

#7 Reading for Fluency

Pike Lane

Unit 9 Week 2: Long i spelled i_e

Sound Fluency list

b	i_e	qu	p
t	i	k	a_e

Word Fluency list

bike

fine

five

hike

Ike

kite

Mike

mile

quite

ride

time

fine

Phrases and Sentences Fluency list

on Pike lane

Pick up a can

the red bin

a pine log

pick up five

Rake on Pike

a big pile

Time to play

is quite fine

Pick up a can on Pike Lane.

Hop in the big pile.

Pike Lane

The sun is up. Get up!	6
Time to pick up on Pike Lane!	13
Pick up a can on Pike Lane.	20
It has to go in the red bin.	28
We pick up ten.	32
Pick up a pine log.	37
Pick up on Pike Lane!	42
It can go in a big bag.	49
We can pick up five.	54
Rake on Pike Lane.	58
Make a big pile.	62
Hop in the big pile!	67
Time to play on Pike Lane.	73
Get a kite.	76
Hop on a bike.	80
Pike Lane is quite fine!	85

#7 Reading for Fluency

Lake Time Fun

Unit 9 Week 2: Long i spelled i_e

Sound Fluency list

qu	p	i_e	r
k	f	b	h

Word Fluency list

bike

fine

five

hike

Ike

kite

Mike

mile

quite

ride

time

bike

Phrases and Sentences Fluency list

fine time to ride

a big tan bike

can bike ride

quite a big pack

hike a fun mile

Mike and Ike

big red kite

Ike can run

big fine lake

Mike got quite a big pack.

Mike and Ike like the big lake.

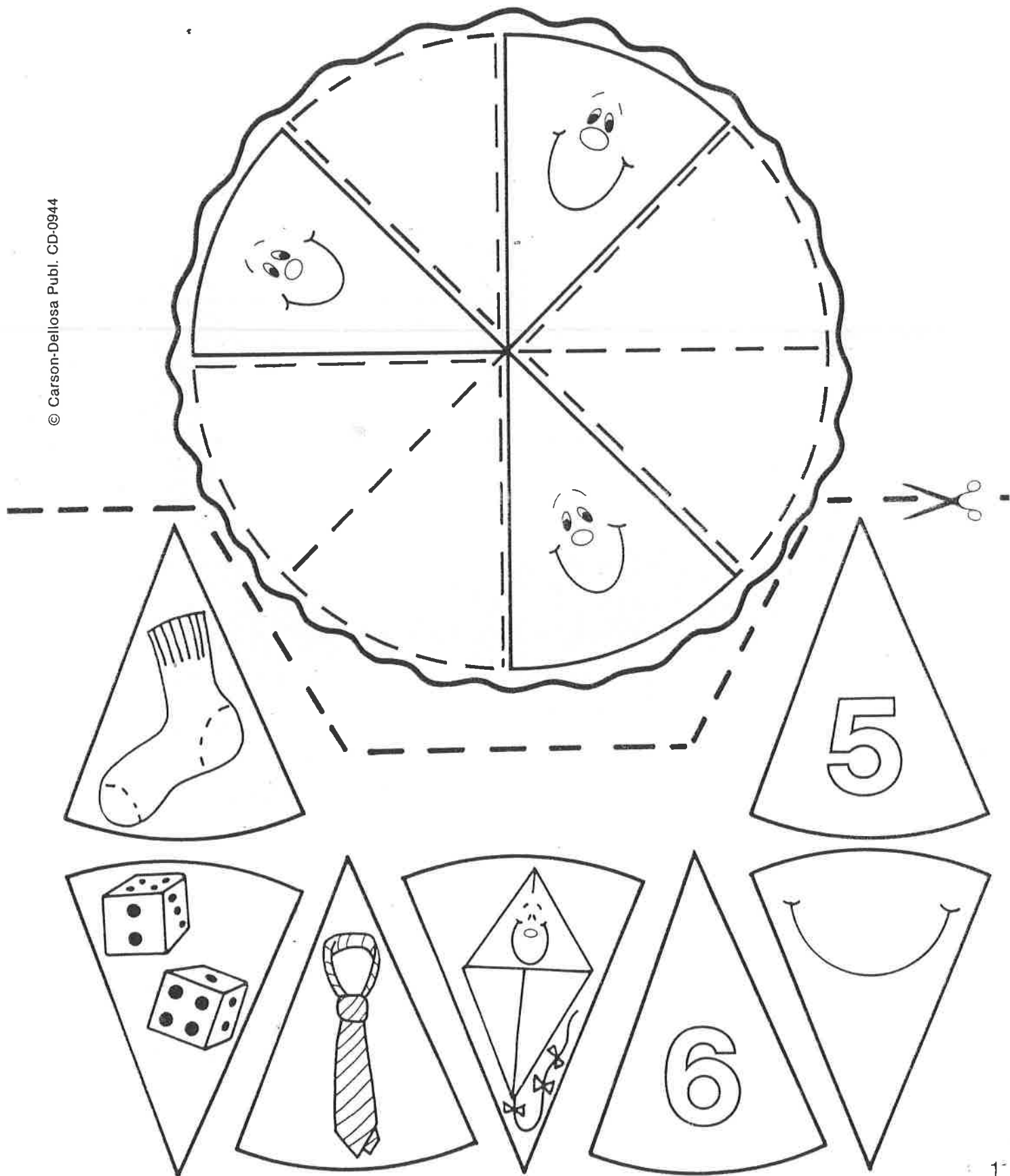
Lake Time Fun

"It is a fine time to ride," said Ike.	9
"I can hike," said Mike.	14
Ike got on a big tan bike.	21
Ike can bike ride a mile.	27
Ike can ride five!	31
Mike got quite a big pack.	37
Mike fit it in a big red kite.	45
Mike can hike a fun mile.	50
Ike can ride to a fine lake.	57
Mike and Ike like the big lake.	64
Mike and Ike have a big fun time.	72
Mike has the big red kite.	78
Ike can run in the hot sun.	85
They play at the big fine lake.	92

Name _____

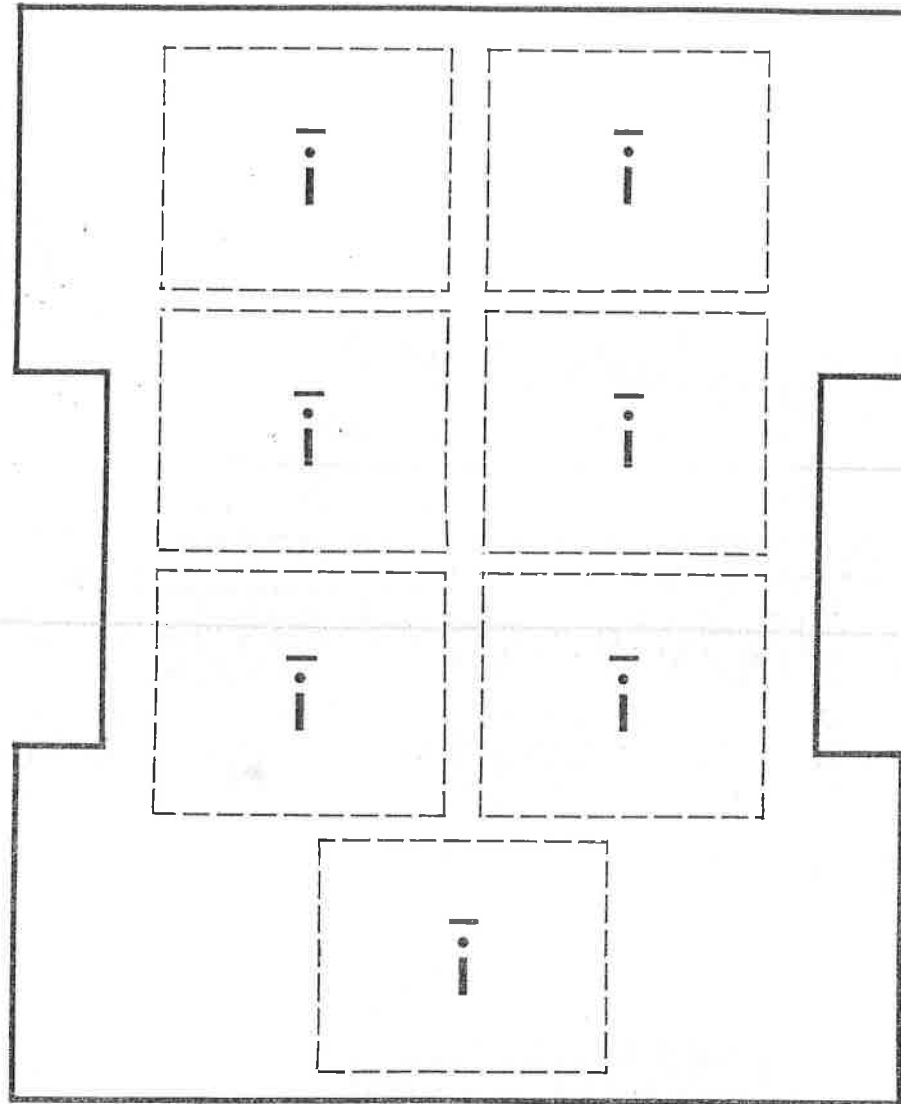
1. Color the pictures.
2. Cut and paste the pictures that have the long \bar{i} sound.

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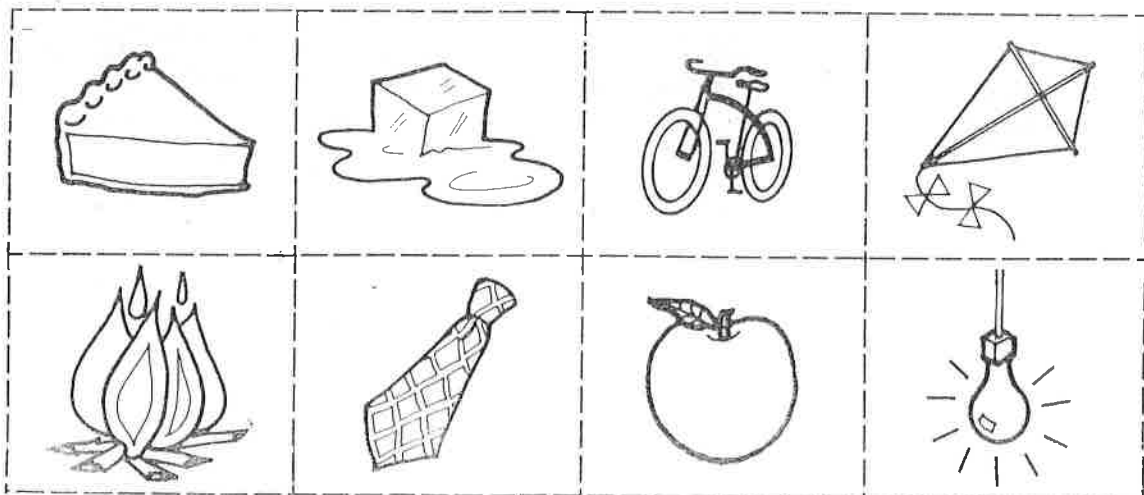


Name _____

is learning to hear the long sound of i.



Name the pictures. Cut and paste on the capital I, those that have the - sound of i.



