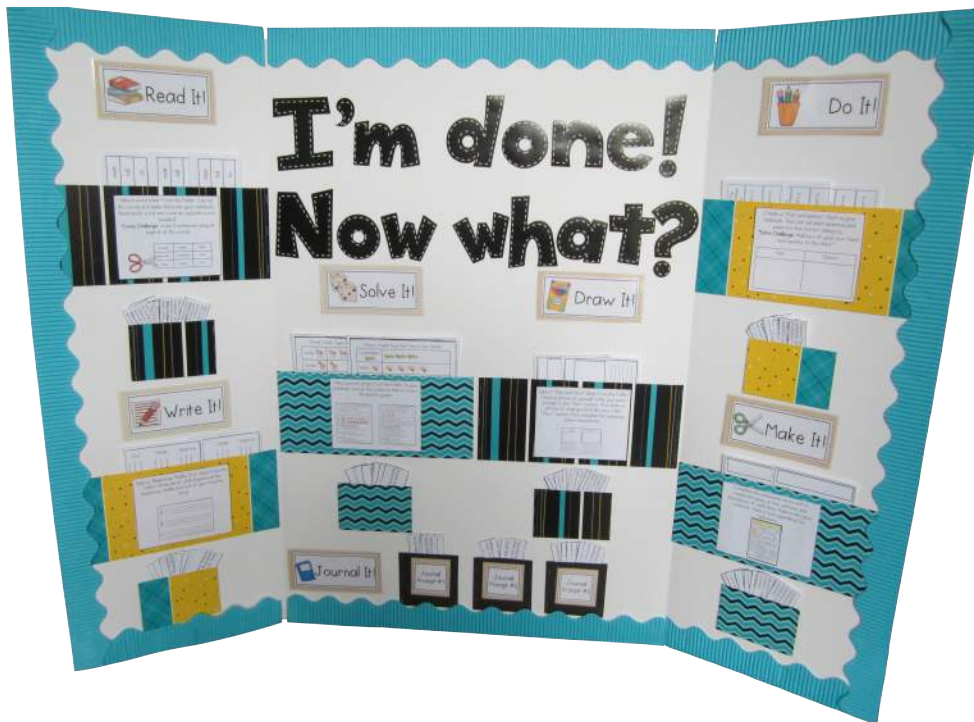


# The EARLY FINISHER BOARD

{Weeks 17-18}



Created by Shelley Gray

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This purchase is good for one classroom teacher. To purchase additional licenses, please visit:

<http://www.teacherspayteachers.com/Product/The-Early-Finisher-Board-The-Complete-40-Weeks-252376>

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[www.TeachingInTheEarlyYears.com](http://www.TeachingInTheEarlyYears.com)



**TEACHING IN THE  
EARLY YEARS**

by Shelley Gray

# Before you begin...

Welcome to "The Early Finisher Board!"

You are one of thousands of teachers across the world using this resource to engage your early finishers and maintain excellent classroom management. When you commit to this system, you will find that your students are more motivated to finish their work and look forward to the activities on the Early Finisher Board. Little do your students realize, every single activity integrates important skills and knowledge to provide continuous reinforcement of core classroom skills.

Perhaps the greatest aspect of this resource is it's versatility. Many teachers use tri-fold boards to create their Early Finisher Board, but many others use bulletin boards, sides of cabinets, or even folders/binders. Additionally, you may choose to use your Early Finisher Board as Morning Work or even a Math/Literacy Combo Station. To read other information and see options for your own board, please see the link below:

<http://www.teachingintheearlyyears.com/the-early-finisher-board>

Before you begin using the resources in this file, you must have your Early Finisher Board set up. The set-up information and resources can be found in the "[Getting Started Guide](#)." To find the Getting Started Guide, simply look inside the folder where you found this file.

The resources in this file will last approximately two weeks, depending on your classroom and how often your students use the board.

# Printing & Preparation

## Printing

To save paper and ink, please only print the pages that you need from this package, and read the rest of the instructions on your computer screen. To make this job easier for you, the pages that you will need to print are listed below:

- Pages 5-7, 9-12, 14, 15, 17, 18, 20, 22, 23, 25, 26, 28-30

## Preparation Instructions

The cover page for each section describes the task and outlines the preparation needed for the two weeks. Use the table of contents below to find the cover page for each section:

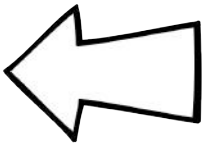
Read It!	Page 8
Write It!	Page 13
Solve It!	Page 16
Draw It!	Page 19
Do It!	Page 21
Make It!	Page 24
Journal It!	Page 27

# Folder Labels - Weeks 17-18

Laminate labels and attach to the front of each folder for Weeks 17-18, as shown in the Getting Started Guide.

