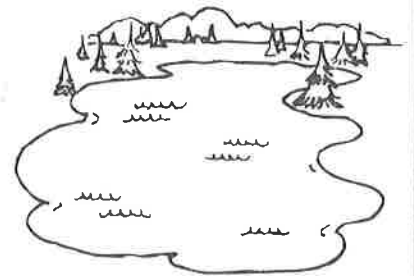
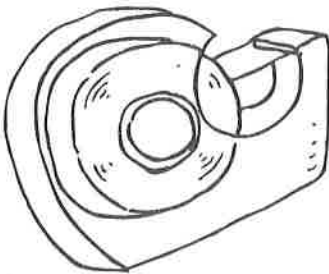
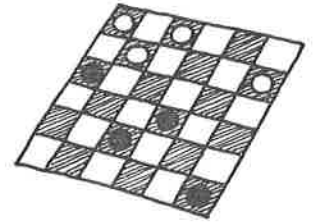
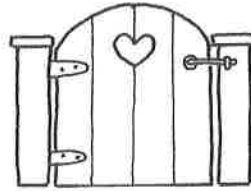
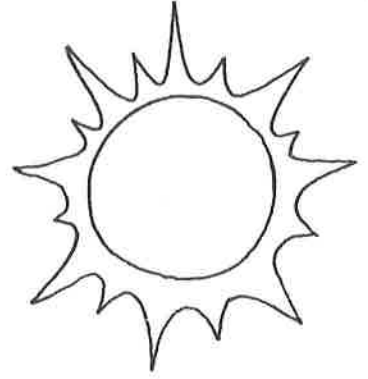
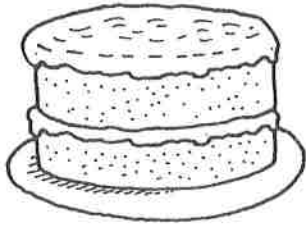




Name _____

PDF



Phonemic Awareness: /ā/

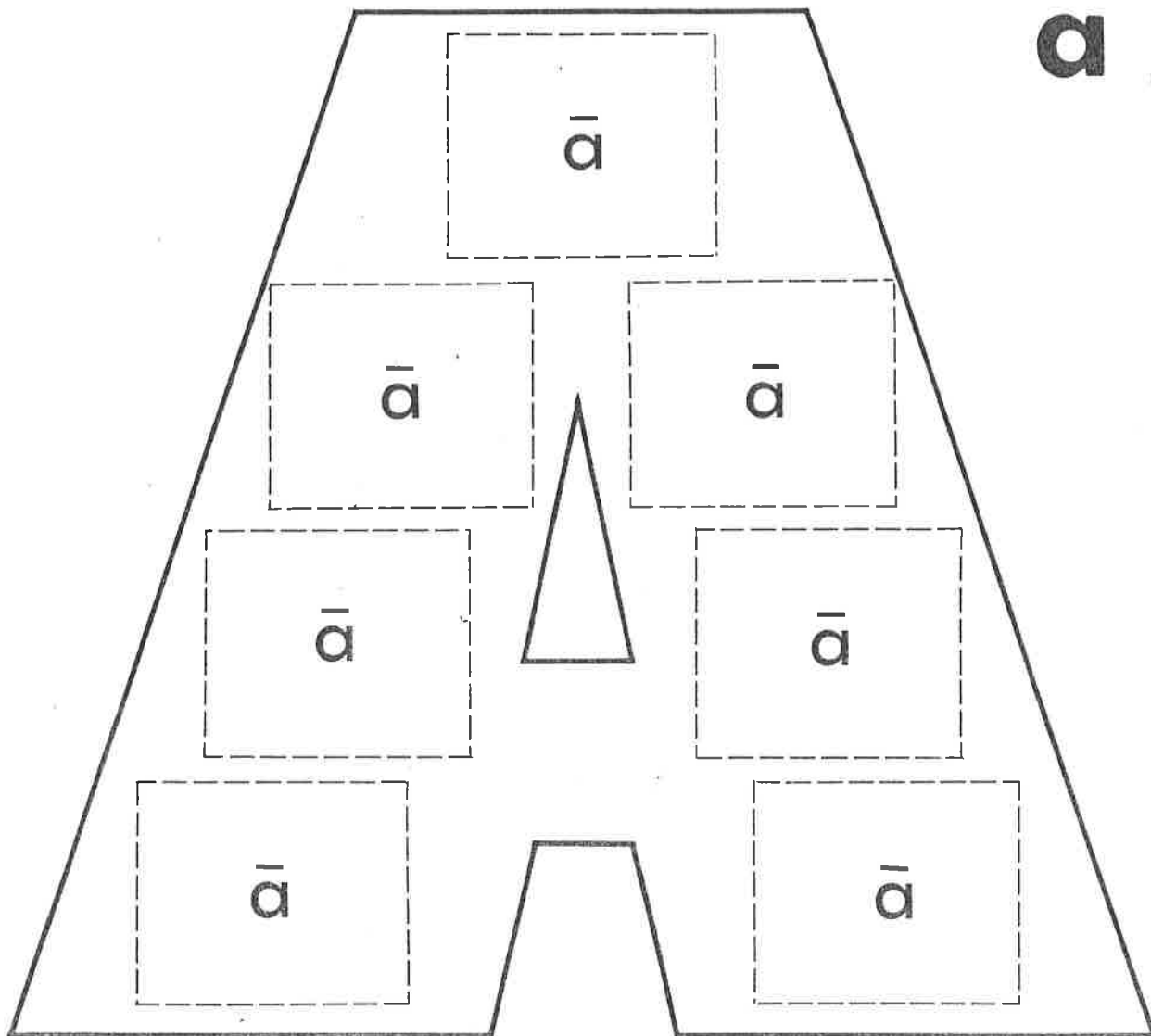
Say the name of each picture. Put a marker on each picture if its name has the /ā/ sound.

Say the — sound of a.

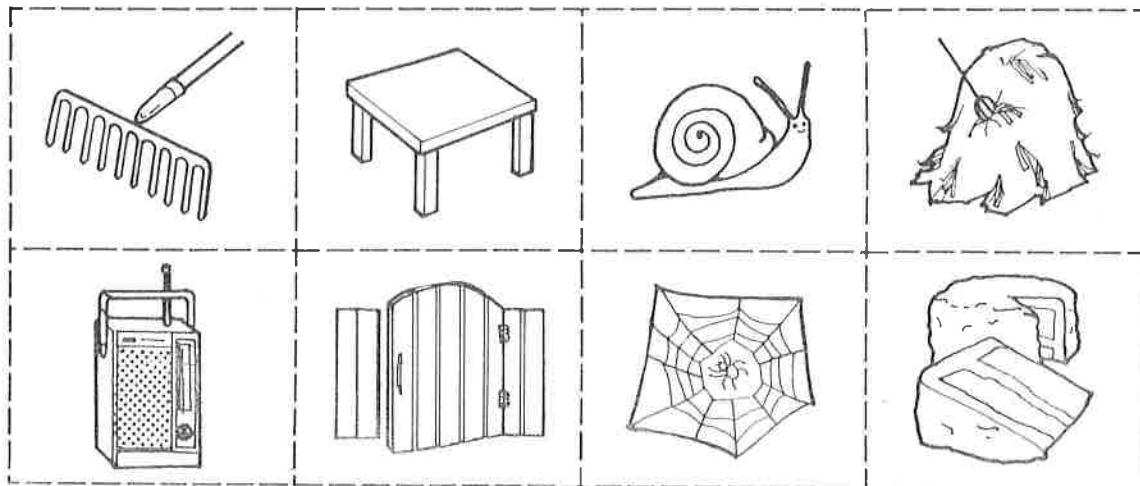
Name _____

_____ is learning to hear the long sound of a.

aī



Name the pictures. Cut and paste on the capital A, those that have the — sound of a.



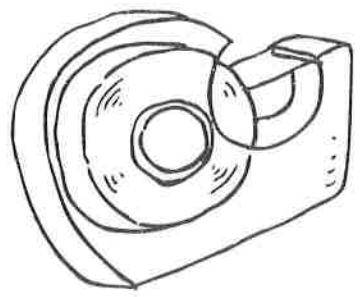
Name _____



a ai ay
a_e ea ei

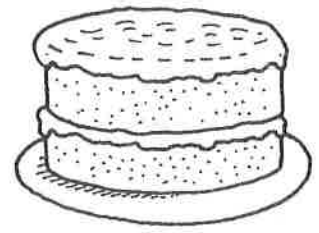


1.



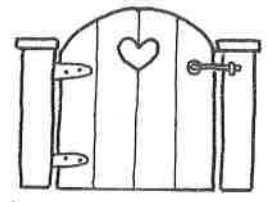
t a p e

2.



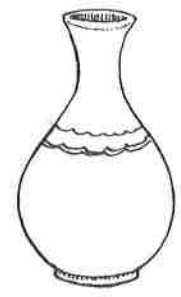
c k

3.



g t

4.



v s

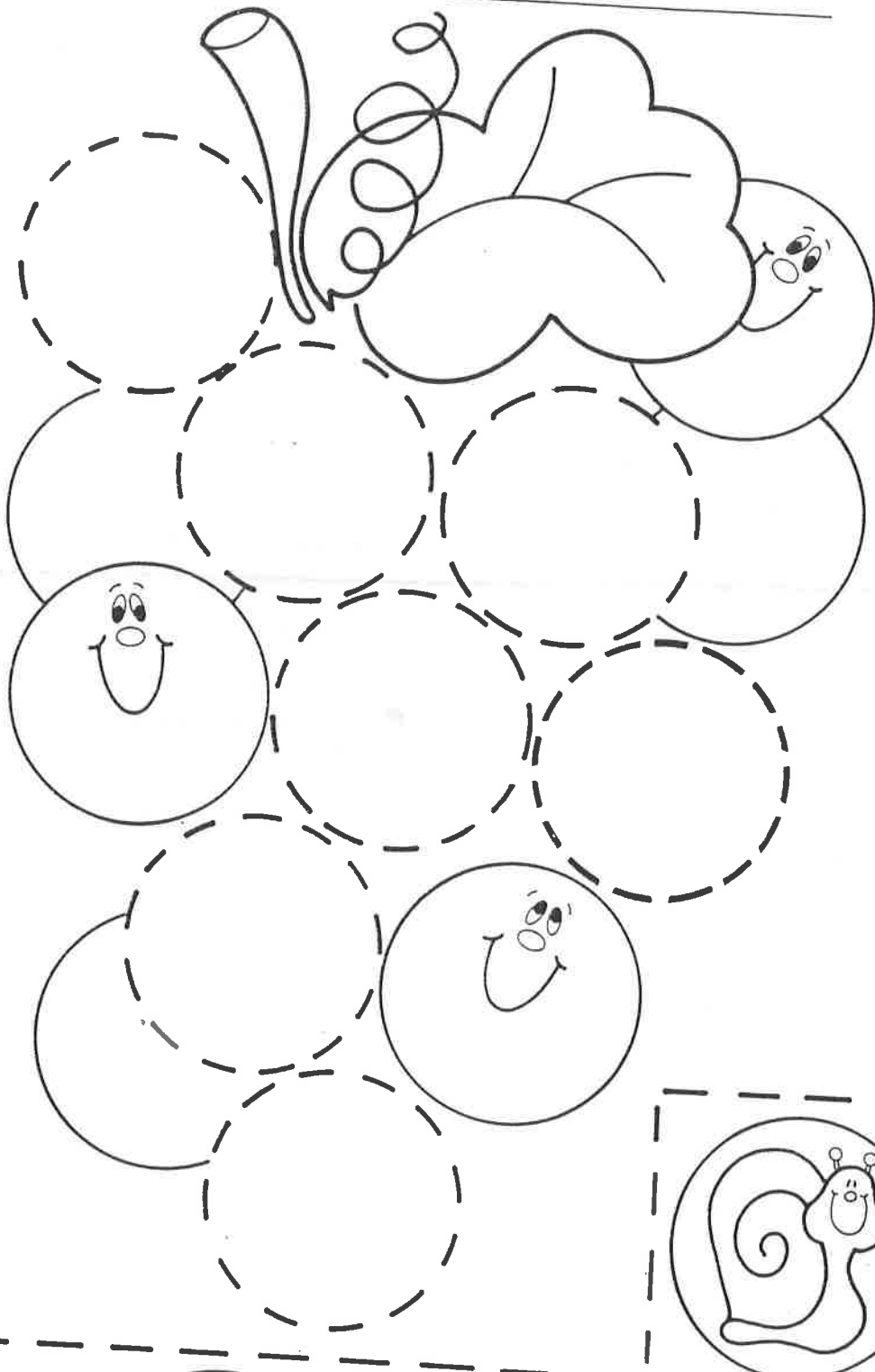
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Phonics: /ā/a_e

Say each picture name. Then write the letters that stand for long a in each picture name.