Name _____

Write it:

has

--	--	--

Find it:

HAS has has LIKE ME
 has has has
 he for you she has
has HAS HOW has has has

Build it:



--	--	--



a	s	h
---	---	---

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Dolch First Grade Sight Word: has

has

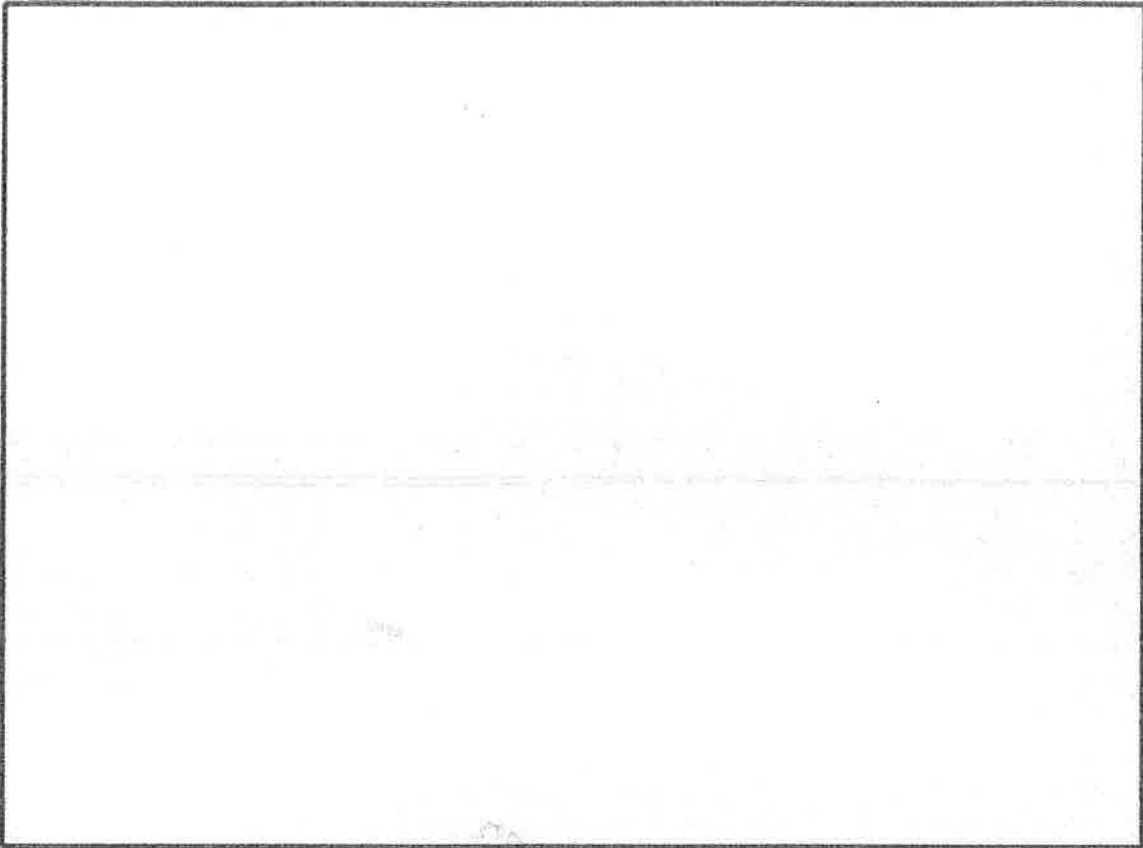
Trace the Word

has has has has has

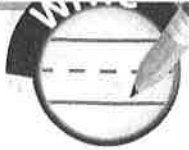
Write the Word

Blank handwriting lines for practicing the word "has".

Name _____ Date _____



Four sets of primary writing lines. Each set consists of a solid top line, a dotted midline, and a solid bottom line, providing a guide for letter height and placement.



Name _____

5

i y ie
igh ie



1. I like Mike.

2. _____

5

3. He is five.

4. _____

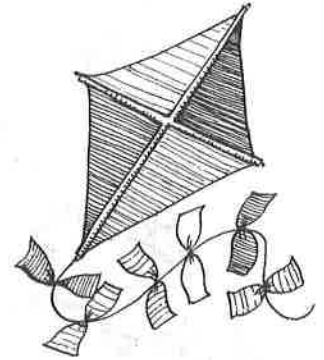
Handwriting: Sentences with /ī/i_e

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

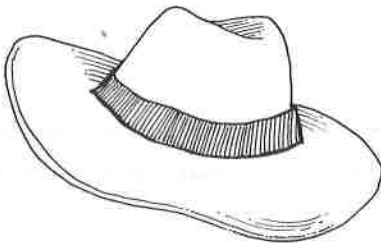
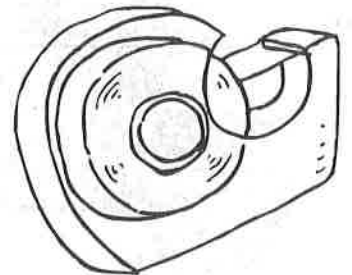


Name _____

9



5



Phonemic Awareness: /ī/

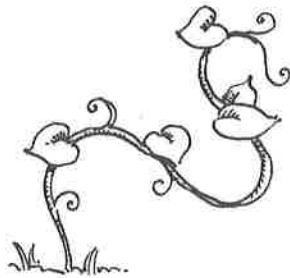
Say the name of each picture. Put a marker on each picture if its name has the /ī/ sound.

Name _____

5
i y i e
igh ie

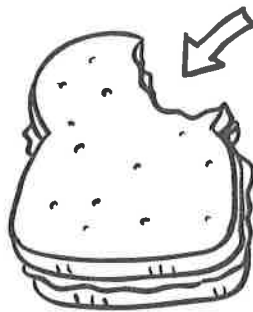


1.



v i n e

2.



b t

3.



f v

4.



b k

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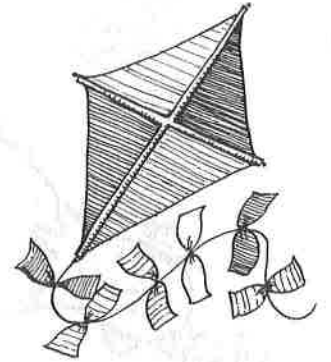
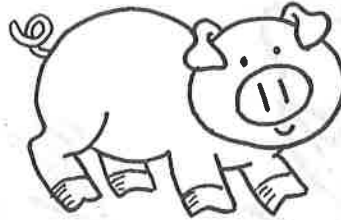
Phonics: /i/i_e

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

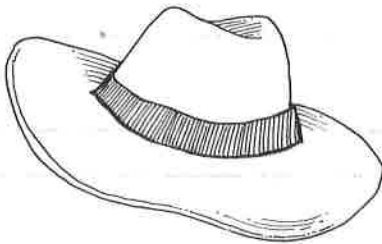
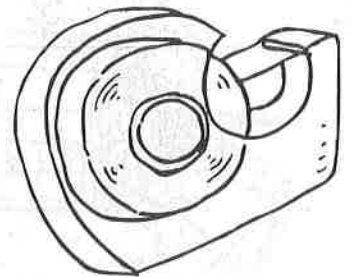


Name _____

9



5



Phonemic Awareness: /ī/

Color

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



We can help.

He has a big sack.

2

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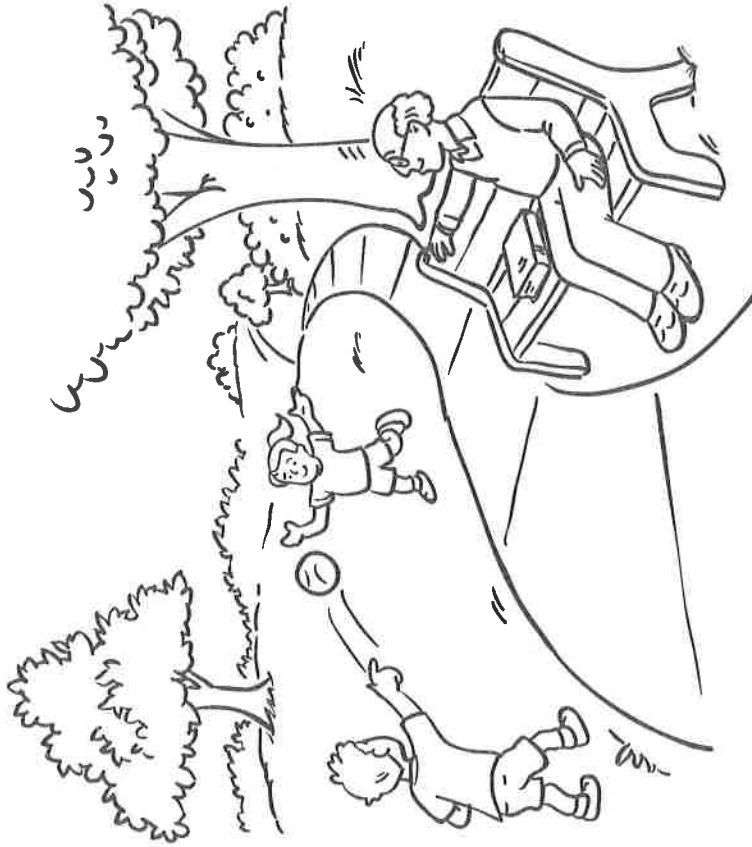


She has a big sack, too.

We put the sack in a bin.

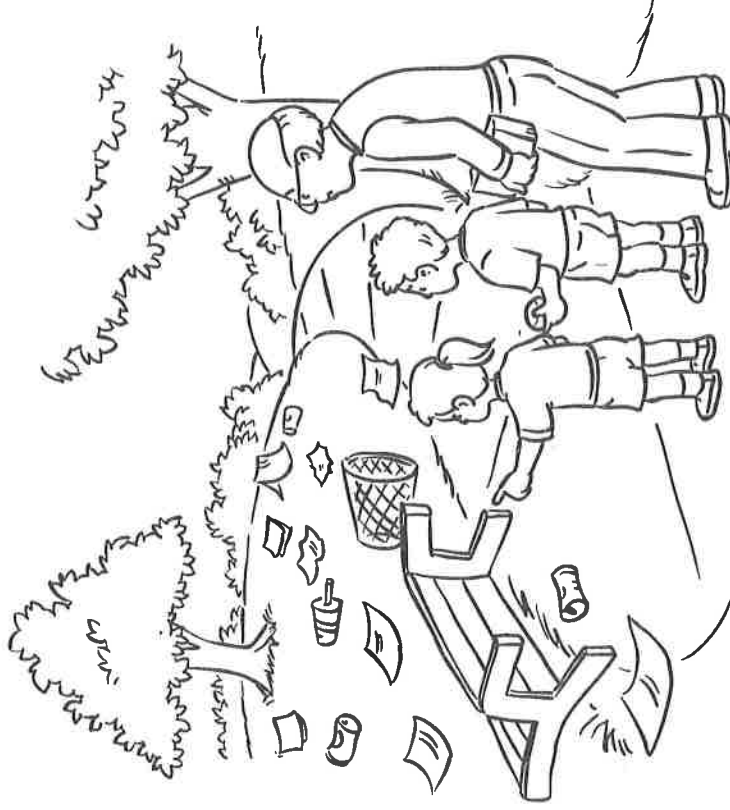
3

Name _____



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We Can Play!



They can play here!

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

We can not play here.

Name _____

Problem Solving • Two- and Three-Dimensional Shapes

Essential Question How can you solve problems using the strategy *use logical reasoning*?



Geometry—K.G.A.3

MATHEMATICAL PRACTICES
MP4, MP5, MP7



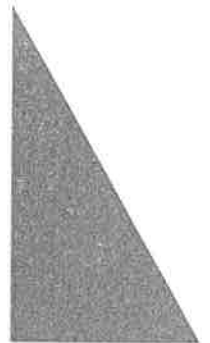
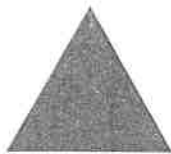
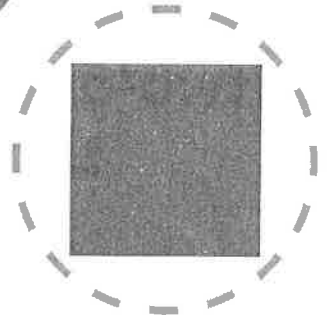
two-dimensional
shapes

three-dimensional
shapes

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DIRECTIONS Place shapes on the page. Sort the shapes on the sorting mat into sets of two-dimensional and three-dimensional shapes. Match a picture of each shape to a shape on the sorting mat. Glue the shape pictures on the sorting mat.

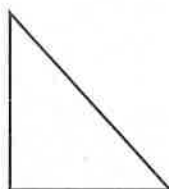
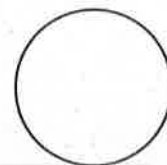
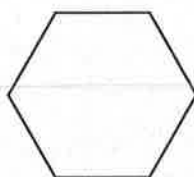
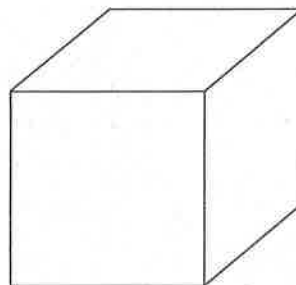
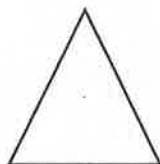
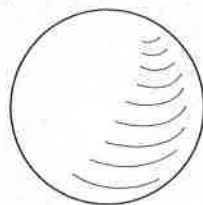
Try Another Problem



DIRECTIONS 1. Identify the two-dimensional or flat shapes. Trace the circle around the square. Circle the other flat shapes. Identify the three-dimensional or solid shapes. Trace the X on the sphere. Mark an X on the other solid shapes.

