

# PACKET

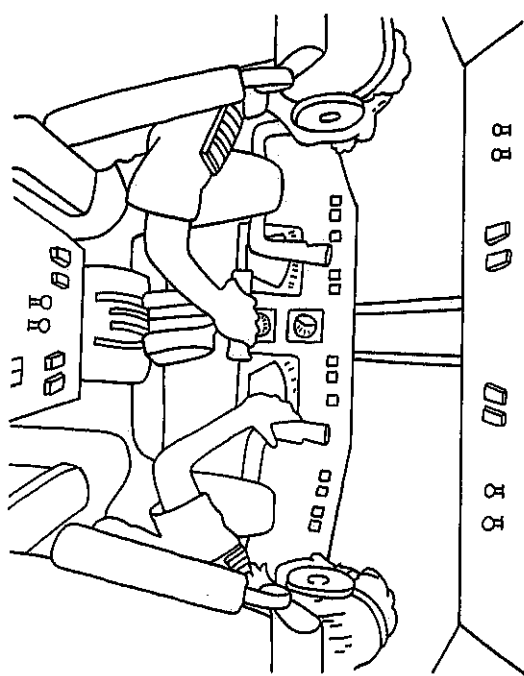
## DAY 11

- ✓ RLA: Read Jen and Will (at least 2 times)
- ✓ Study sight words!!
- ✓ Handwriting: Write uppercase and lowercase Jj and Ww p. 321 AND 322
- ✓ Math: Lesson 8.2 Count and Write to 20

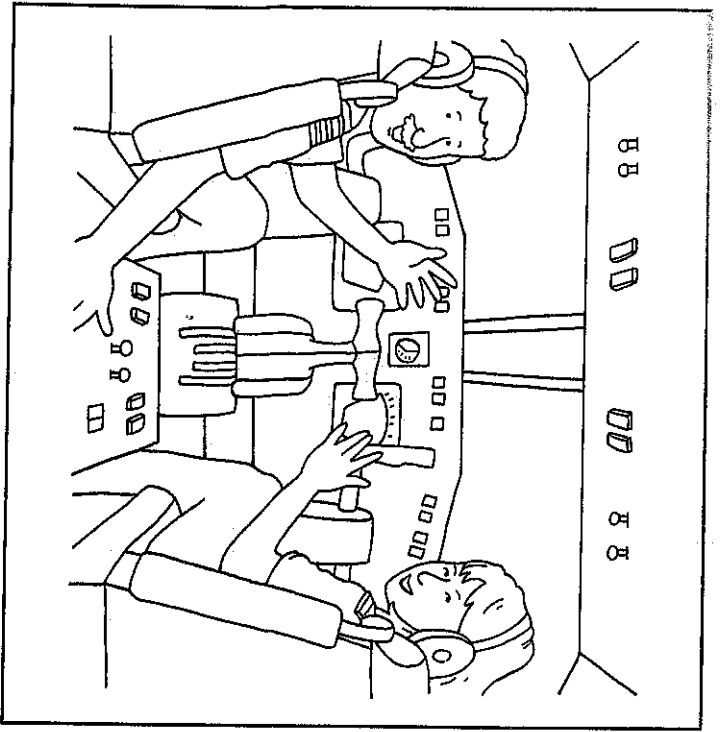
**\*Write your name on each page!**

Name \_\_\_\_\_

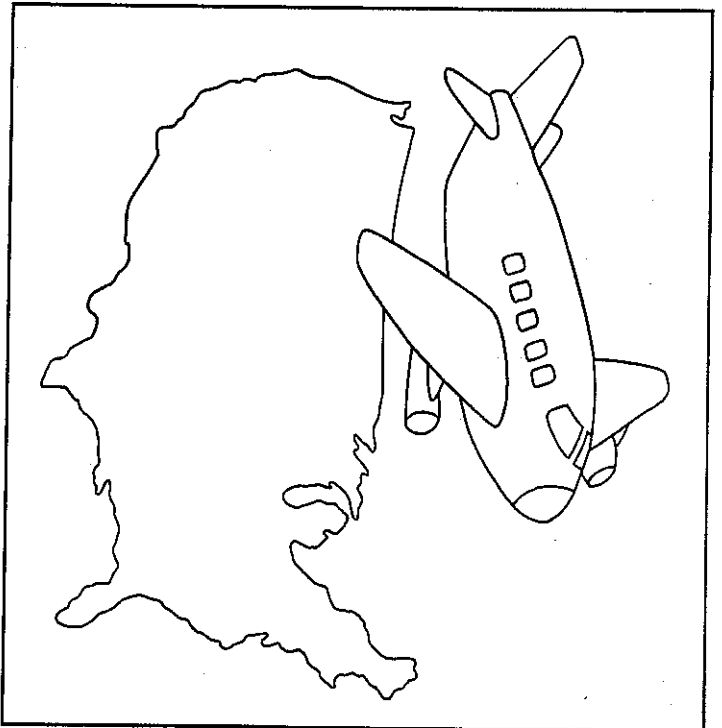
# Jen and Will



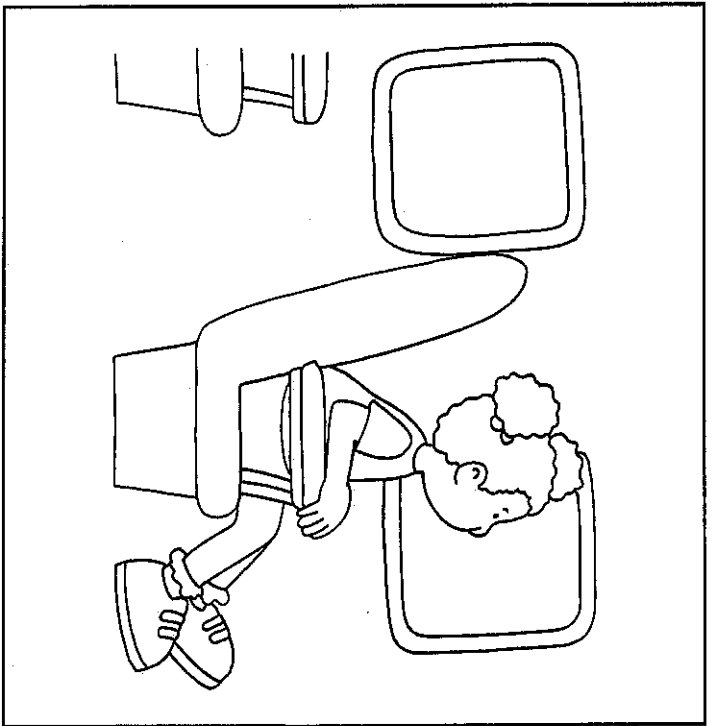
Jen and Will get on the jet.  
It is a big, blue jet.



Jen and Will have jobs  
on the jet.  
Jen and Will like the jobs.



Jen and Will get the jet  
to go.  
They can see you.



© Pearson Education, Inc., K

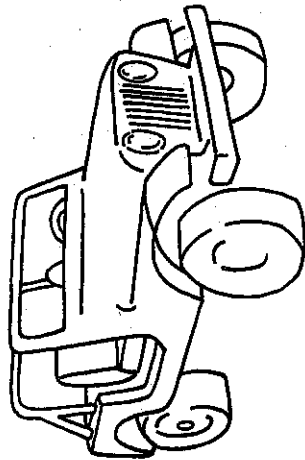
You can get on the big,  
blue jet.  
You can go with Jen and  
Will.

4

Decodable Story Jen and Will  
Target Skill /j/ Spelled j/, /w/ Spelled Ww

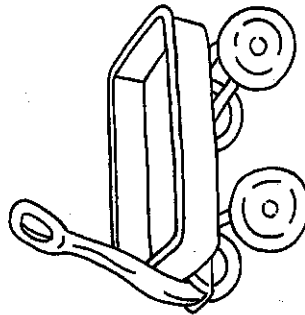
Name \_\_\_\_\_

 Write



J j

Handwriting practice lines for the letter J, consisting of a solid top line, a dashed middle line, and a solid bottom line.