Choose a story card from the folder and read it. In your notebook, write the title of the story, the names of the characters, the setting of the story and the problem.

"Read It!" Label  
Weeks 17-18




**Off to the Pet Parade!**

Brayden had entered two of his pets in the annual pet parade. His dog, Rover, and his frog, Ribbit, were his favorite pets!

The only thing that Brayden had to figure out was how he would get his pets to the parade.

At first he put both pets on a leash, but Ribbit a that was too hard, since Rover kept trying to jump arms. Finally, he saw his little red wagon. "That!" exclaimed Brayden. "I will put both pets in my wagon!"

Brayden put both pets in the wagon, and walk way to the parade. Rover and Ribbit both rode. The wagon worked perfectly!



**The Case of the Missing Glove**


"Where are my gloves?" Samantha asked. "I can't find them anywhere!"

"I haven't seen them," replied her brother Nate. "Where did you last have them?"

Samantha thought about where she had last used her gloves. She had used them to work in the garden last night. When she finished she had set them on the floor by the door. They were gone!

Just then, Samantha heard a strange noise coming from her bedroom. She went to check what it was, and there was her dog, Bandit, laying on the floor chewing on her new gloves!

"Bandit!" Samantha shouted, "so you were the one who took my gloves!"



**Animals in my Tree House**


It was finally summertime! Nicholas and his dad had built a big tree house in their back yard, and Nicholas was planning on spending lots of time in it this summer.

There was just one problem though. Every time Nicholas went into the tree house, there was an animal inside! Once it was a squirrel, then it was a bird, and another time it was a cat!

"Why are there always animals in my tree house?" Nicholas asked his dad.

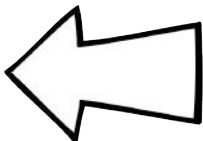
"Well," said his dad, "have you left any food in your tree house?"

Nicholas thought for a minute. Yes! He had left his special tree house snacks inside! So that's what was making the animals come inside!



Take an "Alliteration" sheet from this folder. Choose a letter and brainstorm words that start with that letter. Then write three sentences using words from your list.

"Write It!" Label  
Weeks 17-18



\*Alliteration is when most of the words in a sentence begin with the same letter or sound.\*

Words that start with <u>P</u>	Three sentences that use alliteration
paint   please pour   puppy Peter   pin peach   Pamela pint   pink pick   purple porch   polka dots puck   picnic pie   pom-pom parch pencil pen	- "Please paint the porch pink," said Pamela. - Peter picked a pint of peaches for the pie. - The pens and pencils have pink and purple polka dots.



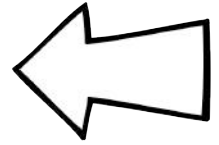
Complete each skip-counting sequence and paste the sheet into your notebook.

**\*Extra Challenge:** Write 5 of your own skip-counting sequences, using numbers that are challenging for you.\*

Complete the skip-counting sequences.

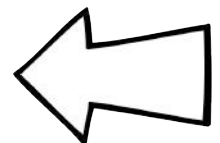
6	8			14	
	10	15			
10	20				
3		9			
		12	16		

"Solve It!" Label  
Weeks 17-18

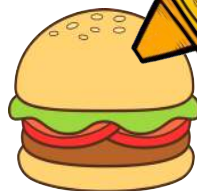


Design and draw a billboard advertisement for a product. Include persuasive words and pictures that make people want to buy the product.

"Draw It!" Label  
Weeks 17-18



A mouth-watering hamburger is just what you need!



Get one NOW at Stella's Burgers!

Choose ten numbers and paste them into your notebook. Beside each one, write it in expanded form.

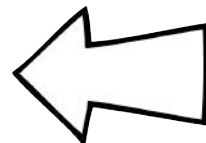
**\*Extra Challenge:** Choose 5 of your own numbers and write them in expanded form.



**Example:**

The expanded form of 19 is  $10+9$ .