Name _____

Share and Show



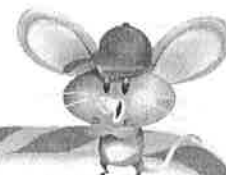
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DIRECTIONS 2. Identify the two-dimensional or flat shapes. Use red to color the flat shapes. Identify the three-dimensional or solid shapes. Use blue to color the solid shapes.

On Your Own

Real World



3

WRITE
Math

4

DIRECTIONS 3. Draw to show what you know about a flat shape. Name the shape. 4. Draw to show what you know about a real object that has a solid shape. Name the object and the shape.



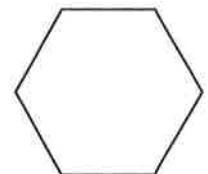
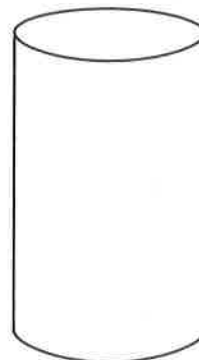
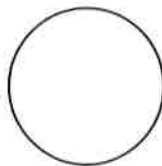
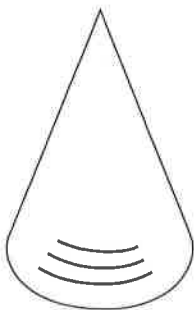
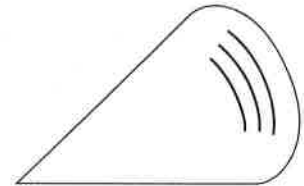
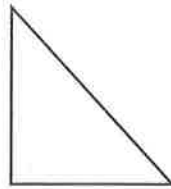
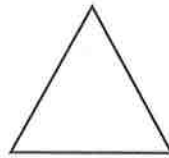
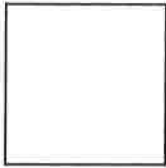
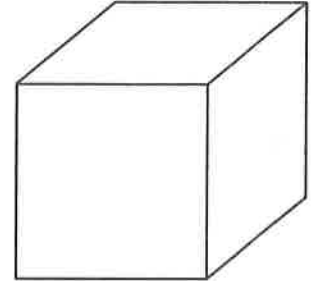
HOME ACTIVITY • Have your child identify a household object that is shaped like a three-dimensional shape. Have him or her name the three-dimensional shape.

Name _____

Problem Solving • Two- and Three-Dimensional Shapes



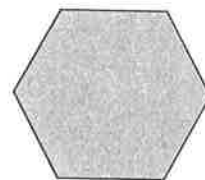
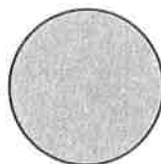
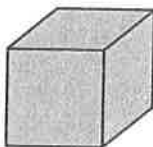
COMMON CORE STANDARD—K.G.A.3
 Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).



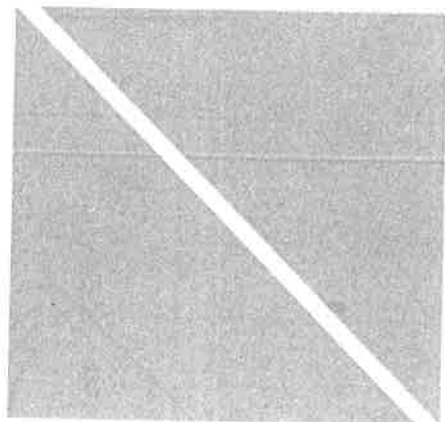
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DIRECTIONS 1. Identify the two-dimensional or flat shapes. Use red to color the flat shapes. Identify the three-dimensional or solid shapes. Use blue to color the solid shapes.

Lesson Check (K.G.A.3)



Spiral Review (K.CC.A.1, K.G.B.6)



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

DIRECTIONS 1. Which is a three-dimensional or solid shape? Mark an X on the shape. 2. Join two triangles to make a shape. Draw and color the shape you created. 3. Begin with 1 and count forward to 19. What is the next number? Draw a line under that number.

608 six hundred eight



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

Name _____

Model Shapes

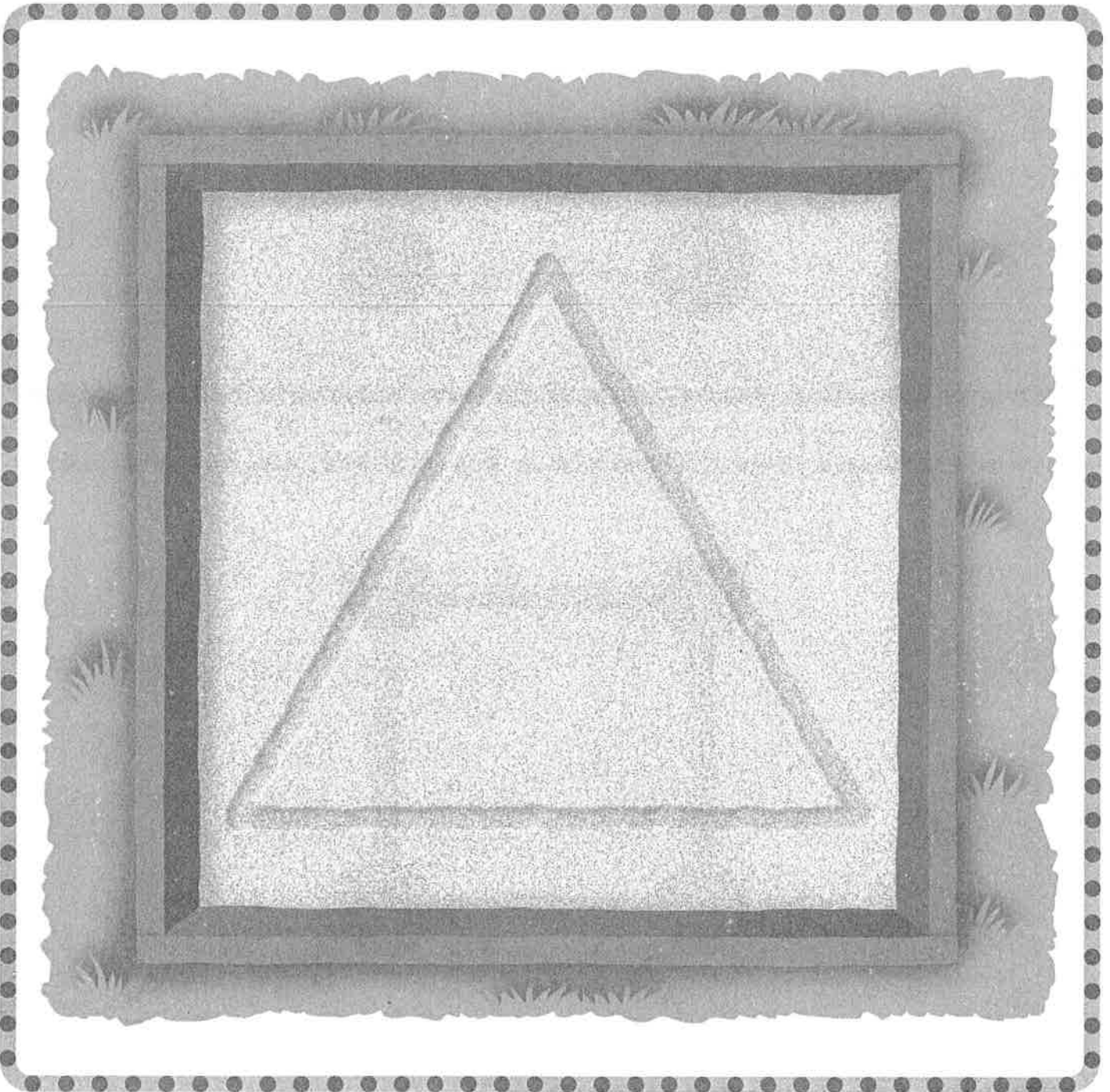
Essential Question How can you model shapes in the real world?



Geometry—K.G.B.5
Also K.G.A.2, K.G.A.3

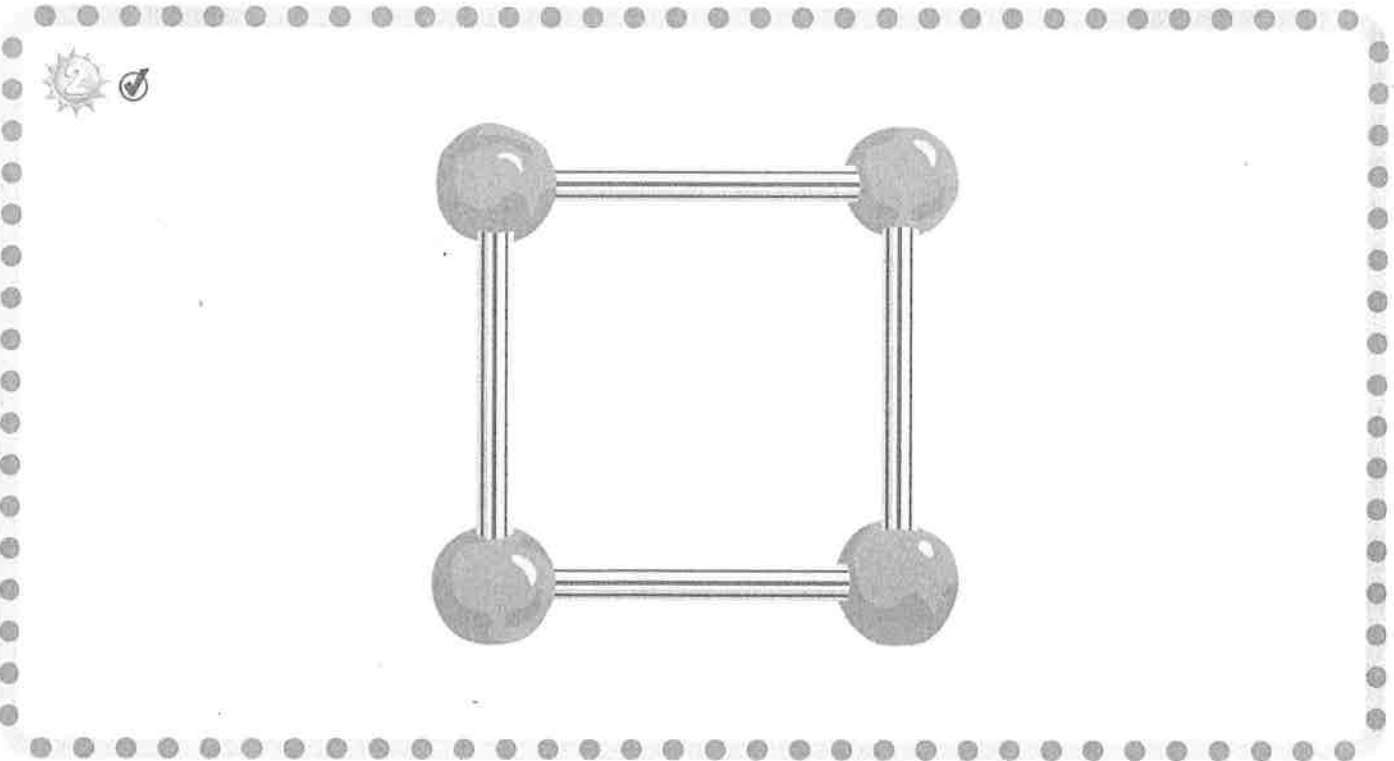
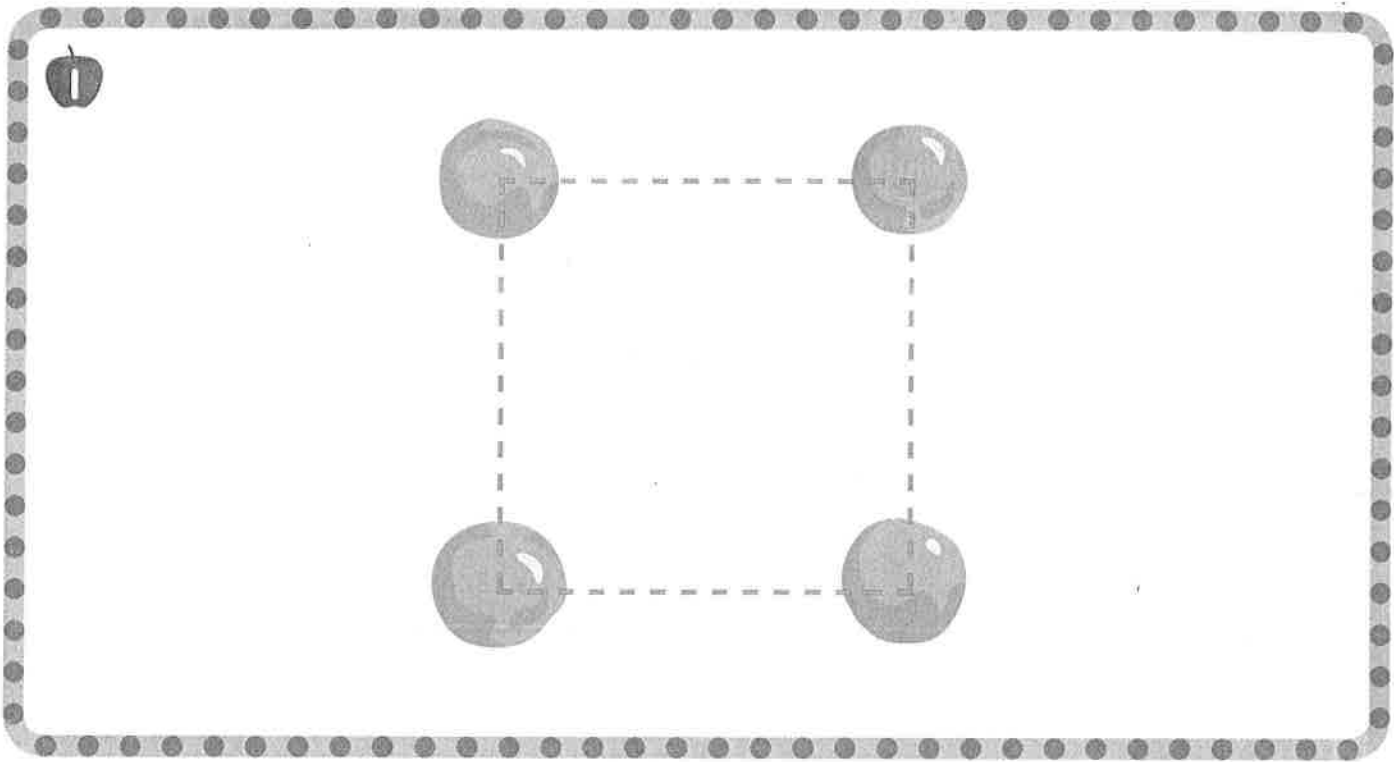
MATHEMATICAL PRACTICES
MP3, MP8