W w

Handwriting practice lines for the letter W, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Jen \_\_\_\_\_

Will \_\_\_\_\_

Blank handwriting practice lines for the word Jen.



Directions Have children write a row of each letter and then write the words.

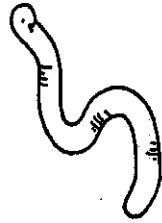


Home Activity Ask your child to write each letter and tell you how to make the letter.

Name \_\_\_\_\_

 Write

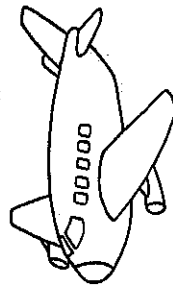
 Color



\_\_\_\_\_

\_\_\_\_\_

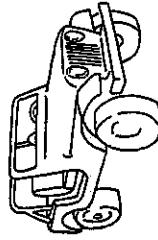
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

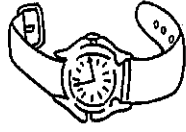


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\_\_\_\_\_

\_\_\_\_\_

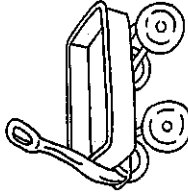
Jj  
Ww



\_\_\_\_\_

\_\_\_\_\_

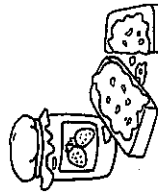
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 **Directions:** Name each picture. Write *j* if the word begins with /j/. Write *w* if the word begins with /w/. Color the */j/* pictures.

**322 Phonics /j/ Spelled -j/, /w/ Spelled Ww**



**Home Activity:** Have your child find other words with /j/ or /w/.

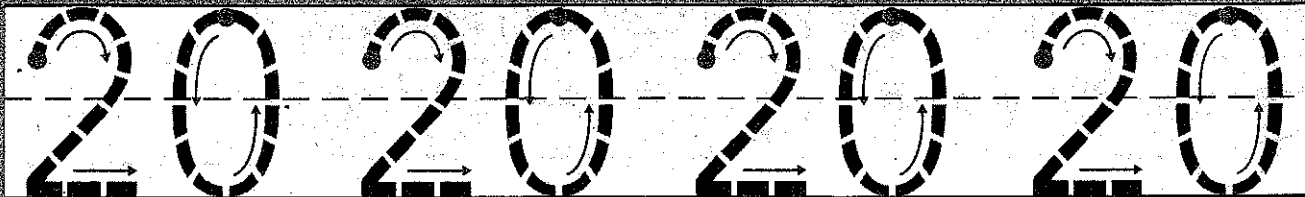
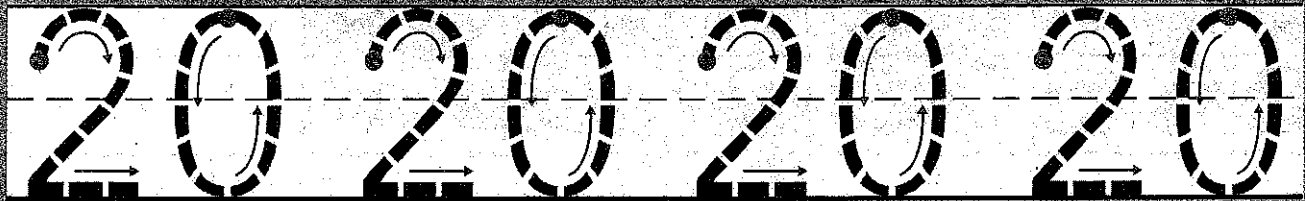
Name \_\_\_\_\_

# Count and Write to 20

**Essential Question** How can you count and write up to 20 with words and numbers?

**Learning Objective** You will count and write up to 20 with number words and whole numbers.

## Listen and Draw

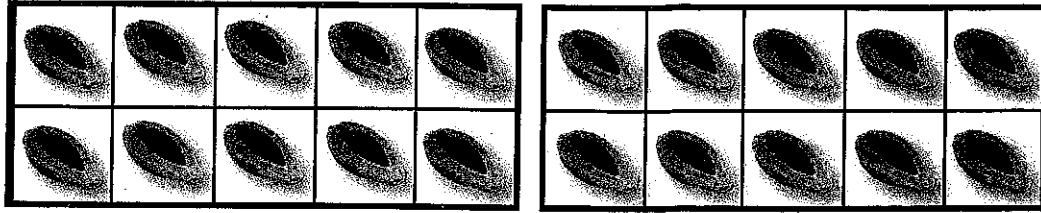


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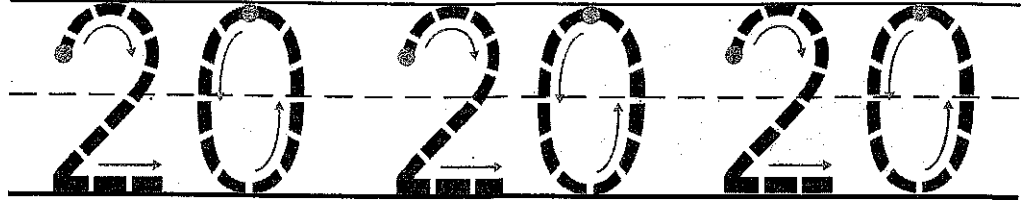
**DIRECTIONS** Count and tell how many cubes. Trace the numbers and the word. Count and tell how many shoes. Trace the numbers.

# Share and Show

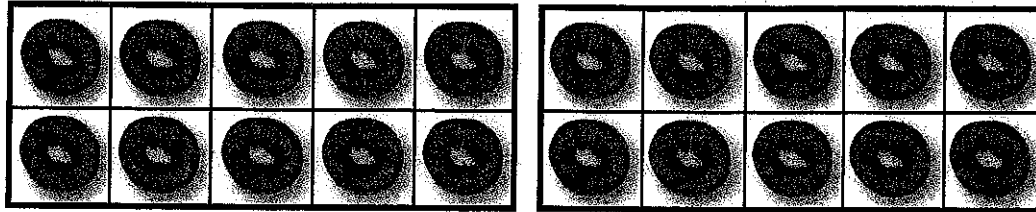
1



20  
twenty



2




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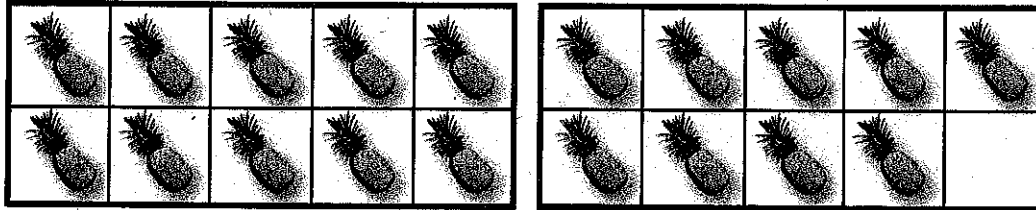


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3




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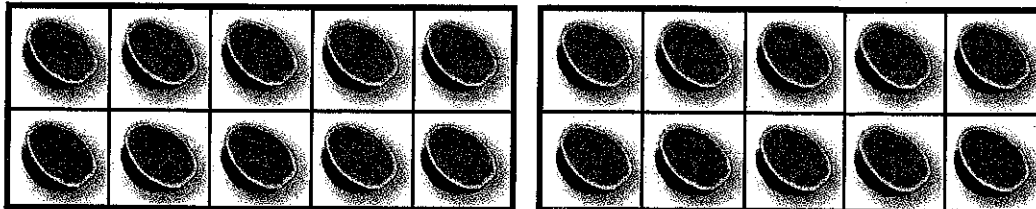


