

Ms. Chesnek's ...

Kindergarten work schedule for week of 3-30-4-3-20

Mon. Reading: Wonders online- watch Background video and the first listening skills listed, and sight words – Do worksheet pages 247 and 224 Math: Do Lesson 9.7 and watch GoMath video on rectangles.

Tue. Reading: Wonders online do fluency words – Do worksheet page 226 and Yy practice handwriting sheet -Read story “What Can You Do?”

Math: Do lesson 9.8

Wed. Reading: Wonder online do 2nd listening skills listed- do pages 250 and 225- Read #7 Reading for Fluency “Yes, Zack Can Go!” reading on both sides

Math: Do lesson 9.9 -view Hexagon video on GoMath online

Thur. Reading: Wonders online review fluency words and sight words- Do page 227 and handwriting practice Zz - read #7 Reading for Fluency “Rex, Kim, and Zig” both sides.

Math: Do lesson 9.10

Fri. Reading: Do handwriting practice sheet Yy and Zz and practice rereading through Fluency sheets and “What Can You Do?”

Math: Do lesson 9.11

Lesson 9.12 can be done over the weekend.

*Please hold onto completed work packets until scheduled return to school on May 4th.

Thank you,
Ms. Chesnek

Name _____

Identify and Name Circles

Essential Question How can you identify and name circles?



Geometry—K.G.A.2

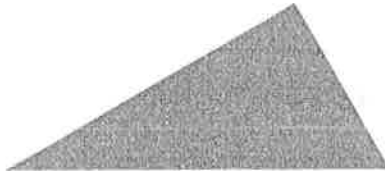
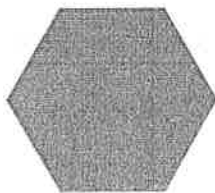
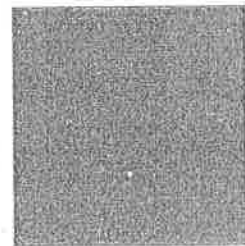
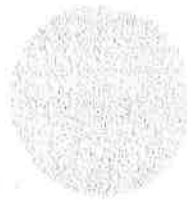
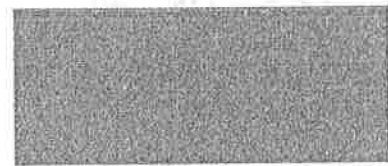
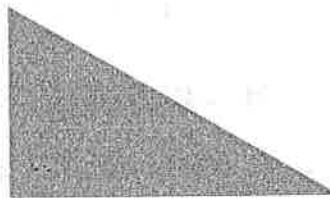
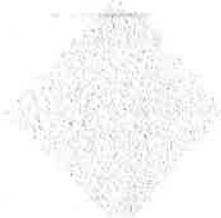
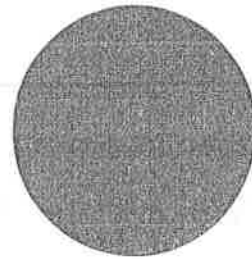
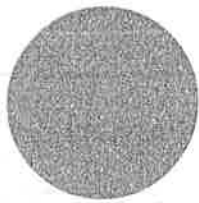
MATHEMATICAL PRACTICES
MP5, MP6, MP7**Listen and Draw**

circles

not circles

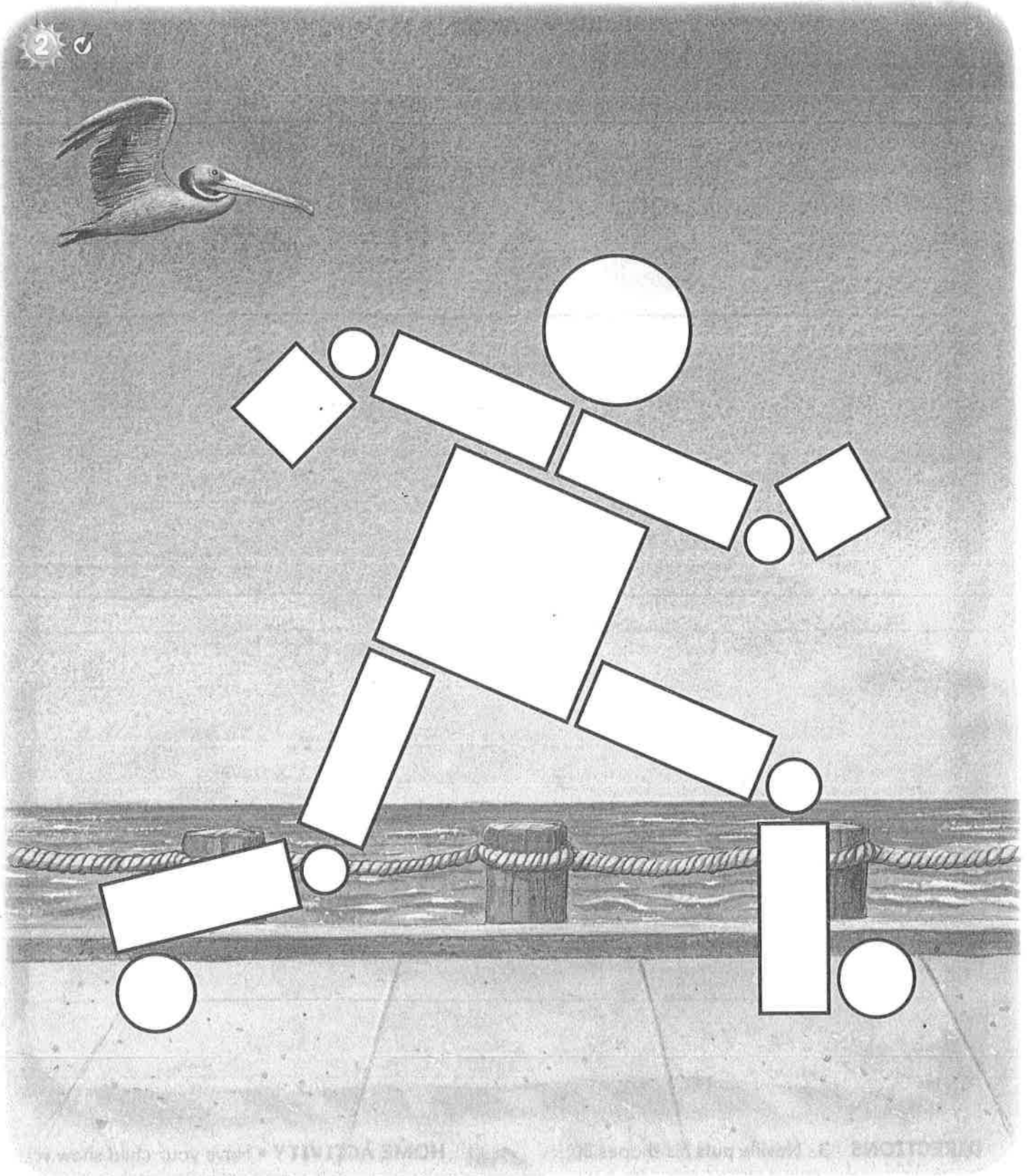
DIRECTIONS Place two-dimensional shapes on the page. Identify and name the circles. Sort the shapes by circles and not circles. Trace and color the shapes on the sorting mat.

Share and Show



DIRECTIONS 1. Mark an X on all of the circles.

Name _____



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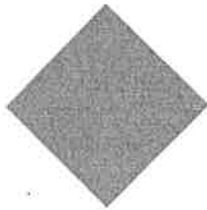
DIRECTIONS 2. Color the circles in the picture.

Problem Solving • Applications

Real World

WRITE
Math

3



4

DIRECTIONS 3. Neville puts his shapes in a row. Which shape is a circle? Mark an X on that shape. 4. Draw to show what you know about circles. Tell a friend about your drawing.



HOME ACTIVITY • Have your child show you an object that is shaped like a circle.

Name _____

Describe Circles

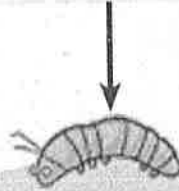
Essential Question How can you describe circles?

Geometry—K.G.B.4

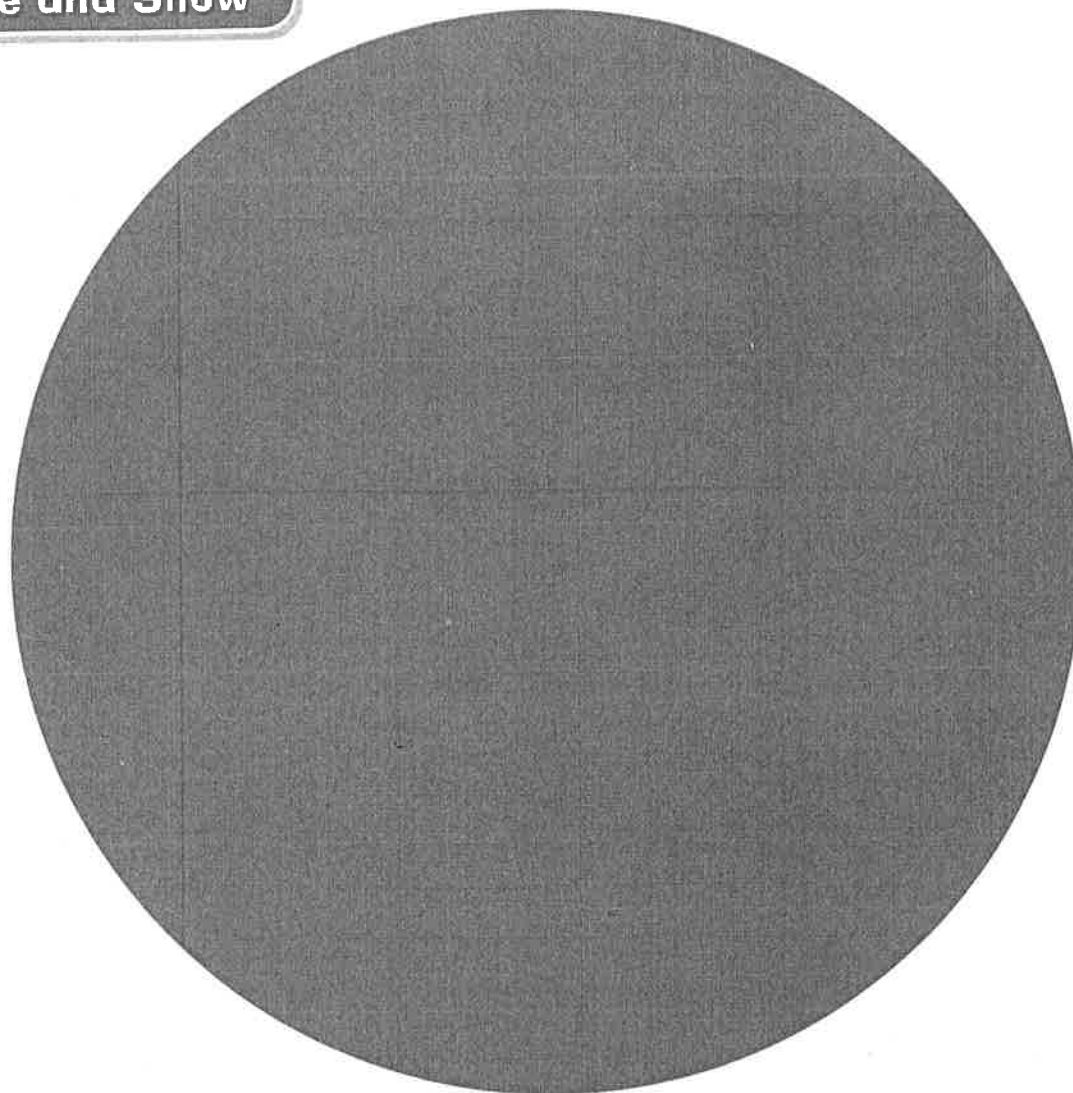
MATHEMATICAL PRACTICES
MP5, MP7

Listen and Draw

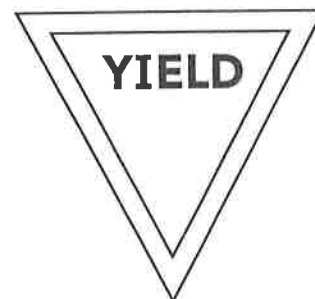
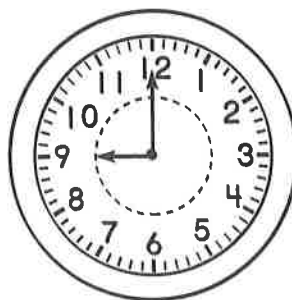
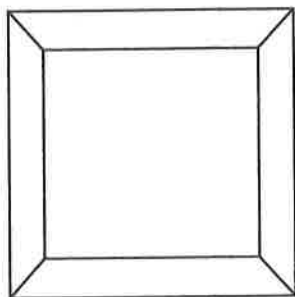
curve

**DIRECTIONS** Use your finger to trace around the circle.
Talk about the curve. Trace around the curve.

Share and Show



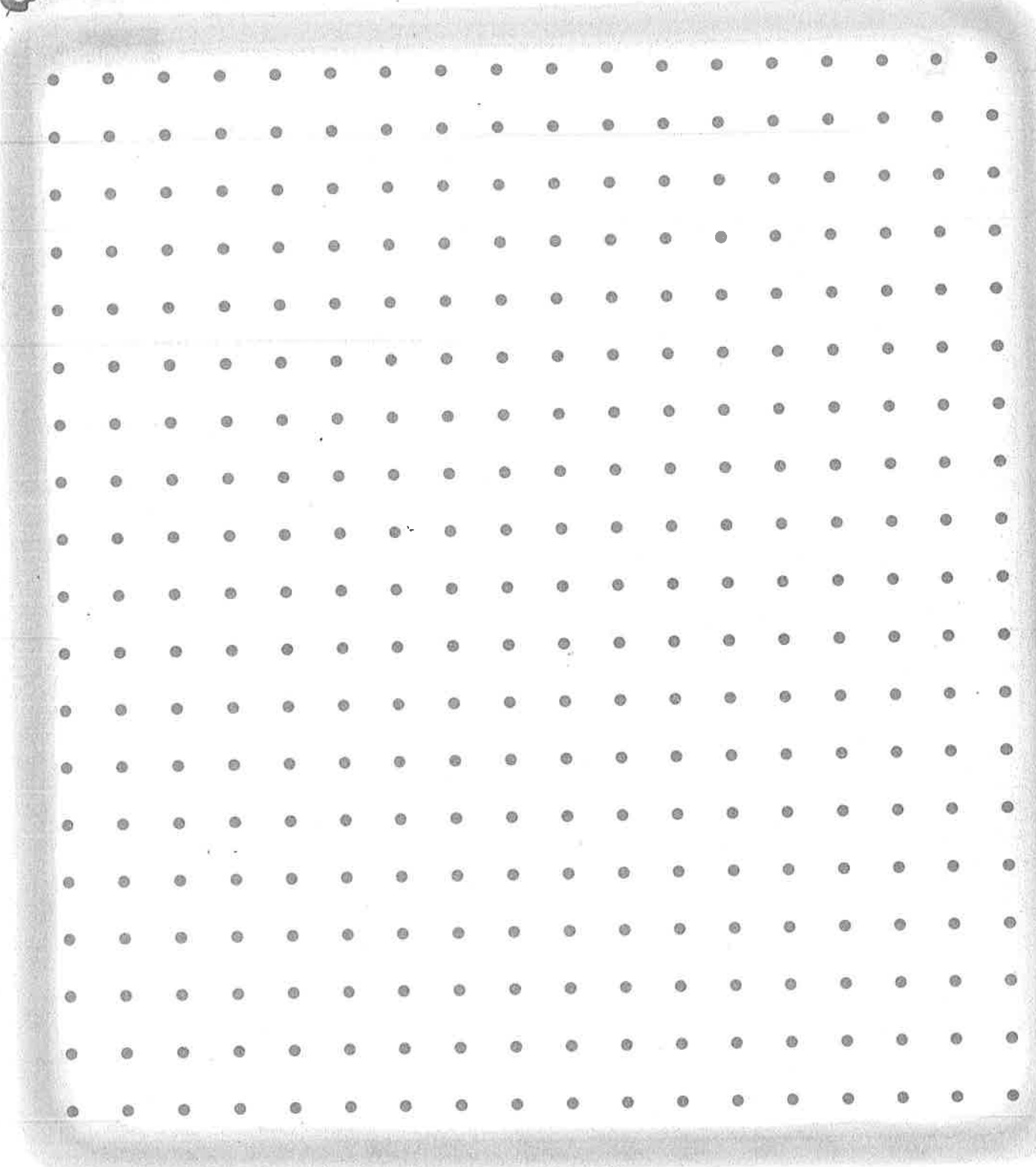
circle



DIRECTIONS 1. Use your finger to trace around the circle. Trace the curve around the circle. 2. Color the object that is shaped like a circle.

Name _____

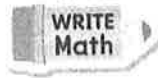
3



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DIRECTIONS 3. Use a pencil to hold one end of a large paper clip on one of the dots in the center of the page. Place another pencil in the other end of the paper clip. Move the pencil around to draw a circle.

Problem Solving • Applications



DIRECTIONS 4. I have a curve. What shape am I? Draw the shape. Tell a friend the name of the shape.



