

Ms. Chesnek's Kindergarten schedule for the week of 5-4-5-8

Mon. Reading: do pages 270 and 35 in packet and read decodable "Who Can Help" in packet- read 2 times- Wonder's website- do phonemic awareness middle long u sound and read/listen to "A Good Idea" audio is available for this story. Math: do pages 684-685 and Lesson 12.1

Tue. Reading: do pages 271 and 122 in packet-practice rereading decodable "Who Can Help" in packet-read 2 times-Wonder's website- do blending phonemic awareness long u identify sound and do sight words activity- read/listen to story "Animal Band" audio is available for this story-Math: do lesson 12.2

Wed. Reading: do page 276 and read story "Tube Race" in packet- text on both sides- Wonder's website- Read fluency words and read/listen to "We Want Honey"-audio is available for this story-Math: lesson 12.3

Thur. Reading: do page 99 in packet and reread story "Tube Race" in packet- 2 times Wonder's website- Build words with long u and reread fluence words- Math: do lesson 12.4

Fri. Reading: reread stories in packet and finish up any packet pages if needed- Math: do lesson 12.5 and "Plants All Around" booklet

FYI: This will be the last packet assigned for the school year. After next week, you will have the following week to complete and return work that you did not have a chance to complete.

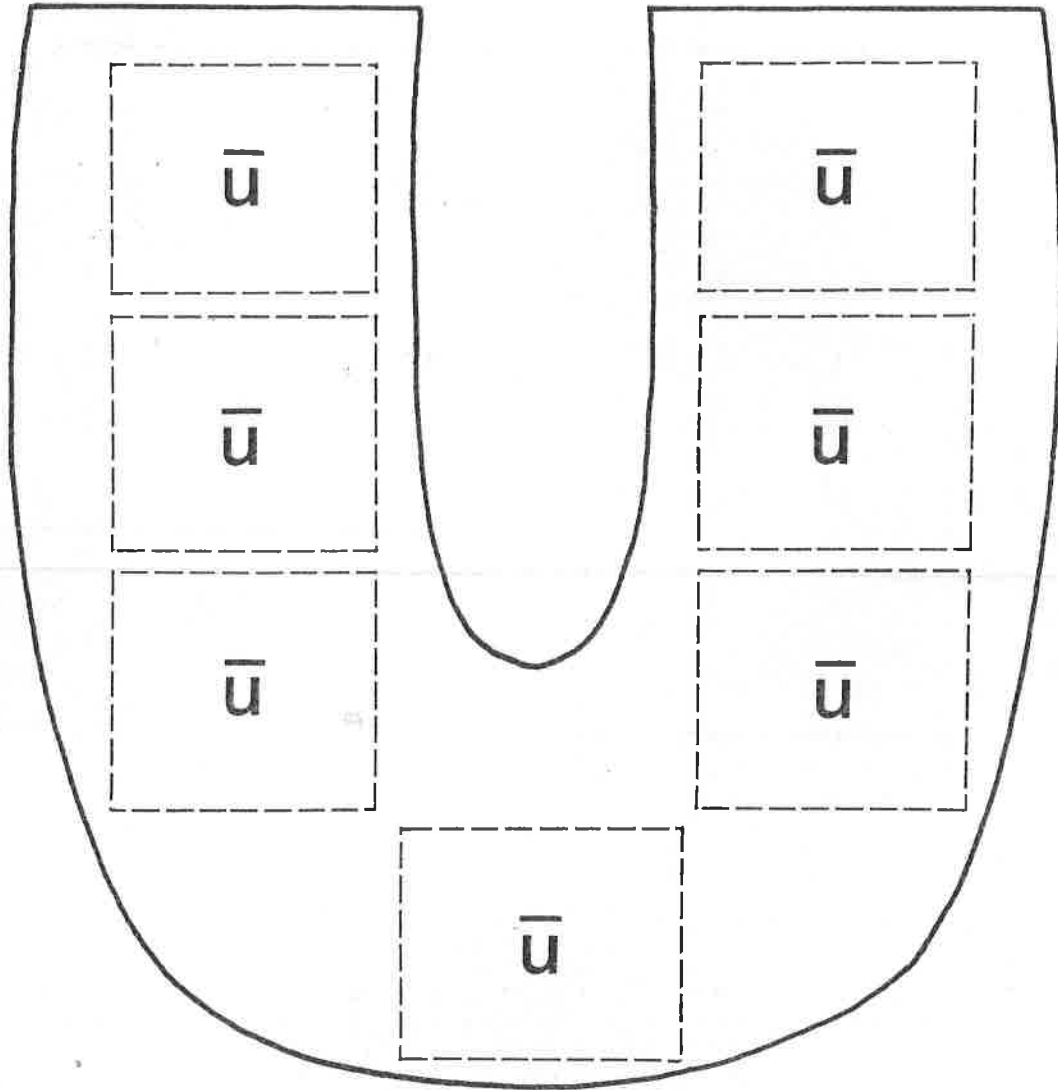
I appreciate all that you do- Thank you-Ms. Chesnek

Say the — sound of u.

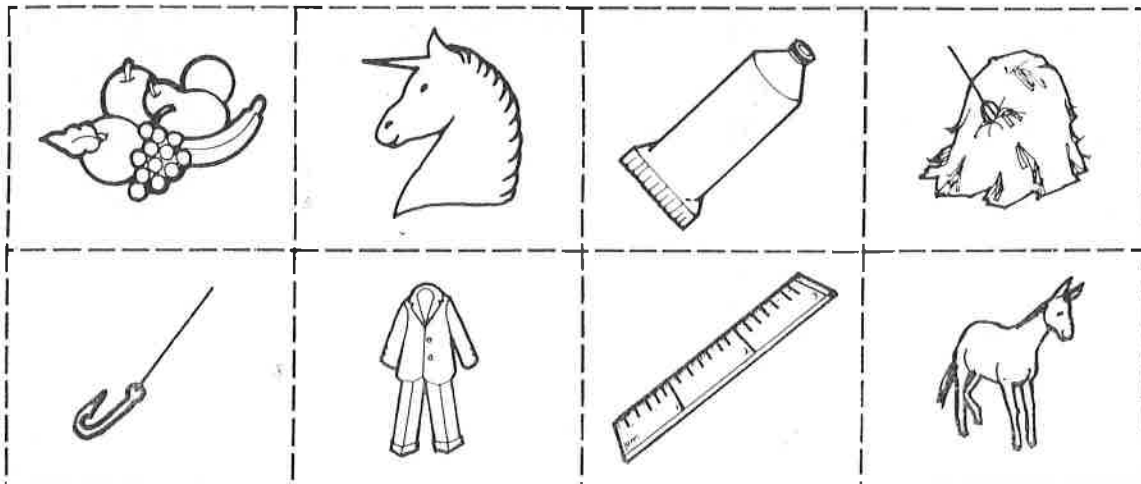
Name _____

is learning to hear the long sound of u.

u



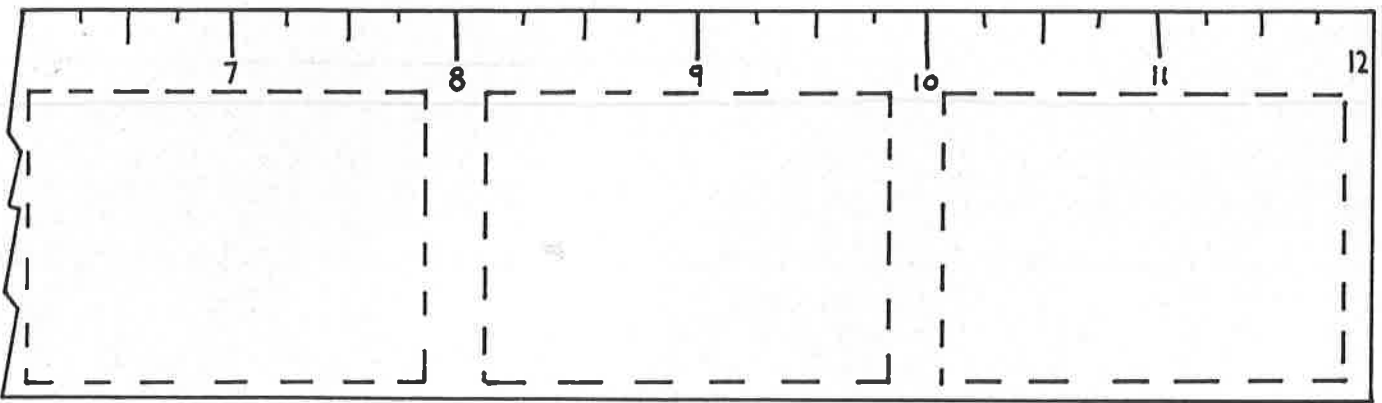
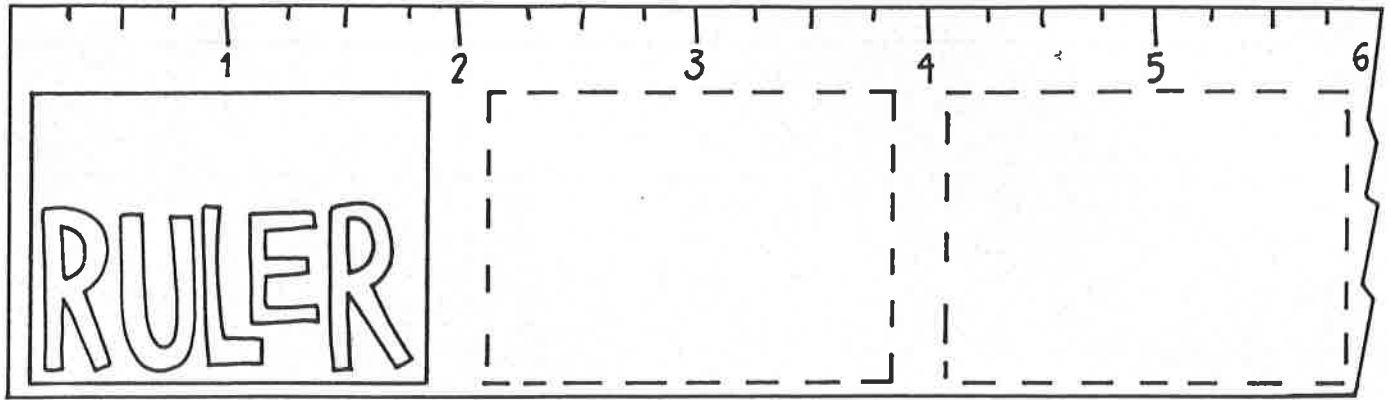
Name the pictures. Cut and paste on the capital U, those that have the — sound of u.



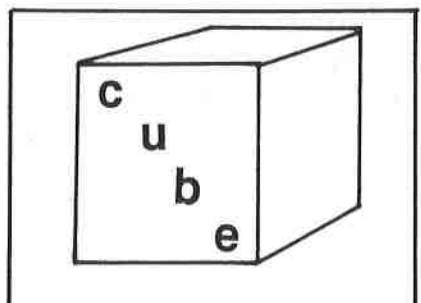
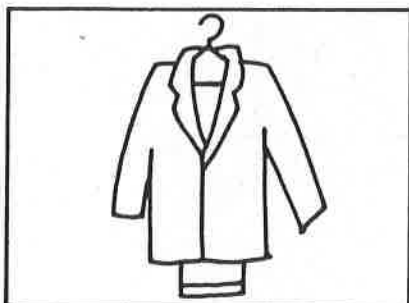
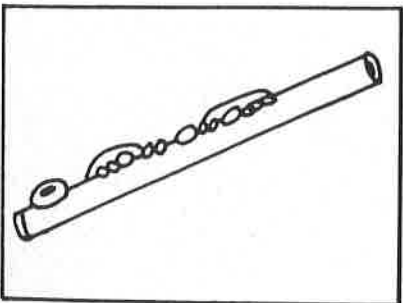
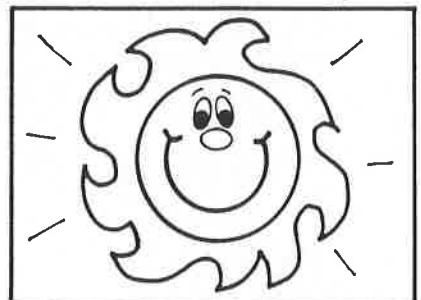
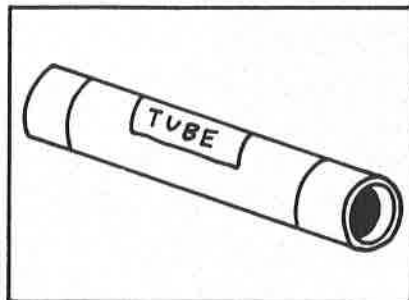
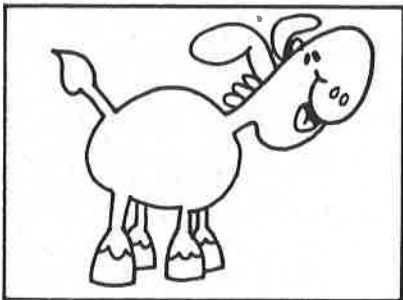
Name _____

1. Color the pictures.

2. Cut and paste the pictures that have the long \bar{u} sound.



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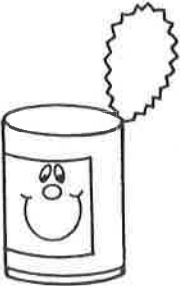
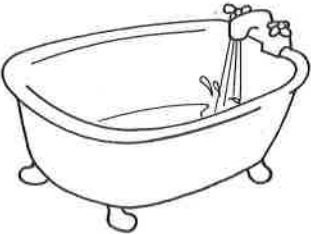
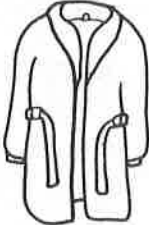
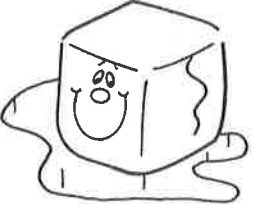
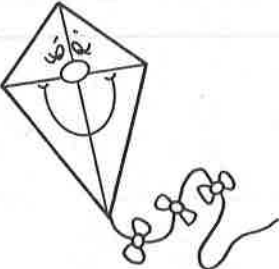
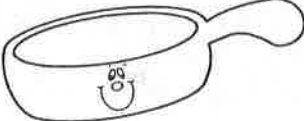