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4




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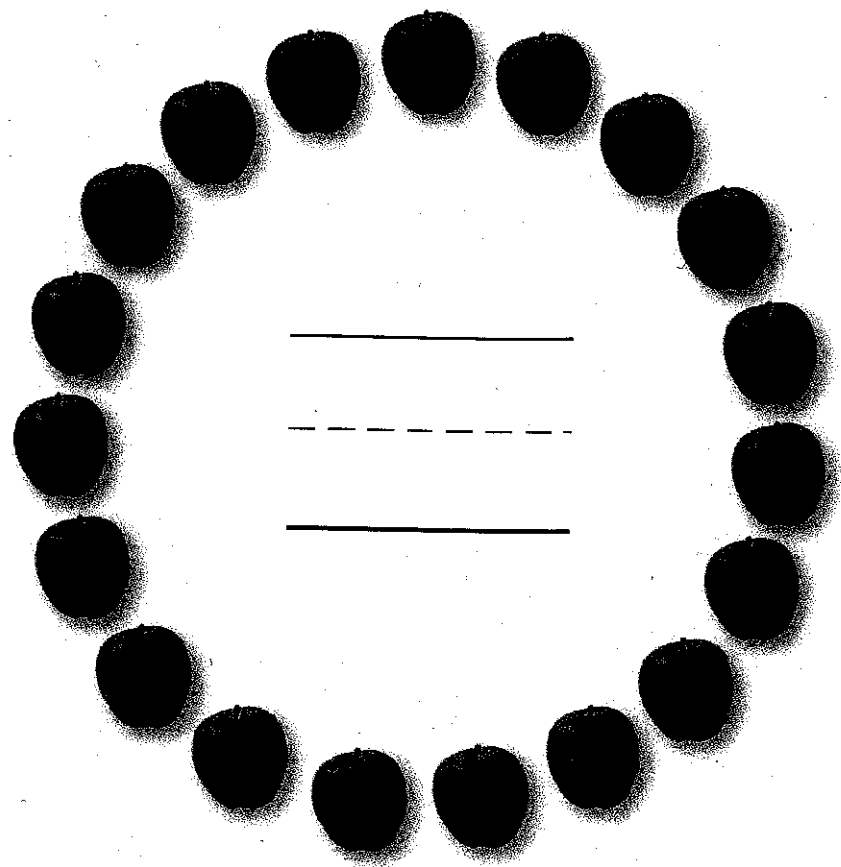


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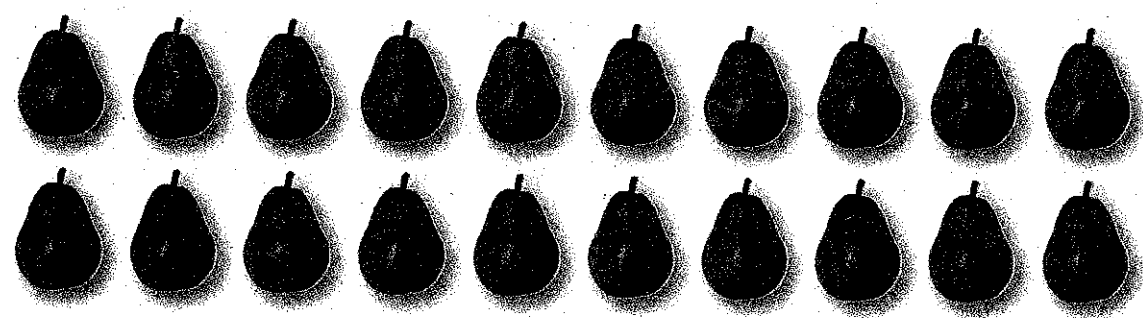
**DIRECTIONS** 1. Count and tell how many pieces of fruit. Trace the numbers as you say them. 2-4. Count and tell how many pieces of fruit. Write the number.



5



6

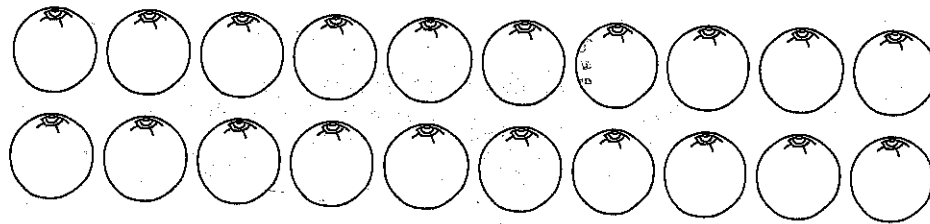
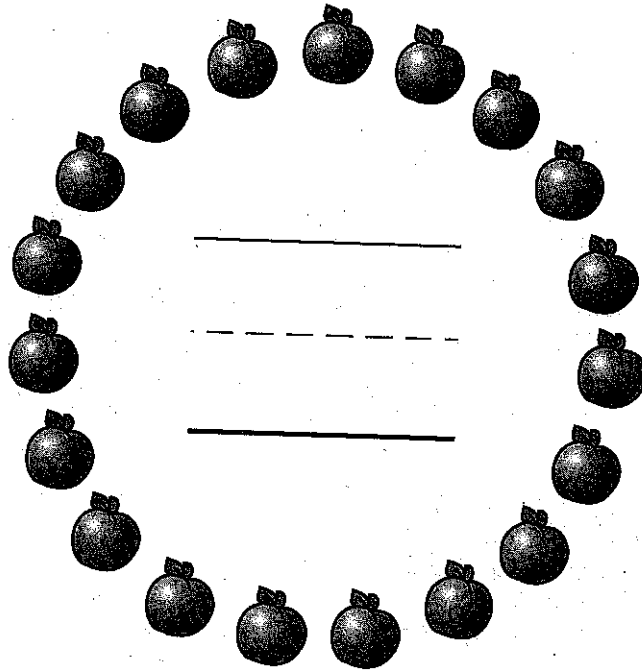


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**DIRECTIONS** 5-6. Count and tell how many pieces of fruit. Write the number.

Count and Write to 20

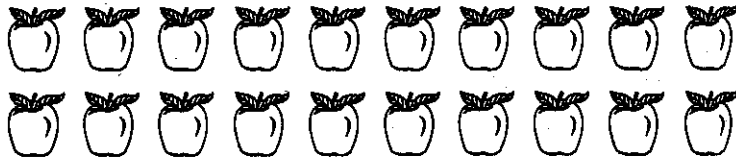
**Learning Objective** You will count and write up to 20 with number words and whole numbers.



**DIRECTIONS** 1-2. Count and tell how many pieces of fruit. Write the number.

# Lesson Check

1




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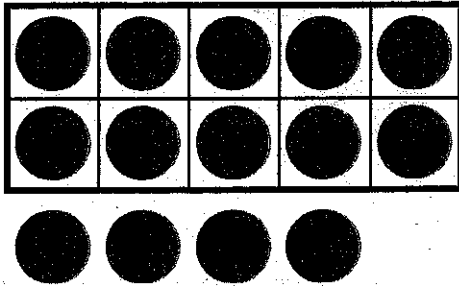
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# Spiral Review

2




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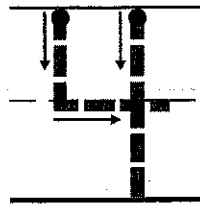
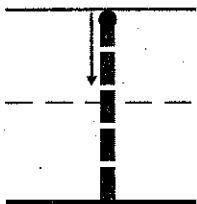


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3




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**DIRECTIONS** 1-2. Count and tell how many. Write the number. 3. Complete the addition sentence to show the numbers that match the cube train.

