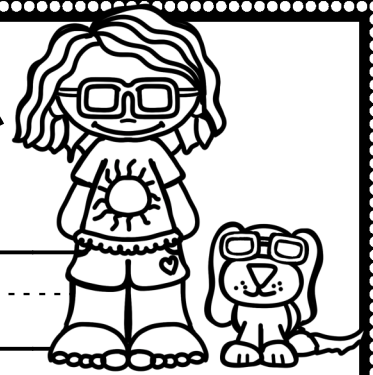
I Can **write**



Name: _____

Draw a picture and write about it.

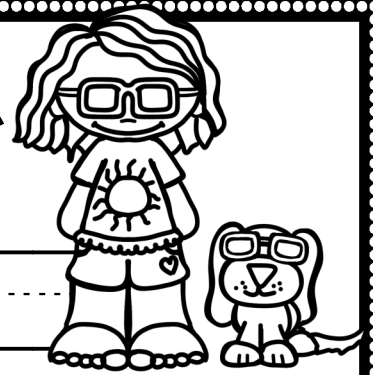
About My **summer**



Name: _____

Draw a picture and write about something you did over the summer break.

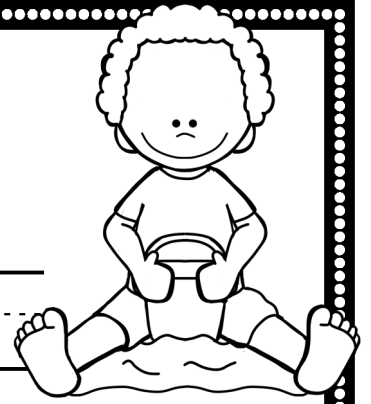
About My **summer**



Name: _____

Draw a picture and write about something you did over the summer break.

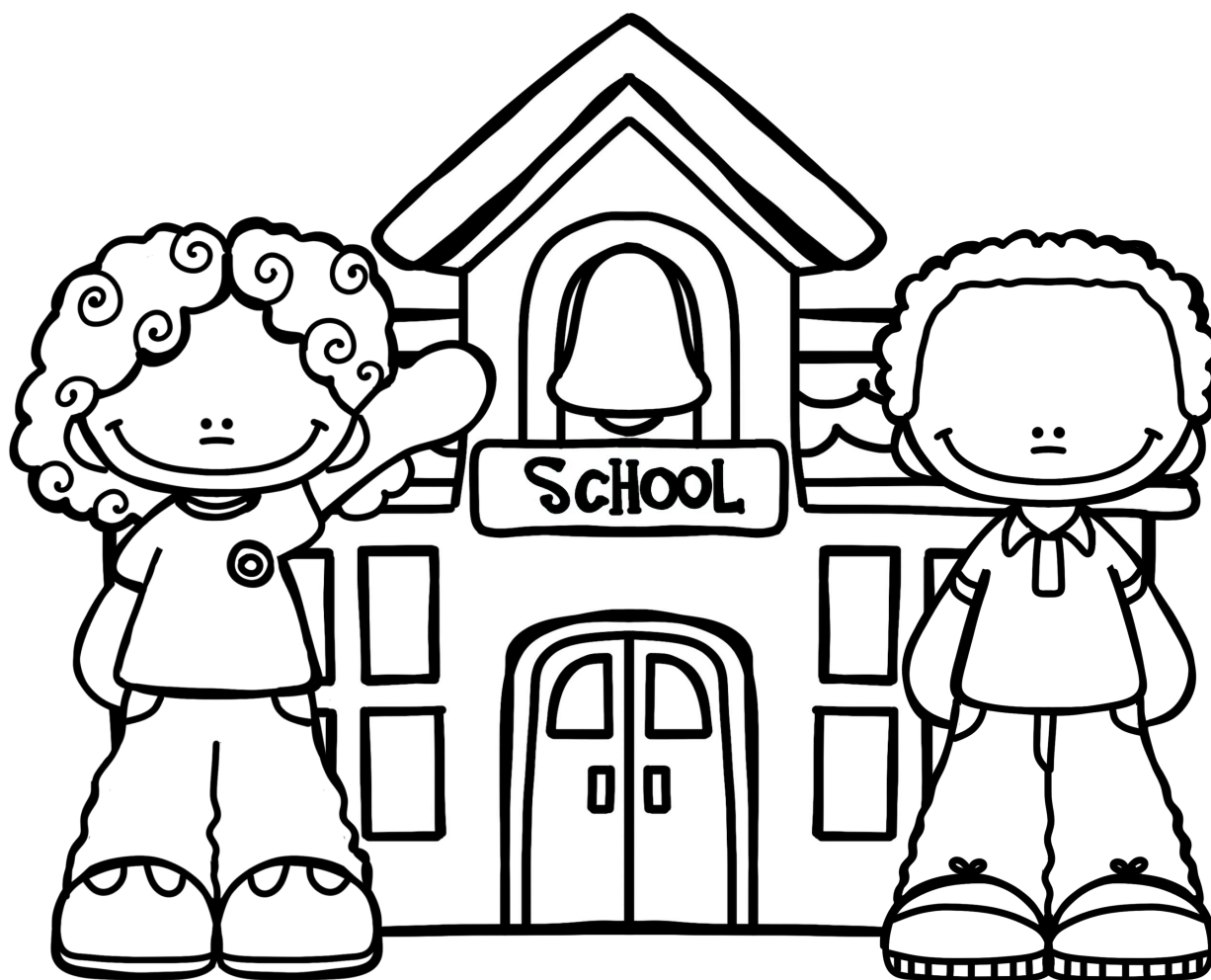
About My **summer**



Name: _____

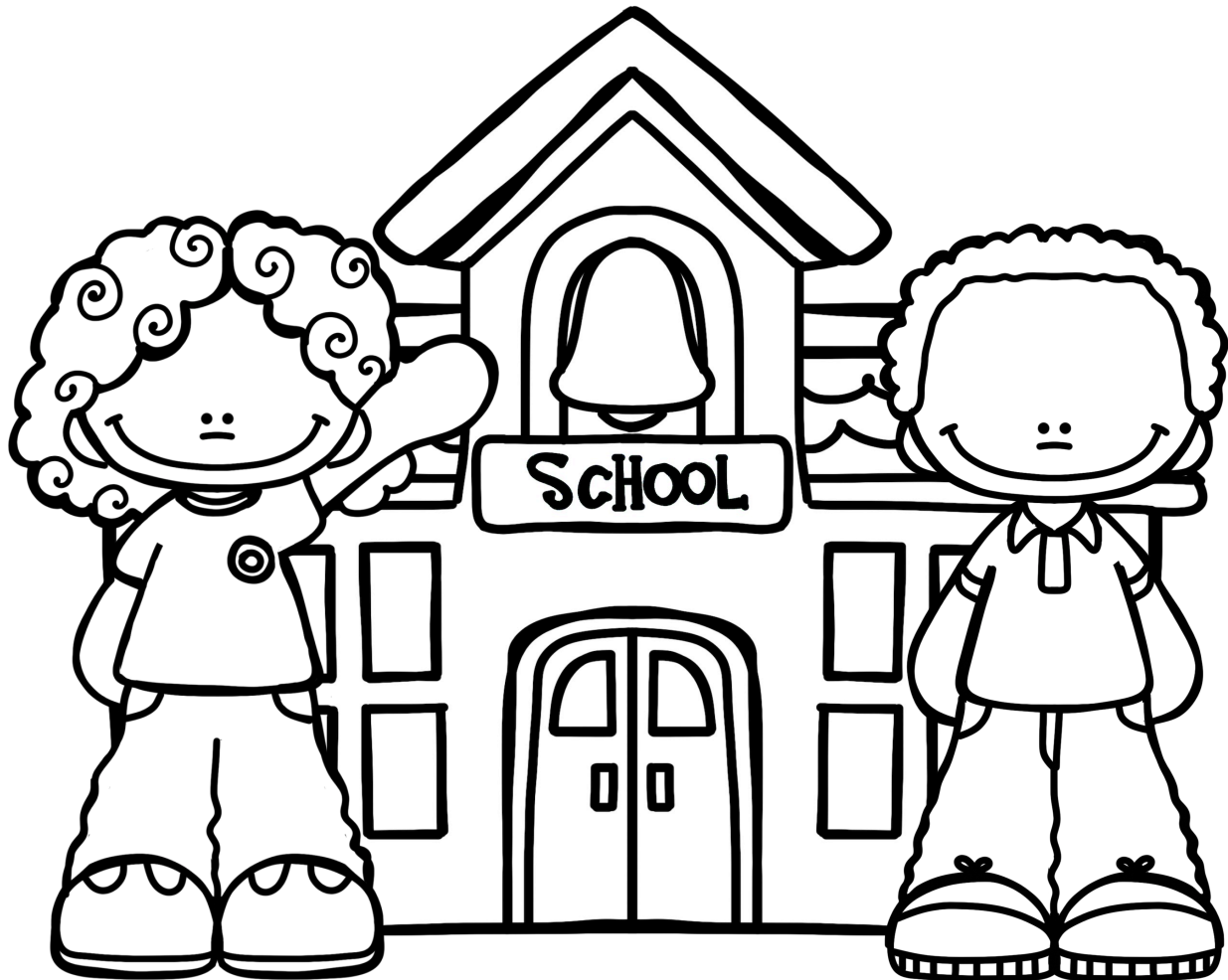
Draw a picture about something you did over the summer break.

I'm in Kindergarten!



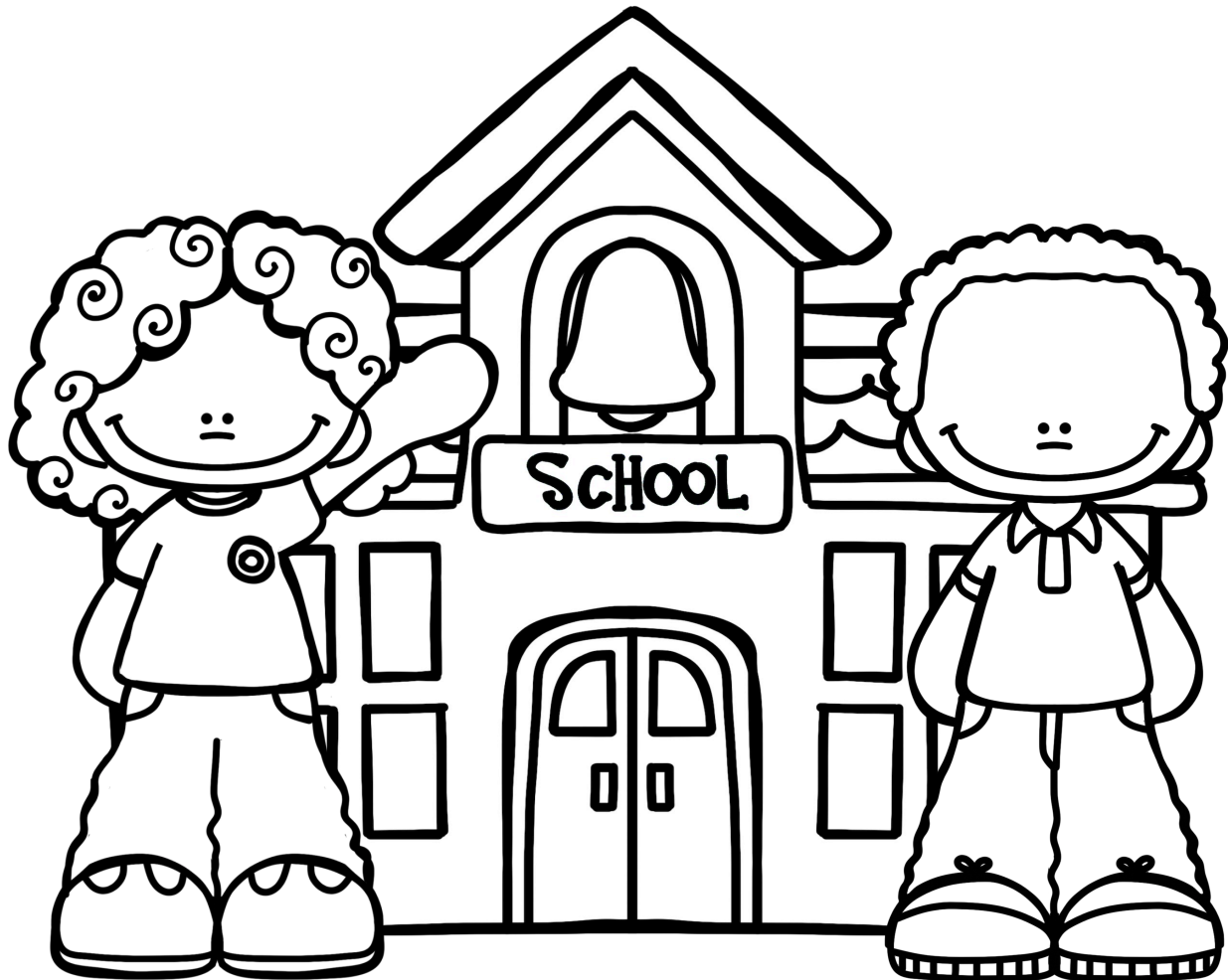
Name: _____

I'm in First Grade!



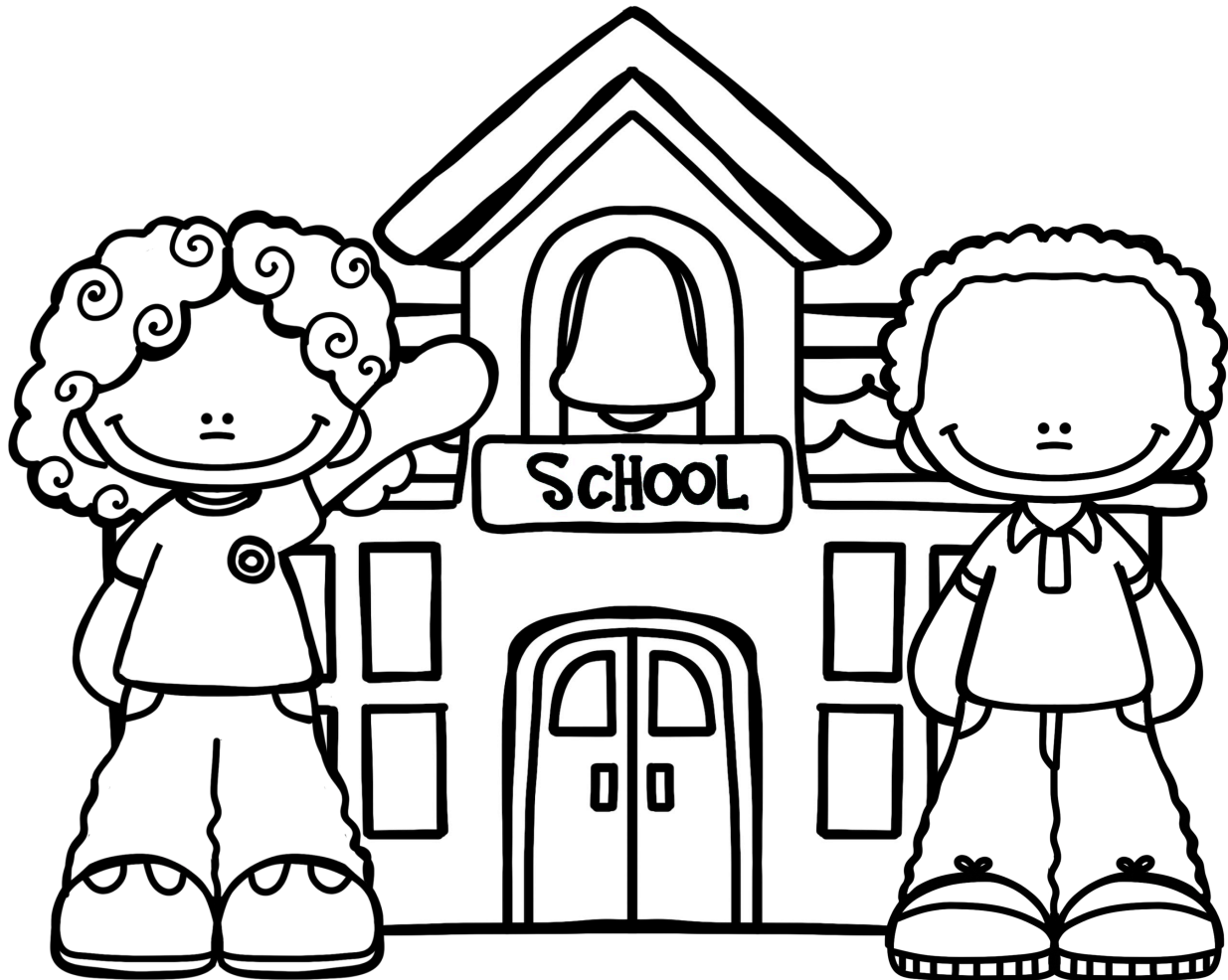
Name: _____

I'm in Grade one!



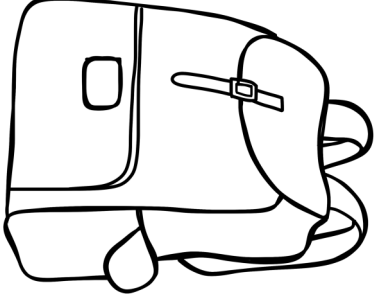
Name: _____

BACK TO SCHOOL

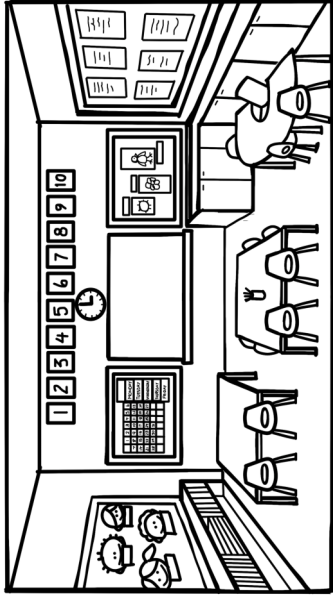
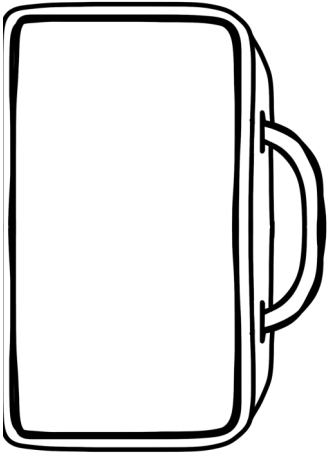


Name: _____

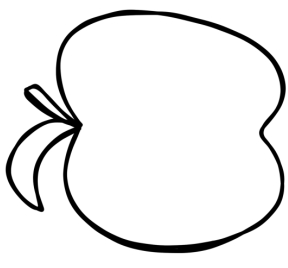
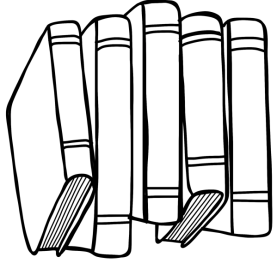
I have my
bag.



I have my
lunch.



Ready for
school

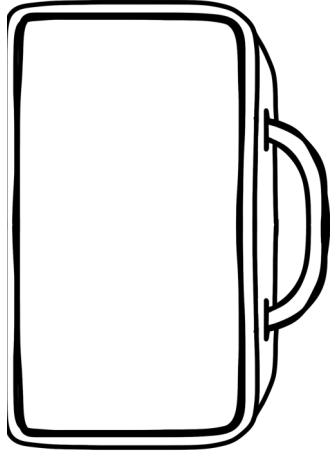


By: _____

I am ready
for school.

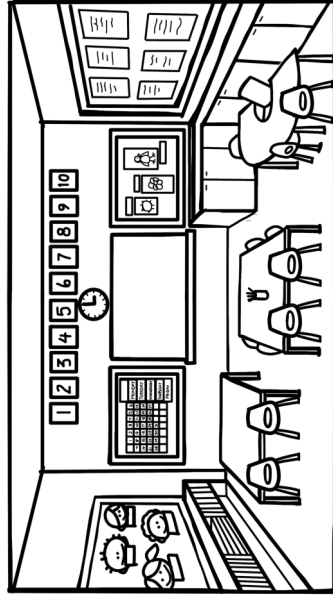
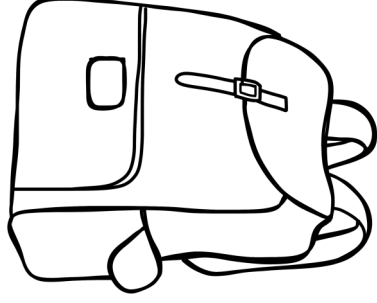
lunch.

I have my

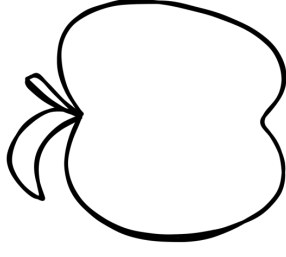
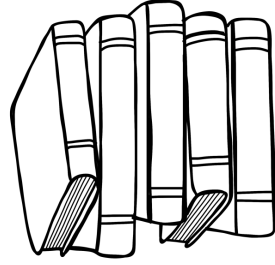


bag.

I have my



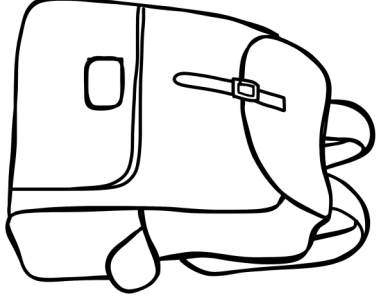
Ready for
school



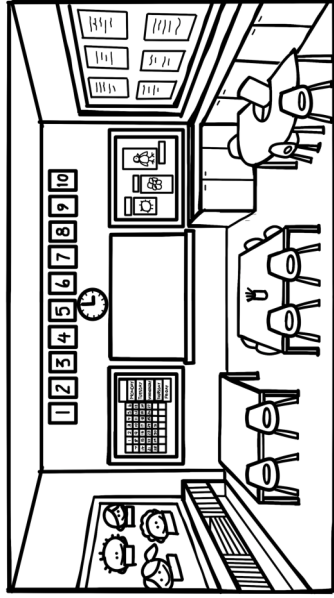
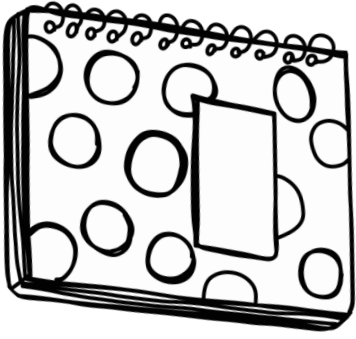
I am ready
for school.