HOME ACTIVITY • Have your child describe a circle.

Name _____

Identify and Name Squares

Essential Question How can you identify and name squares?



Geometry—K.G.A.2

MATHEMATICAL PRACTICES
MP5, MP6, MP7

Listen and Draw 

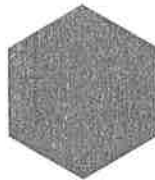
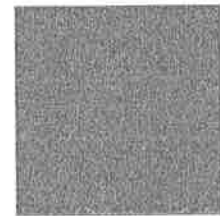
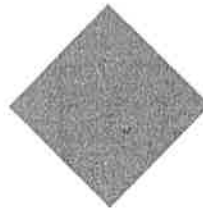
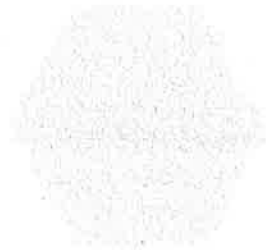
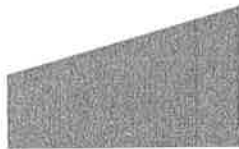
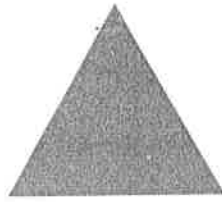


squares	not squares

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DIRECTIONS Place two-dimensional shapes on the page. Identify and name the squares. Sort the shapes by squares and not squares. Trace and color the shapes on the sorting mat.

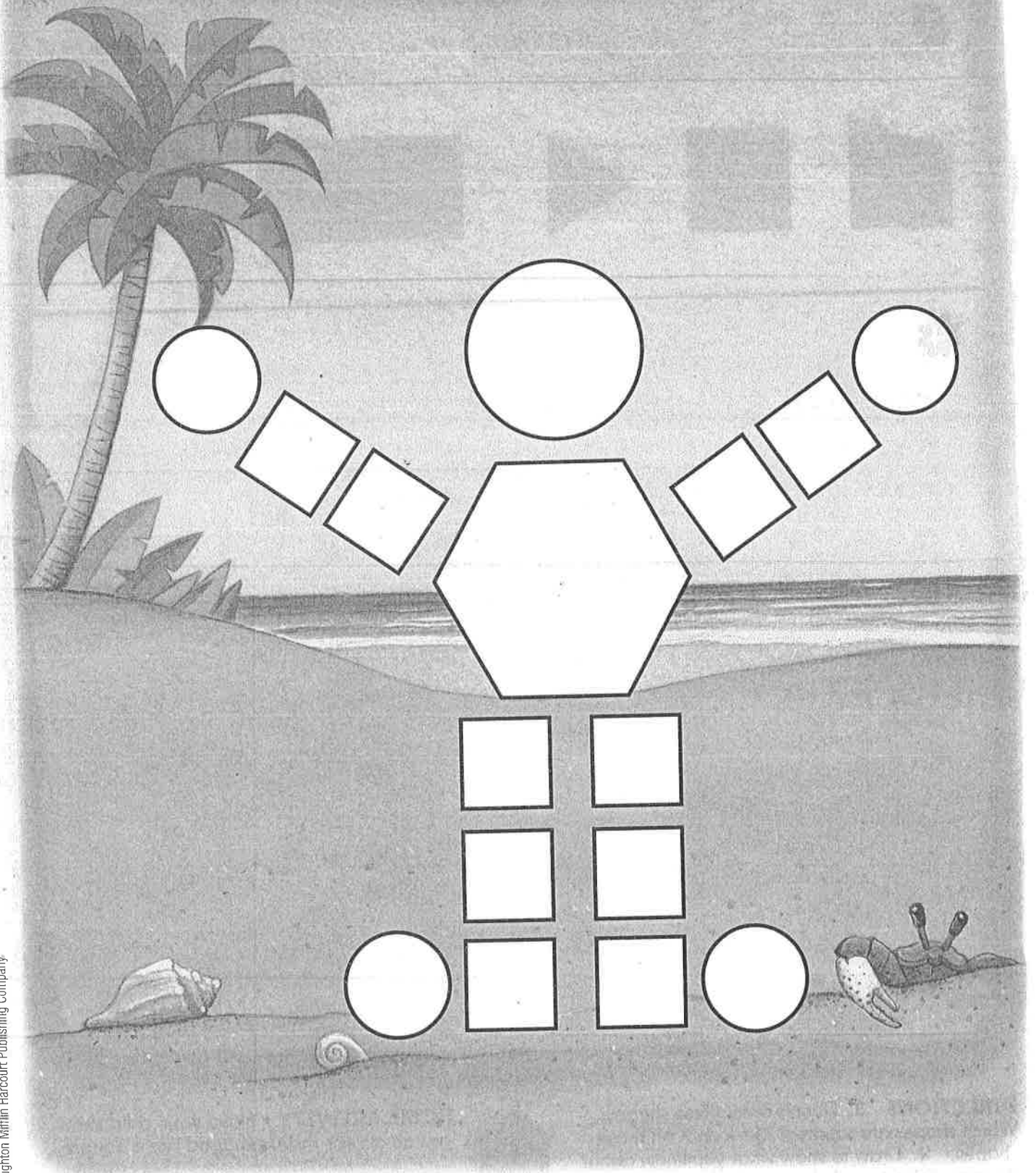
Share and Show



DIRECTIONS 1. Mark an X on all of the squares.

Name _____

2 ✓



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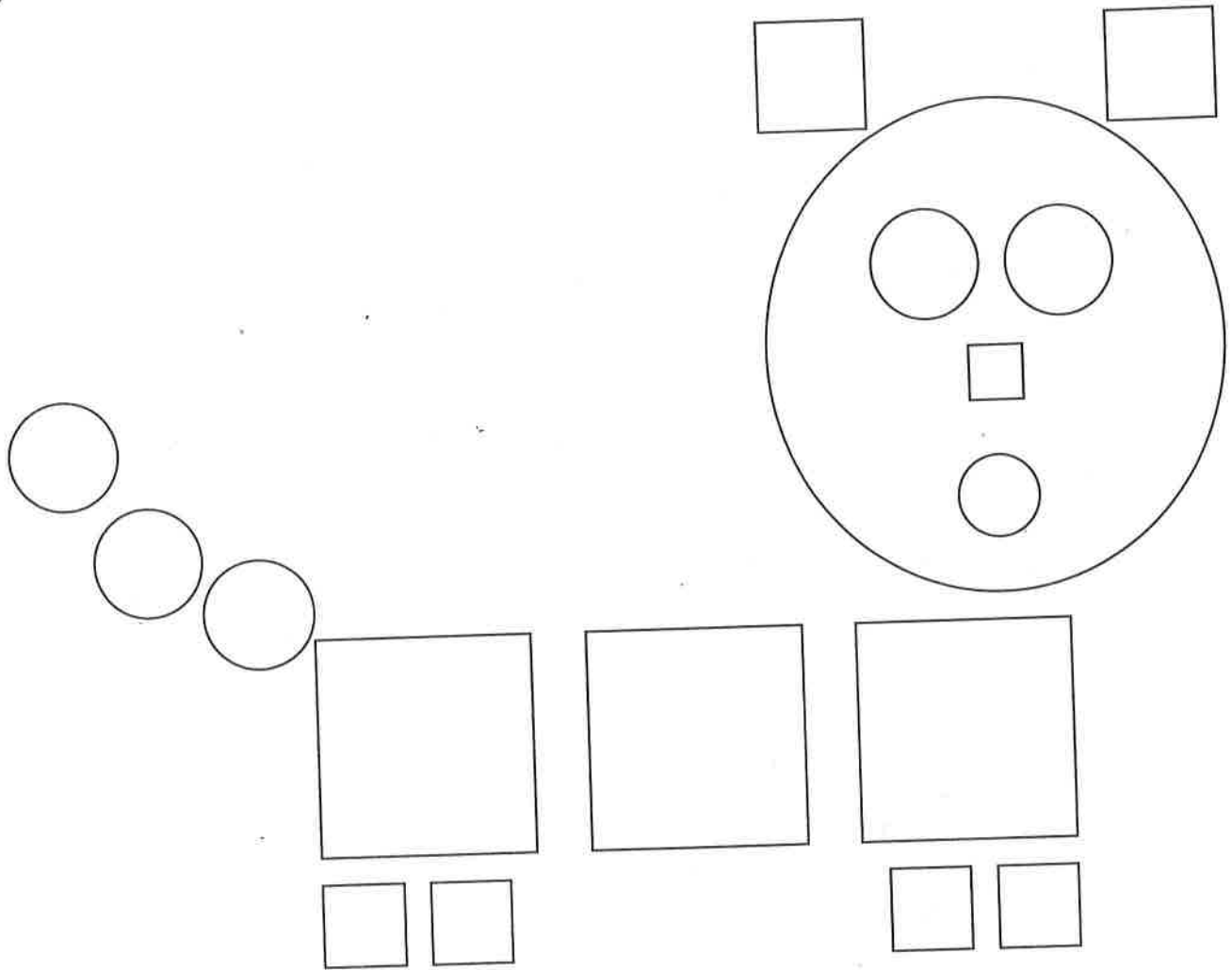
DIRECTIONS 2. Color the squares in the picture.

Name _____

Identify and Name Squares



COMMON CORE STANDARD—K.G.A.2
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).



DIRECTIONS 1. Color the squares in the picture.

Name _____

Describe Squares

Essential Question How can you describe squares?

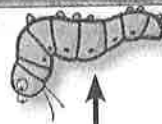
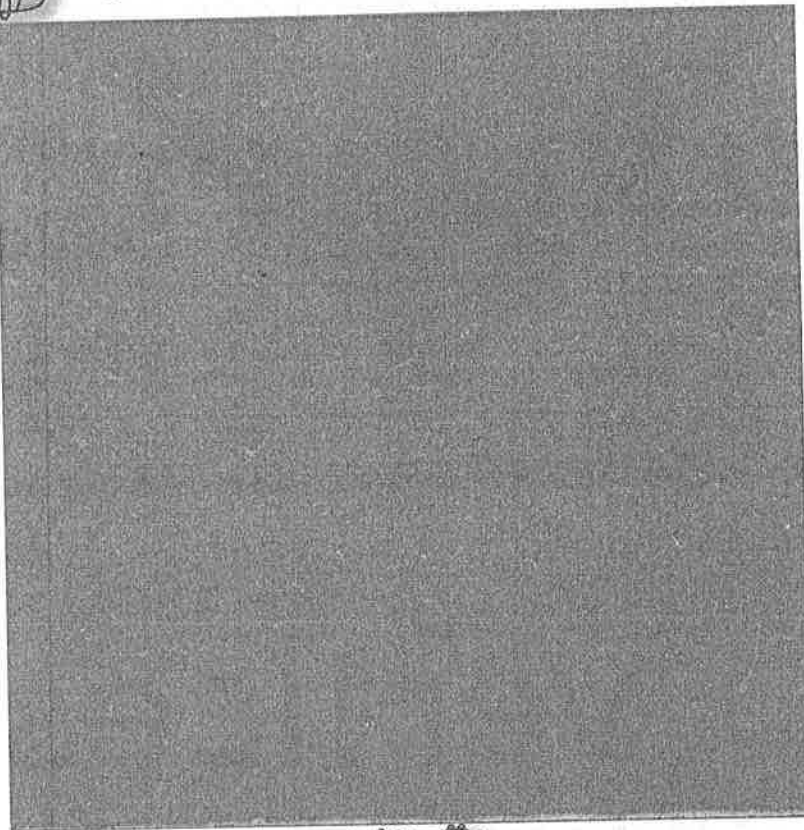
Geometry—K.G.B.4

MATHEMATICAL PRACTICES
MP2, MP7, MP8

Listen and Draw



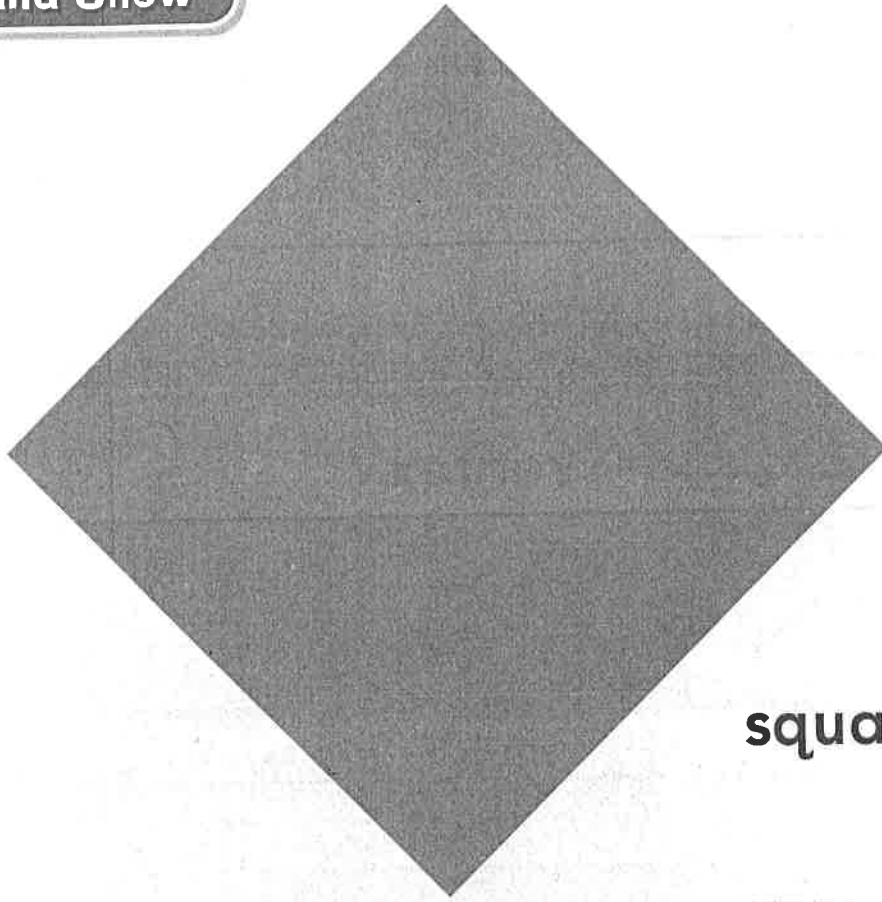
← vertex



side

DIRECTIONS Use your finger to trace around the square. Talk about the number of sides and the number of vertices. Draw an arrow pointing to another vertex. Trace around the sides.

Share and Show



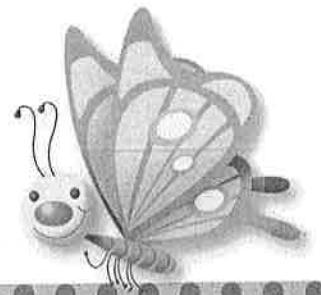
square



vertices



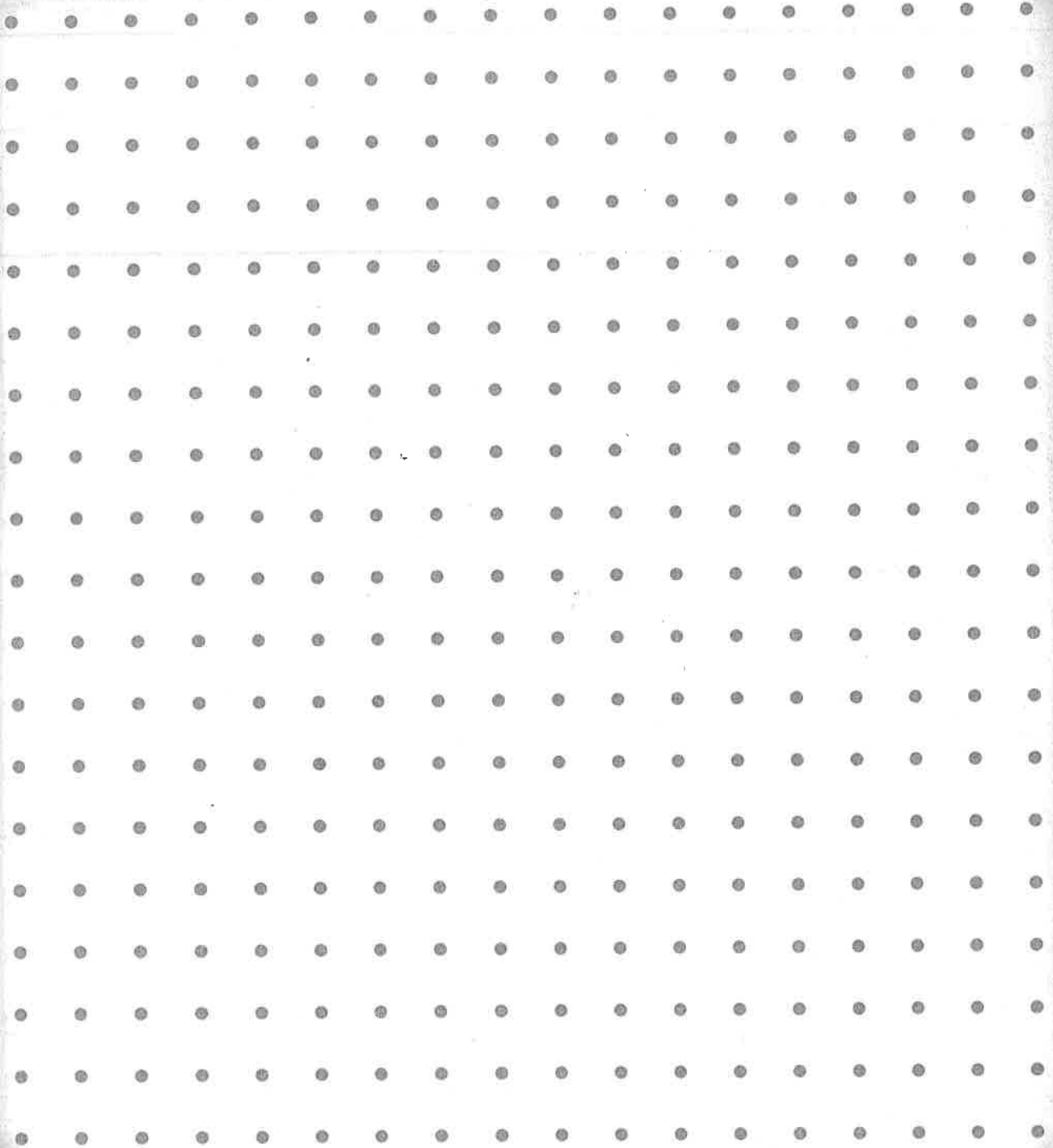
sides



DIRECTIONS 1. Place a counter on each corner, or vertex. Write how many corners, or vertices. 2. Trace around the sides. Write how many sides.