**440** four hundred forty



**FOR MORE PRACTICE  
GO TO THE  
Personal Math Trainer**

# PACKET

## DAY 12

- ✓ RLA: Read Jen and Will *\*book from day 11*
- ✓ RLA: p. 325: fill in the correct word to complete the sentence; p. 326: read each sentence; draw a line from the question to the answer
- ✓ Handwriting: p. 327 write each picture name on the line
- ✓ Math: Lesson 8.3 Count and Order to 20

**\*Write your name on each page!**

Name \_\_\_\_\_

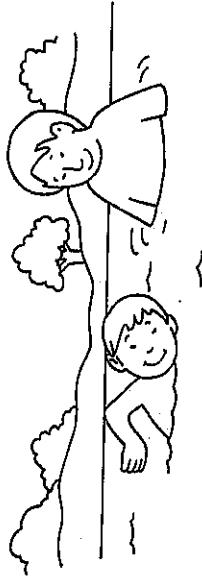
 Write  Color

yellow blue green have

\_\_\_\_\_

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The pond is \_\_\_\_\_.



\_\_\_\_\_

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My top is \_\_\_\_\_.



\_\_\_\_\_

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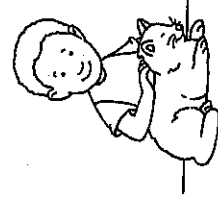
Is the sun \_\_\_\_\_?





\_\_\_\_\_

-----

I \_\_\_\_\_ a cat.



 **Directions:** Read each sentence. Write the missing word to finish the sentence and color the picture.

 **Home Activity:** Have your child use the high-frequency words in other sentences.

Name \_\_\_\_\_



Can you jog?

Do you like to skip?

Can you hop?

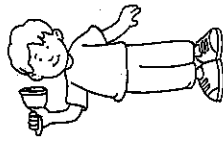
Can you get the bell?



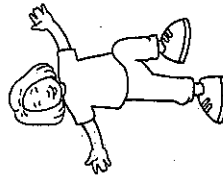
I like to skip.



I can jog.



I can get the bell.



I can not hop.



**Directions:** Draw a line from each question to its answer.

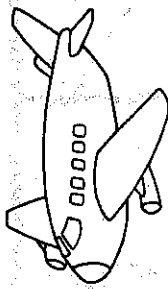


**Home Activity:** Ask your child the questions and have him or her create an answer.

Name \_\_\_\_\_

 Write

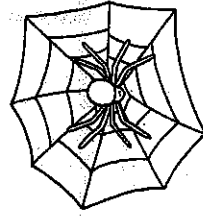
 Color



\_\_\_\_\_

\_\_\_\_\_

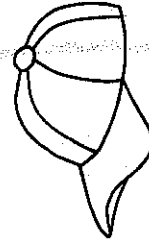
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

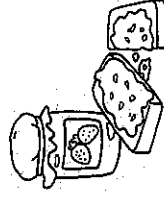


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

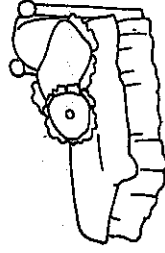
Jj Ww



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 **Directions:** Name each picture and spell the picture name. Write the word on the lines. Then color the /j/ and /w/ pictures.



**Home Activity:** Have your child draw pictures of things that begin with /j/ and /w/.

Name \_\_\_\_\_

**Count and Order to 20****Essential Question** How can you count forward to 20 from a given number?**Learning Objective** You will count forward by ones to 20 from a given number.**Listen and Draw**

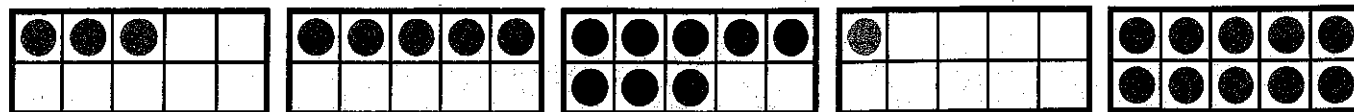
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

**DIRECTIONS** Draw a line under a number. Count forward to 20 from that number. Use the terms *greater than* and *less than* to compare and describe the order of numbers. Circle the number that is one greater than the number you underlined. Build cube trains to model the numbers you marked. Draw the cube trains. Circle the larger cube train.



# Share and Show

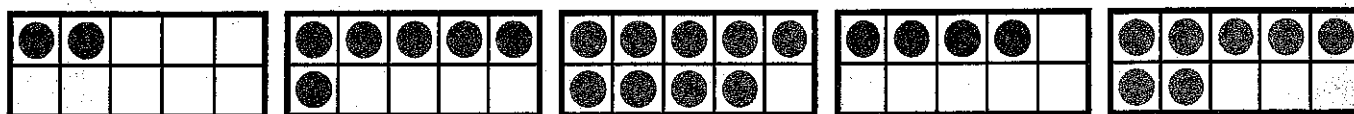
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



\_\_\_\_\_

\_\_\_\_\_

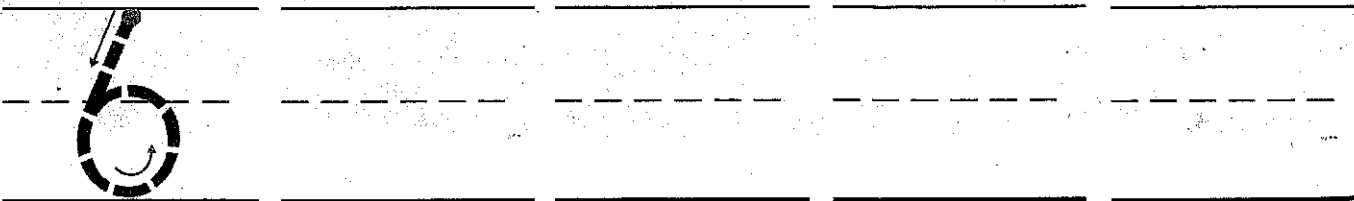
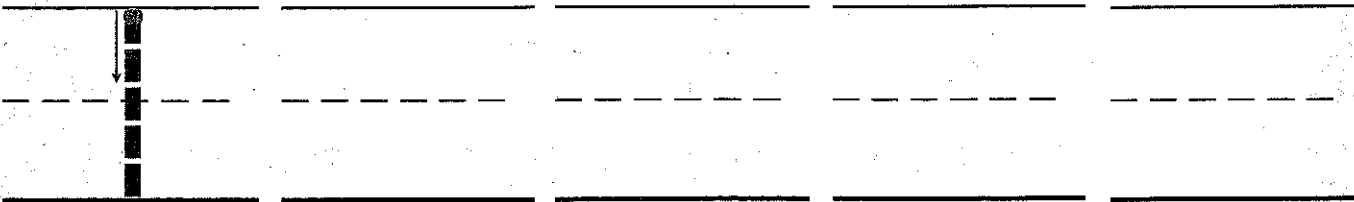
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**DIRECTIONS** 1. Count the dots of each color in the ten frames. Write the numbers. 2. Trace and write those numbers in order.

**442** four hundred forty-two

# 3


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 4

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DIRECTIONS** 3. Count the dots of each color in the ten frames. Write the numbers. 4. Trace and write those numbers in order.

Problem Solving • Applications



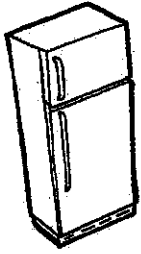
5

1	2		4	5
6	7	8	9	
11		13	14	15
16	17		19	20

**DIRECTIONS** 5. Write to show the numbers in order. Count forward to 20 from one of the numbers you wrote.



**HOME ACTIVITY** • Give your child a set of 11 objects, a set of 12 objects, and a set of 13 objects. Have him or her count the objects in each set and place the sets in order from smallest amount to largest amount.



# Refrigerator Copy

\*Practice Every Night\*

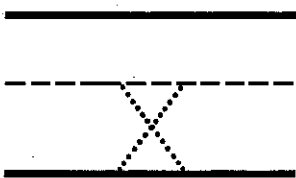
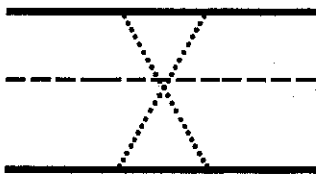
## Unit 5 Lesson 2

Story: Mayday! Mayday!