"Do It!" Label  
Weeks 17-18

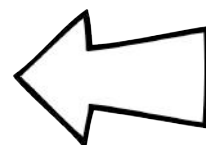


Think about the first day of school. Use your ideas to create a comic strip about the first day of school. In each section, draw a picture and write 1-2 sentences.

The First Day of School: A Comic Strip

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

"Make It!" Label  
Weeks 17-18



# Read It!



This activity should be placed in the "Read It!" section of your Early Finishers board. The "Read It!" activity for this set is:

Choose a story card from the folder and read it. In your notebook, write the title of the story, the names of the characters, the setting of the story and the problem.

## Off to the Pet Parade!

Brayden had entered two of his pets in the annual pet parade. His dog, Rover, and his frog, Ribbit, were his favorite pets!

The only thing that Brayden had to figure out was how he would get his pets to the parade.

At first he put both pets on a leash, but Ribbit didn't that very much. Then he tried to carry both of them that was too hard, since Rover kept trying to jump c arms. Finally, he saw his little red wagon. "That's it!" exclaimed Brayden, "I will put both pets in my wagon."

Brayden put both pets in the wagon, and walked a way to the parade. Rover and Ribbit both rode hap. The wagon worked perfectly!



## The Case of the Missing Glove

"Where are my gloves?" Samantha asked. "I can't find them anywhere!"

"I haven't seen them," replied her brother Nate. "Where did you last have them?"

Samantha thought about where she had last used her gloves. She had used them to work in the garden last night. When finished she had set them on the floor by the door they were gone!

Just then, Samantha heard a strange noise coming from her bedroom. She went to check what it was, and there was her dog, Bandit, lying on the floor chewing on her new gloves!

"Bandit," Samantha shouted, "so you were the one who took my gloves!"



## Animals in my Tree House

It was finally summertime! Nicholas and his dad had built a big tree house in their back yard, and Nicholas was planning on spending lots of time in it this summer.

There was just one problem though. Every time Nicholas went into the tree house, there was an animal inside! Once it was a squirrel, then it was a bird, and another time it was a cat!

"Why are there always animals in my tree house?" Nicholas asked his dad.

"Well," said his dad, "have you left any food in your tree house?"

Nicholas thought for a minute. Yes! He had left his special tree house snacks inside! So that's what was making the animals come inside!



## Preparation for this folder:

- Copy and laminate the story cards. Place them in the "Read It" folder.
- Copy and cut notebook strips. Place in the pocket in the "Read It" section.





# Journal Strips: Read It! {Weeks 17-18}

Choose a story card from the folder and read it. In your notebook, write the title of the story, the names of the characters, the setting of the story and the problem.

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"I haven't seen them," replied her brother Nate. "Where did you last have them?"



Samantha thought about where she had last used her gloves. She had used them to work in the garden last night. When she was finished she had set them on the floor by the door. Now they were gone!

Just then, Samantha heard a strange noise coming from her bedroom. She went to check what it was, and there was her dog, Bandit, laying on the floor chewing on her new gloves!

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The only thing that Brayden had to figure out was how he would get his pets to the parade.



At first he put both pets on a leash, but Ribbit didn't like that very much. Then he tried to carry both of them, but that was too hard, since Rover kept trying to jump out of his arms. Finally, he saw his little red wagon. "That's it!" exclaimed Brayden, "I will put both pets in my wagon!"

Brayden put both pets in the wagon, and walked all the way to the parade. Rover and Ribbit both rode happily. The wagon worked perfectly!

# Write It!



This activity should be placed in the "Write It!" section of your Early Finishers board. The "Write It!" activity for this set is:

Choose a letter and write words that begin with that letter. Then use the words to write three sentences that use alliteration.

Words that start with <u>P</u>	Three sentences that use alliteration
paint    please pour    puppy Peter    pin peach    Pamela pint    pink pick    purple porch    polka dots puck    picnic pie    pom-pom porch pencil pen	- "Please paint the porch pink," said Pamela. - Peter picked a pint of peaches for the pie. - The pens and pencils have pink and purple polka dots.

## Preparation for this folder:

- Make copies of the "Alliteration" sheets (one for each student). Place them in the "Write It" folder.
- Copy and cut notebook strips. Place in the pocket in the "Write It" section.





# Journal Strips: Write It! {Weeks 17-18}

Choose a letter and write words that begin with that letter. Then use the words to write three sentences that use alliteration.