Name _____

3



DIRECTIONS 3. Draw and color a square.

Name _____

Identify and Name Triangles

Essential Question How can you identify and name triangles?



Geometry—K.G.A.2

MATHEMATICAL PRACTICES
MP5, MP6, MP7

Listen and Draw

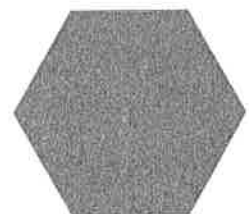
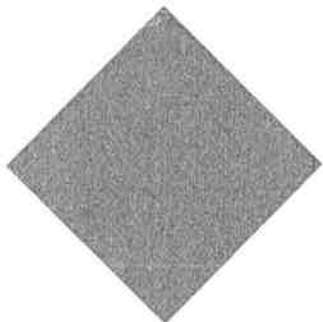
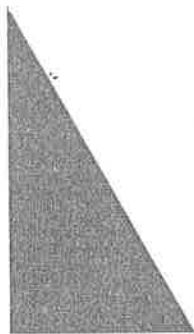
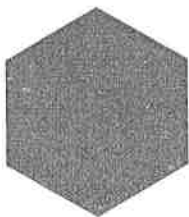
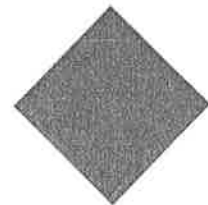
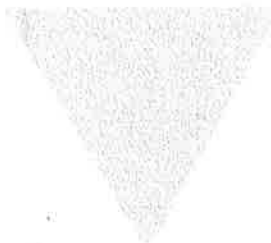
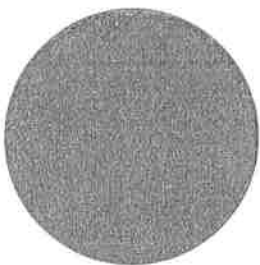
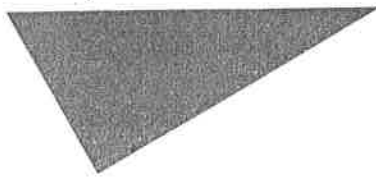


triangles

not triangles

DIRECTIONS Place two-dimensional shapes on the page. Identify and name the triangles. Sort the shapes by triangles and not triangles. Trace and color the shapes on the sorting mat.

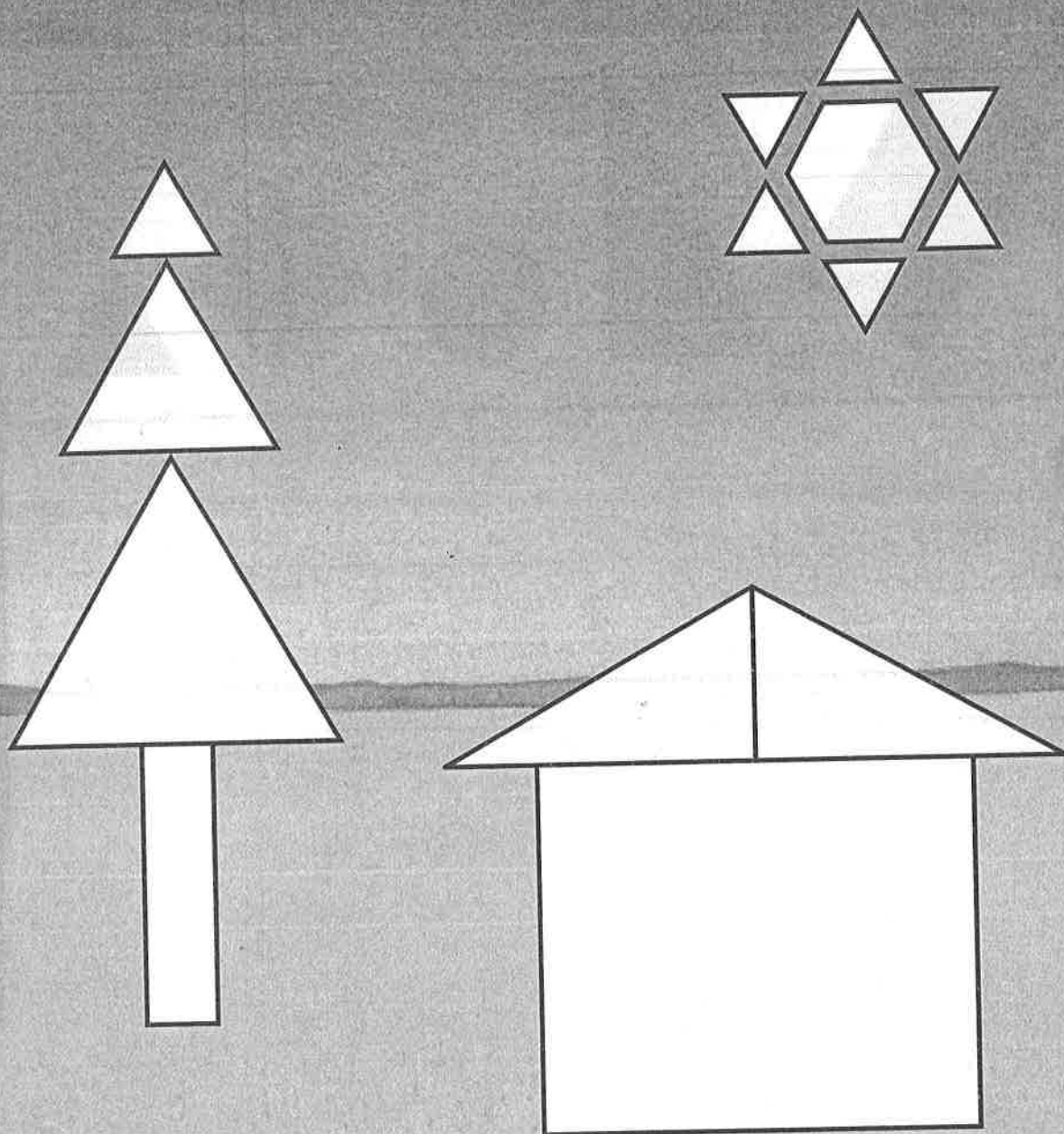
Share and Show



DIRECTIONS 1. Mark an X on all of the triangles.

Name _____

2



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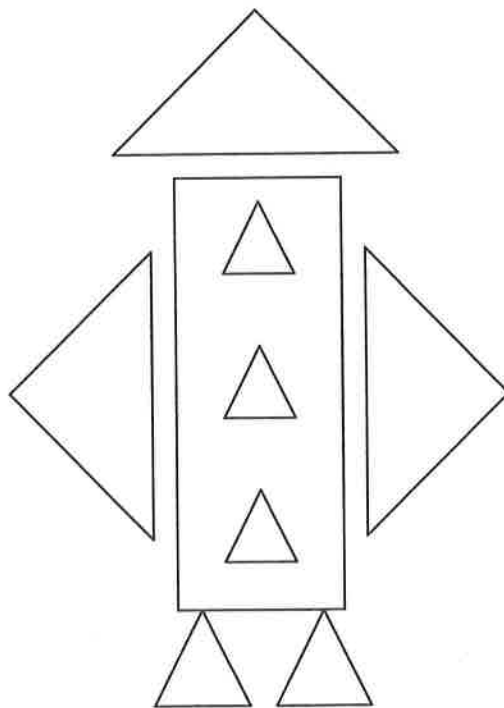
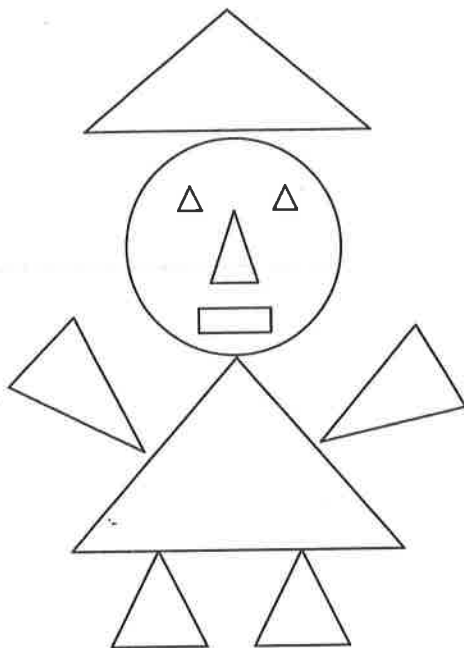
DIRECTIONS 2. Color the triangles in the picture.

Name _____

Identify and Name Triangles



COMMON CORE STANDARD—K.G.A.2
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).



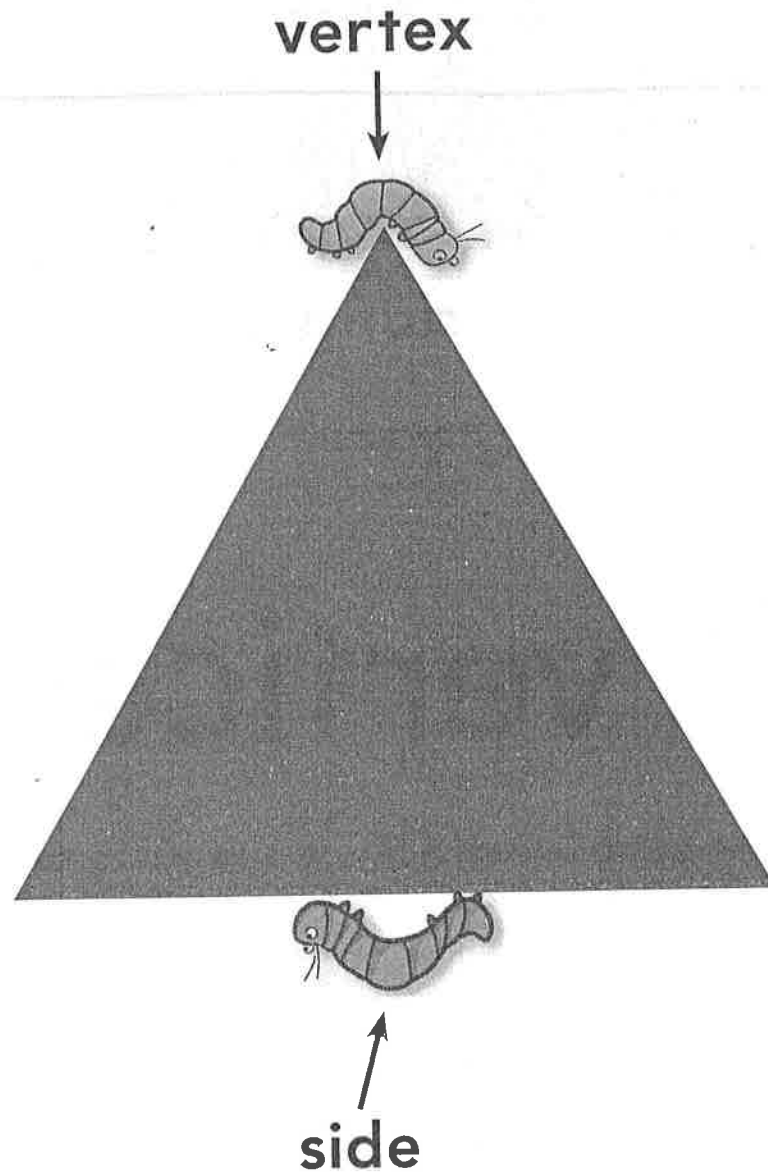
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DIRECTIONS 1–2. Color the triangles in the picture.

Name _____

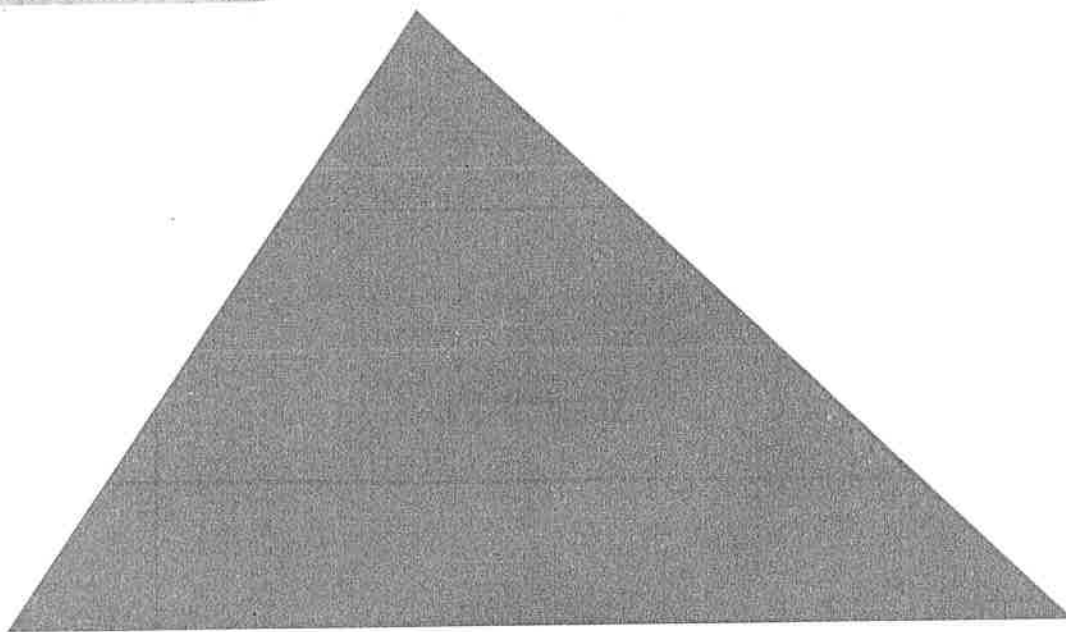
Describe Triangles**Essential Question** How can you describe triangles?Common
Core

Geometry—K.G.B.4

MATHEMATICAL PRACTICES
MP2, MP7, MP8**Listen and Draw**

DIRECTIONS Use your finger to trace around the triangle. Talk about the number of sides and the number of vertices. Draw an arrow pointing to another vertex. Trace around the sides.

