

Ms. Chesnek's Work Packet for Week of 4-27-5-01

Mon. Reading- packet do pages 262 and 117-Wonder's Website : Song-long o song "A Goat in a Boat" and listening activity isolation o_e and read story online "Look Where It Is From" audio is available for story- Practice packet story "Look at This!" read 2 times Math: do pages 646-647 and Lesson 11.1 Compare Lengths

Tue. Reading-packet do page with tree-make a sentence and page 29 – Wonder's Website: do Phonemic Awareness Activities- Blend long o and phonics-build words with long o-read story online "What's for Breakfast" audio is available for story- Read through packet story: "Jo Made it at Home" text on both sides of sheet- Math: do lesson 11.2 Compare Heights

Wed. Reading- packet do page 263 and "look" sight word page- Wonder's Website: do sight words activity and fluency words- read story online "Nature at the Craft Fair" audio is available for story- Math: do lesson 11.3 Problem Solving Direct comparison

Thur. Reading- do page 268 and read packet story "Joke Note" text on both sides- Wonder's Website- do phonemic awareness activity "long o" – Math: do lesson 11.4 Compare Weights

Fri. Reading- Reread stories from packet or online-Math: do lesson 11.5 Length, Height, and Weight Do Review pages when finished with lessons

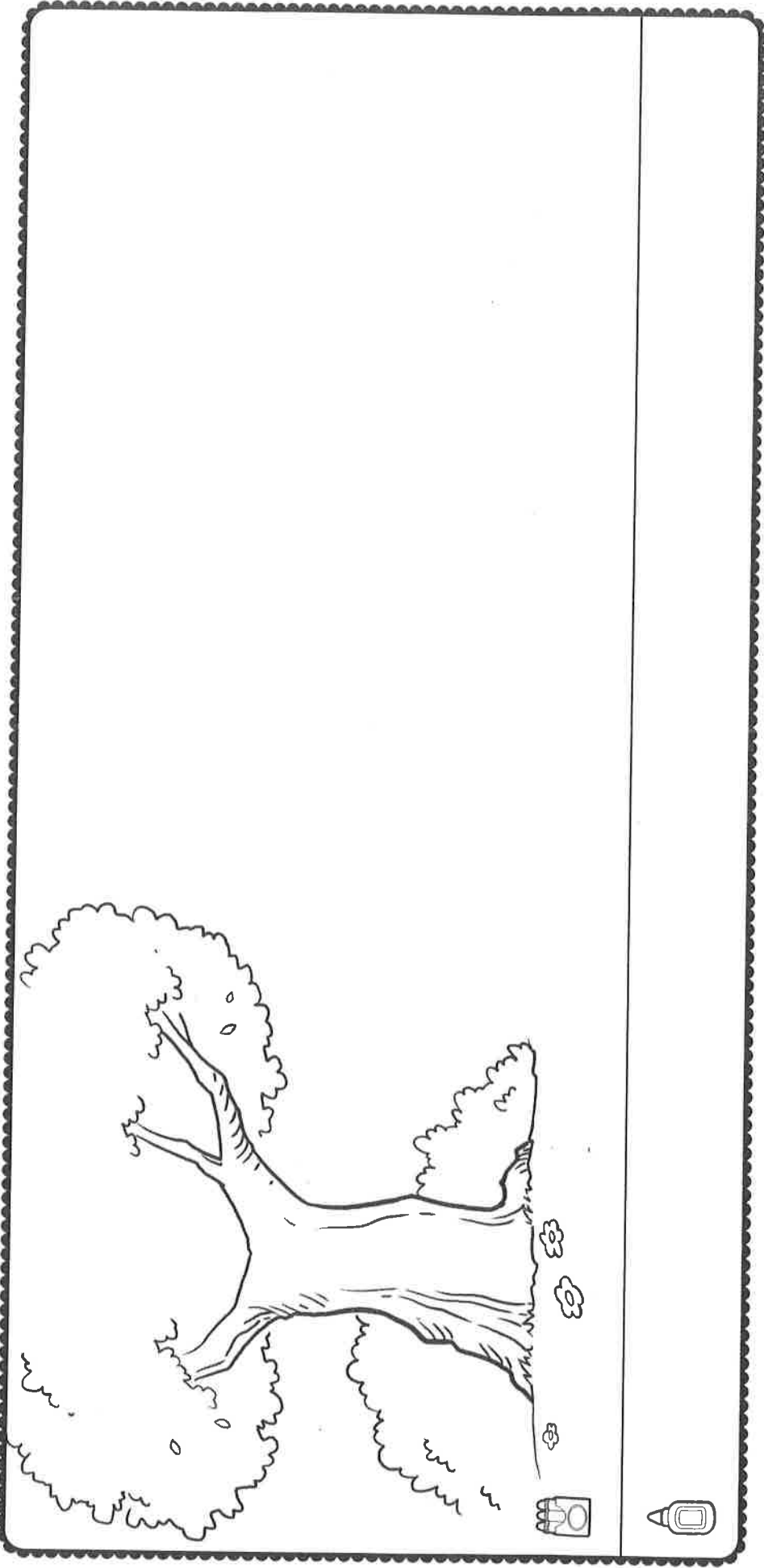
I have included 2 journal pages for drawing and writing •

★ Dear Parents: The Wonder's online activities that I assign will help you with teaching the reading lessons and doing the worksheet pages. They are tutorials for you and your child.

I appreciate all you are doing. Thank you,

Ms. Chesnek





by

*It

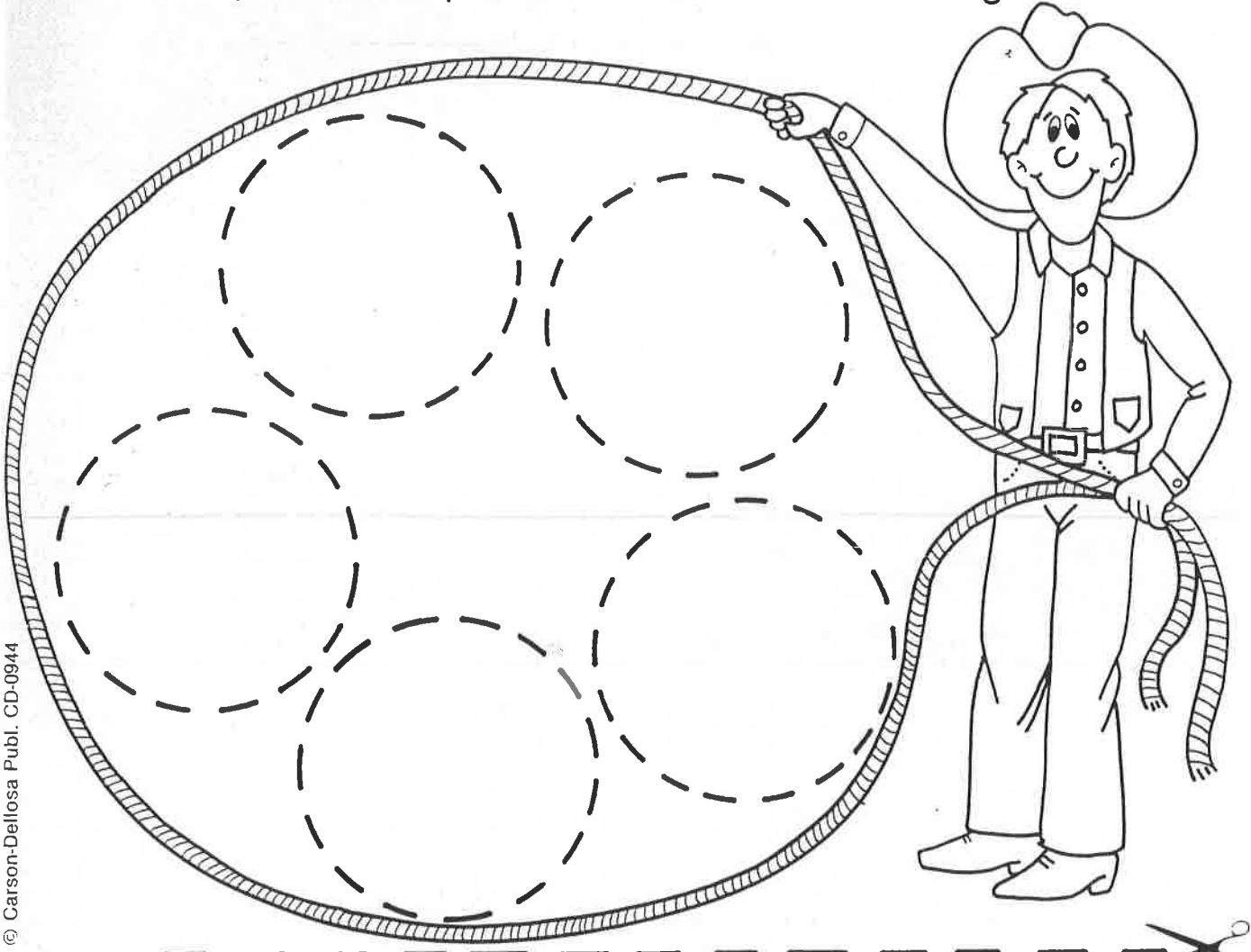
tree.

the

is

Name _____

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

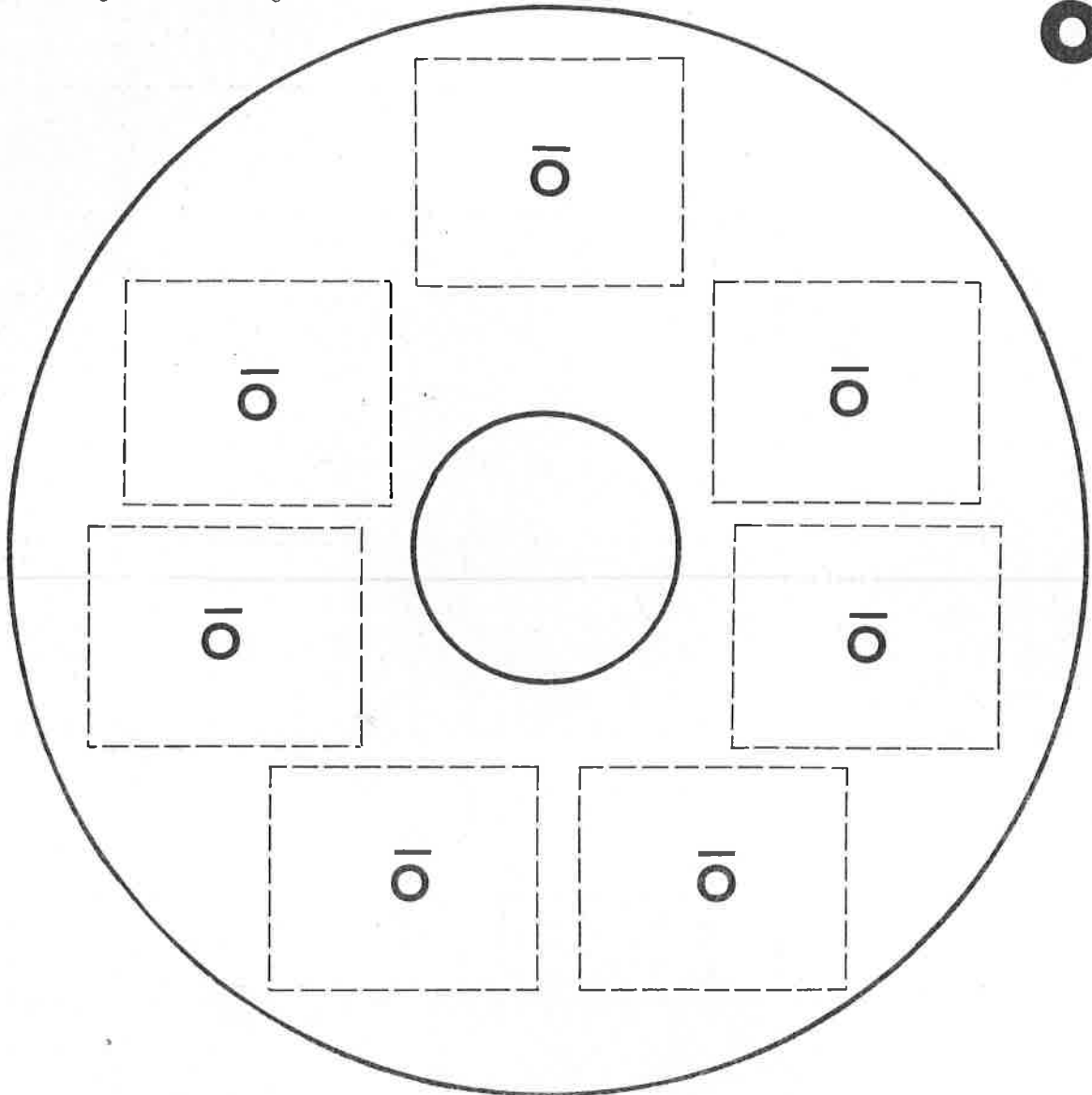


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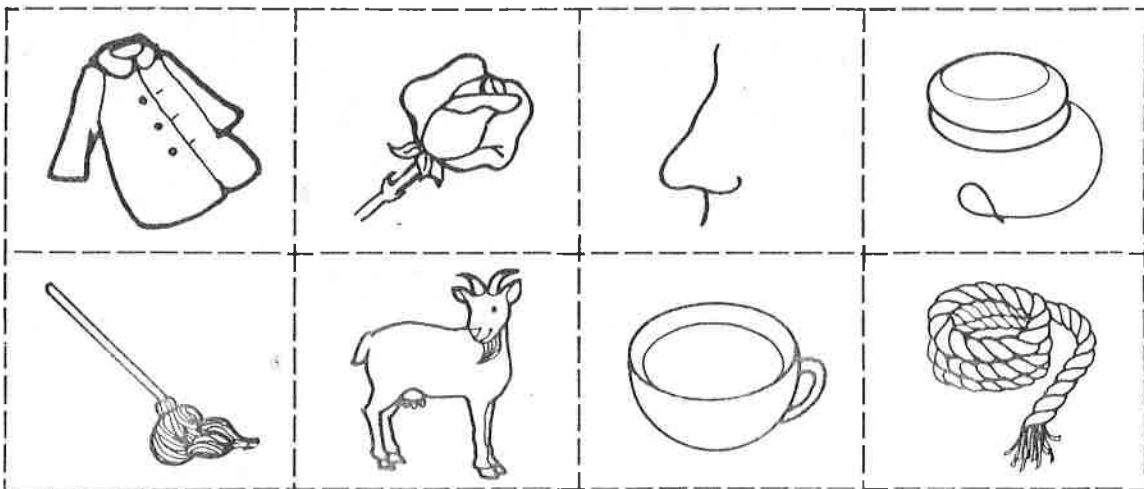
Say the - sound of o.

