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Stomp and Clap for Nouns

Part 1 Directions: Nouns can be singular or plural.

- ❖ **Singular nouns** name one person, place, or thing.

Teacher, school, and book are all singular nouns.

- ❖ **Plural nouns** name more than one person, place, or thing.

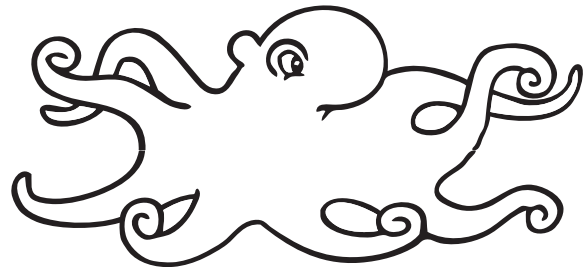
Teachers, schools, and books are all plural nouns.

Listen carefully as your teacher reads the list of nouns below out loud.

- ❖ Stomp your feet twice if the noun is a **singular noun**.

- ❖ Clap your hands twice if the noun is a **plural noun**.

-
- | | | | |
|---------------|-------|---------------|-------|
| 1. pig | _____ | 11. birdhouse | _____ |
| 2. trees | _____ | 12. apples | _____ |
| 3. hospitals | _____ | 13. lifeguard | _____ |
| 4. bats | _____ | 14. blankets | _____ |
| 5. doctor | _____ | 15. octopus | _____ |
| 6. playground | _____ | | |
| 7. cupcakes | _____ | | |
| 8. bananas | _____ | | |
| 9. truck | _____ | | |
| 10. chef | _____ | | |



Part 2 Directions: Look at Part I again. Write a lowercase “s” beside the singular nouns. Write an uppercase “P” beside the plural nouns.

Greater Than or Less Than?

Materials Needed: scissors

Directions: Cut out the “greater than” sign ($>$) and the “less than” sign ($<$) at the bottom of the page. Use the signs to help you answer the questions below.

Listen as your teacher slowly and clearly reads out each problem.

- ❖ If the answer is “less than,” hold up the $<$ sign.
- ❖ If the answer is “greater than,” hold up the $>$ sign.

The teacher will check each answer before reading out the next question.