Comprehension: Cause and Effect



### Learning our Letter



### Sight Words

1. yellow
2. blue
3. green

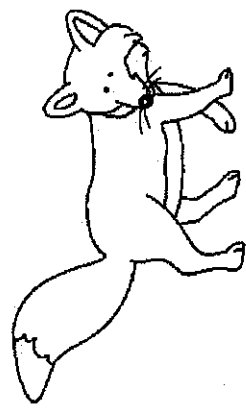
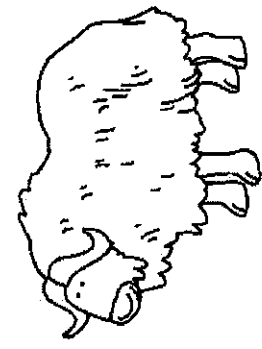
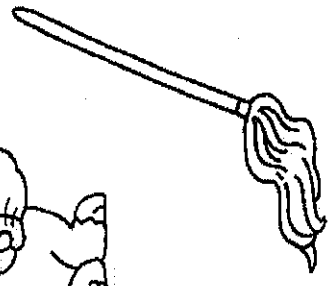
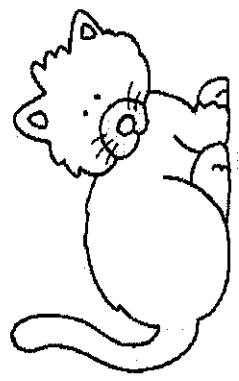
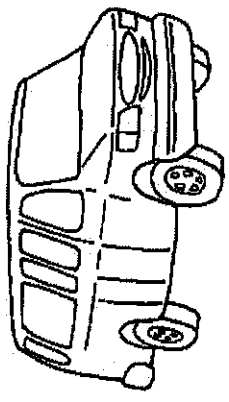
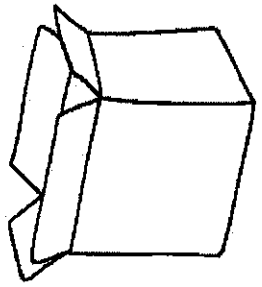
### Amazing Words

1. rescue
2. yacht
3. mechanic
4. pilot
5. sailor
6. shimmering

### PHONICS

Isolate /ks/ spelled X  
Blending & Segmenting

Color the pictures that end with /ks/.



Name \_\_\_\_\_

# Family Times

*You are your child's first teacher!*

This week we're ...

**Reading Mayday! Mayday!**



**Talking About** Emergency Transportation

**Learning About** /ks/ Spelled Xx

Cause and Effect

Here are ways to help your child practice skills while having fun!

### Day 1

#### Read Together

Write one of these sentences on a sheet of paper.  
*I see an ox on a box. I can mix and fix it. I like Rex the fox.* Read a sentence together. Ask your child to circle the words that end with /ks/.

### Day 2

#### Read Together

Have your child read Decodable Story Max. Find words that have /ks/.

### Day 3

#### /ks/ Spelled Xx

Say pairs of words and have your child tell which word ends with /ks/: *mix, mill, fit, fix; tap, tax; six, sit; fan, fax.*

### Day 4

#### Question Marks and Uppercase Letters

Write these sentences on cards: *I am five. Am I five?*  
Have your child read each sentence and tell how they are alike and how they are different. Point out the uppercase letters and the period and question mark. Continue with these sentences: *I can run. Can I run?*

### Day 5

#### Practice Handwriting

Have your child write the words. Then have him or her write several of the words using all uppercase letters.

**fix wax Rex fox six mix**

### Words to talk about

**rescue pilot yacht**  
**sailor mechanic shimmering**

### Words to read

**yellow blue green**  
**one three five**  
**box mix wax**  
**six fix fox**

# PACKET

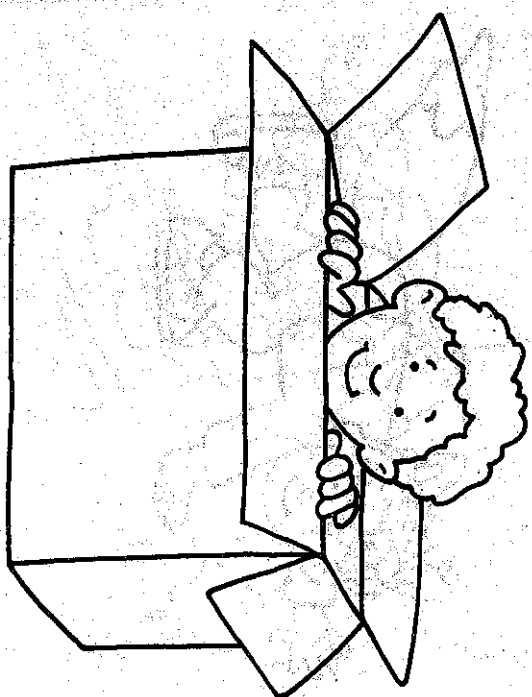
## DAY 13

- ✓ RLA: Read Max (at least 2 times)
- ✓ RLA: Rhyming Words worksheet
- ✓ Handwriting: Write uppercase and lowercase Xx p. 333 AND 334
- ✓ Math: Lesson 8.5 Count to 50 by Ones

**\*Write your name on each page!**

Name \_\_\_\_\_

**Max**



Max is six.

He hid in a box.

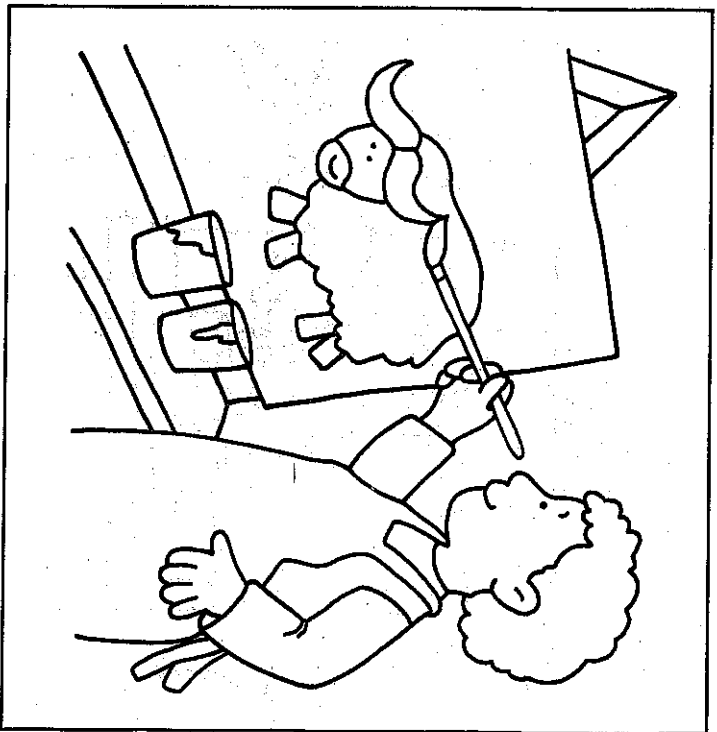
He hid from his mom.





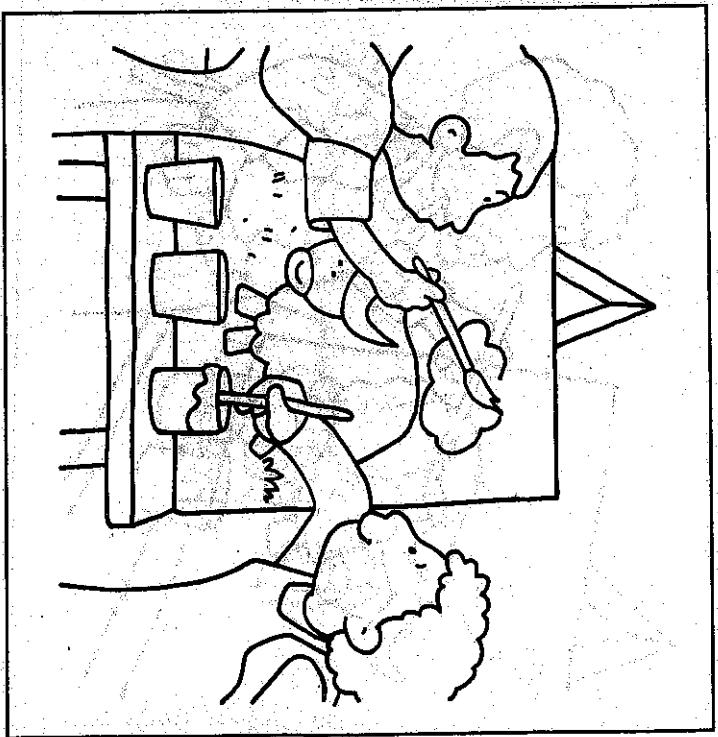
Max can look like a fox.  
He has four legs.