Listen and Draw



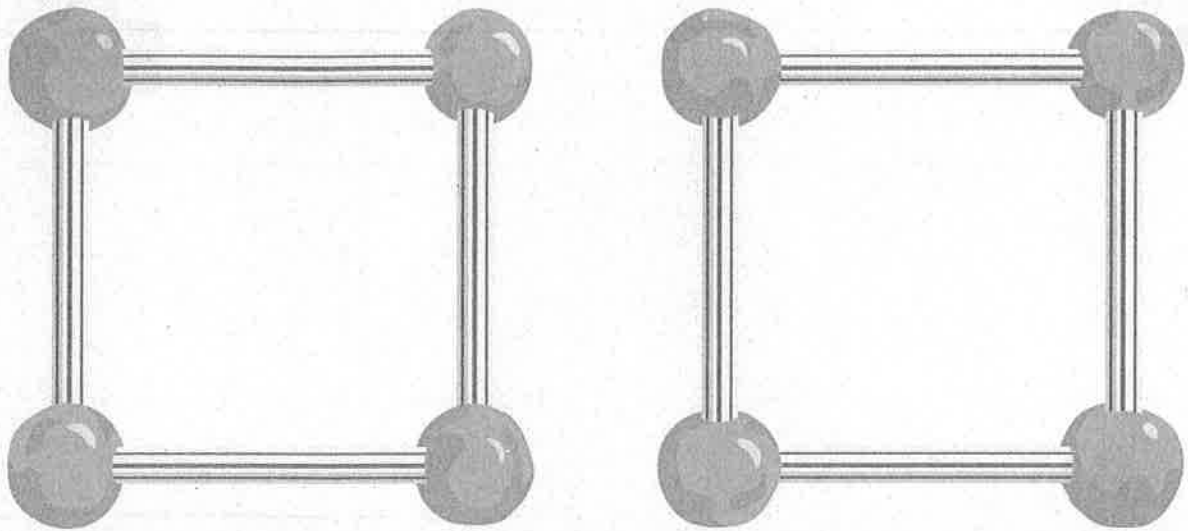
DIRECTIONS Use your finger to trace around the shape. Name the shape. Tell a friend whether this shape is flat or solid. Talk about the number of sides and the number of vertices.

Share and Show

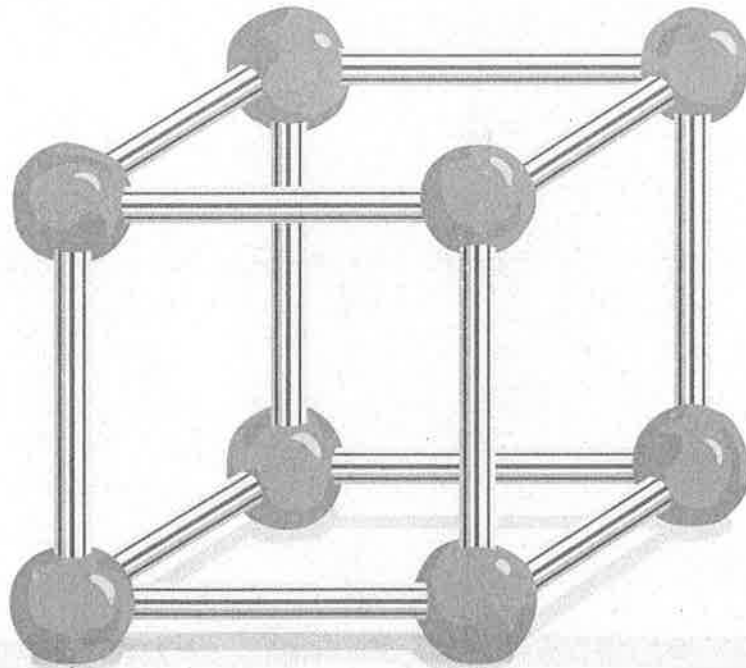


DIRECTIONS 1. Use clay to model 4 spheres as shown. Trace the square. The clay spheres will model the corners of the squares. 2. Place straws into the spheres as shown.

3



4



DIRECTIONS 3. Use clay and straws to model another shape. Match the shape that you modeled in Exercise 2. 4. Stand a straw into each corner of one of the shapes. Carefully lift the other shape and place it onto the straws as shown. Name the solid shape you modeled.



5

6

DIRECTIONS 5. Maria's window has the shape of a square. Draw a picture of the shape. Tell a friend whether this shape is flat or solid. Talk about the number of sides and the number of vertices. 6. Use objects such as clay and straws to model a solid shape. Draw a picture of the solid shape. Tell a friend about the shape.



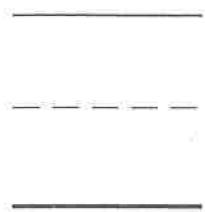
HOME ACTIVITY • Have your child identify a household object that has a flat shape. Have your child model the shape with a drawing. Repeat the activity with a solid object, and have your child model the shape with materials such as clay and toothpicks.

Name _____

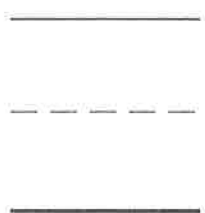
Model Shapes



COMMON CORE STANDARD—K.G.B.5
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.



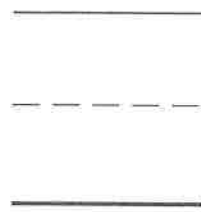
sides



flat surfaces

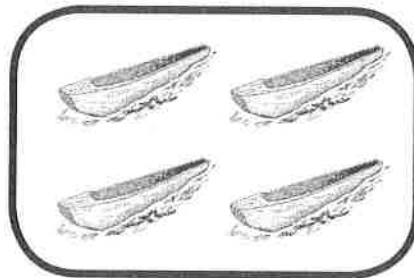
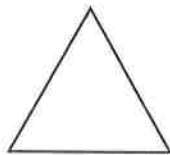
DIRECTIONS 1. Draw to show what you know about a square. Write how many sides. 2. Declan's can of corn has the shape of a cylinder. Use clay to model a cylinder. Draw the cylinder. How many flat surfaces are there? Write the number.

Lesson Check (K.G.B.5)



flat surface

Spiral Review (K.G.A.2, K.OA.A.2)



4

+

=

5

DIRECTIONS 1. How many flat surfaces does this shape have? Write the number. 2. Which shape is flat? Color the flat shape. 3. Tell an addition word problem about the boats. Write the number to complete the addition sentence.

614 six hundred fourteen



FOR MORE PRACTICE
GO TO THE
Personal Math Trainer

Name _____

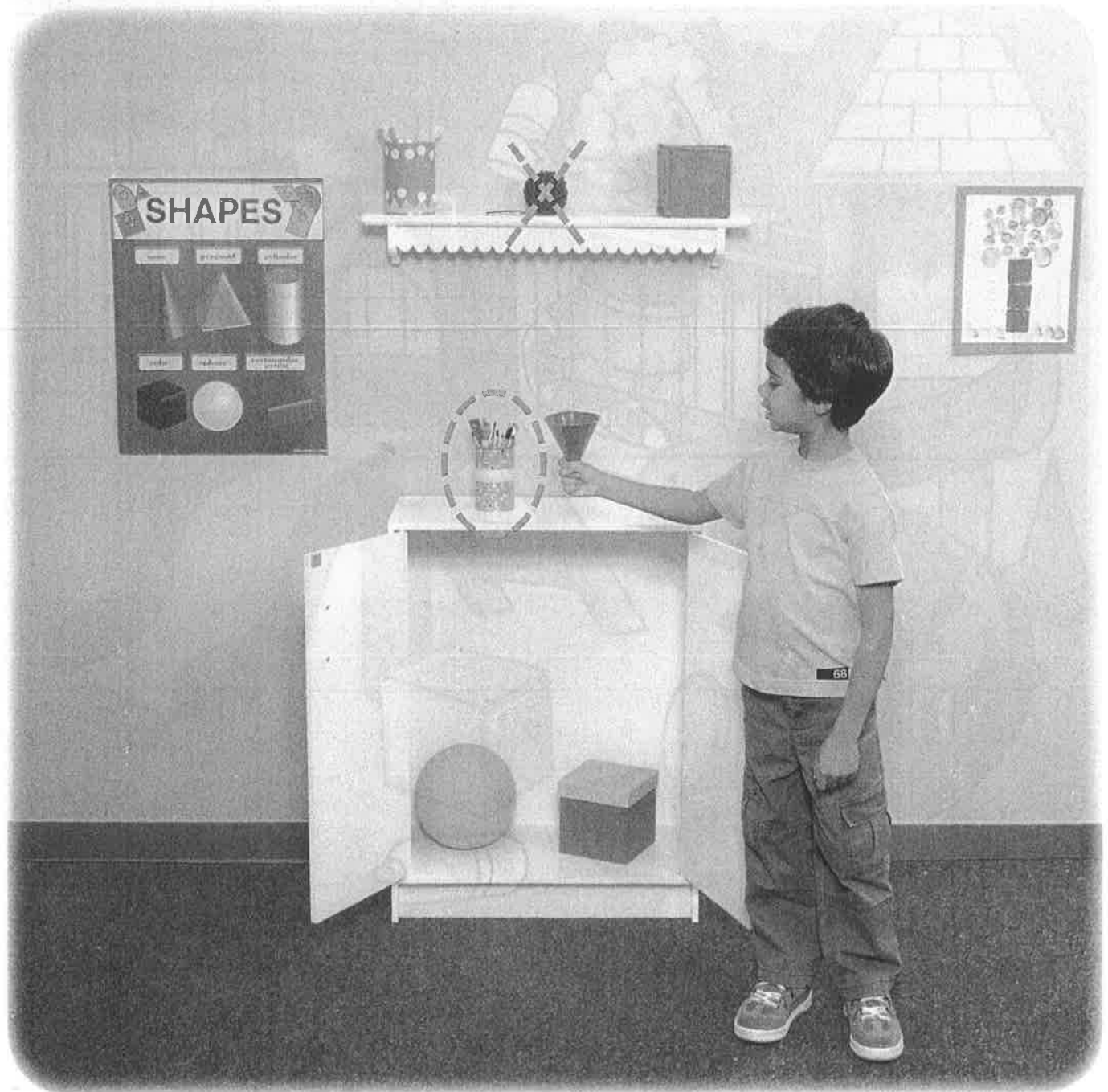
Above and Below

Essential Question How can you use the terms *above* and *below* to describe shapes in the environment?