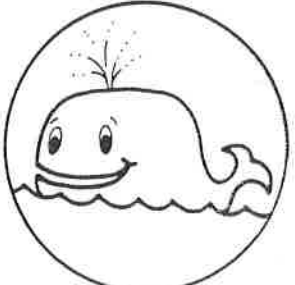
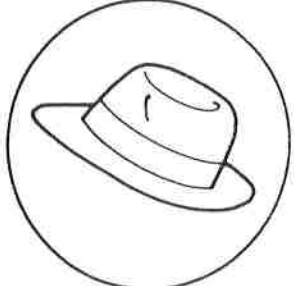
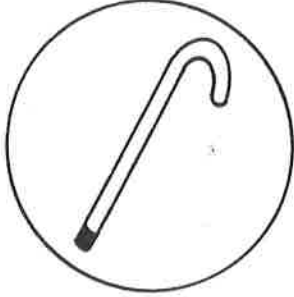
Read the words in the water. Print the words on the
the words have the hard or soft sound

Name _____



1. Color the pictures.
2. Cut and paste the pictures that have the long a sound.

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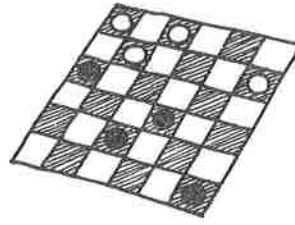


Name _____



Name _____

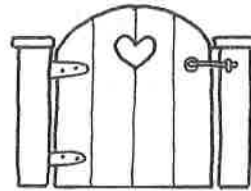
a ai _ ay
a_e ea ei



1.

It is a game.

2.



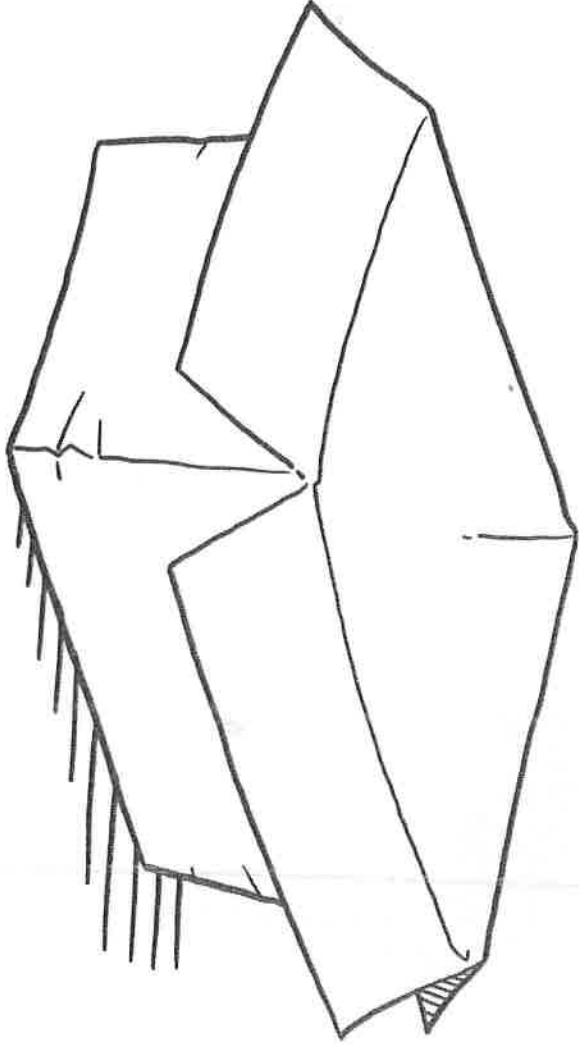
3.

It is a gate.

4.

Handwriting: Sentences with /ā/a_e

Say each word as you trace it and write it. Then read each sentence to a partner.



box?

is

in

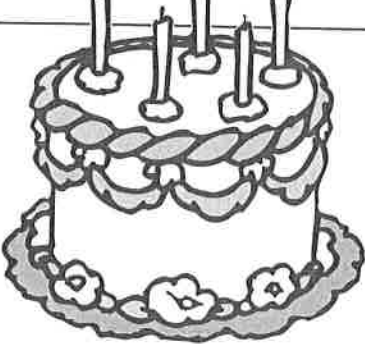
*What

the

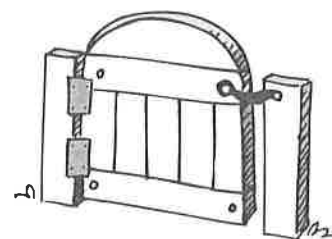
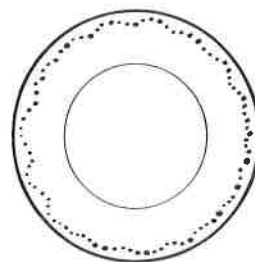
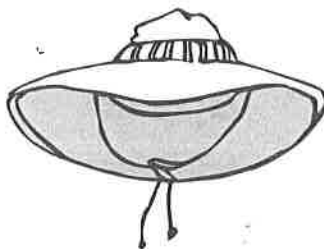
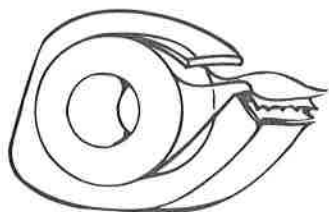
Name _____

Listen for the Long a

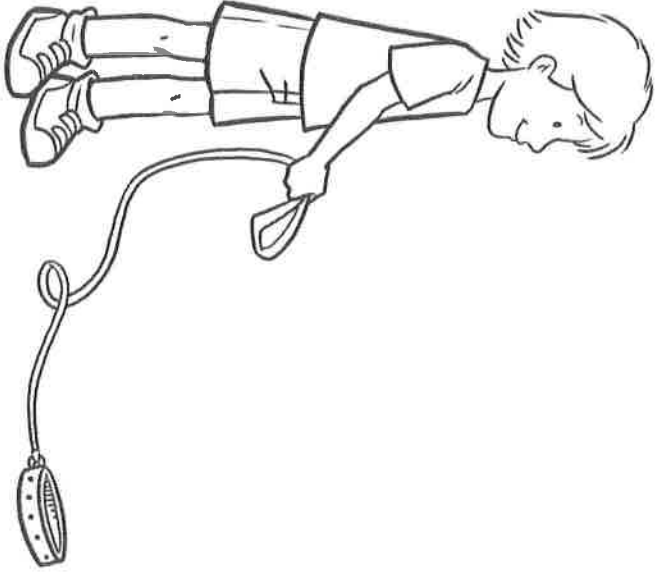
Aa
cake



Circle the pictures that have the **long a** sound.



Recognizing the sound of long a



dog

run

here.

*His

can

#7 Reading for Fluency

Jake Made Cake

Unit 9 Week 1: Long a spelled a_e

Sound Fluency list

j	a_e	x	g
a_e	c	m	k

Word Fluency list

bake

cake

came

gate

gave

Jake

late

save

make

Phrases and Sentences Fluency list

can bake cake

can make it

save the box

made a cake

in the gate

Jake gave Pop

Jake ran to

Jake said

Jake and Pop

Jake made a cake box.

Jake and Pop ate cake.

Jake Made Cake

Jake said, "Dad, can I help?"	6
I can bake cake for Pop!	12
Dad said, "Yes, Jake.	16
You can make it."	20
Jake said, "Mom, can I take this?"	27
Mom said, "Yes, Jake.	31
Save the box."	34
Jake made a cake box.	39
Jake made it red, too.	44
It had a name on it.	50
Jake had POP on it.	55
Pop came late.	58
Pop came in the gate.	63
Jake ran to Pop.	67
Jake gave Pop cake.	71
Jake said, "I made cake!"	76
Jake and Pop ate cake. Yum!	82

#7 Reading for Fluency

We Help Make It

Unit 9 Week 1: Long a spelled a_e

Sound Fluency list

a_e	g	x	f
k	r	c	j

Word Fluency list

Abe

cake

Dale

Dave

Gabe

gate

lake

made

rake

safe

take

tape

Phrases and Sentences Fluency list

Jane can help

Abe can help

can bake it

Can Dave rake

can help tape

Dale can tape

see the lake

can help take

to the lake

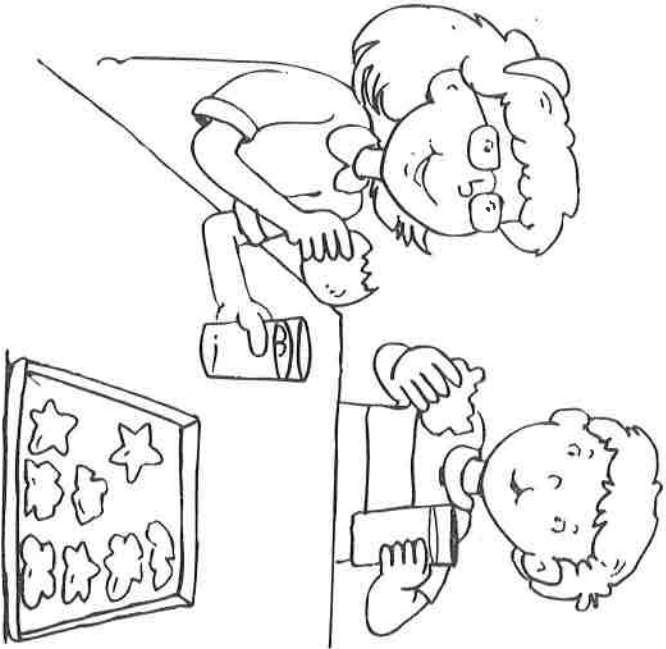
Abe can help Mom make cake.

Dale can help tape up a big box.

We Help Make It

Jane can help Dad fix the gate.	7
Jane made the gate lock.	12
Dad made it safe, too.	17
Abe can help Mom make cake.	23
Abe can mix it up.	28
Mom can bake it in a tin.	35
<hr/>	
Kate can help rake.	39
Yes. Kate can rake a lot.	45
Can Dave rake, too?	49
Dale can help tape up a big box.	57
It is a big job!	62
Dale can tape a lot.	67
Gabe can see the lake.	72
Can Gabe get a rock?	77
Yes. Nate can help take Gabe to the lake!	86

Name _____

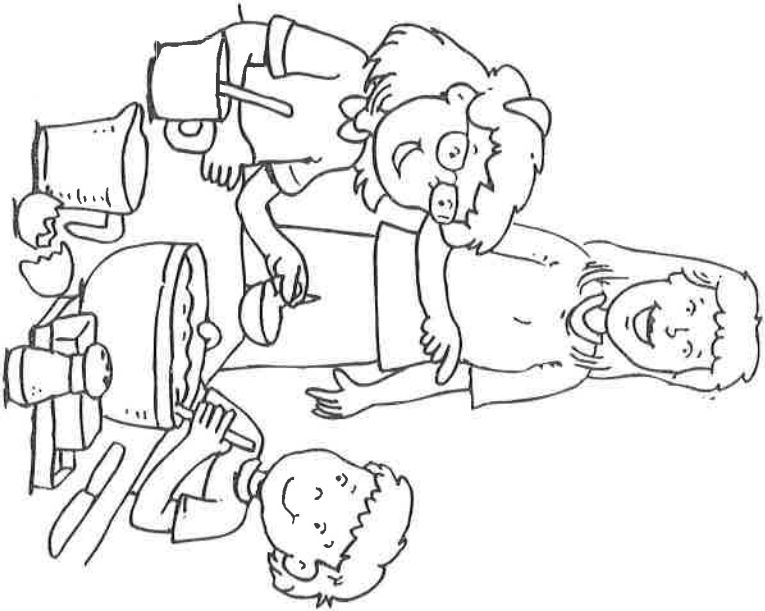


“I like to help!”

“I like to help, too!”

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I Want to Help!



Pam can help mix.

