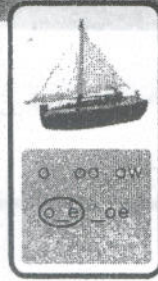
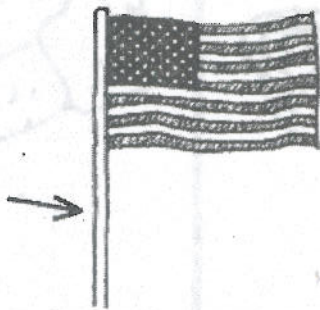


Name _____



1.



p o l e

2.



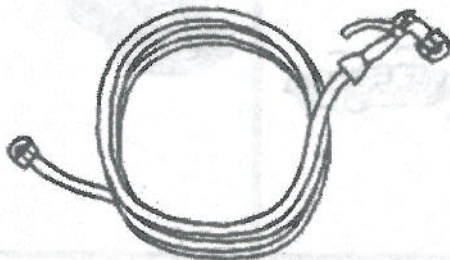
c n

3.



r b

4.



h s

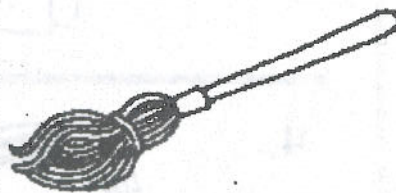
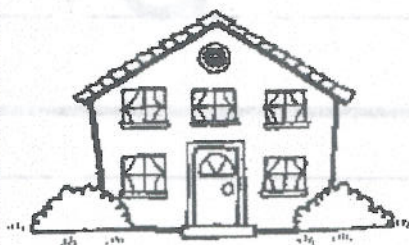
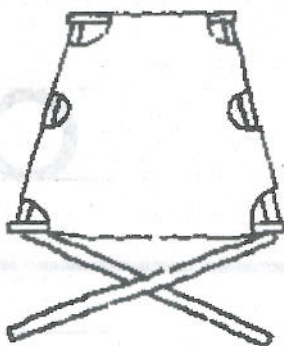
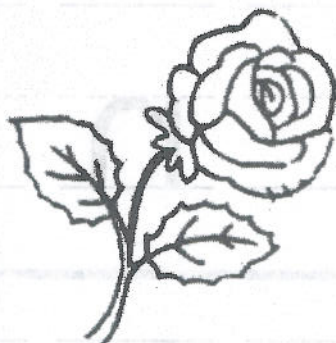
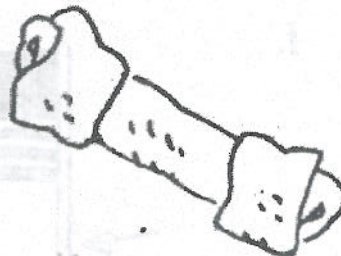
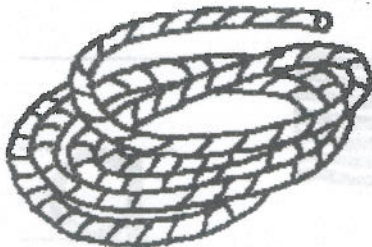
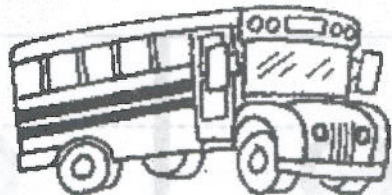
Copyright © McGraw-Hill Education

Phonics: /ō/o_e

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



Name _____



Phonemic Awareness: /ō/

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

Name _____

I can find the word

from

from

see

for

from

of

from

from

for

have

four

of

from

from

of

from

from

fin

from

see

go

from

if

from

from

in

if

from

fill

from

for

fan

if

fast

have

four

of

for

from

fan

of

from

have

from

from

see

from

of

from

from

from

fat

from

four

of

if

from

from

for

of

from

have

from

fun

from

of

fun

from

for

of

from

if

the

of

from

from


from

from

Sight Word Reading Rebus

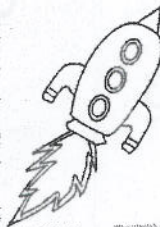
from


Read the sentences. Point to each word as you read:


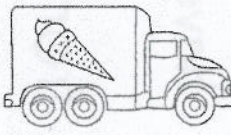
He said, "Is this  from you?"

I can  from my 

to the 

What is that? That is a 

from  !

I want  from the 

Name _____

I can find the word

that

that

see

that

the

that

that

that

this

that

the

that

these

the them

that

it

that

the

that

that

his

the

that

the

this

that

the

that

that

the

that

that

that

that

his

that

the

that

That

the

have

hand

that

at

that

that

this

that

see

that

the

that

that

that

there

that

than

that

that

had

that

then

the

that

that

there

that

this

hat

they

the

that

that

that

the

that

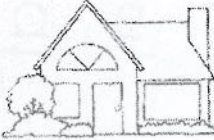
that

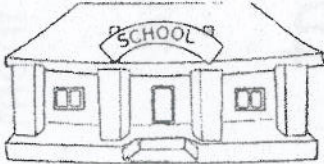
Sight Word Reading Rebus

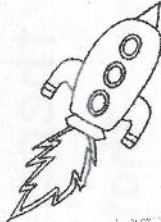
Read the sentences. Point to each word as you read:

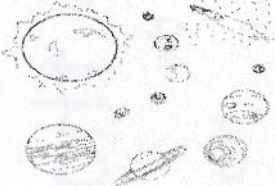
from
That

He said, "Is that  from you?"