Name _____

_____ is learning to hear the long sound of o.



Name the pictures. Cut and paste on the capital O those that have the - sound of o.



Dolch Preprimer Sight Word: look

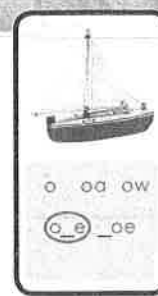
look

Trace the Word

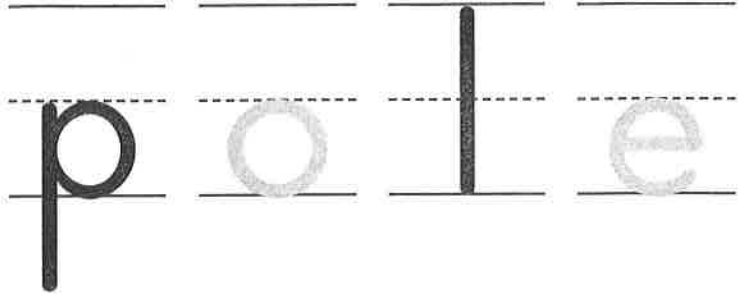
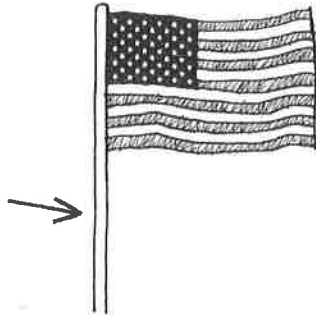
look look look look look

Write the Word

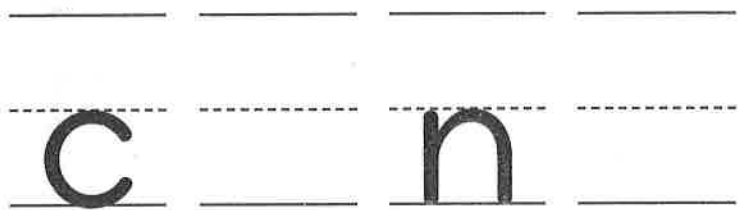
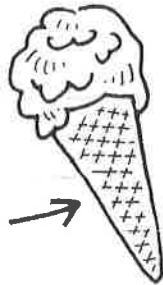
Name _____



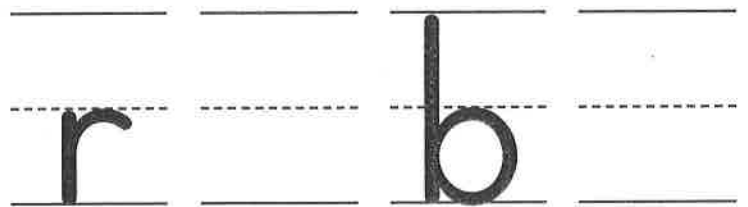
1.



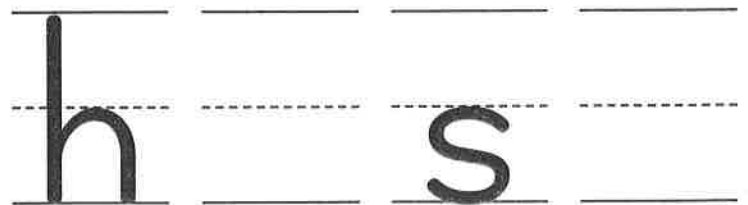
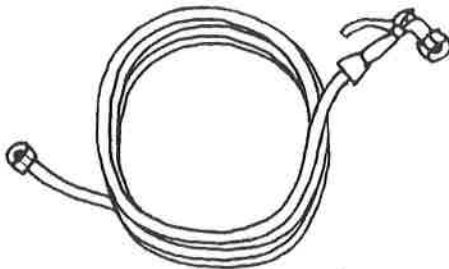
2.



3.



4.



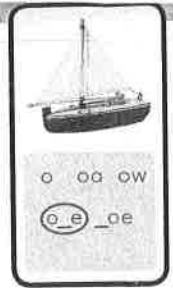
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Phonics: /ō/o_e

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



Name _____



1.

It is a rose.

2.



3.

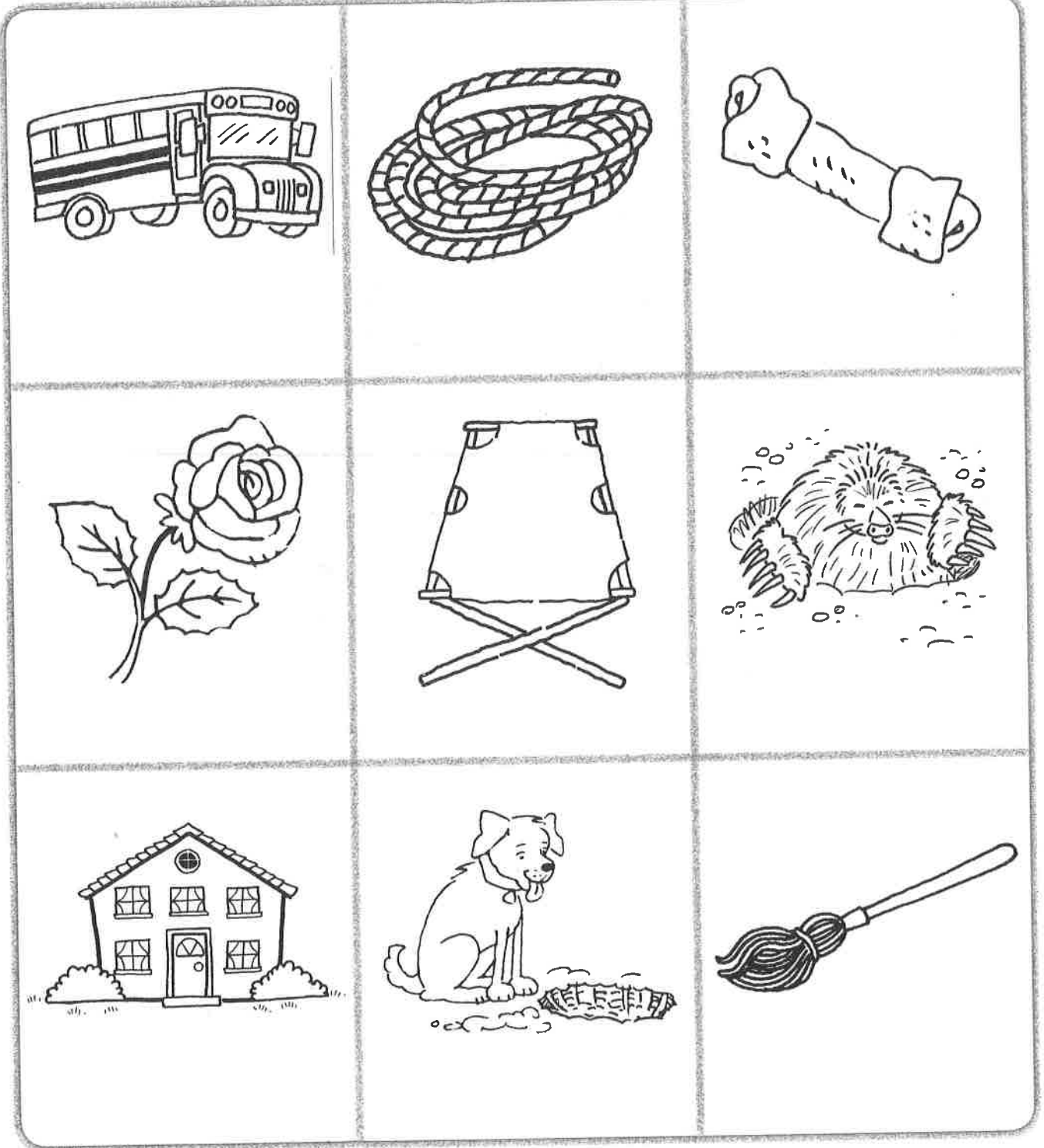
I dig a hole.

4.

Handwriting: Sentences with /ō/o_e
Say each word as you trace it and write it. Then read each sentence to a partner.

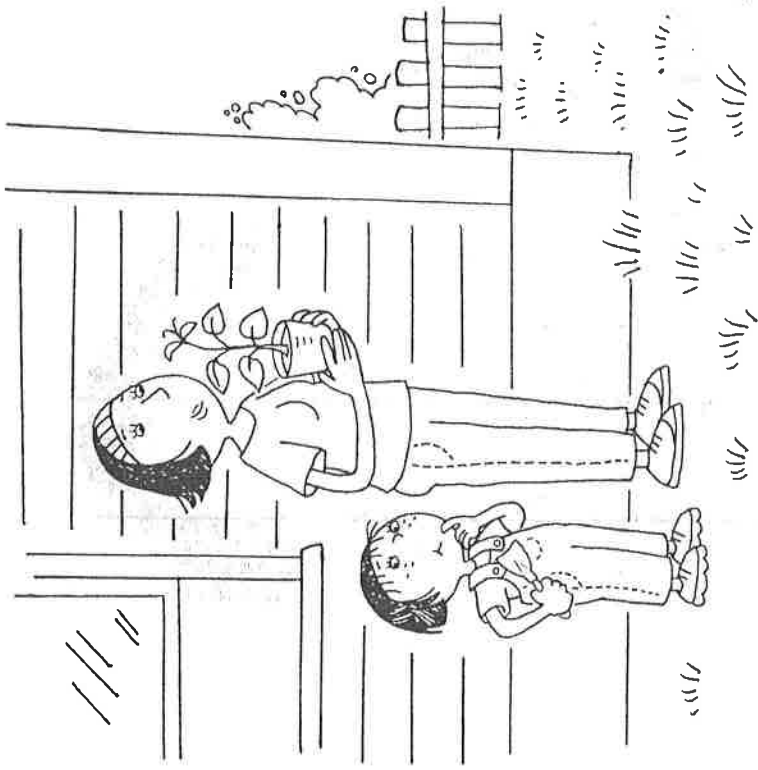


Name _____



Phonemic Awareness: /ō/ *color each*
Say the name of each picture. Put a marker on each picture if its name has the /ō/ sound.

Name _____



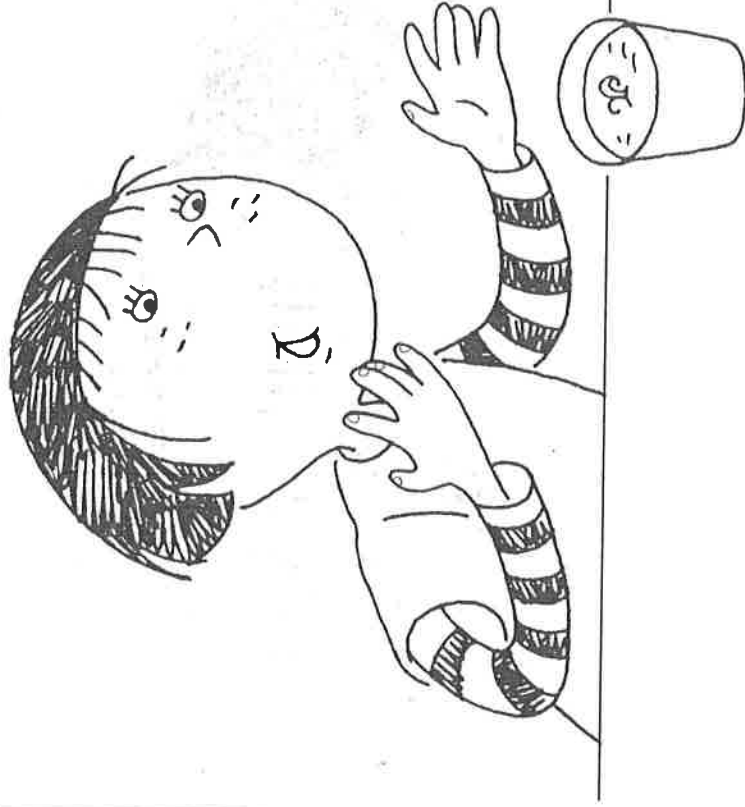
Look, it is big.

Where can it go?

High Frequency Words: *where, look*

Read the book aloud to a partner. Reread for fluency.