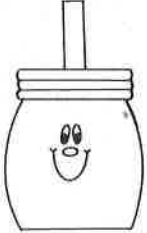
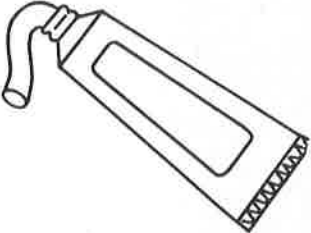

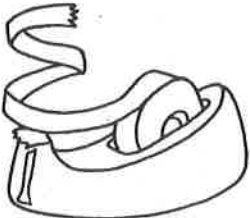
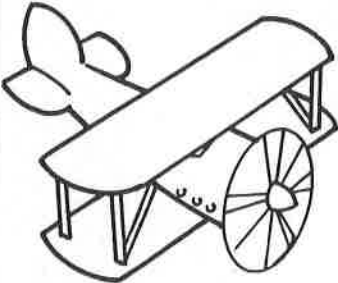

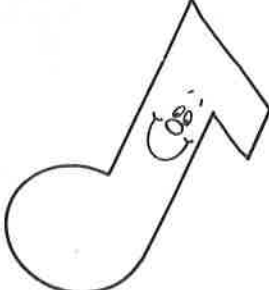



Name _____

CHALLENGE PAGE

Long Vowels final silent e

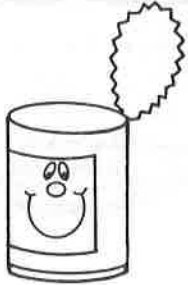
Circle the correct name for each picture.

			
can cane	tub tube	rob robe	cub cube
			
kit kite	pan pane	hat hate	man mane
			
past paste	tub tube	can cane	tap tape
			
plan plane	cap cape	not note	pin pine

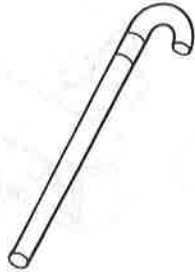
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**Long Vowels
final, silent e**

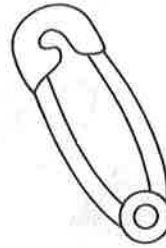
Add a final **e** to the second word in each pair.



can



can _



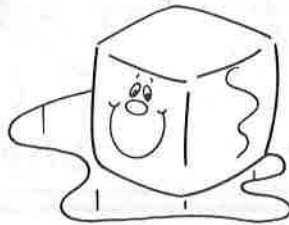
pin



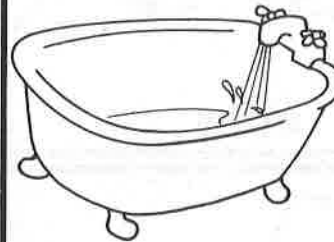
pin _



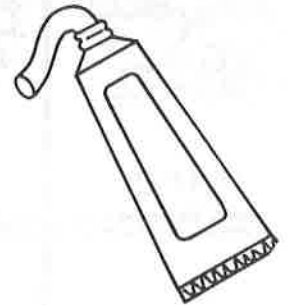
cub



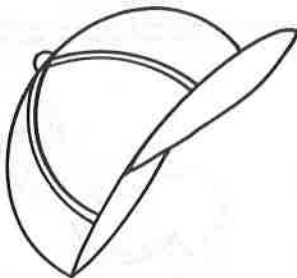
cub _



tub



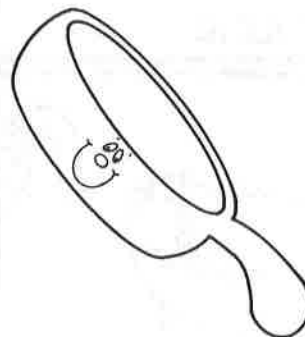
tub _



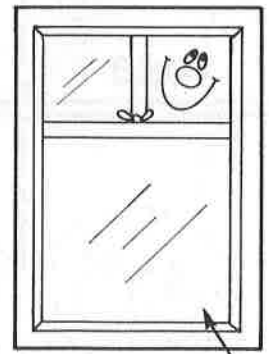
cap



cap _



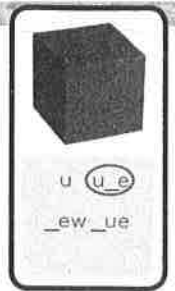
pan



pan _



Name _____



JUNE						
S	M	T	W	T	F	S
	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			

1. It is June.

2. _____

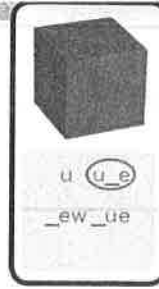


3. Play a tune!

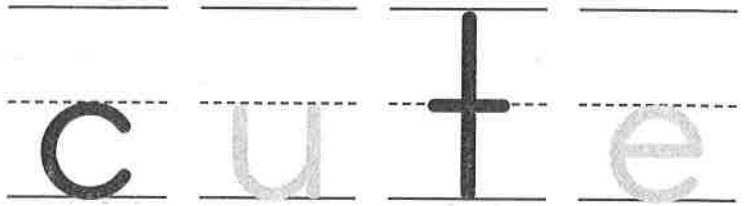
4. _____

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

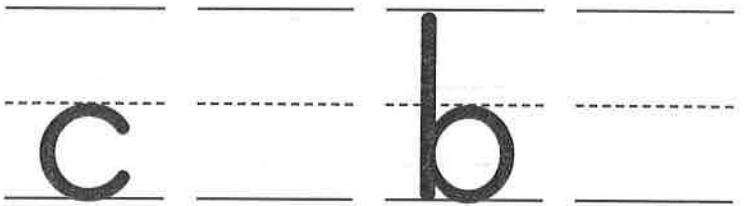
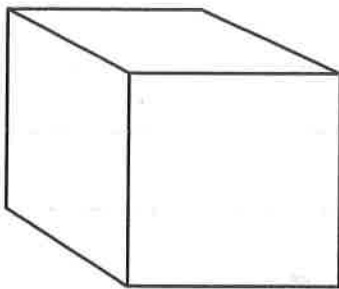
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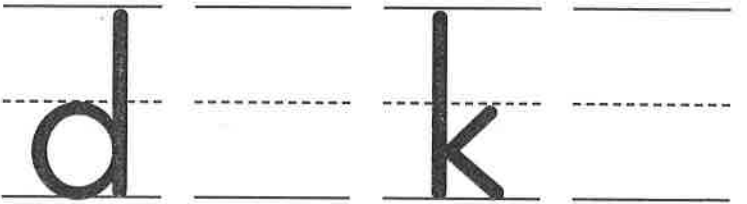
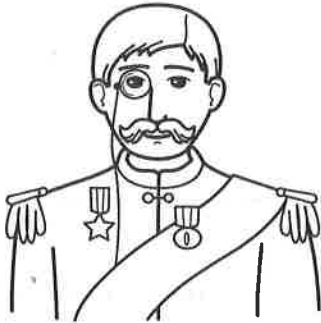
1.



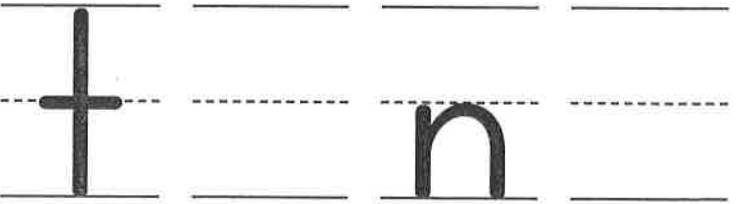
2.



3.



4.



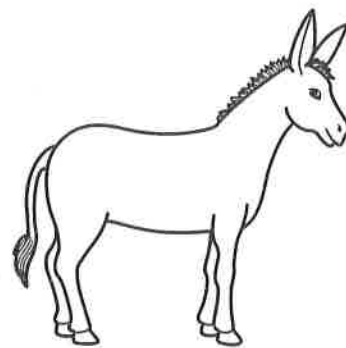
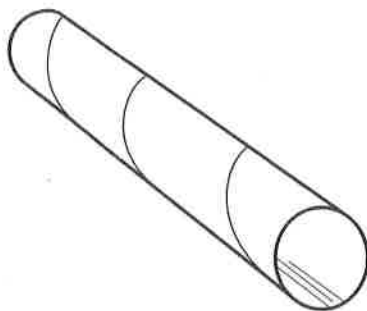
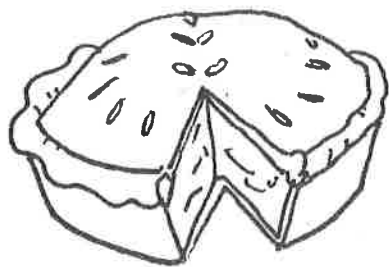
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Phonics: /ū/u_e

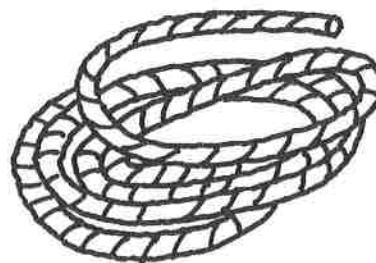
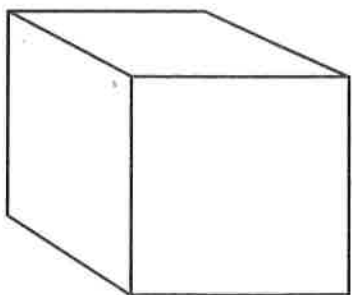
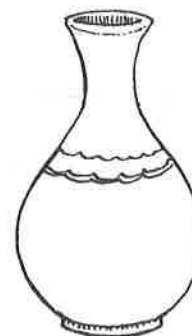
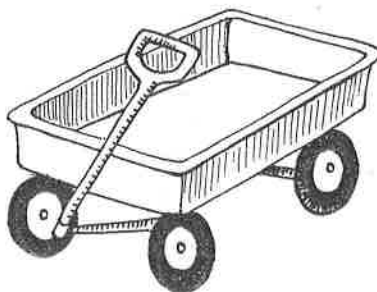
Say each picture name. Then write the letters that stand for long *u* in each picture name.



Name _____



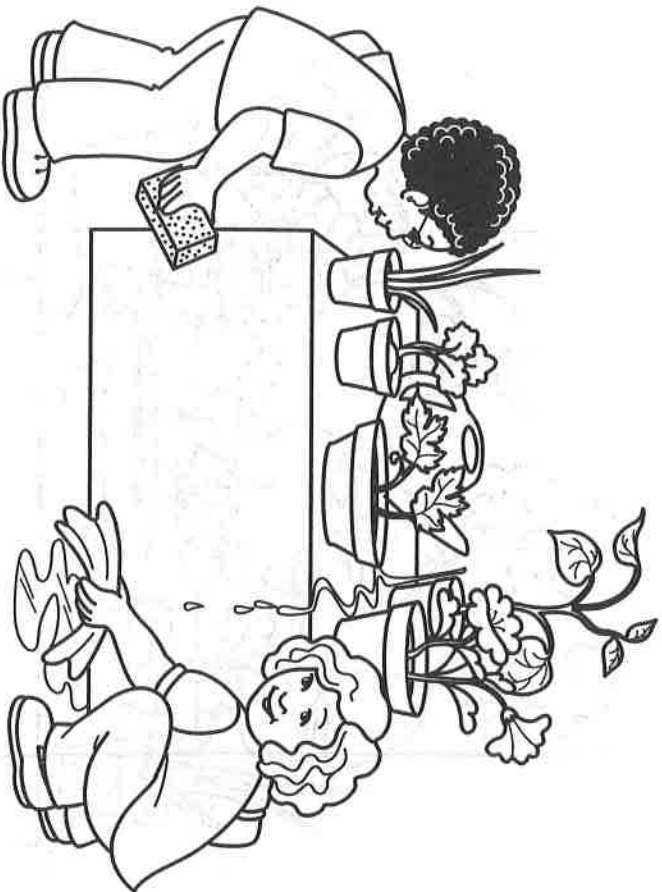
JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



Phonemic Awareness: /ū/

Color

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



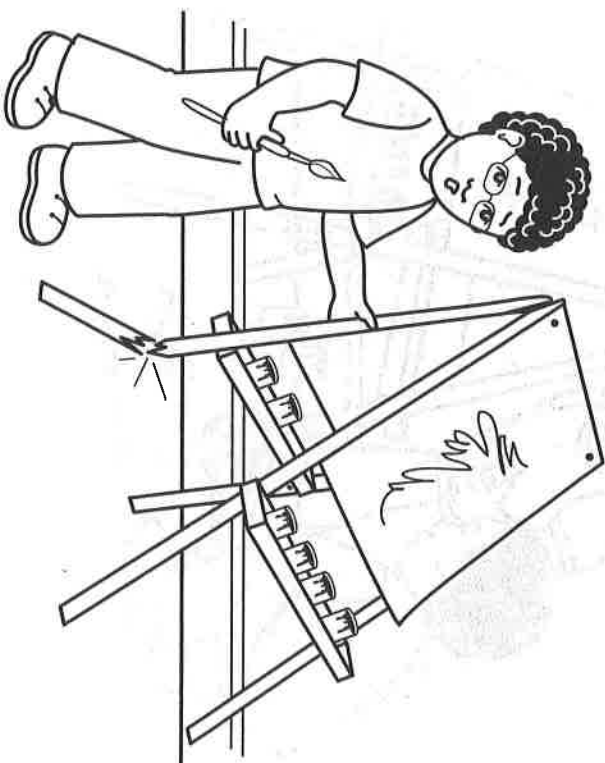
Sam is good at this.

He can help mop.

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

Who Can Help?



This is not good!

Who can I get to help?