Share and Show



triangle



vertices



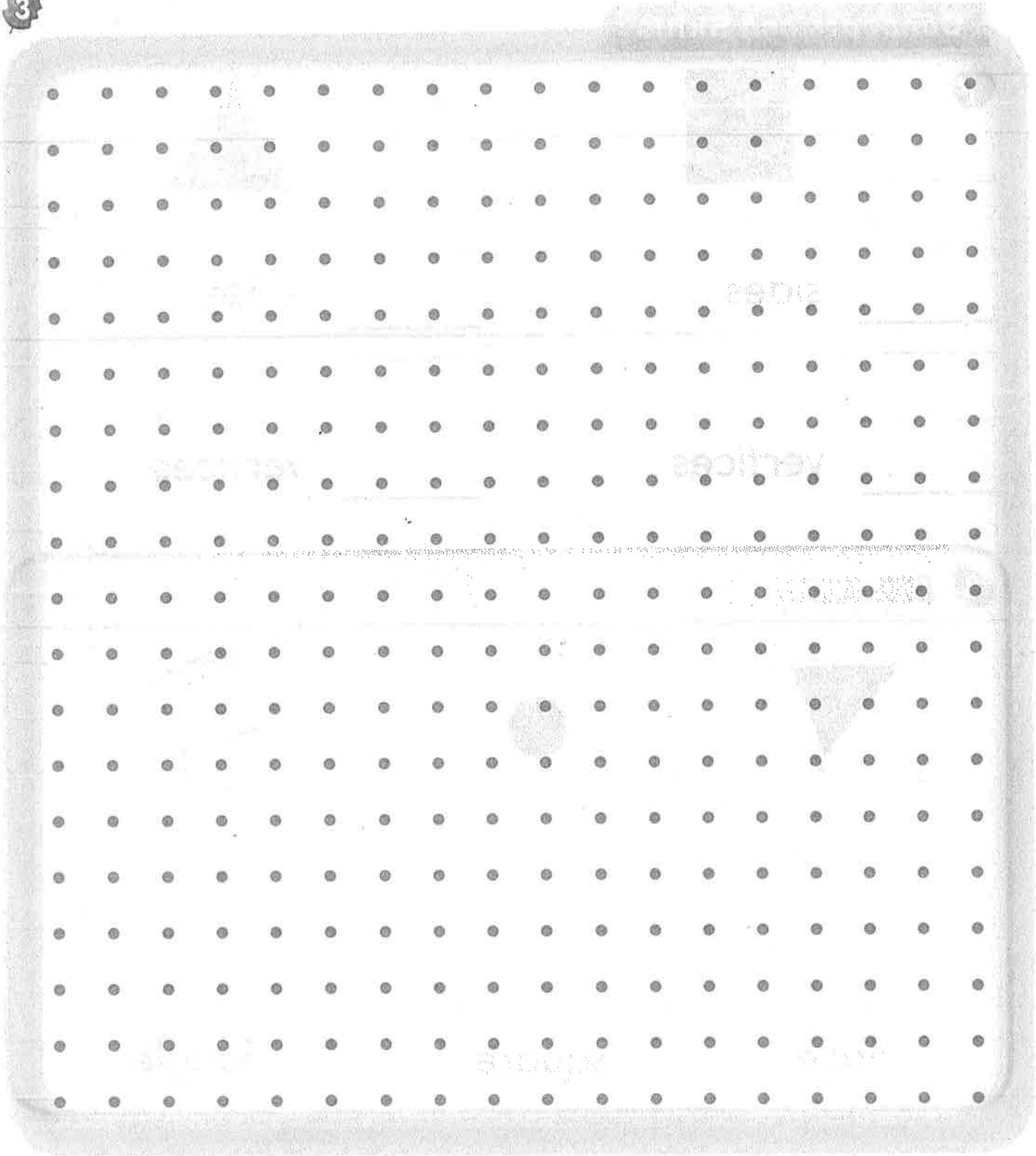
sides



DIRECTIONS 1. Place a counter on each corner, or vertex. Write how many corners, or vertices. 2. Trace around the sides. Write how many sides.

Name _____

3



DIRECTIONS 3. Draw and color a triangle.



HOME ACTIVITY • Have your child describe a triangle.

Name _____

Identify and Name Rectangles

Essential Question How can you identify and name rectangles?

Common
Core

Geometry—K.G.A.2

MATHEMATICAL PRACTICES
MP5, MP6, MP7

Listen and Draw

Real
World

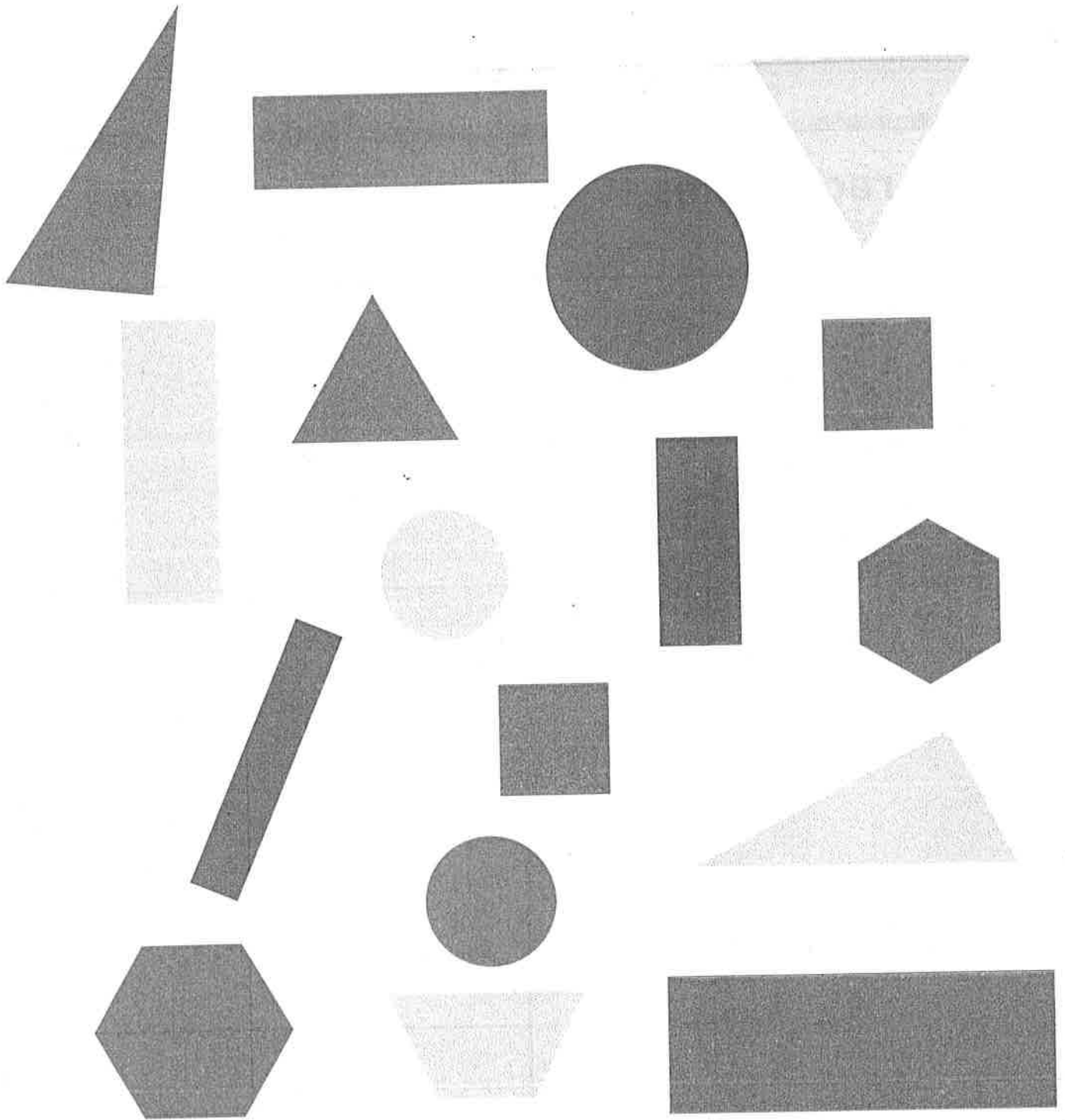
rectangles

not rectangles

DIRECTIONS Place two-dimensional shapes on the page. Identify and name the rectangles. Sort the shapes by rectangles and not rectangles. Trace and color the shapes on the sorting mat.

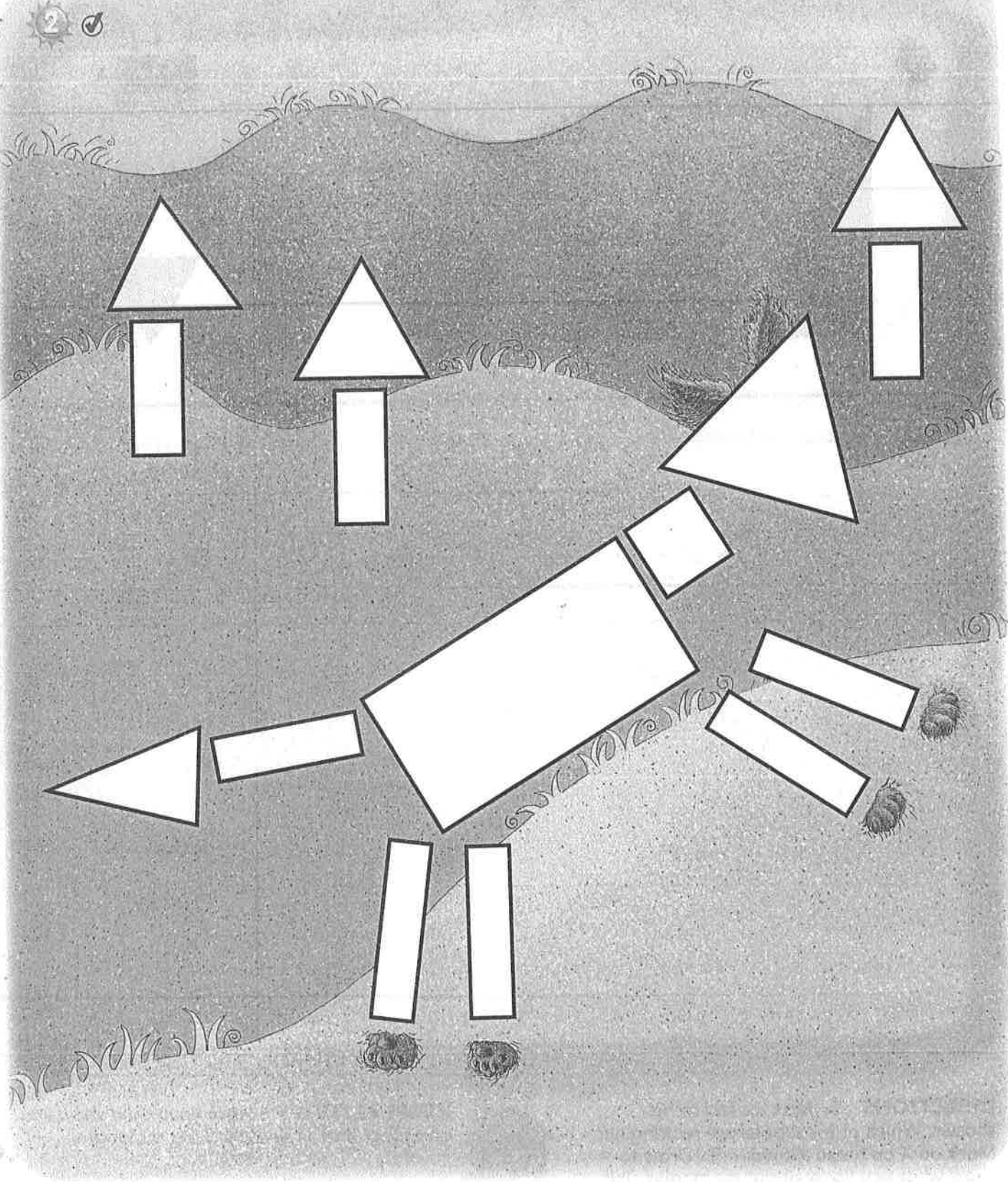
Share and Show

1



DIRECTIONS 1. Mark an X on all of the rectangles.

Name _____



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DIRECTIONS 2. Color the rectangles in the picture.

Name _____

Describe Rectangles

Essential Question How can you describe rectangles?

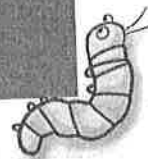
Common
Core

Geometry—K.G.B.4

MATHEMATICAL PRACTICES
MP2, MP7, MP8

Listen and Draw

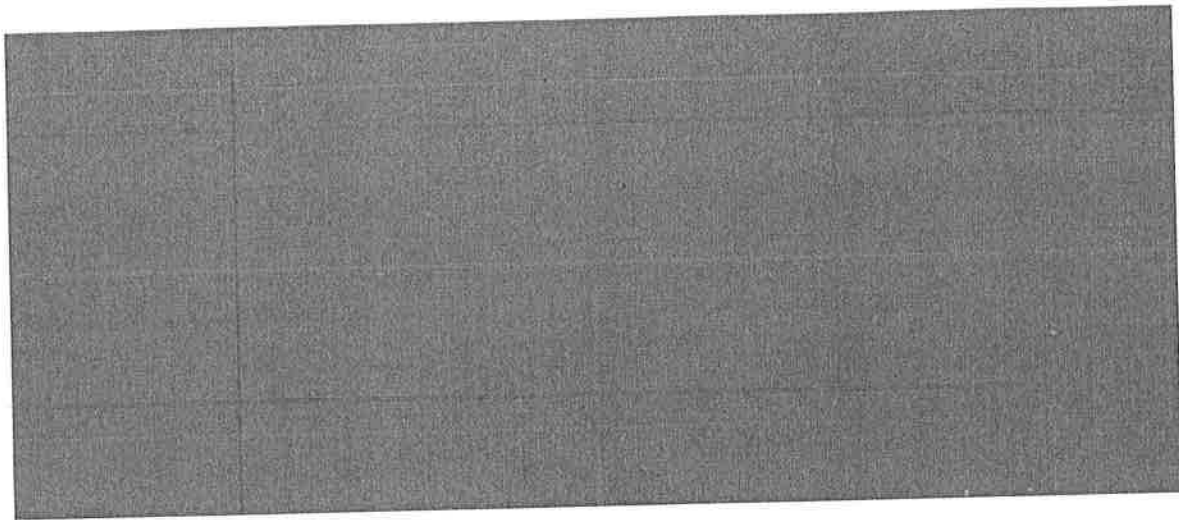
side



vertex

DIRECTIONS Use your finger to trace around the rectangle. Talk about the number of sides and the number of vertices. Draw an arrow pointing to another vertex. Trace around the sides.

Share and Show



rectangle



vertices



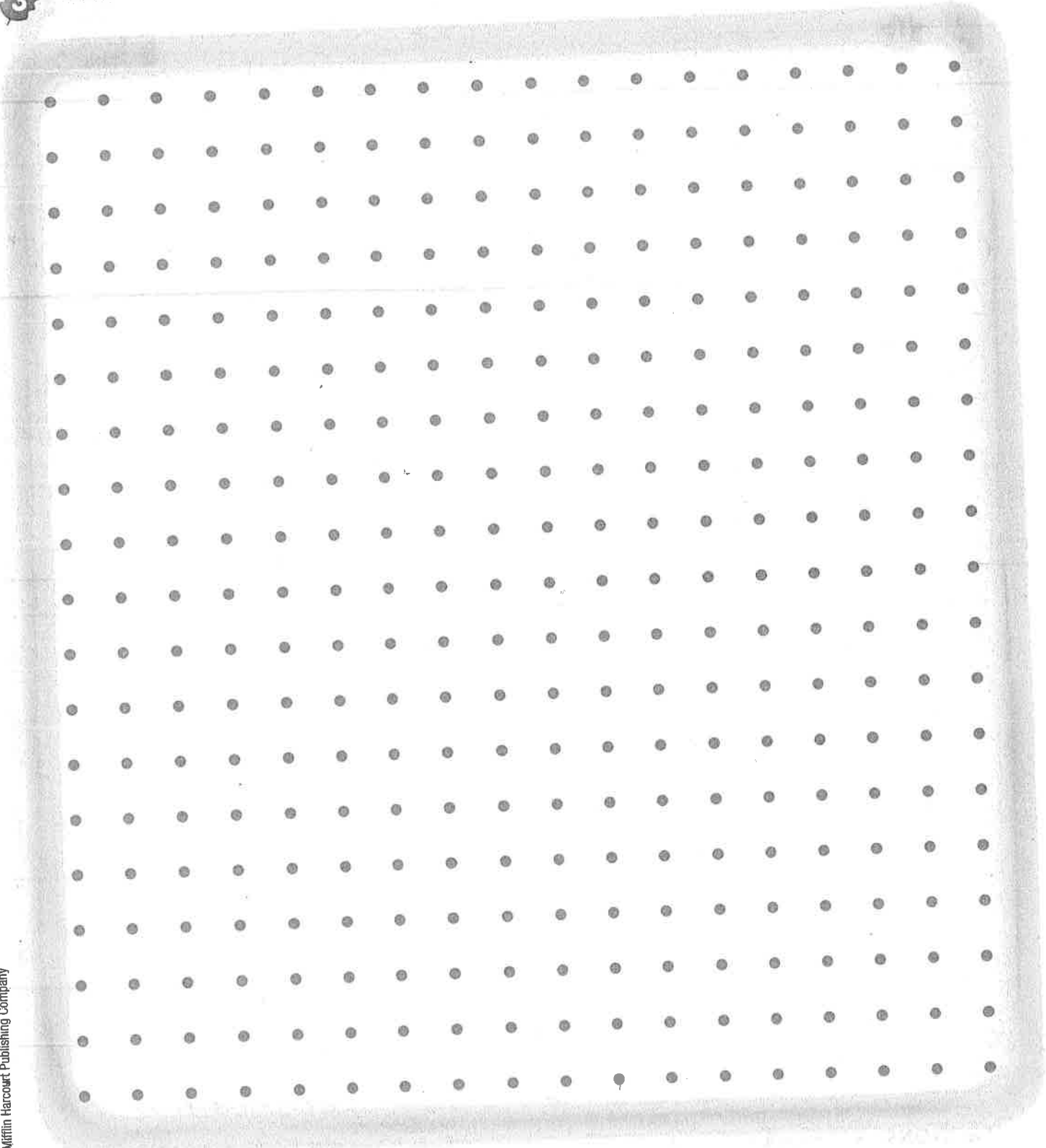
sides



DIRECTIONS 1. Place a counter on each corner, or vertex.
Write how many corners, or vertices. 2. Trace around the sides.
Write how many sides.

Name _____

3



DIRECTIONS 3. Draw and color a rectangle.