2



Max can mix blue and  
green.  
It is an ox.

3



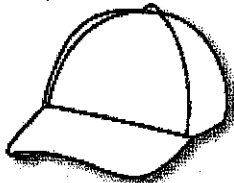
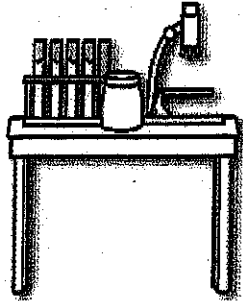
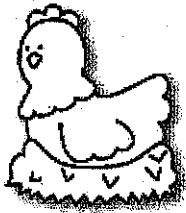
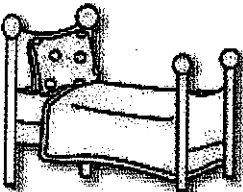


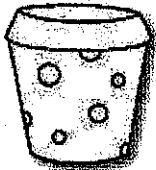
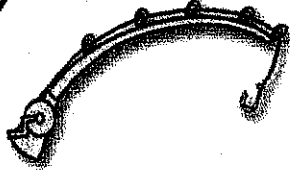
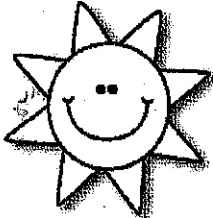

Max can see his pal Rex.

Max and Rex can mix

yellow and red.

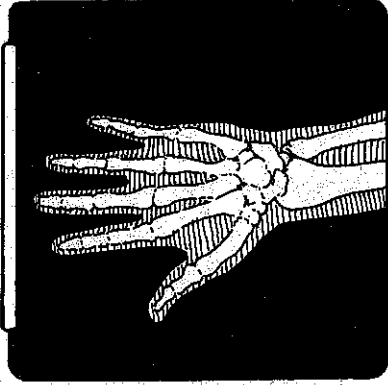
4

Circle the word that rhymes with the picture.

1		tag zap hat	2		nap ham tab
3		ten wed net	4		bed men set
5		sip fin lid	6		rim tin pig
7		rod fog hot	8		fox nod rob
9		sum fun rug	10		mug fun bun
cap			lab		
hen			den		
lip			win		
pot			rod		
sun			bug		

Name \_\_\_\_\_


 Write



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

six \_\_\_\_\_

box \_\_\_\_\_

 **Directions:** Have children write a row of each letter and then write the words.



**Home Activity:** Ask your child to show you how to write each letter.

Name \_\_\_\_\_

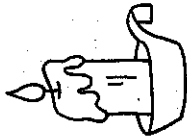
Mayday! Mayday!

 Write

 Color

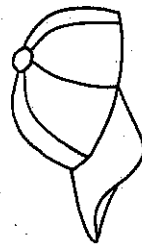


Handwriting lines for the word 'fox'.



Handwriting lines for the word 'candle'.

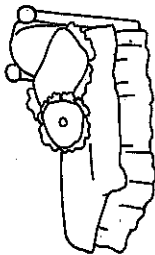
**Xx**



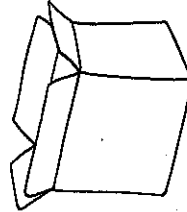
Handwriting lines for the word 'cap'.



Handwriting lines for the number 6.



Handwriting lines for the word 'hat'.



Handwriting lines for the word 'box'.



**Directions:** Name each picture. Write x on the line if the word ends with /ks/. Color the /ks/ pictures.



**Home Activity:** Help your child find pictures or words that end with /ks/ to make a /ks/ booklet.

Name \_\_\_\_\_

# Count to 50 by Ones

**Essential Question** How does the order of numbers help you count to 50 by ones?

**Learning Objective** You will know how the order of numbers helps you count to 50 by ones.

## Listen and Draw

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

**DIRECTIONS** Point to each number as you count to 50. Trace the circle around the number 50.

# Share and Show

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

**DIRECTIONS** 1. Point to each number as you count to 50.  
Circle the number 15. Begin with 15 and count forward to 50. Draw  
a line under the number 50.

**454** four hundred fifty-four

Name \_\_\_\_\_



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

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**DIRECTIONS** 2. Look away and point to any number. Circle that number. Count forward from that number. Draw a line under the number 50.



**Problem Solving • Applications** 



**3**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

**DIRECTIONS** 3. I am greater than 17 and less than 19. What number am I? Use blue to color that number. I am greater than 24 and less than 26. What number am I? Use red to color that number.



**HOME ACTIVITY** • Think of a number between 1 and 50. Say *greater than* and *less than* to describe your number. Have your child say the number.

**456** four hundred fifty-six

# PACKET

## DAY 14

- ✓ RLA: Max \*book from Day 13
- ✓ RLA: p. 337: fill in the correct word to complete the sentence; p. 338: correctly write the sentence
- ✓ Handwriting: p. 339 write each picture name on the line
- ✓ Math: Lesson 8.6 Count to 100 by Ones

**\*Write your name on each page!**

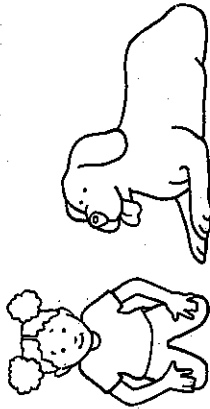
Name \_\_\_\_\_

 Write  Color

green blue yellow for

\_\_\_\_\_  
-----

My dog is \_\_\_\_\_.



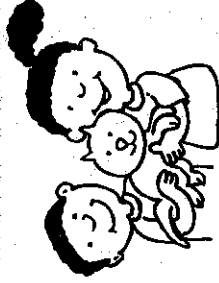
\_\_\_\_\_  
-----

The hill is \_\_\_\_\_.



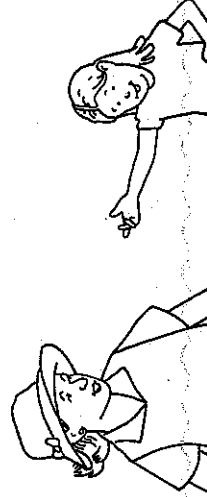
\_\_\_\_\_  
-----


I have a cat \_\_\_\_\_ you.




\_\_\_\_\_  
-----

I like that \_\_\_\_\_ hat.



 **Directions:** Read each sentence. Write the missing word to finish the sentence. Color the picture.

 **Home Activity:** Have your child use the high-frequency words in other sentences.

Name \_\_\_\_\_

 Write  Draw

can I get a pet

---

---

---

 **Directions:** Write the sentence using an uppercase letter and a question mark. Draw a picture for the sentence.



**Home Activity:** Write other questions without uppercase letters and question marks. Have your child write the questions correctly.

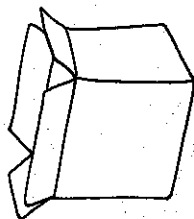
Name \_\_\_\_\_



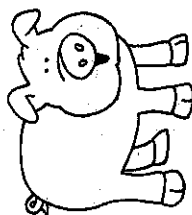
Write



Color



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

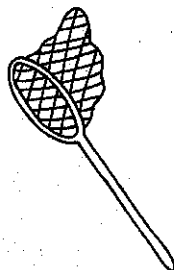


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Xx**



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Directions:** Name each picture and spell the picture name. Write the word on the lines. Then color the pictures that end with /ks/.