By: _____

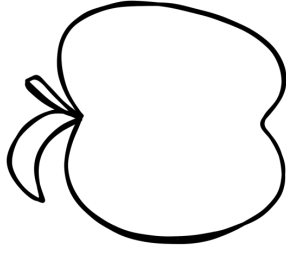
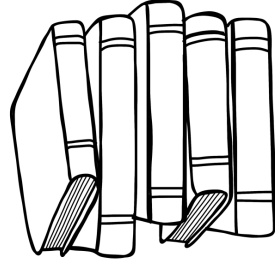
I have my bag.



I have my book.



Ready for school

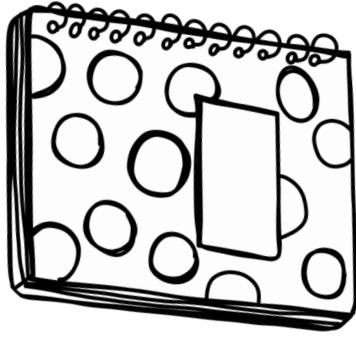


By: _____

I am ready for school.

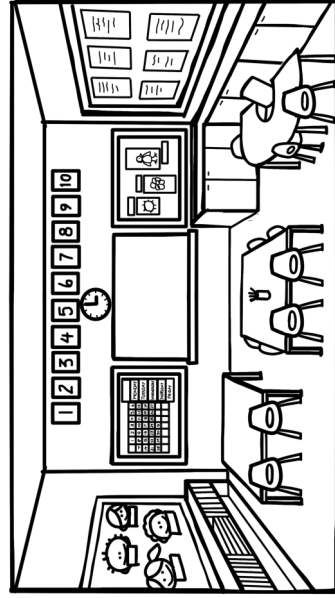
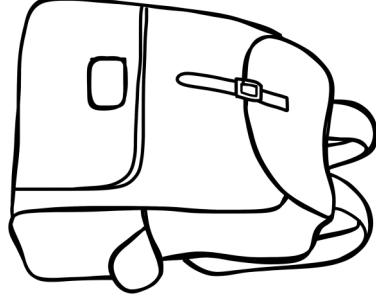
book.

I have my

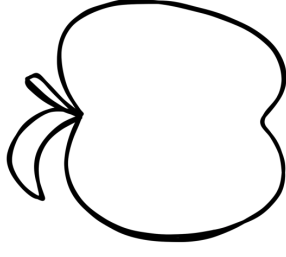
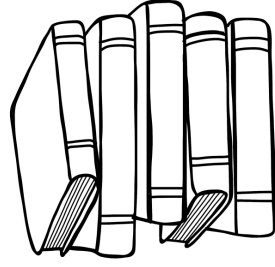


bag.

I have my



Ready for
school

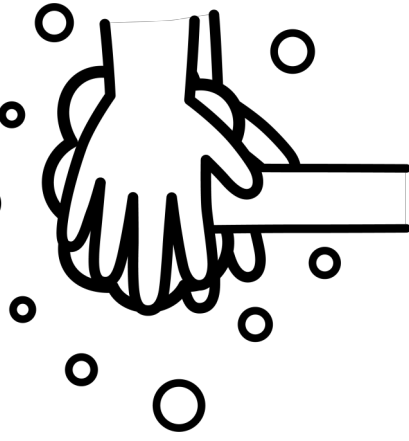


I am ready
for school.

By: _____

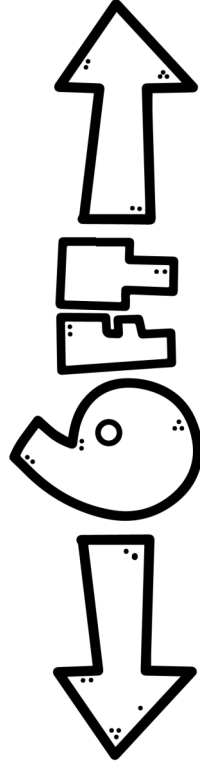
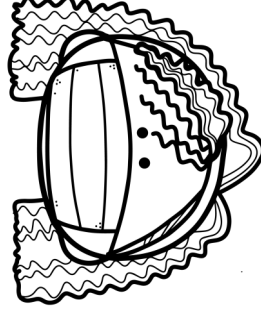
hands.

I wash my



mask.

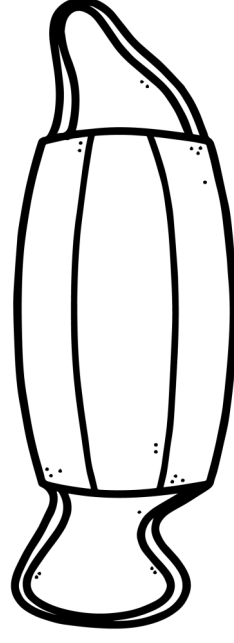
I have my



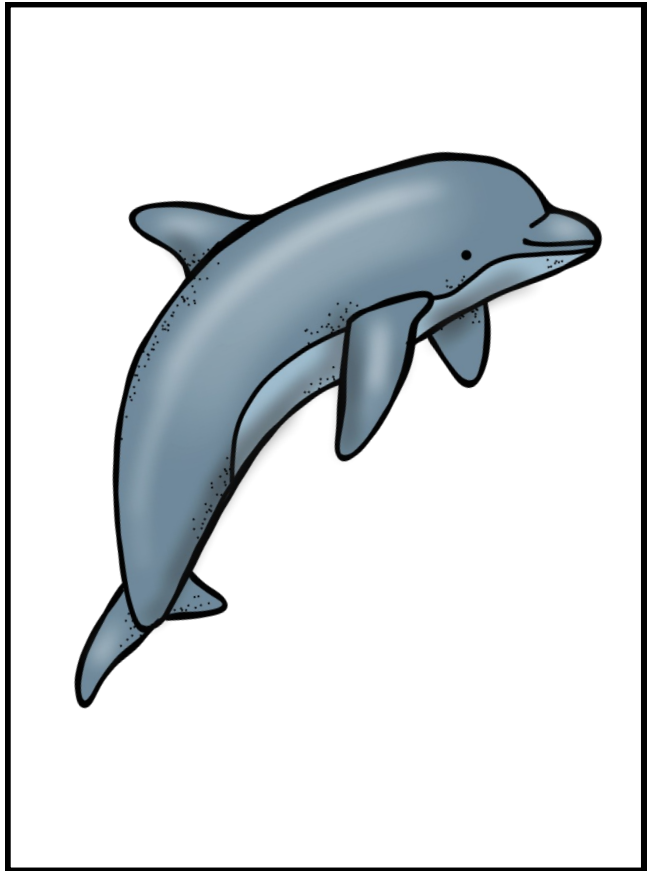
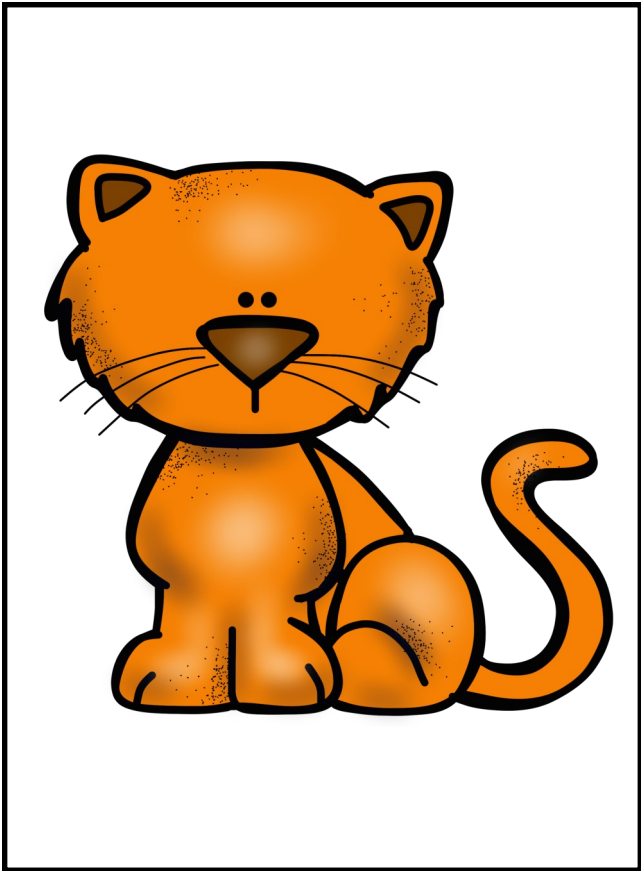
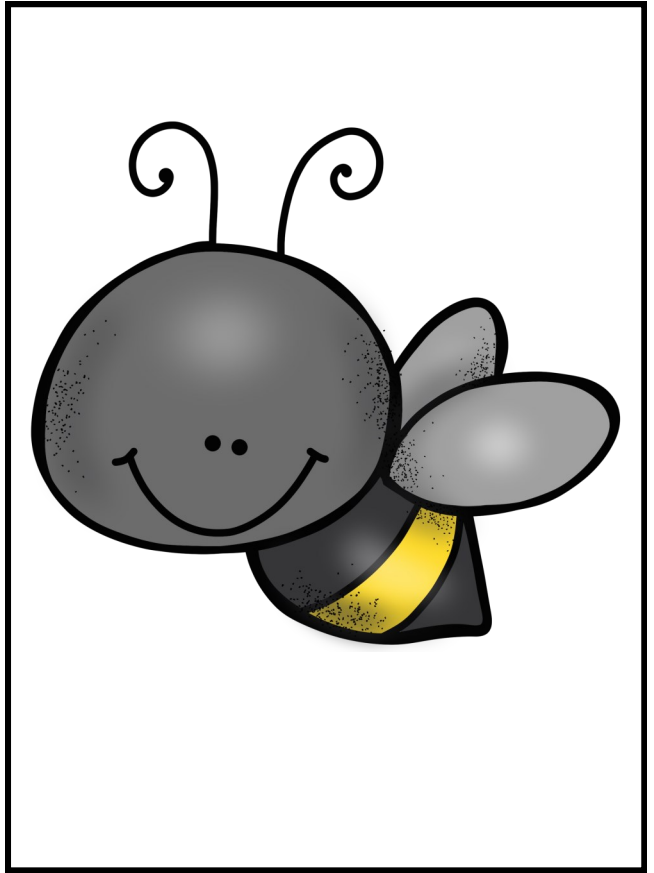
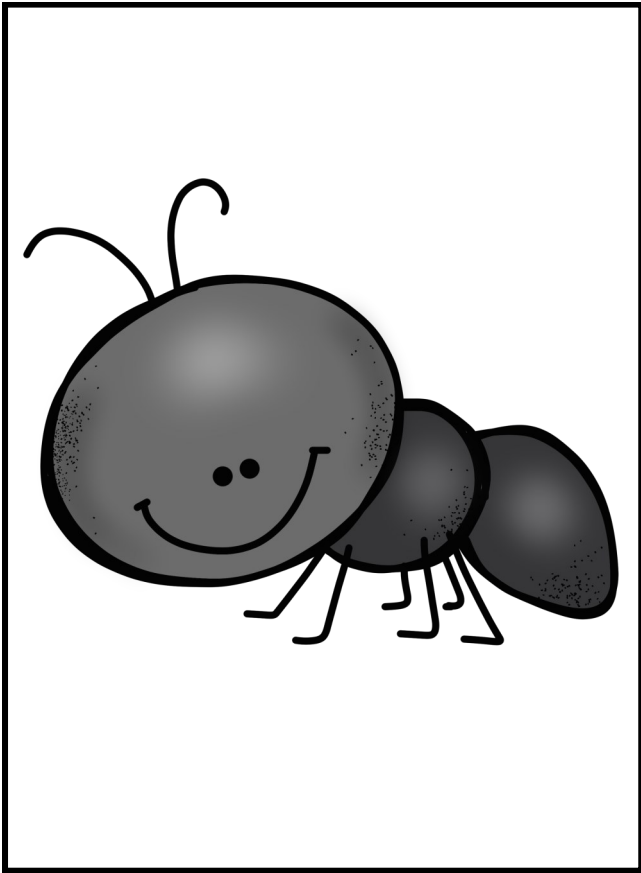
I give others
their space.

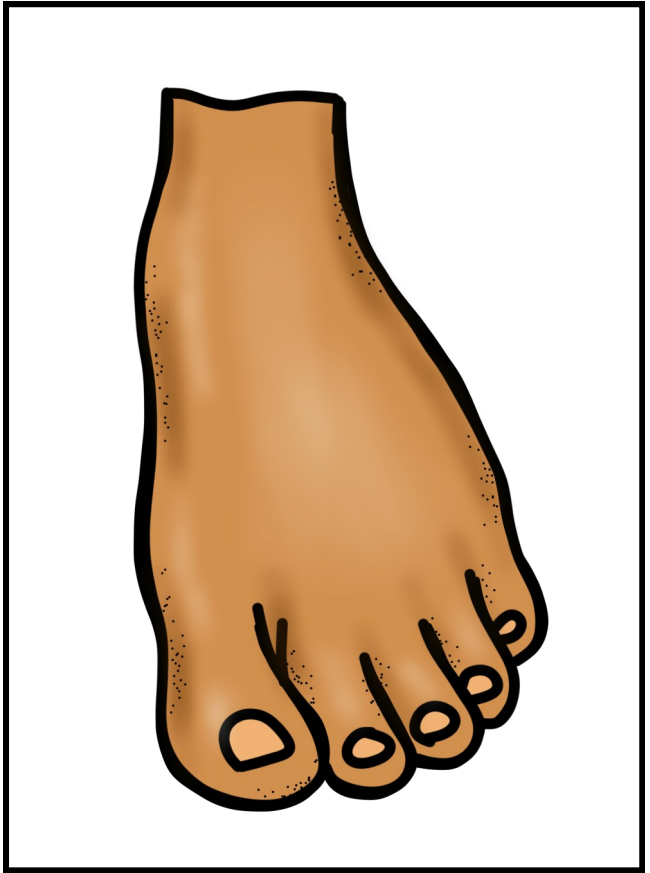
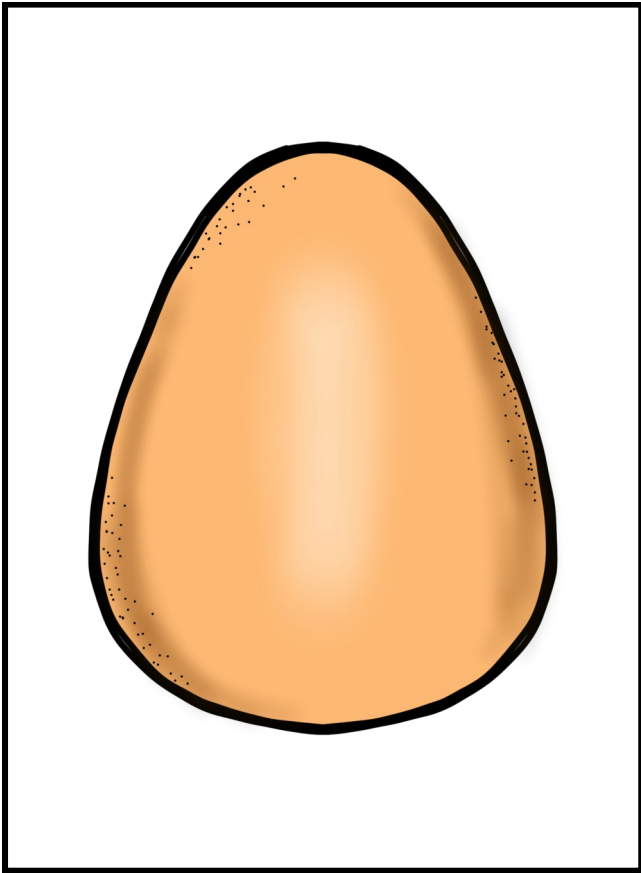
I can stay

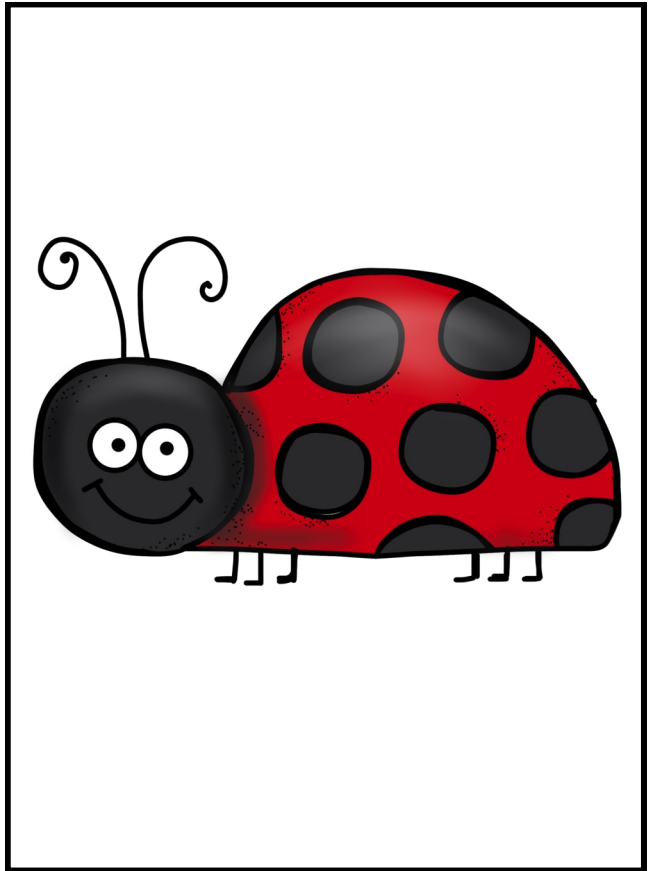
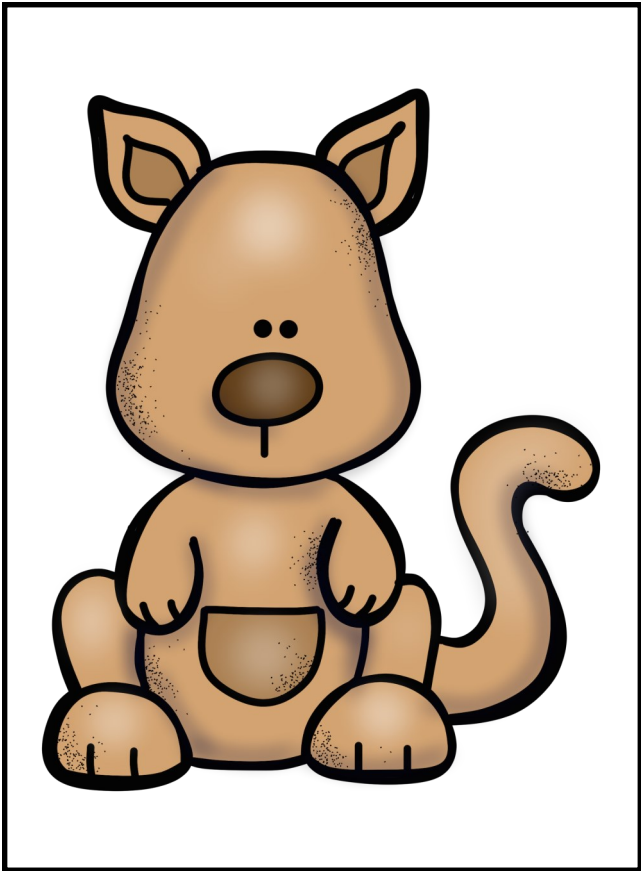
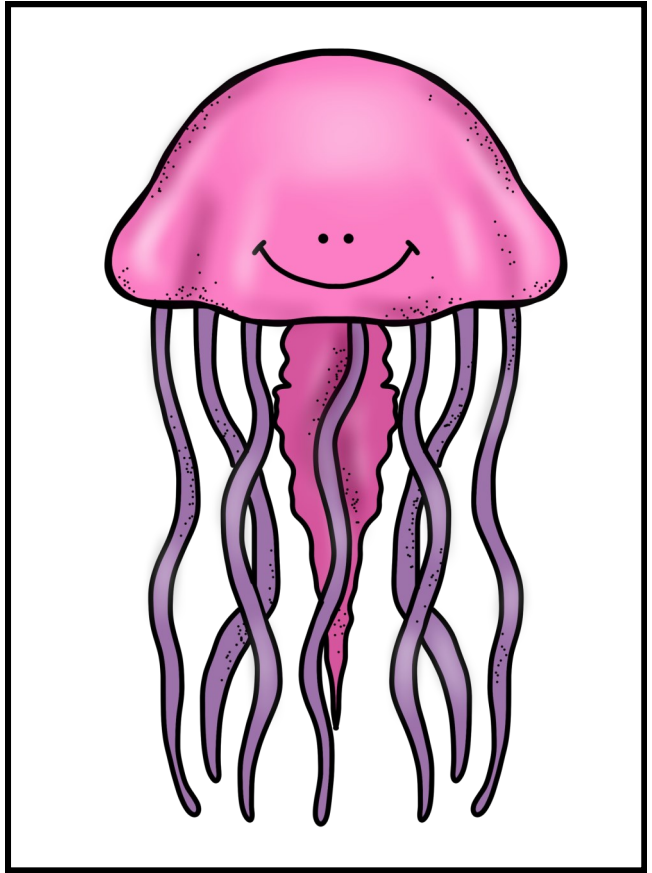
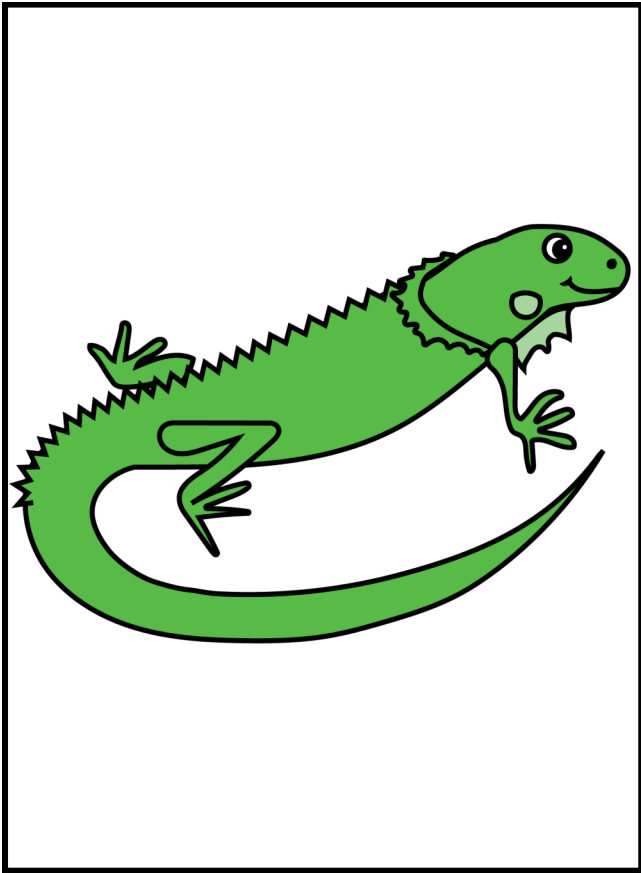
safe