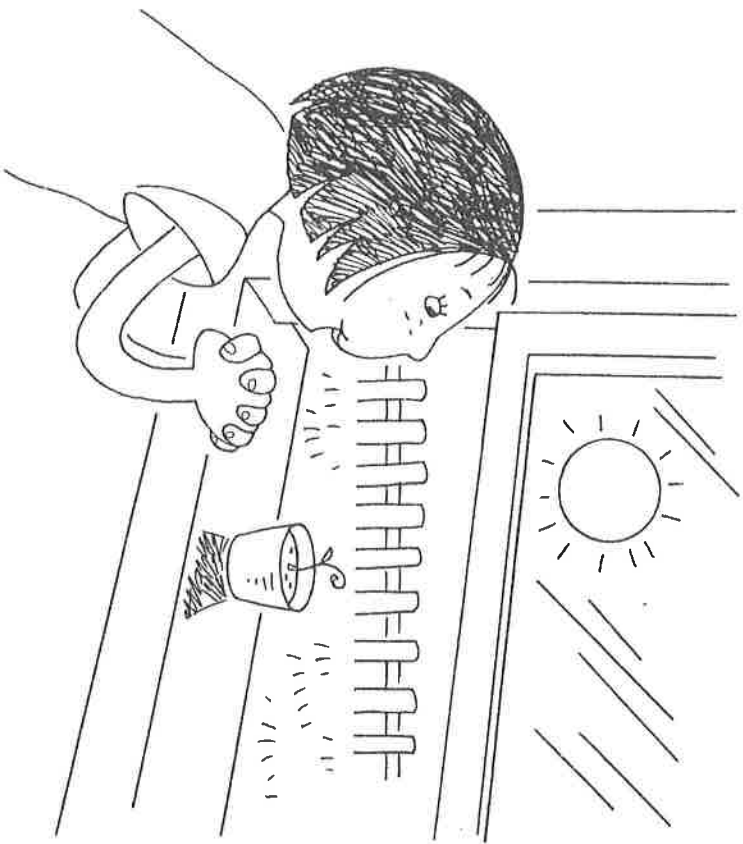
Look at This!



Look, it is little.

What is it?

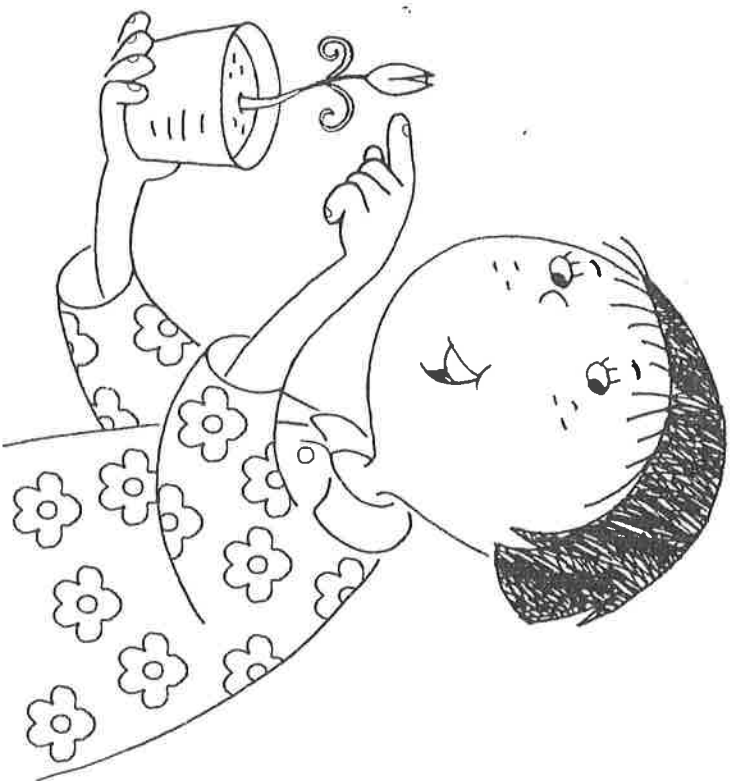
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It is in the sun.

It is hot.

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Look, it has a bud.

Can you see it?

#7 Reading for Fluency

Jo Made It at Home

Unit 9 Week 3: Long o spelled o,o_e

Sound Fluency list

i_e	u	o_e	a_e
j	m	p	h

Word Fluency list

cone

hole

home

hope

Jo

mole

poke

rose

go

no

so

tote

Phrases and Sentences Fluency list

can go hike

a big hole

is not home

a red rose

on a vine

a pine cone

time to go

a big pile

I hope you

A mole dug a big hole.

Jo can get a pine cone.

Jo Made It At Home

Where can Jo go?	4
Jo can go hike.	8
Jo can see a lot on a hike.	16
A mole dug a big hole.	22
The mole is not home.	27
Jo can get a rock.	32
Jo can see a red rose.	38
The rose is on a vine.	44
Did Jo poke at it?	49
No!	50
Jo can get a pine cone.	56
Jo can take a nut.	61
Jo can tote it home.	66
Time to go home, Jo.	71
Jo had a big pile.	76
Look what Jo made.	80
I hope you like it.	85

#7 Reading for Fluency

Joke Note

Unit 9 Week 3: Long o spelled o, o_e

Sound Fluency list

o_e	c	a_e	w
i_e	r	f	j

Word Fluency list

Cole	code	cone
cove	home	Hope
joke	pole	rode
rope	vote	woke

Phrases and Sentences Fluency list

Cole and Hope	a fake home	time to go
vote the cove	Cole and Hope	made a rug
big pine cone	This home can	made a code

Hope got a big pine cone.

Cole and Hope made a code.

Joke Note

Cole and Hope woke up.	5
Can we make a fake home?	11
Mom said yes, so time to go!	18
Where can they make it?	23
"I vote the cove," said Hope.	29
Cole and Hope rode in line.	35
Cole got a big wide log.	41
Hope got fat rope.	45
Cole got a pole.	49
Hope got a red rag.	54
Cole made a rug.	58
Hope got a big pine cone.	64
This home can look so fine!	70
Cole and Hope made a code.	76
Mom can jot a joke one a note.	84
It can get Mom in!	89

P.D.F

Chapter
11

Measurement



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Curious About Math with
*Curious
George*

A playground is an area designed for children to play.

- Which person on the park bench is bigger?



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Curious George, M.M.
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character's likeness,

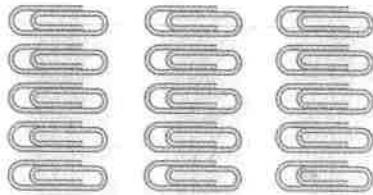
Name _____

✓ Show What You Know

Personal Math Trainer
Online Assessment
and Intervention

More and Fewer





Compare Numbers

3



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

DIRECTIONS 1. Write how many in each set. Circle the set with fewer objects. 2. Write how many in each set. Circle the set with more objects. 3. Write how many cubes in each set. Circle the greater number.

Name _____

Vocabulary Builder



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DIRECTIONS Are there more flowers in the bigger pot or the smaller pot? Circle to show the pot with more flowers.



• Interactive Student Edition
• Multimedia eGlossary



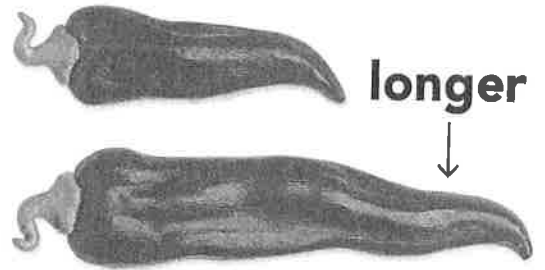
↑
lighter



↑
heavier



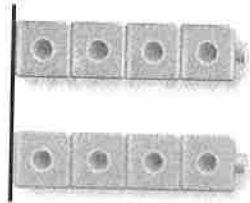
same height



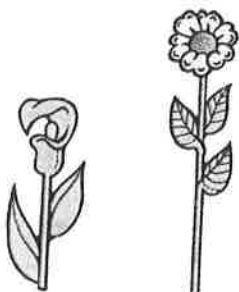
longer
↓



same weight



same length



← **taller**



shorter

Measurement

heavier



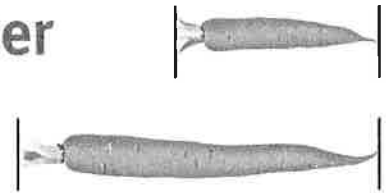
lighter



longer



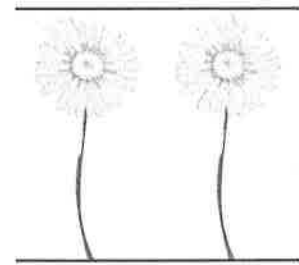
shorter



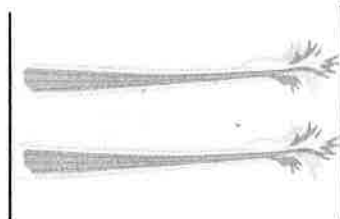
taller



same height



same length



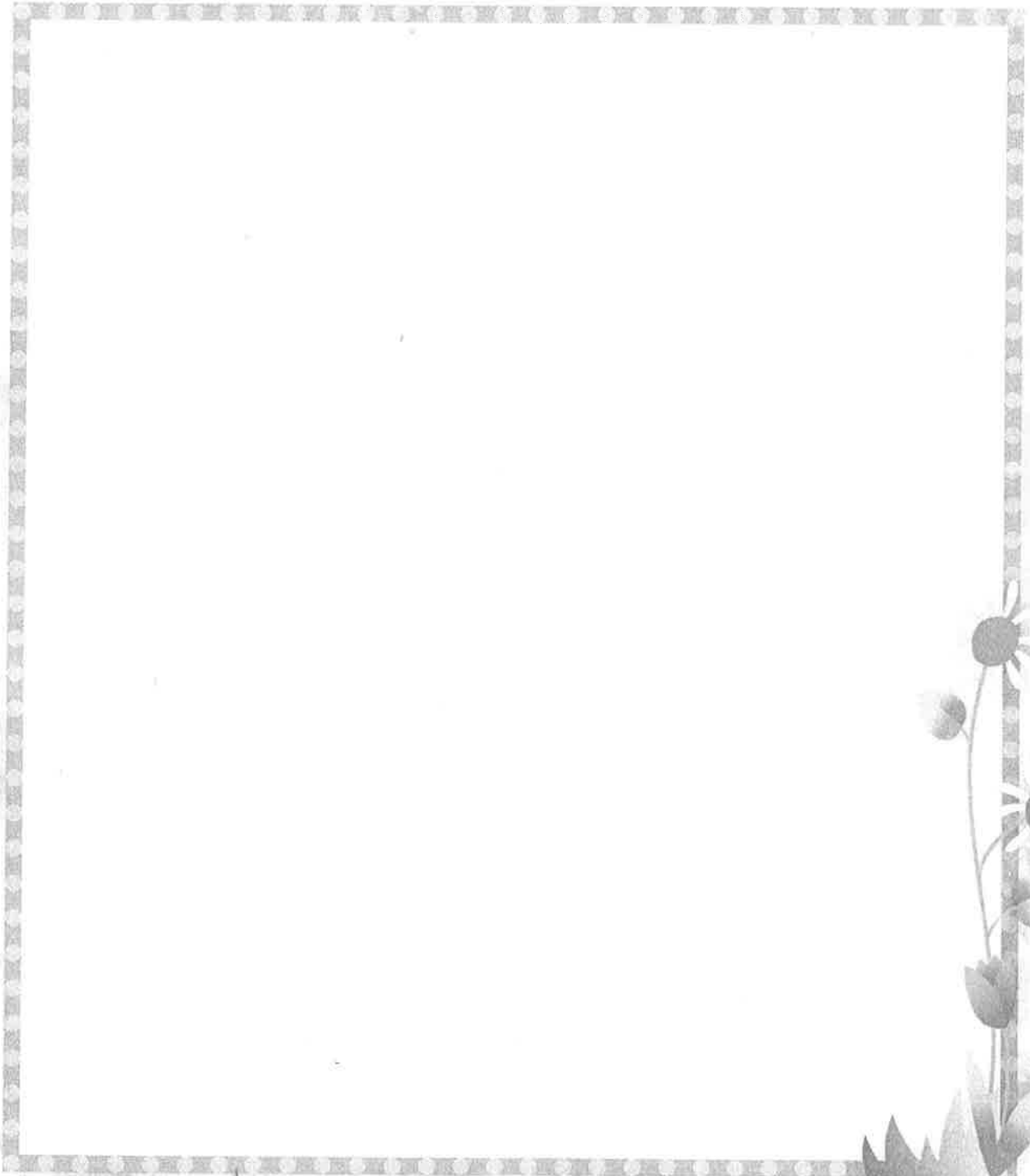
same weight



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DIRECTIONS Say each word. Tell something you know about the word.

The Write Way



DIRECTIONS Draw to show how to compare the length of two objects.
Reflect Be ready to tell about your drawing.