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Name _____

Identify and Name Hexagons

Essential Question How can you identify and name hexagons?

Common Core Geometry—K.G.A.2

MATHEMATICAL PRACTICES
MP5, MP6, MP7

Listen and Draw

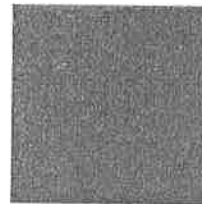
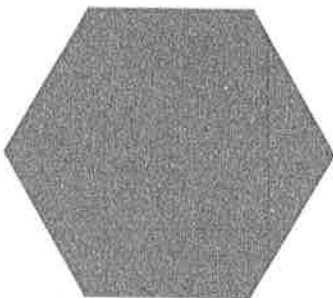
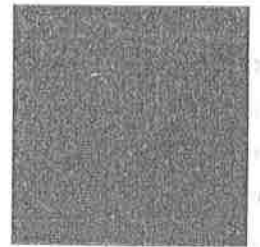
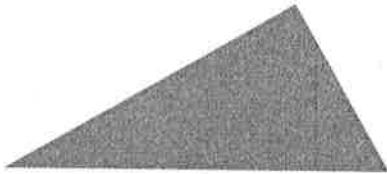
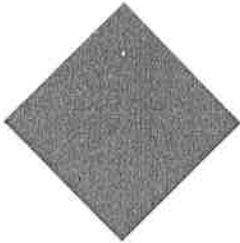
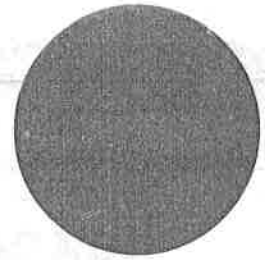
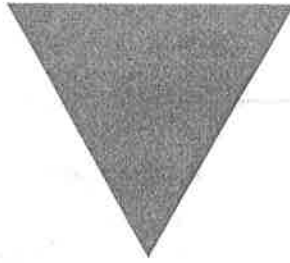


hexagons

not hexagons

DIRECTIONS Place two-dimensional shapes on the page. Identify and name the hexagons. Sort the shapes by hexagons and not hexagons. Trace and color the shapes on the sorting mat.

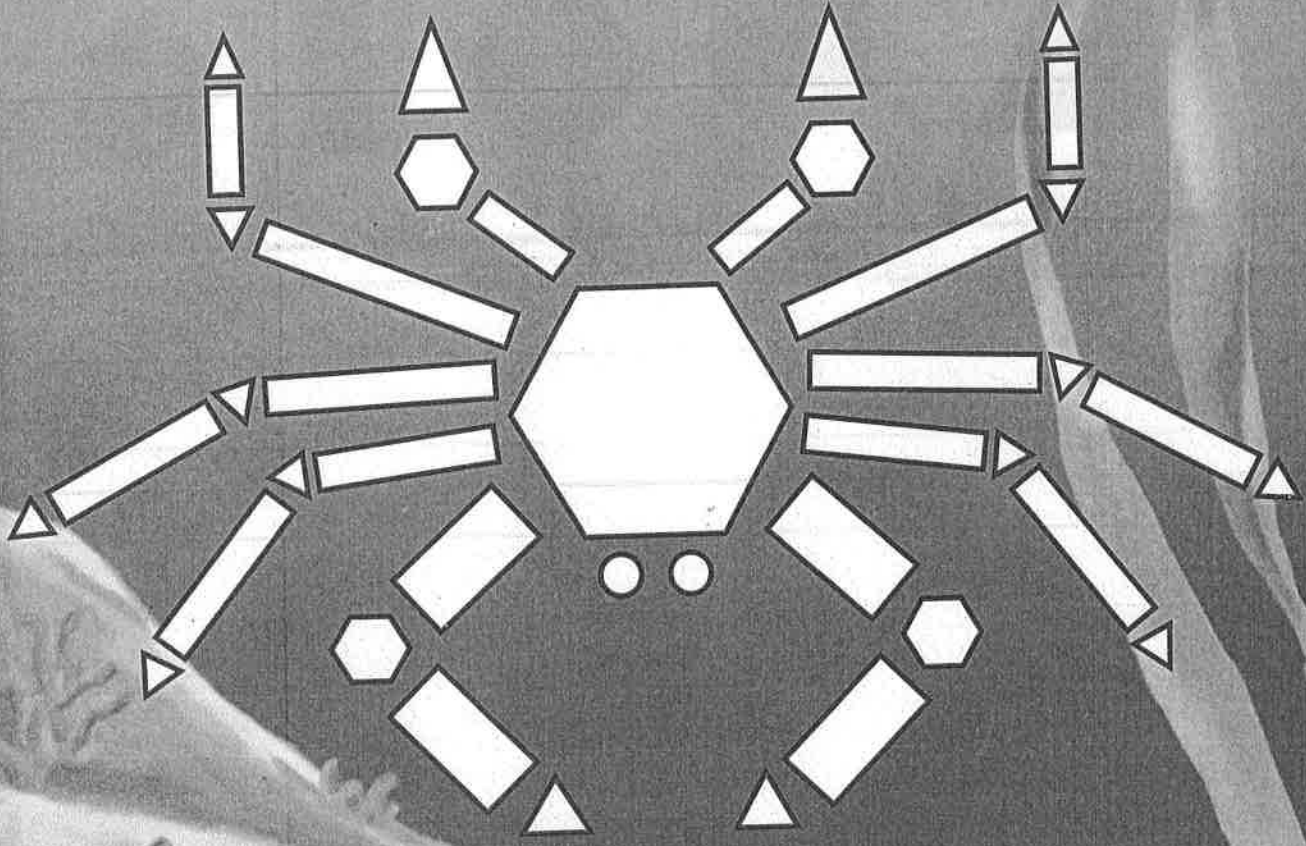
Share and Show



DIRECTIONS 1. Mark an X on all of the hexagons.

Name _____

2



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DIRECTIONS 2. Color the hexagons in the picture.

Name _____

Describe Hexagons

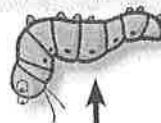
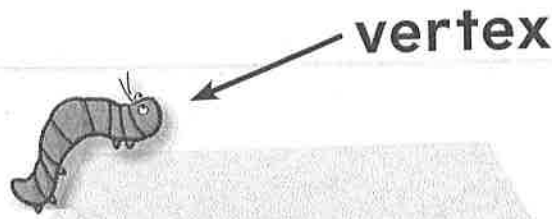
Essential Question How can you describe hexagons?



Geometry—K.G.B.4

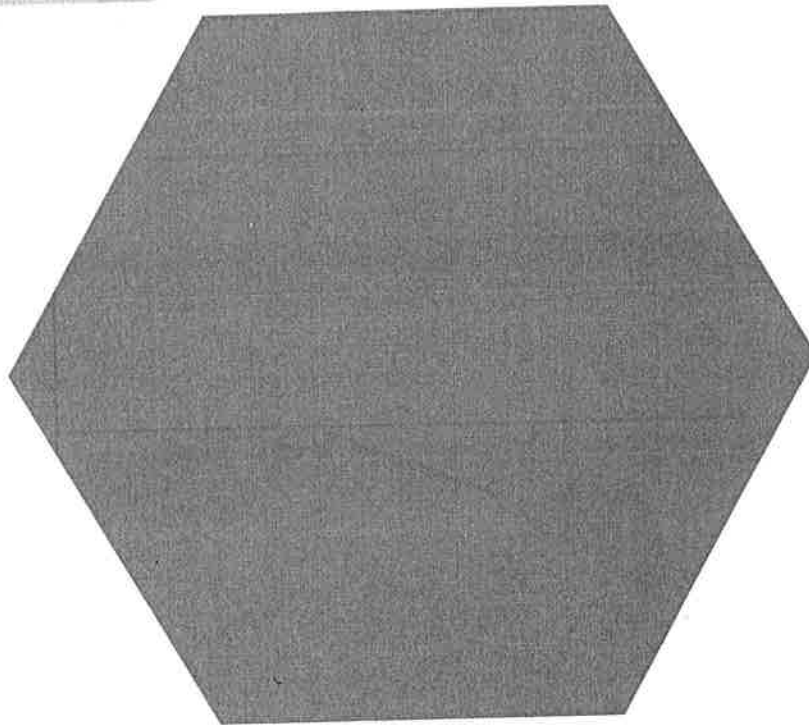
MATHEMATICAL PRACTICES
MP2, MP7, MP8

Listen and Draw



DIRECTIONS Use your finger to trace around the hexagon. Talk about the number of sides and the number of vertices. Draw an arrow pointing to another vertex. Trace around the sides.

Share and Show



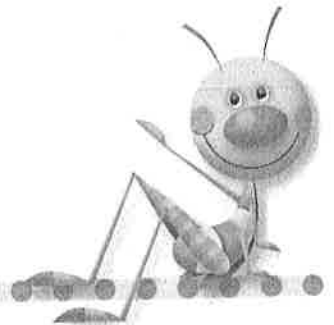
hexagon



vertices



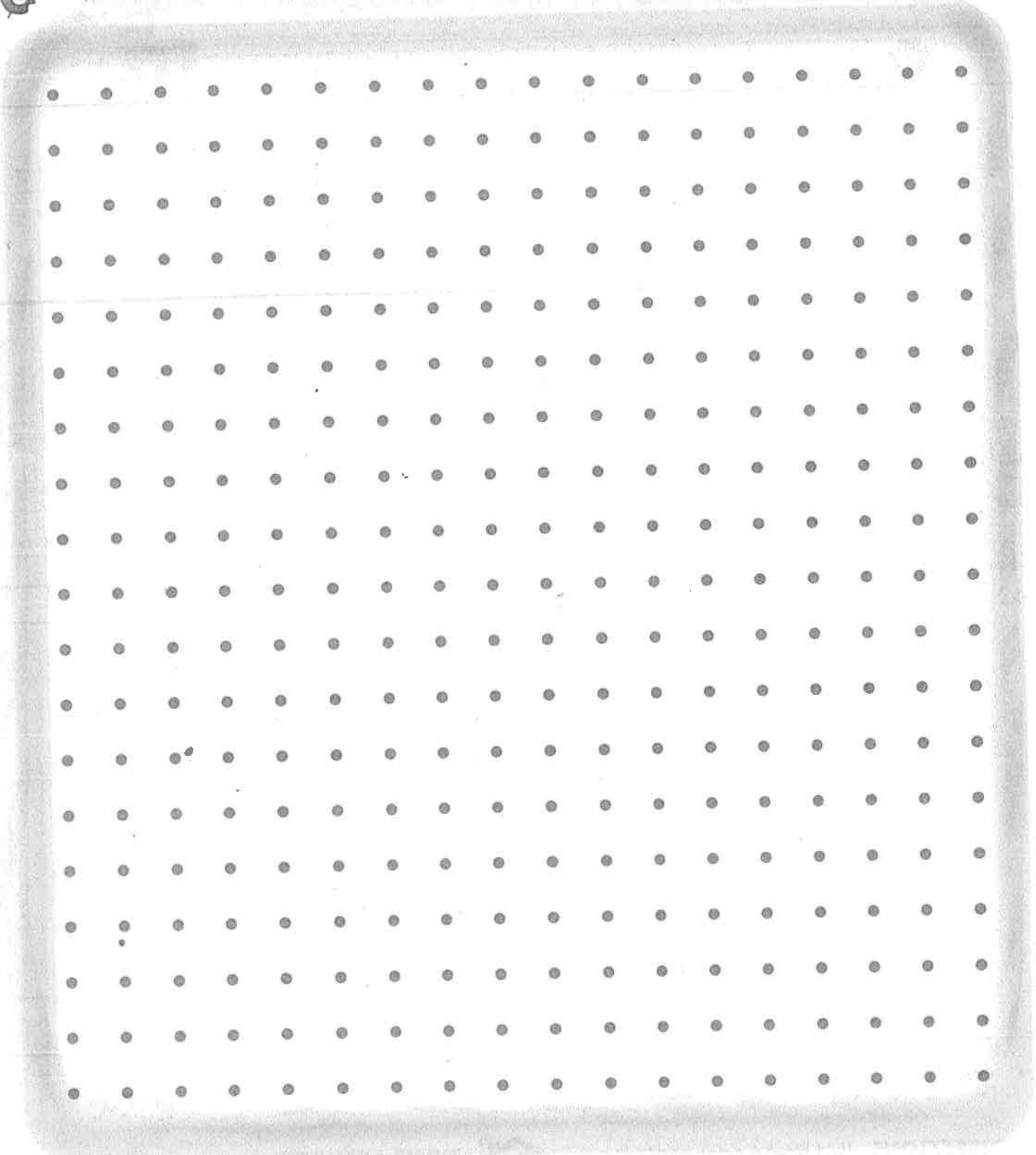
sides



DIRECTIONS 1. Place a counter on each corner, or vertex. Write how many corners, or vertices. 2. Trace around the sides. Write how many sides.

Name _____

3



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DIRECTIONS 3. Draw and color a hexagon.

Name _____

Algebra • Compare Two-Dimensional Shapes

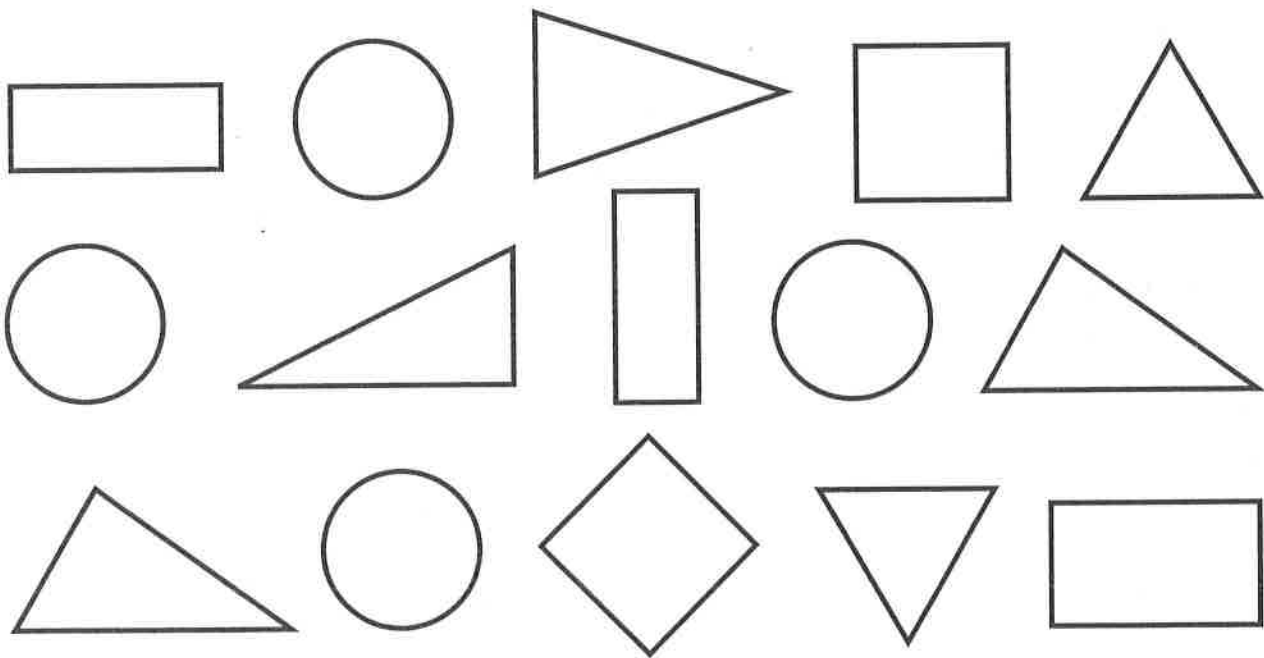
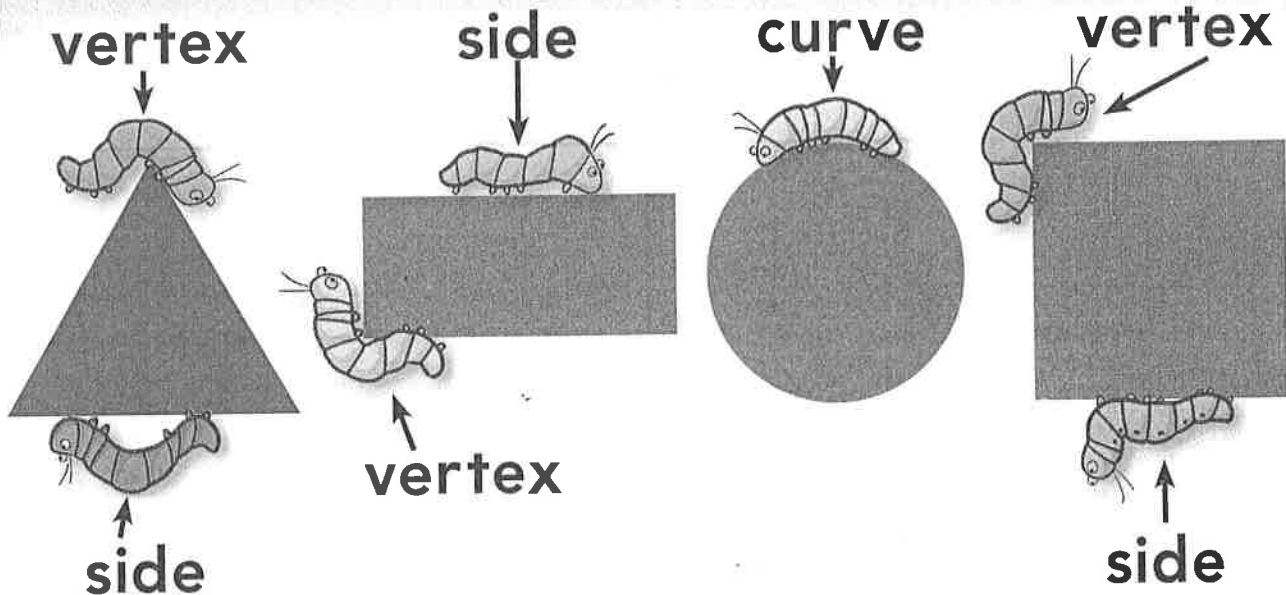
Essential Question How can you use the words *alike* and *different* to compare two-dimensional shapes?