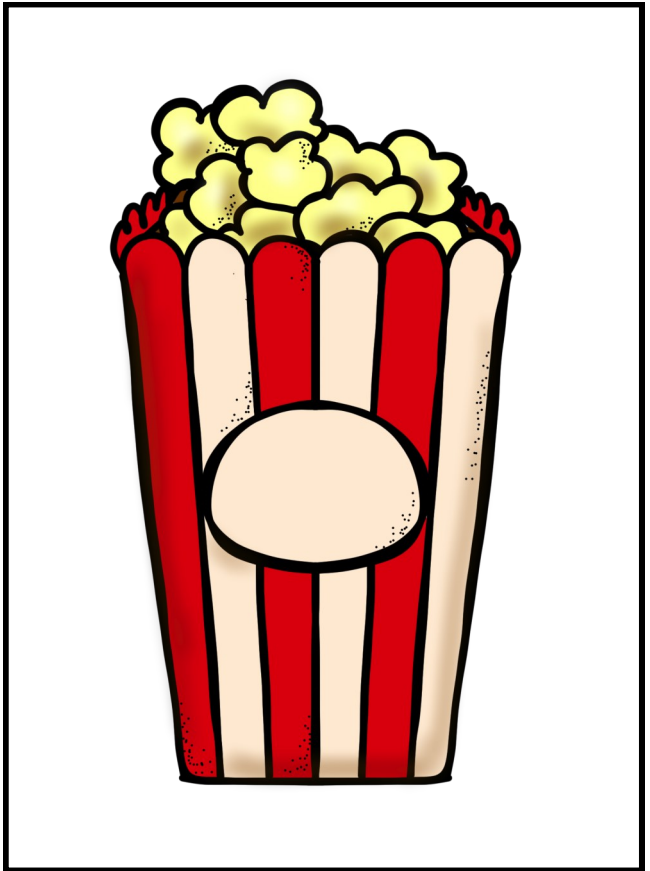
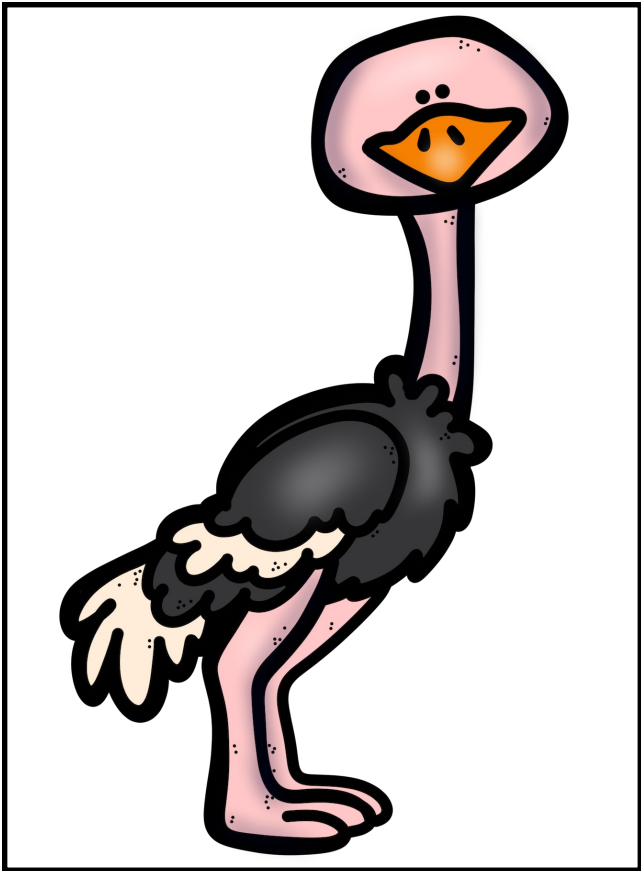
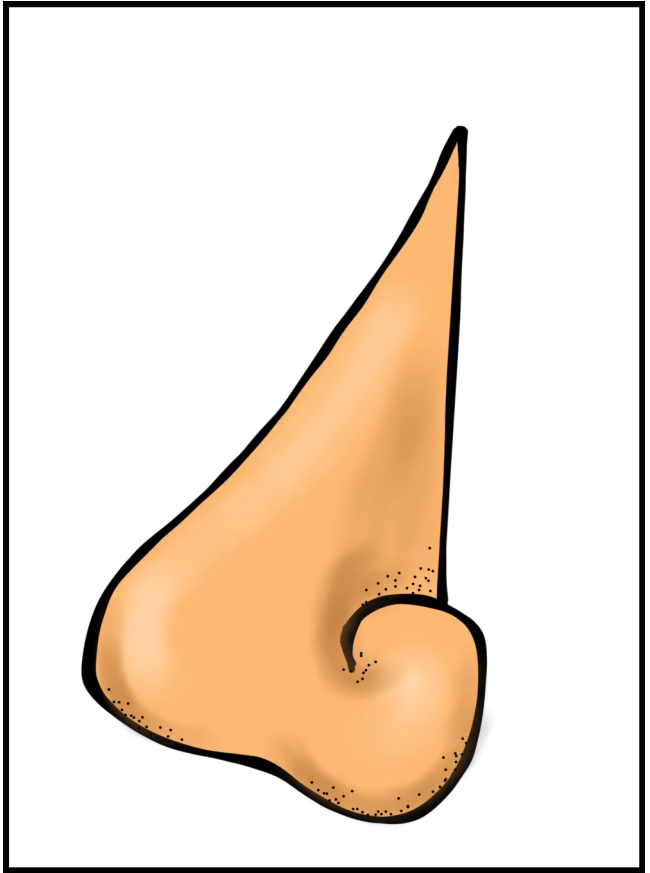
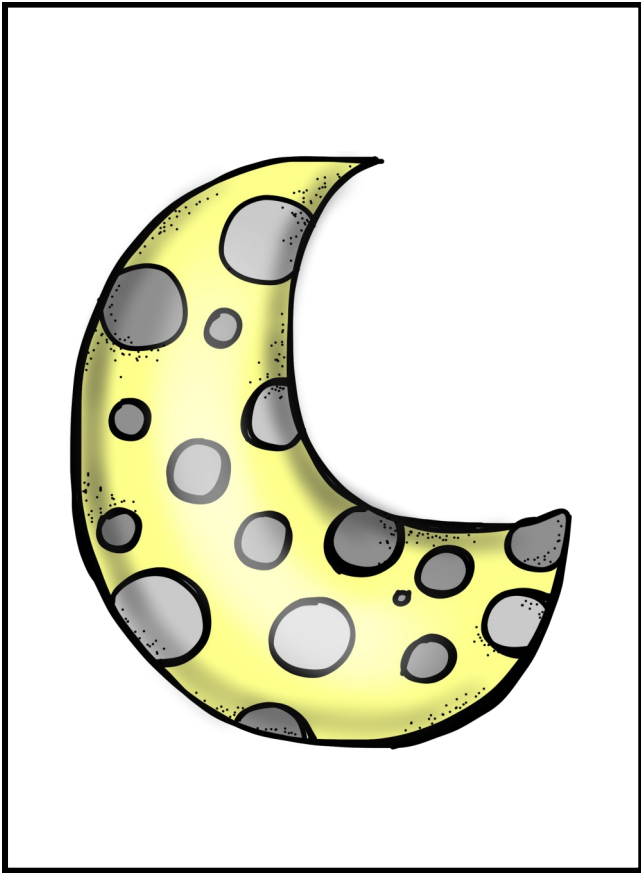


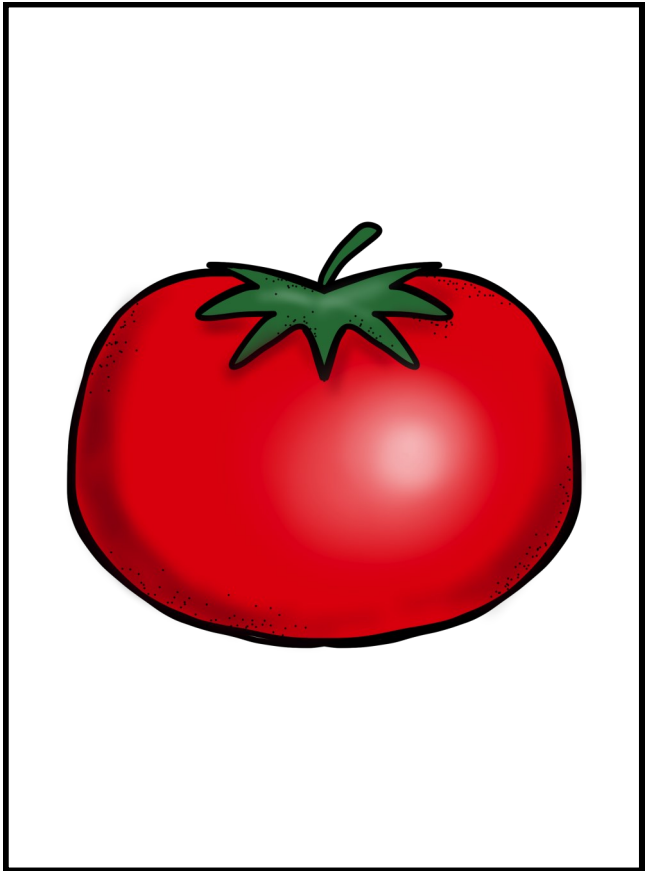
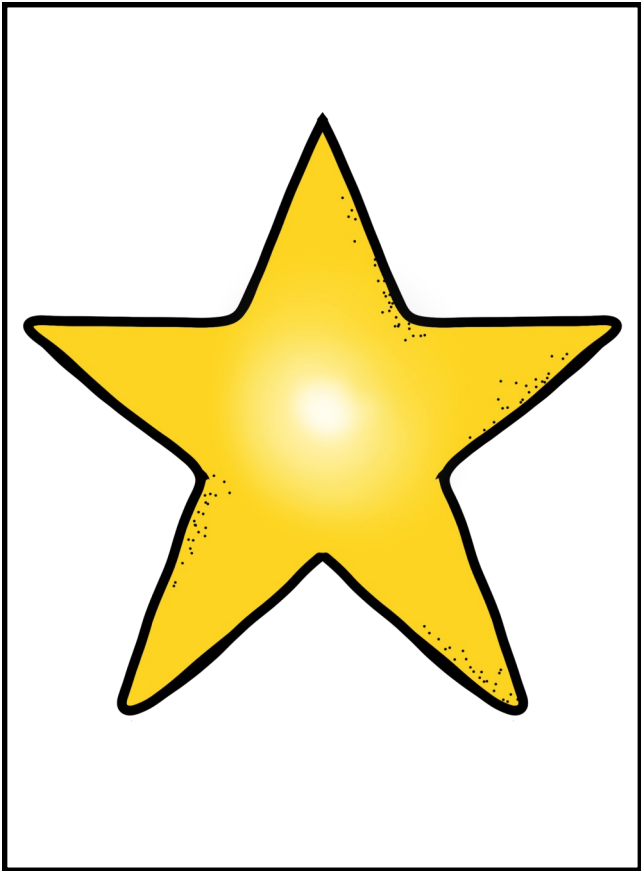
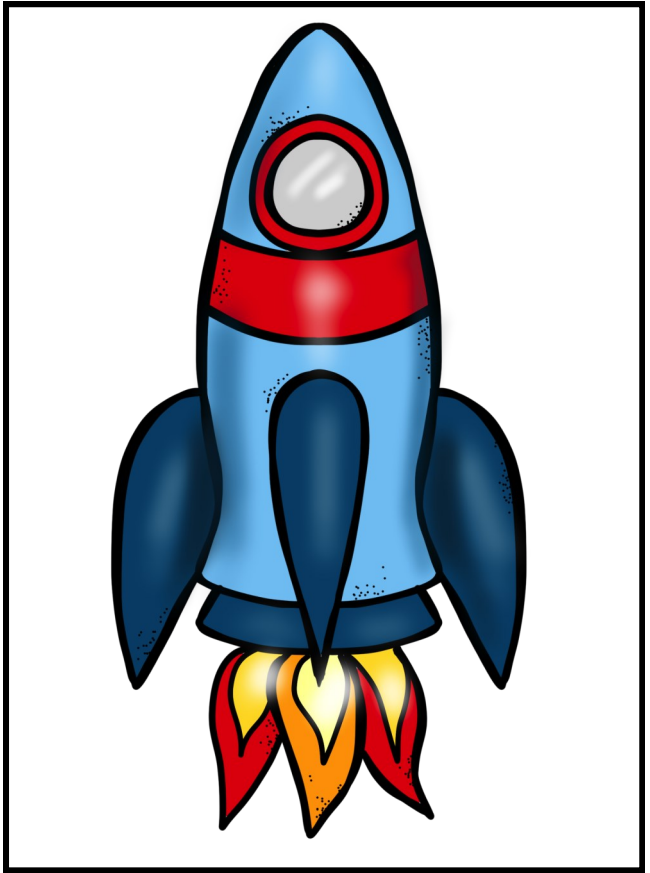
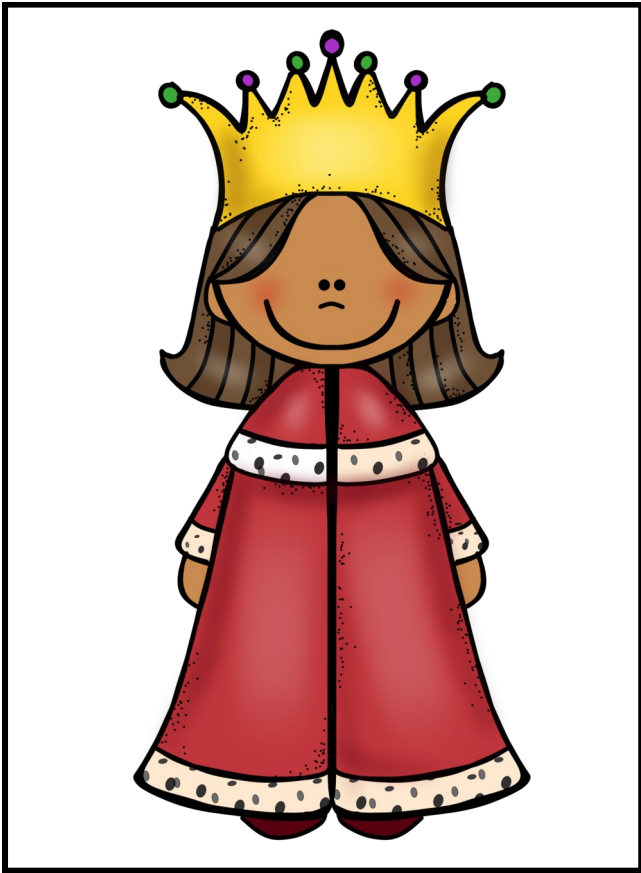
By: _____

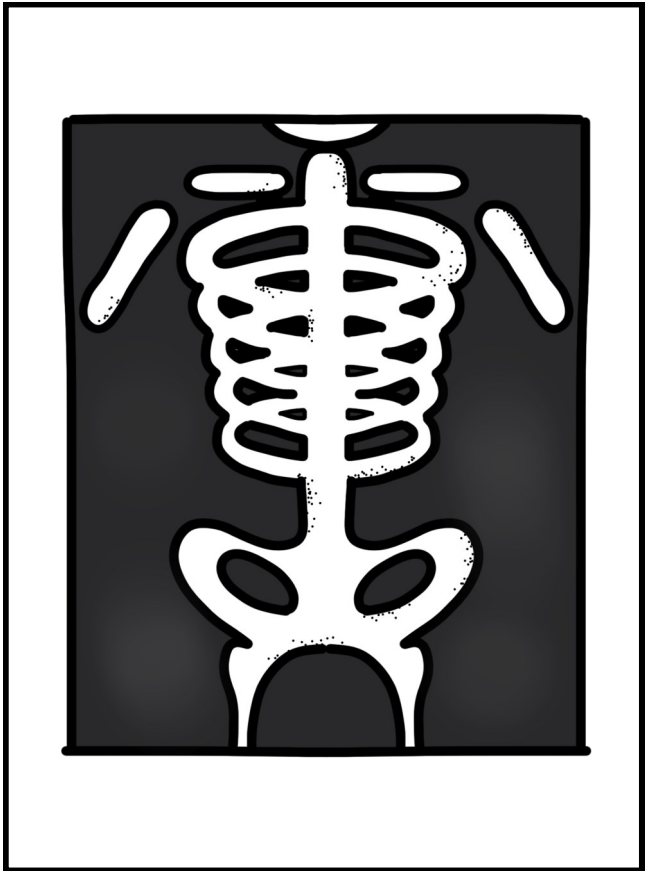
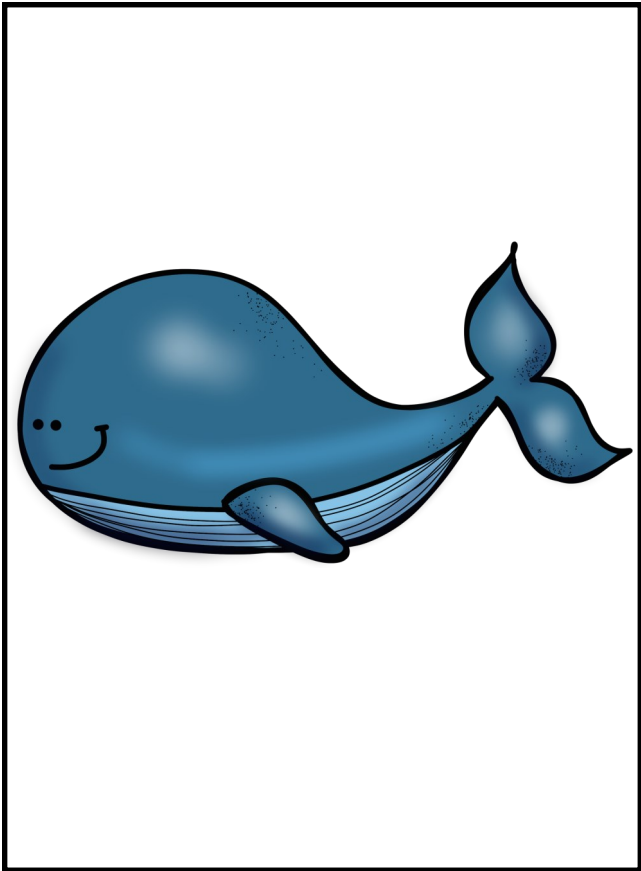


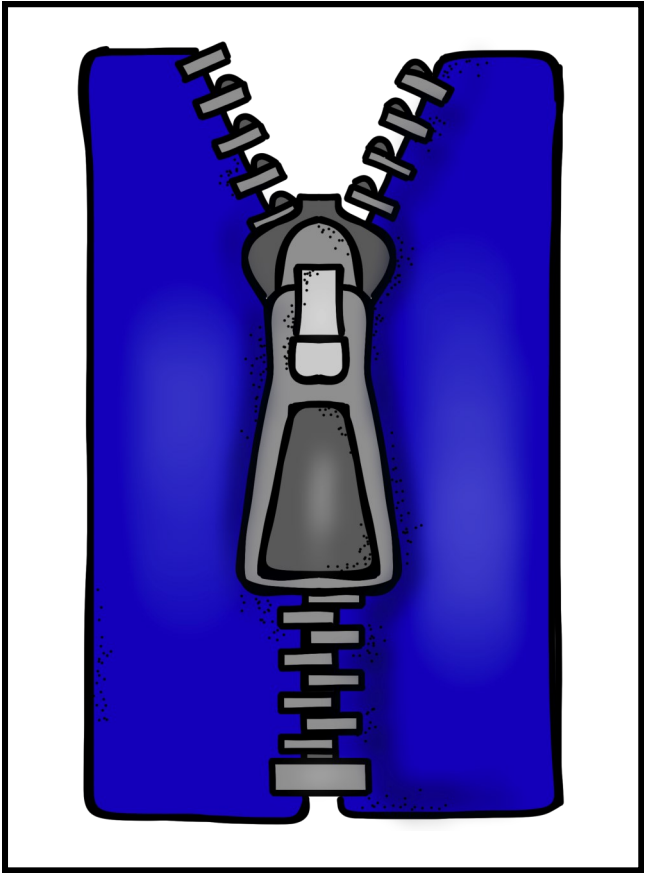
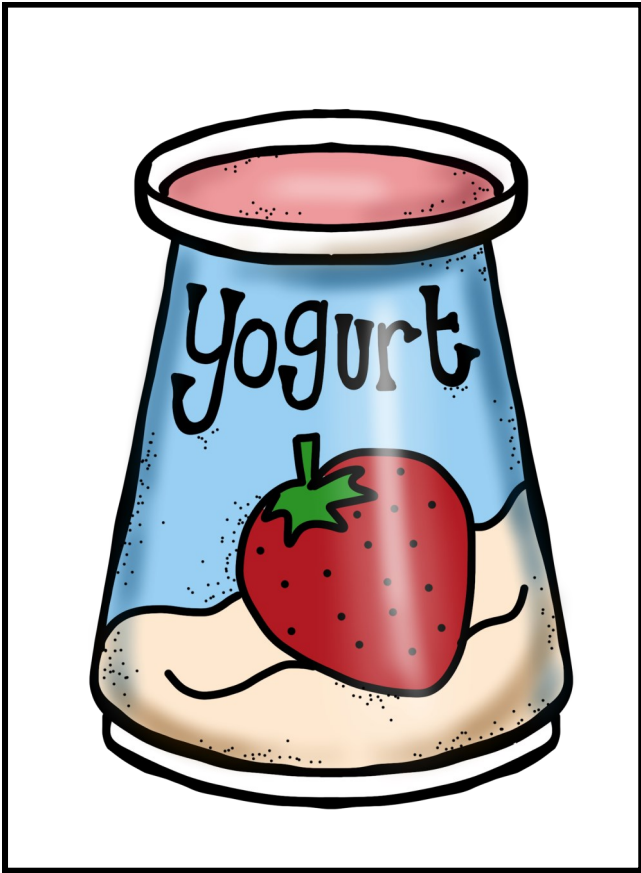