I can  from my 

to the  .

What is that? That is a 

from  !

I want that  from the  .

Name _____

Model Shapes

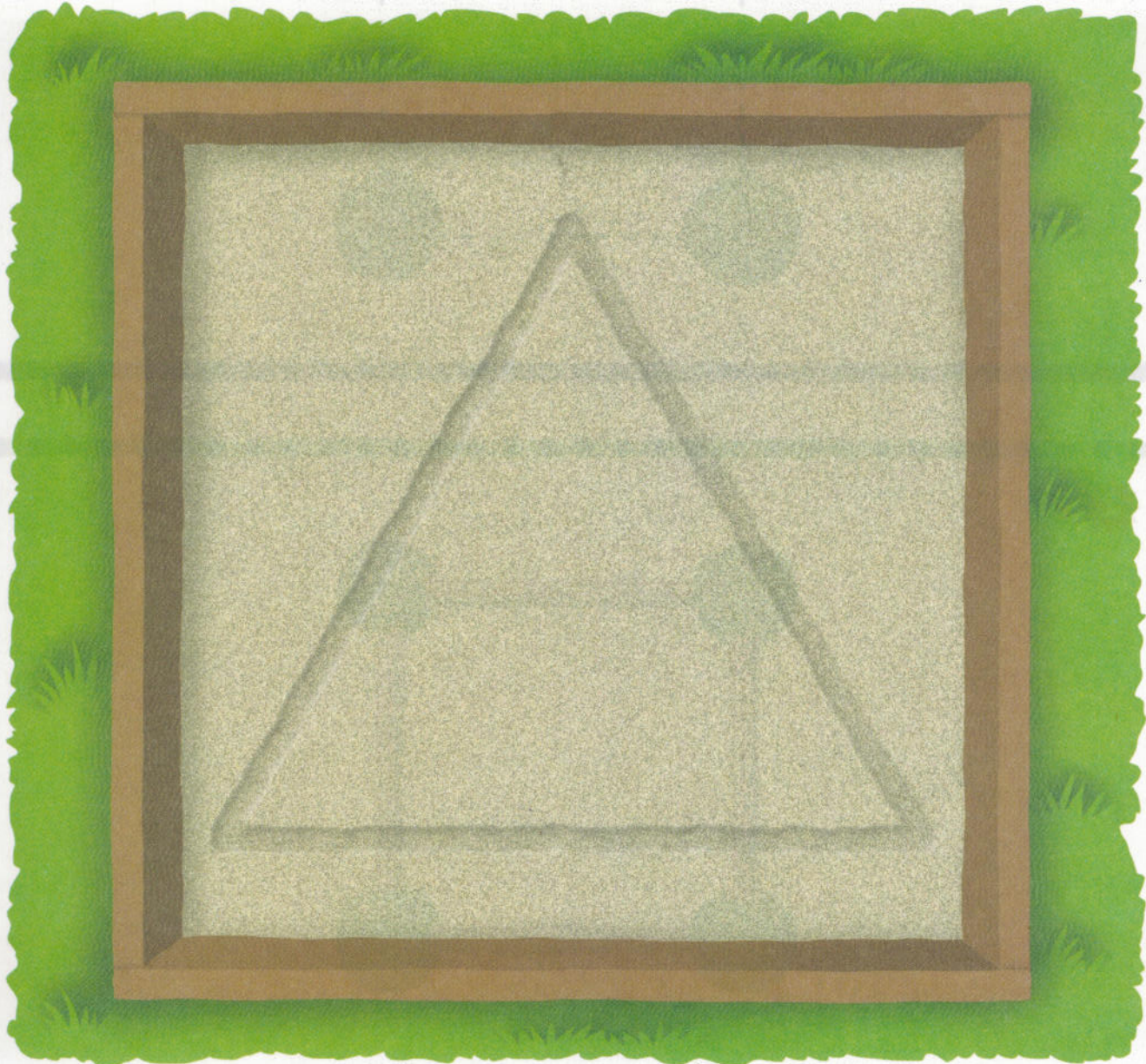
Essential Question How can you model shapes in the real world?