Name _____

Compare Lengths

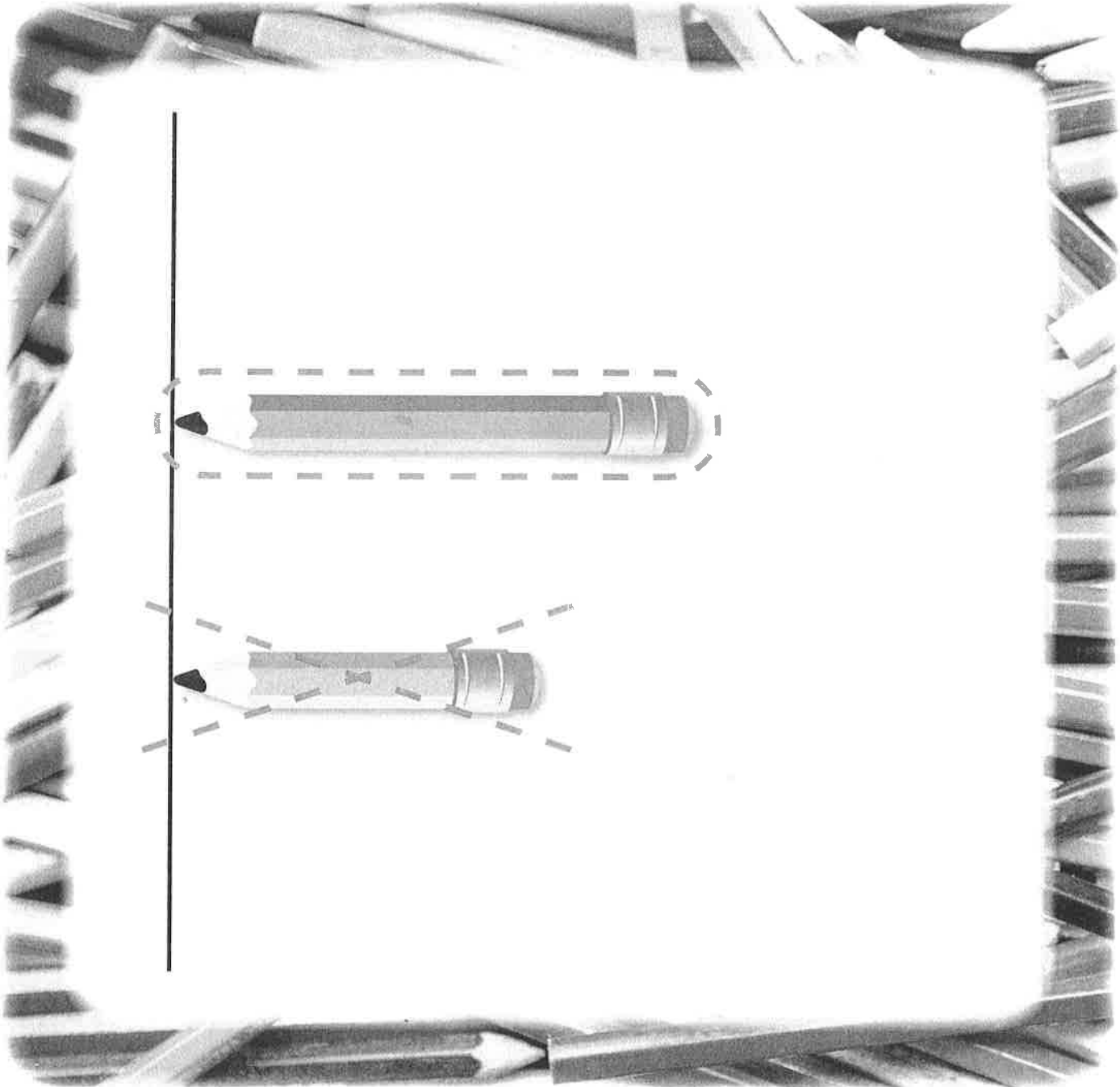
Essential Question How can you compare the lengths of two objects?



Measurement and Data—K.MD.A.2

MATHEMATICAL PRACTICES
MP3, MP5, MP6

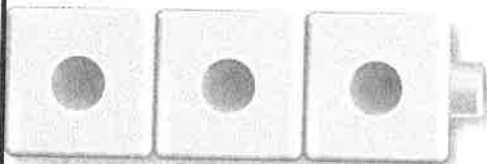
Listen and Draw



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DIRECTIONS Look at the pencils. Compare the lengths of the two pencils. Use the words *longer than*, *shorter than*, or *about the same length* to describe the lengths. Trace the circle around the longer pencil. Trace the X on the shorter pencil.

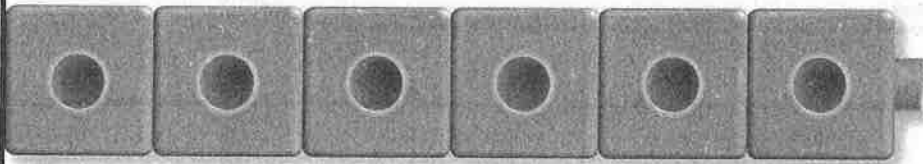
Share and Show



DIRECTIONS 1. Place cubes on the longer cube train. Trace and color the cube train. 2-3. Make a cube train that is longer than the cube train shown. Draw and color the cube train.

650 six hundred fifty

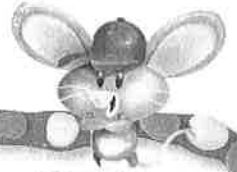
Name _____



DIRECTIONS 4–6. Make a cube train that is shorter than the cube train shown. Draw and color the cube train.

Problem Solving • Applications

Real World

WRITE
Math

7



DIRECTIONS 7. Two of these pencils are about the same length. Color those pencils.
8. Draw to show what you know about two objects that are about the same length. Tell a friend about your drawing.



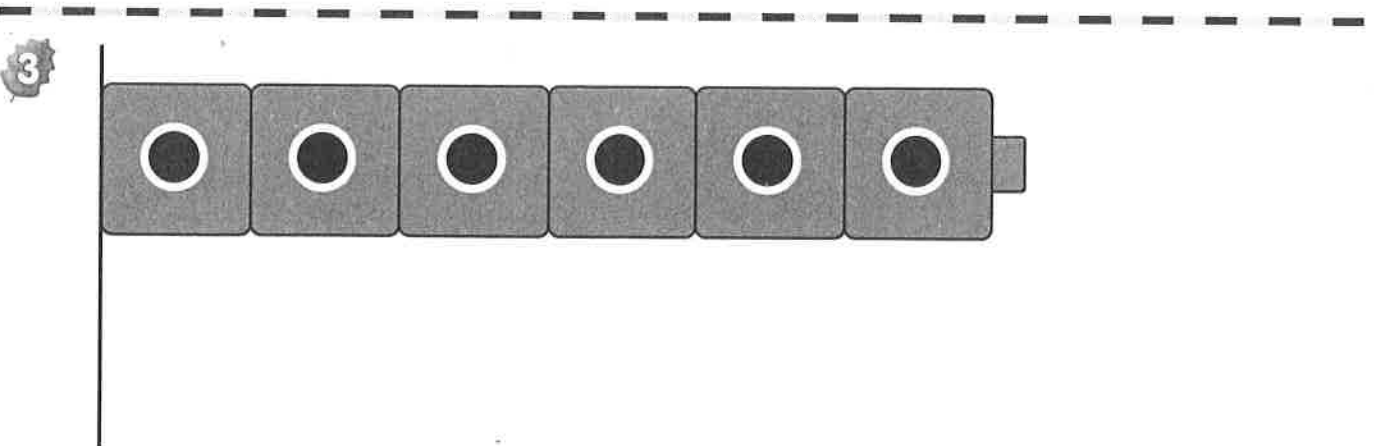
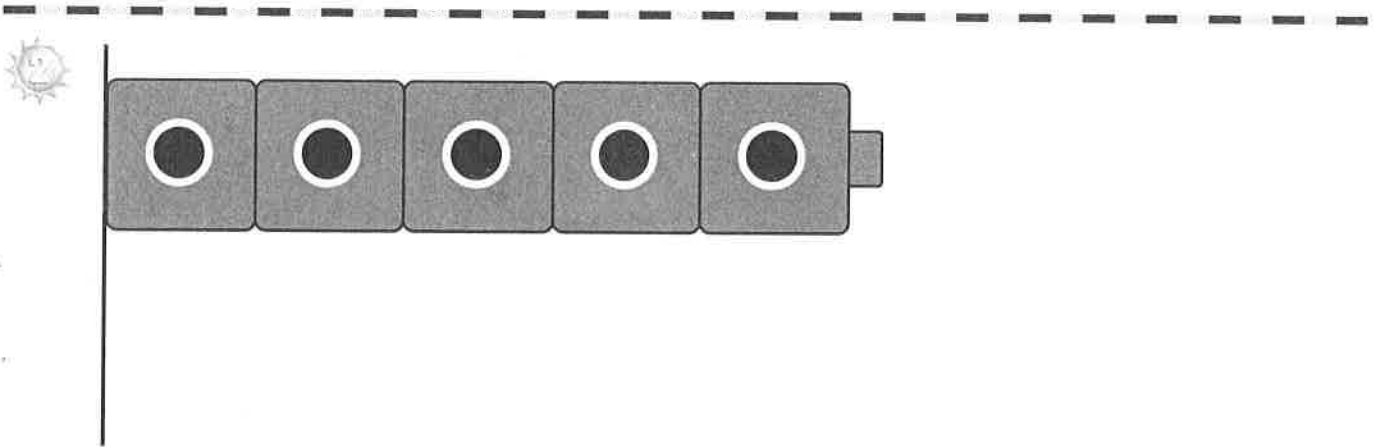
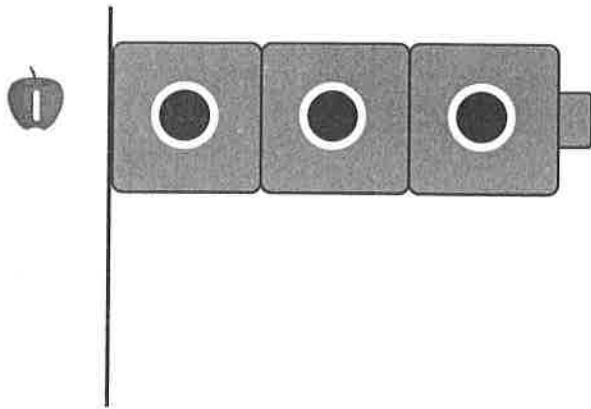
HOME ACTIVITY • Show your child a pencil and ask him or her to find an object that is longer than the pencil. Repeat with an object that is shorter than the pencil.

Name _____

Compare Lengths



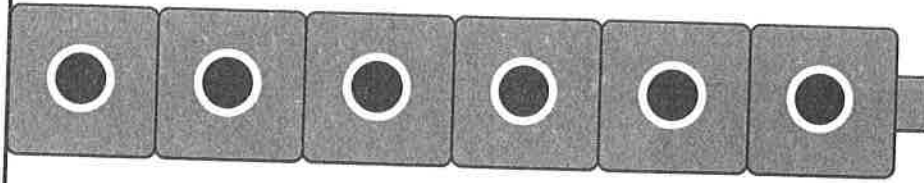
COMMON CORE STANDARD—K.MD.A.2
Describe and compare measurable attributes.



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DIRECTIONS 1. Make a cube train that is longer than the cube train shown. Draw and color the cube train. 2. Make a cube train that is shorter than the cube train shown. Draw and color the cube train. 3. Make a cube train that is about the same length as the cube train shown. Draw and color the cube train.

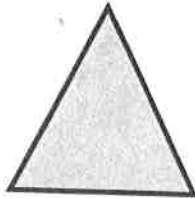
Lesson Check (K.MD.A.2)



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



3



DIRECTIONS 1. Make a cube train that is shorter than the cube train shown. Draw and color the cube train. 2. Which shape is a sphere? Mark an X on the shape. 3. Look at the shape. Draw a shape that is alike in some way. Tell how the two shapes are alike.

654 six hundred fifty-four



FOR MORE PRACTICE
GO TO THE
Personal Math Trainer

Name _____

Compare Heights

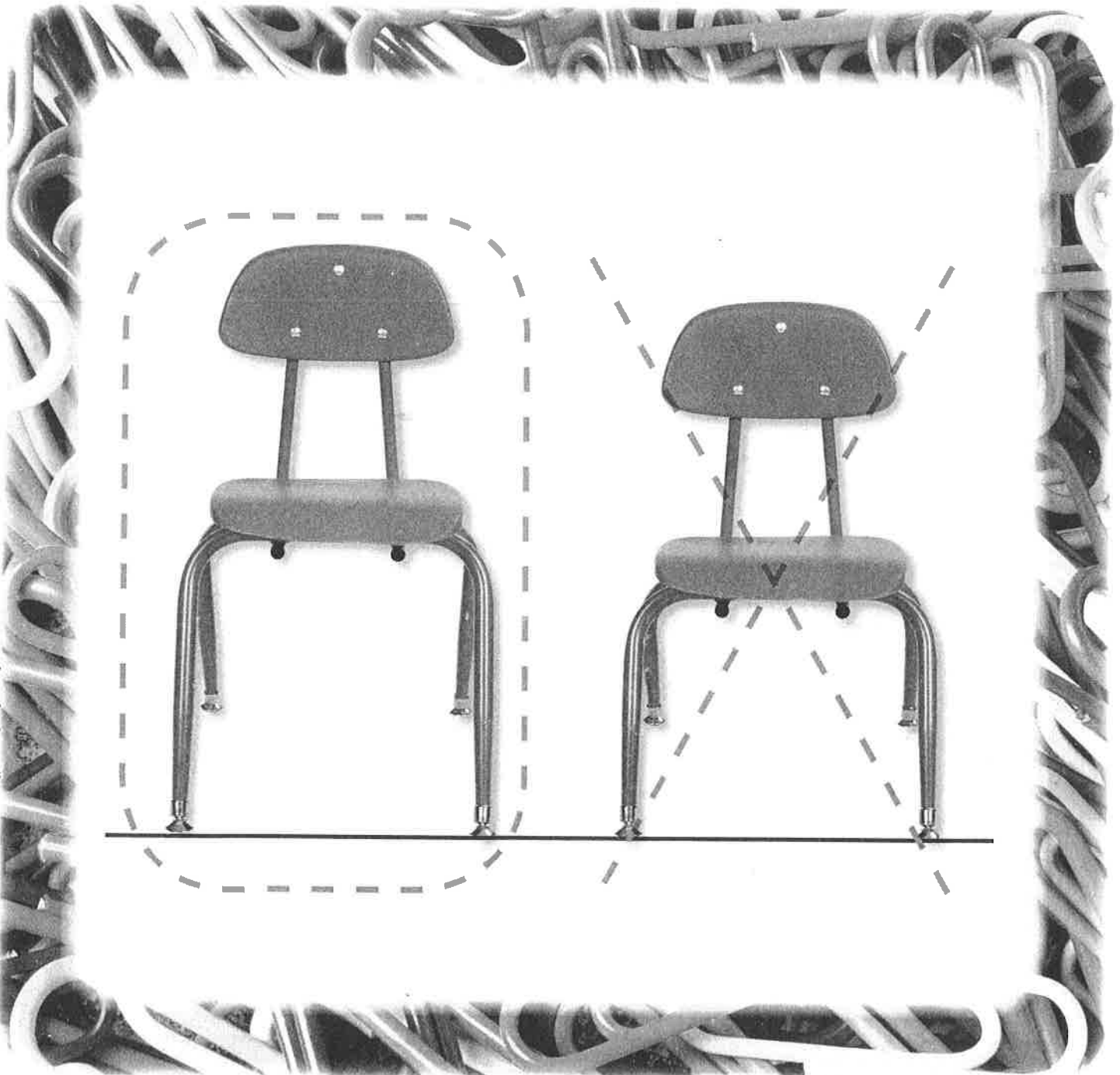
Essential Question How can you compare the heights of two objects?