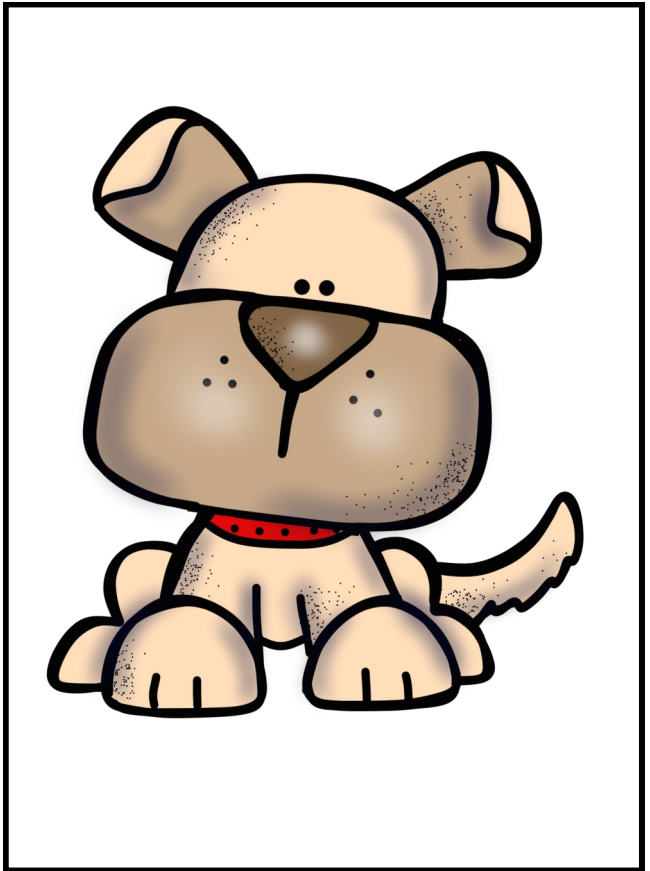
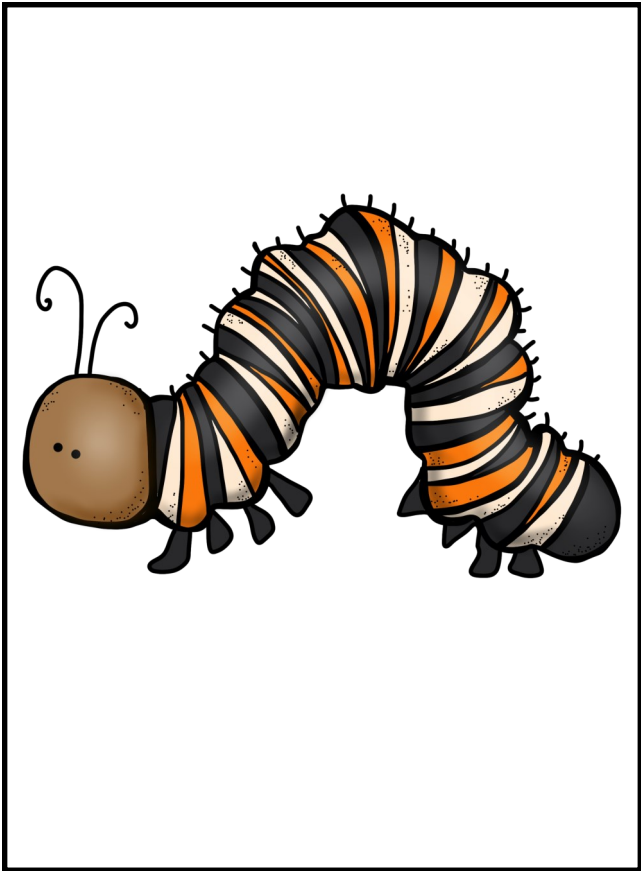
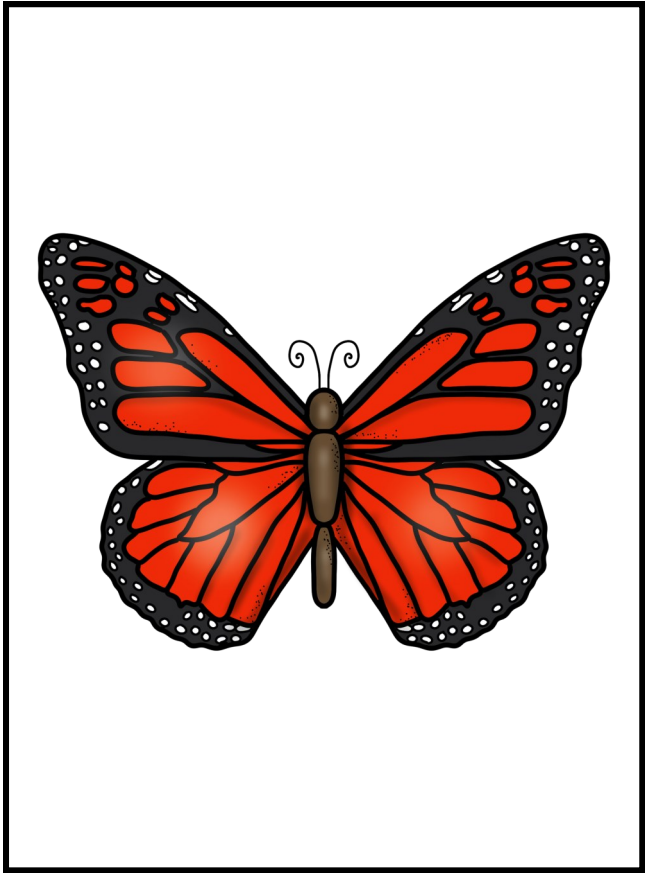
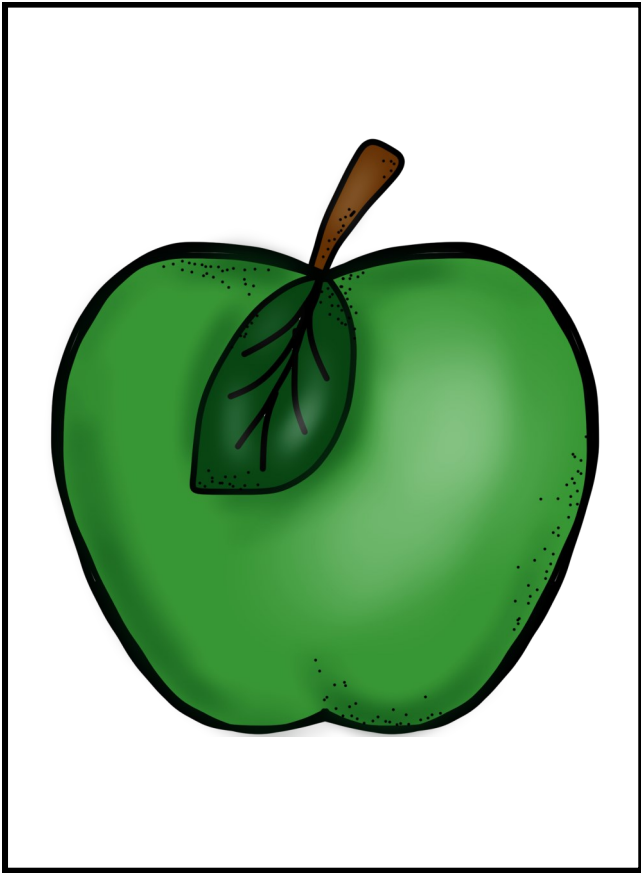


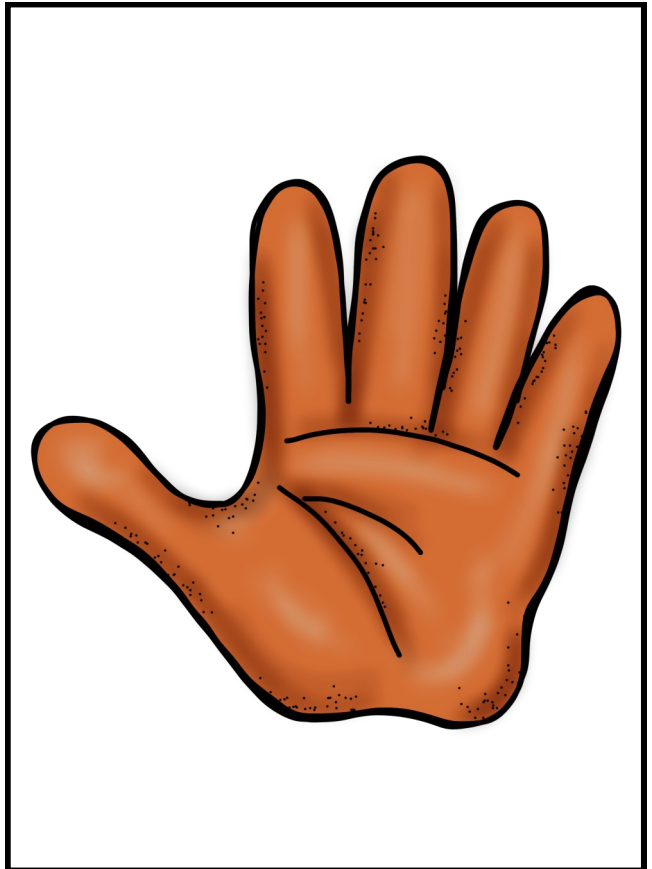
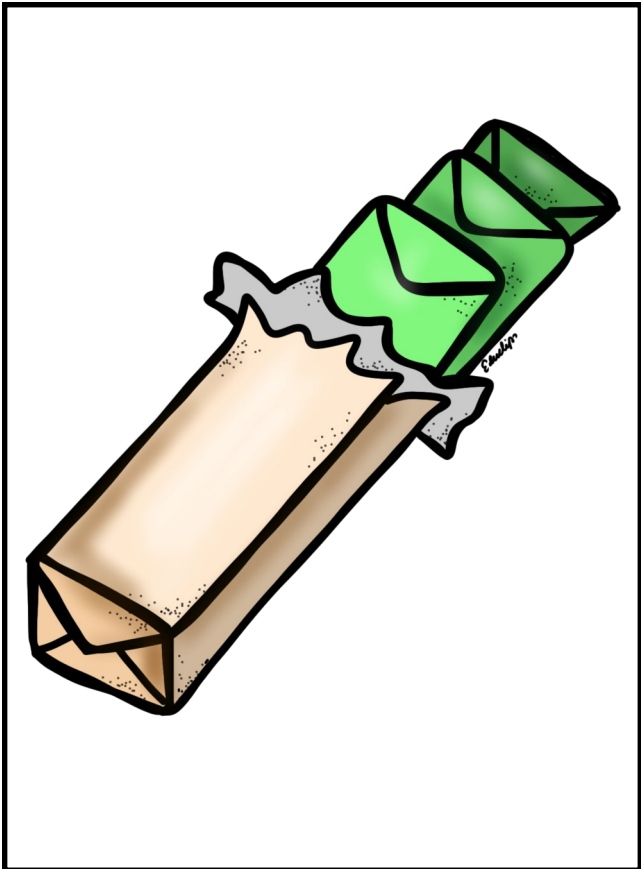
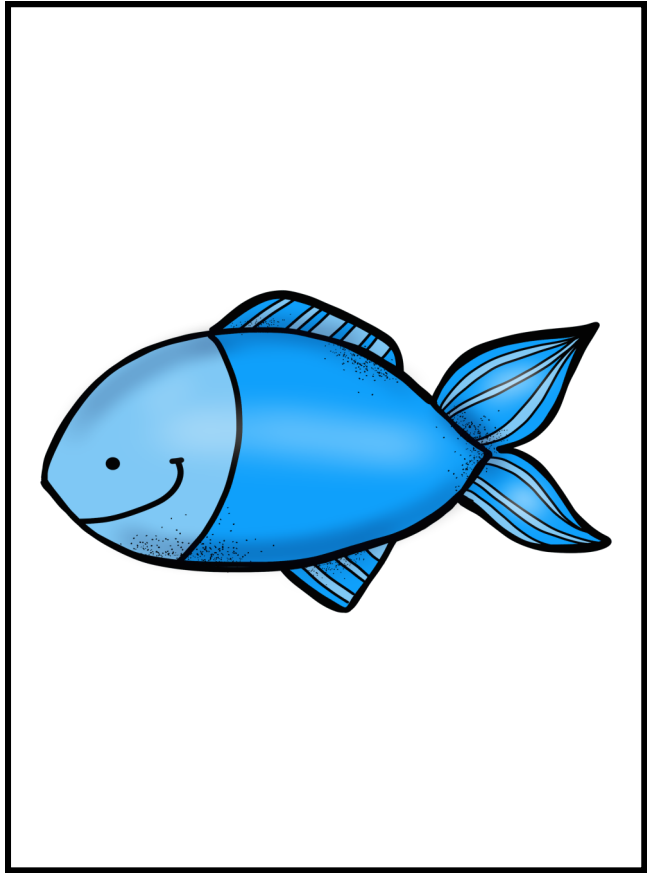
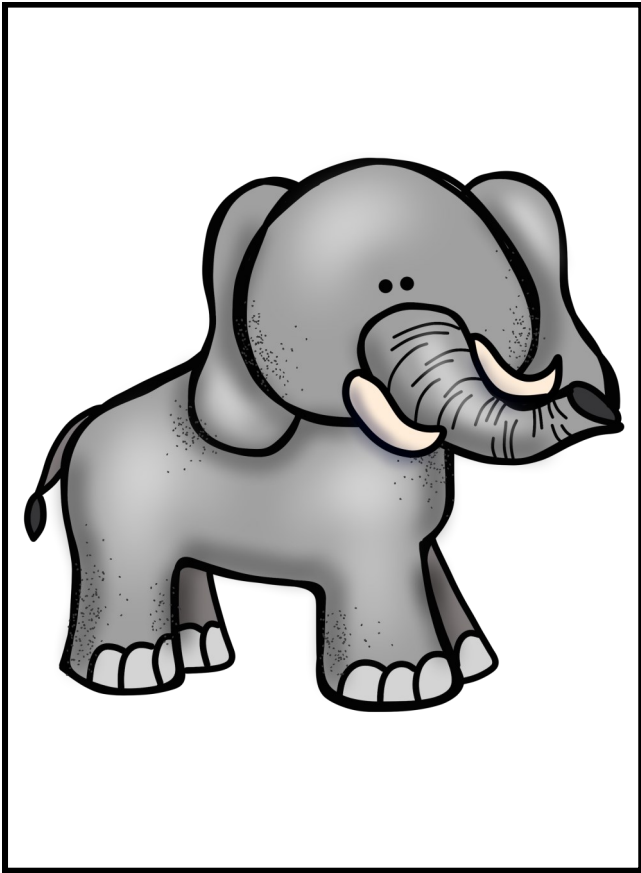


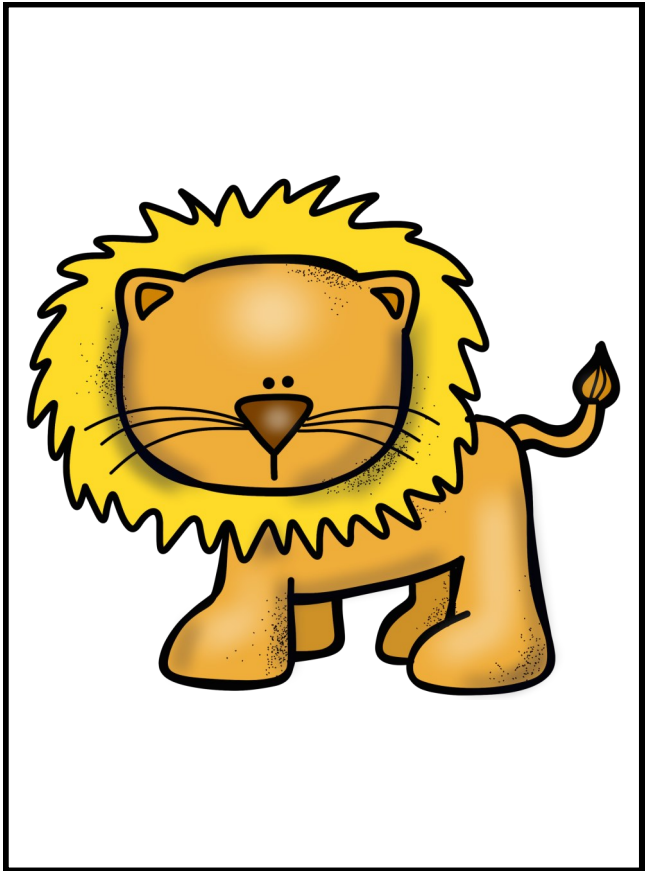
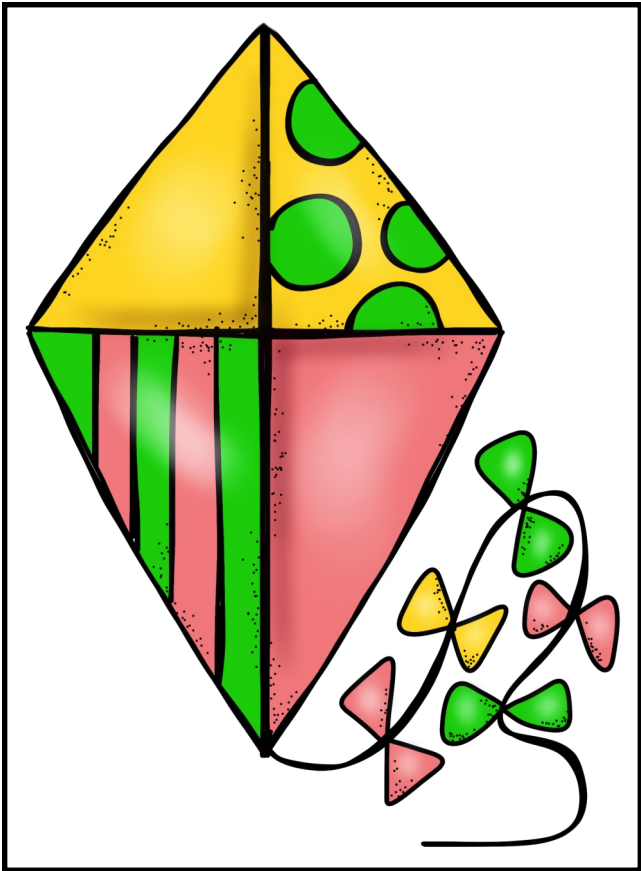
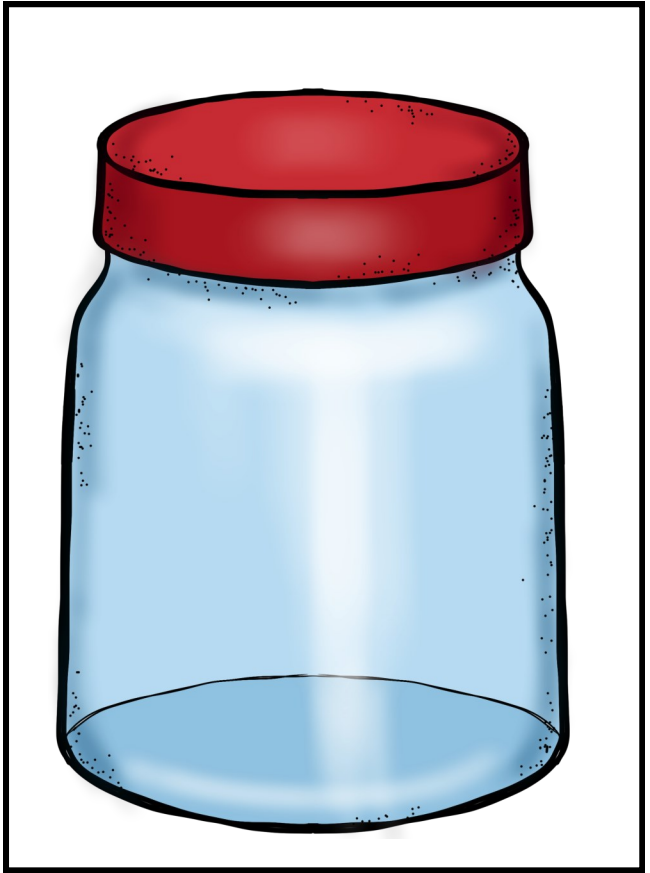
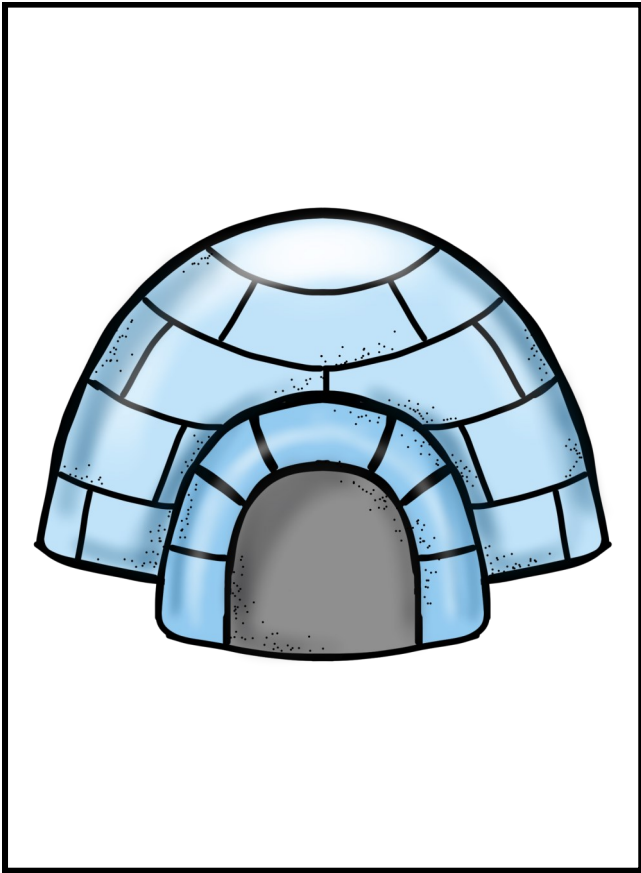