**Home Activity:** Have your child draw a picture of something that ends with /ks/.

Name \_\_\_\_\_

**Count to 100 by Ones****Essential Question** How does the order of numbers help you count to 100 by ones?**Learning Objective** You will know how the order of numbers helps you count to 100 by ones.**Listen and Draw**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**DIRECTIONS** Point to each number as you count to 100. Trace the circle around the number 100.

## Share and Show



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**DIRECTIONS** 1. Point to each number as you count to 100.  
Circle the number 11. Begin with 11 and count forward to 100.  
Draw a line under the number 100.

**460** four hundred sixty



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**DIRECTIONS** 2. Point to each number as you count to 100. Look away and point to any number. Circle that number. Count forward to 100 from that number. Draw a line under the number 100.



Problem Solving • Applications



3

1	2	3	4		6	7	8	9	10
11	12	13		15		17	18	19	20
21	22	23	24	25	26	27	28	29	30

4

**DIRECTIONS** 3. Place your finger on the number 15. Write or trace to show the numbers that are "neighbors" to the number 15. Say *greater than* and *less than* to describe the numbers. 4. Draw to show what you know about some other "neighbor" numbers in the chart.



**HOME ACTIVITY** • Show your child a calendar. Point to a number on the calendar. Have him or her tell you all the numbers that are "neighbors" to that number.

# PACKET

## DAY 15

- ✓ RLA: Reading Comprehension worksheet
- ✓ RLA: p. 341 read both sentences; circle the question; underline the answer
- ✓ Handwriting: Write the color word on the line to complete each sentence
- ✓ Math: Lesson 8.7 Count to 100 by Tens

**\*Write your name on each page!**

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

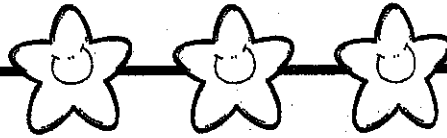
# Reading Comprehension

Directions: Read the text 3 times for fluency and color the stars.

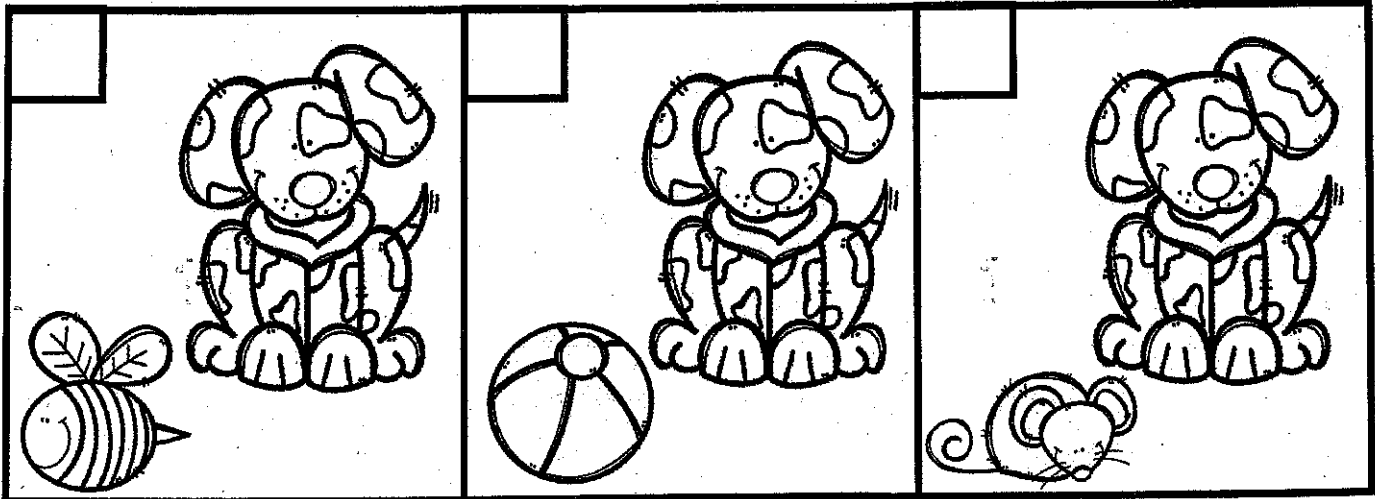
I have a pet dog.

My dog is little and brown.

My dog likes his little ball.



1. Check the picture that matches the story.



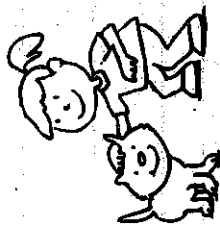
2. My dog is \_\_\_\_\_

and \_\_\_\_\_

3. My dog likes his \_\_\_\_\_

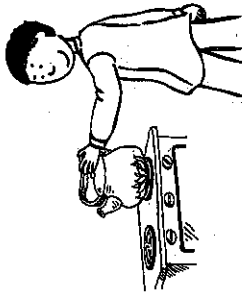
Name \_\_\_\_\_

 Circle  Color



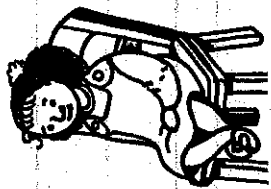
I see a cat.

Do you see a cat?



What can Tim hit?

Tim hits the lid.



Do you see Nan?

I see Nan.



Lad can hop.

What can Lad do?

**Home Activity:** Have your child read each question and answer. Then help them say and write other questions and answers.

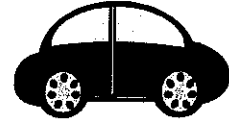


**Directions:** Circle the question. Underline the answer. Then color the pictures.

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

Write the color word that matches the picture.

The car is \_\_\_\_\_.



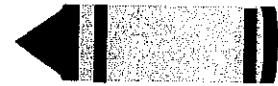
The basket is \_\_\_\_\_.



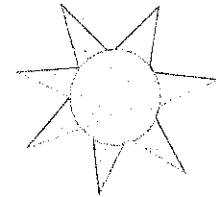
The apple is \_\_\_\_\_.



The crayon is \_\_\_\_\_.



The sun is \_\_\_\_\_.



The teapot is \_\_\_\_\_.



The leaf is \_\_\_\_\_.



The hat is \_\_\_\_\_.



**purple**      **blue**

**orange**      **red**

**black**      **yellow**

**green**      **brown**

Name \_\_\_\_\_

# Count to 100 by Tens

**Essential Question** How can you count to 100 by tens on a hundred chart?

**Learning Objective** You will count to 100 by tens on a hundred chart.

## Listen and Draw

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**DIRECTIONS** Trace the circles around the numbers that end in a 0. Beginning with 10, count those numbers in order. Tell a friend how you are counting.

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# Share and Show

1

1	2	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	
31	32	33	34	35	36	37	38	39	
41	42	43	44	45	46	47	48	49	

**DIRECTIONS** 1. Write the numbers to complete the counting order to 20. Trace the numbers to complete the counting order to 50. Count by tens as you point to the numbers you wrote and traced.

**466** four hundred sixty-six



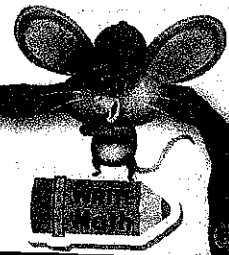
Name \_\_\_\_\_



51	52	53	54	55	56	57	58	59	
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76	77	78	79	
81	82	83	84	85	86	87	88	89	
91	92	93	94	95	96	97	98	99	

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**DIRECTIONS** 2. Trace the numbers to complete the counting order to 100. Count by tens as you point to the numbers you traced.



**3**

1	2	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

**DIRECTIONS** 3. Antonio has 10 marbles. Write the number in order. Jasmine has 10 more marbles than Antonio. Write that number in order. Lin has 10 more marbles than Jasmine. Draw a line under the number that shows how many marbles Lin has. When counting by tens, what number comes right after 40? Circle the number.



