



Read. Draw. Write. Check.

Explain the problem before choosing an operation.

Name: _____

Date: _____

What do I need to find?

Numbers and what they mean:

My drawing or counters

My equation: _____

My answer with its unit: _____

My model matches because ____.



Show the equal groups

Use only the spaces you need. Leave the others empty.

___ groups of ___ = ___ altogether

Use one row OR column for each group. Share equally: 3 rows of 6. Make groups: 6 columns of 4. Explain how your groups match the question.



Build it. Explain it.

Cut the cards and counters. Use one card at a time.

1. Plant trays

There are 3 rows with 4 pots in each row. How many pots are there?

2. Pencil cups

There are 4 cups with 5 pencils in each cup. How many pencils are there?

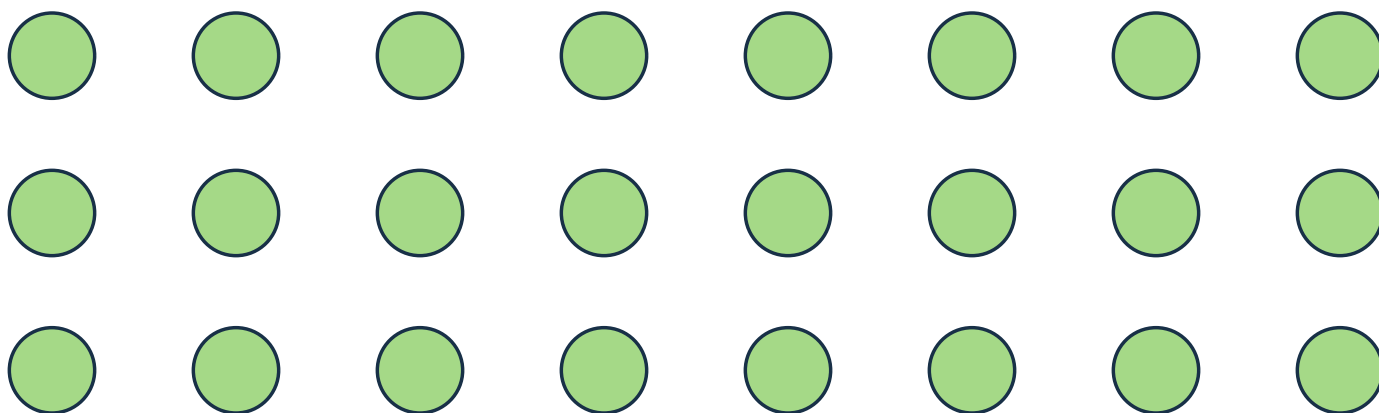
3. Share equally

Share 18 counters equally among 3 children. How many does each get?

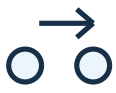
4. Make groups

Put 24 counters into groups of 4. How many groups can you make?

Cut-out counters: one counter means one item.



Cards go beside the mat. Counters fit the array spaces.

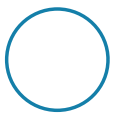
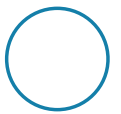


Show what changes

Show START. Then move those same counters to NOW.

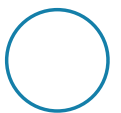
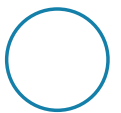
START: I have ____

Extra



NEXT: I add ____ / take away ____

Extra



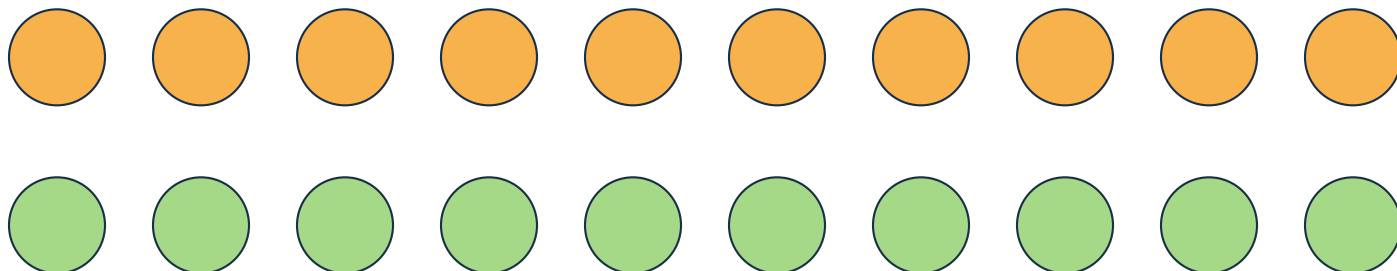
NOW: I have ____

My equation: ____ + / - ____ = ____



Move it. Count it. Tell it.

Move the same counters to show what changes.



Start with 6. Add 3.

$$6 + 3 = \underline{\quad}$$

Start with 9. Take away 2.

$$9 - 2 = \underline{\quad}$$

Try more: 8. Add 4.

$$8 + 4 = \underline{\quad}$$

Try more: 12. Take away 3.

$$12 - 3 = \underline{\quad}$$

Teacher: start within 10; use "Try more" only when appropriate.



Find the number

Match a card to a group. Read the number. Write it.

0

1

2

3

4

5

6

7

8

9

10



I counted _____. The last number tells how many.

I can show one more: _____. I can show one less: _____.