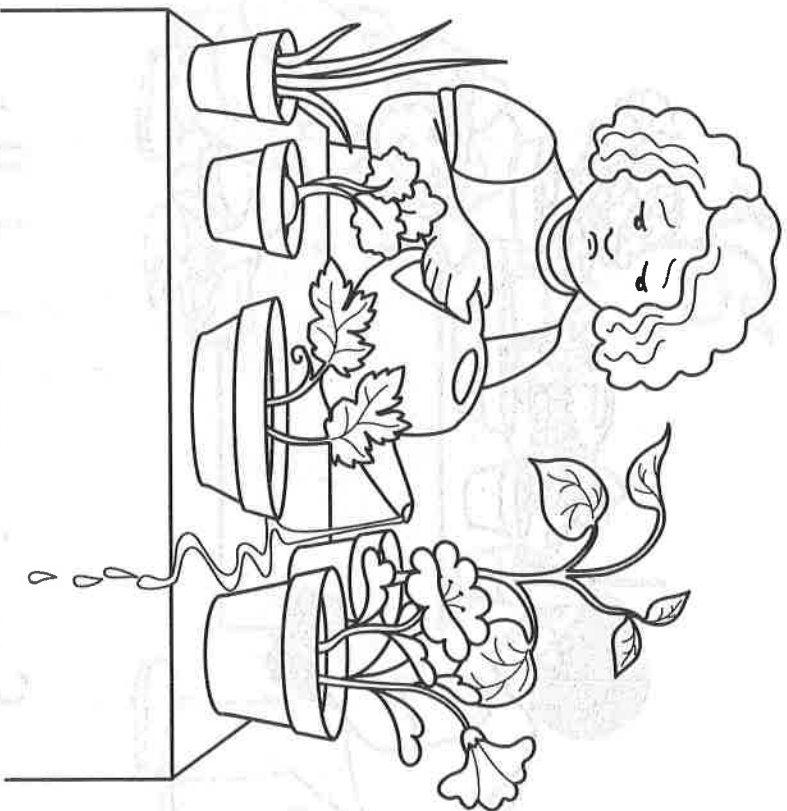
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Deb can help me fix it.

She is good at this.

2



This is not good.

Who can help mop?

3

#7 Reading for Fluency

Tube Race

Unit 10 Week 1: Long u spelled u_e

Sound Fluency list

u_e	a_e	i_e	qu
x	i	ck	o

Word Fluency list

cube

fume

June

Luke

tube

use

race

quick

size

Phrases and Sentences Fluency list

win the game

in the tube

a big cube

The big tube

Luke and June

the same size

can win it

June win it

Good fox, Mike

Luke did not win the game.

The cube can fix it.

Tube Race

Get set! Go! Race!	4
Luke did not win the game.	10
It did not go quick. It sat in the tube.	20
Do not fume, Luke.	24
June got a big cube.	29
The cube can fix it.	34
Yes. The big tube is up.	40
Who can win it?	44
Get set! Go! Race!	48
Luke and June did not win. It did not go quick.	59
Do not fume, Luke.	63
Mike will not use the same size. It will fit in a tube!	76
Who can win it?	80
Get set! Go! Race!	84
Luke and June win it!	89
Good fix, Mike.	92

Chapter

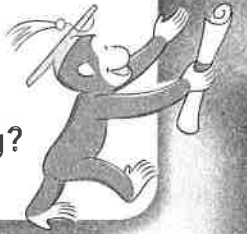
12

Classify and Sort Data

Curious About Math with
Curious George

Primary colors are blue, red, and yellow.

- How many primary colors is the girl sorting?



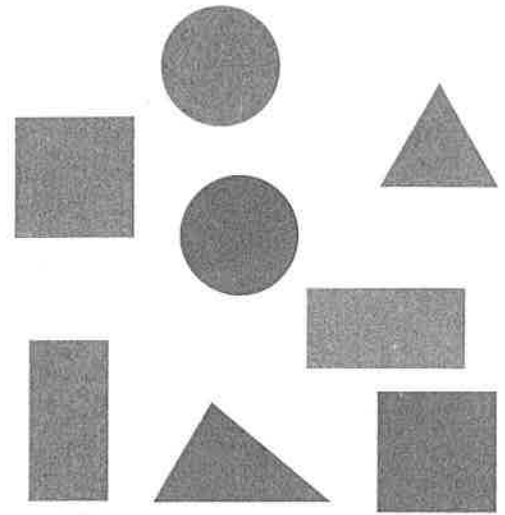
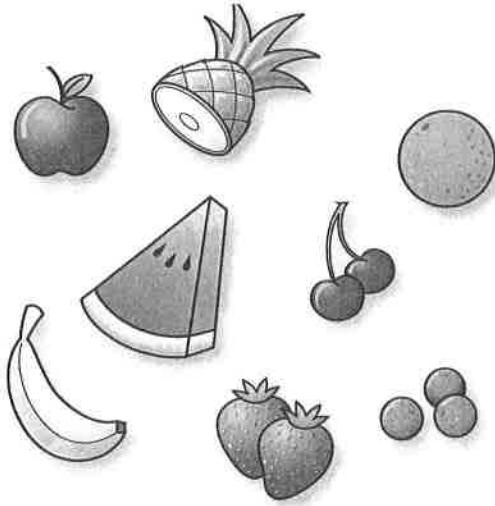
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✓ Show What You Know

Personal Math Trainer
Online Assessment
and Intervention

Color and Shape

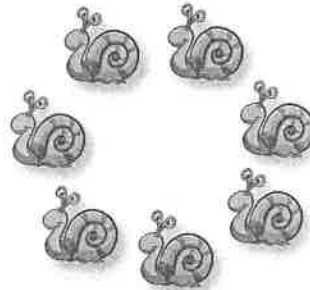
1



Compare Sets

3





4



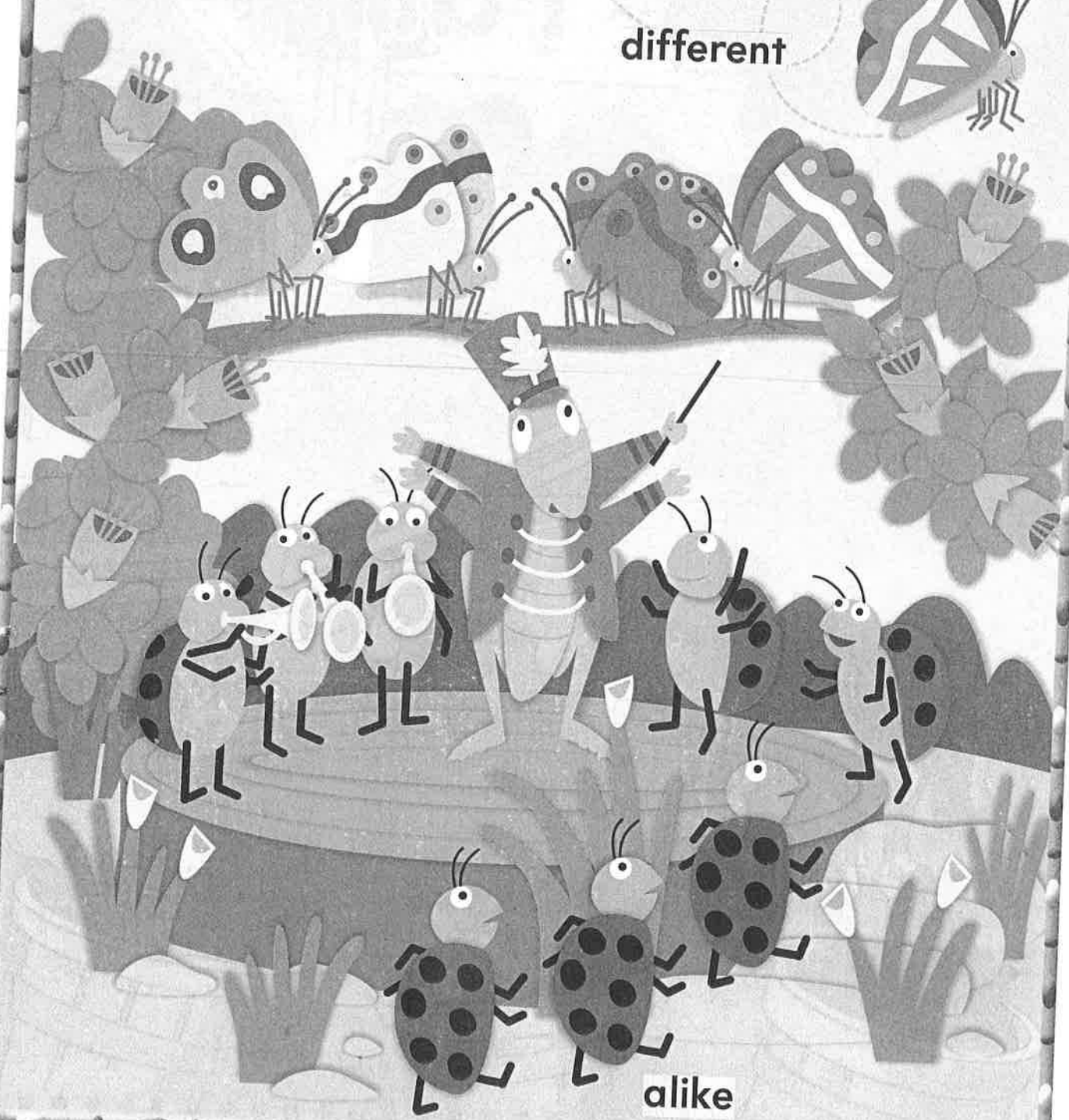
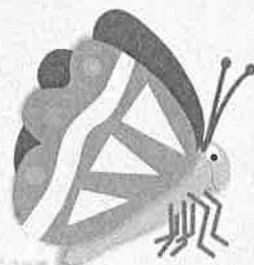


This page checks understanding of important skills needed for success in Chapter 12.

DIRECTIONS 1. Circle the fruits that are red. 2. Circle the triangles. 3. Count and write how many in each set. Circle the set with more objects. 4. Count and write how many in each set. Circle the set with fewer objects.

Vocabulary Builder

different



alike

DIRECTIONS Tell what you know about the ladybugs. Some of the ladybugs are different. Circle those ladybugs and tell why they are different. Tell what you know about the butterflies.



- Interactive Student Edition
- Multimedia eGlossary

Name _____

Algebra • Classify and Count by Color

Essential Question How can you classify and count objects by color?



Measurement and Data—
K.MD.B.3

MATHEMATICAL PRACTICES
MP2, MP5, MP6

Listen and Draw

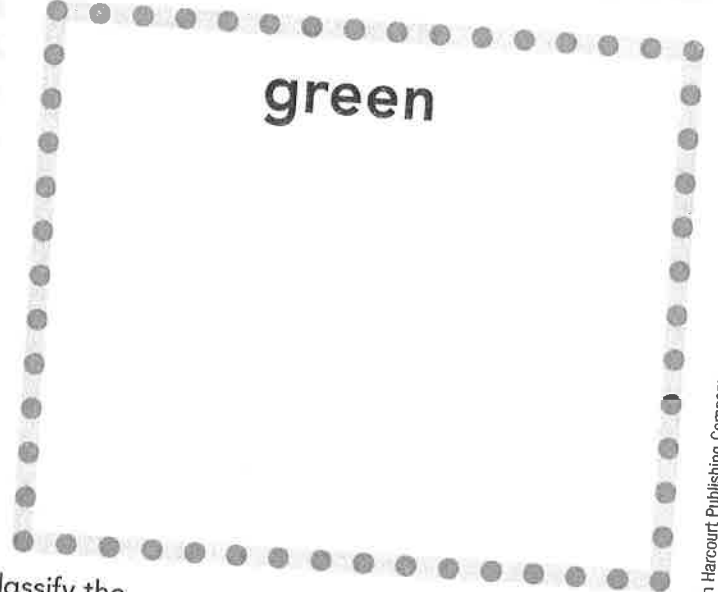
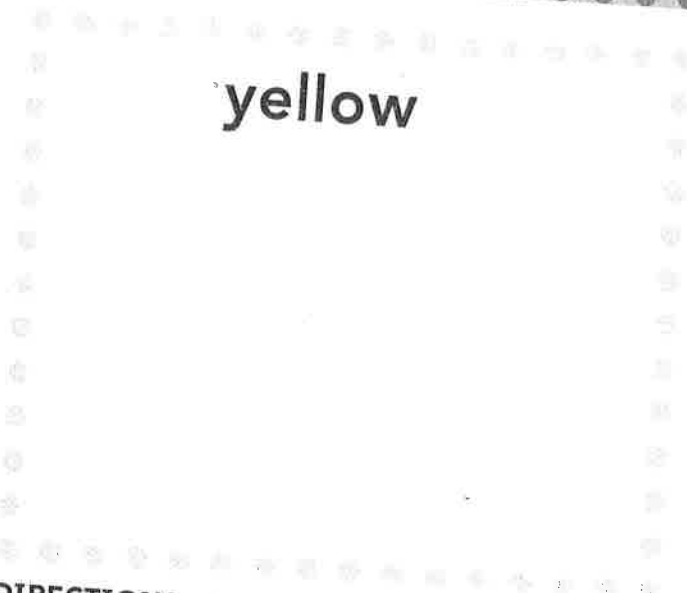
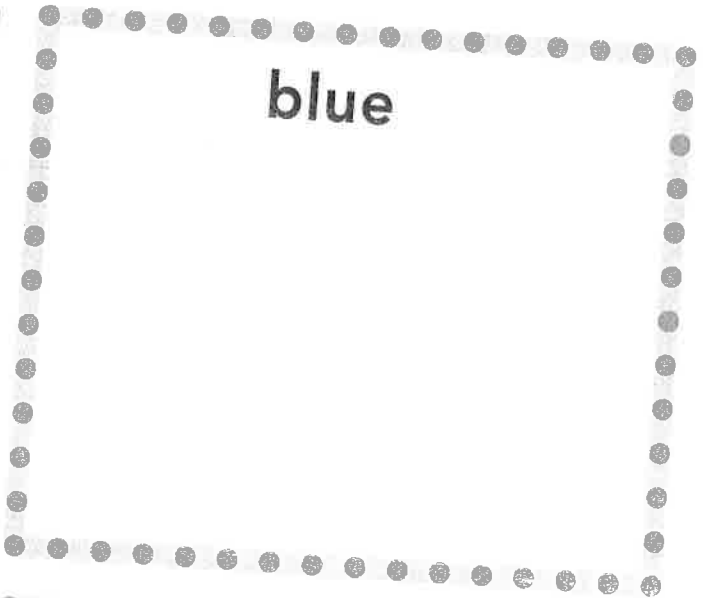
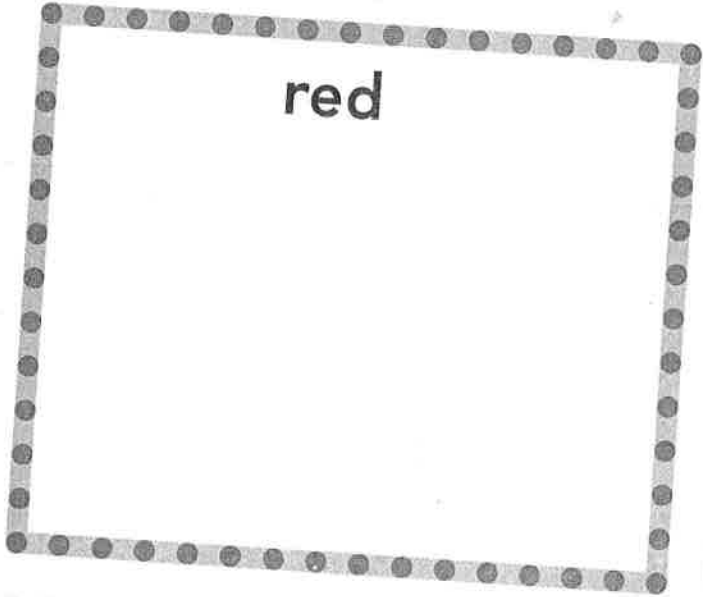
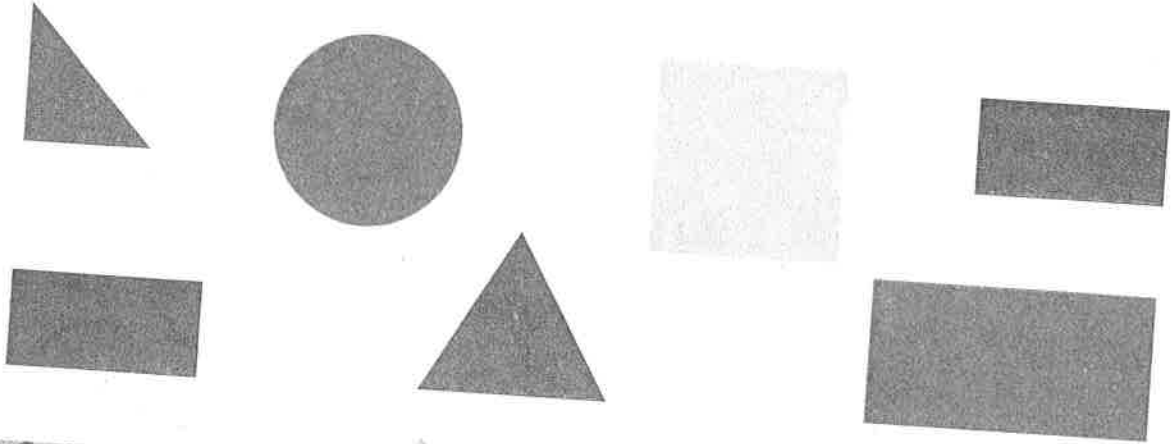