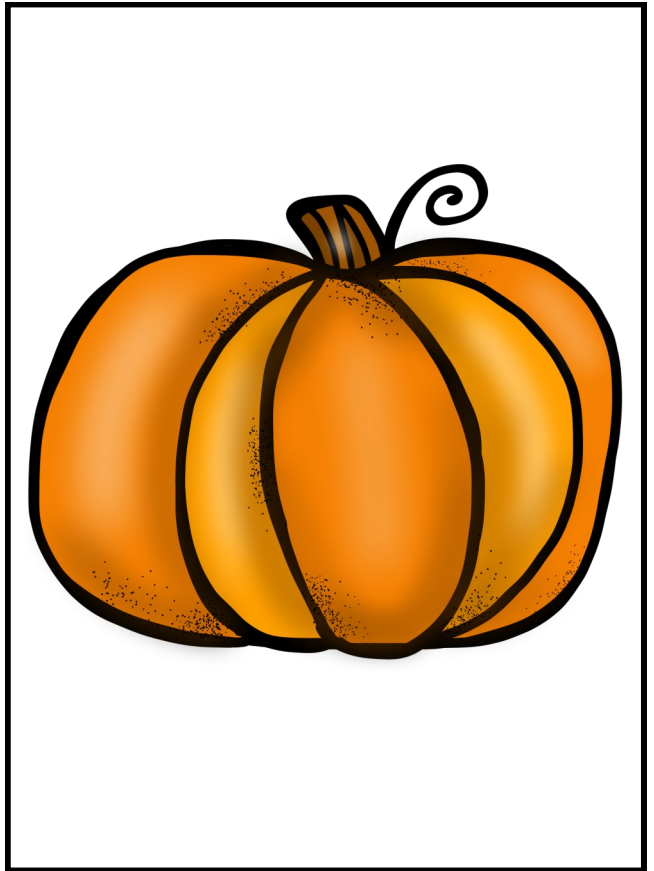
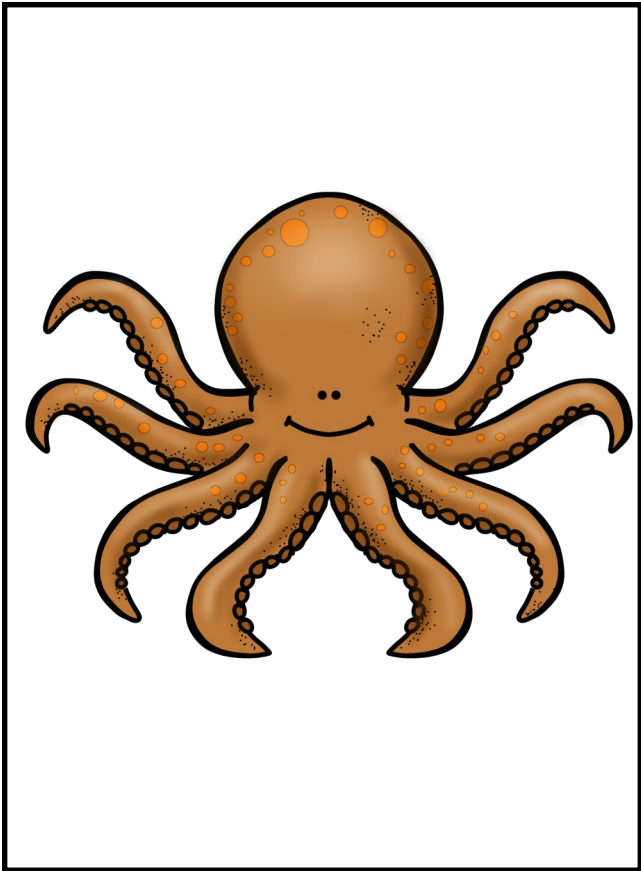
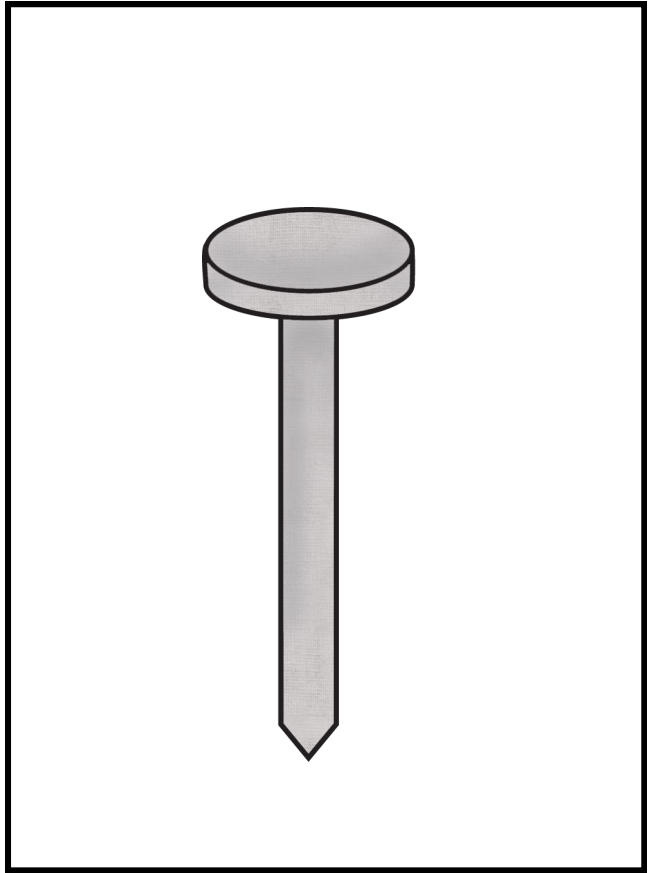
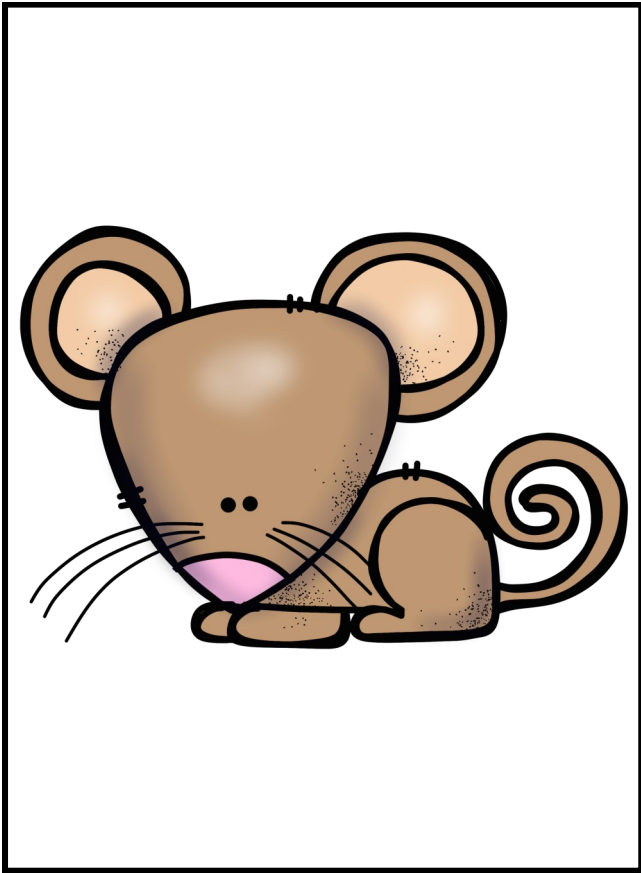


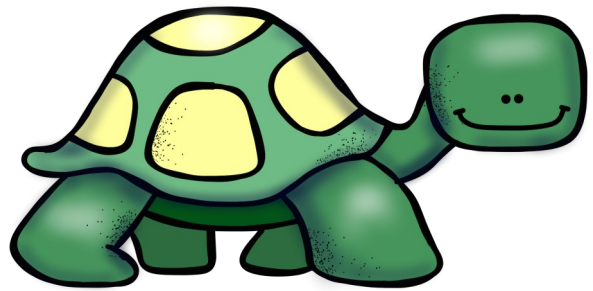
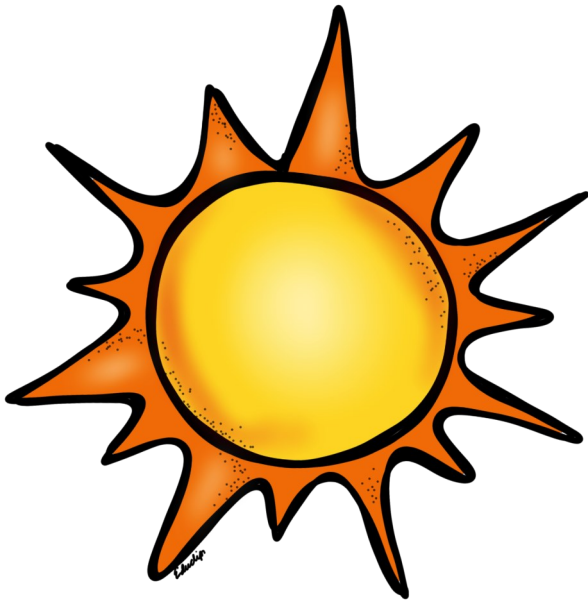
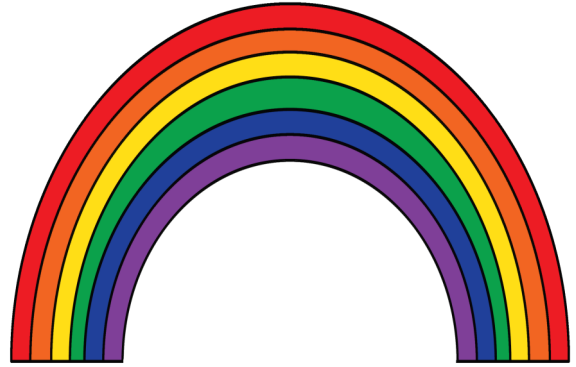


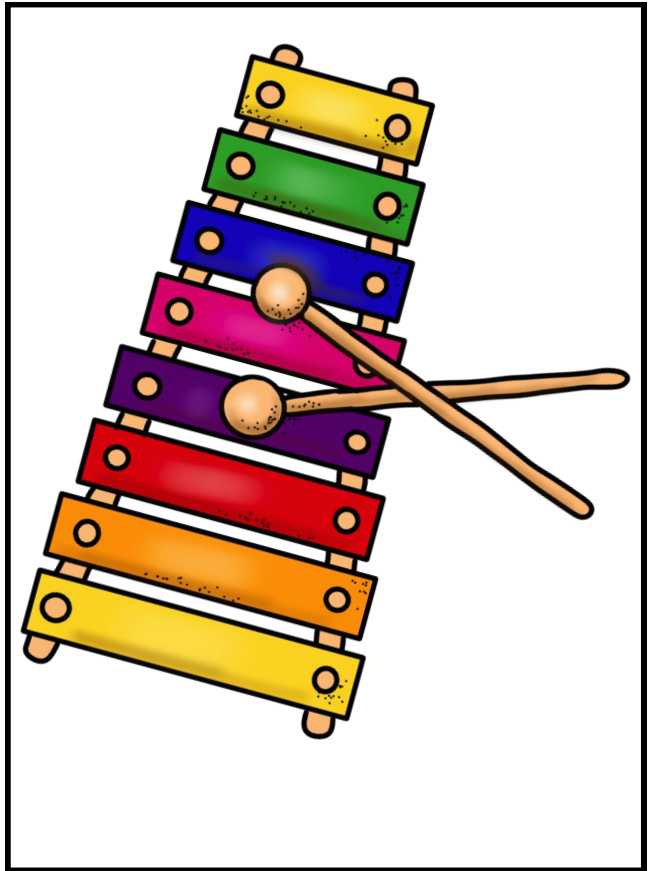
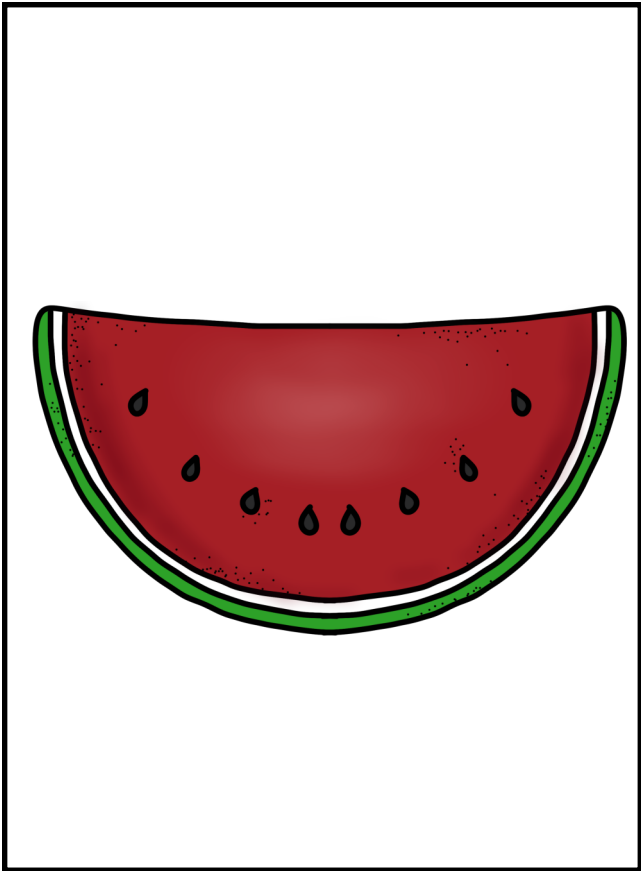
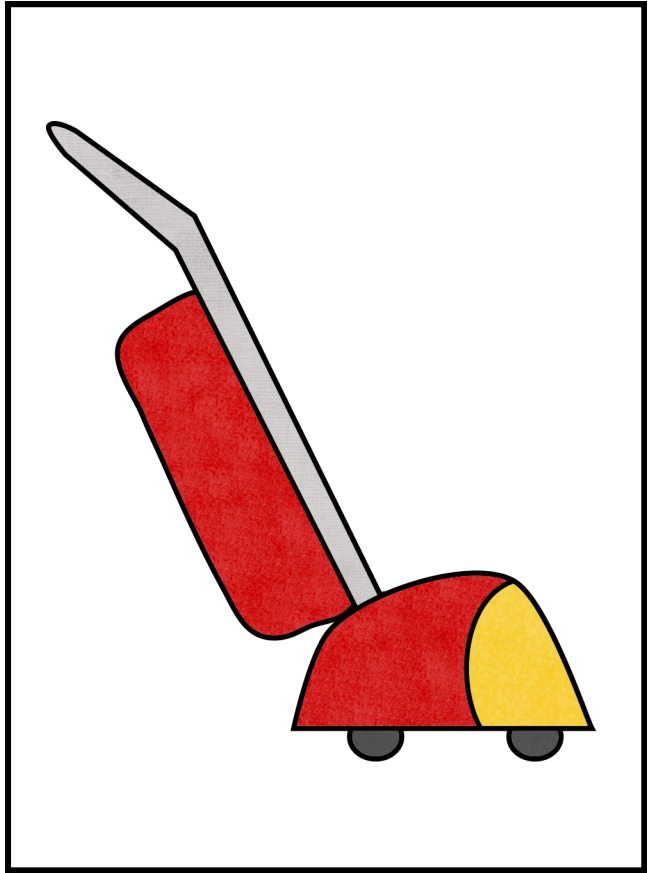


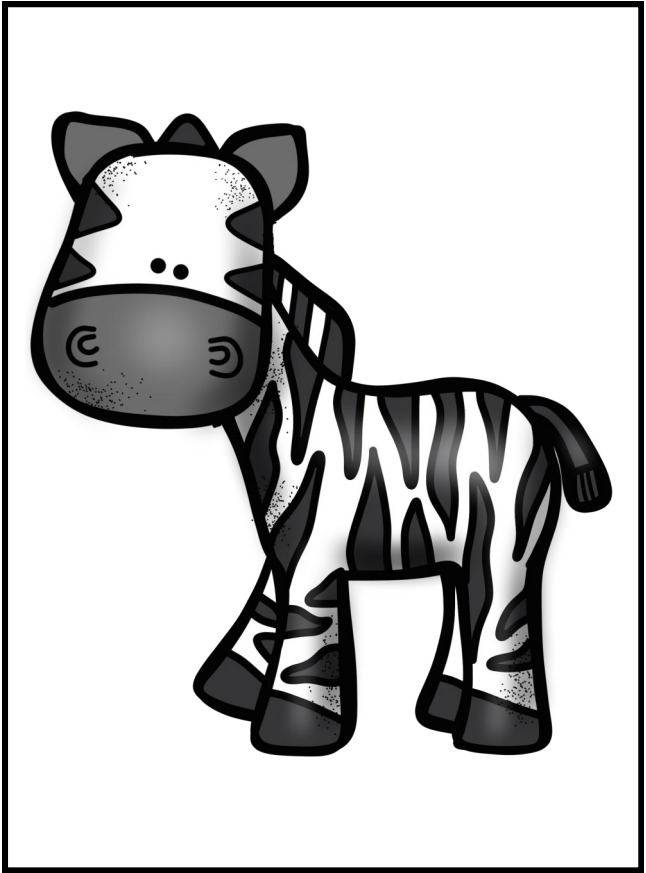
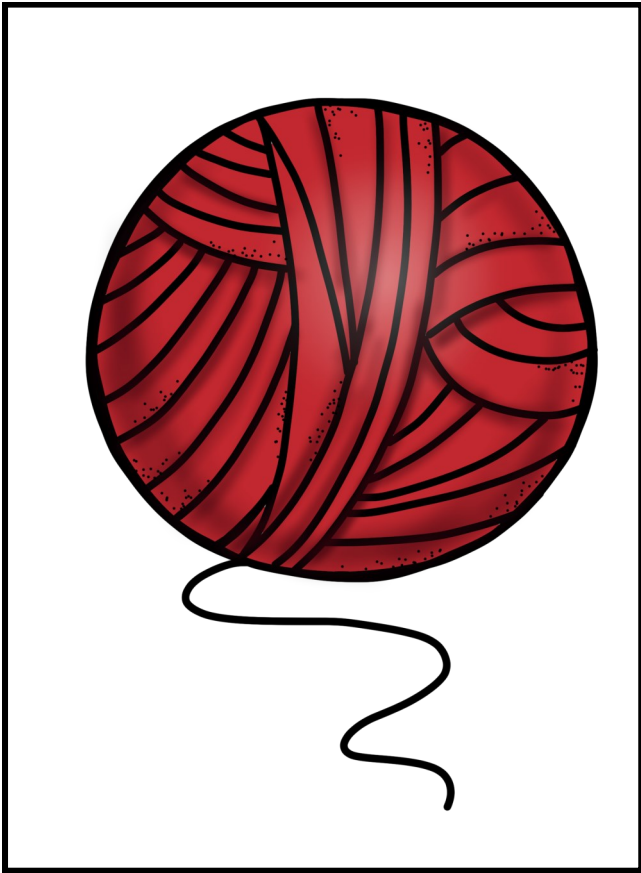














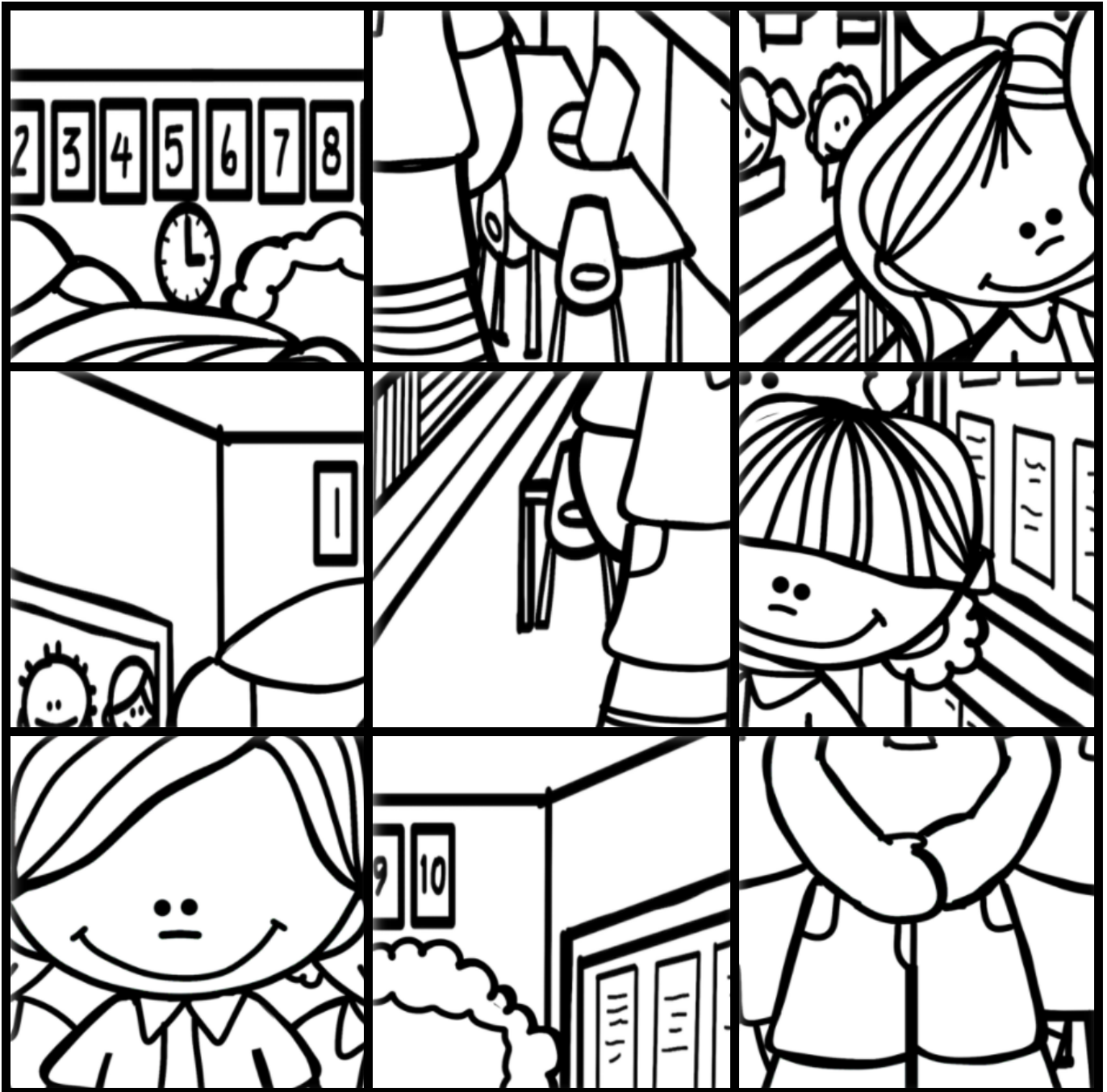
Bonus Pages
Added August 2020

Name: _____

Puzzle Time



Cut out the puzzle pieces.
Rearrange them onto another piece of paper. Glue.