Measurement and Data—K.MD.A.2

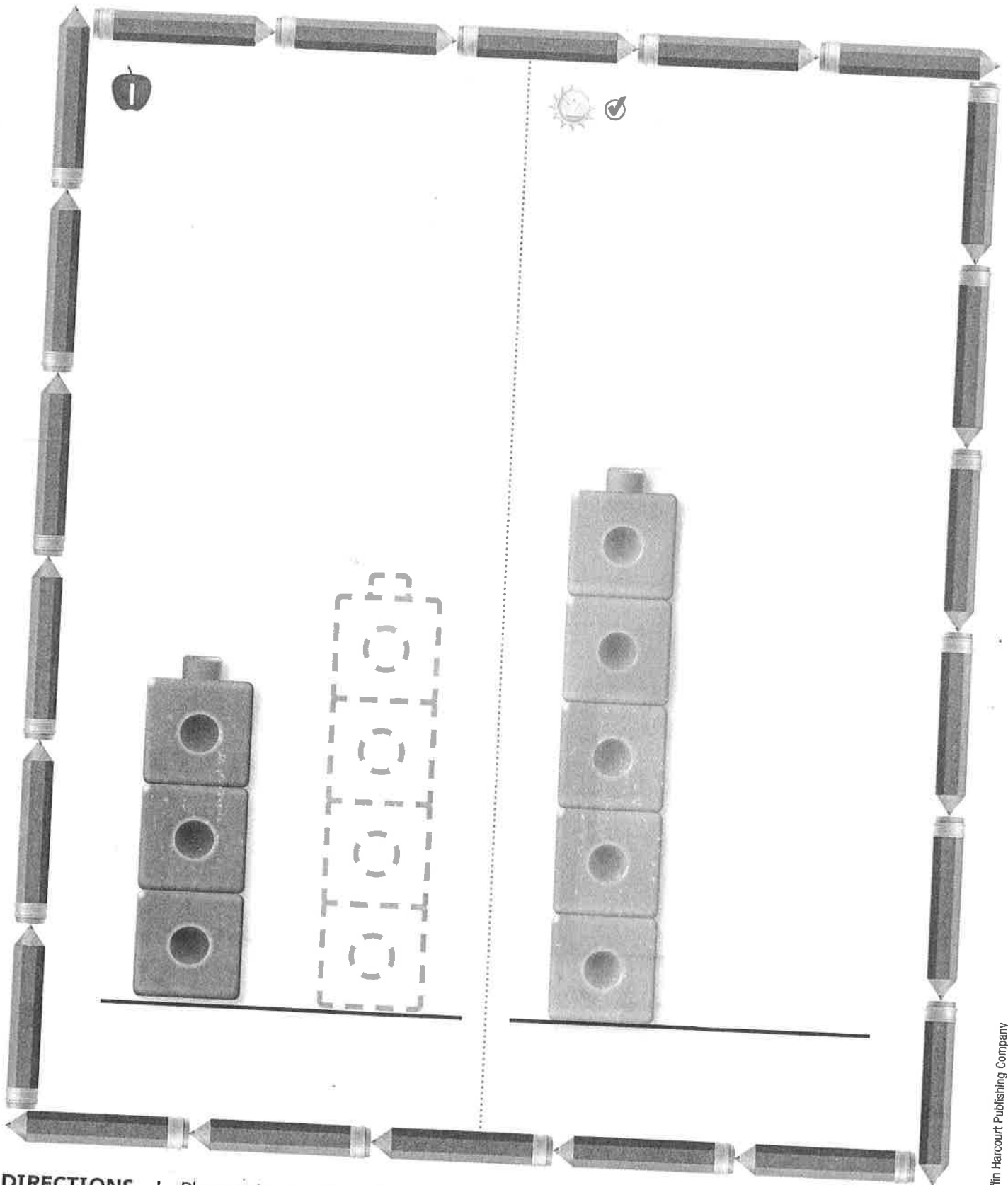
MATHEMATICAL PRACTICES
MP3, MP5, MP6

Listen and Draw



DIRECTIONS Look at the chairs. Compare the heights of the two chairs. Use the words *taller than*, *shorter than*, or *about the same height* to describe the heights. Trace the circle around the taller chair. Trace the X on the shorter chair.

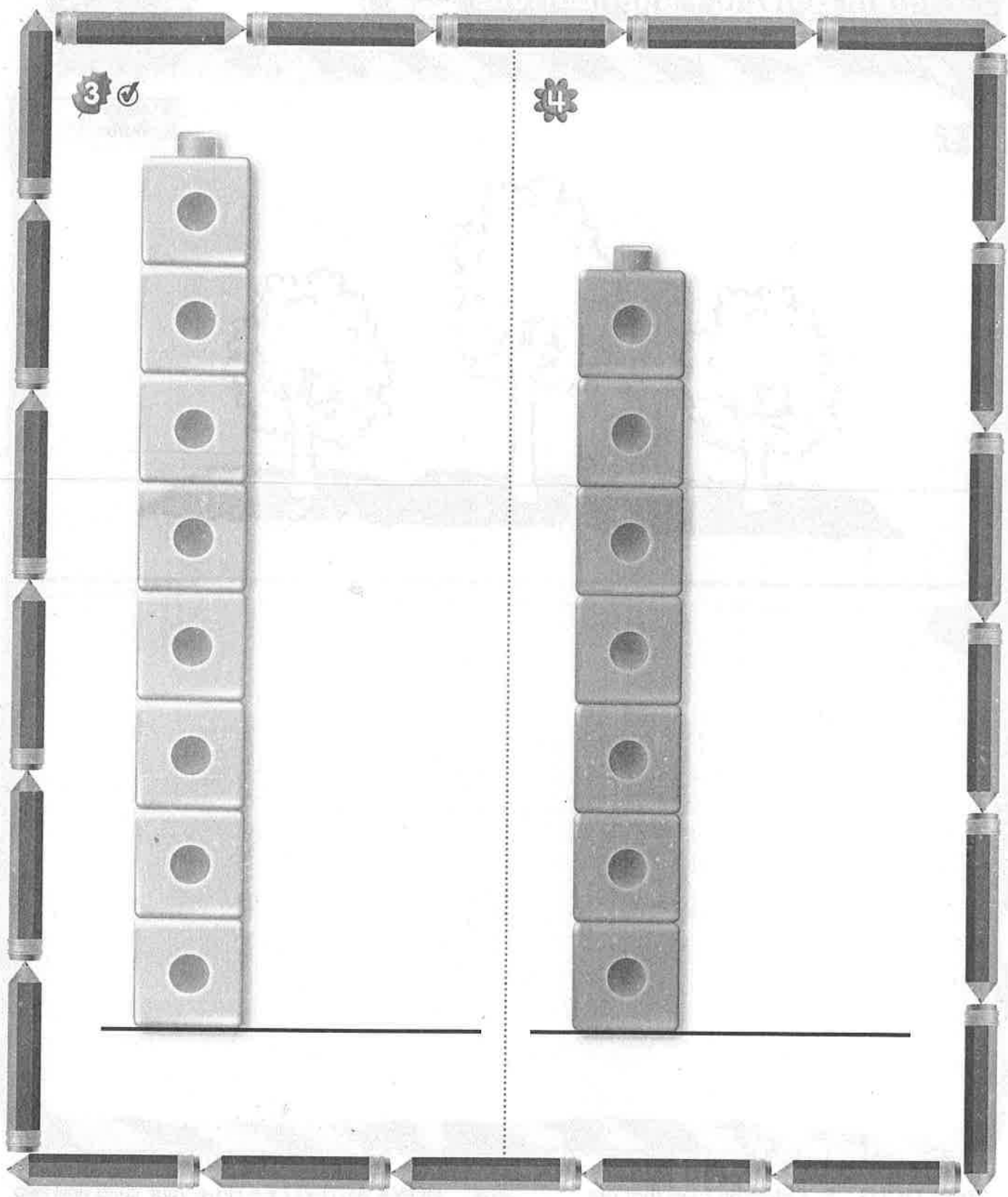
Share and Show



DIRECTIONS 1. Place cubes on the taller cube tower. Trace and color the cube tower. 2. Make a cube tower that is taller than the cube tower shown. Draw and color the cube tower.

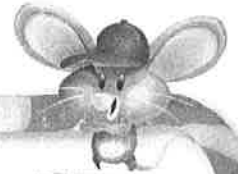
656 six hundred fifty-six

Name _____



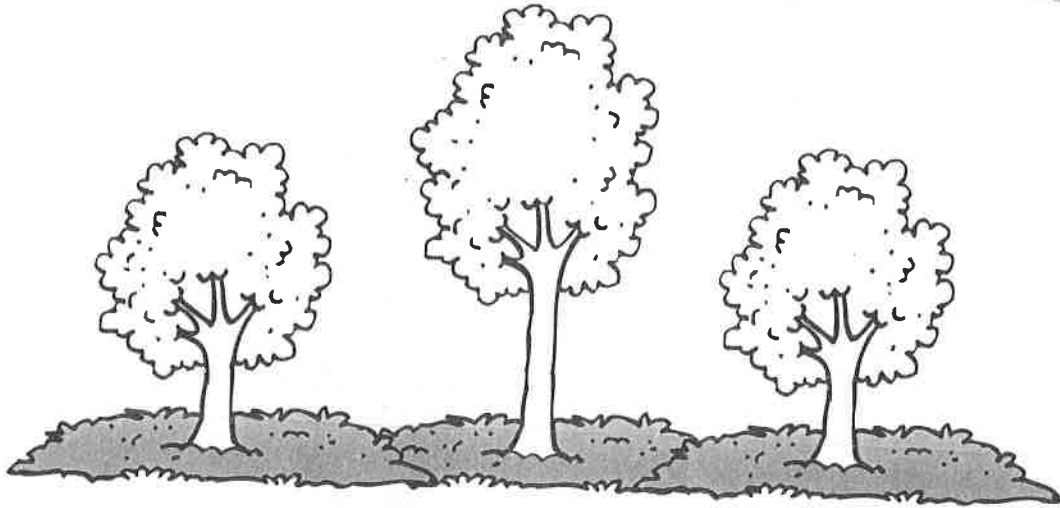
DIRECTIONS 3-4. Make a cube tower that is shorter than the cube tower shown. Draw and color the cube tower.

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5

WRITE
Math



6

DIRECTIONS 5. Color the trees that are about the same height. 6. Draw to show what you know about two cube towers that are about the same height. Tell a friend about your drawing.



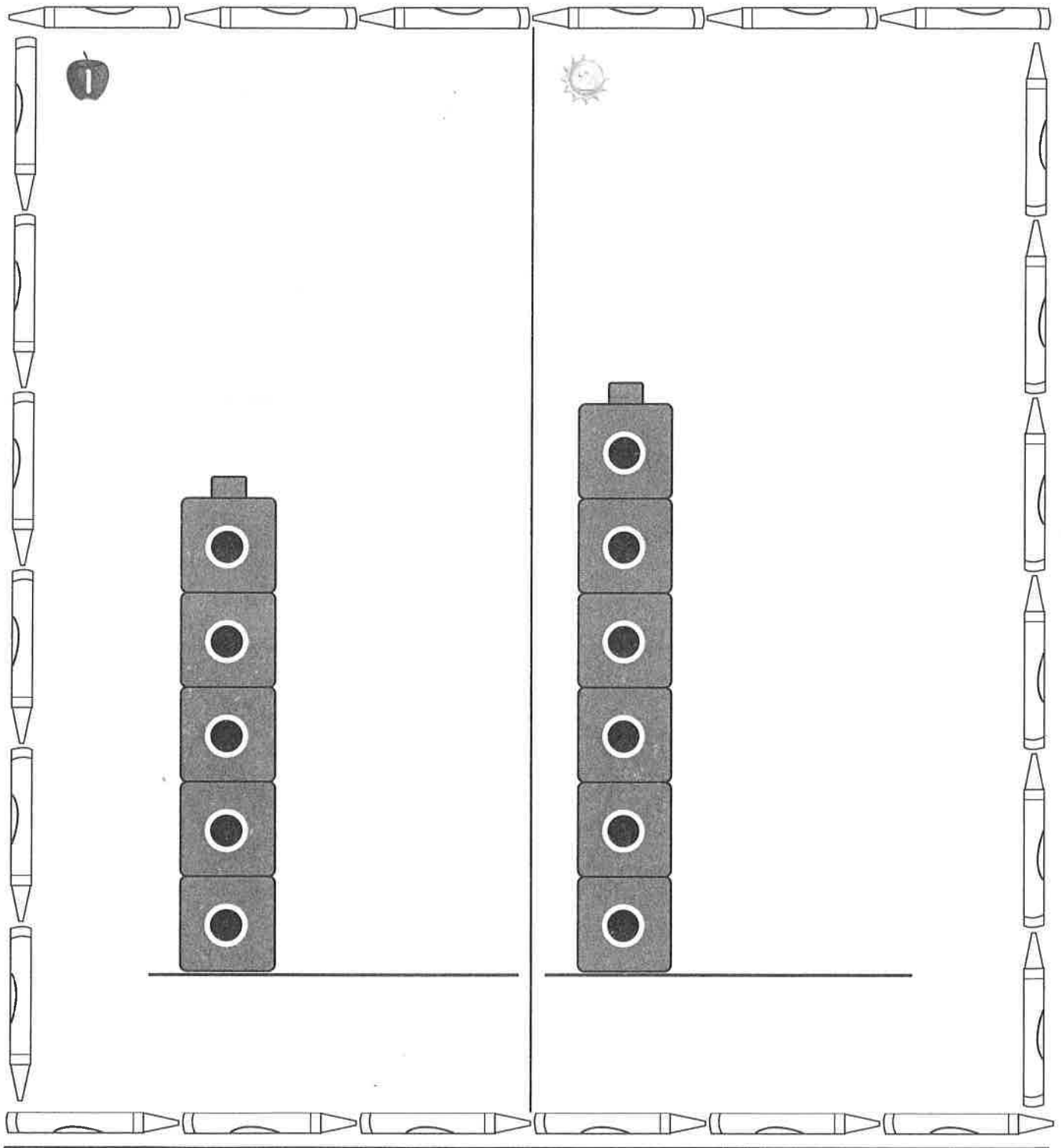
HOME ACTIVITY • Have your child find two objects, such as plastic toys or stuffed animals. Have him or her place the objects side by side to compare the heights. Ask your child which object is taller and which object is shorter.