not



DIRECTIONS Choose a color. Use that color crayon to color the clouds. Sort and classify a handful of shapes into a set of that color and a set of not that color. Draw and color the shapes.

Share and Show



DIRECTIONS 1. Place shapes as shown. Sort and classify the shapes by the category of color. Draw and color the shapes in each category.

Name _____



1

red

blue

yellow

green



2

red

blue

yellow

green



3

red

blue

yellow

green

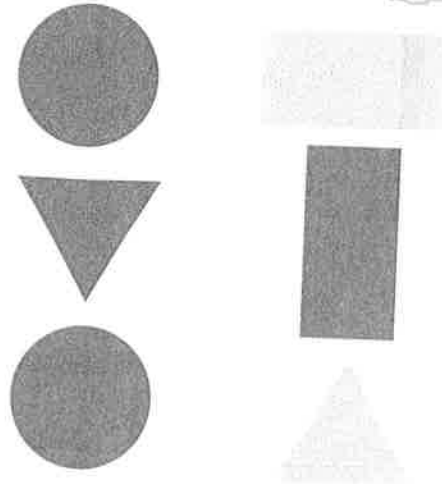
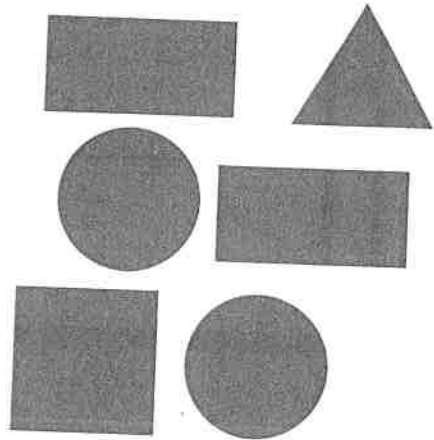
DIRECTIONS Look at the categories of color in Exercise 1. Count how many in each category. 2. Circle the categories of color that have one shape. Write the number. 3. Circle the category that has two shapes. Write the number. 4. Circle the category that has three shapes. Write the number.

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Problem Solving • Applications



5



6

DIRECTIONS 5. Ava placed her shapes as shown. How did she sort and classify her shapes? Draw one more shape in each category. 6. Draw to show what you know about sorting and classifying by color.



HOME ACTIVITY • Provide your child with different colors of the same objects, such as straws, socks, or toys. Ask him or her to sort and classify the objects into two sets, a set of all one color and a set of all the other colors.

690 six hundred ninety

Name _____

Algebra • Classify and Count by Color



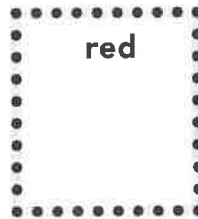
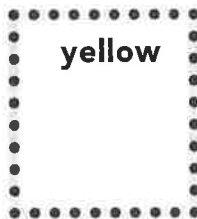
COMMON CORE STANDARD—K.MD.B.3
Classify objects and count the number of objects in each category.



<p>yellow</p>	<p>red</p>
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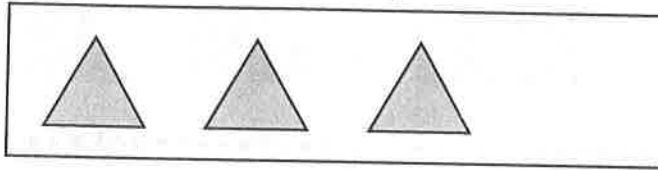
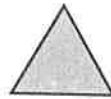
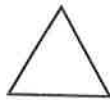
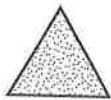


3

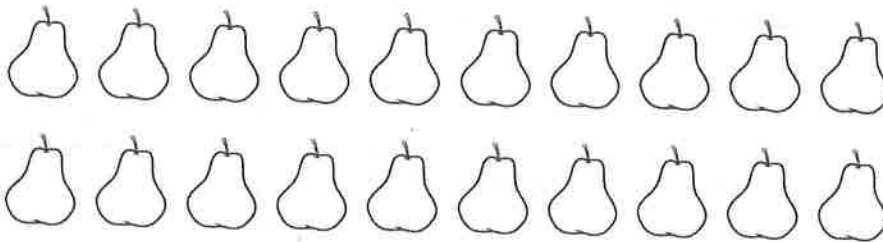
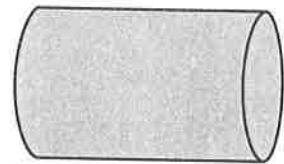
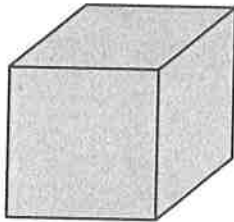


DIRECTIONS 1. Place a yellow square, red triangle, red rectangle, yellow square, and red triangle at the top of the page as shown. Sort and classify the shapes by the category of color. Draw and color the shapes in each category. 2. Look at the categories in Exercise 1. Count how many in each category. Circle the category that has 3 shapes. Write the number.

Lesson Check (K.MD.B.3)

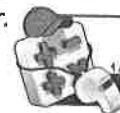


Spiral Review (K.CC.A.3, K.G.B.4)



DIRECTIONS 1. Look at the set of shapes. Which shape belongs in the same category? Draw that shape in the box and color it. How many shapes are in the category now? Write the number. 2. Which shape does not stack? Mark an X on the shape. 3. Count and tell how many pieces of fruit. Write the number.

692 six hundred ninety-two



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

Name _____

Algebra • Classify and Count by Shape

Essential Question How can you classify and count objects by shape?



**Measurement and Data—
K.MD.B.3**

**MATHEMATICAL PRACTICES
MP2, MP5, MP6**

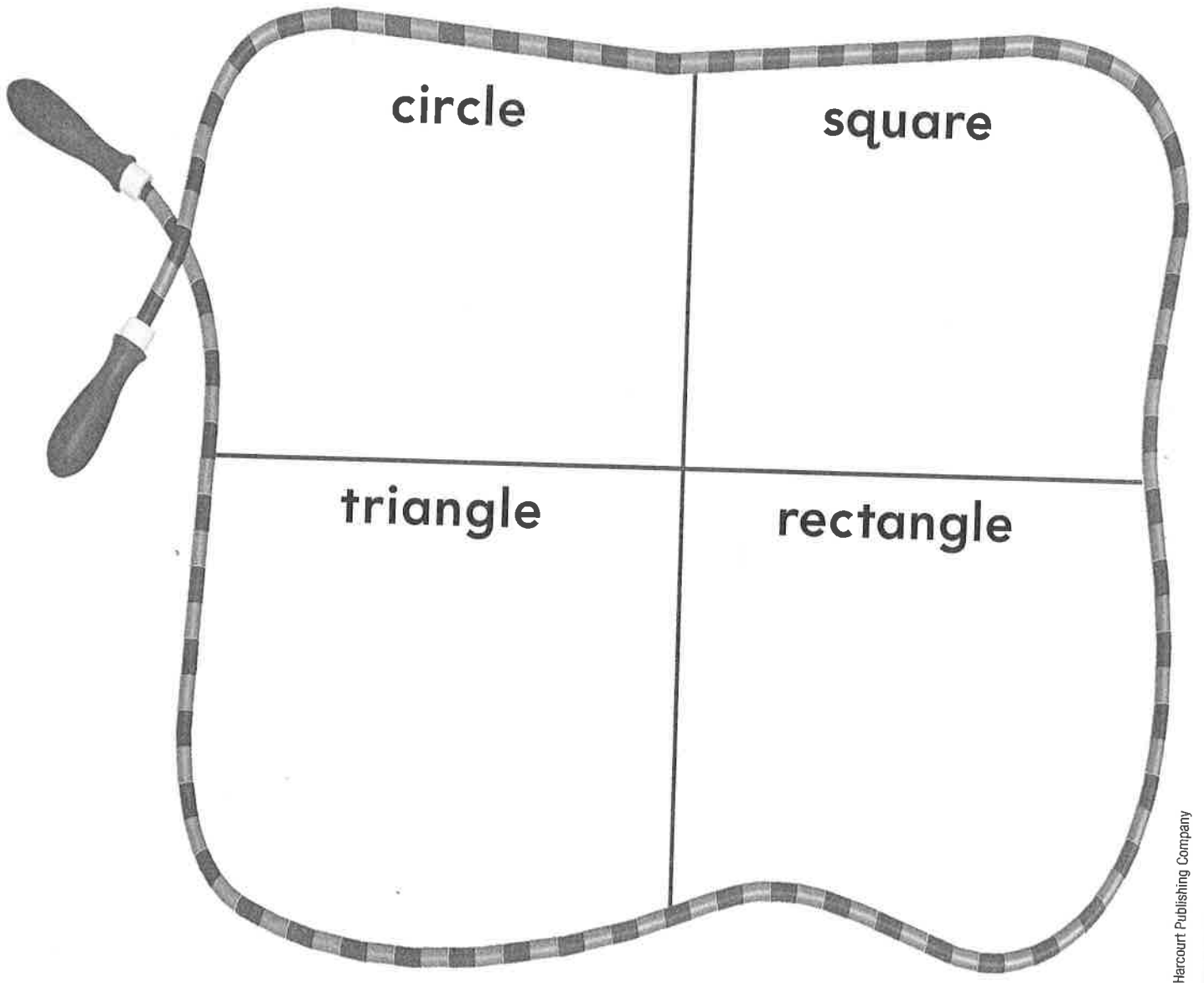
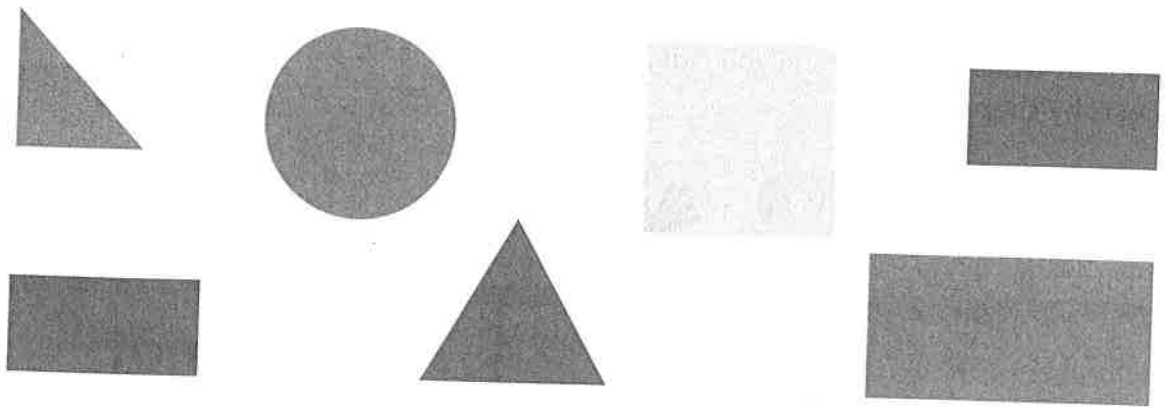
Listen and Draw



	not
--	-----

DIRECTIONS Choose a shape. Draw the shape at the top of each side. Sort and classify a handful of shapes into a set of the shape you chose and a set that is not that shape. Draw and color the shapes.

Share and Show



DIRECTIONS 1. Place shapes as shown. Sort and classify the shapes by the category of shape. Draw and color the shapes in each category.

Name _____

2

1

circle

square

triangle

rectangle

3

2

circle

square

triangle

rectangle

4

3

circle

square

triangle

rectangle

DIRECTIONS Look at the categories of shapes in Exercise 1. Count how many in each category. 2. Circle the categories of shapes that have one shape. Write the number. 3. Circle the category that has two shapes. Write the number. 4. Circle the category that has three shapes. Write the number.



WRITE
Math

5

6

DIRECTIONS 5. Brandon used his shapes. How did he sort and classify his shapes? Draw one more shape in each category. 6. Using the same shapes, draw to show what you know about sorting and classifying by shape in a different way.