Geometry—K.G.A.1

MATHEMATICAL PRACTICES
MP4

Listen and Draw


DIRECTIONS Trace the circle around the object shaped like a cylinder that is below the shelf. Trace the X on the object shaped like a sphere that is above the cabinet.

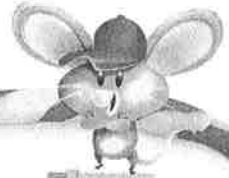
1



DIRECTIONS 1. Circle the object that is shaped like a cone below the play set. Mark an X on the object that is shaped like a cube above the play set. Color the object that is shaped like a cylinder above the play set.

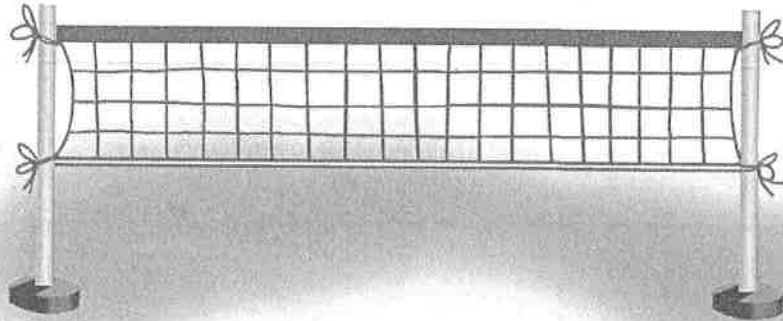


DIRECTIONS 2. Circle the object shaped like a sphere above the net. Mark an X on the object shaped like a cube directly below the net.



3

WRITE
Math



DIRECTIONS 3. Draw to show what you know about real world three-dimensional objects that might be above or below the net. Tell a friend about your drawing as you name the shape of the objects.



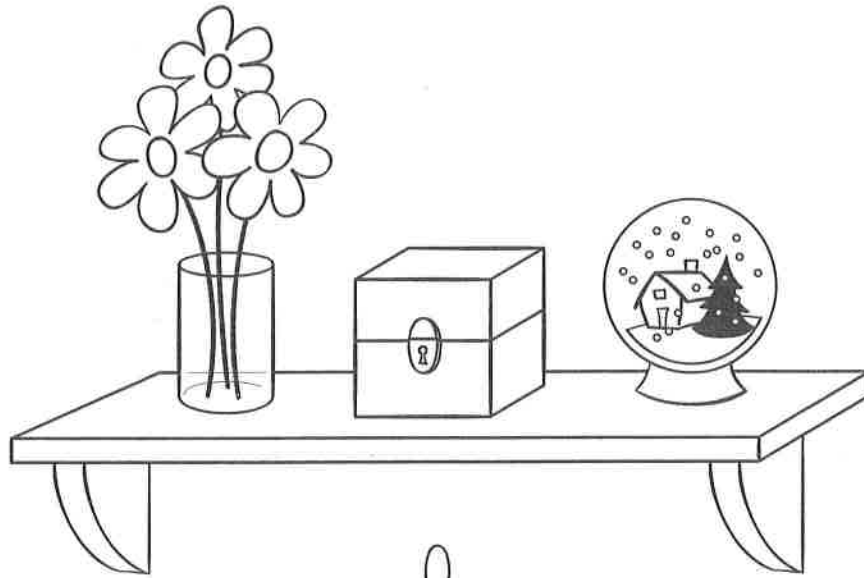
HOME ACTIVITY • Tell your child you are thinking of something in the room that is above or below another object. Have your child tell you what the object might be.

Name _____

Above and Below

Common Core

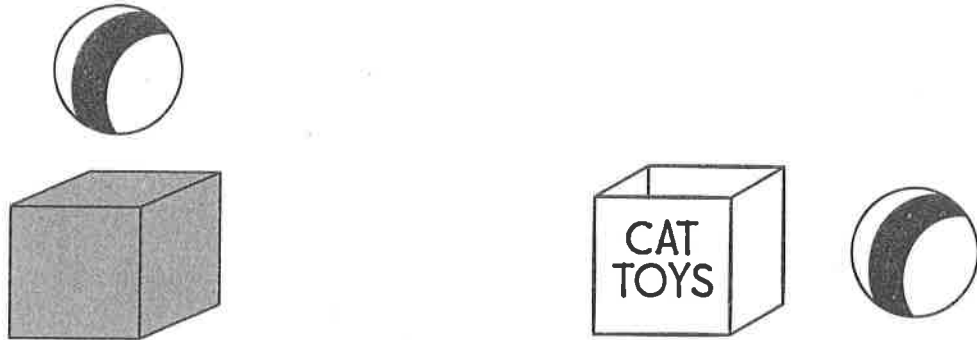
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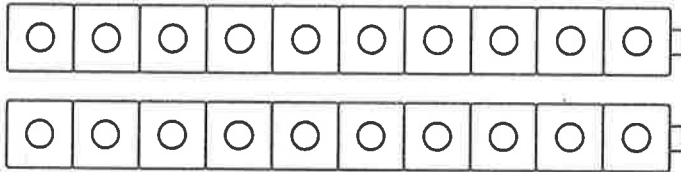
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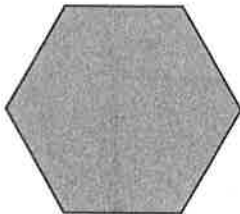
DIRECTIONS 1. Mark an X on the object that is shaped like a sphere below the table. Circle the object that is shaped like a cube above the table.

Lesson Check (K.G.A.1)



Spiral Review (K.CC.B.5, K.G.B.4)





vertices

DIRECTIONS 1. Circle the set that shows an object shaped like a sphere above the object shaped like a cube. 2. Count and tell how many. Write the number. 3. How many vertices does the hexagon have? Write the number.

620 six hundred twenty

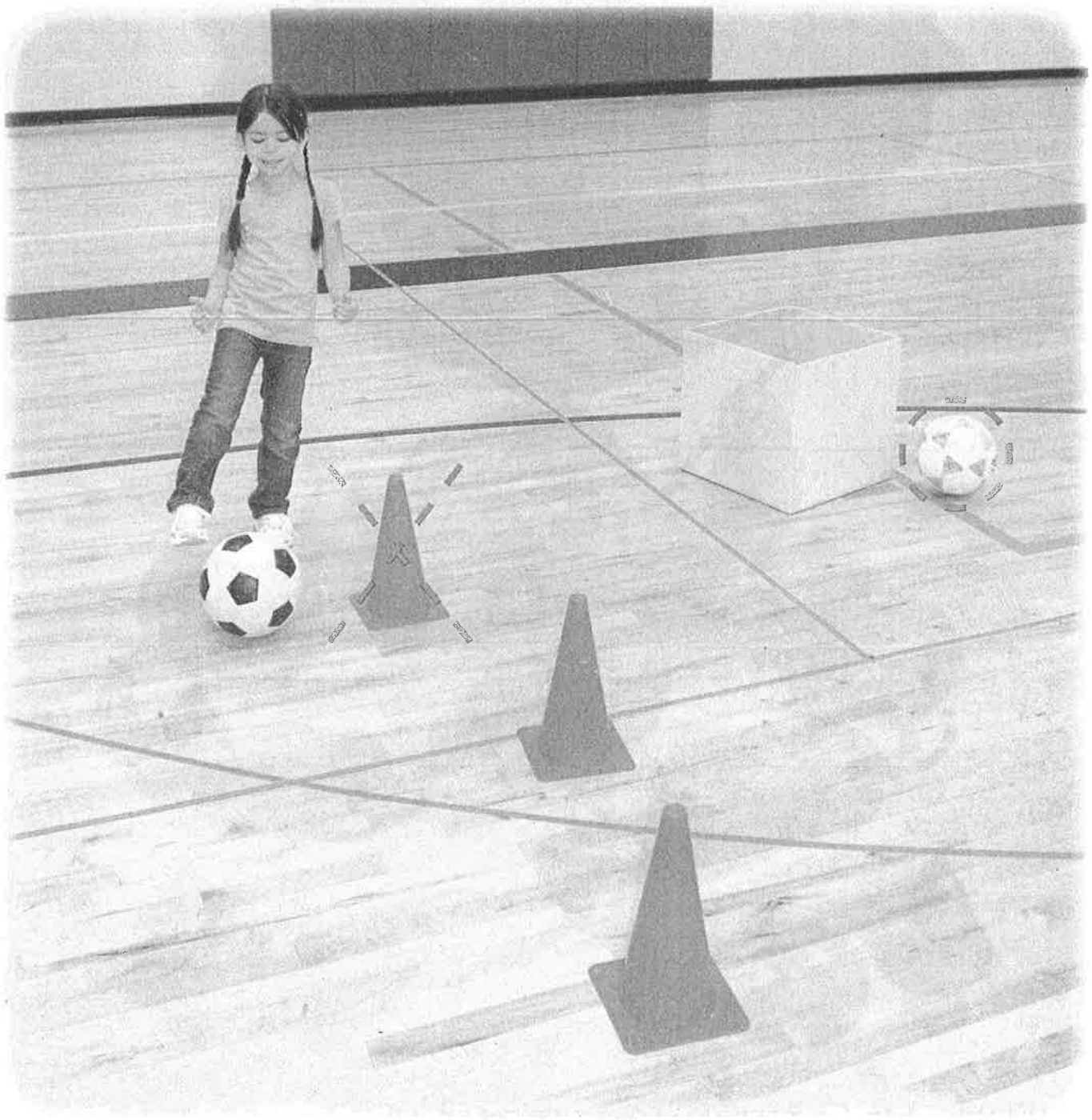


**FOR MORE PRACTICE
GO TO THE
Personal Math Trainer**

Name _____

Beside and Next To**Essential Question** How can you use the terms *beside* and *next to* to describe shapes in the environment?

Geometry—K.G.A.1

MATHEMATICAL PRACTICES
MP3, MP4, MP6**Listen and Draw****DIRECTIONS** Trace the X on the object shaped like a cone that is beside the object shaped like a sphere. Trace the circle around the object shaped like a sphere that is next to the object shaped like a cube.