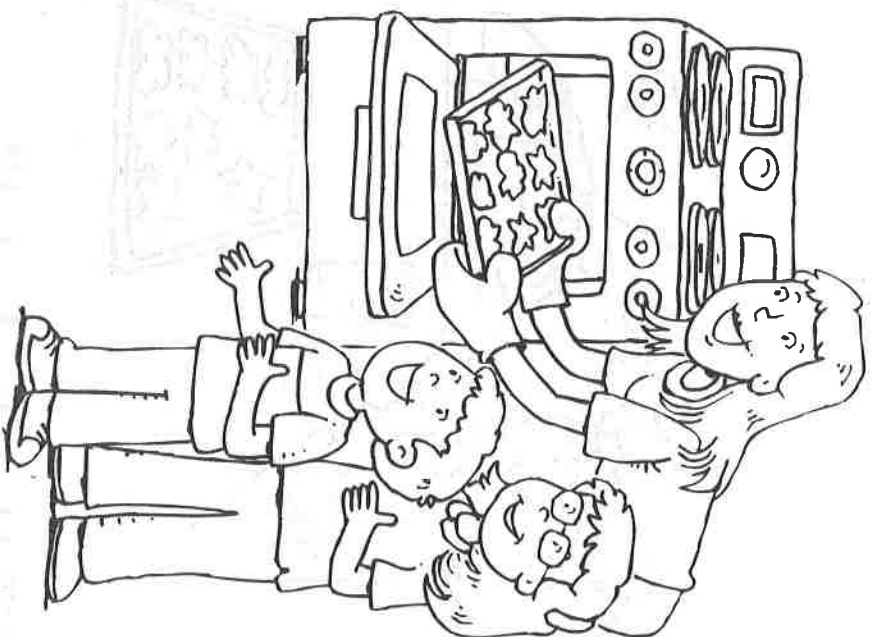
Mack can mix, too.



Pam can help cut.

Mack can cut, too.

2

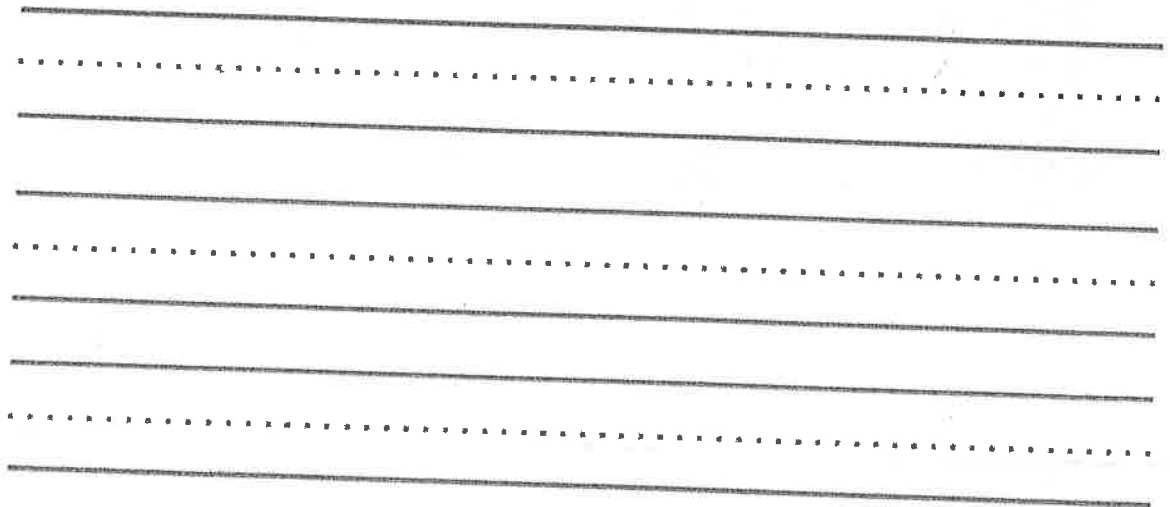
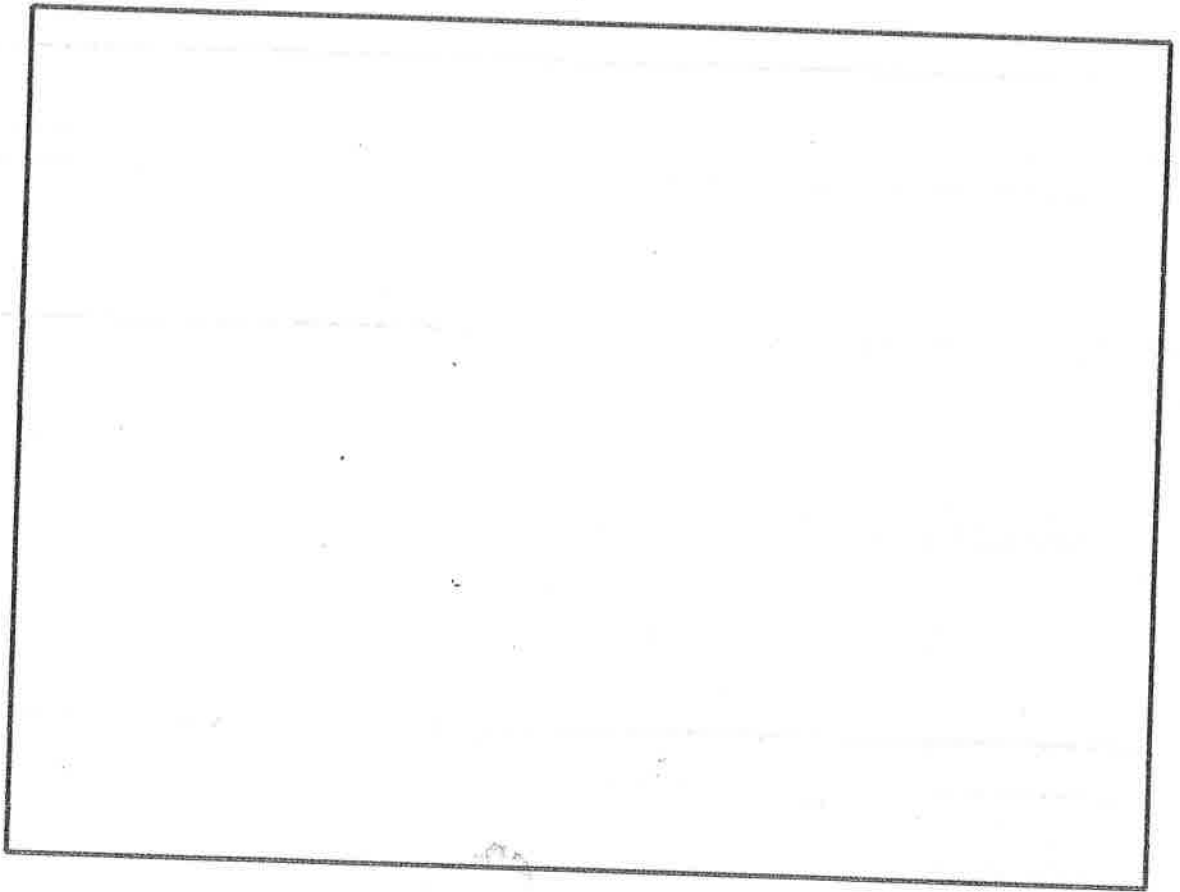


Mom can help bake it.

“Can we help?”

3

Name _____ Date _____



Ms. Chesnek's Kindergarten Work Schedule 4-13-4-17

Mon. Reading: Wonders site: listen to Long Vowel A song -Do page 246-color the pictures that have the long A vowel sound- for example you would color the picture cake because it has the long A vowel sound-Do page 11-Go on Wonders site and choose a listening activity – listen to Big Book story “Peter’s Chair” -Read hardcopy of Decodable “I Want to Help!” 2 times – Math - Chapter 10- Do page 570 and 571 and lesson 10.1 3-Dimensional Shapes

Tue. Reading: Do pages 247 and 102- Wonders site: choose a listening activity and read “A Good Idea” audio is available with this story. Practice rereading “I Want to Help!” Decodable- Math : Do lesson 10.2 Identify, Name, and Describe Spheres

Wed. Reading: Do Pages 252 and 25 (put words in correct order to make a sentence) Read Fluency Sheet “Jake Made Cake” text on both sides of paper- Wonder site: Read Fluency Words Activity and read “A New Home” audio is available for this story – Math: Do lesson 10.3 Identify, Name, and Describe Cubes

Thur. Reading: Do pages 9 and 26- Read Fluency Sheet “We Help Make It” text on both sides of sheet- Wonders site: work on sight words activity – can choose a listening activity to do- Math Do lesson 10.4 Identify, Name, and Describe Cylinders

Fri. Reading: Review hardcopy stories and activities on Wonders site- Math Do lesson 10.5 Identify, Name and Describe Cones

- I realize that some of the math activities are hard to do without manipulatives- you could draw the shapes with pencil- please do what is comfortable and convenient for you. I have also included a couple of journal writing pages for you.

I really appreciate all that you are doing. Thank you, Ms. Chesnek



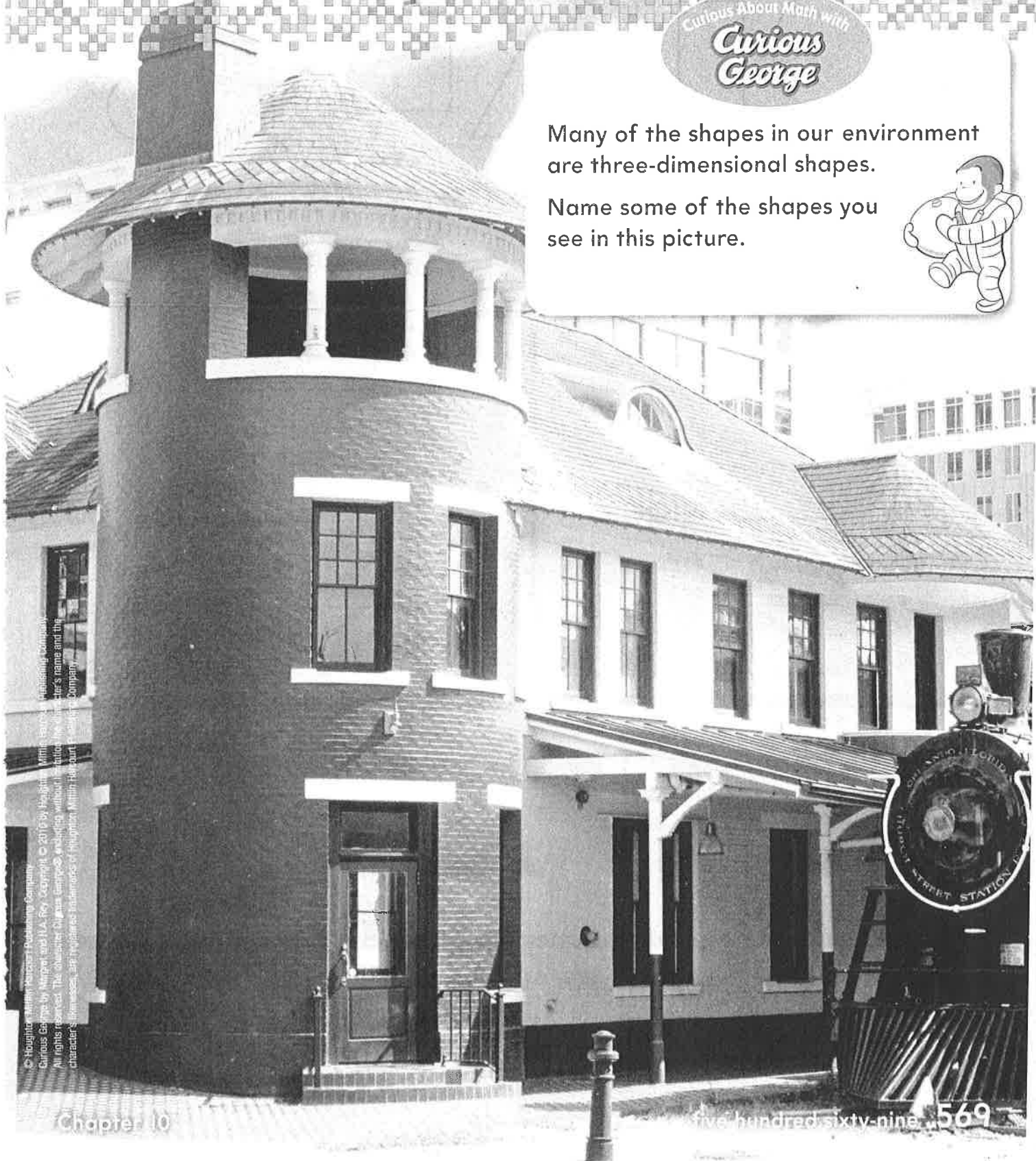
Chapter
10

Identify and Describe Three-Dimensional Shapes



Many of the shapes in our environment are three-dimensional shapes.