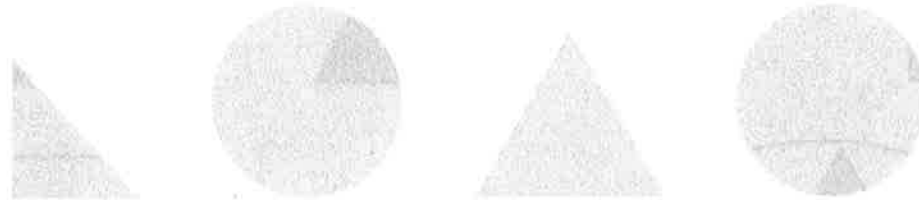
HOME ACTIVITY • Have your child sort objects in a house into categories of shape.

Name _____

Algebra • Classify and Count by Shape



COMMON CORE STANDARD—K.MD.B.3
Classify objects and count the number of objects in each category.



triangle	circle



2



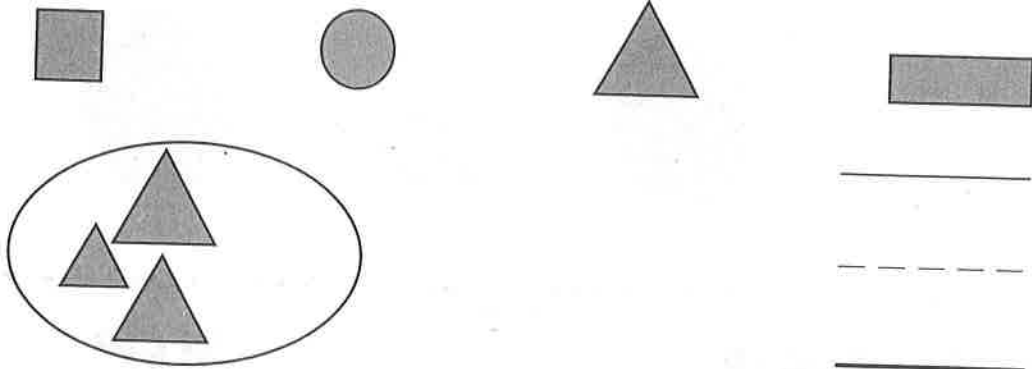
triangle

circle

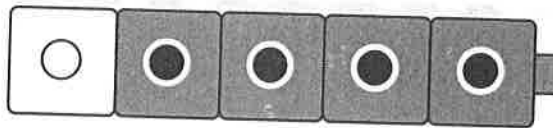


DIRECTIONS 1. Place a green triangle, blue circle, red triangle, and blue circle at the top of the page as shown. Sort and classify the shapes by the category of shape. Draw and color the shapes in each category. 2. Look at the categories in Exercise 1. Count how many in each category. Circle the categories that have two shapes. Write the number.

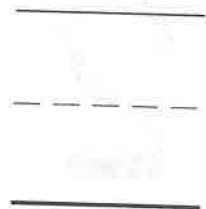
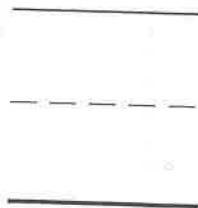
Lesson Check (K.MD.B.3)



Spiral Review (K.OA.A.3, K.MD.A.2)



5



DIRECTIONS 1. Look at the set of shapes. Which shape belongs in the same category? Draw that shape in the oval. How many shapes are in the category now? Write the number. 2. Find two crayons. Place one end of each crayon on the line. Compare the lengths. Draw the crayons. Say *longer than*, *shorter than*, or *about the same length* to describe the lengths. Circle both crayons if they are about the same length. Circle the longer crayon if one crayon is longer than the other. 3. Complete the addition sentence to show the numbers that match the cube train.

698 six hundred ninety-eight



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

Name _____

Algebra • Classify and Count by Size

Essential Question How can you classify and count objects by size?



Measurement and Data—
K.MD.B.3

MATHEMATICAL PRACTICES
MP2, MP5, MP6

Listen and Draw



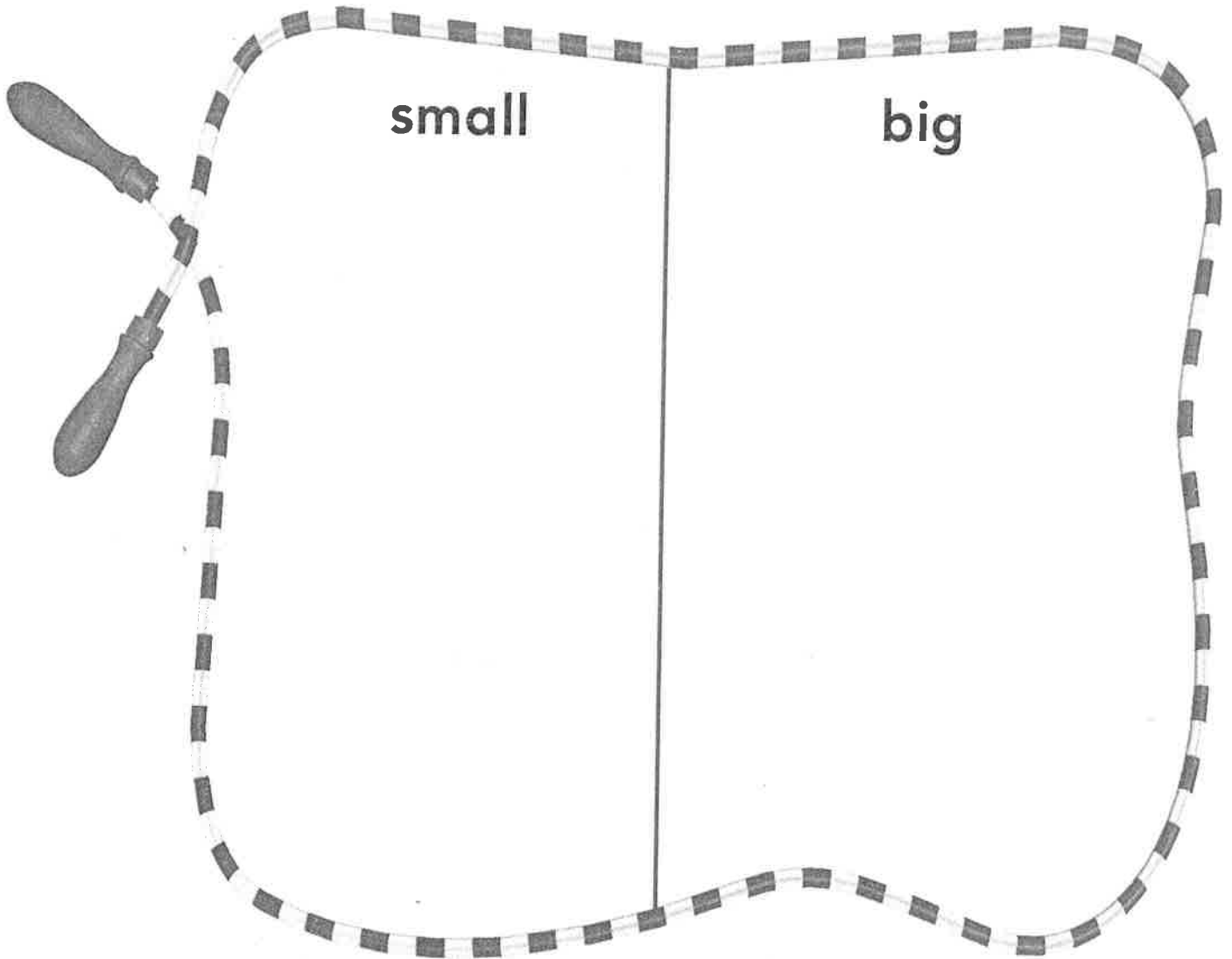
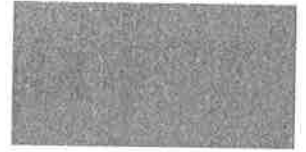
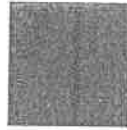
big

small

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DIRECTIONS Sort and classify a handful of shapes by size.
Draw and color the shapes.

Share and Show



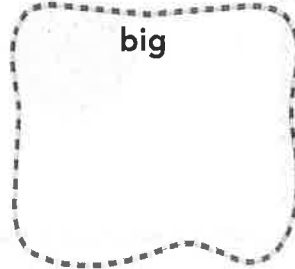
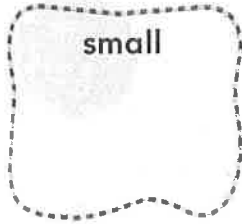
DIRECTIONS 1. Place shapes as shown. Sort and classify the shapes by the category of size. Draw and color the shapes in each category.

700 seven hundred

Name _____

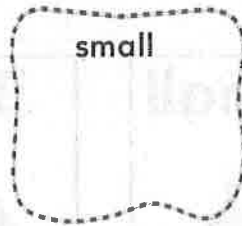


4





3



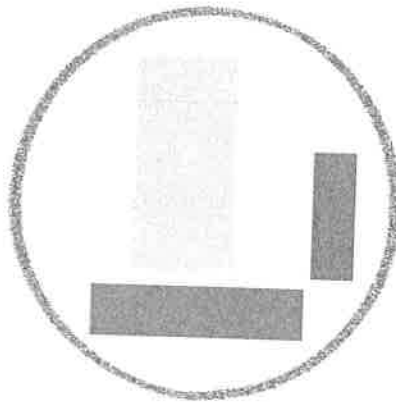
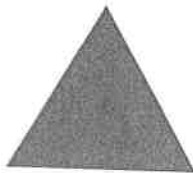
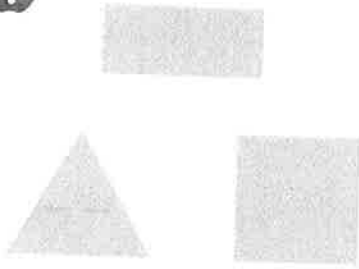
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DIRECTIONS Look at the categories of size in Exercise 1. Count how many in each category.
2. Circle the category that has four per category. Write the number.
3. Circle the category that has three per category. Write the number.



HOME ACTIVITY • Have your child sort objects in a house into categories of size.

Concepts and Skills



3

THINK SMARTER

Big	Small

Big	Small

Big	Small

DIRECTIONS 1. Look at the set at the beginning of the row. Circle the shape that belongs in that set. (K.MD.B.3) 2. Look at the shape at the beginning of the row. Mark an X on the set in which the shape belongs. (K.MD.B.3) 3. Mark under the chart that shows the shapes correctly classified. (K.MD.B.3)

Name _____

Algebra • Classify and Count by Size



COMMON CORE STANDARD—K.MD.B.3
Classify objects and count the number of objects in each category.

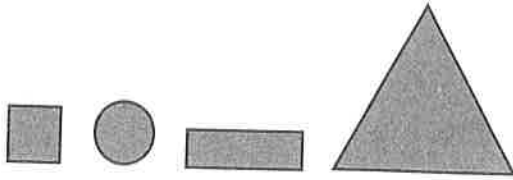


small	big



DIRECTIONS 1. Place a yellow square, blue circle, red rectangle, and blue rectangle at the top of the page as shown. Sort and classify the shapes by the category of size. Draw and color the shapes in each category. 2. Look at the categories in Exercise 1. Count how many in each category. Circle the category that has one per category. Write the number.

Lesson Check (K.MD.B.3)

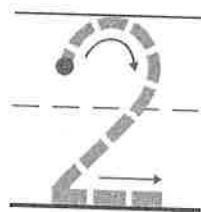
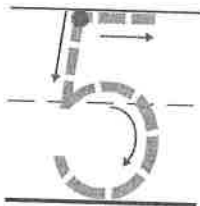


small

big

Spiral Review (K.OA.A.5, K.G.A.2)





DIRECTIONS 1. Sort and classify the shapes by the category of size. Draw the shapes in each category. 2. How many flat surfaces does the cylinder have? Write the number. 3. Sarah makes a five-cube train. She takes the cube train apart to show how many cubes are gray. Trace and write the subtraction sentence for Sarah's cube train.

704 seven hundred four



FOR MORE PRACTICE
GO TO THE
Personal Math Trainer

Name _____

Make a Concrete Graph

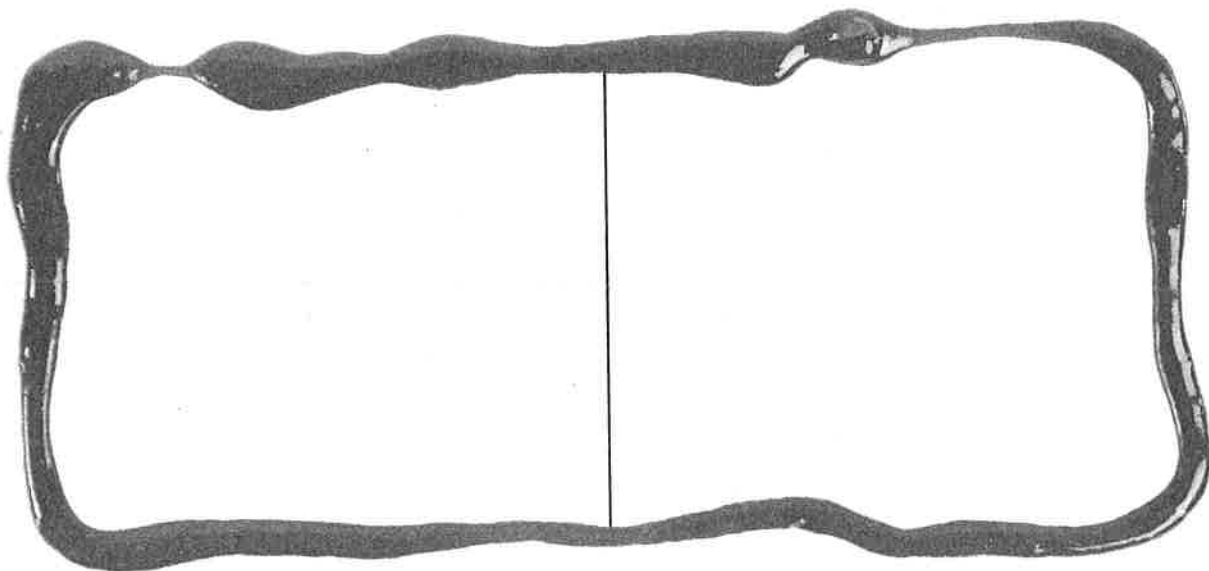
Essential Question How can you make a graph to count objects that have been classified into categories?