Geometry—K.G.B.4

MATHEMATICAL PRACTICES
MP5, MP7, MP8

Listen and Draw



DIRECTIONS Look at the worms and the shapes. Use the words *alike* and *different* to compare the shapes. Use green to color the shapes with four vertices and four sides. Use blue to color the shapes with curves. Use red to color the shapes with three vertices and three sides.

Name _____

Problem Solving • Draw to Join Shapes

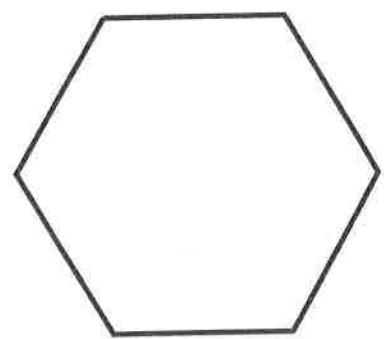
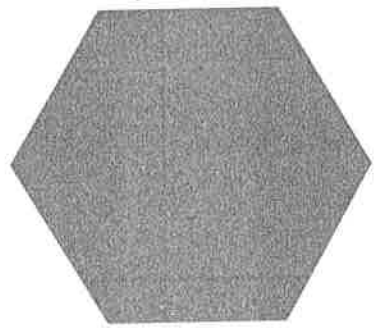
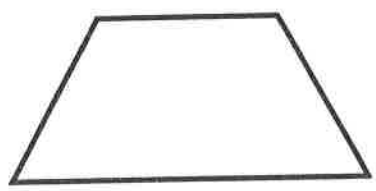
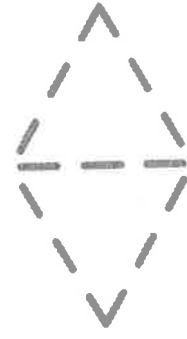
Essential Question How can you solve problems using the strategy *draw a picture*?

Common Core

Geometry—K.G.B.6

MATHEMATICAL PRACTICES
MP5, MP7, MP8

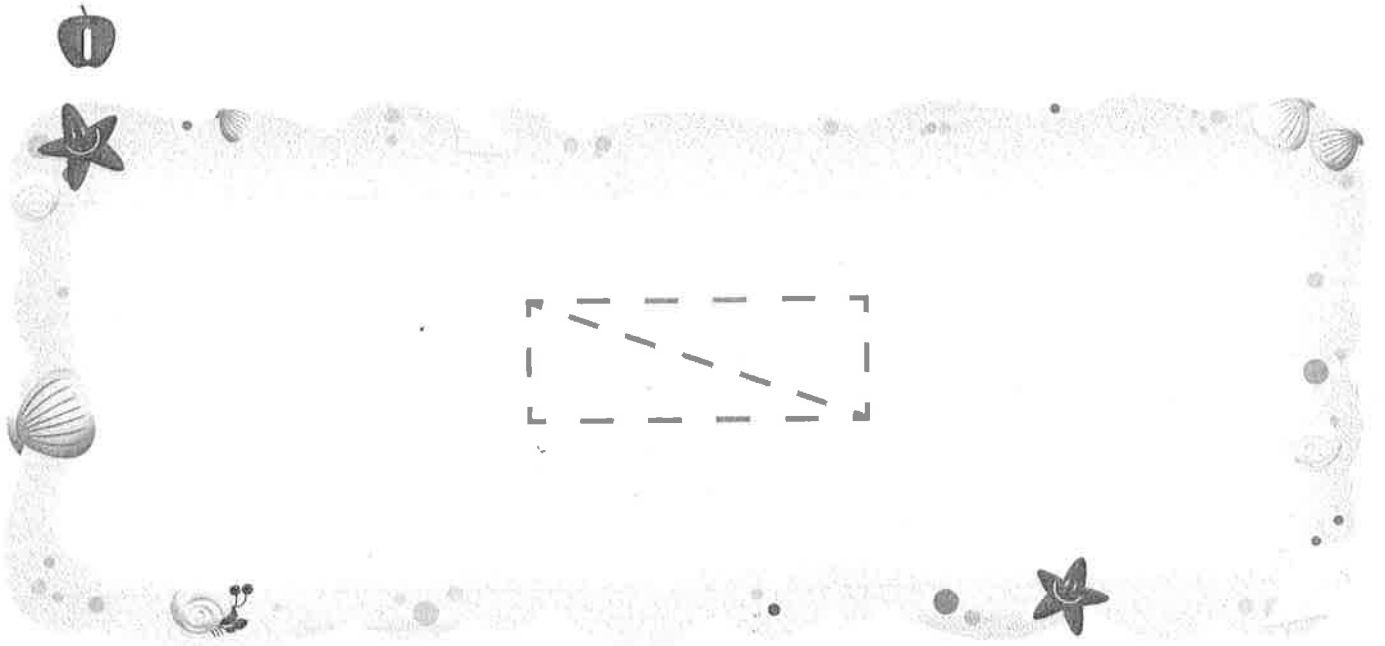
 **Unlock the Problem**



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DIRECTIONS How can you join triangles to make the shapes? Draw and color the triangles.

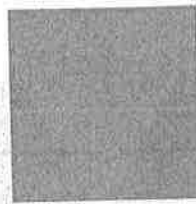
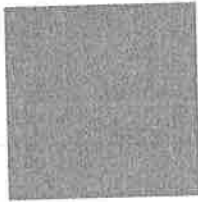
Try Another Problem



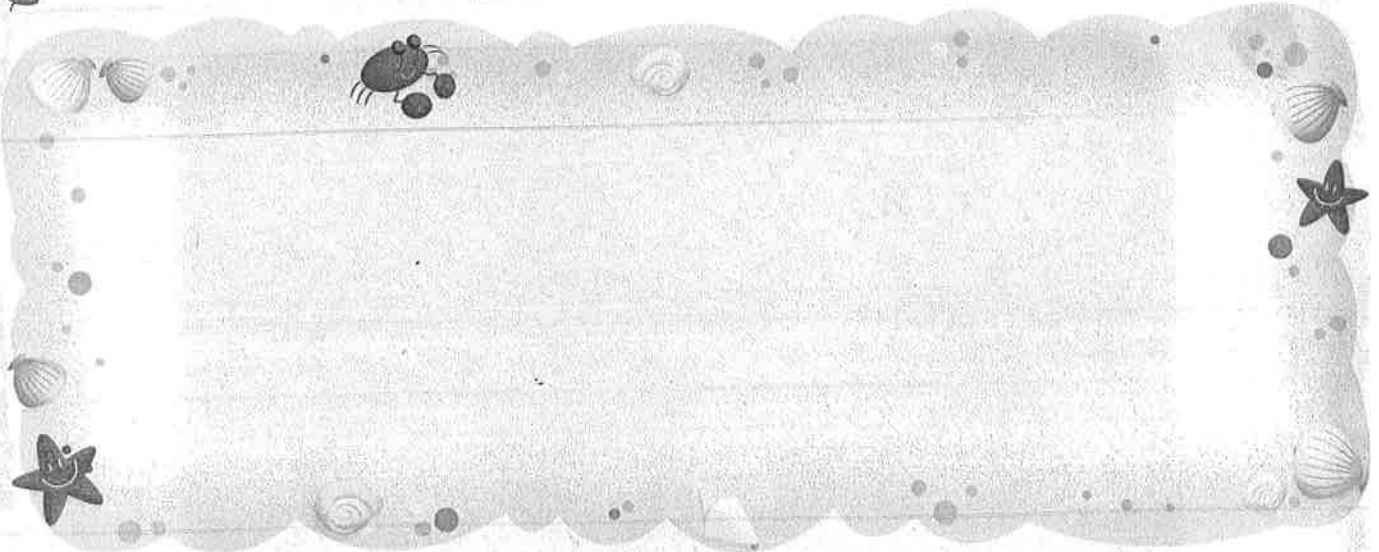
DIRECTIONS 1. How can you join the two triangles to make a rectangle? Trace around the triangles to draw the rectangle. 2. How can you join the two triangles to make a larger triangle? Use the triangle shapes to draw a larger triangle.

Name _____

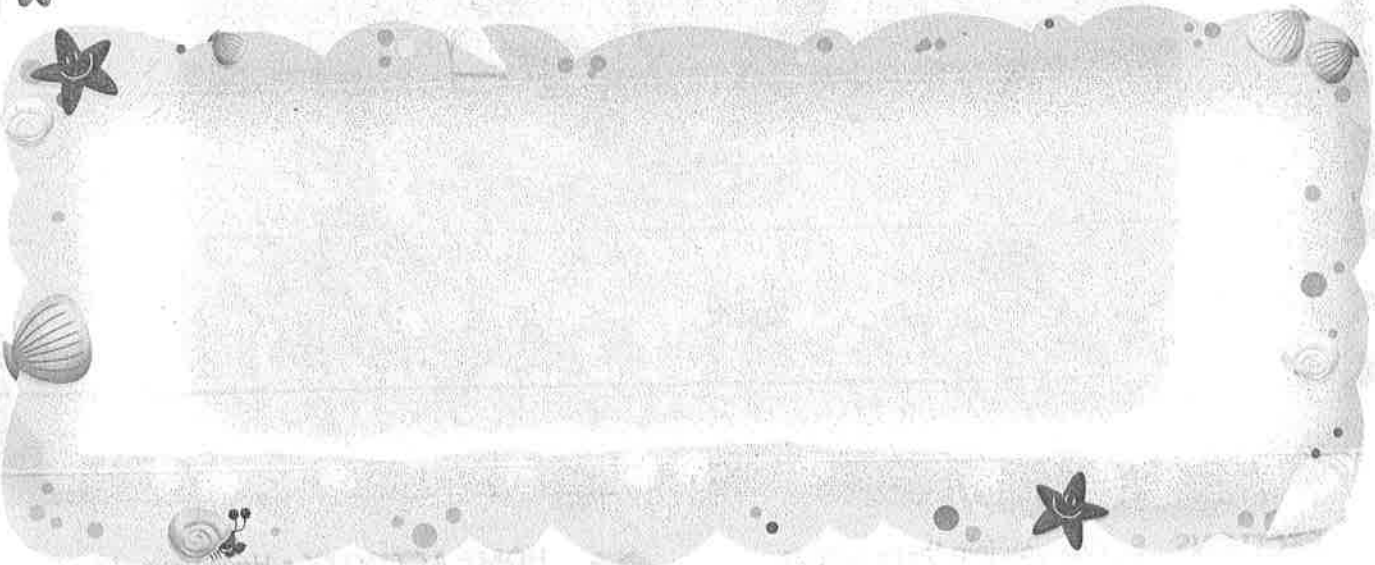
Share and Show



3



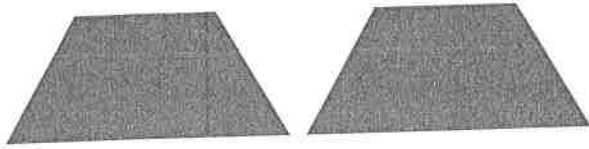
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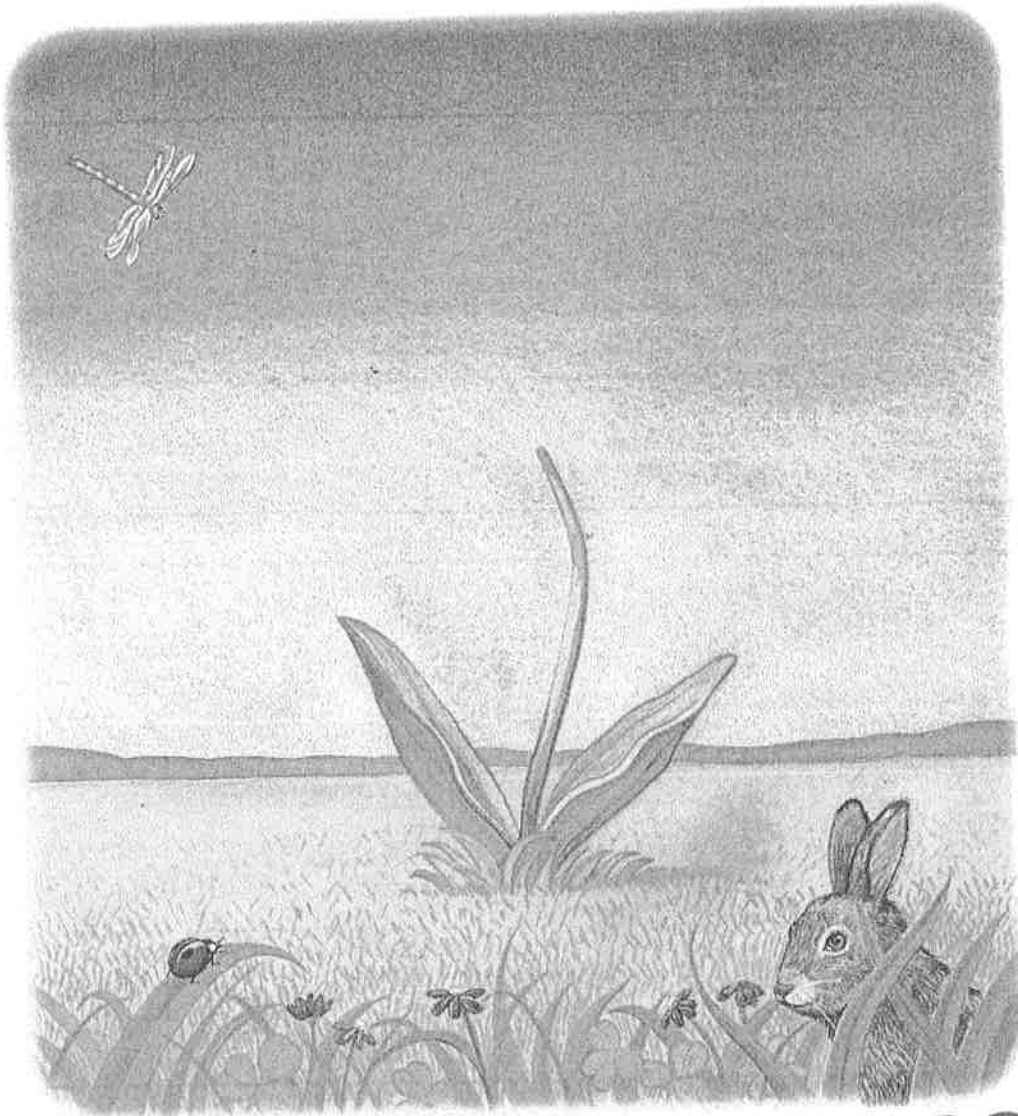
DIRECTIONS 3. How can you join some of the squares to make a larger square? Use the square shapes to draw a larger square. 4. How can you join some or all of the squares to make a rectangle? Use the square shapes to draw a rectangle.

On Your Own

5

WRITE
Math

6



DIRECTIONS 5. Can you join these shapes to make a hexagon? Use the shapes to draw a hexagon. 6. Which shapes could you join to make a larger shape that looks like a flower? Draw and color to show the shapes you used.



HOME ACTIVITY • Have your child join shapes to form a larger shape, and then tell you about the shape.

Unit 8 Week 2: My USA

ORAL LANGUAGE

USA

Essential Question

What do you know about your country?