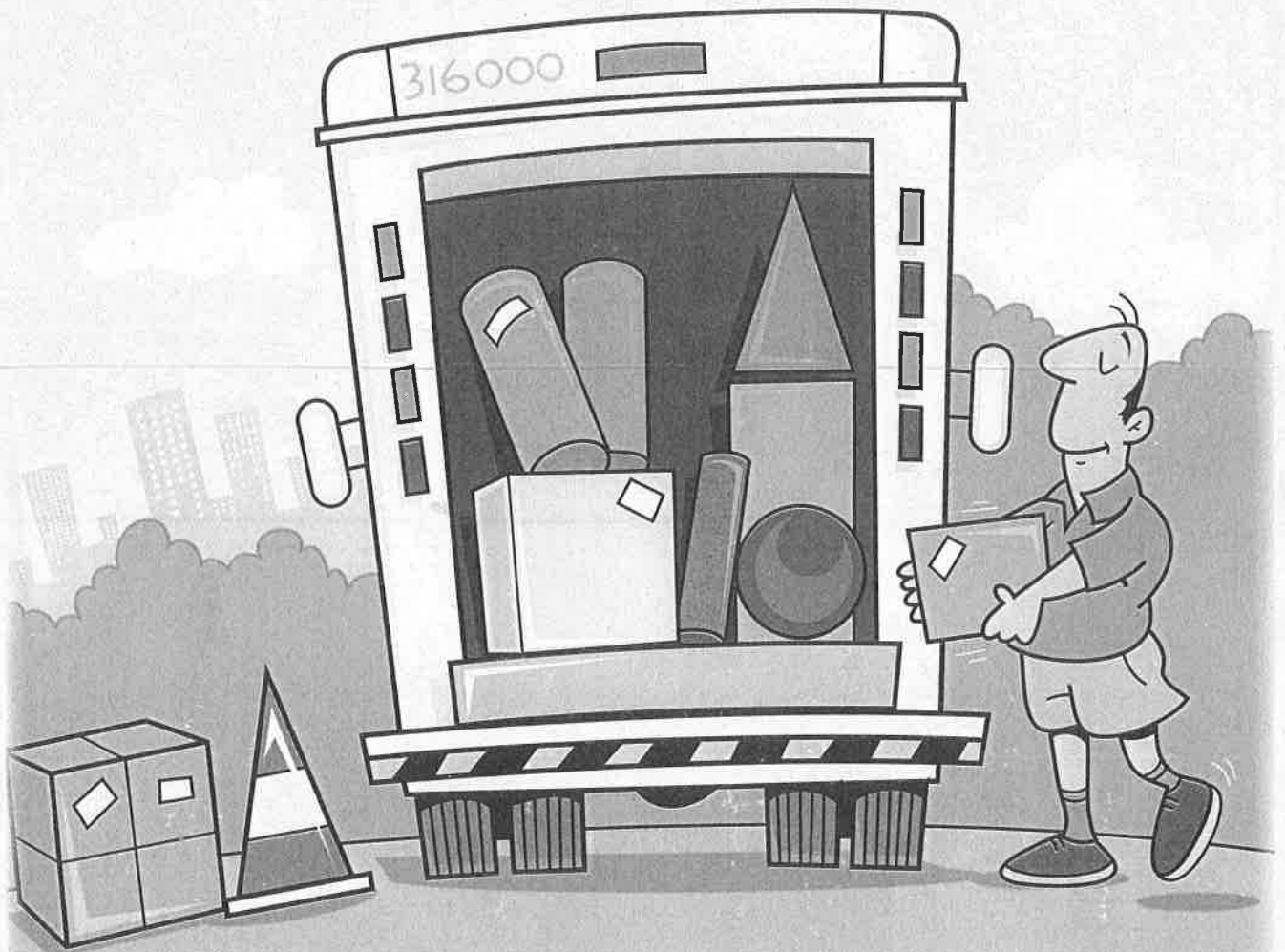
Share and Show

1



DIRECTIONS 1. Mark an X on the bead shaped like a cube that is beside the bead shaped like a cone. Draw a circle around the bead shaped like a cone that is next to the bead shaped like a cylinder. Use the words *next to* and *beside* to name the position of other bead shapes.

622 six hundred twenty-two



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DIRECTIONS 2. Mark an X on the object shaped like a cylinder that is next to the object shaped like a sphere. Draw a circle around the object shaped like a cone that is beside the object shaped like a cube. Use the words *next to* and *beside* to describe the position of other package shapes.

Problem Solving • Applications

Real
World

3

WRITE
Math

DIRECTIONS 3. Draw or use pictures to show what you know about real world three-dimensional objects beside and next to other objects.



HOME ACTIVITY • Tell your child you are thinking of something in the room that is beside or next to another object. Have your child tell you the shape of the object.

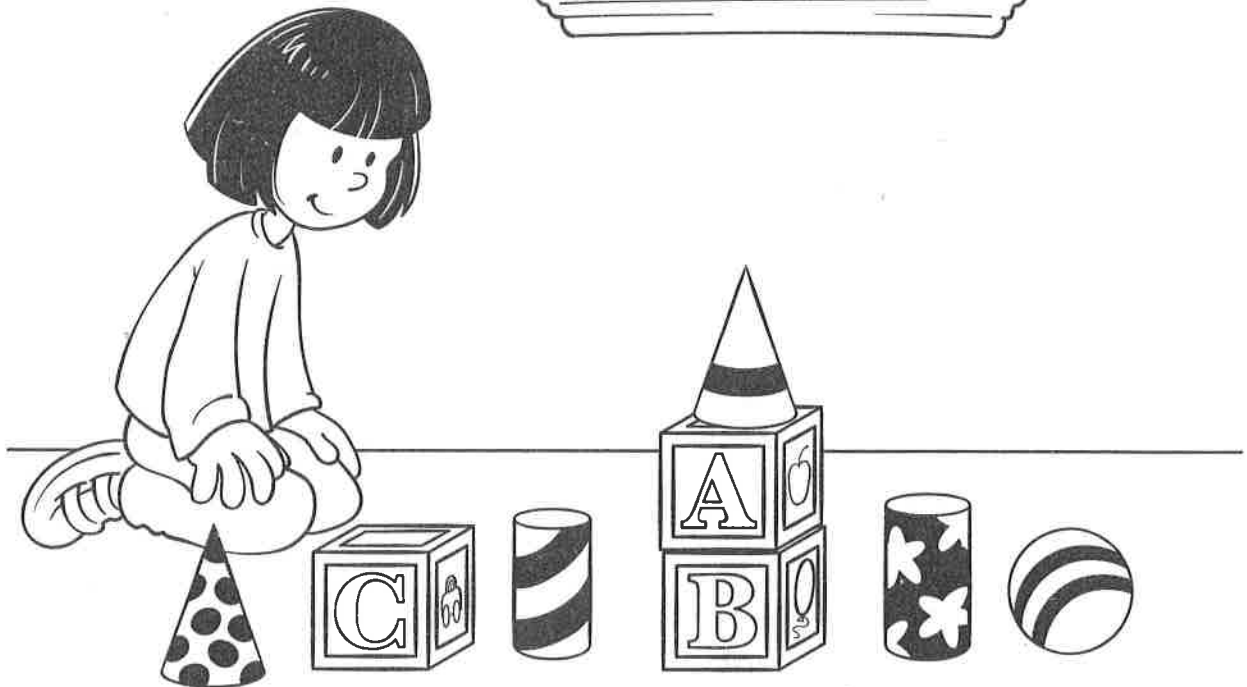
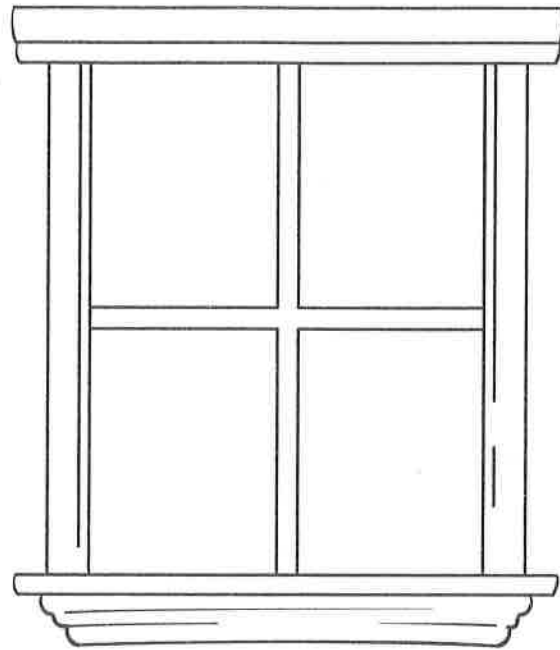
Name _____

Beside and Next To



COMMON CORE STANDARD—K.G.A.1

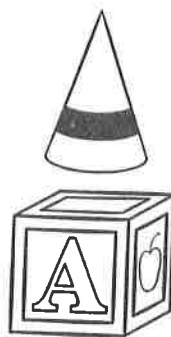
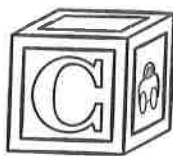
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).



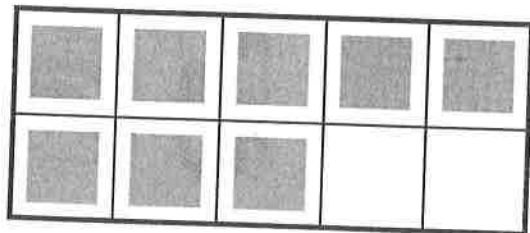
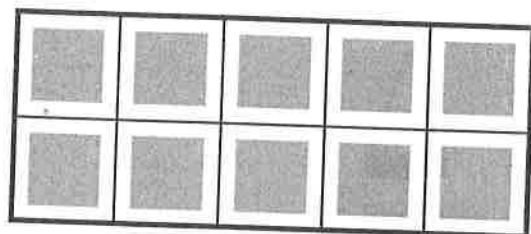
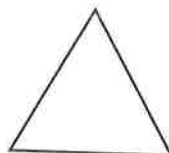
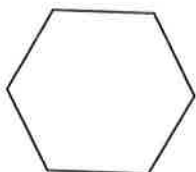
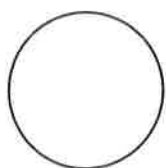
DIRECTIONS 1. Mark an X on the object shaped like a cylinder that is next to the object shaped like a sphere. Circle the object shaped like a cone that is beside the object shaped like a cube. Use the words *next to* and *beside* to name the position of other shapes.

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Lesson Check (K.G.A.1)



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



DIRECTIONS 1. Circle the set that shows an object shaped like a cube beside the object shaped like a cone. 2. Which shape is a hexagon? Color the hexagon. 3. How many tiles are there? Write the number.



In Front Of and Behind

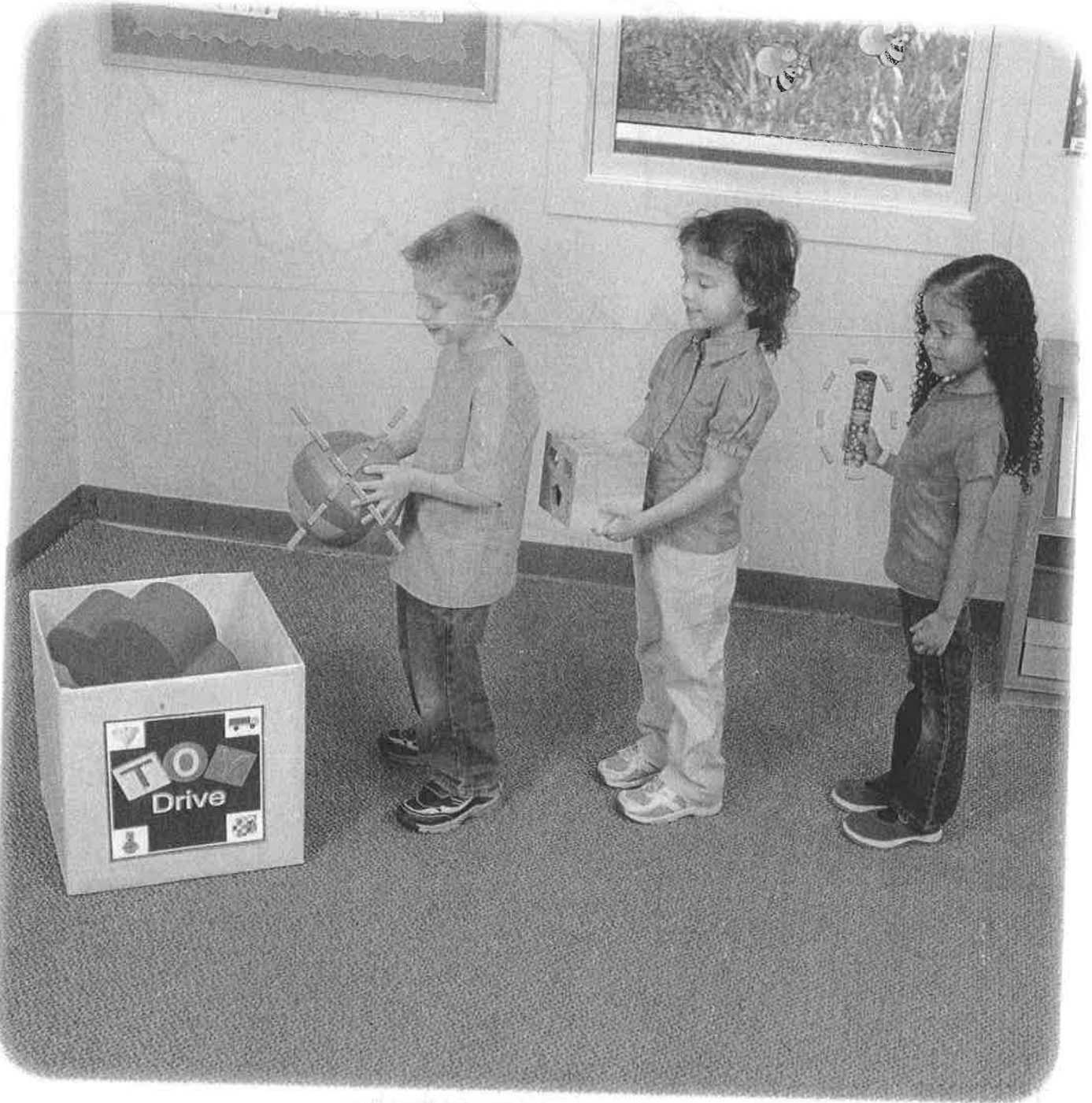
Essential Question How can you use the terms *in front of* and *behind* to describe shapes in the environment?