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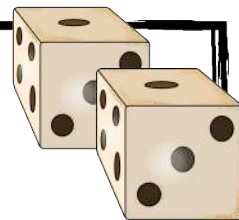
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# Solve It!



This activity should be placed in the "Solve It!" section of your Early Finishers board. The "Solve It!" activity for this set is:

Complete each skip-counting sequence and paste the sheet into your notebook.

**\*Extra Challenge:** Write 5 of your own skip-counting sequences, using numbers that are challenging for you.\*

Complete the skip-counting sequences.

6	8			14	
	10	15			
10	20				
3		9			
		12	16		

Preparation for this folder:

- Copy the skip-counting sheets (one for each student). Place in the folder in the "Solve It" section.
- Copy and cut notebook strips. Place in the pocket in the "Solve It" section.



# Journal Strips: Solve It! {Weeks 17-18}

Complete each skip-counting sequence and paste the sheet into your notebook.  
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	10	15			
10	20				
3		9			
		12	16		

Complete the skip-counting sequences.

6	8			14	
	10	15			
10	20				
3		9			
		12	16		



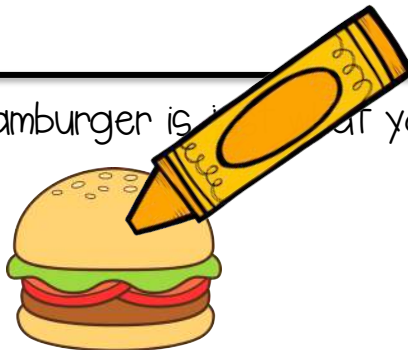
# Draw It!



This activity should be placed in the "Draw It!" section of your Early Finishers board. The "Draw It!" activity for this set is:

Design and draw a billboard advertisement for a product. Include persuasive words and pictures that make people want to buy the product.

A mouth-watering hamburger is just what you need!



Get one NOW at Stella's Burgers!

Preparation for this folder:

- Copy and cut notebook strips. Place in the pocket in the "Draw It" section of the board.



# Journal Strips: Draw It! {Weeks 17-18}

Design and draw a billboard advertisement for a product. Include persuasive words and pictures that make people want to buy the product.

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# Do It!



This activity should be placed in the "Do It!" section of your Early Finishers board. The "Do It!" activity for this set is:

Choose ten numbers and paste them into your notebook.

Beside each one, write it in expanded form.

**\*Extra Challenge:** Choose 5 of your own numbers and write them in expanded form.\*

19

←

**Example:**

The expanded form of 19 is  $10+9$ .

Preparation for this folder:

- Make copies of the "number sheets" (one for each student). Place them in the "Do It" folder.
- Copy and cut notebook strips. Place in the pocket in the "Do It" section of the board.



Journal Strips: Do It! {Weeks 17-18}

Choose ten numbers and paste them into your notebook. Beside each one, write it in expanded form. <b>*Extra Challenge:</b> Choose 5 of your own numbers and write them in expanded form.*	Choose ten numbers and paste them into your notebook. Beside each one, write it in expanded form. <b>*Extra Challenge:</b> Choose 5 of your own numbers and write them in expanded form.*
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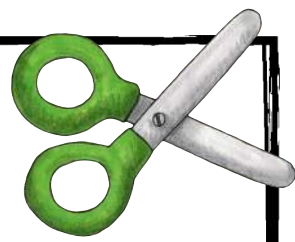
19	26	35	44
59	62	78	81
95	184	351	793
803	942	1042	1463
12,576	85,015	32,670	20,914

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19	26	35	44
59	62	78	81
95	184	351	793
803	942	1042	1463
12,576	85,015	32,670	20,914



# Make It!



This activity should be placed in the "Make It!" section of your Early Finishers board. The "Make It!" activity for this set is:

Think about the first day of school. Use your ideas to create a comic strip about the first day of school. In each section, draw a picture and write 1-2 sentences.

The First Day of School: A Comic Strip

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## Preparation for this folder:

- Make copies of the comic strip template (one for each student). Place in the "Make It" folder.
- Copy and cut notebook strips. Place in the pocket in the "Make It" section of the board.



# Journal Strips: Make It! {Weeks 17-18}

Make a comic strip about the first day of school. In each section, draw a picture and write 1-2 sentences. When you are finished, paste the comic strip into your notebook.