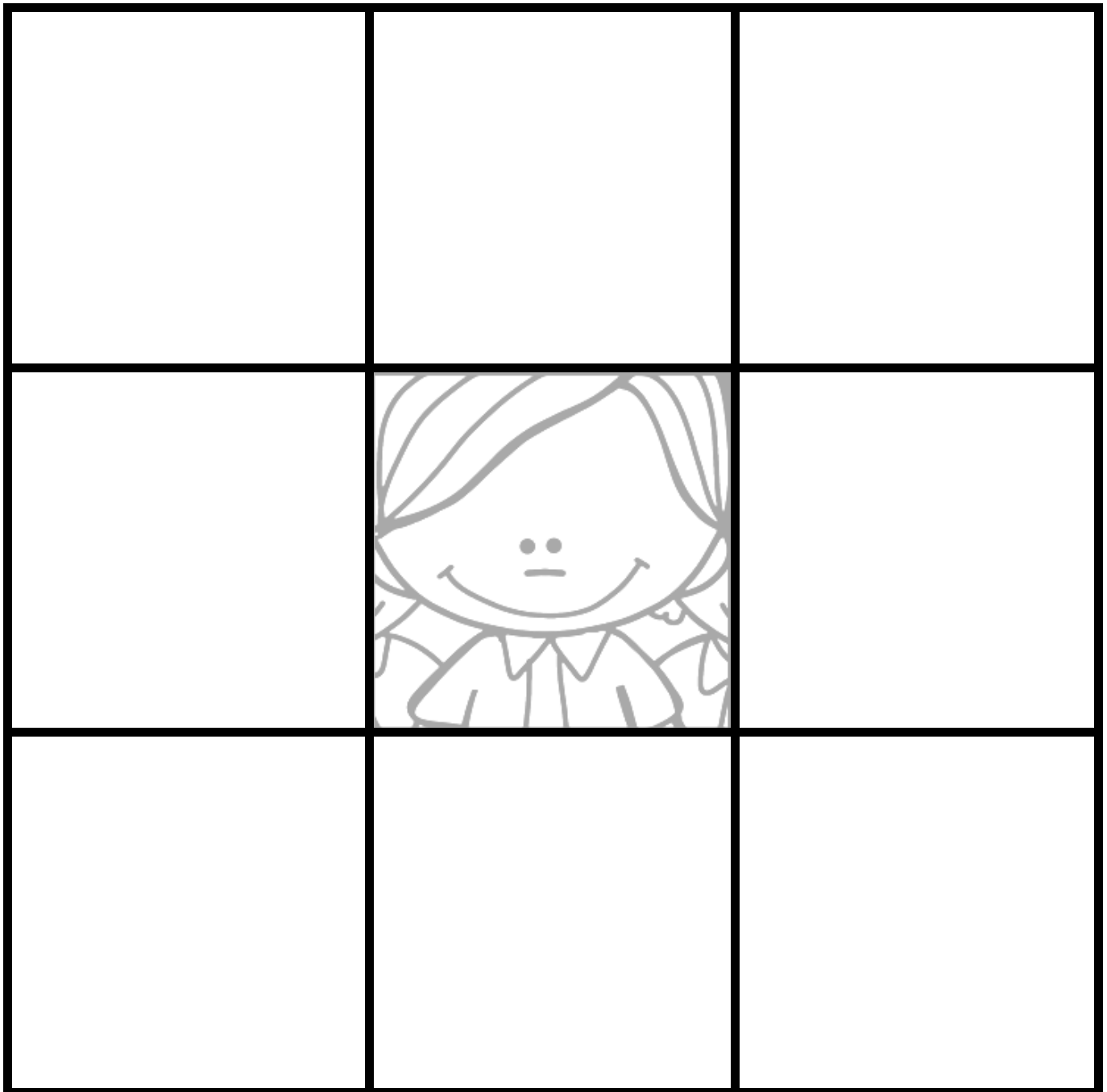


Name: _____

Puzzle Time



Place the puzzle pieces from the previous page onto this page. Make sure the puzzle is correct before you glue!



Name: _____

Puzzle Time



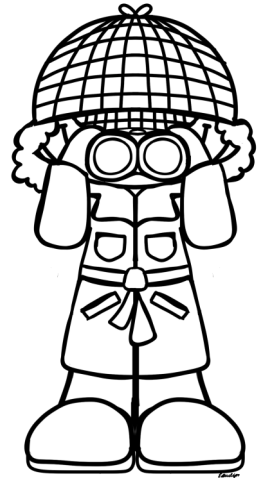
ANSWER KEY



Name: _____

Word search

Find these words in the puzzle. Draw a loop or shade in each word you find.



friends	teacher	school	crayon
class	count	draw	math
pen	book	fun	write
read	bus	art	bag

f	w	r	i	t	e	u	m	g	x
r	p	r	e	a	d	c	z	z	k
i	e	t	z	z	a	l	e	b	h
e	n	f	e	c	r	a	y	o	n
n	f	y	u	a	t	s	t	o	w
d	m	s	k	n	c	s	r	k	h
s	n	r	b	c	m	h	c	x	d
l	c	o	u	n	t	a	e	n	r
b	a	g	s	z	f	r	t	r	a
s	s	c	h	o	o	l	f	h	w

Name: _____

Word search

ANSWER KEY



friends

teacher

school

crayon

class

count

draw

math

pen

book

fun

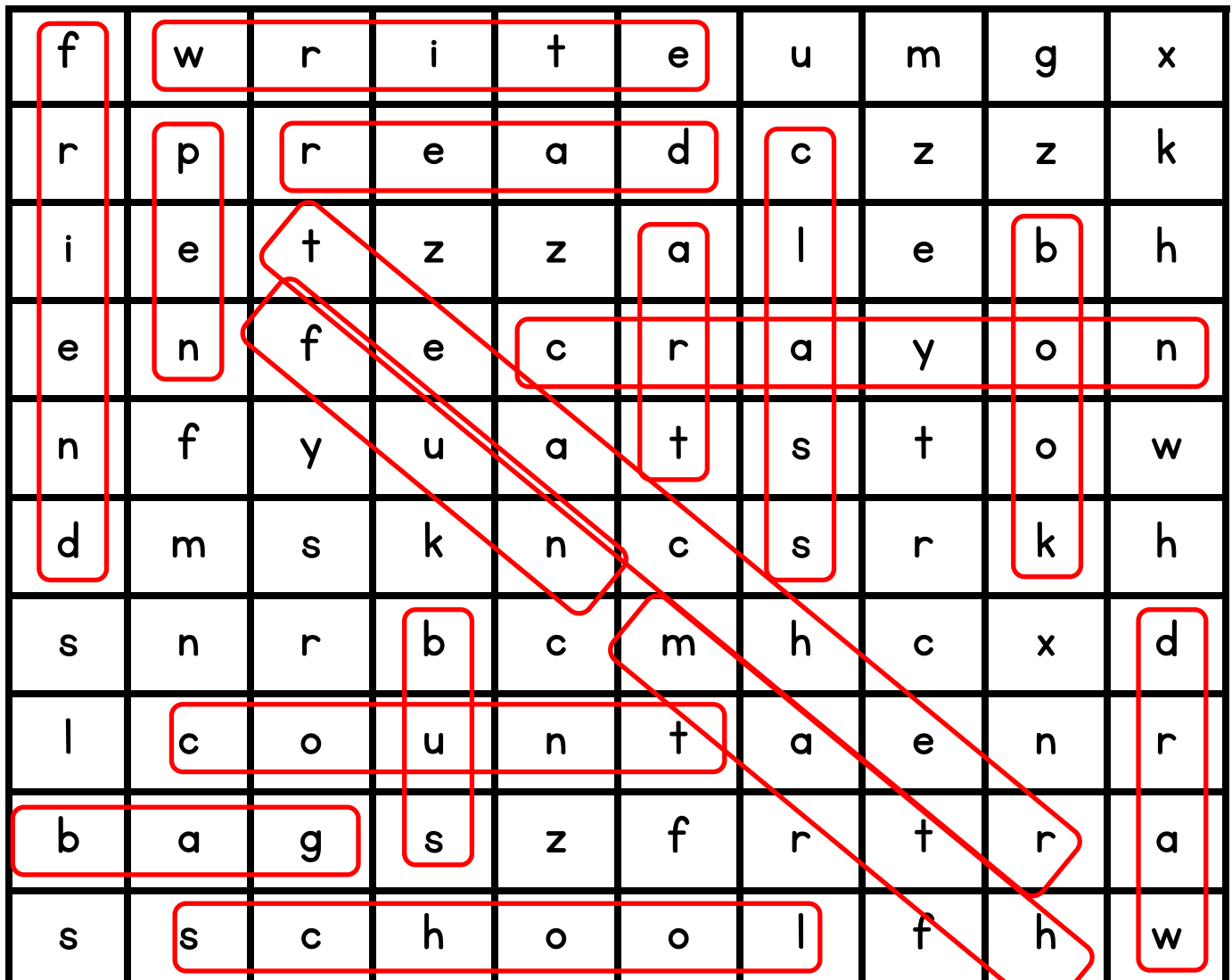
write

read

bus

art

bag

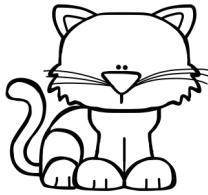


Name: _____

Word **scramble**

Unscramble each word. Use the picture clues for help.
Print each word on the line.

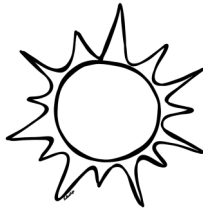
act



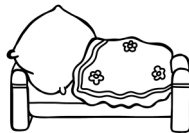
odg



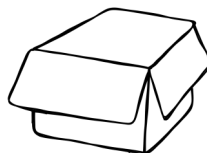
nus



deb



oxb

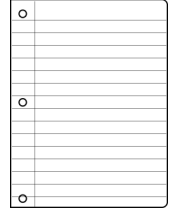


Name: _____

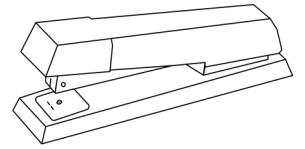
Word **scramble**

Unscramble each word. Use the picture clues for help.
Print each word on the line.

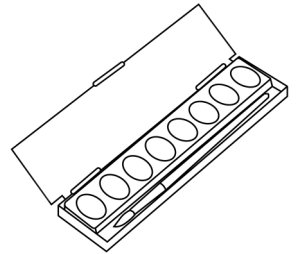
apepr



lastper



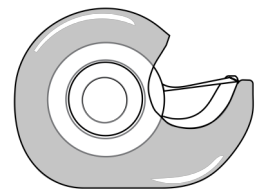
ntpai



ipcl



epta



Name: _____

The Best **BOOK**

Write and draw about the best book that
your teacher read to you.

My teacher read us a
book called

I liked it because

Rate the book with stars:



Name: _____

The Best **BOOK**

Write and draw about the best book that
your teacher read to you.

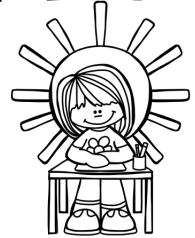
Rate the book with stars:



Name: _____

Weather Journal

Record the weather each day. Use the word bank at the bottom of the page to help.



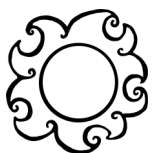
Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____



sunny



partly
cloudy



windy



cloudy



rainy

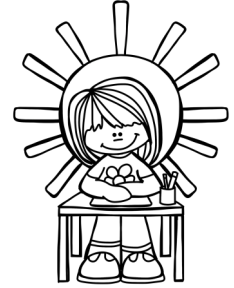


snowy

Name: _____

Weather Journal

Record the weather each day. Use the word bank at the bottom of the page to help.









Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

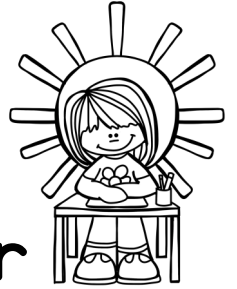
 sunny	 partly cloudy	 windy
 cloudy	 rainy	 snowy

Name:

Weather Journal



Write the date.
Record the weather beside the date.



Date

Weather

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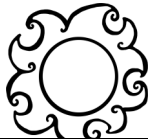





.....

.....

.....

.....

.....

 sunny	 partly cloudy	 windy
 cloudy	 rainy	 snowy



Name: _____

Show what you **KNOW**

Solve:

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

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

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

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

Continue the patterns:

1, 2, 3, _____, _____, _____

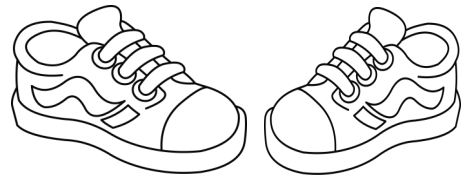
5, 10, 15, _____, _____, _____

10, 20, 30, _____, _____,

Circle the larger number in each pair:

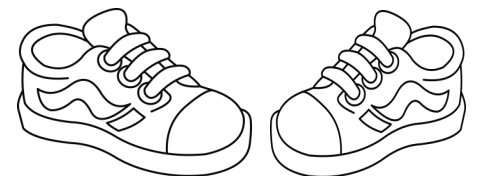
12

21

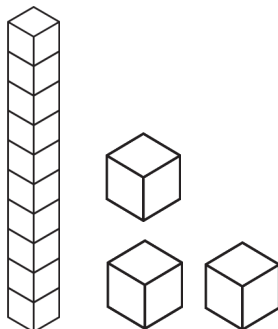


31

13



Count the blocks. Print the number: _____



Draw 9 circles:



Name: _____

Show what you **KNOW**

Solve:

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

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

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

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

Continue the patterns:

5, 10, 15, _____, _____, _____

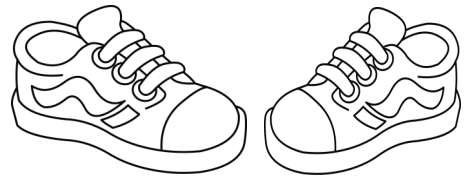
10, 20, 30, _____, _____, _____

10, 9, 8, _____, _____, _____

Circle the larger number in each pair:

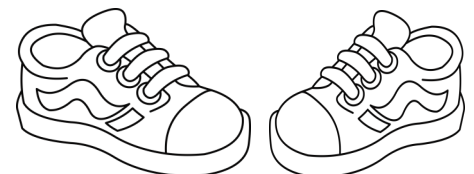
32

18

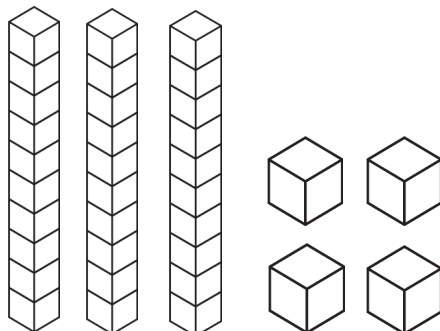


51

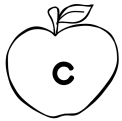
29



Count the blocks. Print the number: _____



Draw 12 squares: _____



Name: _____

Show what you **KNOW**

Solve:

$$\begin{array}{r} 15 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 26 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

Continue the patterns:

10, 20, 30, _____, _____, _____

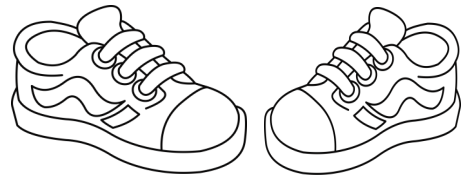
2, 4, 6, _____, _____, _____

5, 10, 15, _____, _____, _____

Circle the larger number in each pair:

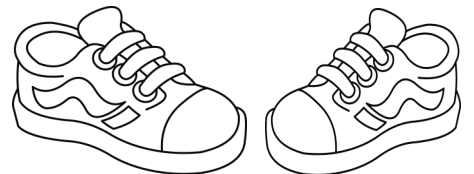
72

26

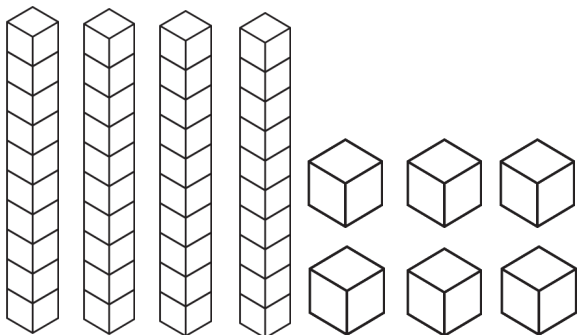


63

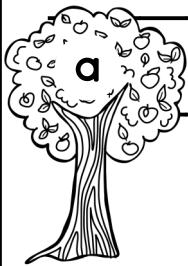
38



Count the blocks. Print the number: _____



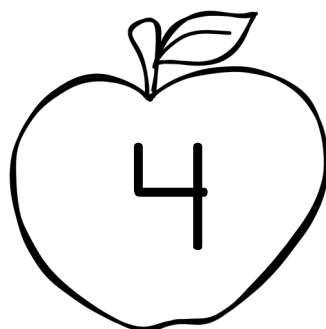
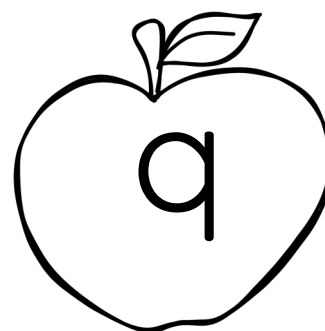
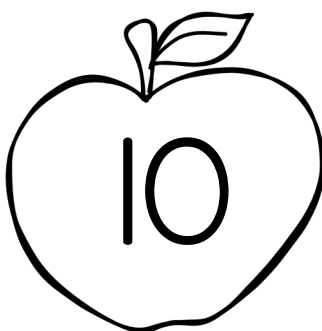
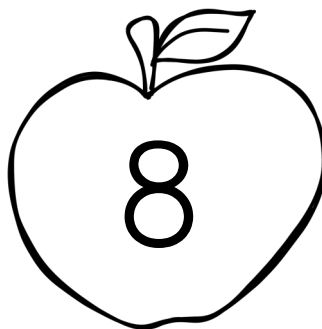
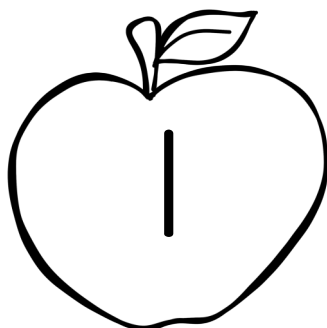
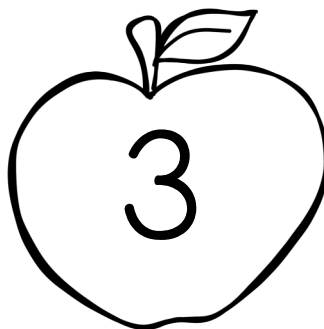
Draw 32 dots: _____

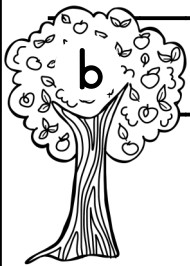


Name: _____

Even and Odd

Color the odd numbers red. Color the even numbers yellow:

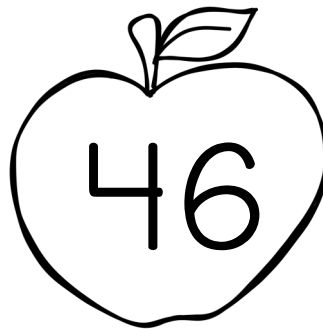
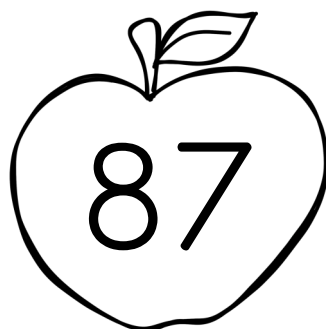
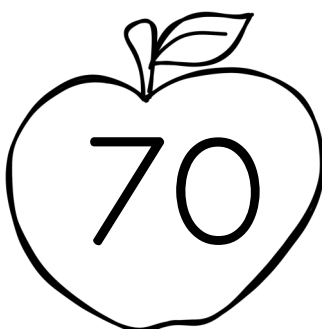
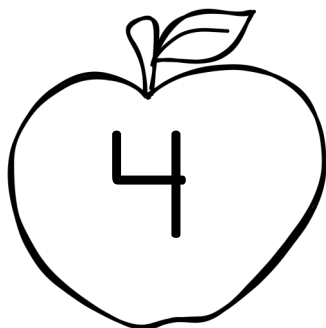
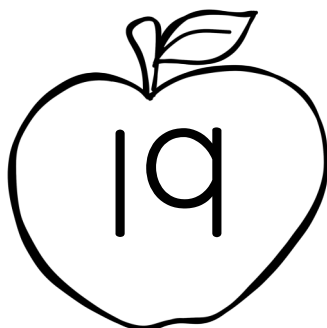
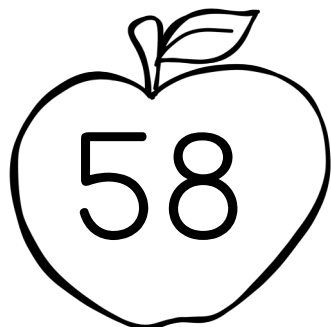




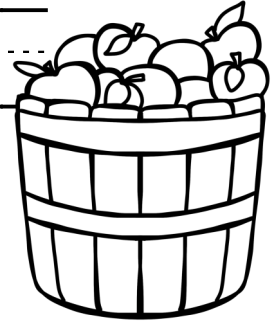
Name: _____

Even and Odd

Color the odd numbers red. Color the even numbers yellow:

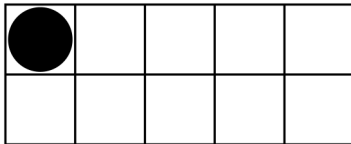


Name: _____

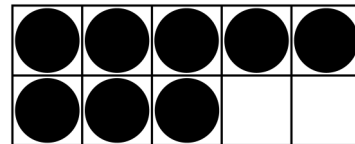


Making Ten

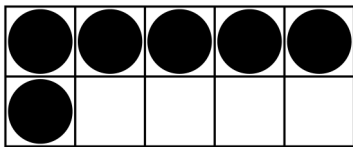
Fill in the missing numbers to make 10:



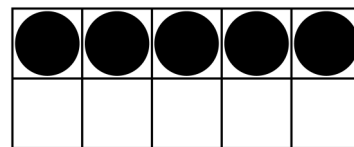
$1 + \underline{\quad} = 10$



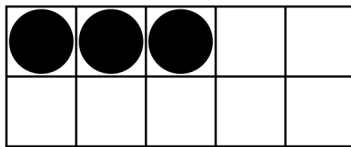
$8 + \underline{\quad} = 10$



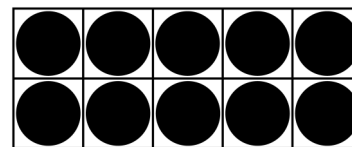
$6 + \underline{\quad} = 10$



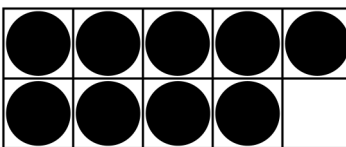
$5 + \underline{\quad} = 10$



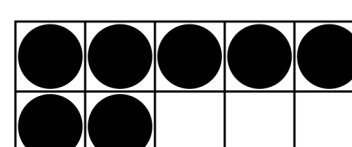
$3 + \underline{\quad} = 10$



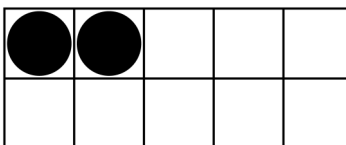
$10 + \underline{\quad} = 10$



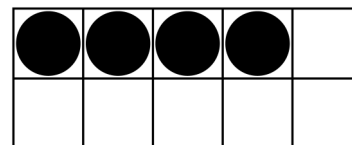
$9 + \underline{\quad} = 10$



$7 + \underline{\quad} = 10$



$2 + \underline{\quad} = 10$



$4 + \underline{\quad} = 10$

Blank **ten** Frames

Name: _____



Missing Numbers

Fill in the missing numbers in each set

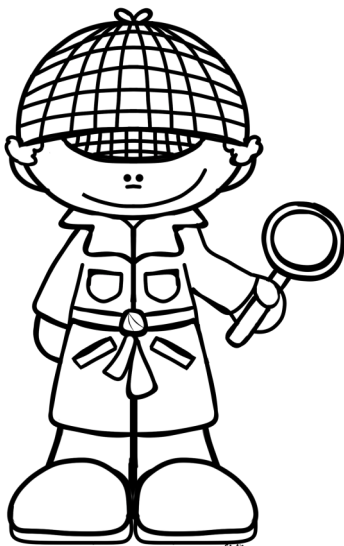
1	2	3		5	6	7		9	10
---	---	---	--	---	---	---	--	---	----