Name _____

Compare Heights



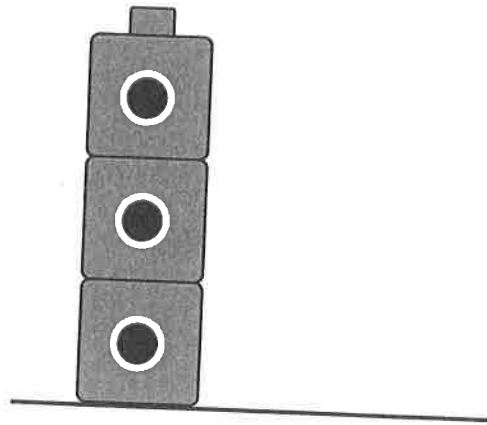
COMMON CORE STANDARD—K.MD.A.2
Describe and compare measurable attributes.



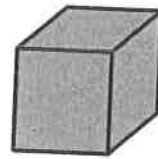
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DIRECTIONS 1. Make a cube tower that is taller than the cube tower shown. Draw and color the cube tower. 2. Make a cube tower that is shorter than the cube tower shown. Draw and color the cube tower.

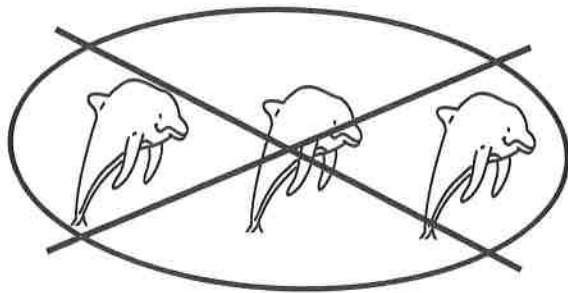
Lesson Check (K.MD.A.2)



Spiral Review (K.OA.A.5, K.G.A.1)



3



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

DIRECTIONS 1. Make a cube tower that is shorter than the cube tower shown. Draw and color the cube tower. 2. Circle the set that shows an object shaped like a sphere below the object shaped like a cube. 3. How many are being taken from the set? Write the number.

660 six hundred sixty



FOR MORE PRACTICE
GO TO THE
Personal Math Trainer

Name _____

Problem Solving • Direct Comparison

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



Measurement and Data—K.MD.A.2

MATHEMATICAL PRACTICES
MP1, MP3, MP6



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DIRECTIONS Compare the lengths or heights of two classroom objects. Draw the objects. Tell a friend about your drawing.

Try Another Problem

1



DIRECTIONS 1. Find two small classroom objects. Place one end of each object on the line. Compare the lengths. Draw the objects. Say *longer than*, *shorter than*, or *about the same length* to describe the lengths. Circle both objects if they are about the same length. Circle the longer object if one object is longer than the other.

662 six hundred sixty-two

Name _____

Share and Show



A large rectangular area for drawing, framed by a decorative border of dark, irregular spots. The area is divided into three horizontal sections by faint lines. A solid horizontal line is drawn across the bottom of the drawing area, just above the directions text.

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DIRECTIONS 2. Find two small classroom objects. Place one end of each object on the line. Compare the heights. Draw the objects. Say *taller than*, *shorter than*, or *about the same height* to describe the heights. Circle both objects if they are about the same height. Circle the shorter object if one object is shorter than the other.



HOME ACTIVITY • Show your child two objects of different lengths. Have him or her put the ends of the objects on a straight line to compare the lengths and tell which object is shorter and which object is longer.

✓ Mid-Chapter Checkpoint

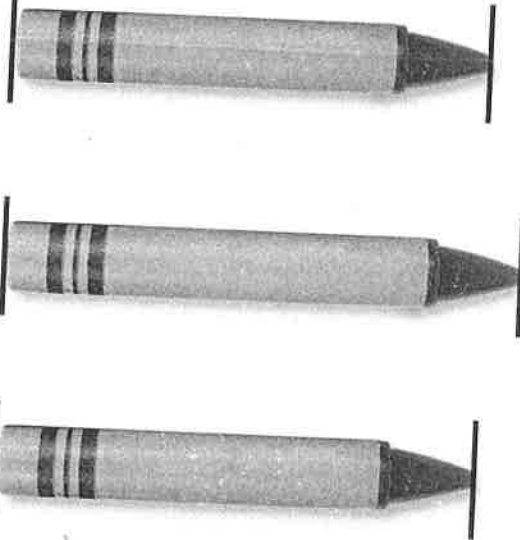
Personal Math Trainer
Online Assessment
and Intervention

Concepts and Skills

1



2

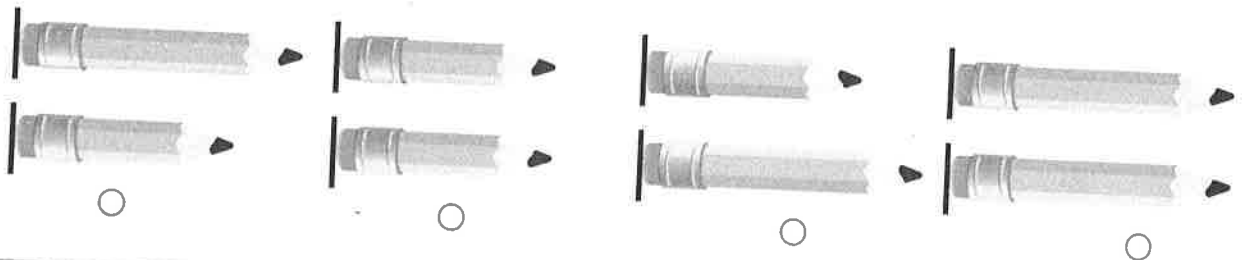


3



4

THINK SMARTER



DIRECTIONS 1. Make a cube train that is shorter than the one shown. Draw the cube train. (K.MD.A.2) 2. Circle the crayons that are about the same length. (K.MD.A.2) 3. Circle the crayon that is shorter. (K.MD.A.2) 4. Choose all the sets with two pencils that are about the same length. (K.MD.A.2)

Name _____

Problem Solving • Direct Comparison



COMMON CORE STANDARD—K.MD.A.2
Describe and compare measurable attributes.

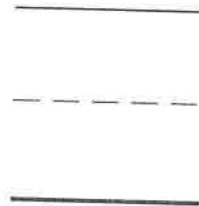
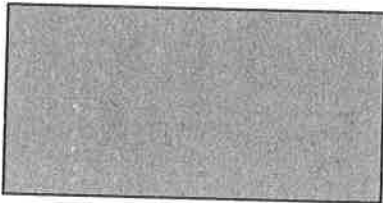


DIRECTIONS **1.** Find two small classroom objects. Place one end of each object on the line. Compare the lengths. Draw the objects. Say *longer than*, *shorter than*, or *about the same length* to describe the lengths. Circle both objects if they are about the same length. Circle the longer object if one object is longer than the other. **2.** Find two small classroom objects. Place one end of each object on the line. Compare the heights. Draw the objects. Say *taller than*, *shorter than*, or *about the same height* to describe the heights. Circle both objects if they are about the same height. Circle the shorter object if one object is shorter than the other.

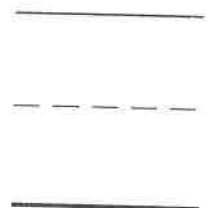
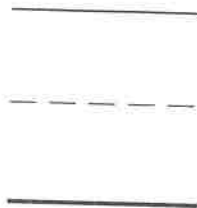
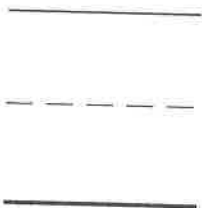
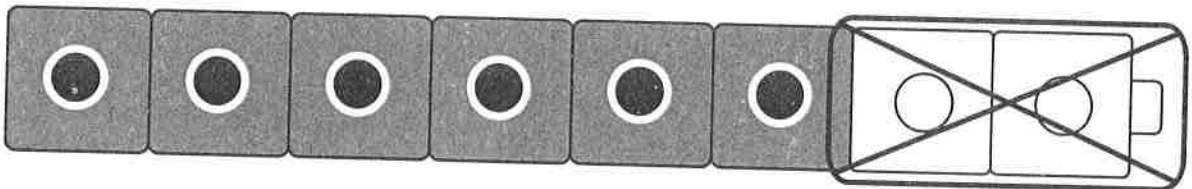
Lesson Check (K.MD.A.2)



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



vertices



DIRECTIONS 1. Find two pencils. Place one end of each pencil on the line. Compare the lengths. Draw the pencils. Say *longer than*, *shorter than*, or *about the same length* to describe the lengths. Circle both pencils if they are about the same length. Circle the shorter pencil if one pencil is shorter than the other. 2. How many vertices does the rectangle have? Write the number. 3. Use the cubes to complete the subtraction sentence.

Name _____

Compare Weights

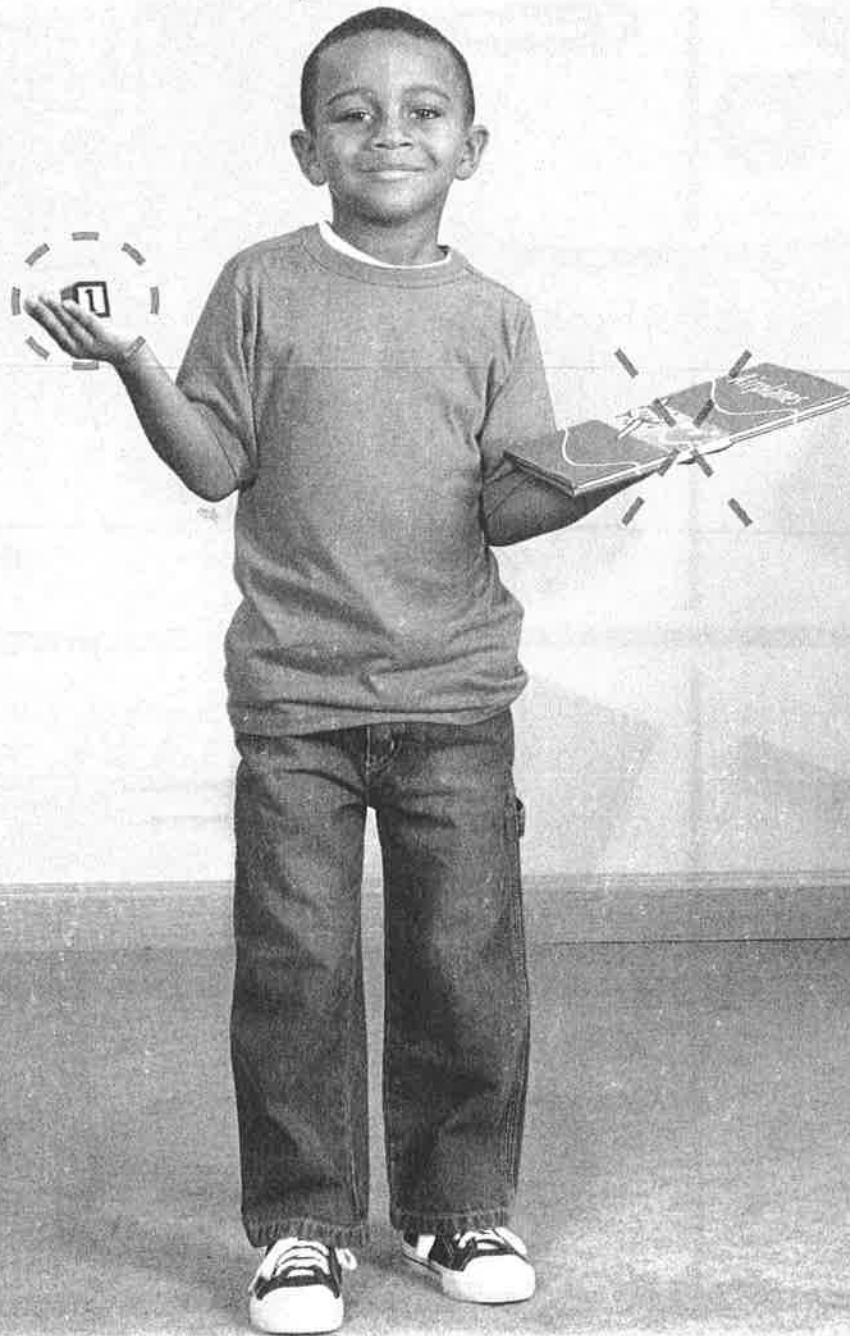
Essential Question How can you compare the weights of two objects?