Oral Vocabulary Words

country, travel, purpose, careful, connect

Category words: Ordinal Words

WORD WORK

Phonics: y /y/, z /z/

Handwriting: Yy, Zz

High-Frequency
Words:
this, what

WRITING

Trait: Sentence Fluency

Use Long and Short Sentences

Write a Travel Poster

GRAMMAR

Sentences with Prepositions

COMPREHENSION

Genre
Informational Text



Strategy
Reread

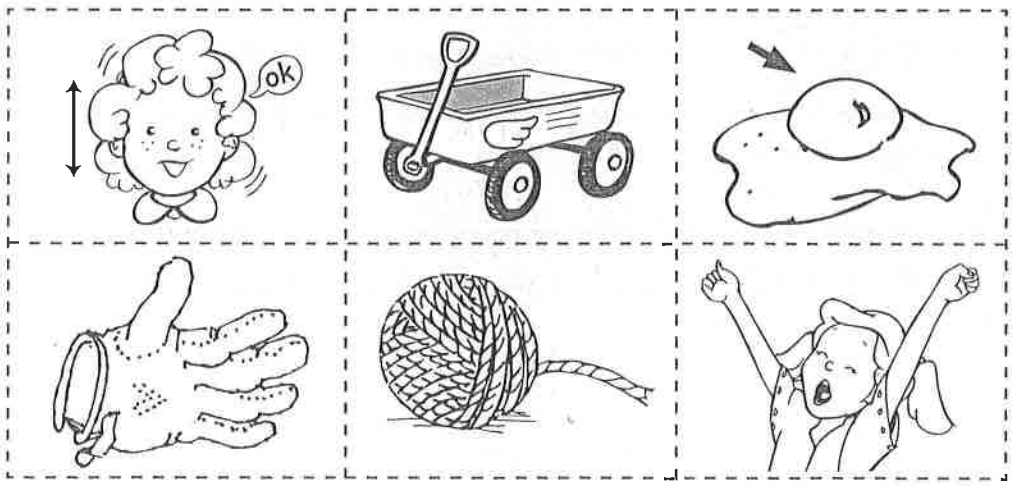
Skill
Main Topic and Key Details

Name _____

Cut and Sort

Glue the pictures that begin with **y** under the yo-yo.
Glue the other pictures under ☹️.

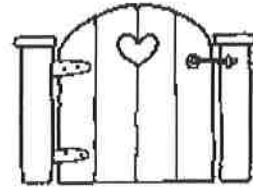
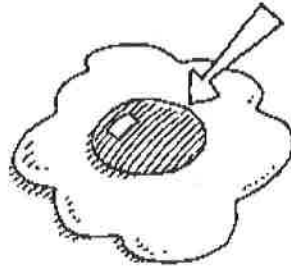
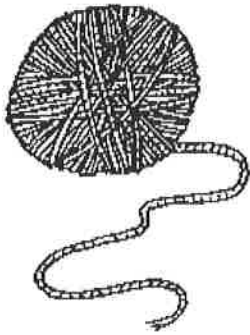
yo-yo			
glue	glue	glue	
glue	glue	glue	



Listening for initial y



Name _____



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Grade K
Unit 8
Week 2

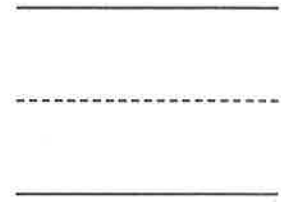
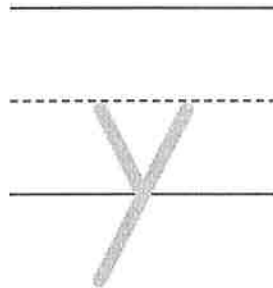
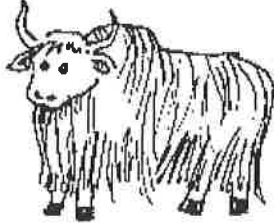
Phonemic Awareness: /y/ Point to and say *yarn* emphasizing /y/. Have children point to *yarn* and repeat. Have children place a marker on the picture. Ask children to tell a partner which pictures begin with /y/ and to place a marker on them. Then have them listen to the **Sound Pronunciation Audio**.



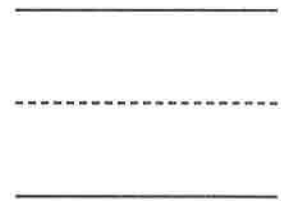
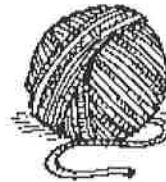
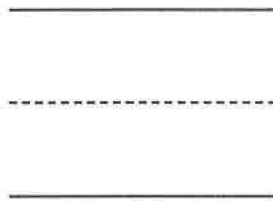
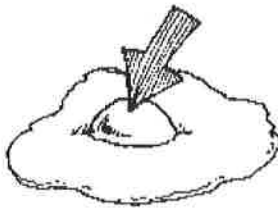
Name _____



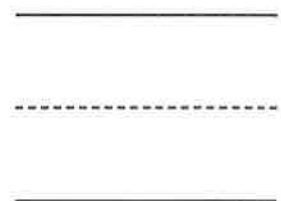
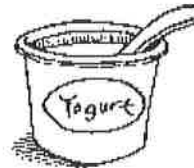
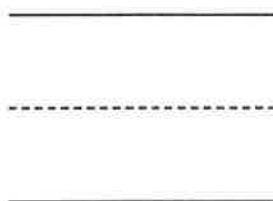
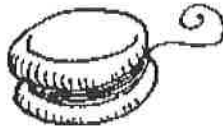
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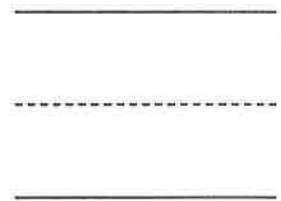
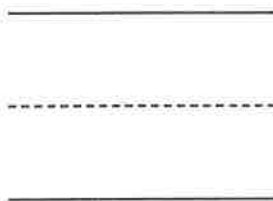
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3.



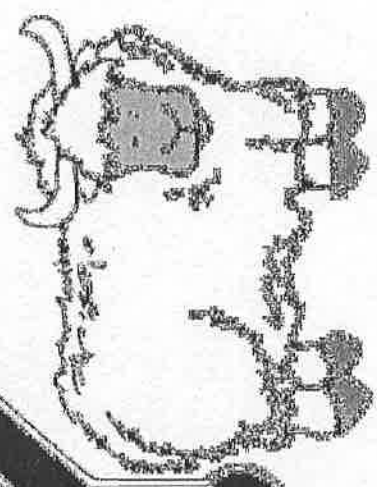
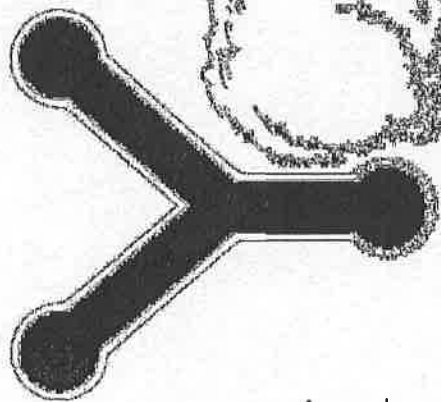
4.



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Phonics: /y/y Point to and say *yak* emphasizing /y/. Have children repeat. Tell them to write *y* next to the *yak*. Have children write *y* next to each picture whose name begins with /y/. Then ask them to tell the picture names beginning with *y* to a partner. Display **Word-Building Card y** and use **Photo Cards** beginning with letter *y* to reinforce /y/y.

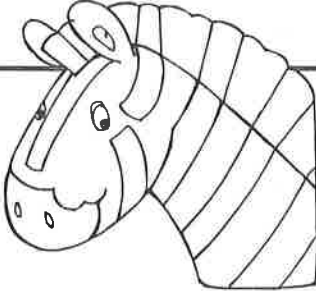

Name _____




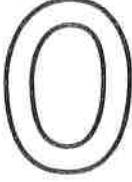
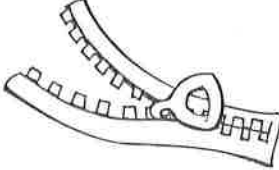



Name _____

Cut and Sort

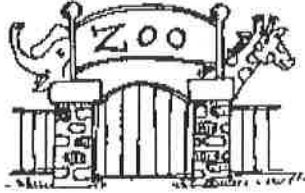
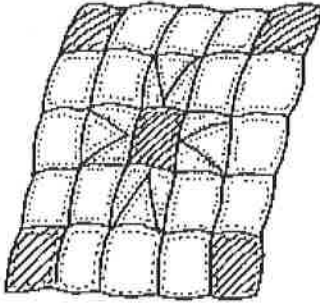

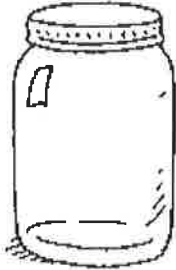
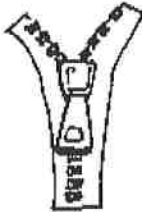

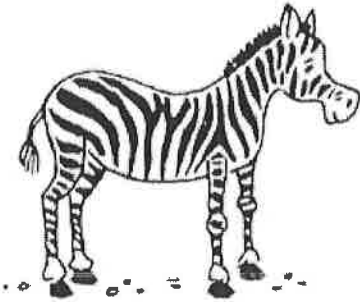

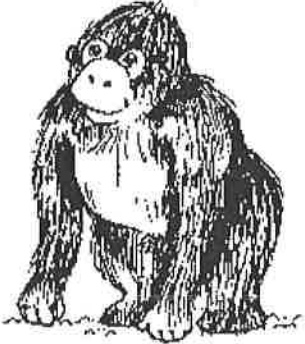
Glue the pictures that begin with **z** under the zebra.
Glue the other pictures under ☹️.

zebra 		
glue	glue	glue
glue	glue	glue

Listening for initial z

Name _____

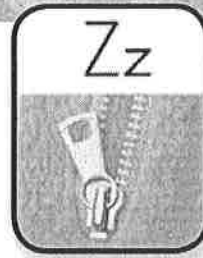
		
		
		

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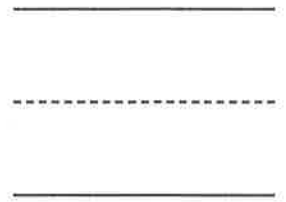
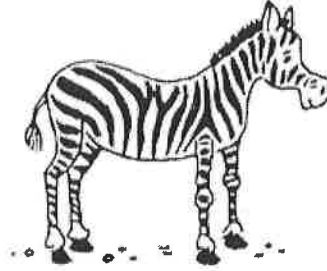
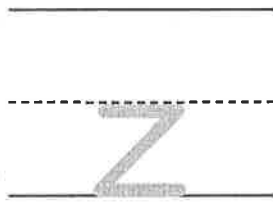
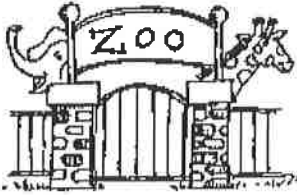
Phonemic Awareness: /z/ Point to and say *zoo* emphasizing /z/. Have children point to *zoo* and repeat. Ask them to place a marker on the picture. Have children tell a partner which pictures begin with /z/ and to place a marker on them. Then have them listen to the **Sound Pronunciation Audio**.

Grade K
Unit 8
Week 2

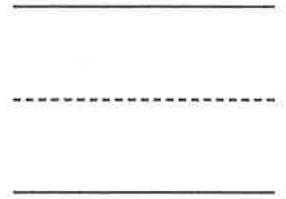
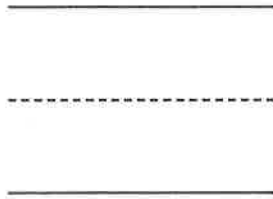
Name _____



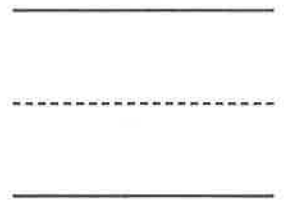
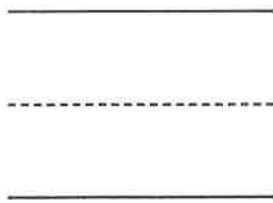
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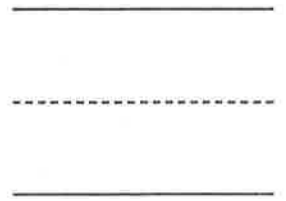
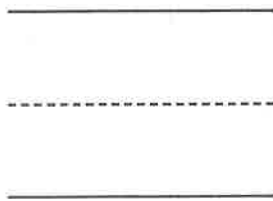
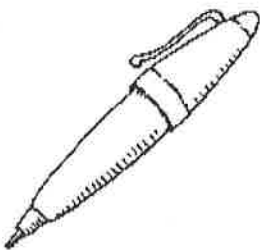
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3.

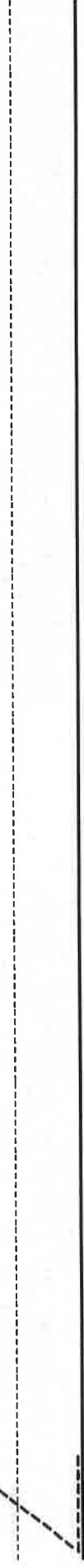
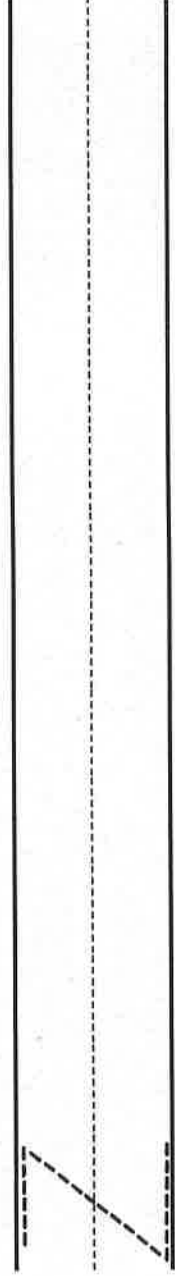


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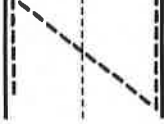
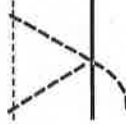
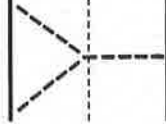
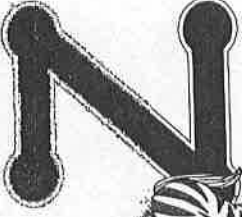
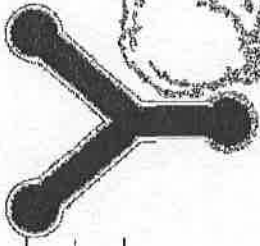


Phonics: /z/z Point to and say *zoo* emphasizing /z/. Have children repeat. Guide them to write *z* next to the *zoo*. Have children write *z* next to each picture whose name begins with /z/. Then ask them to tell the picture names beginning with *z* to a partner. Display **Word-Building Card z** and use **Photo Cards** beginning with letter *z* to reinforce /z/z.

Name _____



Name _____



Unit Eight: High Frequency Words

here

me

this

what



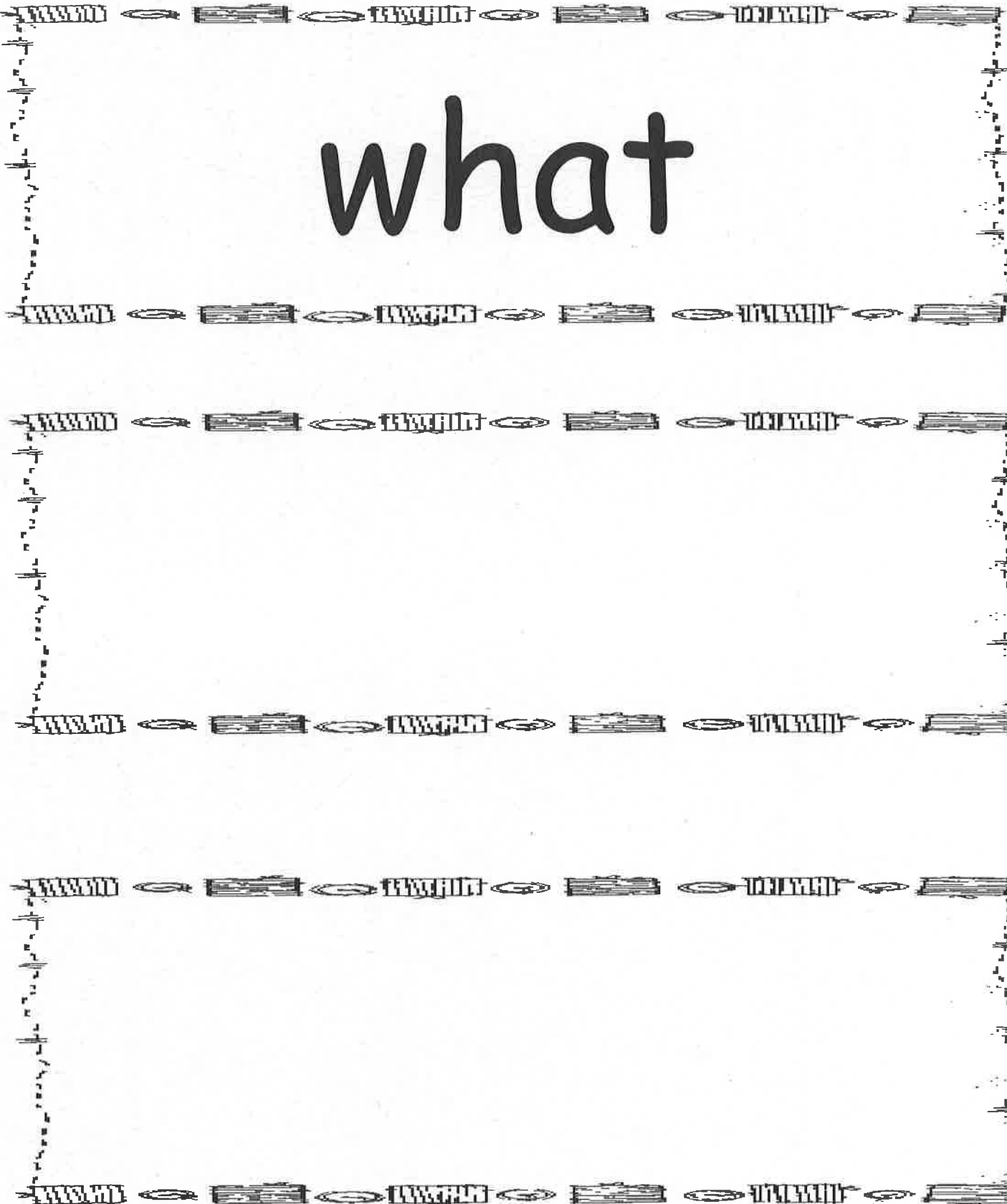
here



me



this

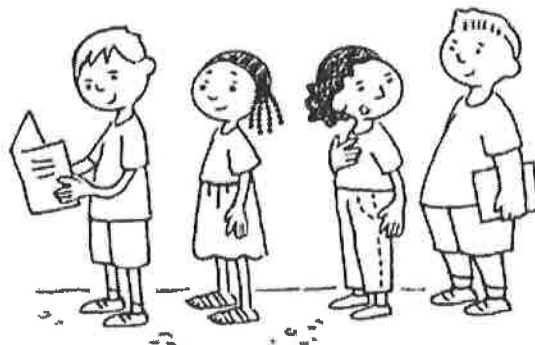
A decorative border surrounds the page, consisting of a repeating pattern of school supplies: a pencil, an eraser, a ruler, a pencil sharpener, a pencil, an eraser, a ruler, a pencil sharpener, a pencil, an eraser, a ruler, and a pencil sharpener. The border is composed of four horizontal lines and two vertical lines, all connected at the corners.