5	6	7			10	11			14
---	---	---	--	--	----	----	--	--	----



10	11	12		14		16			19
----	----	----	--	----	--	----	--	--	----



Trace the numbers:

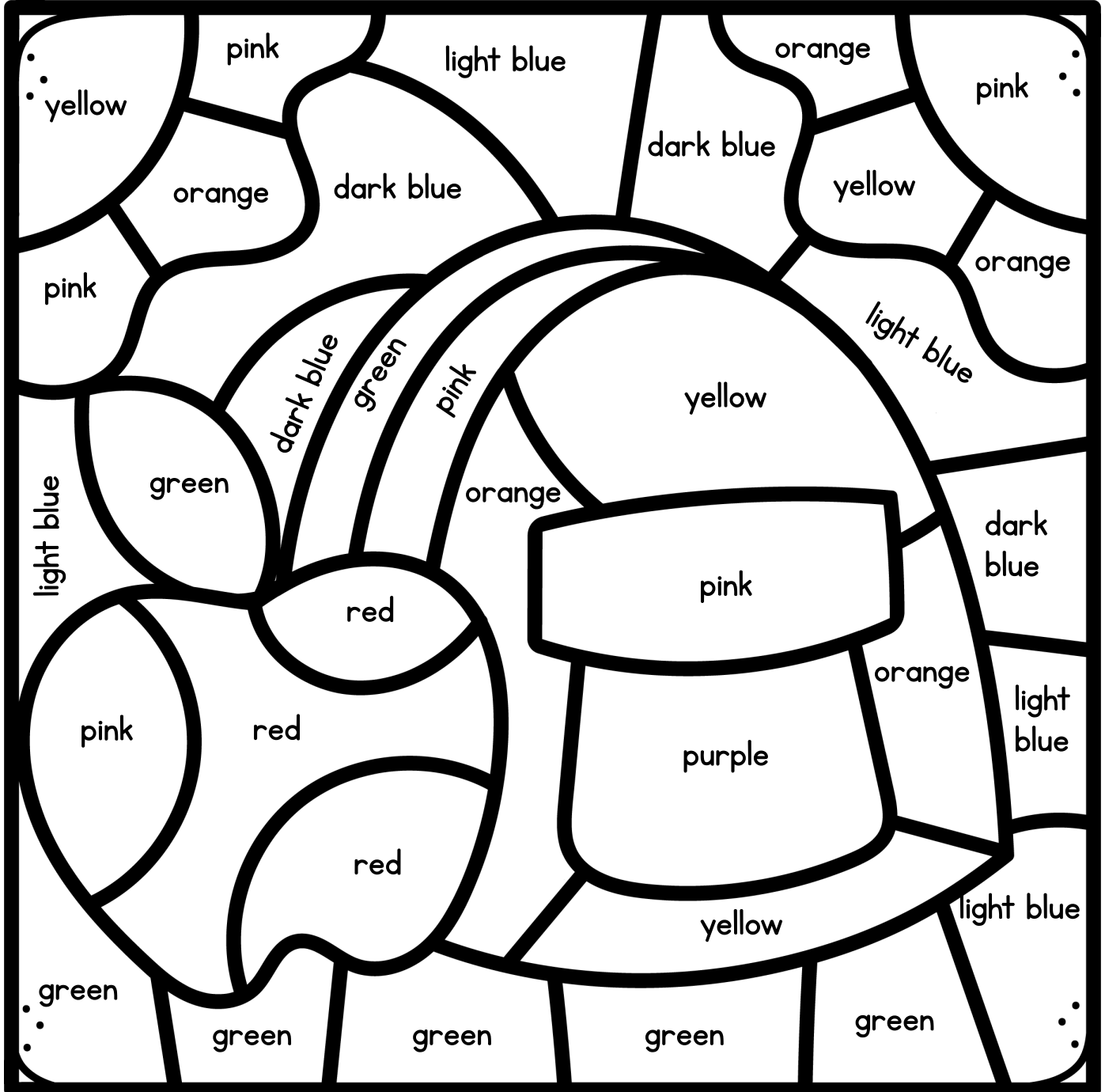
2	3	4	5
---	---	---	---

6	7	8	9	10
---	---	---	---	----

Name: _____

color by Code

Read the color words at the bottom of the page. Color them.
Then color the rest of the page with the matching colors.

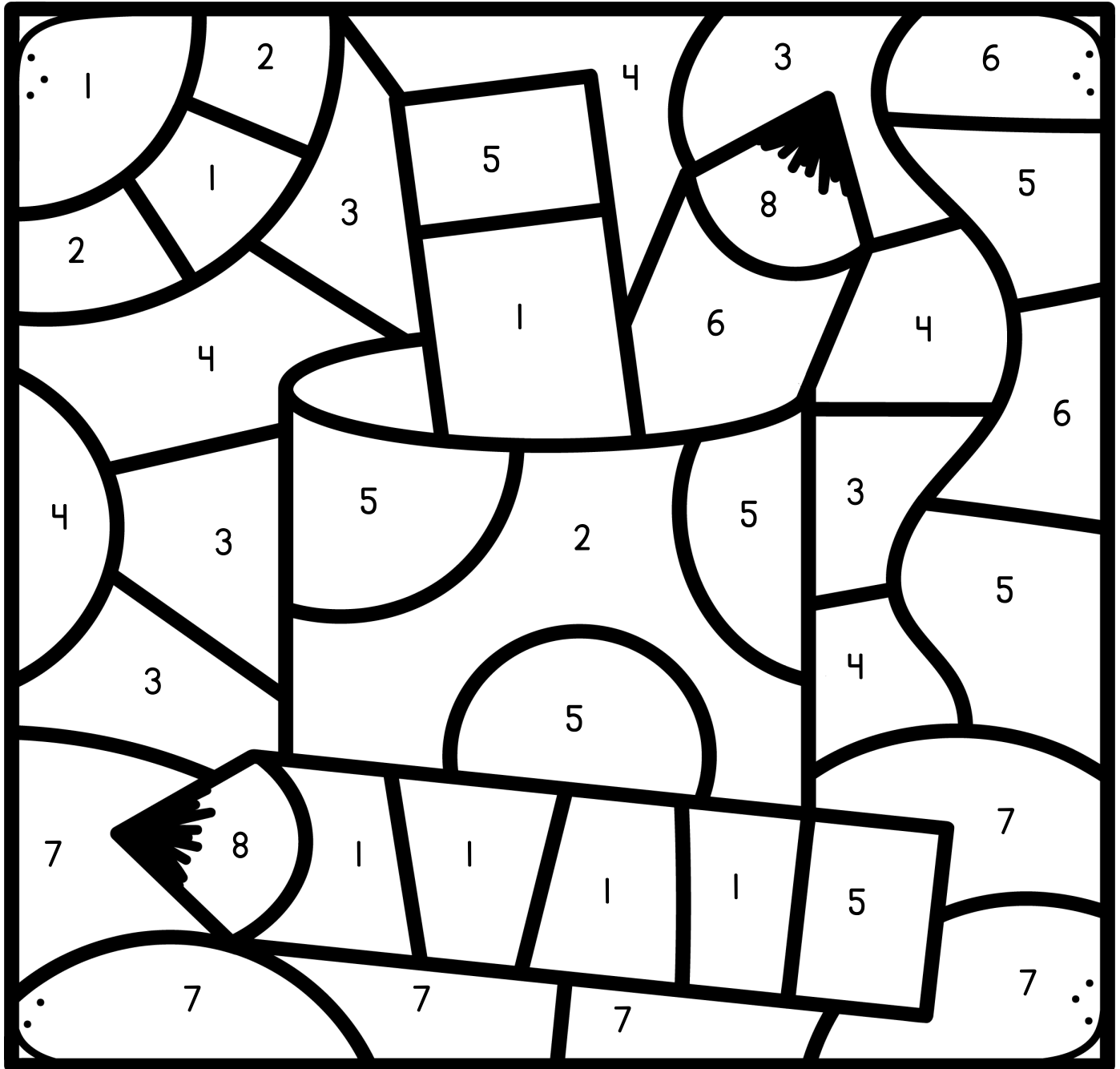


yellow	red	light blue	orange
pink	green	dark blue	purple

Name: _____

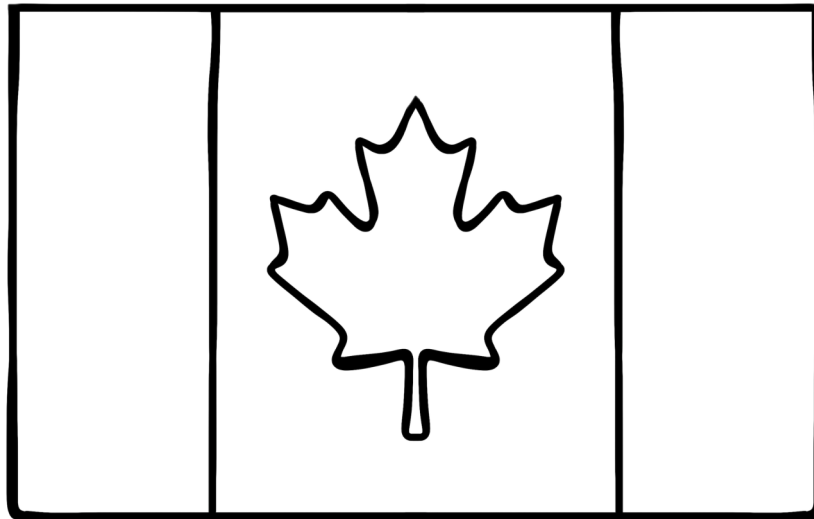
color by Code

Read the color words at the bottom of the page. Color them.
Then color the rest of the page with the matching colors.

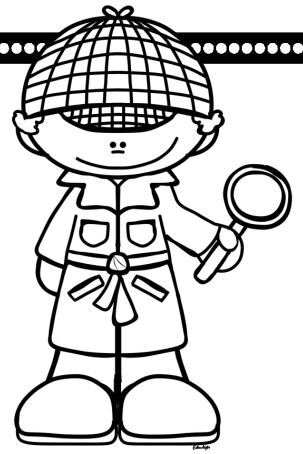


1	yellow	3	light blue	5	pink	7	green
2	orange	4	dark blue	6	red	8	brown

**British/Canadian
Spelling
of some of the pages**



All About **Me**



Name:

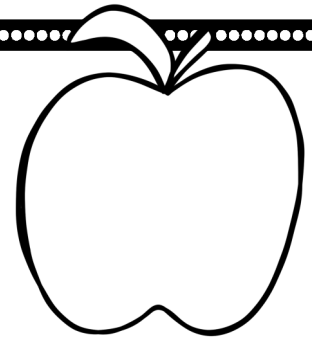
Age: Grade:

School:

This is me!

These are some of
my favourite things:

About My **Teacher**



Name: _____

Teacher: _____

Draw your teacher:



Draw your teacher's
favourite animal:



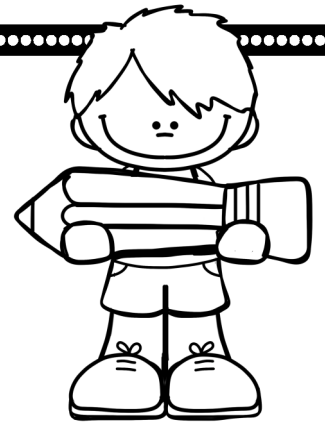
Draw your teacher's
favourite book:



Draw your teacher's
favourite subject:

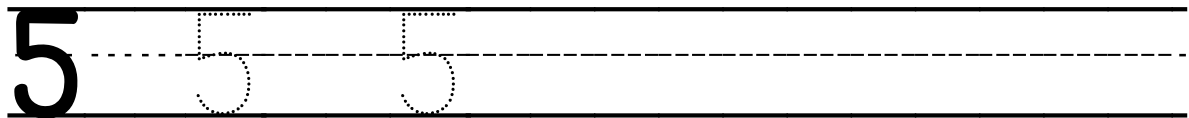
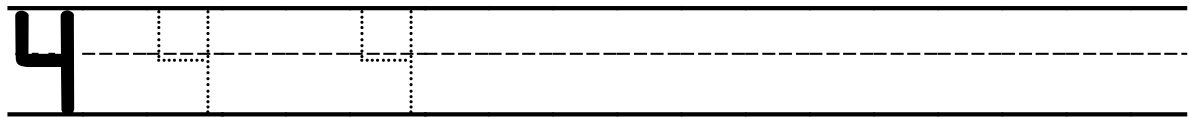
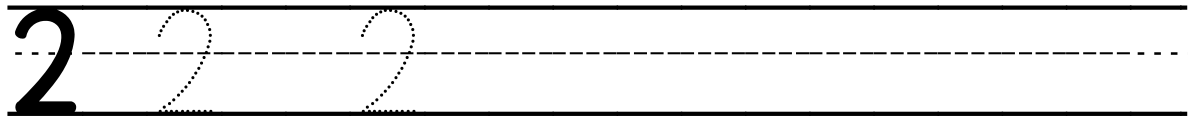
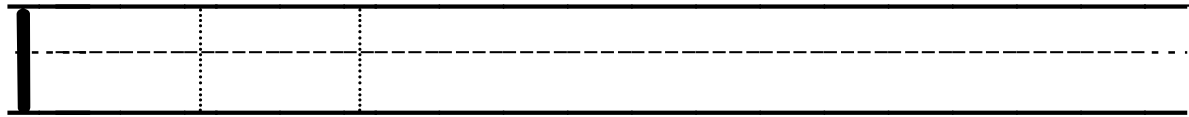


I Write **Numbers**

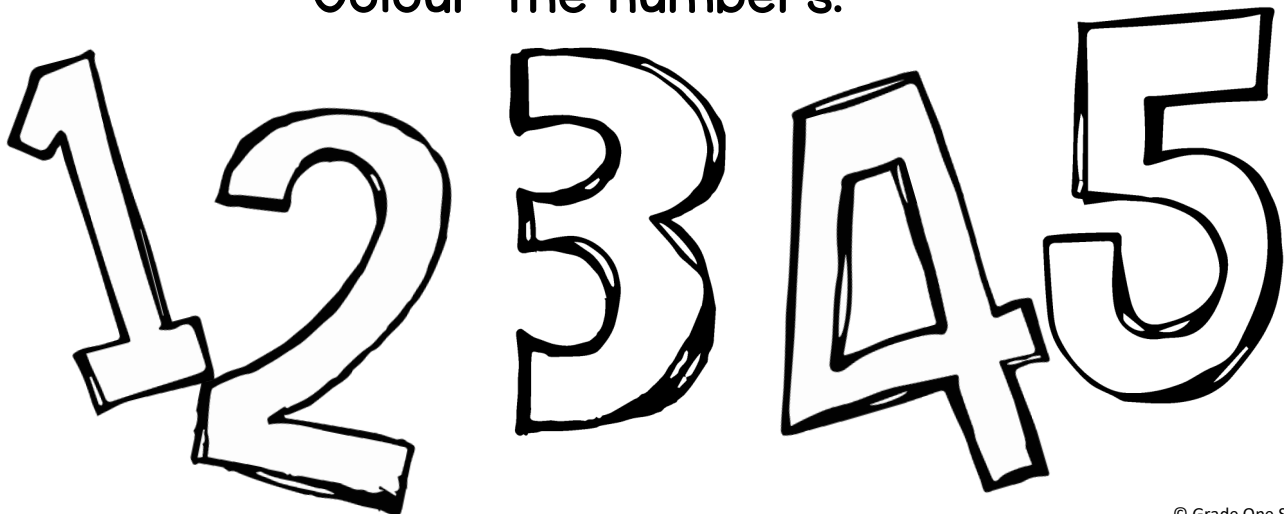


Name: _____

Trace the numbers. Print your own.



Colour the numbers.



I Write **Numbers**



Name: _____

Trace the numbers. Print your own.

6 6 6

7 7 7

8 8 8

9 9 9

10 10 10

Colour the numbers.

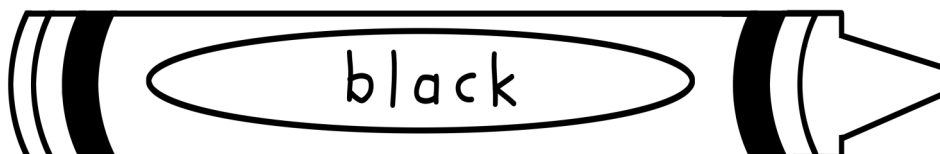
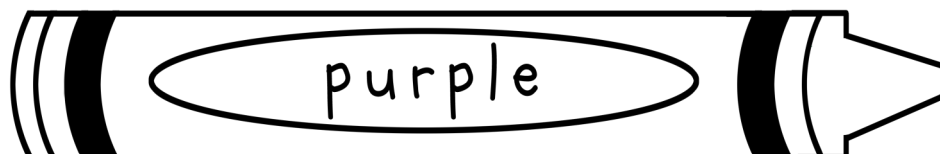
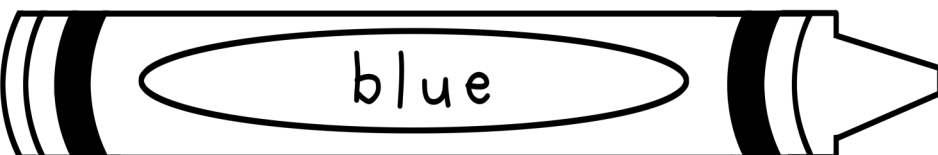
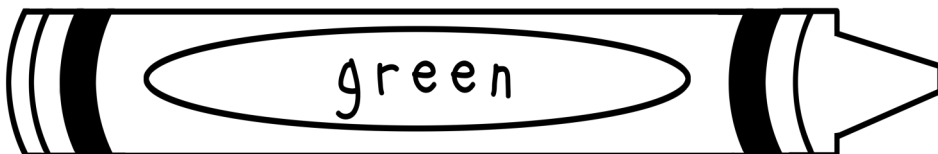
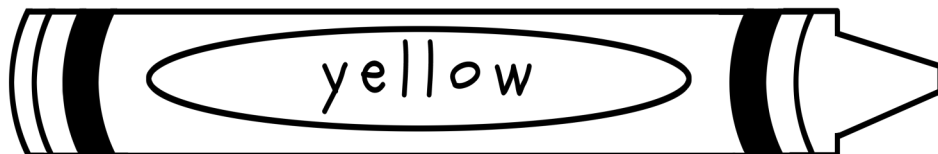
6 7 8 9 10

I Know **COLOURS**

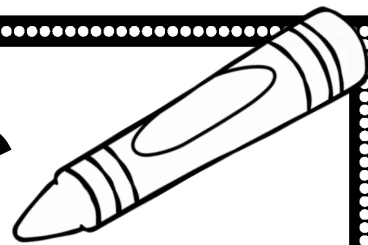
Name: _____



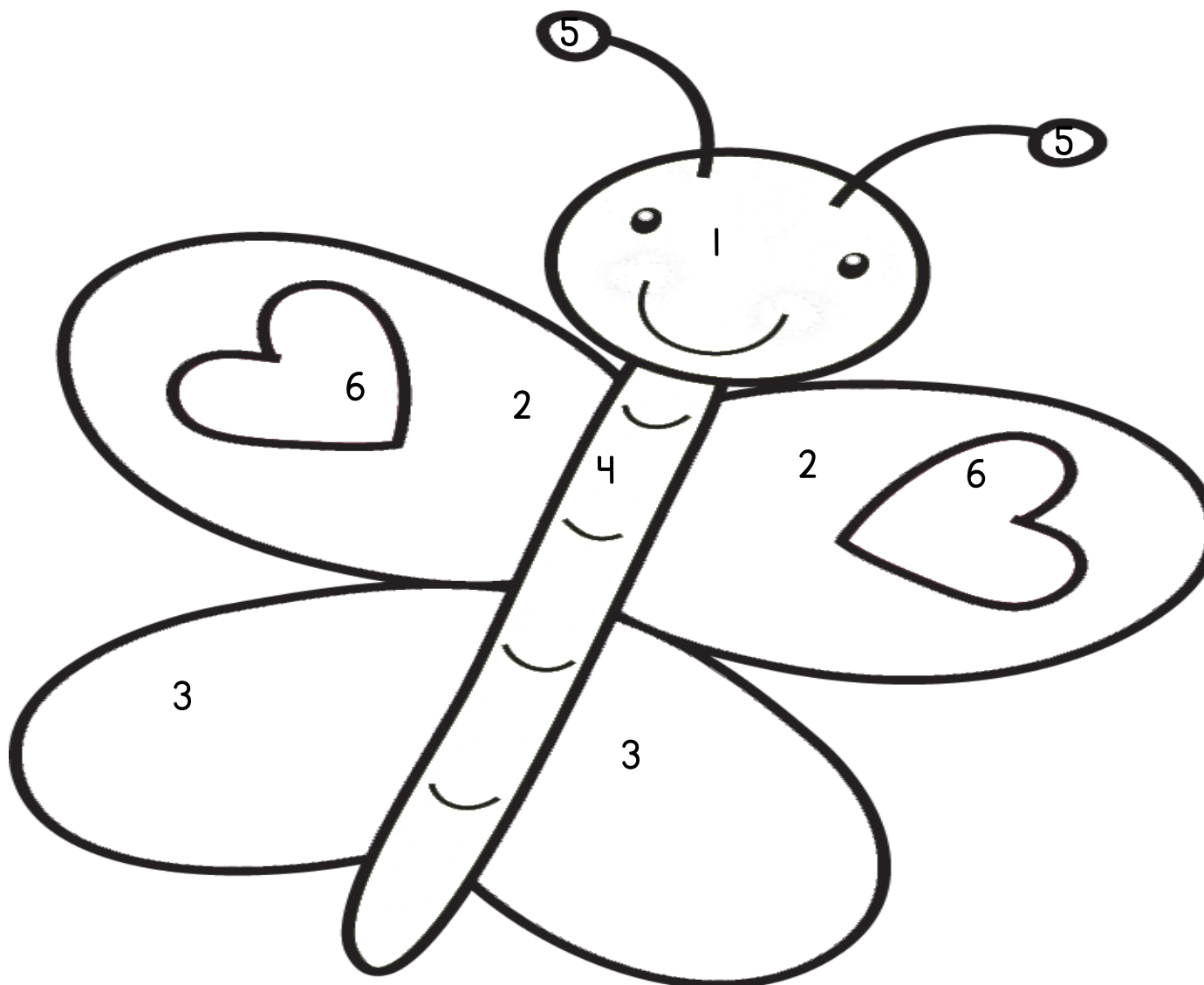
Colour the crayons with the correct colours.