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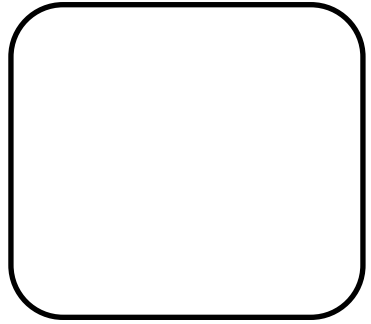
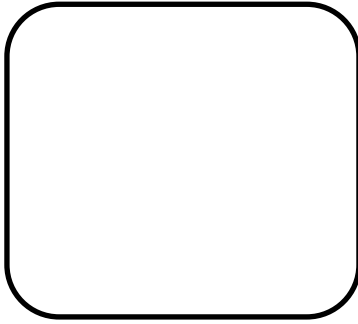
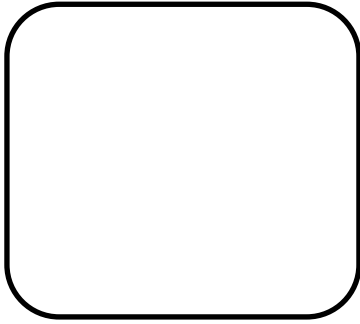
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## The First Day of School: A Comic Strip



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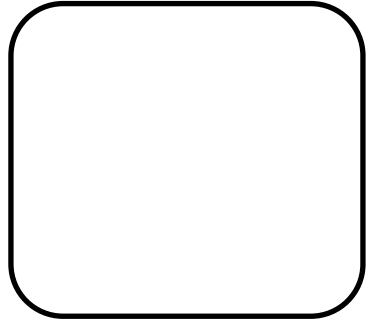
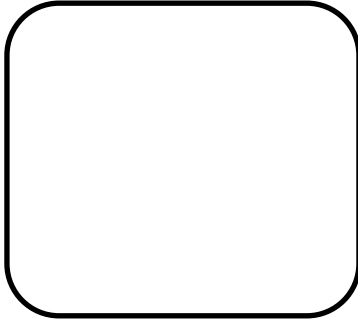
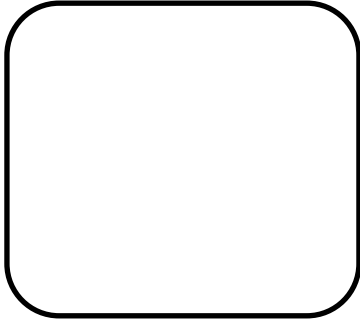
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## The First Day of School: A Comic Strip



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# Journal It!



The following pages include three journal prompts for Weeks 17 and 18. Each prompt should be placed in a separate pocket in the "Journal It" section.

The journal prompts for Weeks 17-18 are:

- If you were going to live on a deserted island, what would you bring with you? Why?
- Describe a time that you were scared. Why were you scared? What made you feel better?
- Would you rather ride in an airplane or on a train? Why?



Preparation:

- Copy and cut journal strips. Place them in the pockets in the "Journal It!" section.



If you were going to live on a deserted island, what would you bring with you? Why?	If you were going to live on a deserted island, what would you bring with you? Why?
If you were going to live on a deserted island, what would you bring with you? Why?	If you were going to live on a deserted island, what would you bring with you? Why?
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If you were going to live on a deserted island, what would you bring with you? Why?	If you were going to live on a deserted island, what would you bring with you? Why?



Describe a time that you were scared. Why were you scared? What made you feel better?	Describe a time that you were scared. Why were you scared? What made you feel better?
Describe a time that you were scared. Why were you scared? What made you feel better?	Describe a time that you were scared. Why were you scared? What made you feel better?
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Describe a time that you were scared. Why were you scared? What made you feel better?	Describe a time that you were scared. Why were you scared? What made you feel better?

Would you rather ride in an airplane or on a train? Why?	Would you rather ride in an airplane or on a train? Why?
Would you rather ride in an airplane or on a train? Why?	Would you rather ride in an airplane or on a train? Why?
Would you rather ride in an airplane or on a train? Why?	Would you rather ride in an airplane or on a train? Why?
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Would you rather ride in an airplane or on a train? Why?	Would you rather ride in an airplane or on a train? Why?

# Thank-you!

Thank-you for your purchase! If you have questions, concerns or general comments, please feel free to contact me through my blog:

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Have a wonderful day!

*Shelley*

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