Measurement and Data—K.MD.B.3
Also K.CC.C.6

MATHEMATICAL PRACTICES
MP2, MP6, MP8

Listen and Draw



Orange and Green Cubes					

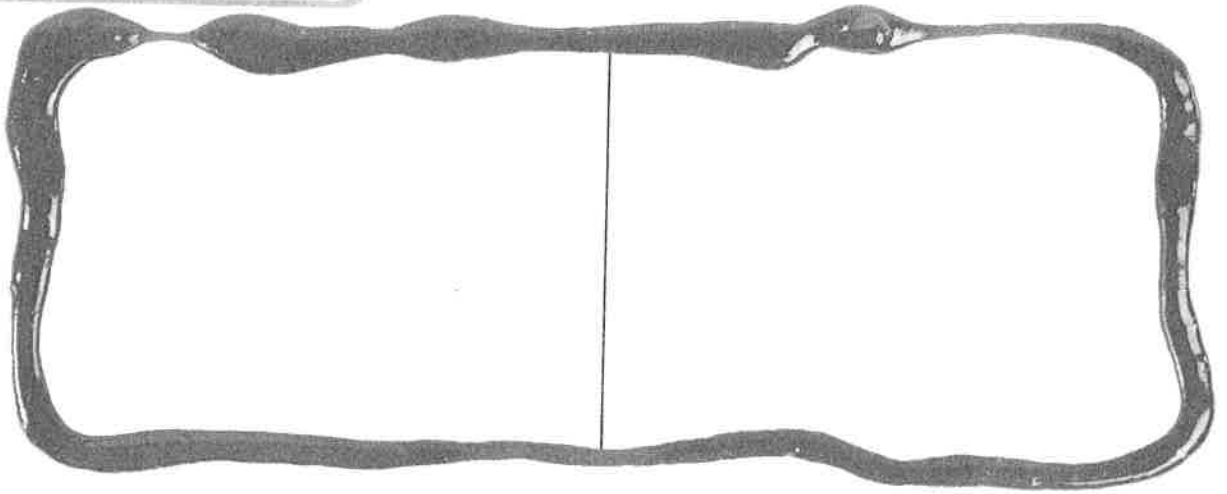


DIRECTIONS Place a handful of orange and green cubes on the workspace. Sort and classify the cubes by the category of color. Move the cubes to the graph by category. Draw and color the cubes. Tell a friend how many in each category.

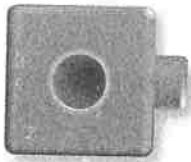
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Share and Show

1



2



Red and Blue Cubes				

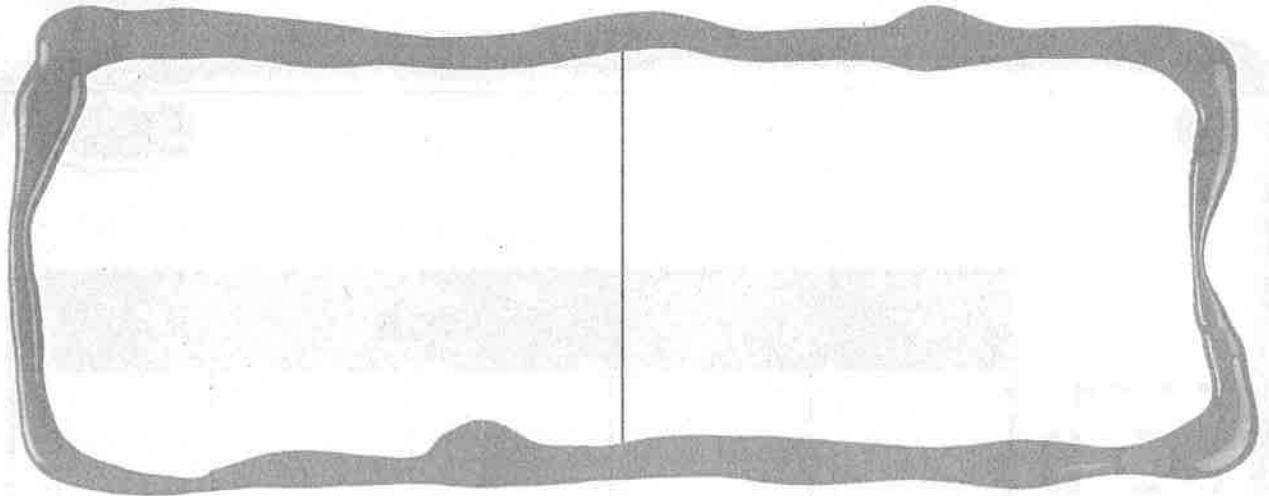
3





DIRECTIONS 1. Place a handful of red and blue cubes on the workspace. Sort and classify the cubes by category. 2. Move the cubes to the graph. Draw and color the cubes. 3. Write how many of each cube.

Name _____



5

Green Circles and Triangles



Green Circles and Triangles					



6





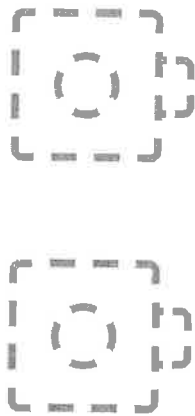
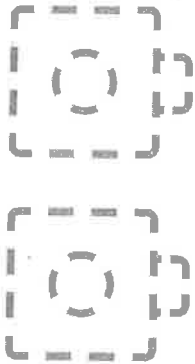


DIRECTIONS 4. Place a handful of green circles and triangles on the workspace. Sort and classify the shapes by category. 5. Move the shapes to the graph. Draw and color the shapes. 6. Write how many of each shape.



7

My Graph				



DIRECTIONS 7. Use five cubes of two colors. Color the cubes to show the categories. Draw and color to show what you know about making a graph with those cubes. How many are in each category? Write the numbers.



HOME ACTIVITY • Have your child tell about the graph that he or she made on this page.

Name _____

Make a Concrete Graph



COMMON CORE STANDARD—K.MD.B.3
Classify objects and count the number of objects in each category.




Circles and Triangles					





DIRECTIONS 1. Place a handful of green circles and triangles on the workspace. Sort and classify the shapes by category. 2. Move the shapes to the graph. Draw and color the shapes. 3. Write how many of each shape.

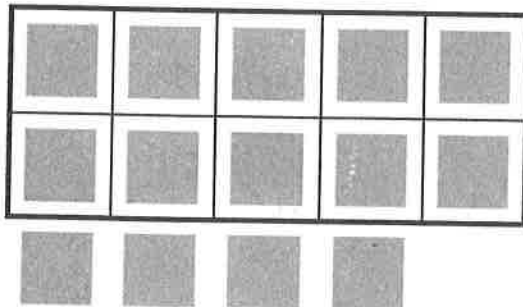
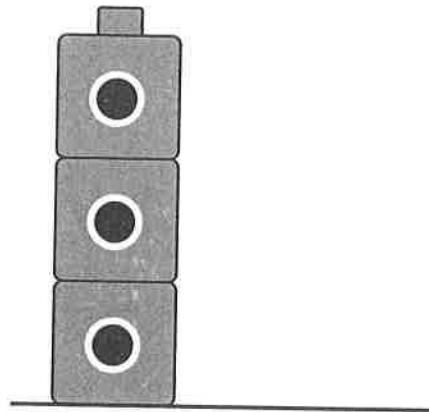
Lesson Check (K.MD.B.3)



Triangles and Squares				



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



DIRECTIONS 1. Look at the shapes. Draw and color the shapes in the graph. Write how many of each shape. 2. Make a cube train that is about the same height as the cube train shown. Draw and color the cube train. 3. How many tiles are there? Write the number.

710 seven hundred ten



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

Name _____

Problem Solving • Read a Graph

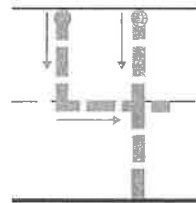
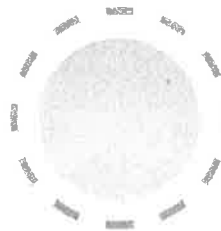
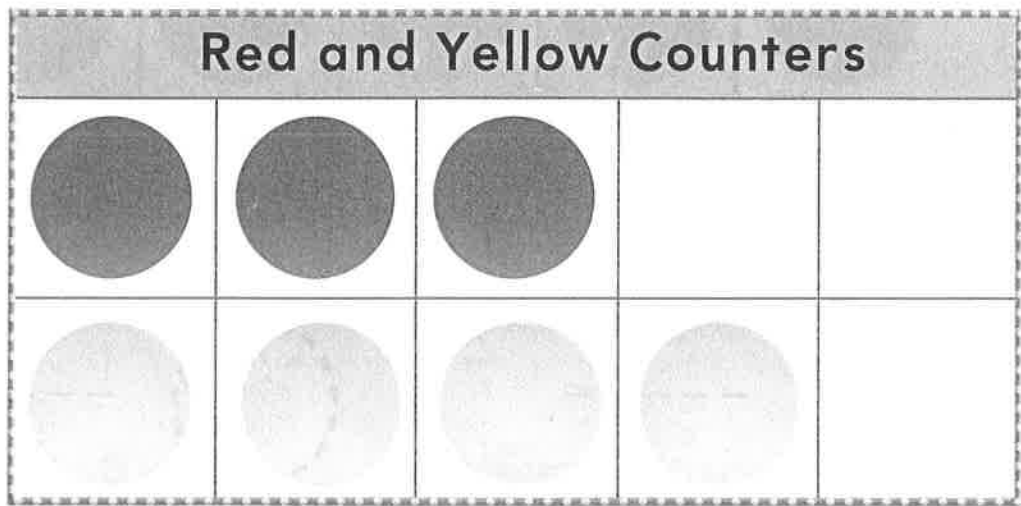
Essential Question How can you read a graph to count objects that have been classified into categories?

Common Core

Measurement and Data—K.MD.B.3
Also K.CC.C.6

MATHEMATICAL PRACTICES
MP2, MP6, MP8

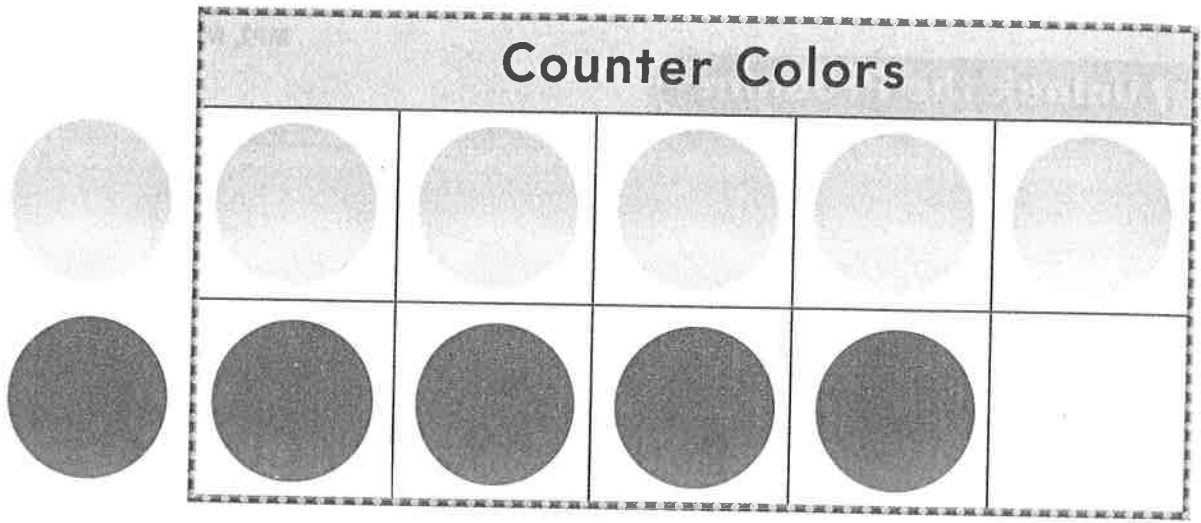
Unlock the Problem



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DIRECTIONS Erin made a graph of her counters. How many counters are in each category? Trace the numbers. Trace the circle to show which category has more counters.

Try Another Problem



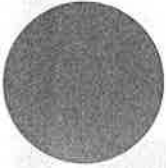


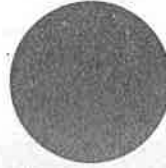





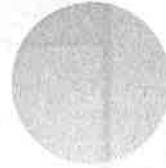


DIRECTIONS 1. Billy made a graph showing his counters. Color the counters to show his categories. How many counters are in each category? Write the numbers. 2. Circle the category that has more counters on the graph.

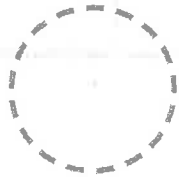
712 seven hundred twelve

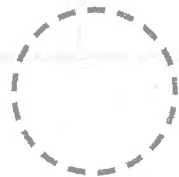
Name _____

Share and Show

Counter Colors						
						
						

3 ✓

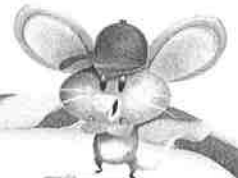




4 ✓

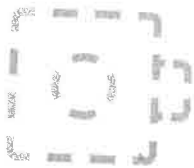
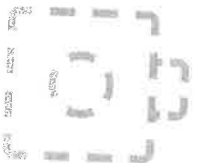
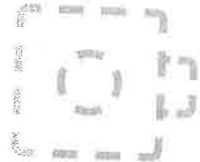


- DIRECTIONS** 3. Rong made a graph of her counters. Color the counters to show her categories. How many counters are in each category? Write the numbers.
4. Circle the category that has fewer counters on the graph.



5

Cube Colors				





DIRECTIONS 5. Brian has more blue cubes than red cubes. Draw and color to show his cubes on the graph. Count how many in each category. Write the numbers.