Colour by **Number**



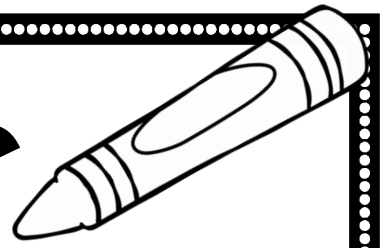
Name: _____



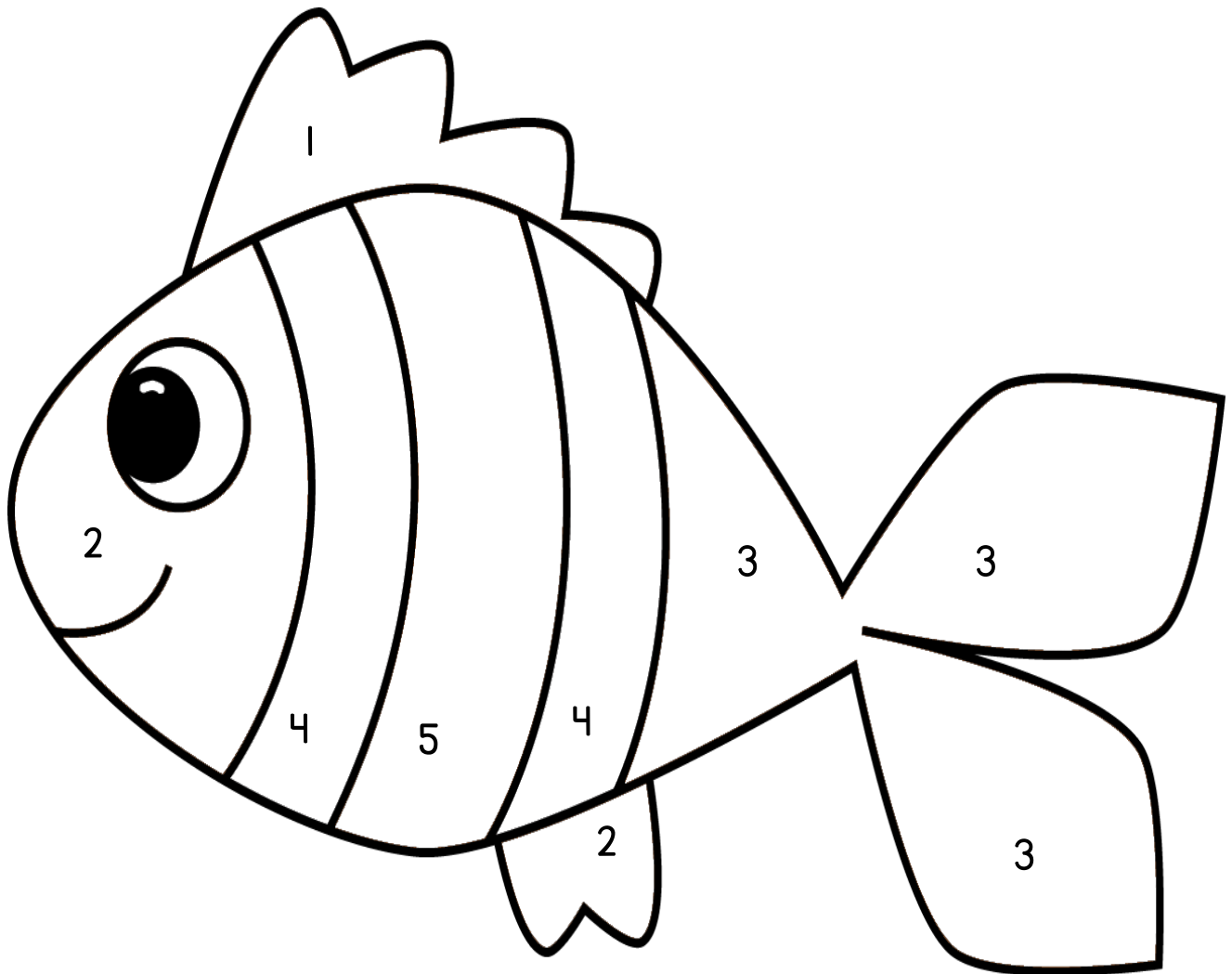
Colour By Number

- | | |
|-----------|-----------|
| 1- Blue | 4- Purple |
| 2- Yellow | 5- Orange |
| 3- Green | 6- Red |

Colour by **Number**

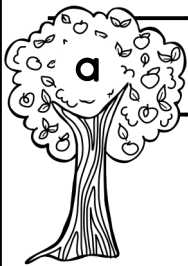


Name: _____



Colour By Number

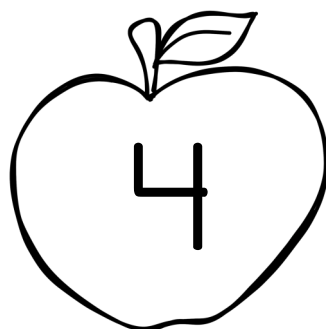
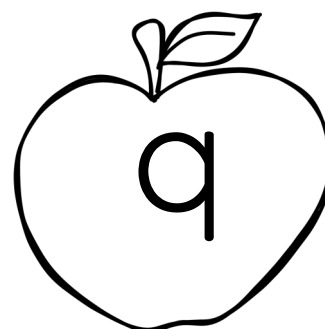
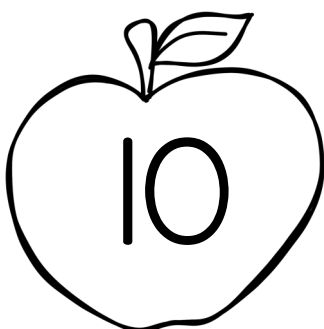
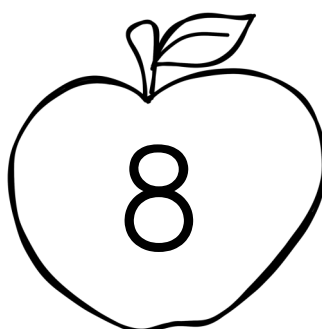
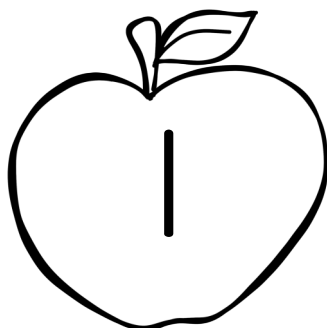
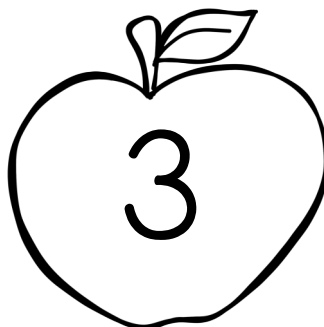
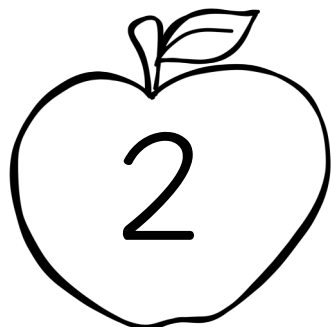
- | | |
|-----------|-----------|
| 1- Blue | 4- Purple |
| 2- Yellow | 5- Orange |
| 3- Green | 6- Red |



Name: _____

Even and Odd

Colour the odd numbers red. Colour the even numbers yellow:

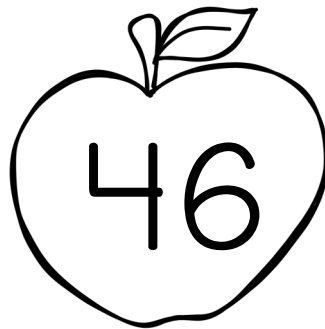
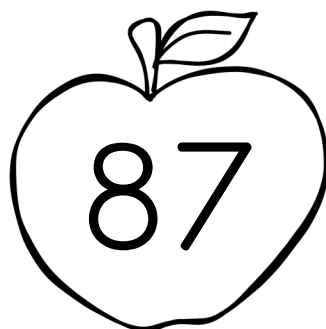
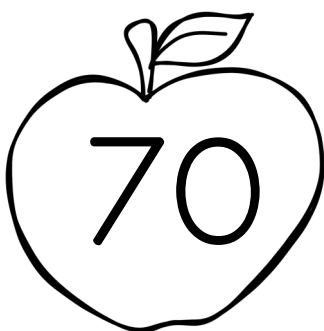
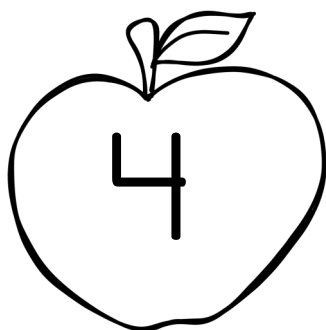
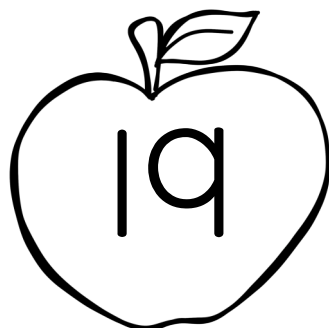
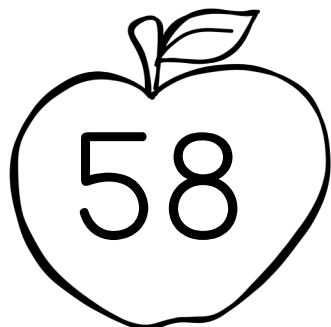




Name: _____

Even and Odd

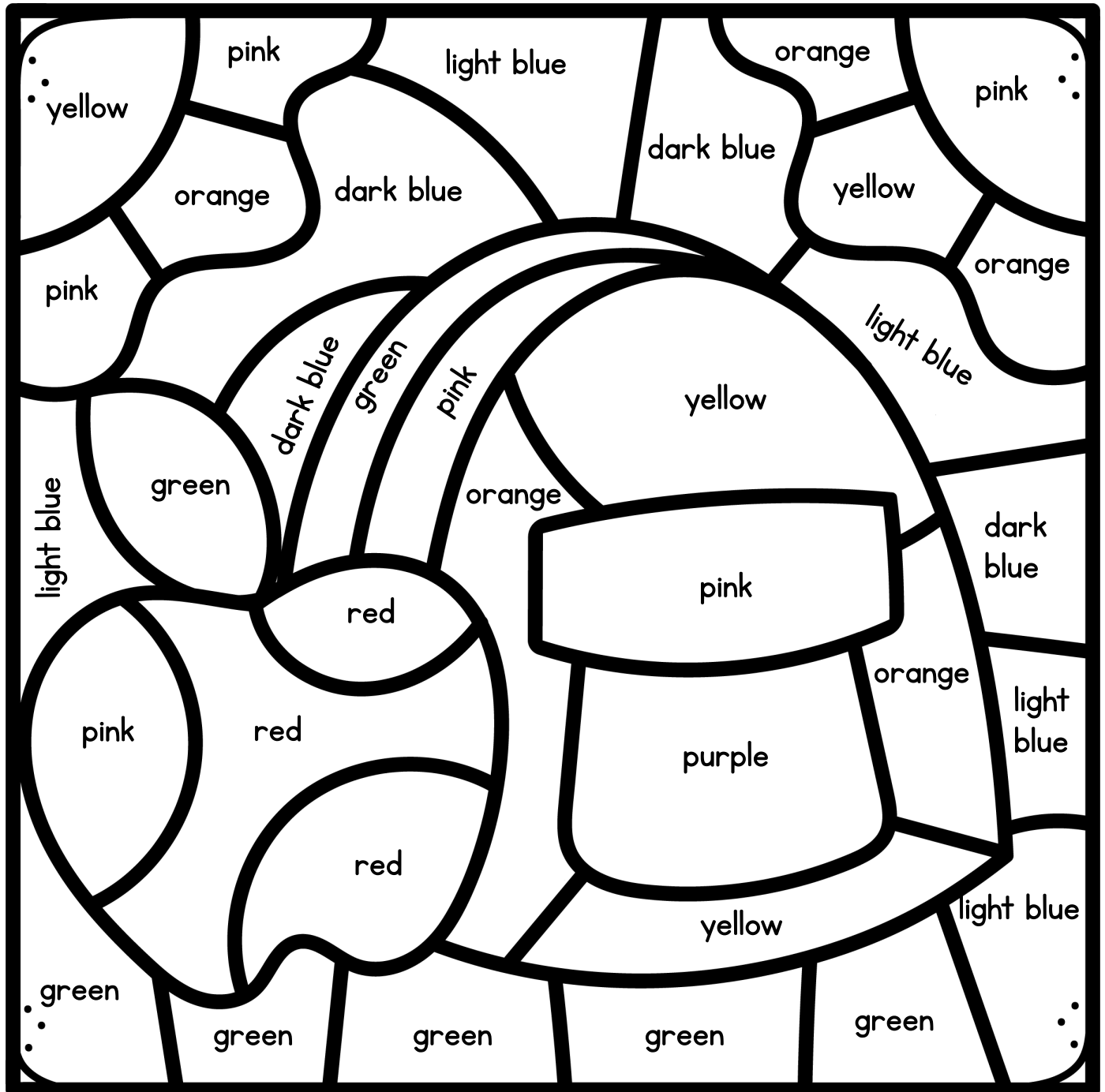
Colour the odd numbers red. Colour the even numbers yellow:



Name: _____

COLOUR by Code

Read the colour words at the bottom of the page. Colour them.
Then colour the rest of the page with the matching colours.

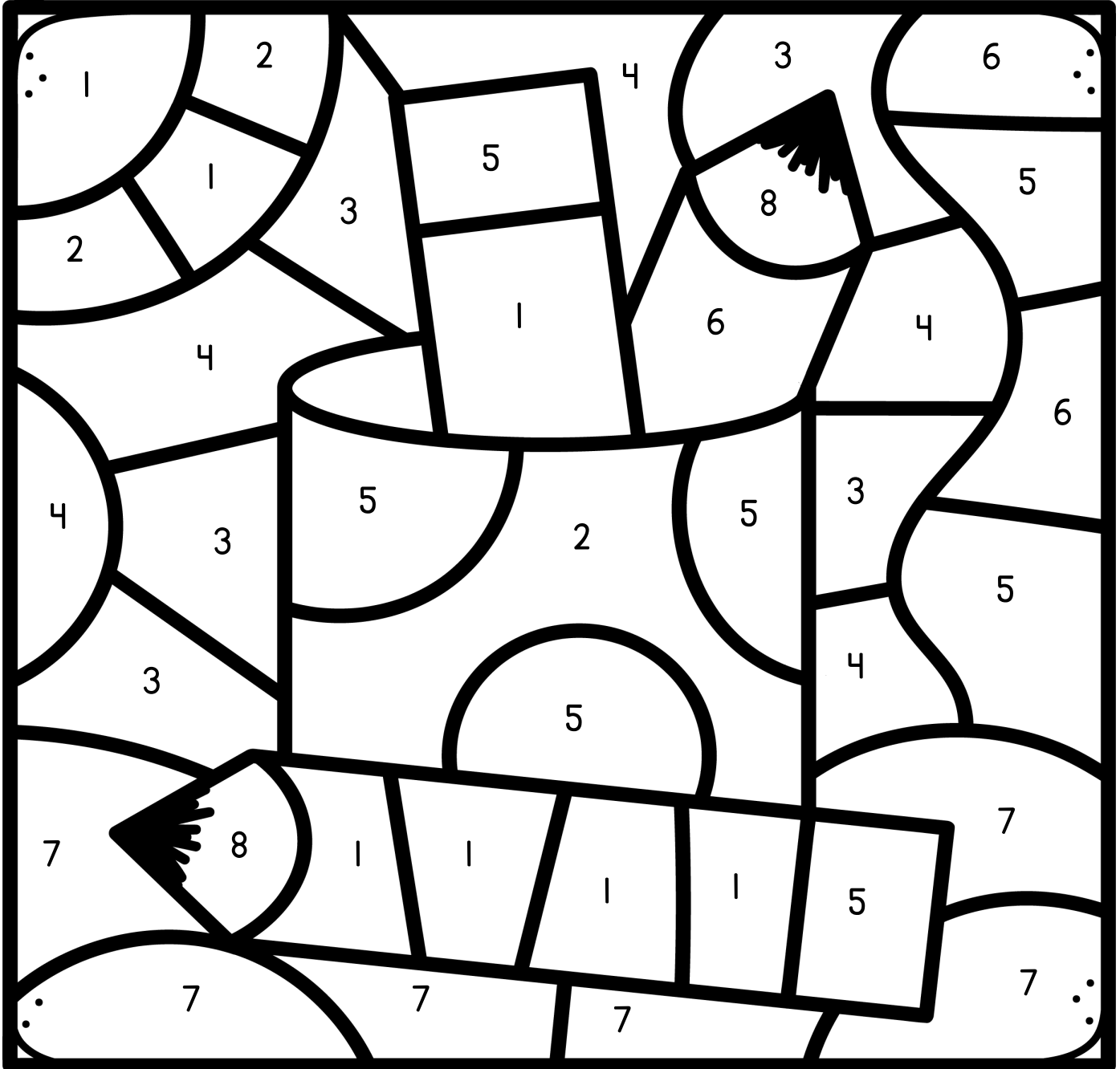


yellow	red	light blue	orange
pink	green	dark blue	purple

Name: _____

COLOUR by Number

Read the colour words at the bottom of the page. Colour them. Then colour the rest of the page with the matching colours.



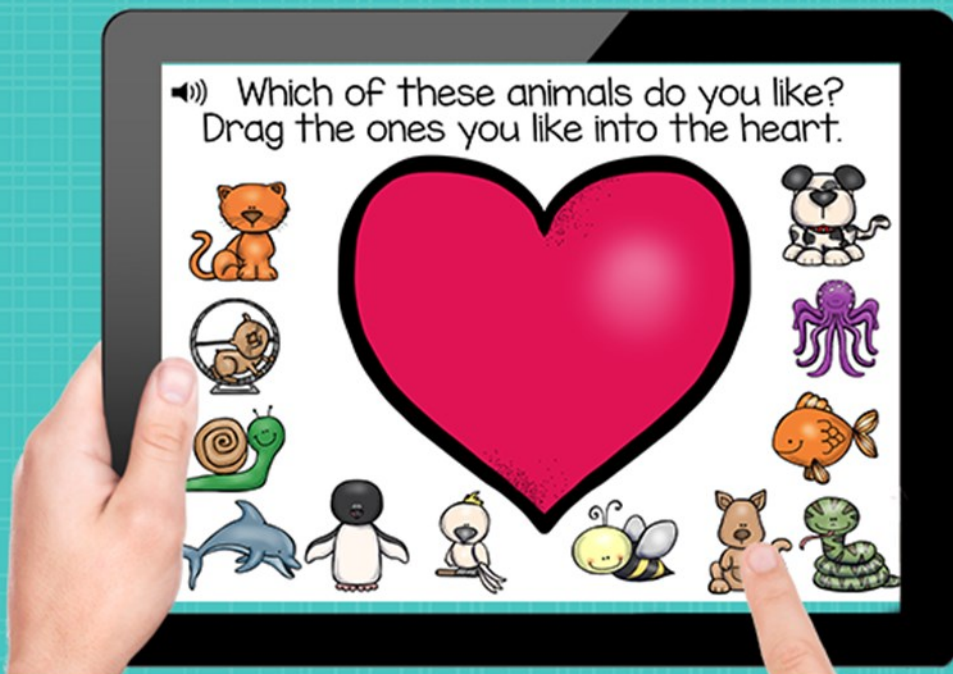
1	yellow	3	light blue	5	pink	7	green
2	orange	4	dark blue	6	red	8	brown

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👤 Student Sign-in

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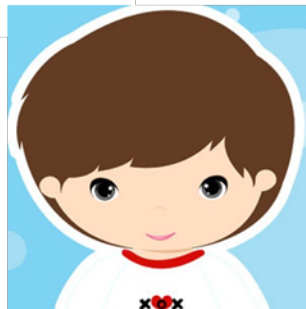
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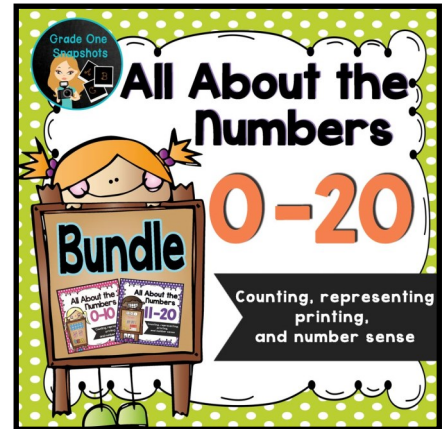
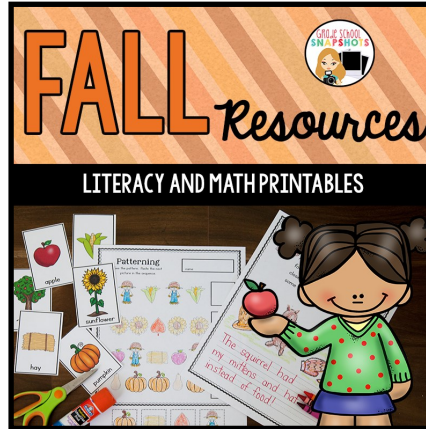


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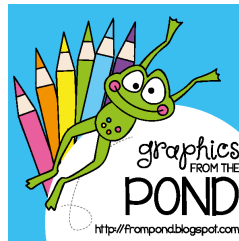
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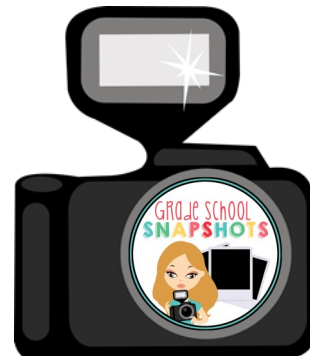
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