**HOME ACTIVITY** • Show your child a calendar. Use pieces of paper to cover the numbers that end in 0. Ask your child to say the numbers that are covered. Then have him or her remove the pieces of paper to check.

**468** four hundred sixty-eight

# PACKET

## DAY 16

- ✓ RLA: Read The Bird and answer the questions
- ✓ Math: Leap to It worksheets; fill in numbers (counting by 5s and 10s)
- ✓ Science: Read Scholastic News “Would You Munch a Plant for Lunch?” with your family and answer the questions on the back

**\*Write your name on each page!**

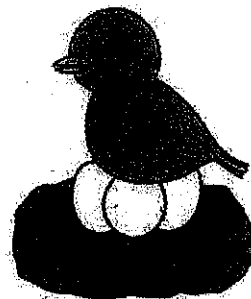
Name \_\_\_\_\_

# The Bird

I can see a little bird.

It is in a nest.

I see 3 eggs in the nest.



1. The bird is \_\_\_\_\_.

A. red

B. big

C. little

2. The bird is in a \_\_\_\_\_.

A. nest

B. rest

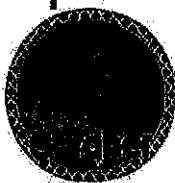
C. egg

3. I can see \_\_\_\_\_.

A. an egg in the nest

B. 3 eggs in the nest

C. 2 birds in the nest

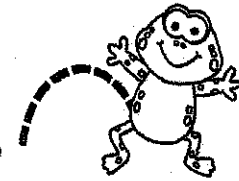




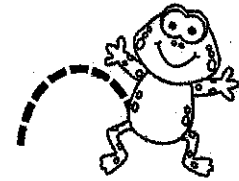
name: \_\_\_\_\_

# Leap to It!

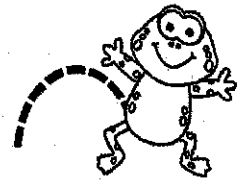
50



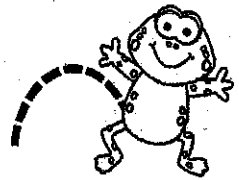
20



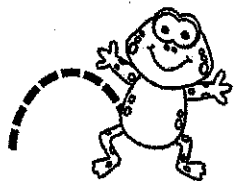
70



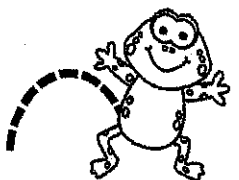
40



10



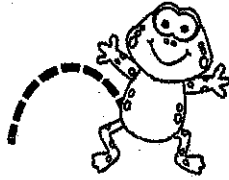
30

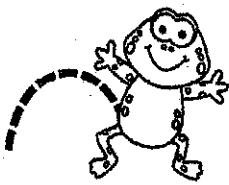


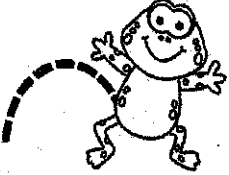


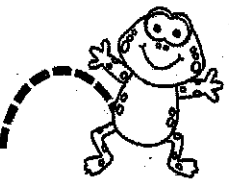
name: \_\_\_\_\_

# Leap to It!


5 \_\_\_\_\_ 

30 \_\_\_\_\_ 

65 \_\_\_\_\_ 

20 \_\_\_\_\_ 

85 \_\_\_\_\_ 

70 \_\_\_\_\_ 



APRIL 2020

 SCHOLASTIC

Watch our video about  
plant parts at  
[www.scholastic.com/lfo](http://www.scholastic.com/lfo).

ISSN 0024-1261 • VOL. 54, NO. 7

# Let's Find Out<sup>®</sup>

My Weekly Reader<sup>®</sup>

**Would  
You  
Munch  
a Plant  
for  
Lunch?**



Animals think  
plant parts  
are yummy!  
What part  
of the plant  
is this giraffe  
eating?

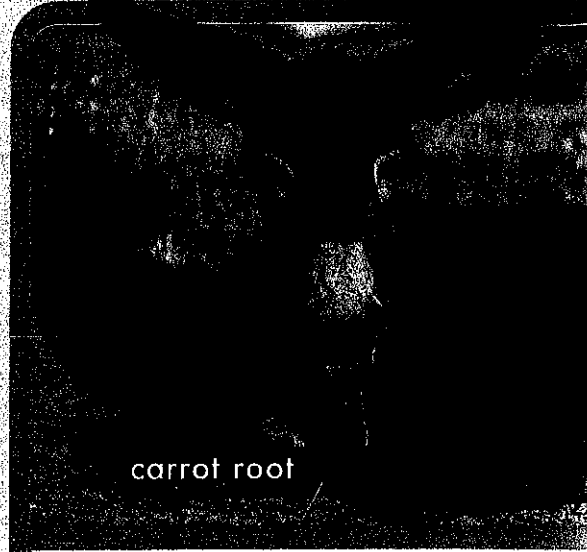
My name \_\_\_\_\_

# Munch, Munch



bamboo stem

Munch, munch, plant parts for lunch! This panda eats a **stem**.



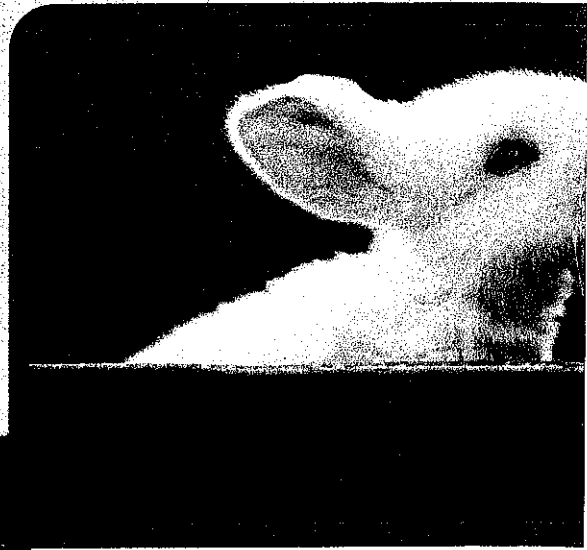
carrot root

Munch, munch, plant lunch! This donkey ec



eucalyptus leaves

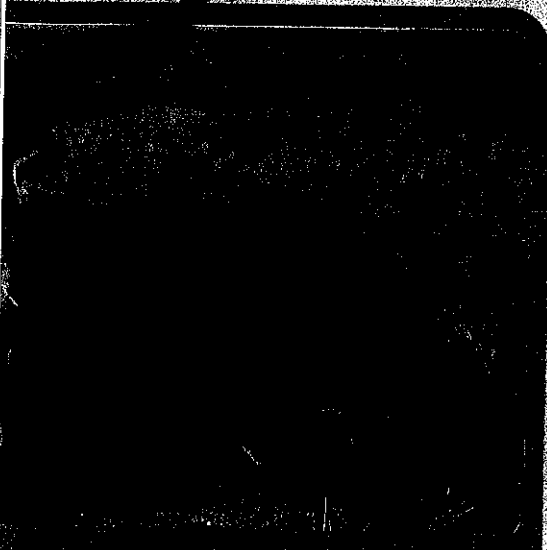
Munch, munch, plant parts for lunch! This koala eats a **leaf**.



Munch, munch, plant lunch! This rabbit eats



# en, Plant Parts for Lunch



ch, plant parts for  
monkey eats a **root**.



dandelion  
flower

ch, plant parts for  
rabbit eats a **flower**.



Word Bank  
stem  
leaf  
flower  
root

## Parts of a Sunflower

Write labels to show each part of  
the plant. Use words from the Word Bank.





# Graph the Garden

Count the vegetables growing in the garden.  
Color the graph to show how many there are of each.



## Garden Graph

type of plant

 lettuce	1	2	3	4
 carrot	1	2	3	4
 tomato	1	2	3	4
 radish	1	2	3	4

number of vegetables