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

MATHEMATICAL PRACTICES
MP3, MP8

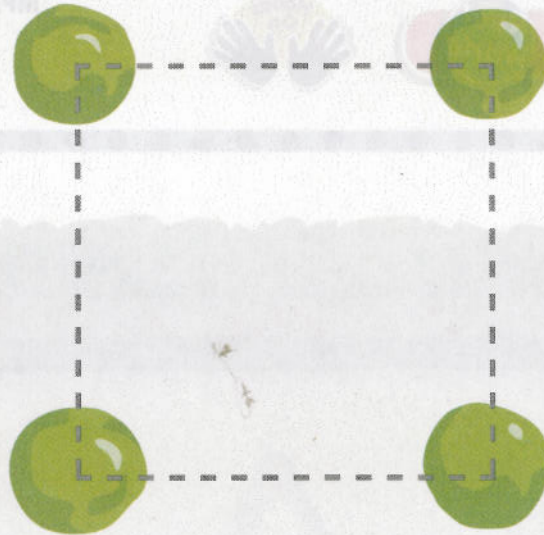
Listen and Draw



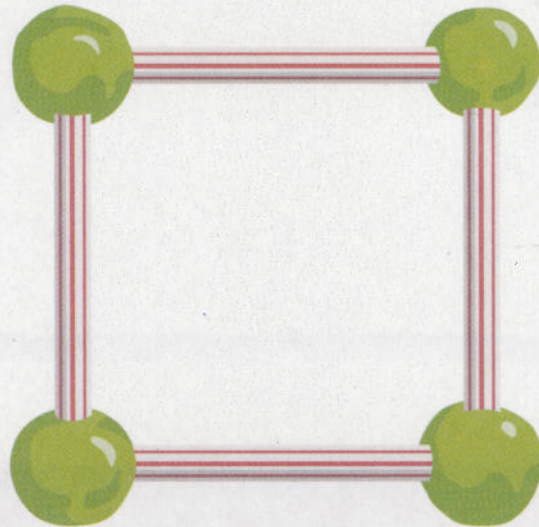
DIRECTIONS Use your finger to trace around the shape. Name the shape. Tell a friend whether this shape is flat or solid. Talk about the number of sides and the number of vertices.

Share and Show

1



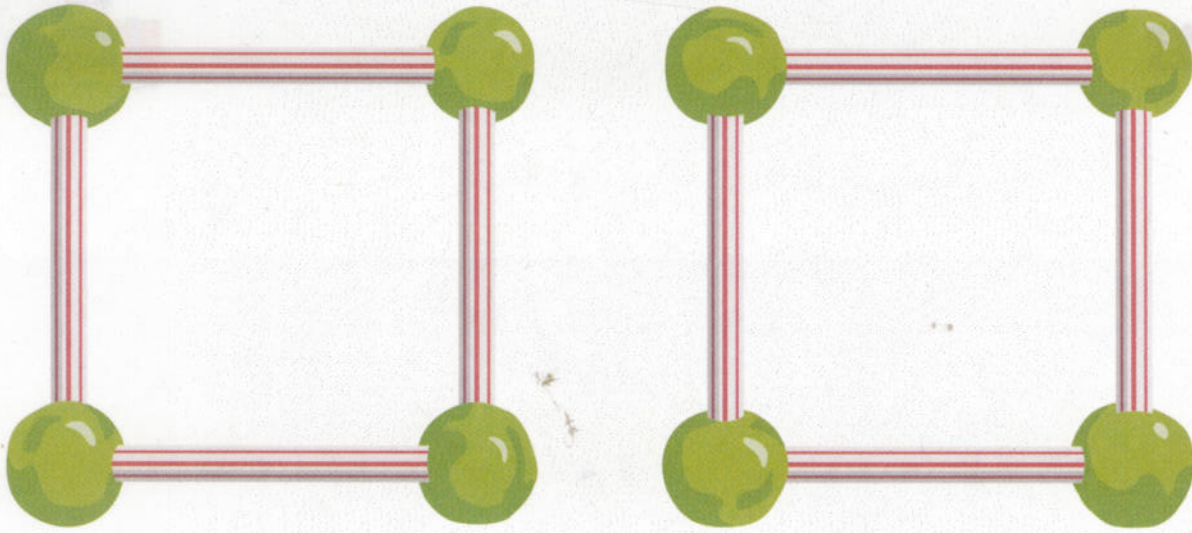
2



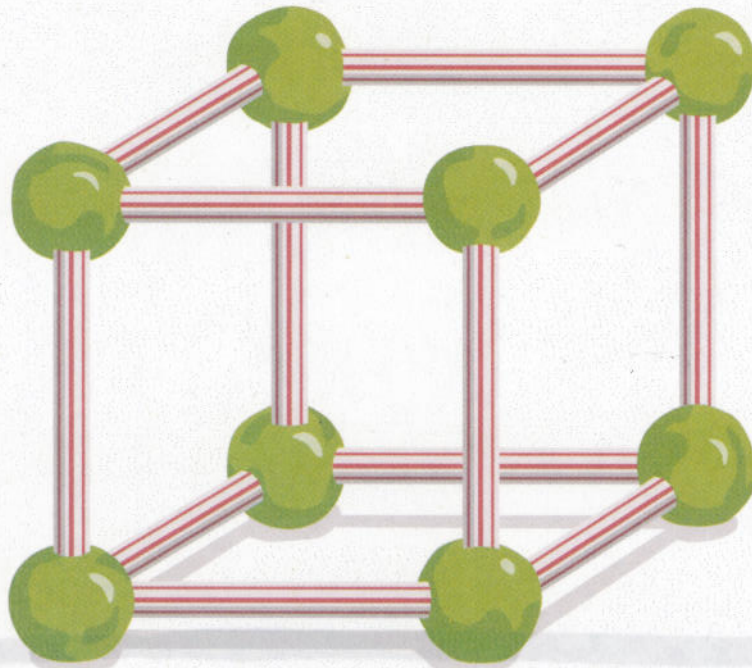
DIRECTIONS 1. Use clay to model 4 spheres as shown. Trace the square. The clay spheres will model the corners of the squares. 2. Place straws into the spheres as shown.