Name some of the shapes you see in this picture.



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Curious George by Houghton Mifflin Harcourt Publishing Company
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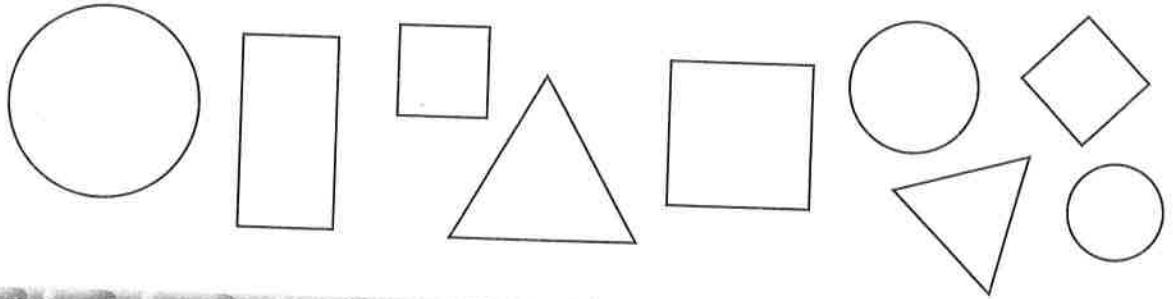
Name _____

Show What You Know

Personal Math Trainer
Online Assessment
and Intervention

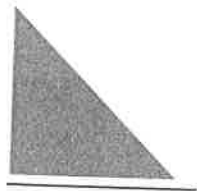
Identify Shapes

1



Describe Shapes

2



_____ sides
_____ sides
_____ sides
_____ sides
_____ vertices

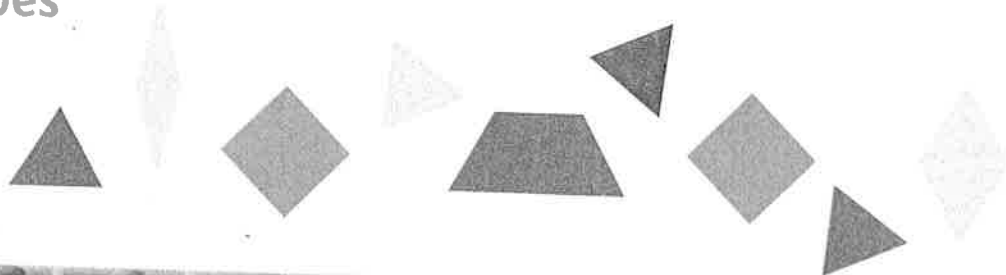
3



_____ sides
_____ sides
_____ sides
_____ sides
_____ vertices

Sort Shapes

4

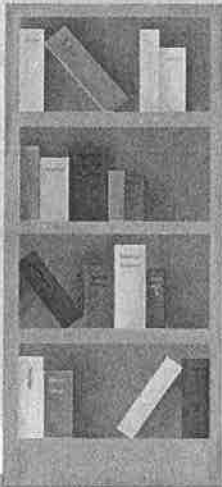


This page checks understanding of important skills needed for success in Chapter 10.

DIRECTIONS 1. Use red to color the squares. Use blue to color the triangles. 2-3. Look at the shape. Write how many sides. Write how many vertices. 4. Mark an X on the shapes with three sides.

Vocabulary Builder

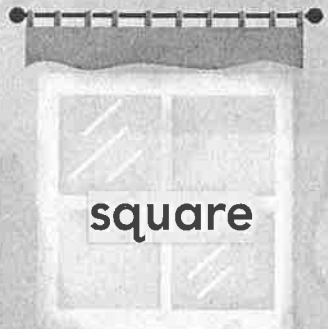
rectangle



circle



square



triangle

DIRECTIONS Mark an X on the food shaped like a circle. Draw a line under the food shaped like a square. Circle the food shaped like a triangle.



- Interactive Student Edition
- Multimedia eGlossary

Name _____

Three-Dimensional Shapes

Essential Question How can you show which shapes stack, roll, or slide?



Geometry—K.G.B.4

MATHEMATICAL PRACTICES
MP5, MP6, MP7

Listen and Draw



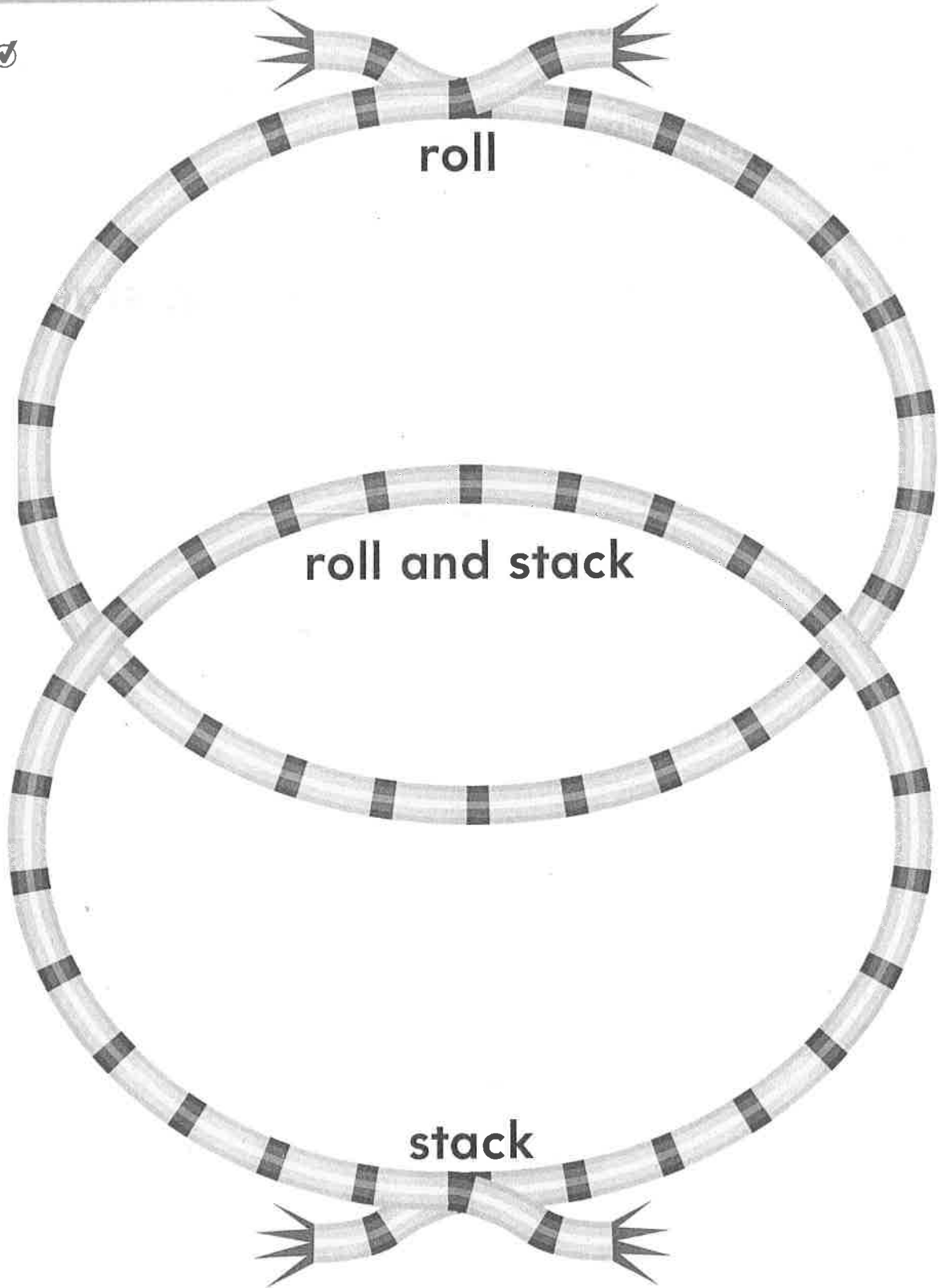
does stack

does not stack

--	--

DIRECTIONS Place three-dimensional shapes on the page. Sort the shapes by whether they stack or do not stack. Describe the shapes. Match a picture of each shape to the shapes on the sorting mat. Glue the shape pictures on the sorting mat.

Share and Show

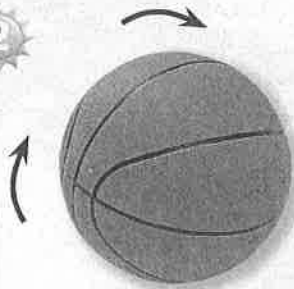


DIRECTIONS 1. Place three-dimensional shapes on the page. Sort the shapes by whether they roll, roll and stack, or stack. Describe the shapes. Match a picture of each shape to the shapes. Glue the shape pictures on the page.

574 five hundred seventy-four

Name _____

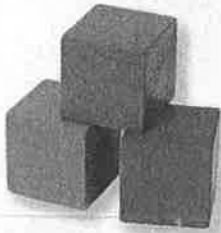
2



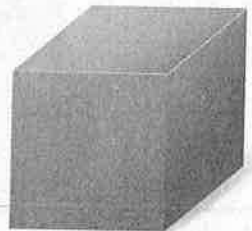
roll



3



stack



4



slide



5



stack and
slide

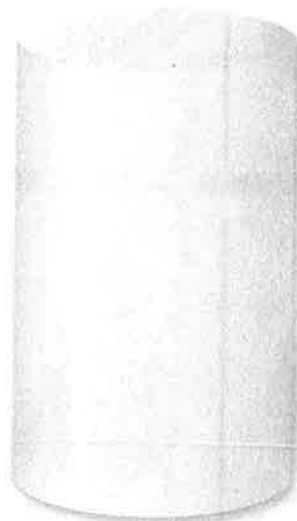


DIRECTIONS 2. Which shape does not roll? Mark an X on that shape. 3. Which shapes do not stack? Mark an X on those shapes. 4. Which shape does not slide? Mark an X on that shape. 5. Which shape does not stack and slide? Mark an X on that shape.

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WRITE
Math

6



7

DIRECTIONS 6. I roll and do not stack.
Describe the shape. Mark an X on that shape.
7. Draw to show what you know about a real
object that rolls and does not stack.



HOME ACTIVITY • Have your child identify
and describe an object in the house that rolls
and does not stack.

Name _____

Three-Dimensional Shapes



COMMON CORE STANDARD—K.G.B.4
Analyze, compare, create, and compose shapes.

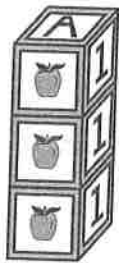
1



roll



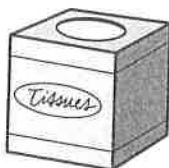
2



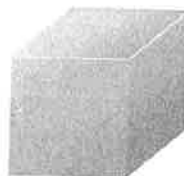
stack



3



slide



4



stack and slide

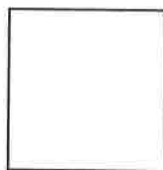
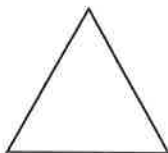
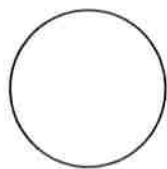
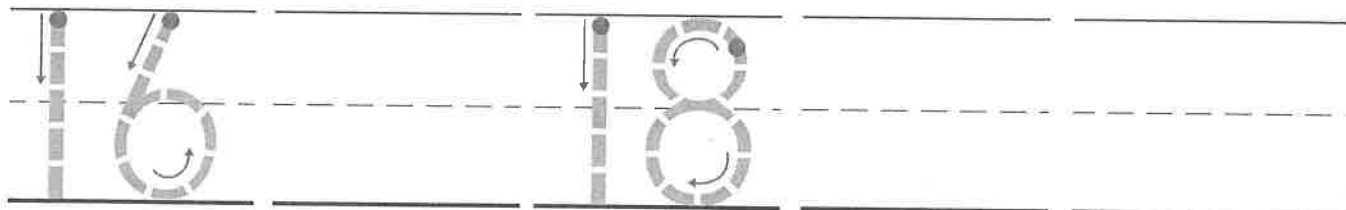


DIRECTIONS 1. Which shape does not roll? Mark an X on that shape. 2. Which shapes do not stack? Mark an X on those shapes. 3. Which shape does not slide? Mark an X on that shape. 4. Which shape does not stack and slide? Mark an X on that shape.