1. $32 \underline{\hspace{1cm}}$ 19

2. $30 \underline{\hspace{1cm}}$ 50

3. $44 \underline{\hspace{1cm}}$ 66

4. $91 \underline{\hspace{1cm}}$ 65

5. $12 \underline{\hspace{1cm}}$ 21

6. $18 \underline{\hspace{1cm}}$ 24

7. $77 \underline{\hspace{1cm}}$ 66

8. $10 \underline{\hspace{1cm}}$ 8

9. $18 \underline{\hspace{1cm}}$ 81

10. $17 \underline{\hspace{1cm}}$ 11

11. $33 \underline{\hspace{1cm}}$ 55

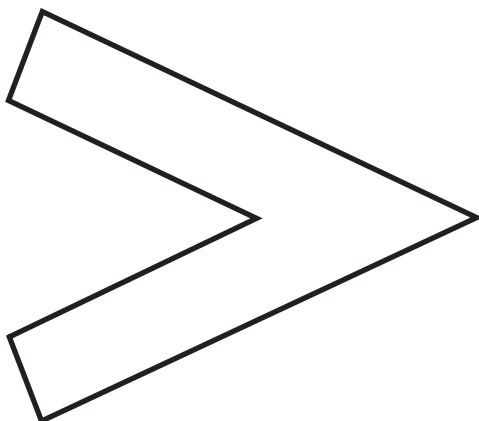
12. $31 \underline{\hspace{1cm}}$ 22

13. $100 \underline{\hspace{1cm}}$ 99

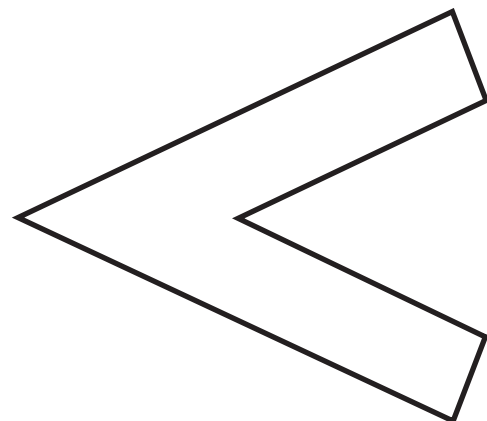
14. $89 \underline{\hspace{1cm}}$ 98

15. $15 \underline{\hspace{1cm}}$ 25

16. $17 \underline{\hspace{1cm}}$ 7



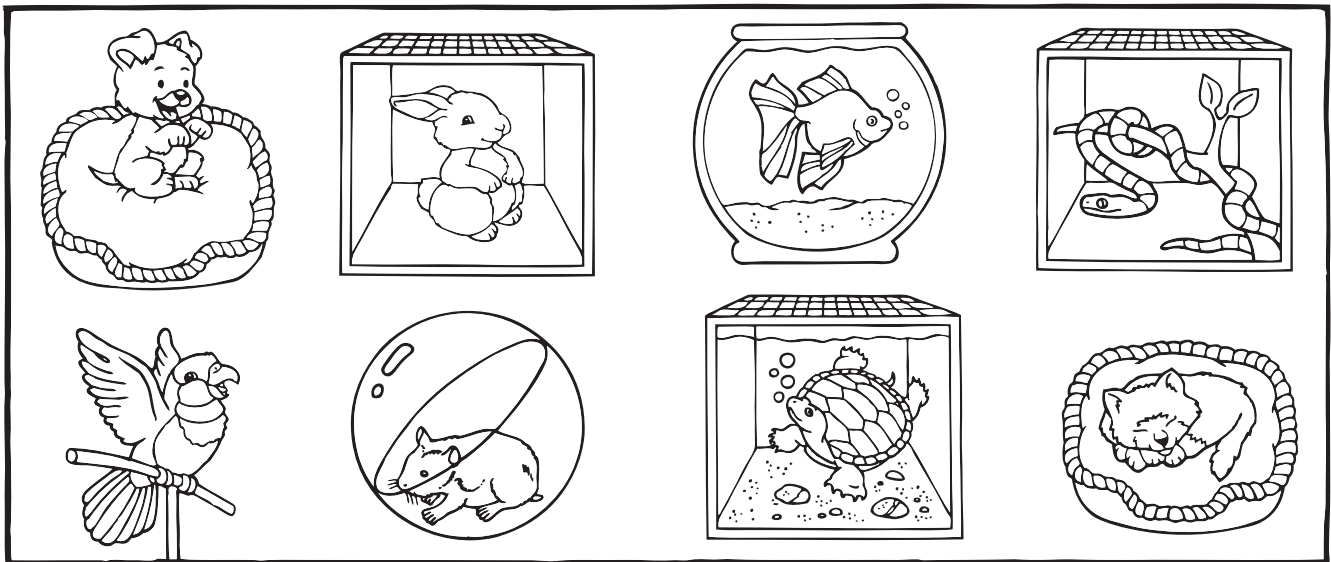
Greater Than



Less Than

Proud New Pet Owner

Part 1 Directions: Congratulations! You are the proud new owner of one of the pets in the pet shop window. Choose the pet you want to own. Circle the pet.



Part 2 Directions: You have chosen your new pet. Use the space below to write directions telling what you will need to do for your new pet when you take it home. Number your directions in the order they will need to be completed.

Something Extra: Give your new pet a name: _____

On the back of this page, draw and color a picture of you with your new pet.

Learning About Calendars

Materials Needed: crayons or colored pencils

Directions: Learn all about how to read a calendar page by looking at the one below. Then follow each direction.

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Dr. Martin Luther King Jr. Day	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1. Draw a blue circle around the part of the calendar that shows what month it is.
2. Draw a red heart on the date that is the day we celebrate Martin Luther King Jr.'s birthday.
3. Draw a green circle around the last day of the month.
4. Color each square that shows a Friday the color yellow.
5. Draw a star on each side of the word "January."
6. Draw an X inside each square that shows a Wednesday.

Something Extra: In what month were you born? _____

How many days are in your birthday month? _____

Four Useful Little Words

Directions: With the help of your teacher, get into a small group with other students. Now look at these four words:

and an a the

They are four of the most common words in the English language. Your group’s goal is to write a story without using these four little words.

Your group must do the following:

- ❖ Write about a day at school when the class’s pet hamster escaped from its cage.
- ❖ Write at least 10 sentences.
- ❖ Choose a reader to share your group’s story with the class.
- ❖ Write the same story on each member of the group’s paper.

Use the space below to write your story. Use the back of the page if more space is needed.

Duck, Duck, Spell It

This game is played like the original game Duck, Duck, Goose, but with a spelling twist.

Directions: Students should be seated in a circle. Choose one person to go first. This first student will walk around the outside of the circle saying the word “duck” over and over until he or she finally decides to choose a student.

To choose a student, he or she must tap the student on the shoulder and say, “Spell It.” The student who has been chosen will stand up. This student will look at you, the teacher, and ask, “What do I spell?” Give the student a spelling word.

After the student spells the word, say either, “Yes, that is correct,” or “No, that is not correct.”

- ❖ If the student is correct, then the chase begins, just as in Duck, Duck, Goose. The student tries to beat the other player back to his spot, but if she does not, she becomes the next person to walk around the circle.
- ❖ If the student was not correct, she can look around the circle and choose any classmate to take her place. For example, she might say, “Joey, spell it.” The student originally chosen would then sit down and Joey would stand up and spell the word for the teacher.

Play would continue in this way until several of the students have an opportunity to participate.

Caution: Before play begins, make sure to clear plenty of space in the classroom and remove all objects from the area to prevent students from tripping or falling.

Spelling List

Use this list of science words to help get you started:

machine	rotate	clouds	reptile
solid	extinct	cycle	amphibian
liquid	endangered	temperature	birds
gravity	dinosaurs	thermometer	seeds
force	fossil	season	stem
matter	condensation	predator	flower
planets	evaporation	mammal	roots
habitat	precipitation	insects	freeze