Name _____

3



4



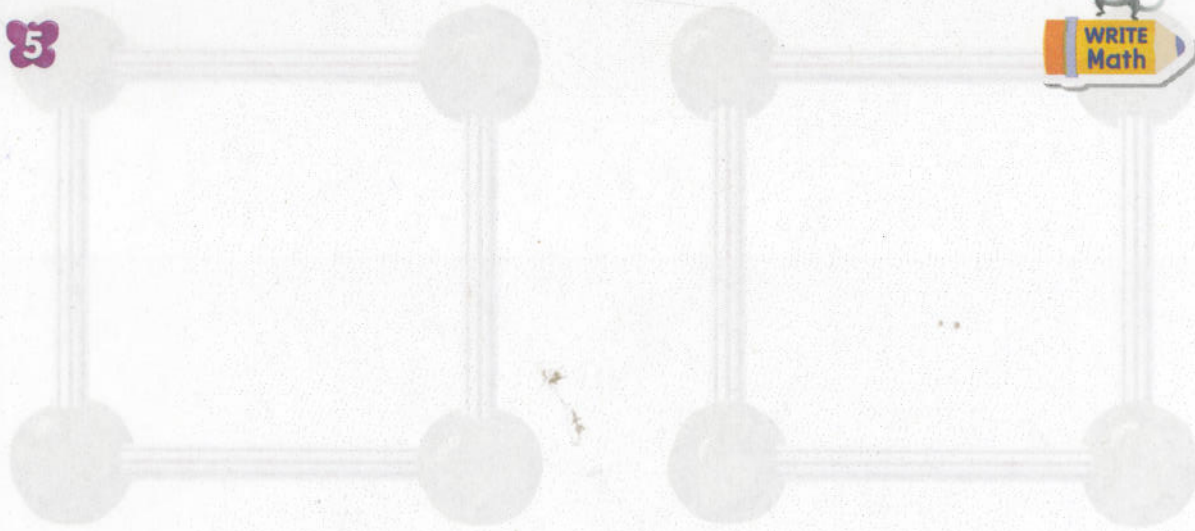
DIRECTIONS 3. Use clay and straws to model another shape. Match the shape that you modeled in Exercise 2. 4. Stand a straw into each corner of one of the shapes. Carefully lift the other shape and place it onto the straws as shown. Name the solid shape you modeled.

Problem Solving • Applications

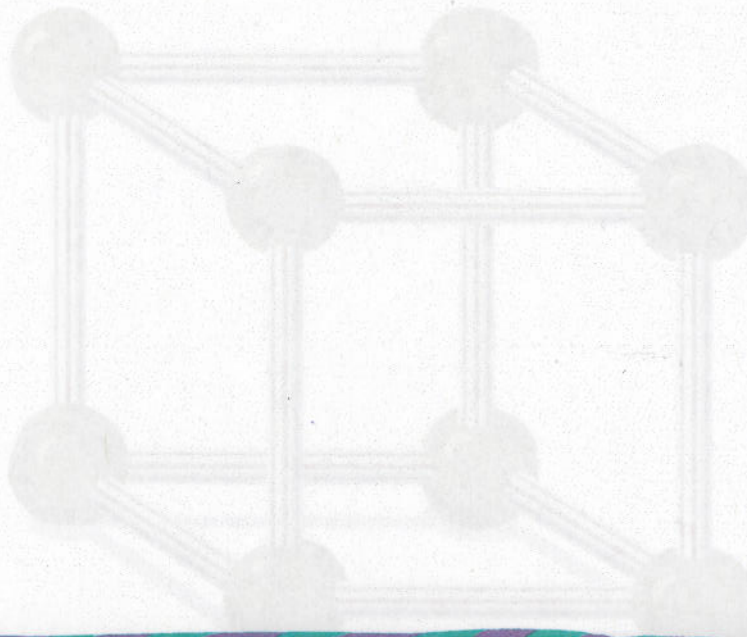


WRITE
Math

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 _____

Cut and Sort

o_e

short o

cone

fox

toe

rope

hop

code

tote

mop

Read the word. Draw the picture.

rob

robe

hop

hop

mop


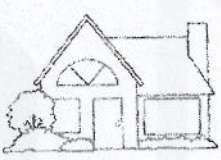
mope

Sight Word Reading Rebus

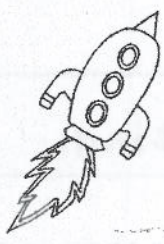
from
That

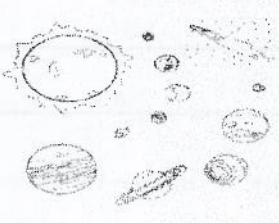
Read the sentences. Point to each word as you read:


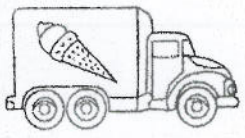
He said, "Is that  from you?"

I can  from my 



to the  .



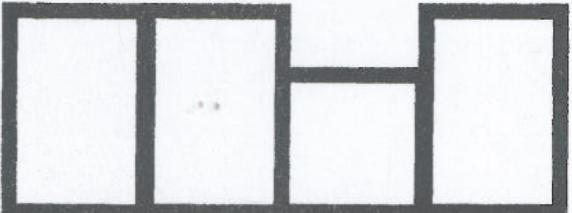
What is that? That is a 

from  !