Lesson Check (K.G.B.4)



Spiral Review (K.CC.A.2, K.G.B.4)



DIRECTIONS 1. Which shape does not roll? Mark an X on the shape. 2. Count forward. Trace and write the numbers in order. 3. Which shape has a curve? Color the shape.

578 five hundred seventy-eight



FOR MORE PRACTICE
GO TO THE
Personal Math Trainer

Name _____

Identify, Name, and Describe Spheres

Essential Question How can you identify, name, and describe spheres?



Geometry—K.G.A.2

MATHEMATICAL PRACTICES
MP5, MP6, MP7

Listen and Draw 



sphere

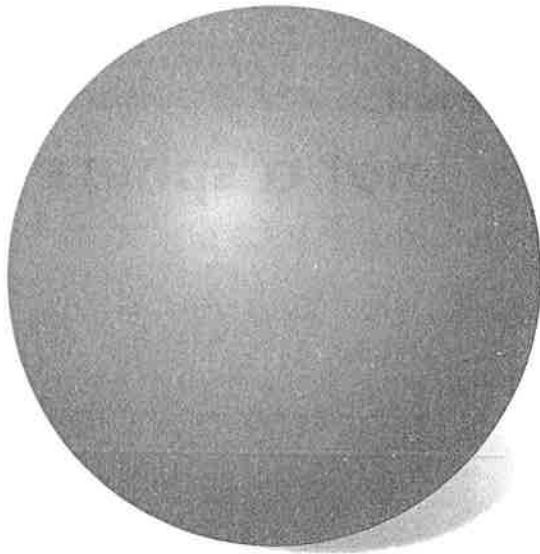
not a sphere

DIRECTIONS Place three-dimensional shapes on the page. Identify and name the sphere. Sort the shapes on the sorting mat. Describe the sphere. Match a picture of each shape to the shapes on the sorting mat. Glue the shape pictures on the sorting mat.

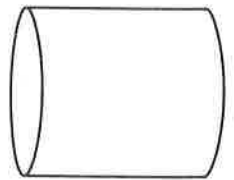
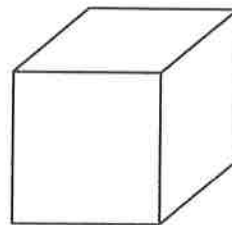
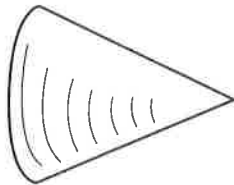
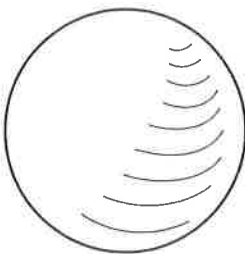
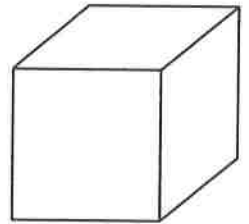
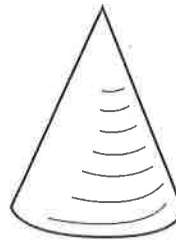
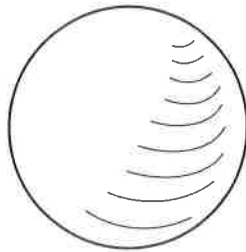
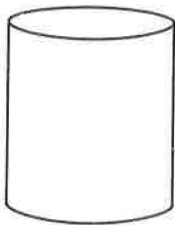
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sphere



flat surface
curved surface

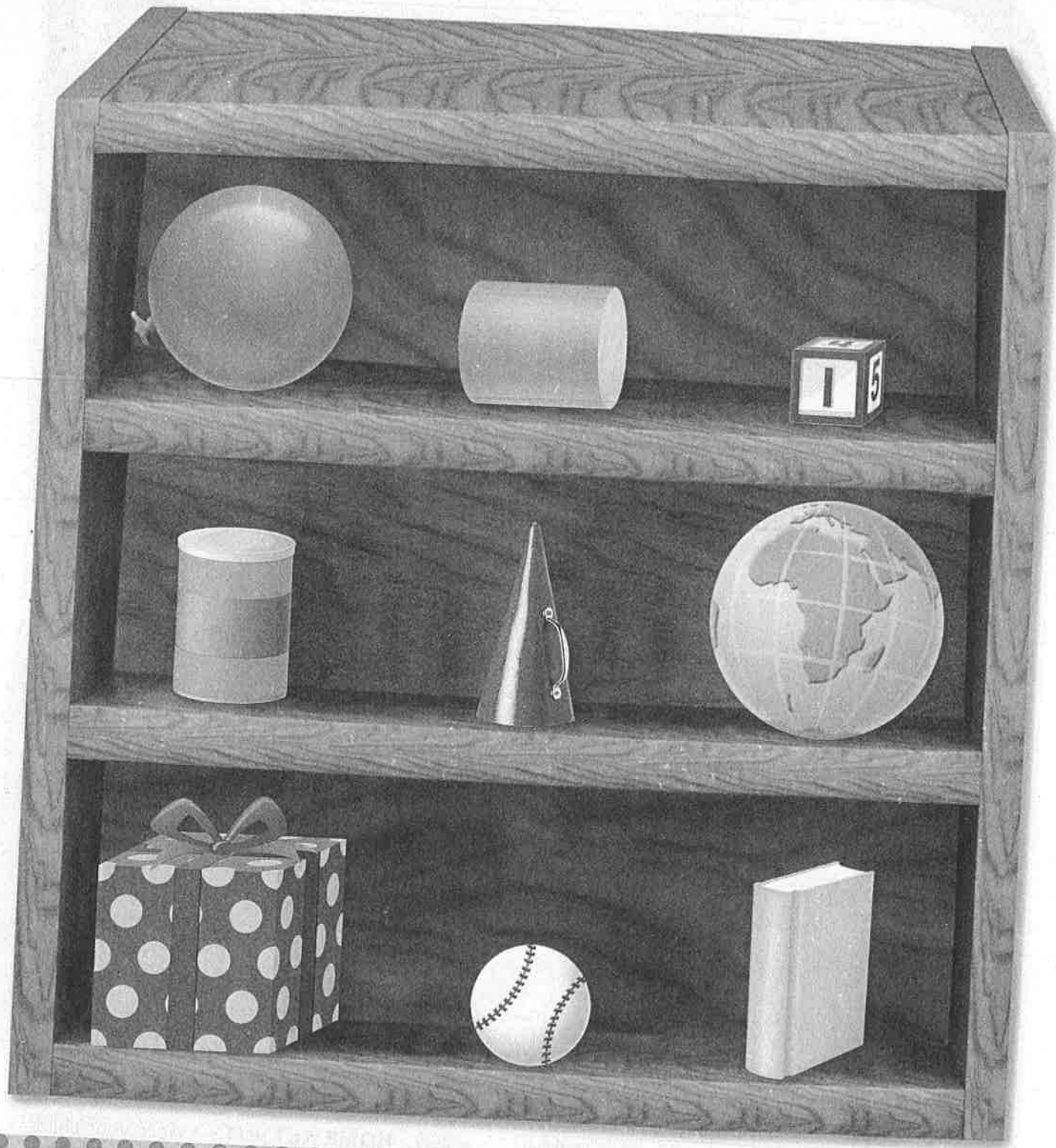


DIRECTIONS 1. Look at the sphere. Circle the words that describe a sphere. 2. Color the spheres.

580 five hundred eighty

Name _____

3

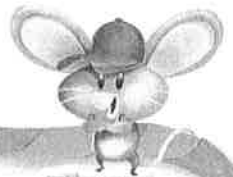


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DIRECTIONS 3. Identify the objects that are shaped like a sphere. Mark an X on those objects.

Problem Solving • Applications

Real World

WRITE
Math

4



5

DIRECTIONS 4. I have a curved surface. Which shape am I? Mark an X on that shape. 5. Draw to show what you know about a real object that is shaped like a sphere.



HOME ACTIVITY • Have your child identify and describe an object in the house that is shaped like a sphere.

Name _____

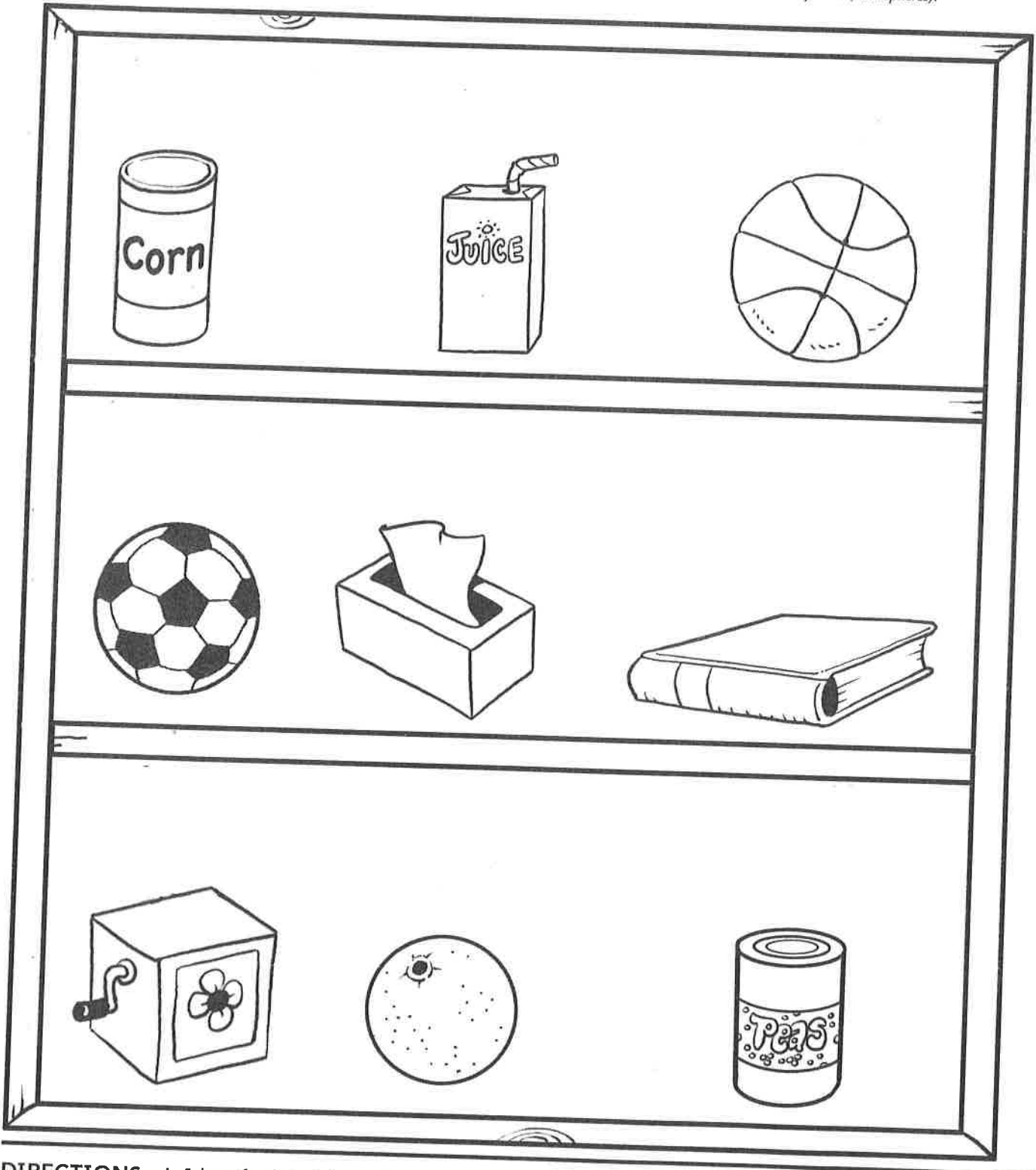
Identify, Name, and Describe Spheres



Common Core

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. Identify the objects that are shaped like a sphere. Mark an X on those objects.