Measurement and Data—K.MD.A.2

MATHEMATICAL PRACTICES
MP3, MP5, MP6

Listen and Draw 



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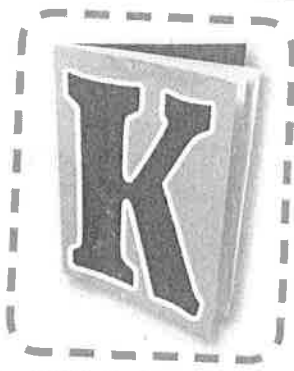
DIRECTIONS Look at the picture. Compare the weights of the two objects. Use the words *heavier than*, *lighter than*, or *about the same weight* to describe the weights. Trace the circle around the lighter object. Trace the X on the heavier object.

Share and Show

 left

 right

1



2



3



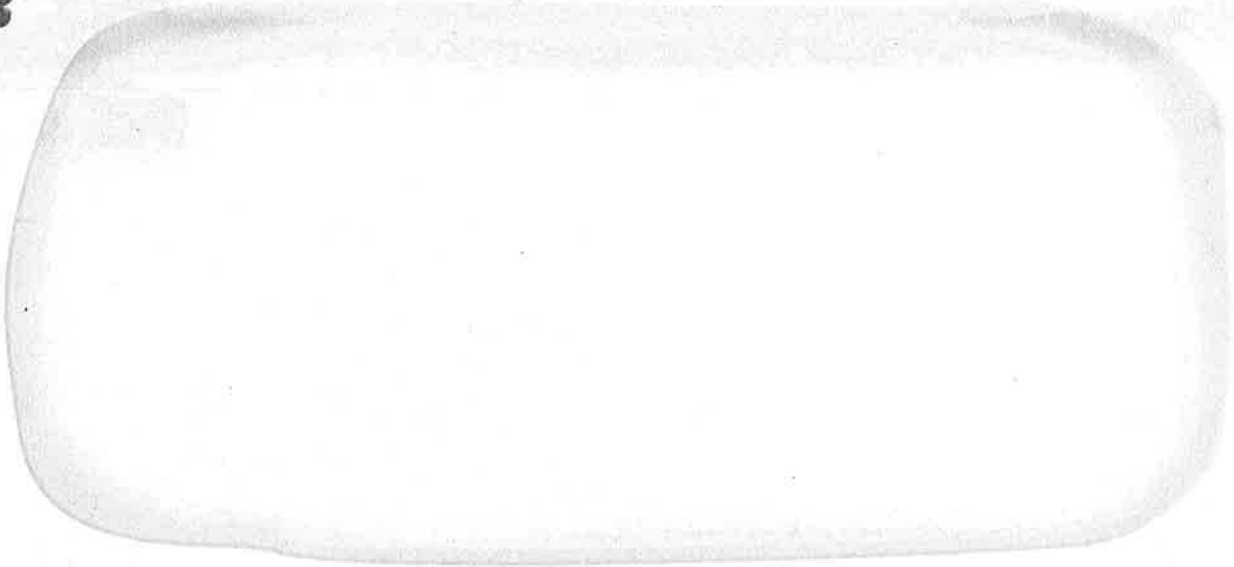
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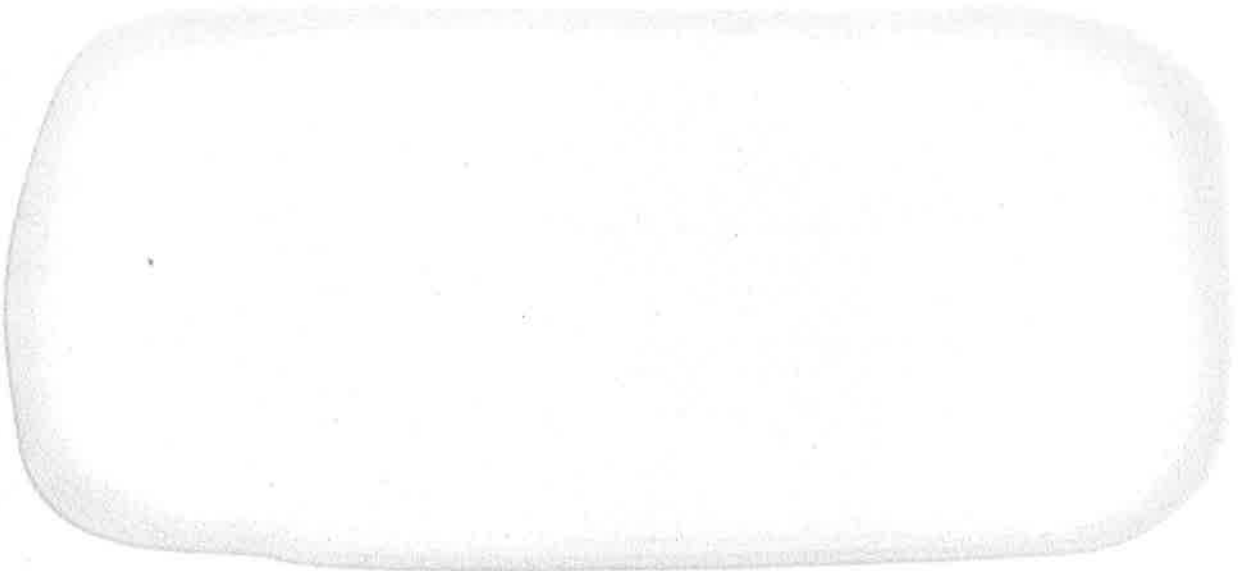
DIRECTIONS Find the first object in the row, and hold it in your left hand. Find the rest of the objects in the row, and take turns holding each of the objects in your right hand. **1.** Trace to show the object that is heavier than the object in your left hand. **2.** Circle the object that is heavier than the object in your left hand. **3-4.** Circle the object that is lighter than the object in your left hand.

Name _____

5

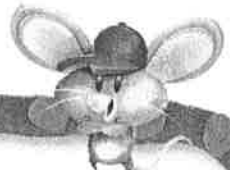


6



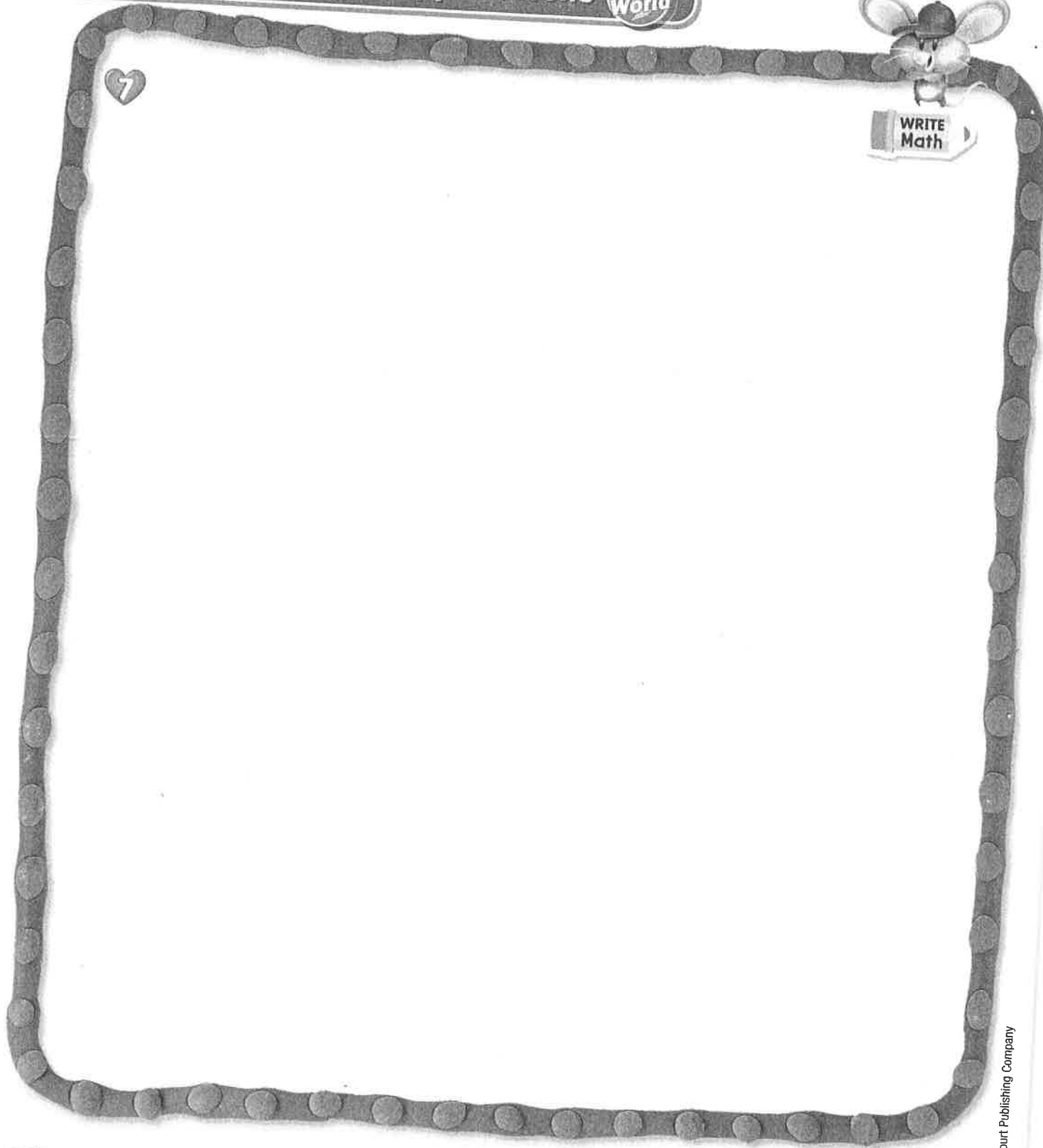
DIRECTIONS Find a book in the classroom. **5.** Find a classroom object that is lighter than the book. Draw it in the work space. **6.** Find a classroom object that is heavier than the book. Draw it in the work space.

Problem Solving • Applications



WRITE
Math

7



DIRECTIONS 7. Draw to show what you know about comparing the weights of two objects. Tell a friend about your drawing.



HOME ACTIVITY • Have your child compare the weights of two objects in a house. Then have him or her use the terms *heavier* and *lighter* to describe the weights.

Name _____

Compare Weights



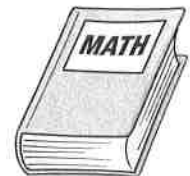
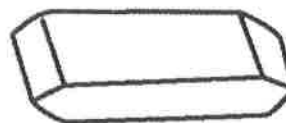
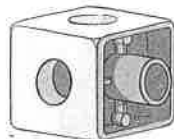
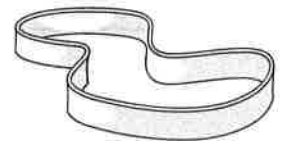
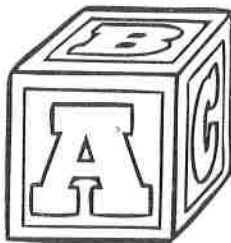
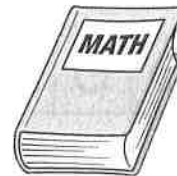
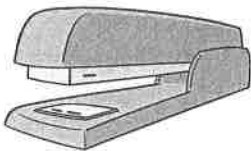
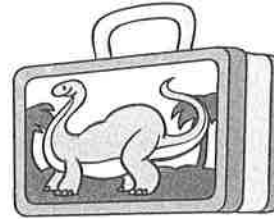
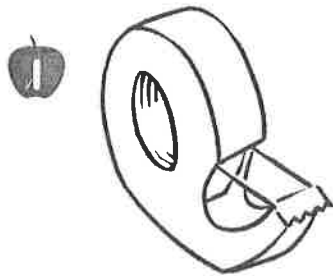
COMMON CORE STANDARD—K.MD.A.2
Describe and compare measurable attributes.



left



right

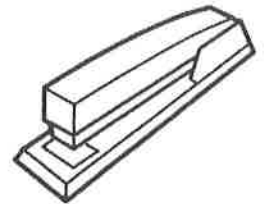
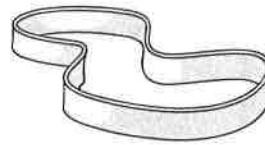


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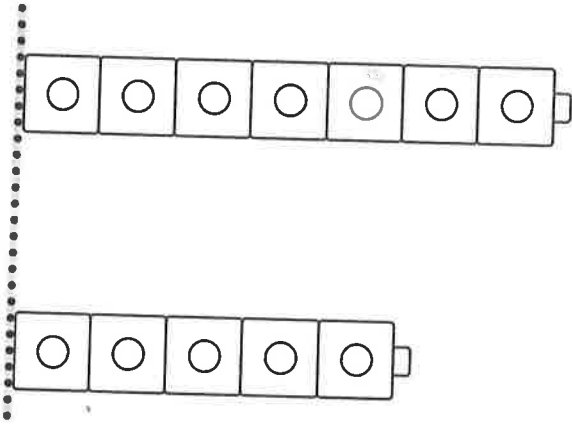
DIRECTIONS Find the first object in the row, and hold it in your left hand. Find the rest of the objects in the row, and hold each object in your right hand. 1–2. Circle the object that is lighter than the object in your left hand. 3–4. Circle the object that is heavier than the object in your left hand.

Lesson Check (K.MD.A.2)

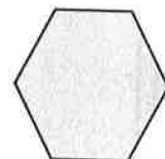
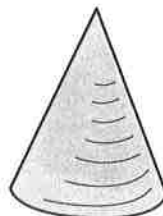
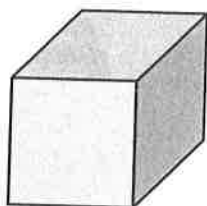
1



Spiral Review (K.CC.C.6, K.G.A.3)



3



DIRECTIONS 1. Find a paintbrush. Hold it in your left hand. Find the rest of the objects in the row, and hold each object in your right hand. Circle the object that is heavier than the paintbrush. 2. Count the cubes. Write how many. Circle the number that is less. 3. Which is a two-dimensional or flat shape? Mark an X on the shape.