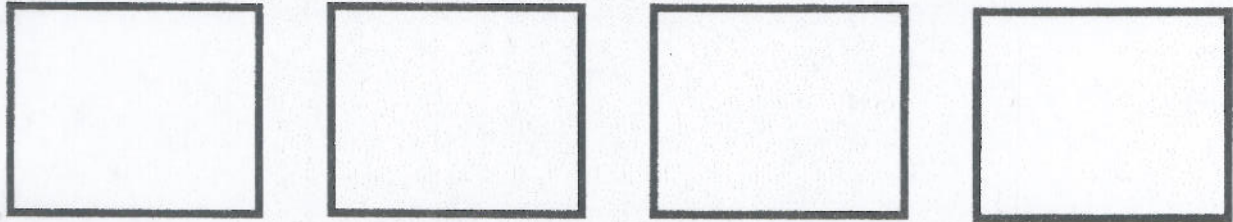
I want that  from the  .


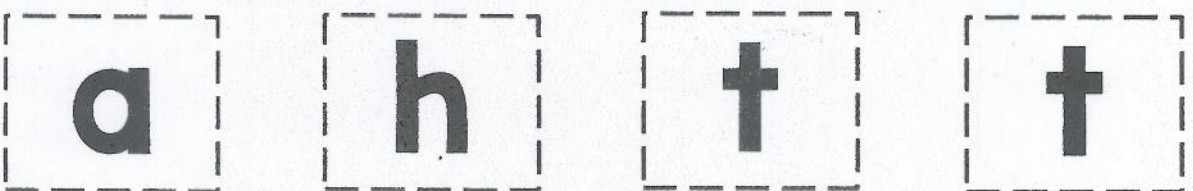
Name _____

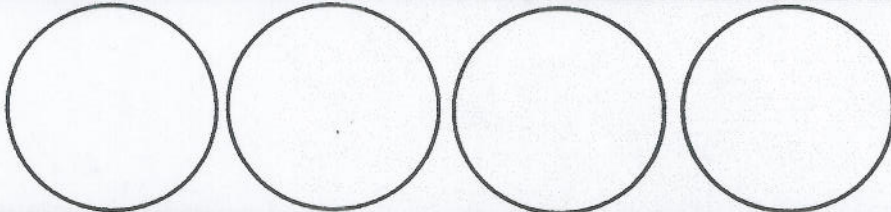

 that that that
 _____

 that  


○ that the that they that at that at
the that that the that can that



 