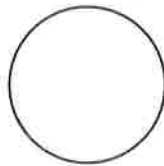
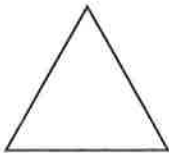
Lesson Check (K.G.A.2)

1

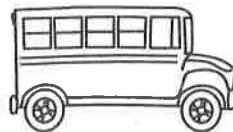
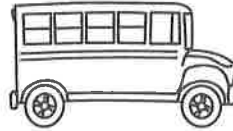
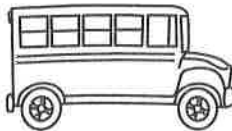


Spiral Review (K.CC.A.3, K.G.A.2)

2



3



DIRECTIONS 1. Which shape is a sphere? Mark an X on the shape. 2. Which shape is a square? Color the square. 3. How many school buses are there? Write the number.

584 five hundred eighty-four



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

Name _____

Identify, Name, and Describe Cubes

Essential Question How can you identify, name, and describe cubes?



Geometry—K.G.A.2

MATHEMATICAL PRACTICES
MP2, MP5, MP6

Listen and Draw 



cube	not a cube

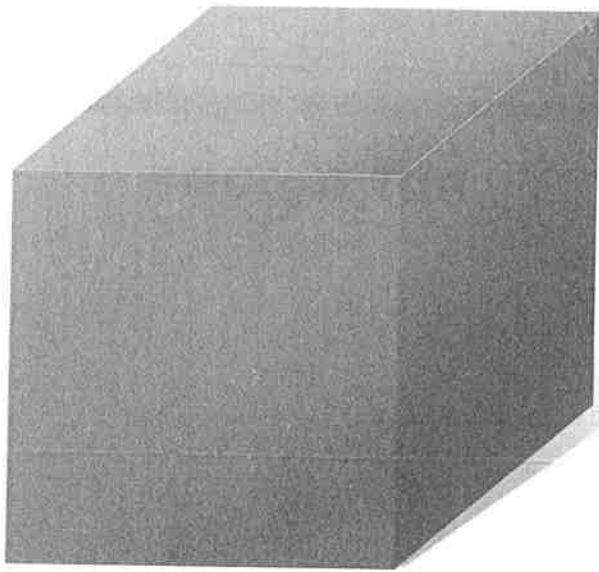
DIRECTIONS Place three-dimensional shapes on the page. Identify and name the cube. Sort the shapes on the sorting mat. Describe the cube. Match a picture of each shape to the shapes on the sorting mat. Glue the shape pictures on the sorting mat.

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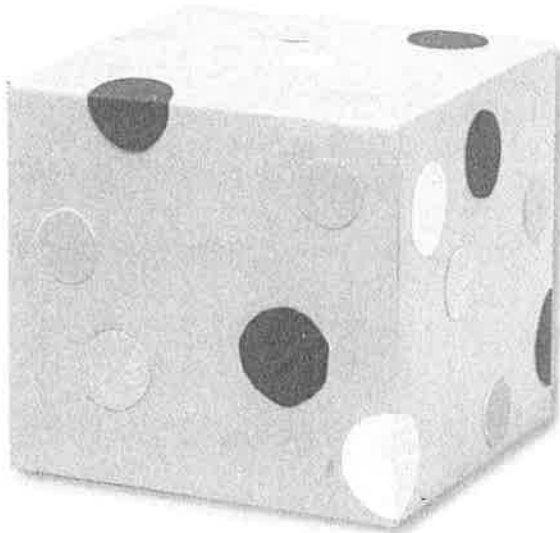
Share and Show



cube



flat surface
curved surface



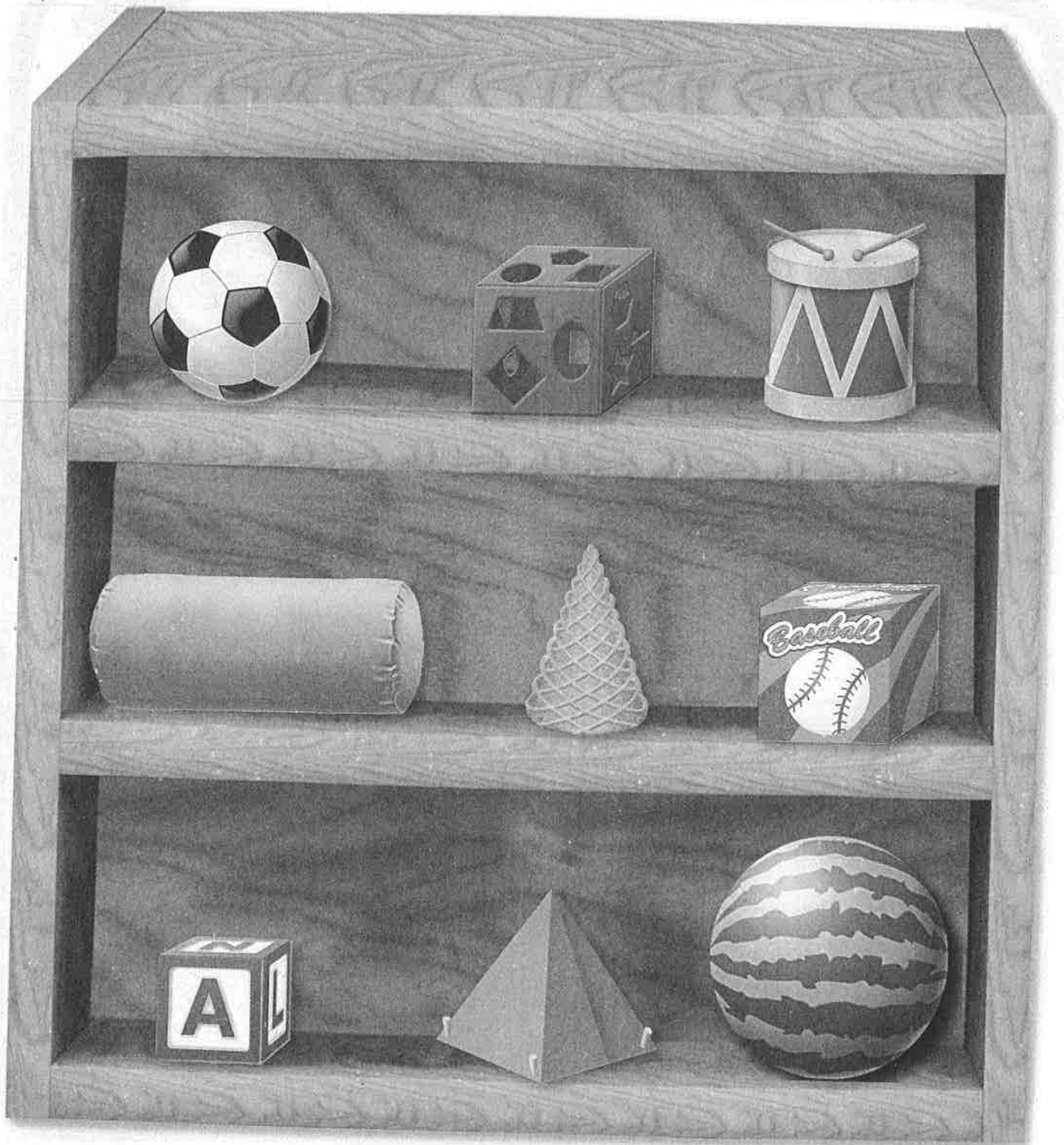
flat surfaces

DIRECTIONS 1. Look at the cube. Circle the words that describe a cube. 2. Use a cube to count how many flat surfaces. Write the number.

586 five hundred eighty-six

Name _____

3

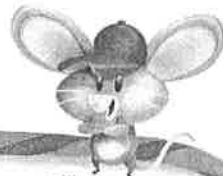


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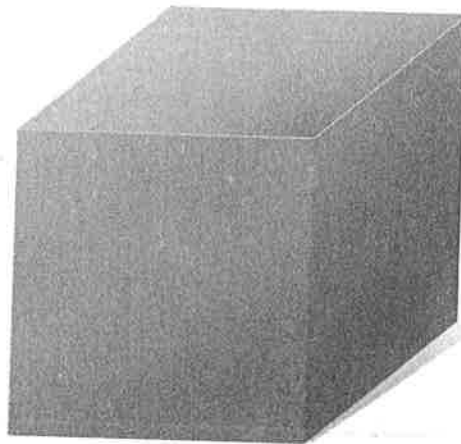
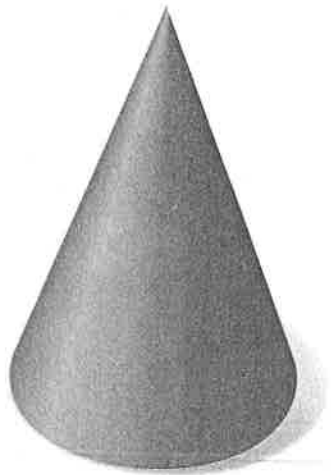
DIRECTIONS 3. Identify the objects that are shaped like a cube. Mark an X on those objects.

Problem Solving • Applications

Real World



4

WRITE
Math

5

DIRECTIONS 4. I have 6 flat surfaces. Which shape am I? Mark an X on that shape. 5. Draw to show what you know about a real object that is shaped like a cube.



HOME ACTIVITY • Have your child identify and describe an object in the house that is shaped like a cube.

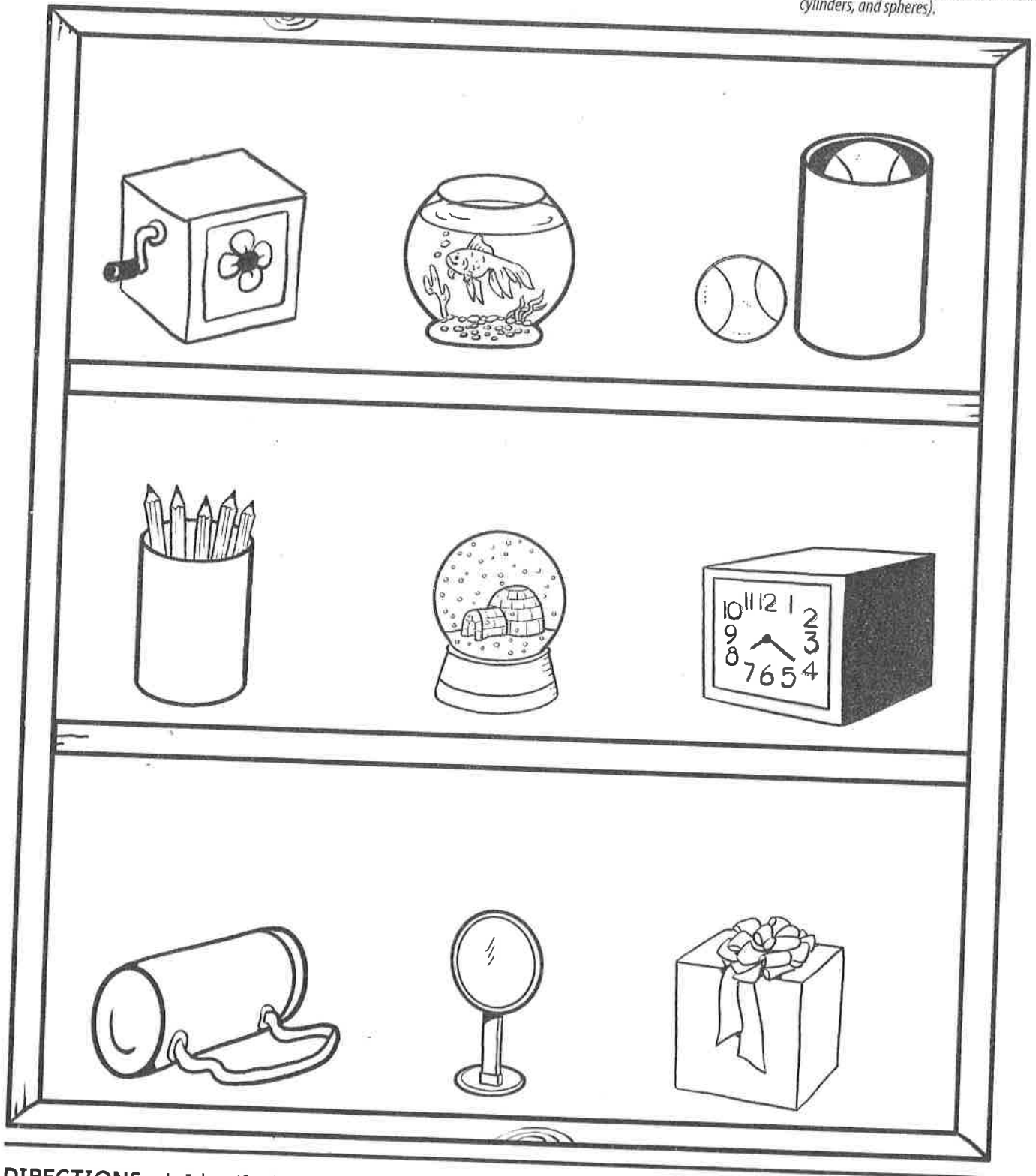
Name _____

Identify, Name, and Describe Cubes

1

Common Core

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



DIRECTIONS 1. Identify the objects that are shaped like a cube. Mark an X on those objects.