Zero means there are none in this group.



Watch. Trace. Write.

Teacher: model the school's number formation first.

Name: _____

Date: _____

Watch

2

Trace

2

Write your own

Watch

5

Trace

5

Write your own

Watch

7

Trace

7

Write your own

Watch

9

Trace

9

Write your own

My class number today: ____

I can write it here: _____



Detectives de la fábula

Lee o escucha un fragmento. Busca una pista para tu respuesta.

Nombre: _____

Fecha: _____

Título: _____

¿Qué hace un personaje?

Mi pista del texto: _____

¿Qué nos enseña la fábula?

Lo sé porque el personaje...

Recorta las tarjetas que necesites.

RESPONDO

Mi respuesta es

_____.



BUSCO UNA PISTA

En el texto dice

_____.



EXPLICO

Esto muestra que

_____.





Construye con SER

Recorta las fichas. Úsalas una y otra vez para crear oraciones.

SUJETO

El león

SUJETO

La tortuga

SUJETO

Los ratones

SUJETO

Las ardillas

VERBO

es

VERBO

son

ADJETIVO

generoso

ADJETIVO

generosa

ADJETIVO

generosos

ADJETIVO

generosas

ADJETIVO

pequeño

ADJETIVO

pequeña

ADJETIVO

valiente

ADJETIVO

valientes

Él / ella: es

Ellos / ellas: son

Comprueba el género y el número del adjetivo.



Haz que las palabras encajen

Coloca una ficha en cada espacio. Lee la oración completa.

SUJETO

SER

ADJETIVO

Escribe la oración que construiste:

Práctica de gramática

1. El león ____ generos ____.
2. La tortuga ____ generos ____.
3. Los ratones ____ generos ____.
4. Las ardillas ____ generos ____.

Ahora vuelve a la fábula.

Elige un personaje. Describe cómo es. Encuentra una acción del texto que apoye tu descripción.

Los ejemplos de práctica no describen la fábula de clase.



Leo, pienso y explico

Usa la lectura o la actividad que indique tu maestra.

Nombre: _____

Fecha: _____

LA PREGUNTA



¿Qué necesito comprender o explicar?

MI IDEA



Pienso que...

MI PISTA



En el texto o en la actividad observo...

MI EXPLICACIÓN



Esta pista apoya mi idea porque...

Compruebo: mi pista ayuda a responder la pregunta.



Una idea se vuelve historia

Úsalo si la actividad de clase incluye crear o continuar una historia.

Nombre: _____

Fecha: _____

Idea, objeto o descubrimiento de la clase:

¿QUIÉN?



¿QUÉ HACE?



¿QUÉ?



¿DÓNDE?



La acción de mi personaje:

Un detalle preciso que ayuda a imaginarla:

¿Qué pasa como resultado de esa acción?

Mi fragmento de historia:

Reviso: acción clara, detalle útil y consecuencia.



My class story map

Read or listen. Point, talk, draw or write your own response.

Name: _____

Date: _____

Story title: _____

WHO?



WHERE?



FIRST

THEN

FINALLY

This part is mostly about:

One detail that fits my idea:



My idea becomes a sentence

Say your own idea first. Use only the boxes you need.

Name: _____

Date: _____

WHO?



DOING?



WHAT?



WHERE?



My sentence:

One extra detail I want to add:

READ IT BACK

Does it tell a complete idea? Check the capital, spaces and ending mark. Check one spelling word carefully.

A place is useful sometimes. Every sentence does not need one.

I can add another sentence when I am ready.



Why did the author write it?

Read one small part. Choose a main purpose and find a clue.

TELL A STORY



Characters do things.
Events happen.

TEACH OR EXPLAIN



The text gives facts or
explains how something
works.

CONVINCE



The writer wants us to
think or do something.

The main purpose of this part is:

My clue:

The clue fits because:

A text can have more than one purpose. Explain the purpose that best fits the part you read.



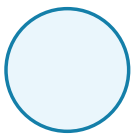
Hear it. Build it. Write it.

Say a short word. Listen for each sound. Build, then write.

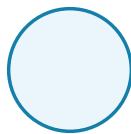


Picture or spoken word

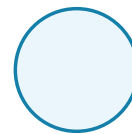
FIRST



MIDDLE



LAST



Slide your finger and read the whole word.

Cover the model. Write your word:

Cut counters for listening to sounds.





Letter pieces and pictures

Cut the pieces. Use one word at a time with your spelling mat.

a

c

d

f

g

m

n

o

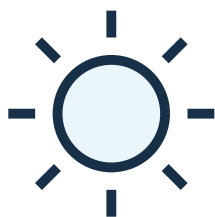
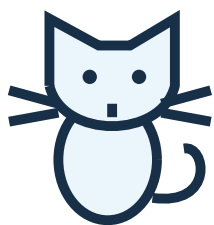
p

s

t

u

Look. Say the word. Listen for its sounds.



Keep the written answer hidden when practising spelling.



I can show what I need

Point, speak or use another comfortable way to communicate.

READ ON MY OWN

I want quiet reading.



READ TOGETHER

Can we read a part together?



SAY MY IDEA

I want to tell my answer.



WRITE OR DRAW

I want to write or draw my idea.



HELP

I need help with ____.



BREAK

I need a break.



Help and breaks are available without earning them. Agree a comfortable return step together.