714 seven hundred fourteen



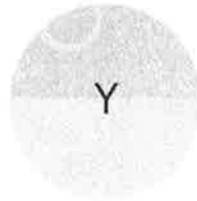
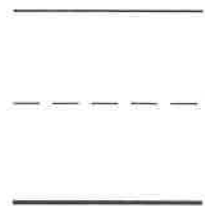
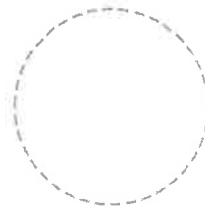
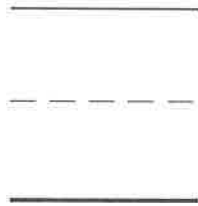
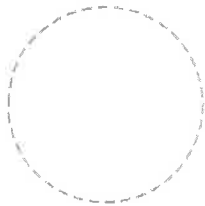
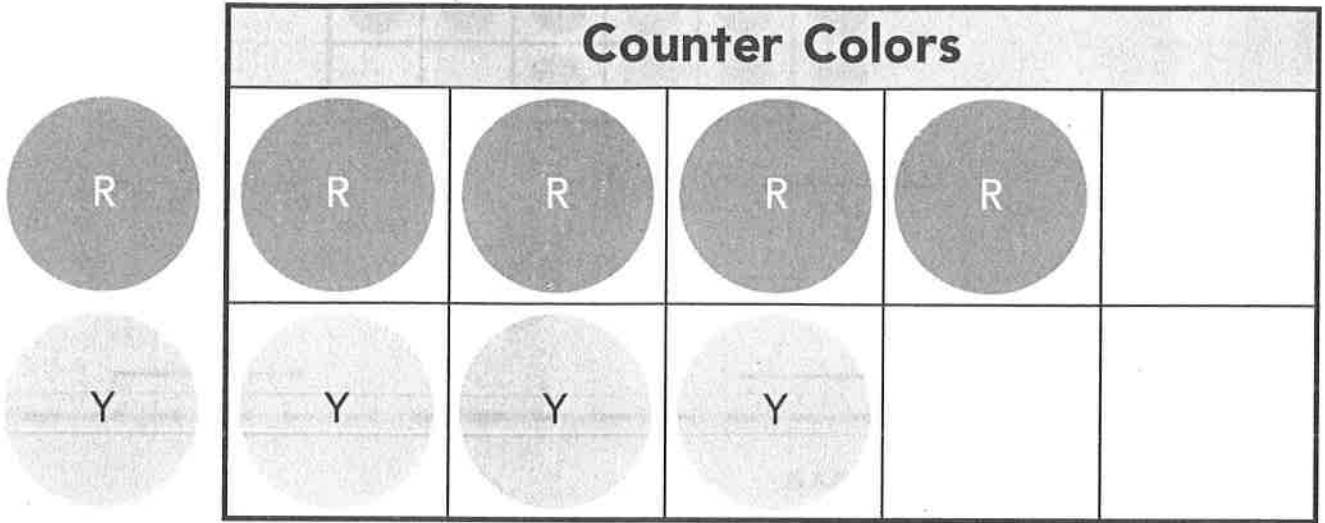
HOME ACTIVITY • Have your child tell about the graph he or she made on this page. Ask him or her which category has more cubes and which category has fewer cubes.

Name _____

Read a Graph



COMMON CORE STANDARD—K.MD.B.3
Classify objects and count the number of objects in each category.



DIRECTIONS 1. Color the counters to show the categories. R is for red, and Y is for yellow. How many counters are in each category? Write the numbers. 2. Circle the category that has more counters on the graph.

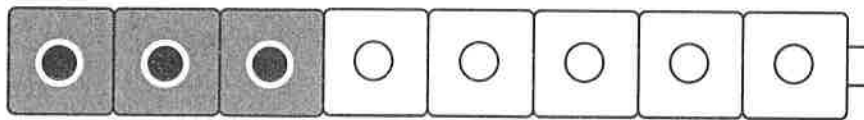
Lesson Check (K.MD.B.3)



Counter Colors				



Spiral Review (K.OA.A.3, K.MD.A.2)

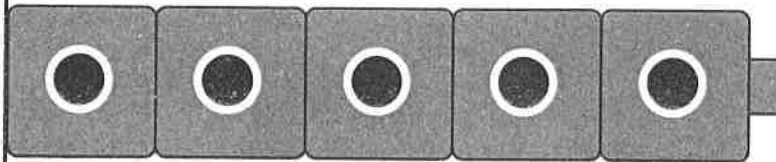


8





3



DIRECTIONS 1. How many counters are in each category? Write the numbers. Circle the category that has more counters. 2. Complete the addition sentence to show the numbers that match 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.



Name _____

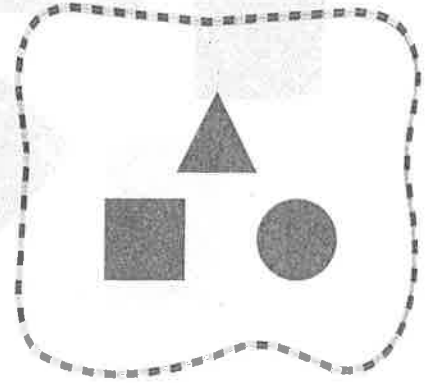
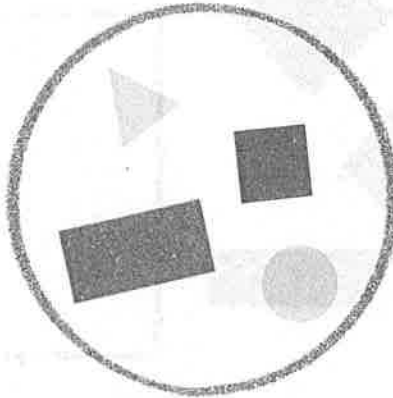
Chapter 12 Review/Test



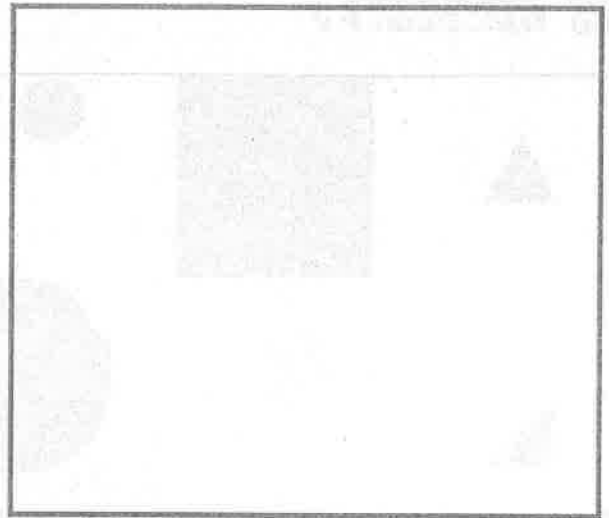
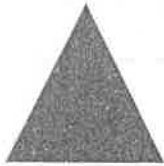
Personal Math Trainer

Online Assessment
and Intervention

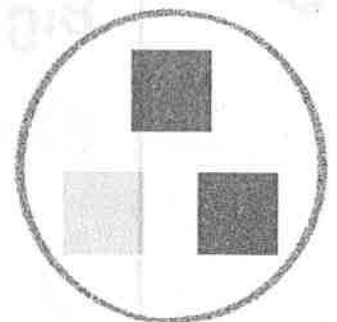
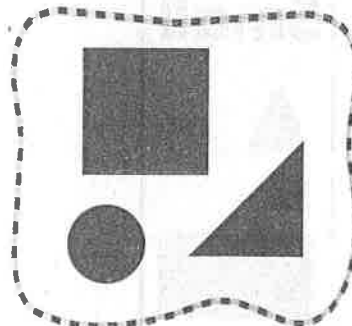
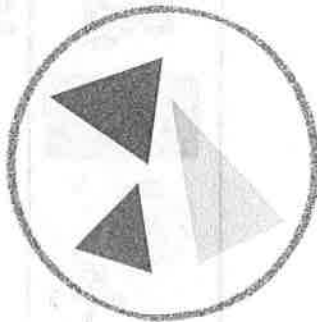
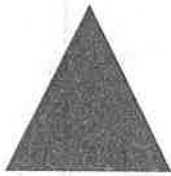
1



2

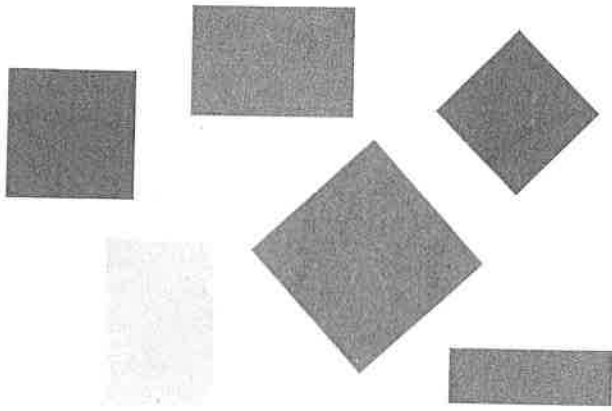


3



DIRECTIONS 1. Lin sorted some shapes into categories by color. Look at the shape at the beginning of the row. Mark an X on the category that shows where the shape belongs. 2. Draw and color a shape that belongs in this category. 3. Look at the shape at the beginning of the row. Mark under all of the categories the shape can belong.

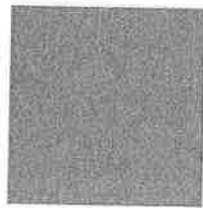
4



5

THINK SMARTER +

Personal Math Trainer



big



small

6

Big	Small

Big	Small

DIRECTIONS 4. Draw and color a shape that belongs in this category. 5. Mark an X on each big shape. Write how many big objects. Draw a circle around each of the small objects. Write how many small objects. 6. Mark under the chart that shows the shapes correctly classified.



7

THINK SMARTER +



Triangles and Circles



Triangles and Circles				



8



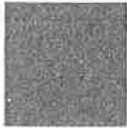






Blue Squares and Circles



Blue Squares and Circles				
●	●	●		
■	■	■		

DIRECTIONS 7. Sort and classify the shapes by category. Draw each shape on the graph. Write how many of each shape. 8. Jake sorted some shapes. Then he made a graph. Count how many shapes there are in each category. Mark an X on the category that has more shapes.

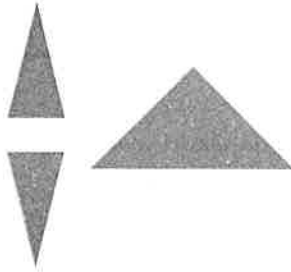
9

Chart A				
				
				

color Yes No
 size Yes No
 shape Yes No

10

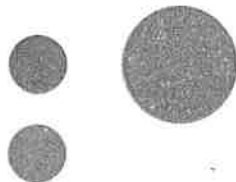
triangle



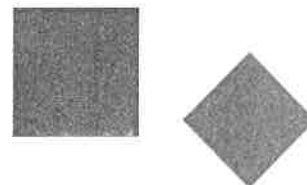
rectangle



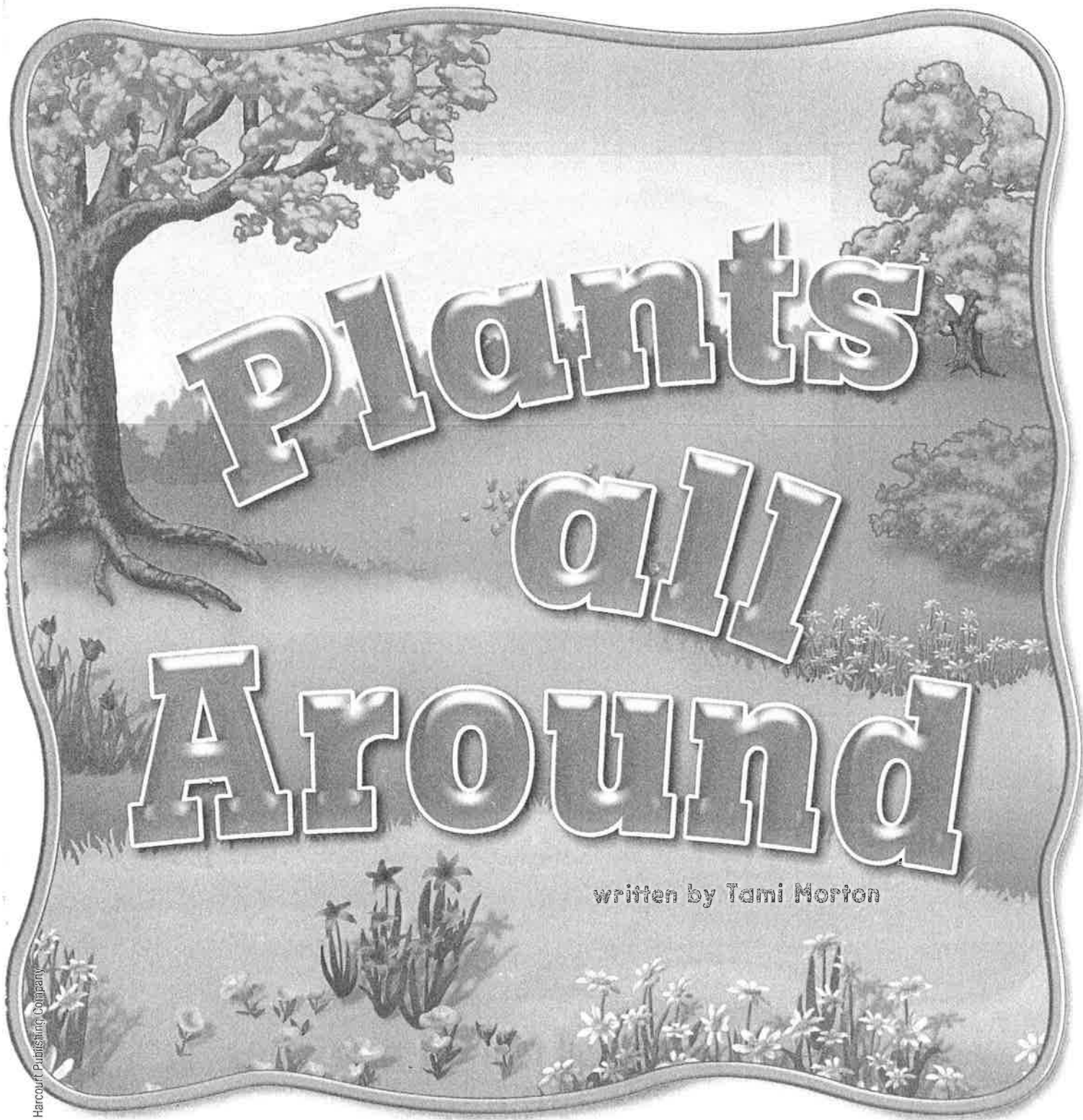
circle



square



DIRECTIONS 9. Is this chart sorted by color, size, and shape? Choose Yes or No. 10. Choose all of the sets with the same number of objects.