Lesson Check (K.G.A.2)



Spiral Review (K.CC.A.1, K.G.B.4)



sides



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. Which shape is a cube? Mark an X on the shape. 2. How many sides does the square have? Write the number. 3. Begin with 81 and count forward to 90. What is the next number? Draw a line under that number.

590 five hundred ninety



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

Name _____

Identify, Name, and Describe Cylinders

Essential Question How can you identify, name, and describe cylinders?



Geometry—K.G.A.2

MATHEMATICAL PRACTICES
MP2, MP5, MP6

Listen and Draw



cylinder

not a cylinder

DIRECTIONS Place three-dimensional shapes on the page. Identify and name the cylinder. Sort the shapes on the sorting mat. Describe the cylinder. Match a picture of each shape to the shapes on the sorting mat. Glue the shape pictures on the sorting mat.



cylinder



flat surface
curved surface



flat surfaces

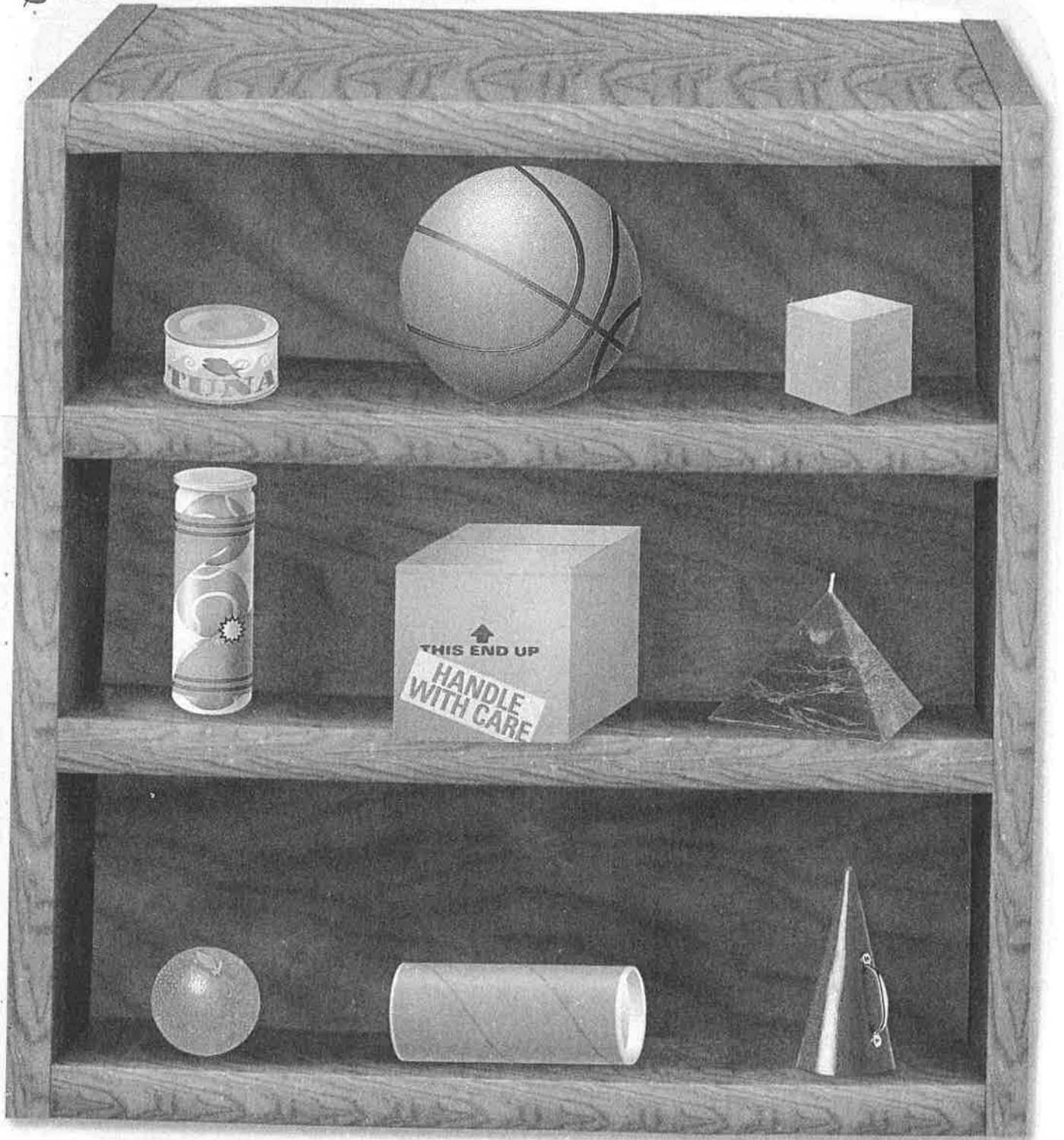


DIRECTIONS 1. Look at the cylinder. Circle the words that describe a cylinder.
2. Use a cylinder to count how many flat surfaces. Write the number.

592 five hundred ninety-two

Name _____

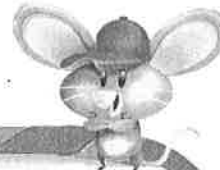
3



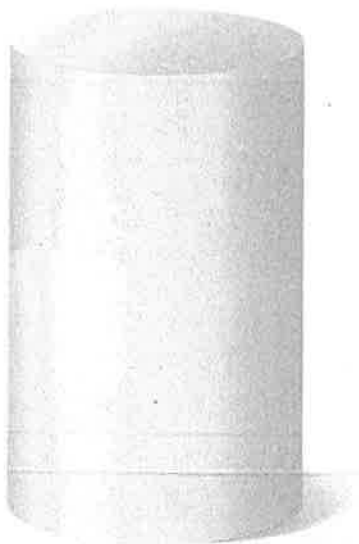
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DIRECTIONS 3. Identify the objects that are shaped like a cylinder. Mark an X on those objects.



4



5

DIRECTIONS 4. I have 2 flat surfaces. Which shape am I? Mark an X on that shape. 5. Draw to show what you know about a real object that is shaped like a cylinder.



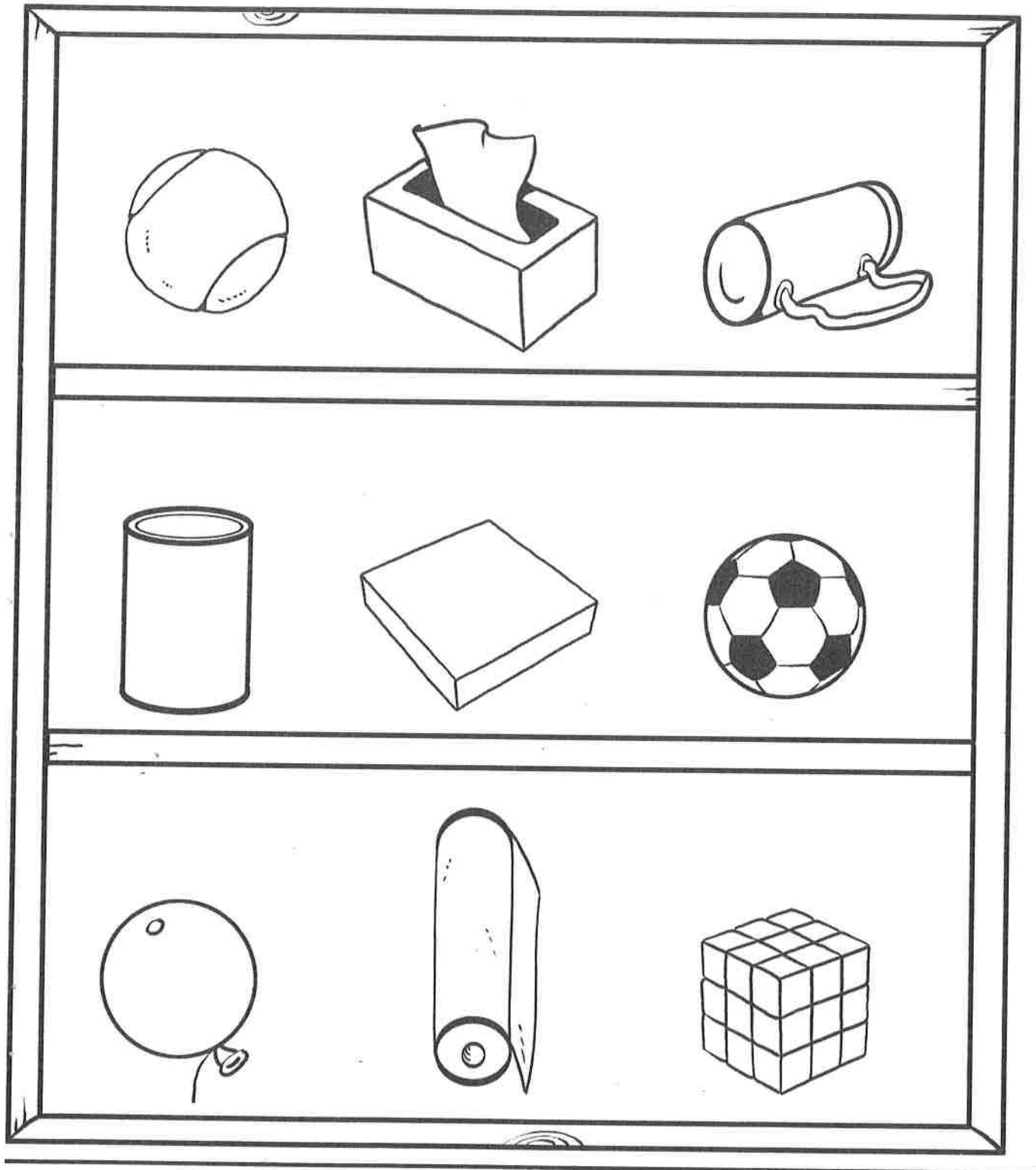
HOME ACTIVITY • Have your child identify and describe an object in the house that is shaped like a cylinder.

Name _____

Identify, Name, and Describe Cylinders

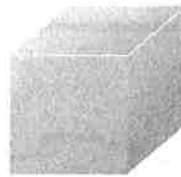
Common
Core

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

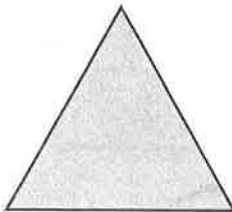


DIRECTIONS 1. Identify the objects that are shaped like a cylinder. Mark an X on those objects.

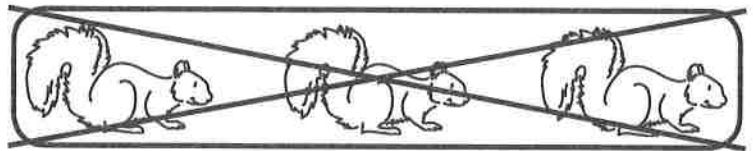
Lesson Check (K.G.A.2)



Spiral Review (K.OA.A.5, K.G.B.4)



vertices



$$5 - \underline{\quad} = 2$$

DIRECTIONS 1. Which shape is a cylinder? Mark an X on the shape. 2. How many vertices does the triangle have? Write the number. 3. Write the number to show how many are being taken from the set.



Name _____

Identify, Name, and Describe Cones

Essential Question How can you identify, name, and describe cones?