Name _____

 from from from

 from 

--	--	--	--

from for from far from of for
for from of from for from far



--

--

--

--



r

o

f

m

glue

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

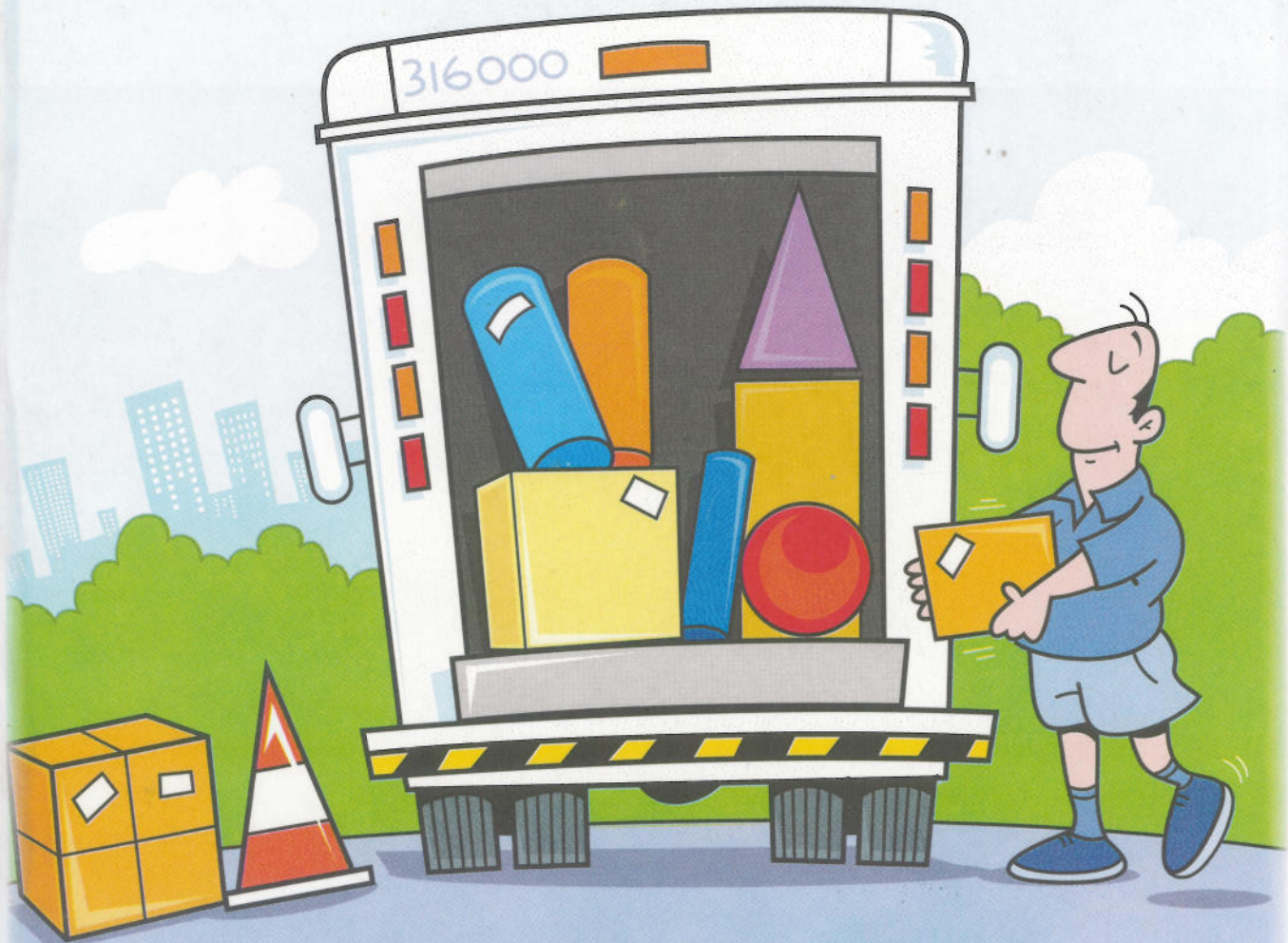


DIRECTIONS Trace the X on the object shaped like a cone that is beside the object shaped like a sphere. Trace the circle around the object shaped like a sphere that is next to the object shaped like a cube.

Share and Show



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.



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.

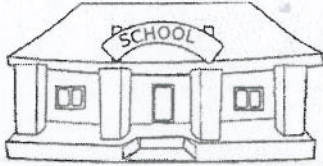
Sight Word Reading Rebus

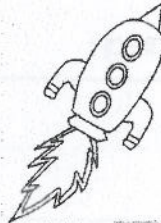
from

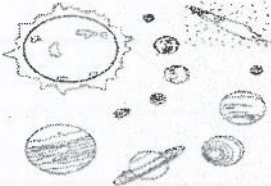
Read the sentences. Point to each word as you read:


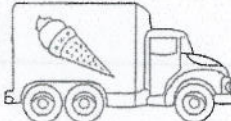
He said, "Is this  from you?"

I can  from my 

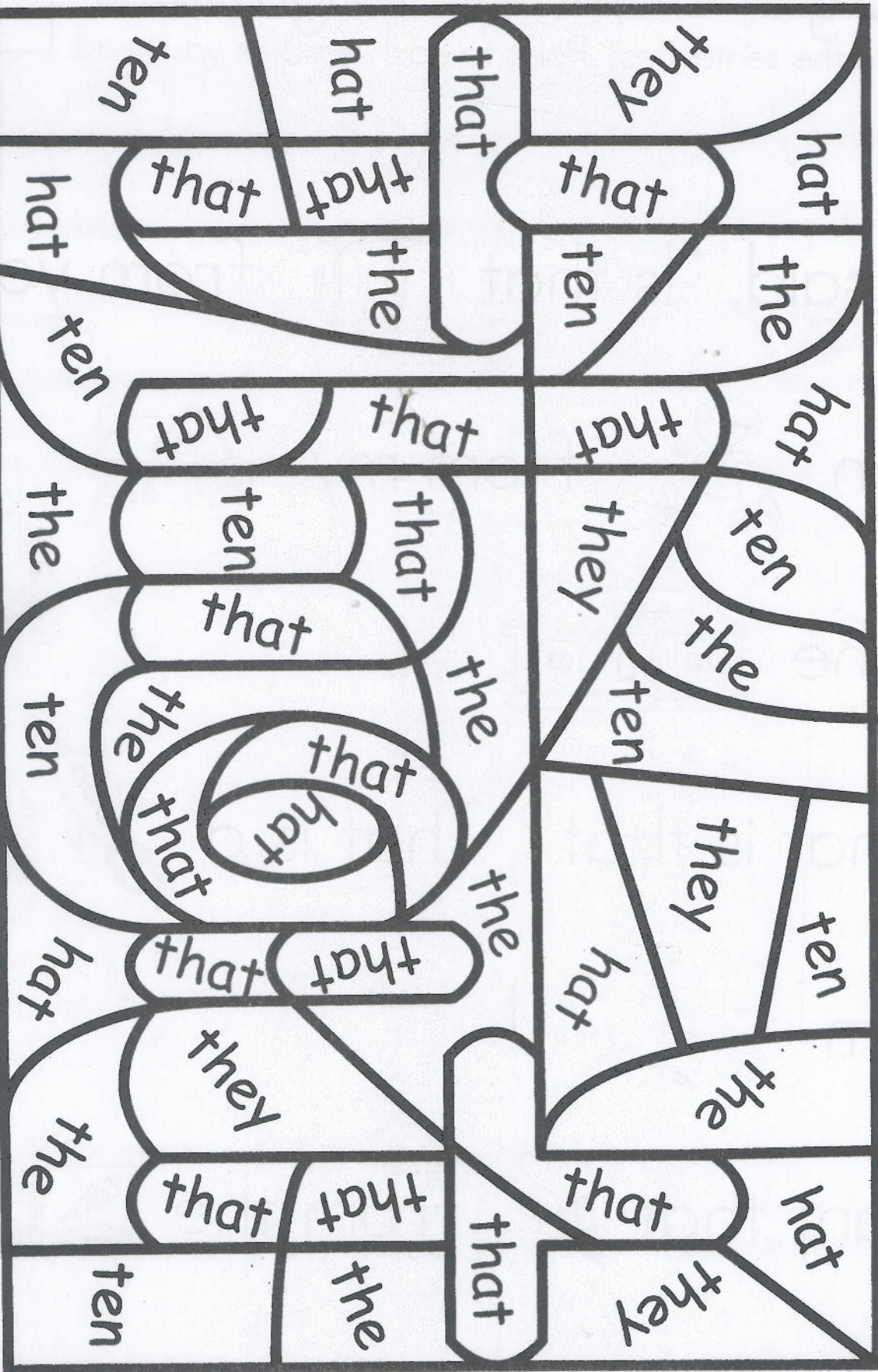
to the .