what

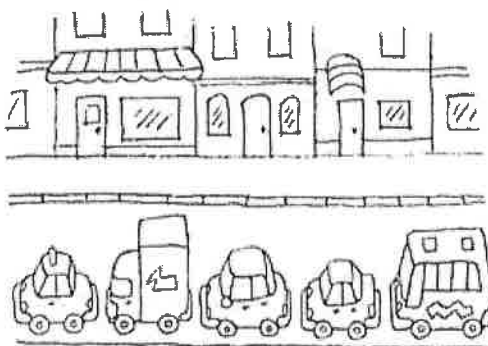


Name _____

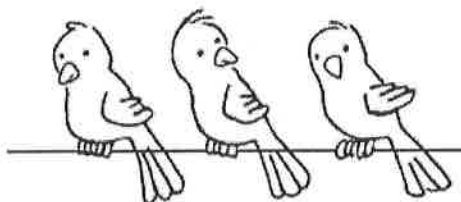
1.



2.



3.



Category Words: Ordinal Numbers Review ordinal numbers. Point to and elicit descriptions of each picture.

1. Put a marker on the child in the second location.
2. Put a marker on the vehicle in the fifth location.
3. Put a marker on the bird in the first location.

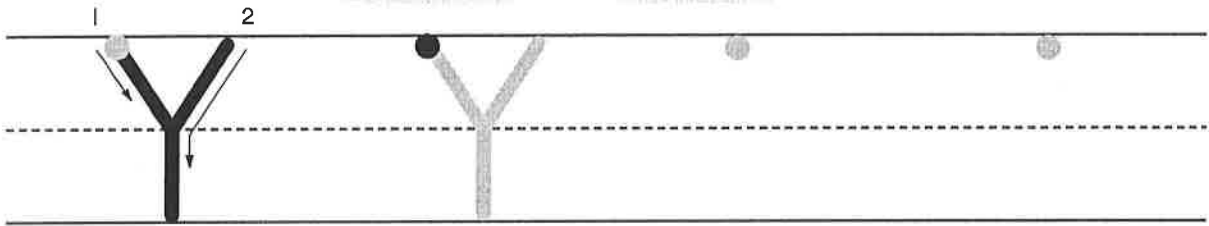
Have children tell a partner about why they circled each picture, using ordinal numbers.



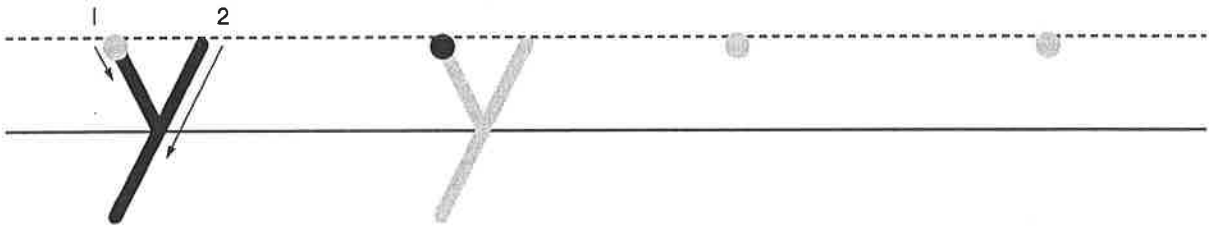
Name _____



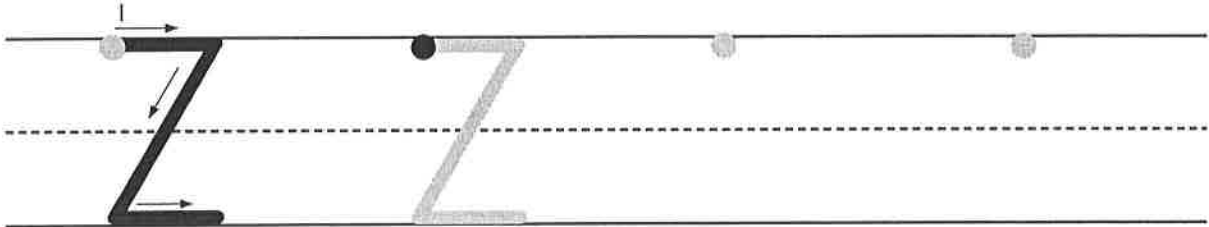
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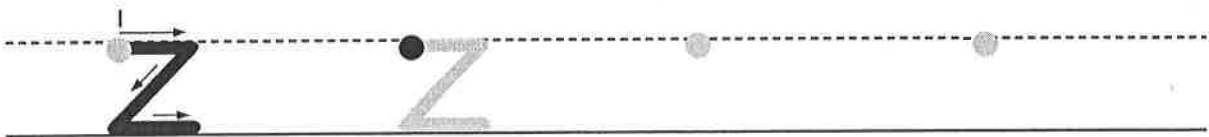
2.



3.

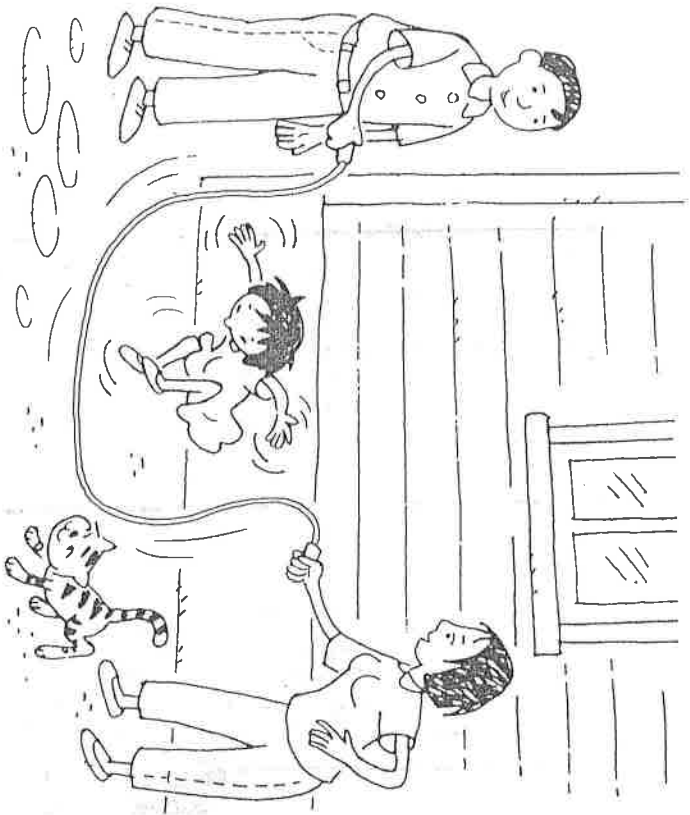


4.



Handwriting: Yy, Zz Point to and say the letter name identifying both the capital and lowercase form. Have children trace and write capital and lowercase Yy. Then have them say the name of the letter to a partner. Repeat routine with Zz.

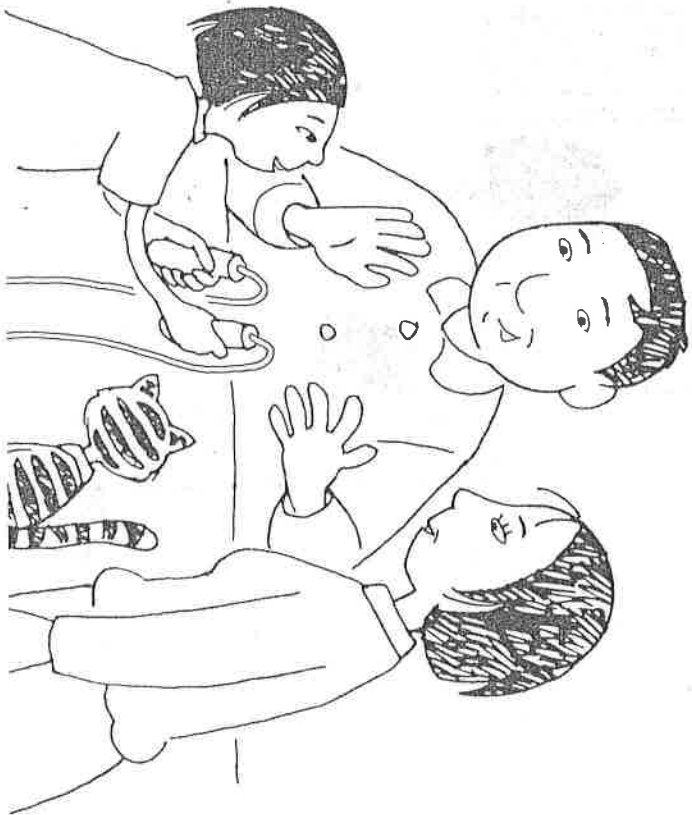
Name _____



“We can do this!”

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What can You Do?



“This is for you.”

“What can you do?”

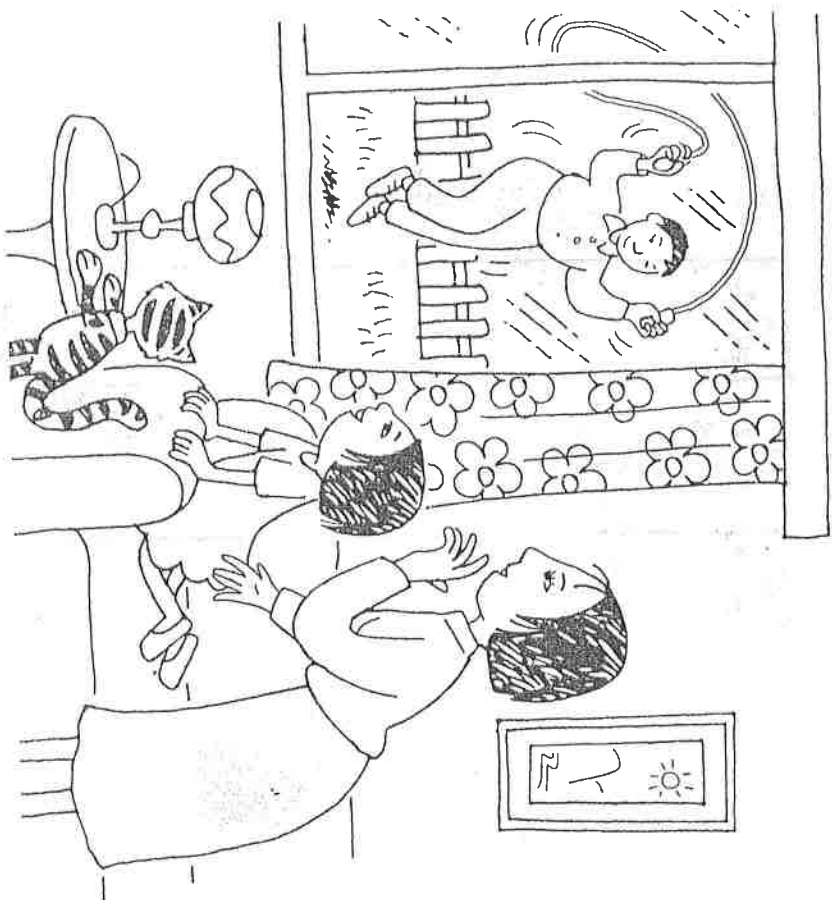
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High Frequency Words: *this, what*
Read the book aloud to a partner. Reread for fluency.

4

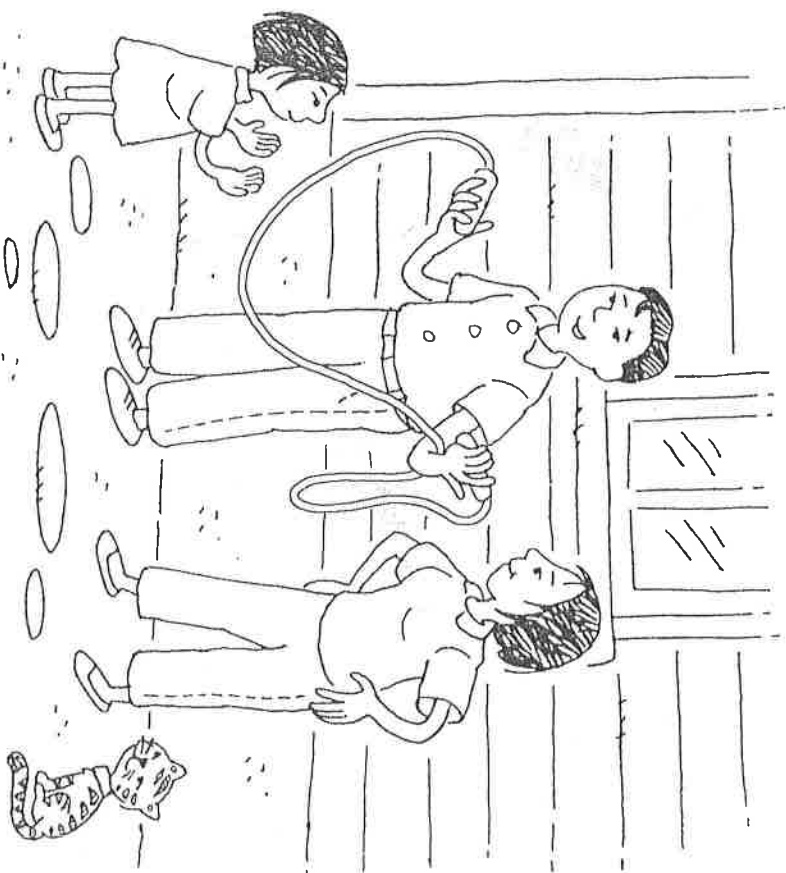
Unit 8: From Here to There • Week 2

1



“I can do this,” said Dad.

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“What can we do?”

#7 Reading for Fluency

Yes, Zack Can Go!

Unit 8 Week 2: y, z

Sound Fluency list

y	e	z	ck
a	z	u	i

Word Fluency list

yes

yuck

yet

Zack

zig-zag

zip

Phrases and Sentences Fluency list

on the bus

The van bus

What can Zack

can fix it

bus go yet

Yes, Zack can

can go quick

can zig-zag

Zack can run

Yuck! Dot can get Max.

Can Zack get on this bus?

Yes, Zack Can Go!

Can Zack get in it?

5

Yes, Zack can.

8

Zack is on the bus.

13

The van bus is in mud.

19

Yuck! It can not go.

24

What can Zack do?

28

Yuck! Dot can get Max.

33

Max can fix it.

37

Can the bus go yet?

42

Can Zack get on the bus?

48

Yes, Zack can get on it.

54

It can go quick.

58

Zack can zip.

61

Zack can zig-zag.

64

Zack can run for fun!

69

#7 Reading for Fluency

Rex, Kim, and Zig

Unit 8 Week 2: y, z

Sound Fluency list

y	ck	z	i
m	u	e	s

Word Fluency list

yes

yuck

yum

Rex

zip

Zig

Phrases and Sentences Fluency list

Yuck! This mud

let Rex wet

Rex can fix

do this job

get it to zip

zip in the cab

Kim can get us

Can Zig do this

Yes, Zig can

Yes, let us get in the cab.

Yes, Zig can mix it.

Rex, Kim, and Zig

Yuck! This mud is red.	5
What can we do?	9
Can Rex do the job?	14
Yes, let Rex wet it.	19
Let Rex rub it.	23
Rex can fix it for us.	29
Can Kim do this job?	34
Yes, let us get in the cab.	41
Kim can get it to zip.	47
Kim can zip in the cab.	53
Kim can get us here.	58
Can Zig do this job?	63
Yes, Zig can mix it.	68
Yum, yum!	70