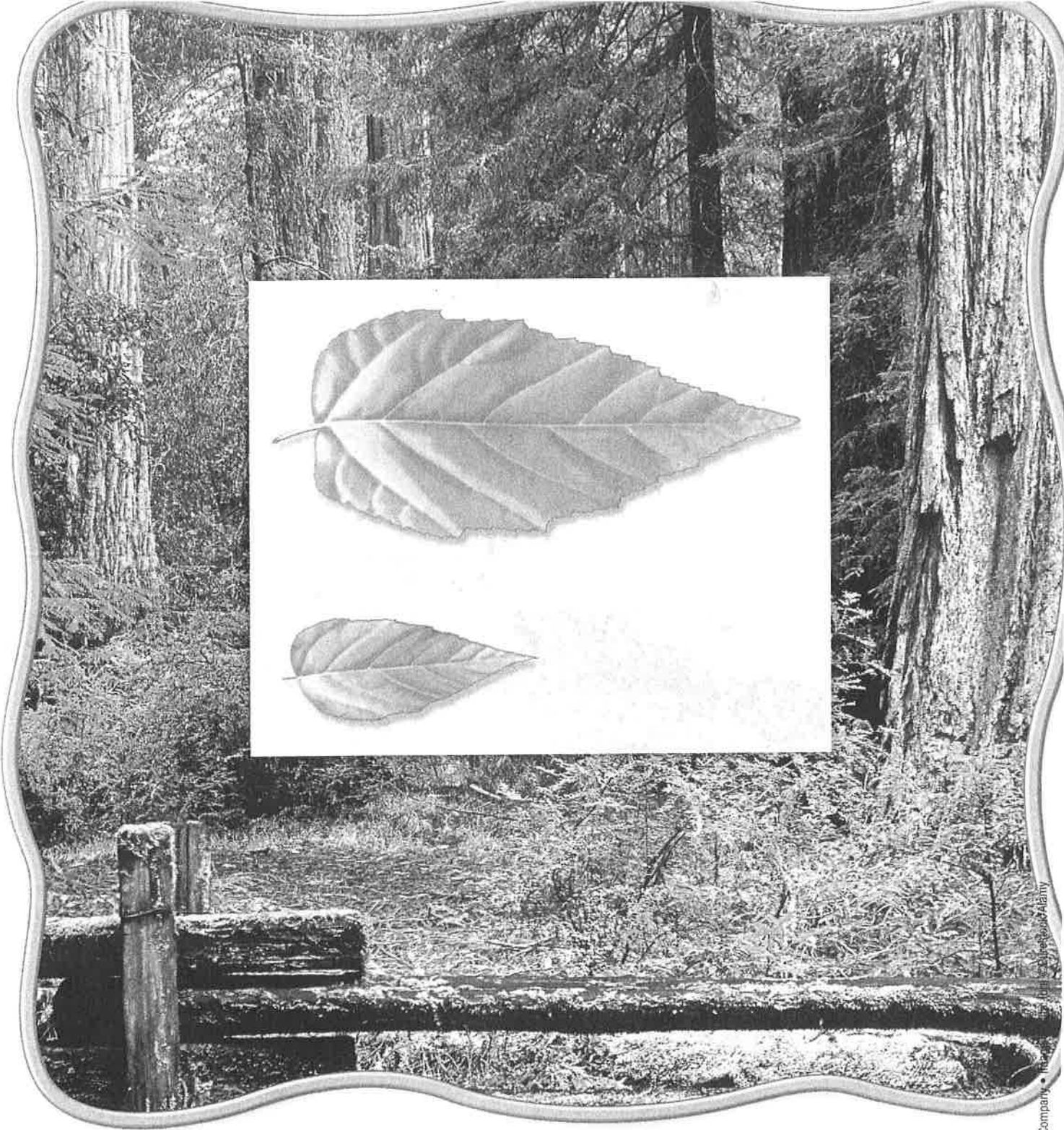
Plants all Around

written by Tami Morion

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CRITICAL AREA Representing, relating, and operating on whole numbers, initially with sets of objects



Two leaves fall from a tree.
Circle the leaf that is longer.





Two flowers grow near a wall.

Circle the flower that is shorter.

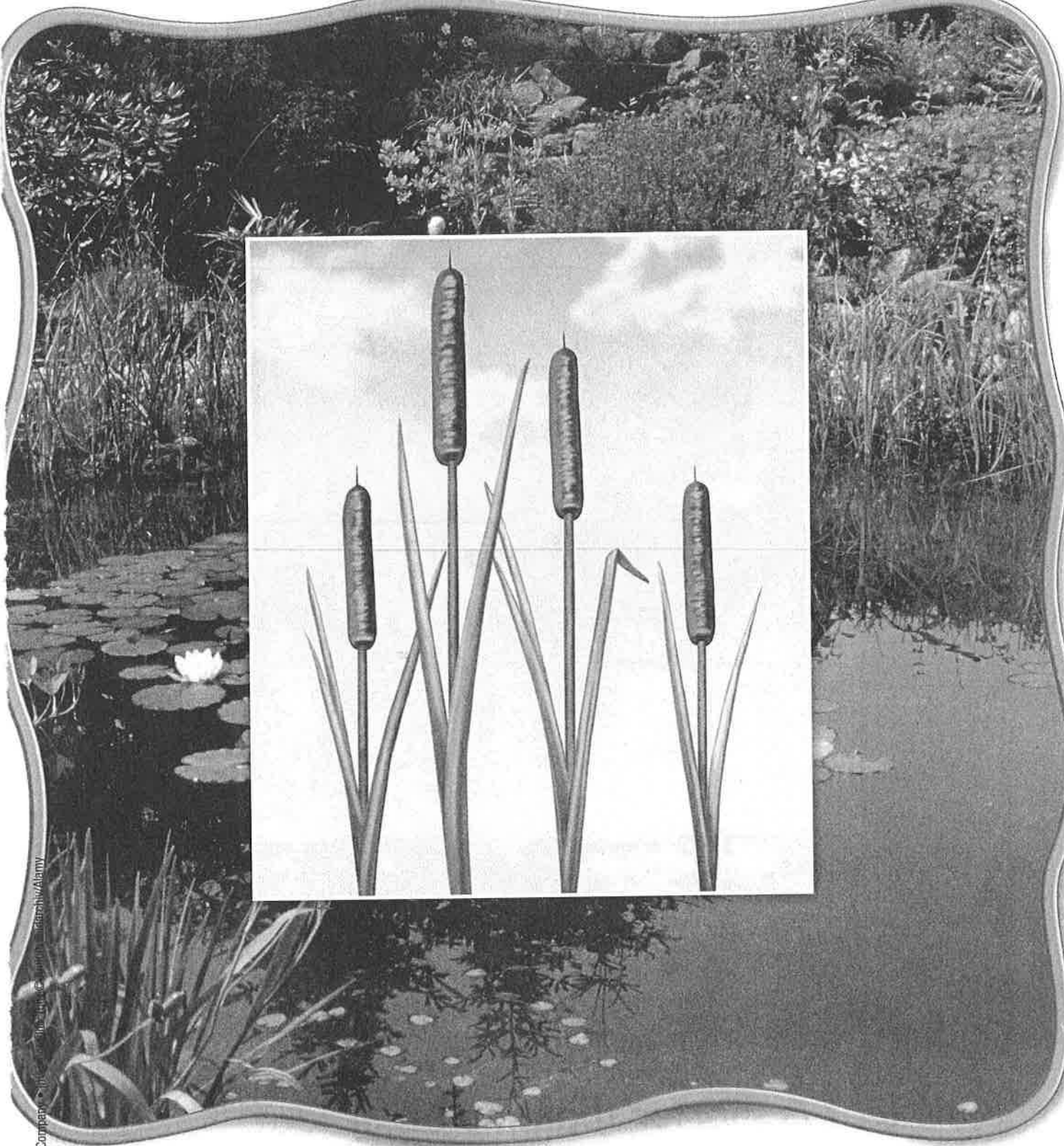
Science

Why do plants have flowers?

six hundred thirty-nine **639**



These carrots grow under the ground.
Circle the carrot that is longer.



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Cattails can be short or tall.

Circle the two cattails that are about the same height.

Science

Why do plants have stems?

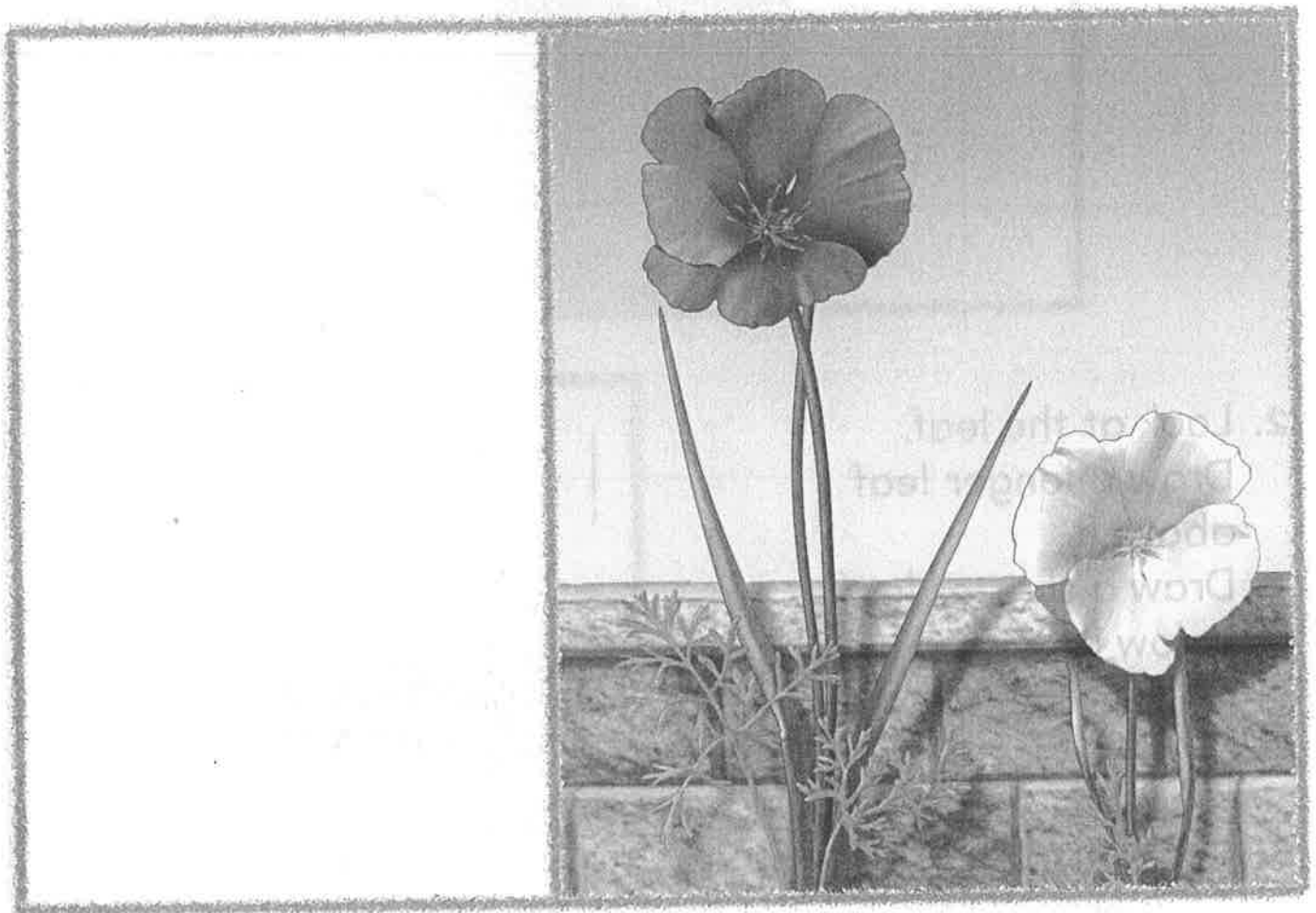
Write About the Story



Draw a purple flower. Make it shorter than the orange flower and taller than the yellow flower.

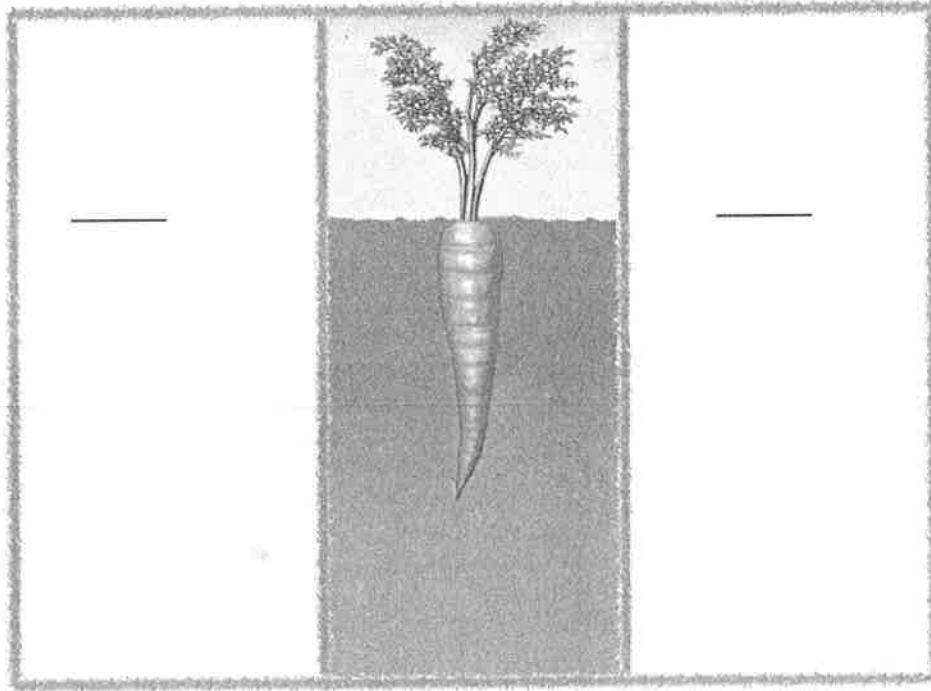
Vocabulary Review

longer	taller
shorter	same



Longer and Shorter

1. Look at the carrot. Draw a shorter carrot on the left.
Draw a longer carrot on the right.



2. Look at the leaf.
Draw a longer leaf above it.
Draw a shorter leaf below it.