What is that? That is a 

from  !

I want  from the .


Color the spaces with the word "that" RED. Name: _____
Optional: Color the spaces with other words any other color.


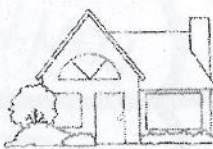


Sight Word Reading Rebus

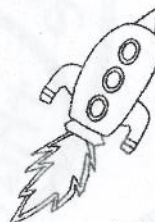
Read the sentences. Point to each word as you read:

from
That

He said, "Is that  from you?"

I can  from my 

to the  .

What is that? That is a 

from  !

I want that  from the  .

Name _____

Above and Below

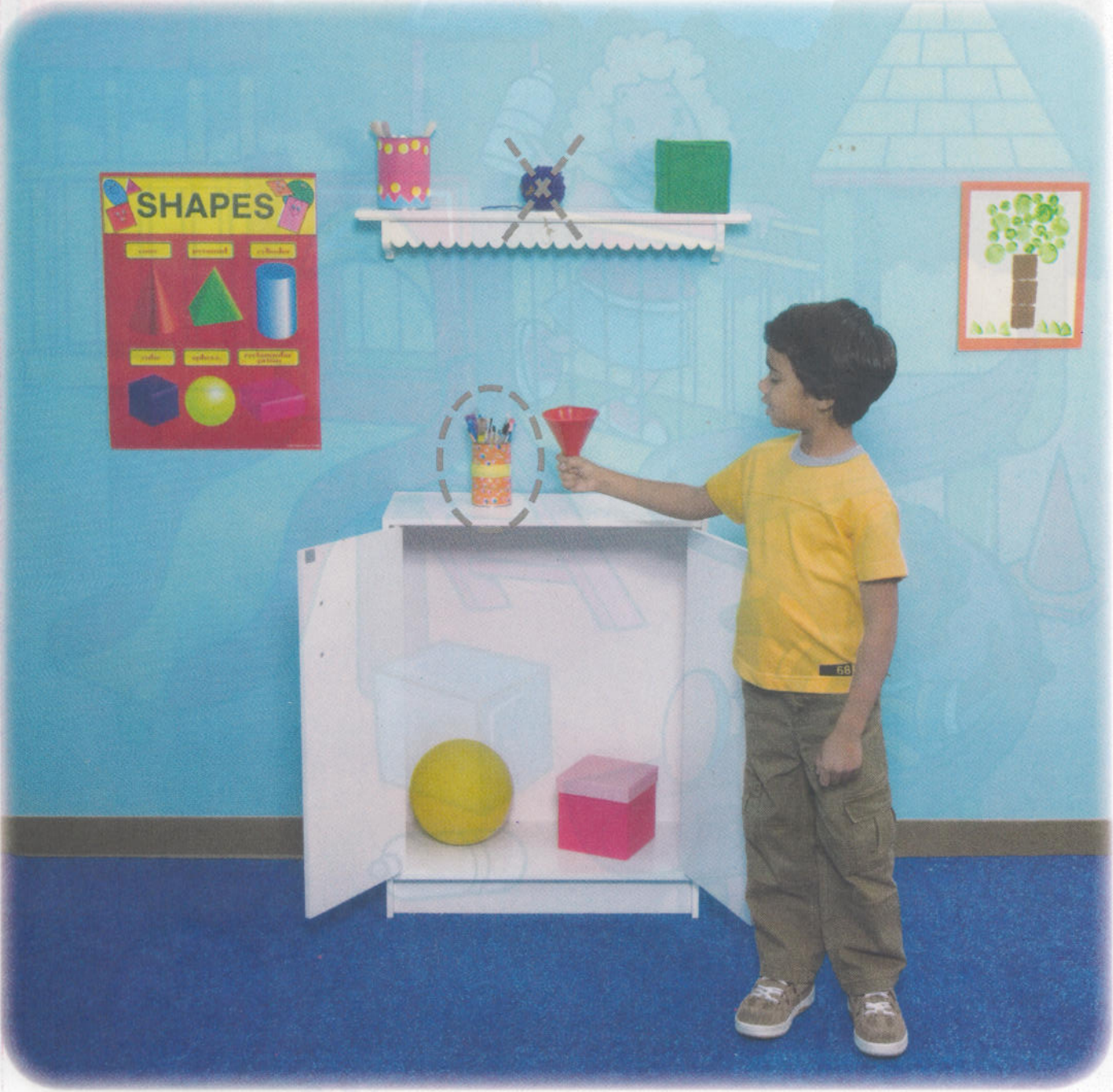
Essential Question How can you use the terms *above* and *below* to describe shapes in the environment?