Common Core

Geometry—K.G.A.1

MATHEMATICAL PRACTICES
MP3, MP4, MP6

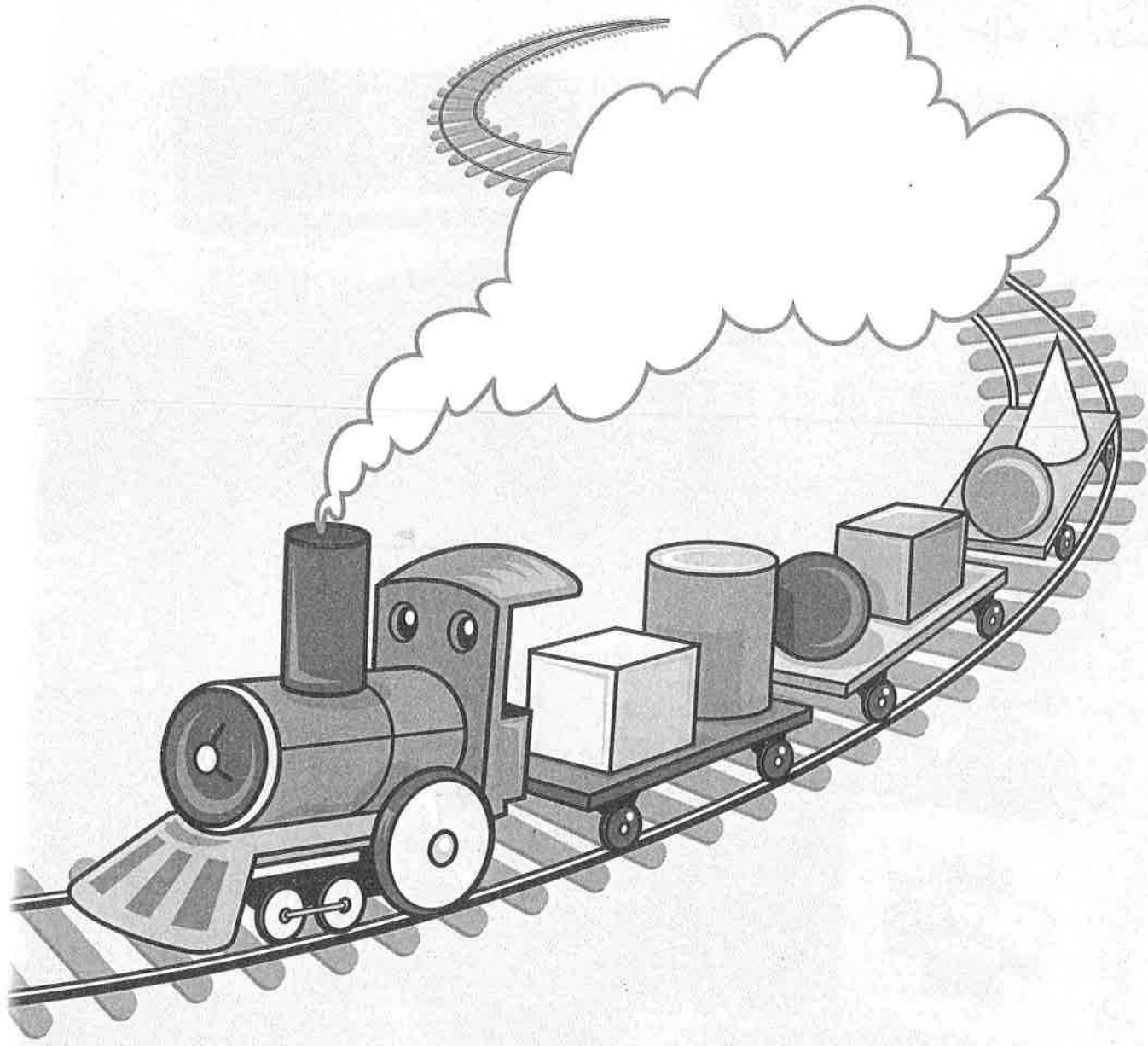
Listen and Draw



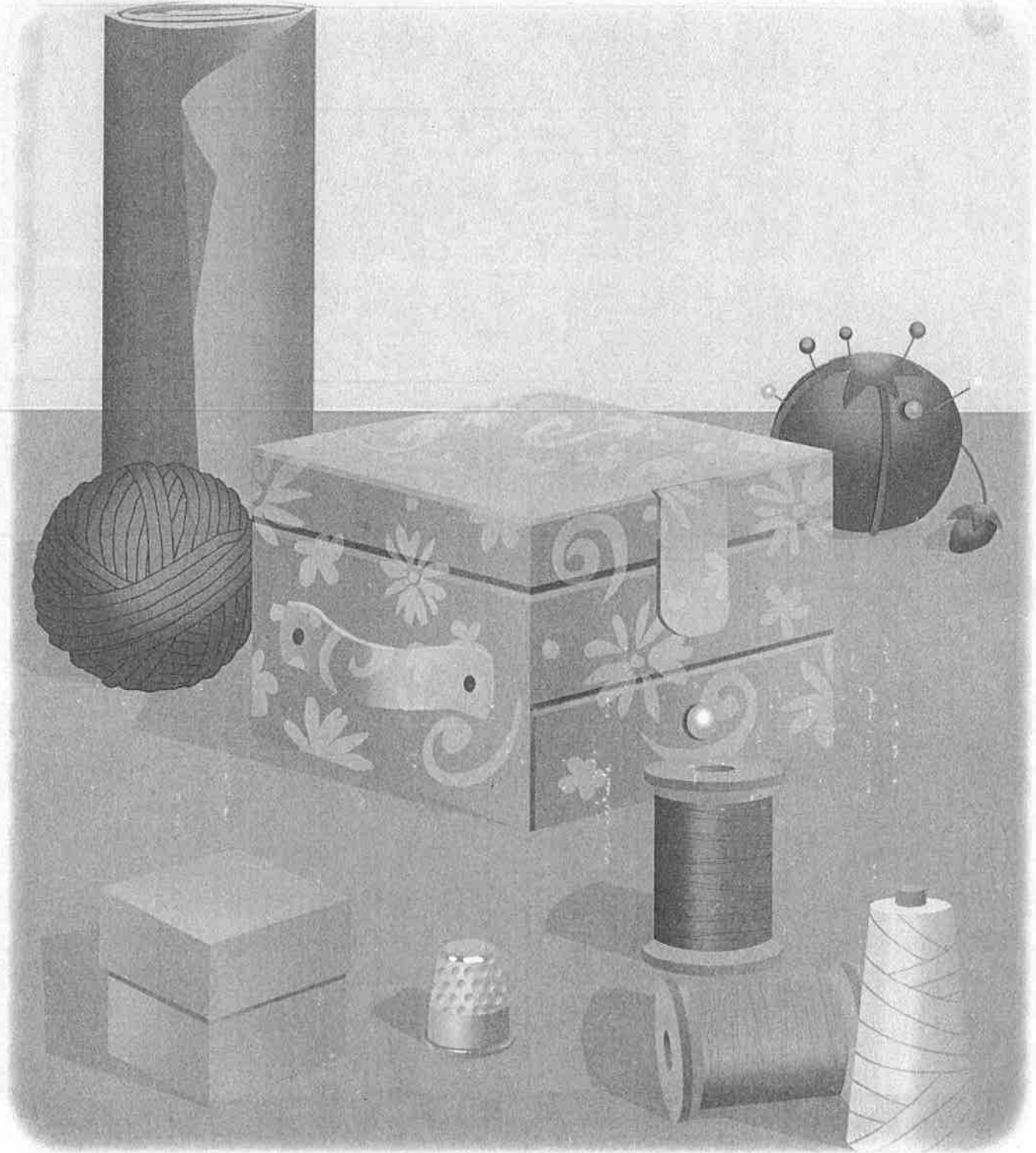
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DIRECTIONS Trace the X on the object shaped like a sphere that is in front of the object shaped like a cube. Trace the circle around the object shaped like a cylinder that is behind the object shaped like a cube.

Share and Show



DIRECTIONS 1. Mark an X on the object shaped like a cylinder that is behind the object shaped like a cube. Draw a circle around the object shaped like a sphere that is directly in front of the object shaped like a cone. Use the words *in front of* and *behind* to name the position of other shapes.



DIRECTIONS 2. Mark an X on the object shaped like a cube that is in front of the object shaped like a cylinder. Draw a circle around the object shaped like a cylinder that is behind the object shaped like a sphere. Use the words *in front of* and *behind* to name the position of other shaped objects.

WRITE
Math

3

DIRECTIONS 3. Draw or use pictures to show what you know about real world three-dimensional objects in front of and behind other objects.



HOME ACTIVITY • Tell your child you are thinking of something in the room that is in front of or behind another object. Have your child tell you the shape of the object.

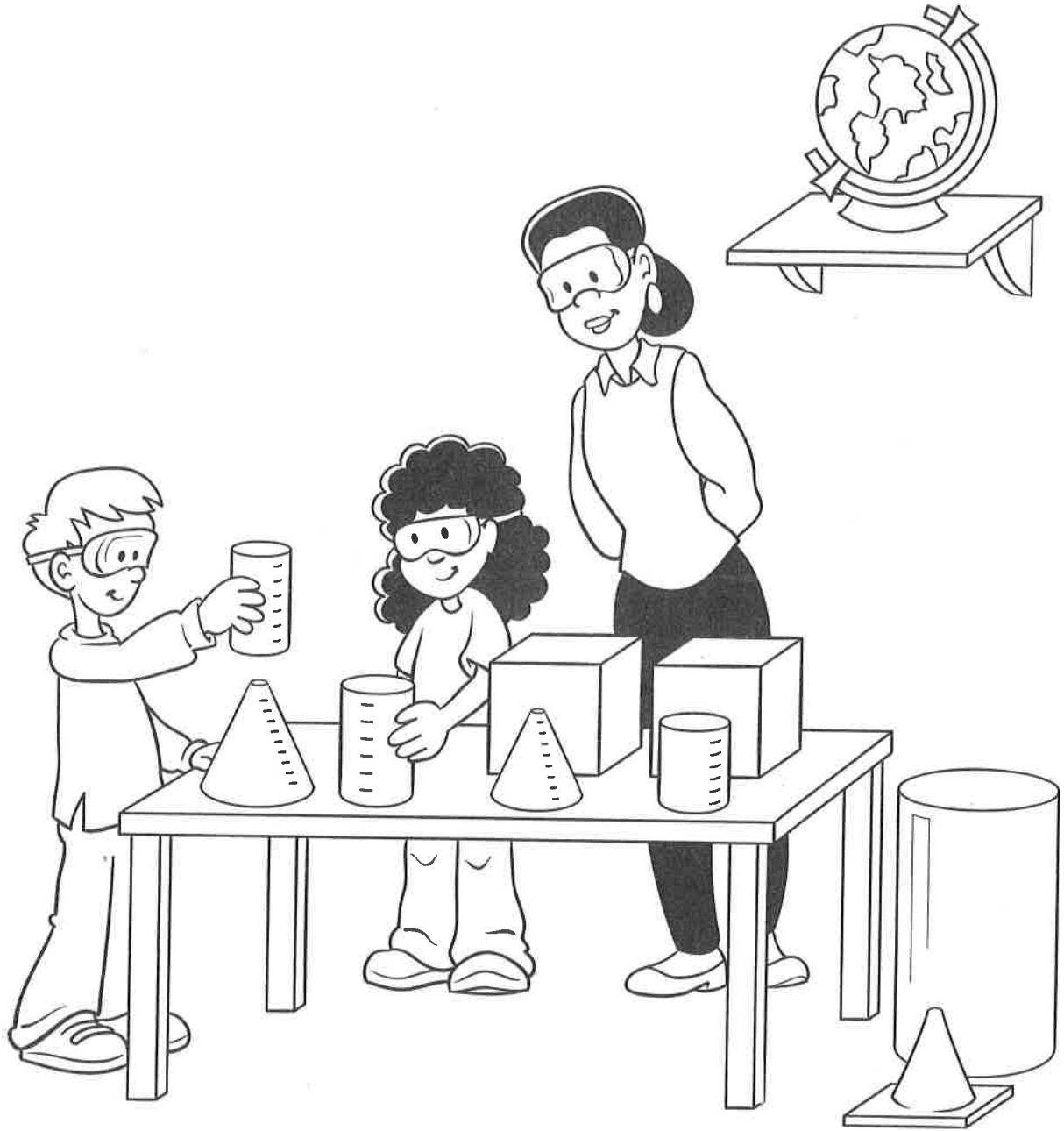
In Front Of and Behind



Common Core

COMMON CORE STANDARD—K.G.A.1

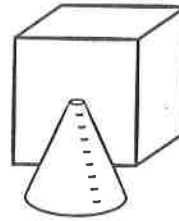
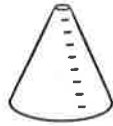
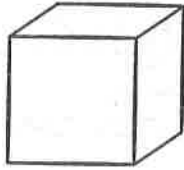
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).