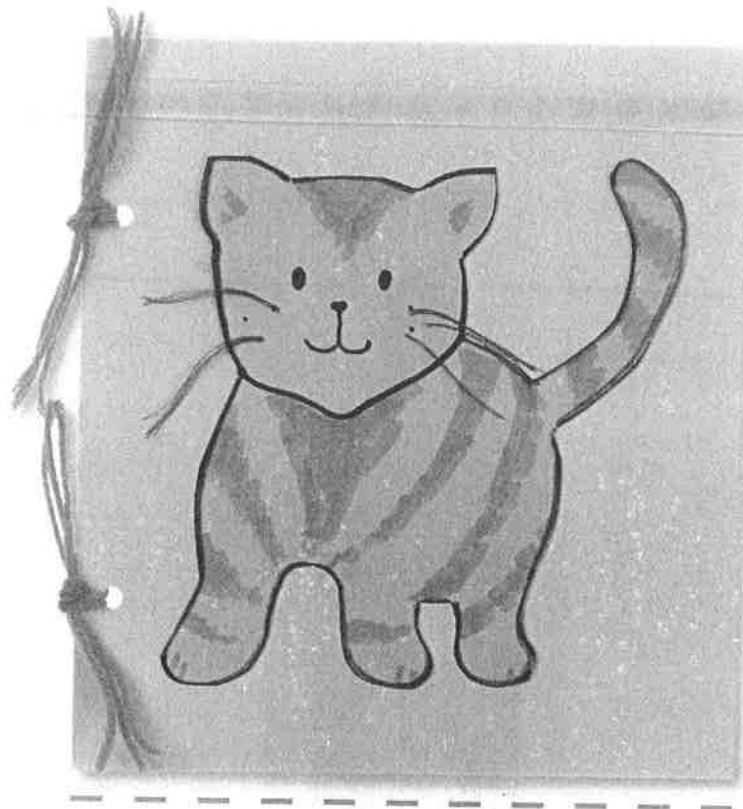
Name _____

Length, Height, and Weight**Essential Question** How can you describe several ways to measure one object?Common
Core

Measurement and Data—K.MD.A.1

MATHEMATICAL PRACTICES

MP1, MP3, MP6

Listen and DrawReal
World

height

length

DIRECTIONS Look at the book. Trace your finger over the line that shows how to measure the height of the book. Trace your finger over the line that shows how to measure the length of the book. Talk about another way to measure the book.

Share and Show



DIRECTIONS 1-2. Use red to trace the line that shows how to measure the length. Use blue to trace the line that shows how to measure the height. Talk about another way to measure the object.

674 six hundred seventy-four

Name _____

3 ✓



4



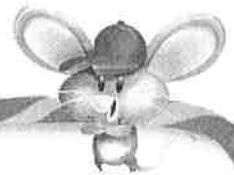
5



6



DIRECTIONS 3–6. Use red to trace the line that shows how to measure the length. Use blue to trace the line that shows how to measure the height. Talk about another way to measure the object.



WRITE
Math

7

DIRECTIONS 7. Draw to show what you know about measuring an object in more than one way.



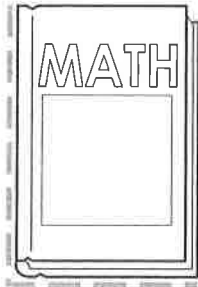
HOME ACTIVITY • Show your child an object in the house that can be easily measured by length, height, and weight. Ask him or her to describe the different ways to measure the object.

Name _____

Length, Height, and Weight

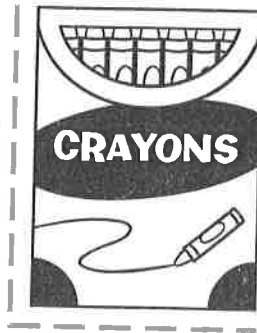


COMMON CORE STANDARD—K.MD.A.
Describe and compare measurable attributes.

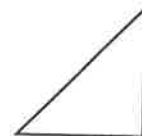
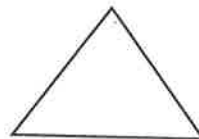
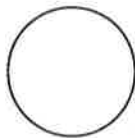
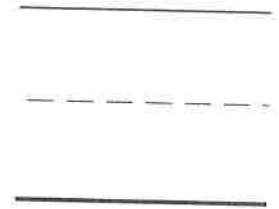
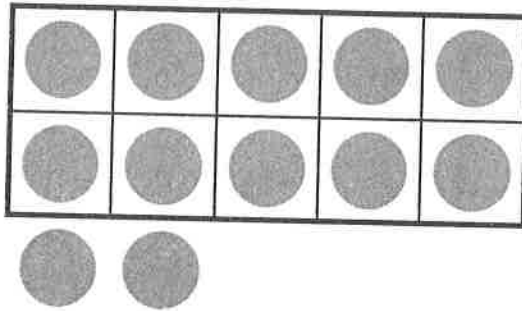


DIRECTIONS 1–4. Use red to trace the line that shows how to measure the length. Use blue to trace the line that shows how to measure the height. Talk about another way to measure the object.

Lesson Check (K.MD.A.1)



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



DIRECTIONS 1. Use red to trace the line that shows how to measure the length. Use blue to trace the line that shows how to measure the height. 2. Count and tell how many. Write the number. 3. Which shape is a rectangle? Color the rectangle.

678 six hundred seventy-eight



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

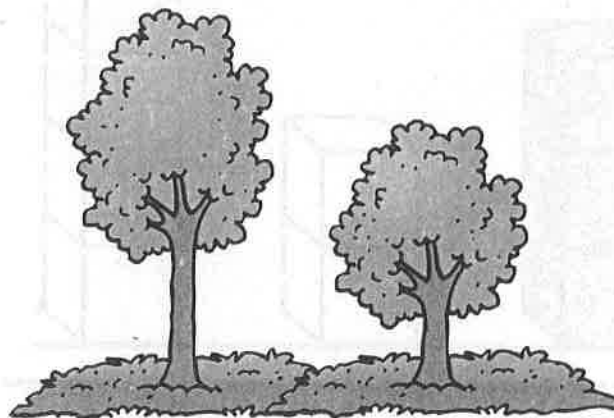
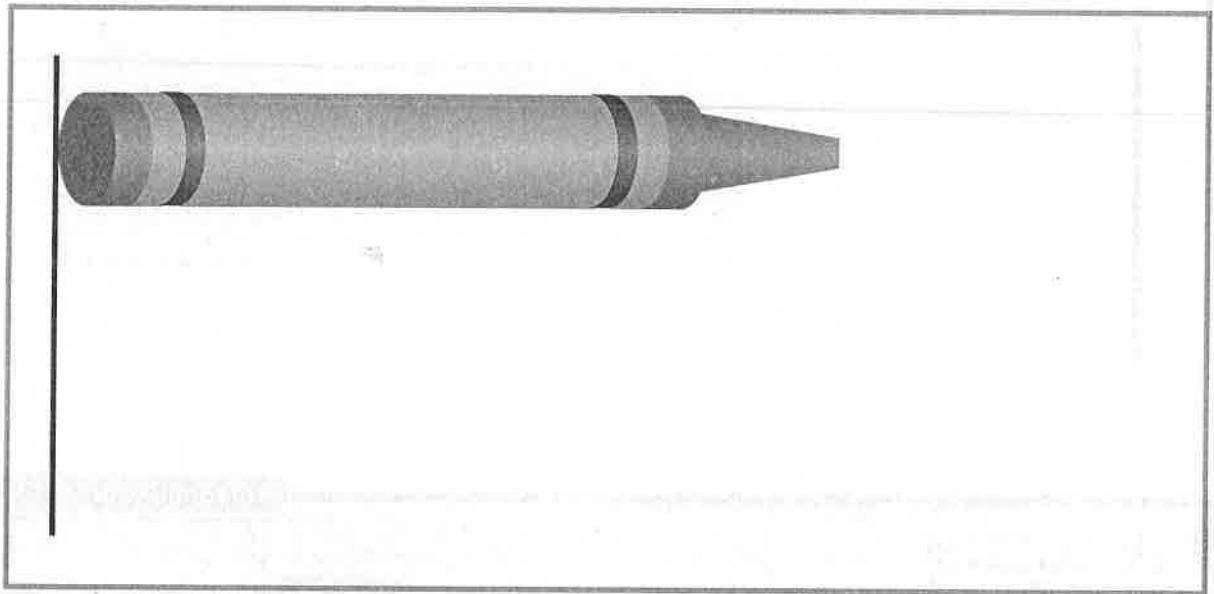
Name _____

Chapter 11 Review/Test



Personal Math Trainer

Online Assessment and Intervention



DIRECTIONS 1. Choose all the sets that have a green pencil that is longer than the orange pencil. 2. Draw a crayon that is shorter. 3. Circle the tree that is taller.

4



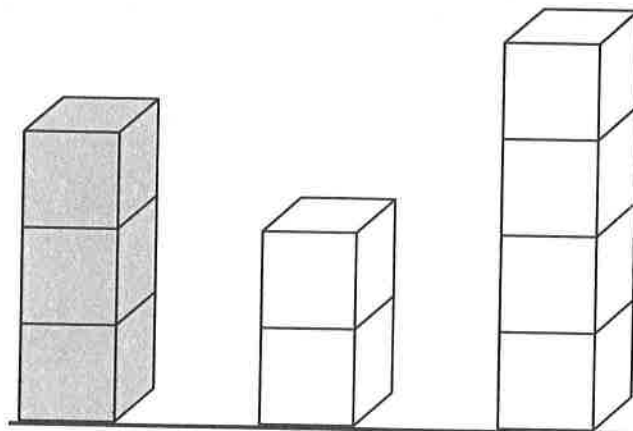
5



6

THINKSMARTER +

Personal Math Trainer



DIRECTIONS 4. This tree is taller than another tree. Draw to show the other tree. 5. Draw two pieces of yarn of different lengths. Draw a circle around the yarn that is longer. 6. Which cube tower is shorter than the green cube tower? Color it blue. Which cube tower is taller than the green cube tower? Color it red.

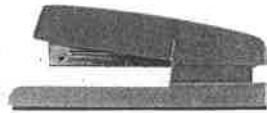
680 six hundred eighty

Name _____

7



8



Yes No



Yes No



Yes No

9

THINKSMARTER+

Personal Math Trainer



DIRECTIONS 7. Circle all the objects that are lighter than the book. 8. Is the object heavier than the tape dispenser? Choose Yes or No. 9. Draw a line to show the height of the juice box. Draw a line to show the length of the lunchbox.

10

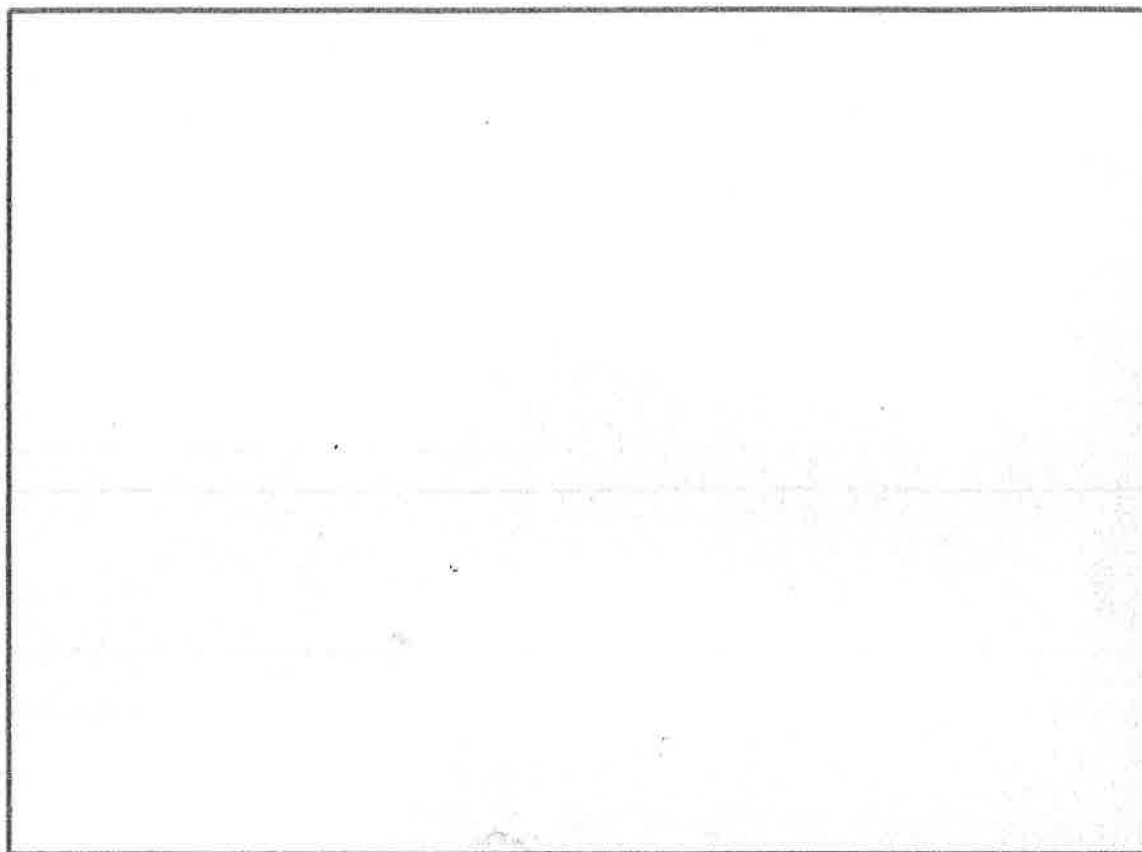


12



DIRECTIONS 10. Choose all of the pictures that have lines that show how to measure height. 11. Look at the objects. Mark an X on the lighter object. Circle the heavier object. 12. Draw an object that is heavier than the pencil.

Name _____ Date _____



Four sets of horizontal handwriting 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.