Geometry—K.G.A.1

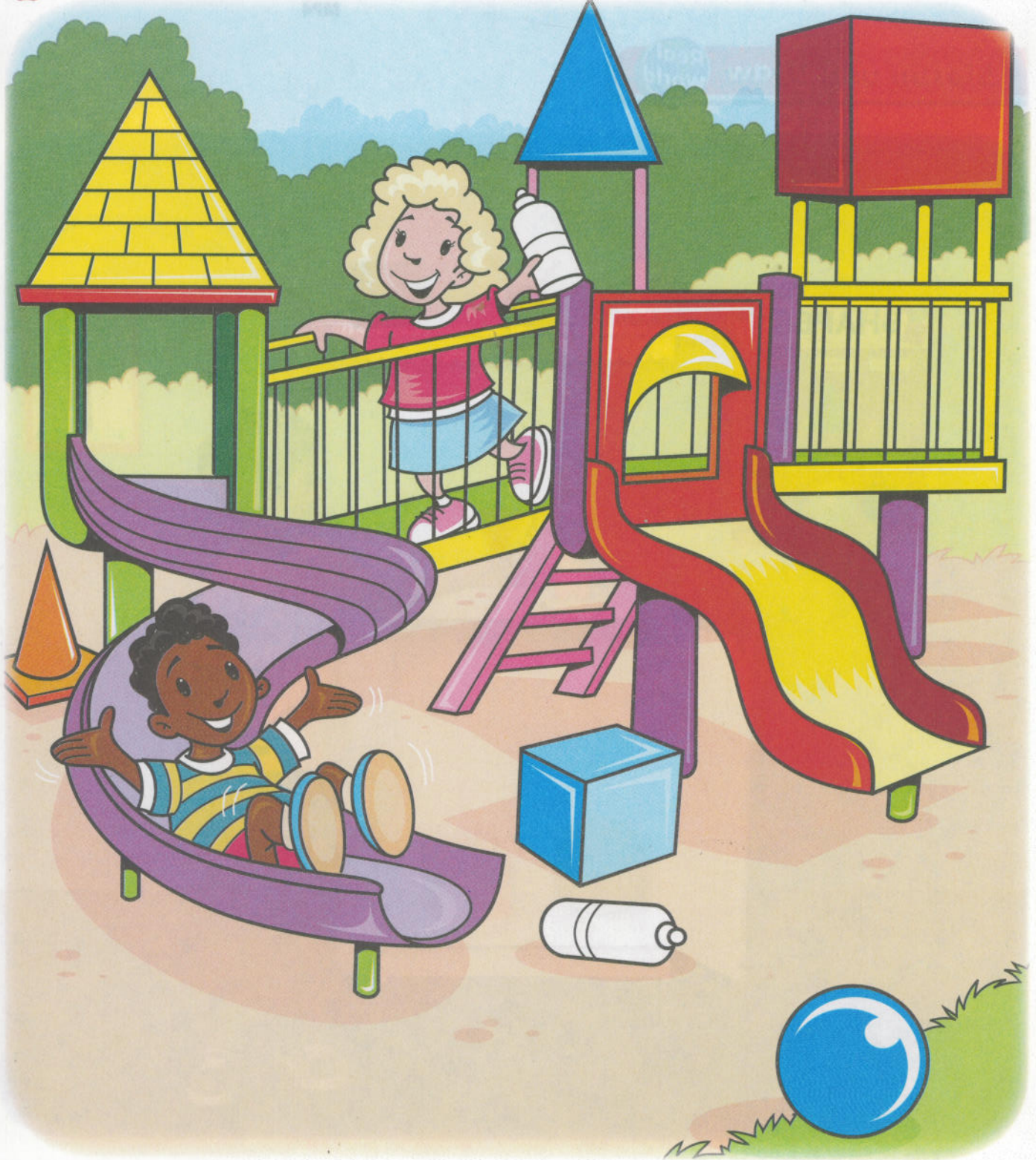
MATHEMATICAL PRACTICES
MP4

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.

© Houghton Mifflin Harcourt Publishing Company



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.

Name _____



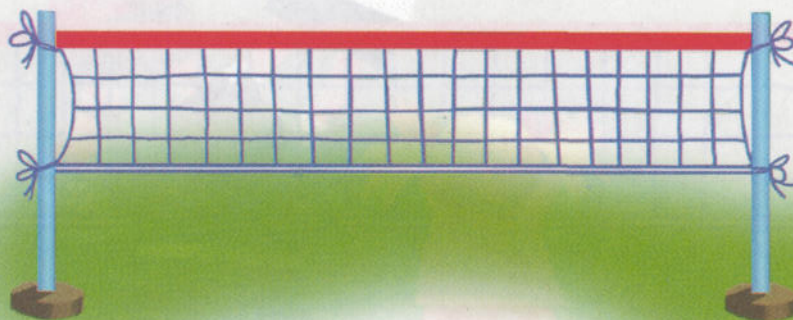
DIRECTIONS 2. Circle the object shaped like a sphere above the net. Mark an X on the object shaped like a cube directly below the net.

Problem Solving • Applications

Real World

WRITE
Math

3



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.