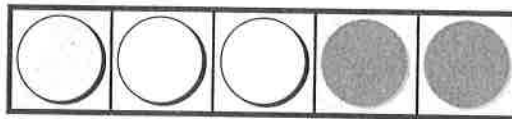
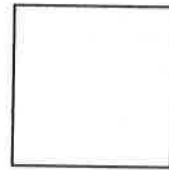
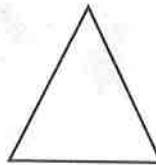
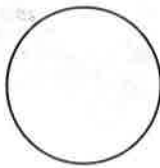
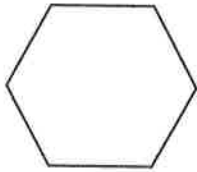
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DIRECTIONS 1. Mark an X on the object shaped like a cylinder that is behind the object shaped like a cone. Draw a circle around the object shaped like a cylinder that is in front of the object shaped like a cube. Use the words *in front of* and *behind* to name the position of other shapes.

Lesson Check (K.G.A.1)



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



and

DIRECTIONS 1. Circle the set that shows an object shaped like a cone in front of the object shaped like a cube. 2. Which shape is a triangle? Color the triangle. 3. How many of each color counter? Write the numbers.

632 six hundred thirty-two



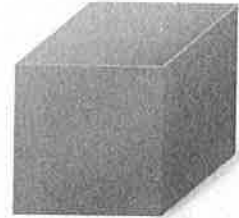
FOR MORE PRACTICE
GO TO THE
Personal Math Trainer

Chapter 10 Review/Test

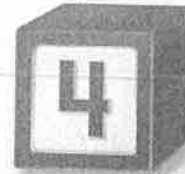


Personal Math Trainer
Online Assessment
and Intervention

1



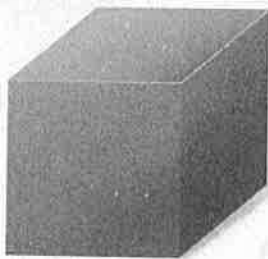
2



3

THINK SMARTER +

Personal Math Trainer



6 sides

Yes

No

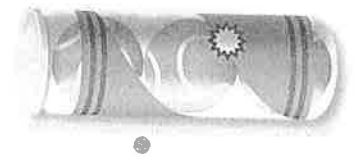
curved surface

Yes

No

DIRECTIONS 1. Mark under all the shapes that stack. 2. Which objects are shaped like a sphere? Mark an X on each of those objects. 3. Do the words describe a cube? Circle Yes or No.

4



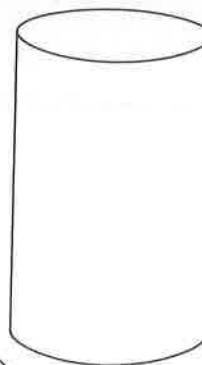
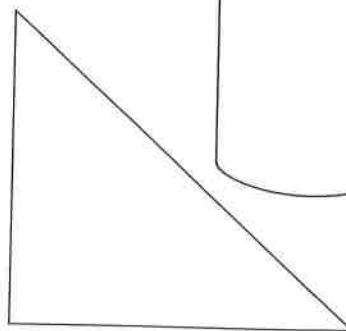
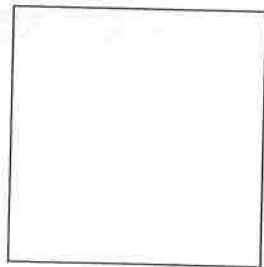
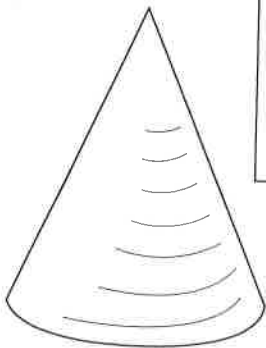
5



Personal Math Trainer

6

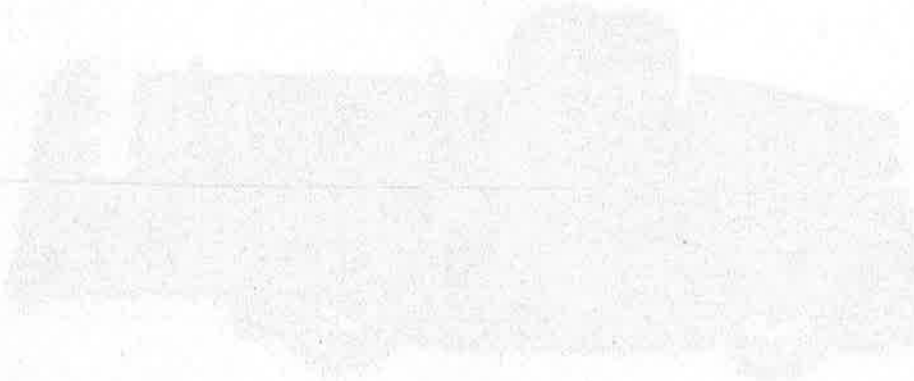
THINK SMARTER +



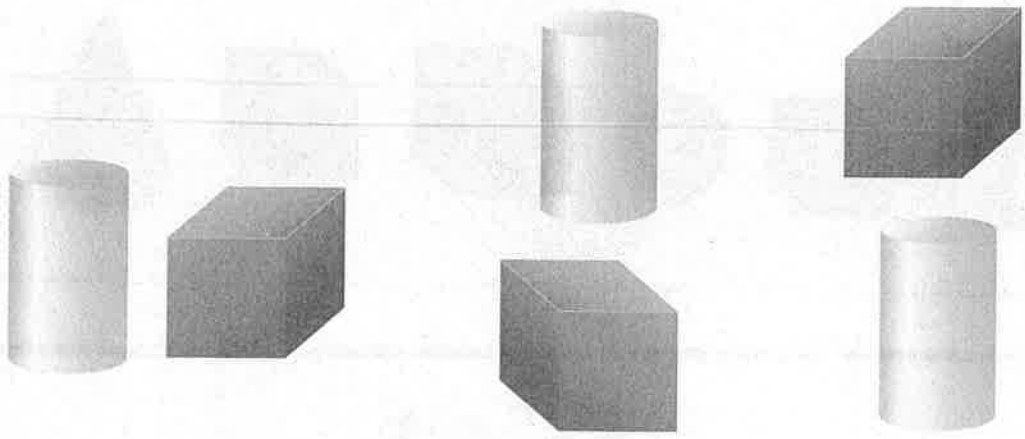
DIRECTIONS 4. Draw lines to match the objects to their shapes. 5. Which objects are shaped like a cone? Mark an X on each of those objects. 6. Color the solid shapes blue. Color the flat shapes red. Draw another flat shape that is different.

Name _____

7



8

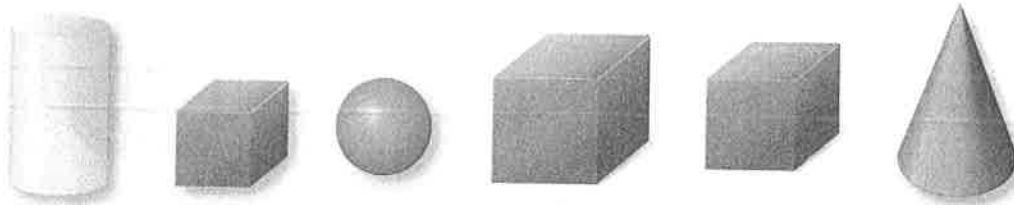
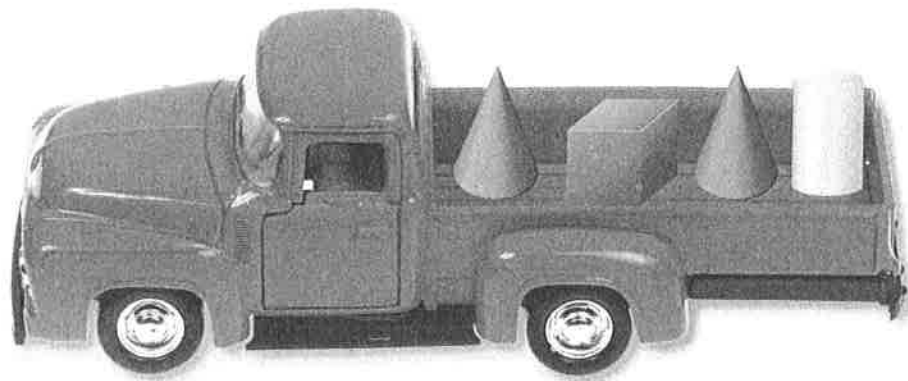


9

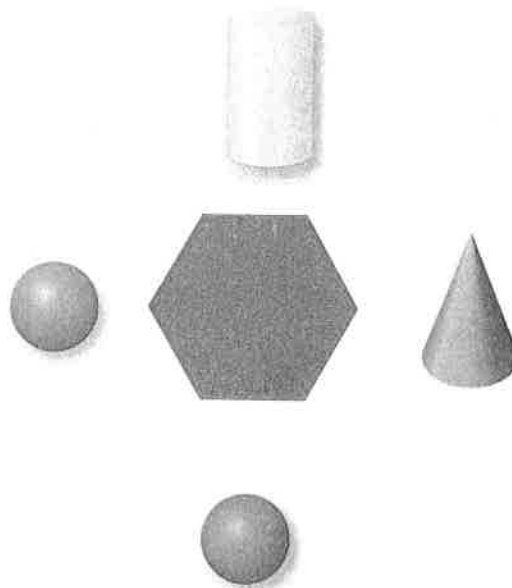


DIRECTIONS 7. Draw an object that has the shape of a cylinder. 8. Circle the shapes that show the cylinder above the cube. 9. Mark an X on the object shaped like a cylinder next to the object shaped like a cone.

10



12



DIRECTIONS 10. Mark an X on the cone in front of the cube. 11. Mark an X on the cube that is beside the cone. 12. Mark an X on the sphere that is below the hexagon.

636 six hundred thirty-six

Ms. Chesnek's Kindergarten Packet for the week of 4-20-4-24

Mon. Reading- packet do pages 254 and 23 Wonder's site: Listen to Big Book story "Hen Hears Gossip" – listen to "High Five Song" and do phonemic awareness activity-Read "We Can Play" story is in the packet- read 2 times Math: Do lesson 10.6 - 2 and 3 dimensional shapes. Example of 2 dimensional shapes: squares, circles, rectangles, triangles, and hexagons – Examples of 3 dimensional shapes: cubes, spheres, cones, and cylinders

Tue. Reading-packet do pages 255 and 260-Read "Lake Time Fun" in packet- text on both sides- read 2 times- Wonder's site- Do Phonics Activity isolation i_e and read "Clive and His Friend"- audio is available for listening to the story Math: Do lesson 10.7 Model Shapes – Do the parts of the lesson that do not require clay and straws (unless you have these items)

Wed. Reading- packet do page 1/1 sight word has-Wonder's site-do sight words activity and phonics blending – listen to "Farmer White's Best Friend" audio is available for this story-reread "We Can Play" story is in packet – read 2 times Math " Do lesson 10.8 Above and Below

Thur. Reading- Packet page 1- Wonder's site – do fluency words – you can practice a couple of times and read "Mike Helps Out" audio is available for this story- Math: do lesson 10.9 Beside and Next To

Fri. Reading – do last page sight word has- can practice rereading previous stories Math: do lesson 10.10 In Front Of and Behind

I have included 2 journal pages for your child to draw and write on-

Thank you - I appreciate
everything you're doing.
Ms. Chesnek
😊