Geometry—K.G.A.2

MATHEMATICAL PRACTICES
MP2, MP5, MP6

Listen and Draw 



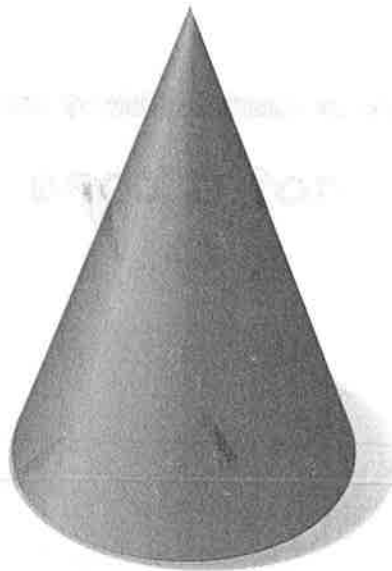
cone	not a cone

DIRECTIONS Place three-dimensional shapes on the page. Identify and name the cone. Sort the shapes on the sorting mat. Describe the cone. Match a picture of each shape to the shapes on the sorting mat. Glue the shape pictures on the sorting mat.

Share and Show

1

cone



flat surface

curved surface



2



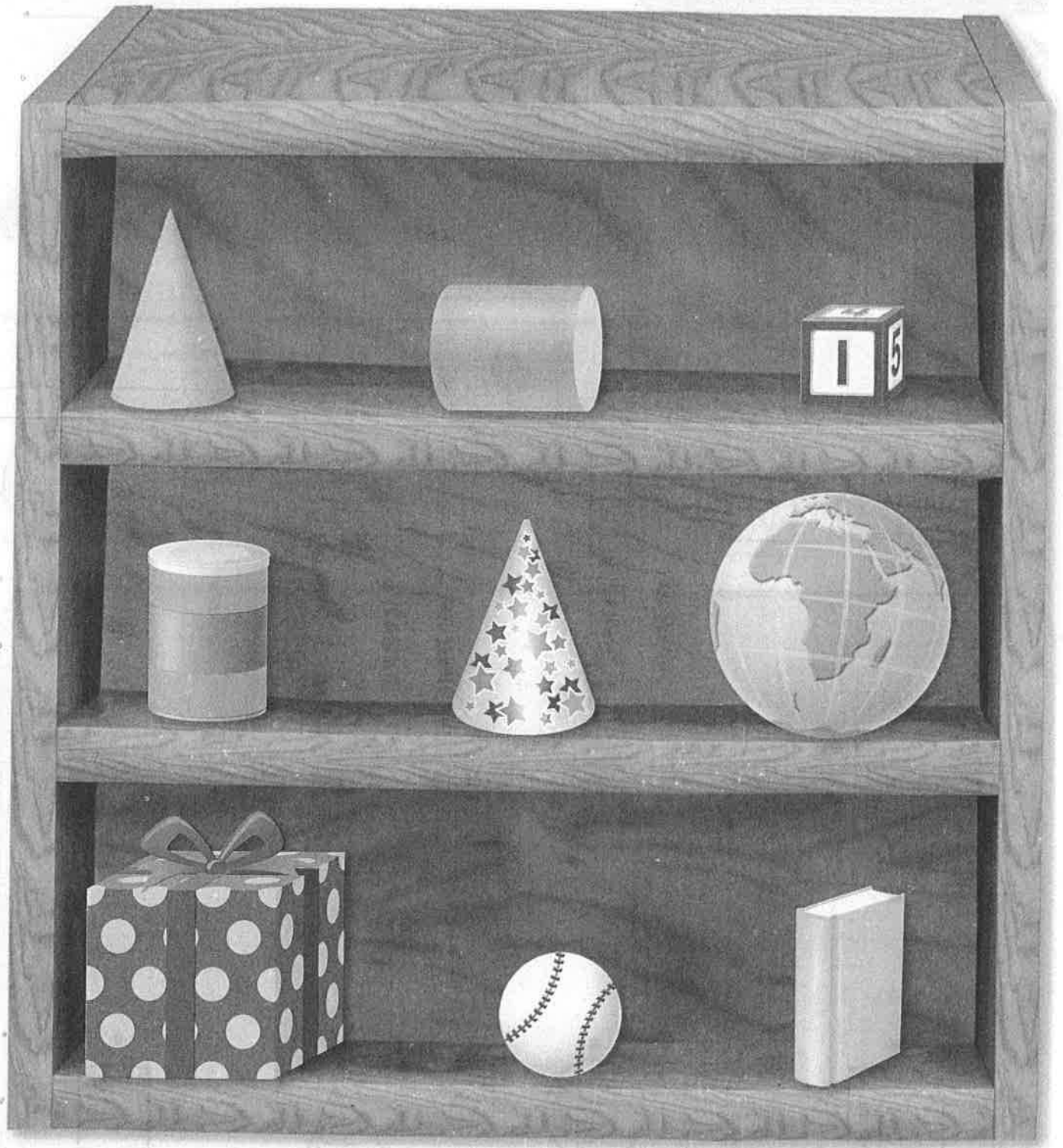
flat surface



DIRECTIONS 1. Look at the cone. Circle the words that describe a cone. 2. Use a cone to count how many flat surfaces. Write the number.

Name _____

3



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DIRECTIONS 3. Identify the objects that are shaped like a cone. Mark an X on those objects.

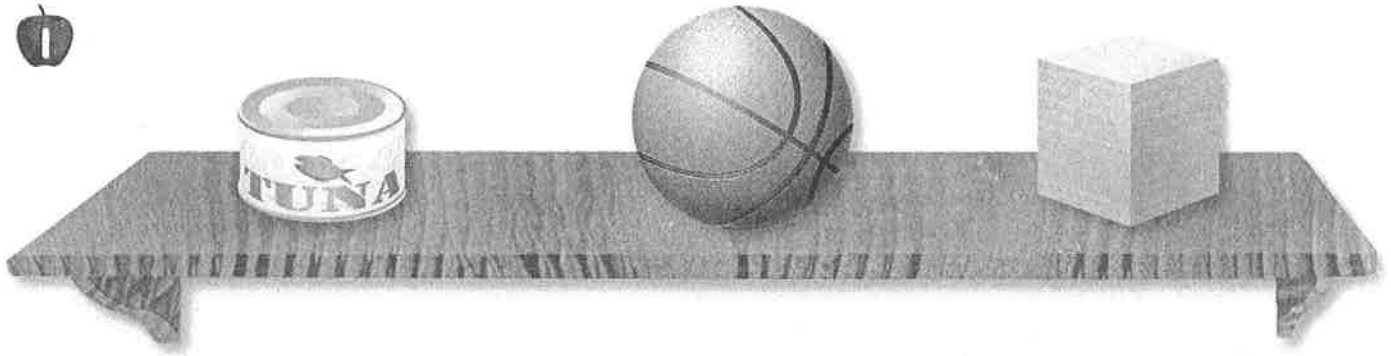


HOME ACTIVITY • Have your child identify and describe an object in the house that is shaped like a cone.

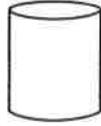
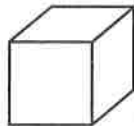
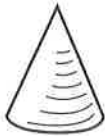
✓ Mid-Chapter Checkpoint

Concepts and Skills

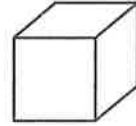
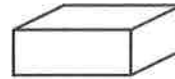
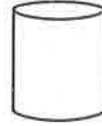
1



2

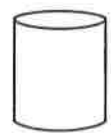
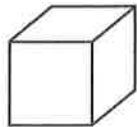


3



4

THINK SMARTER

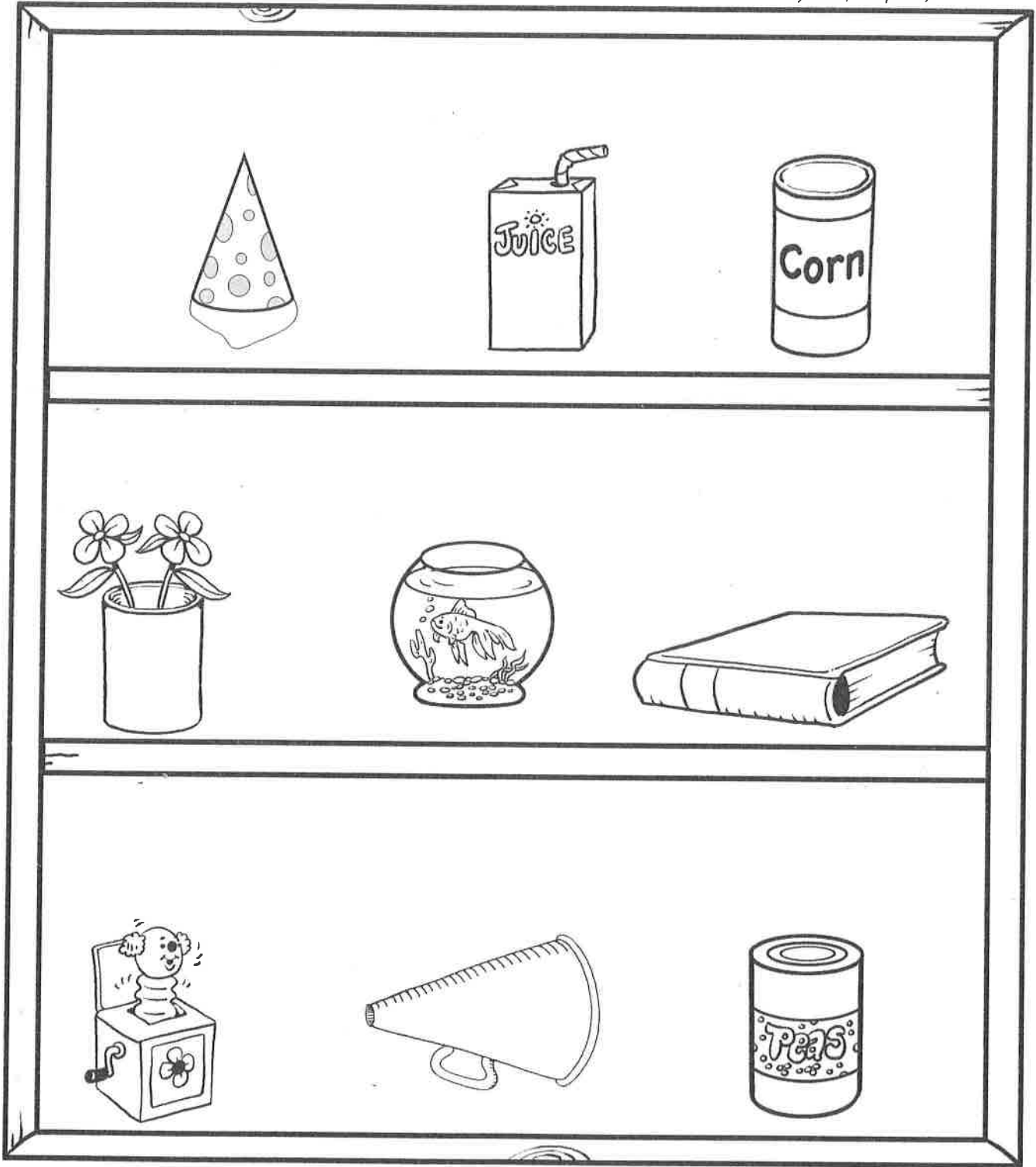


DIRECTIONS 1. Mark an X on the object that is shaped like a cylinder. (K.G.A.2)
2. Color the sphere. (K.G.A.2) 3. Color the cube. (K.G.A.2) 4. Draw lines to match the objects to their shapes. (K.G.A.2)

Identify, Name, and Describe Cones

Common Core

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



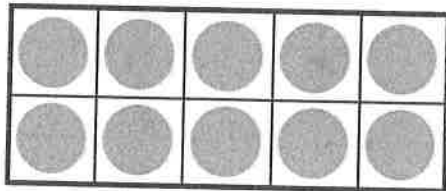
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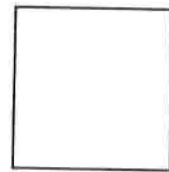
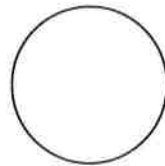
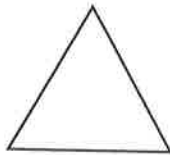
DIRECTIONS 1. Identify the objects that are shaped like a cone. Mark an X on those objects.

Lesson Check (K.G.A.2)



Spiral Review (K.NBT.A.1, K.G.A.2)





DIRECTIONS 1. Which shape is a cone? Mark an X on the shape. 2. Count and tell how many. Write the number. 3. Which shape is a circle? Color the circle.

602 six hundred two



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