

Monday (week of April 6-10)

□ Everyday please log onto google classroom to hear messages from your teacher.

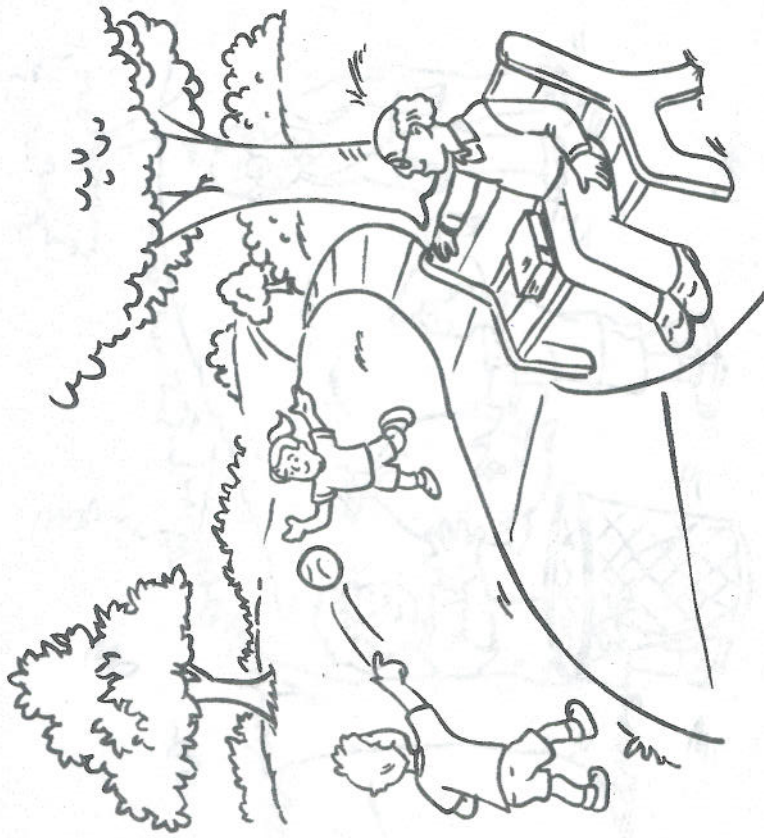
The activities in both columns are similar.

If you do one in the first column you don't have to do the second column or vice versa.

But if you want to do both, feel free.

Do this:	OR	Do this:
Sh Worksheet and the Sh/Ch homework page. Read the decodable book.		Sh on Nearpod as an assignment on google classroom Do the Sh/Ch homework.
Do the sight word page(s) for has and read the sentences. Practice sight word flash cards.		Do the sight word activity in the google classroom for the word help.
Do the Math Page for 11.3 and the 11.3 homework page.		Do the math Nearpod assigned in google classroom. Do the 11.3 homework page.
Writing: Watch the wind video in google classroom and draw about what you can do in the wind. (This book we will be working on over time. Do not turn it in until it is complete.) March writing - write about your favorite or significant event that happened in March)		
10 Minutes of ST Math 10 Minutes of Lexia		20 Minutes of ST Math

Name _____



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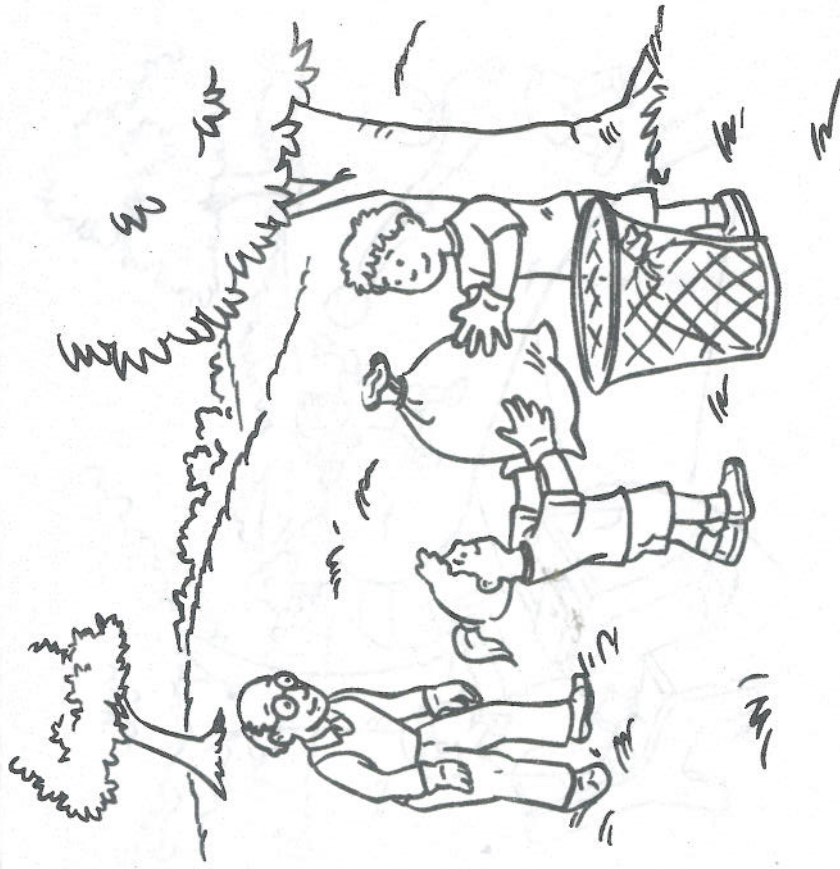
They can play here!

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

We Can Play!



We can not play here.



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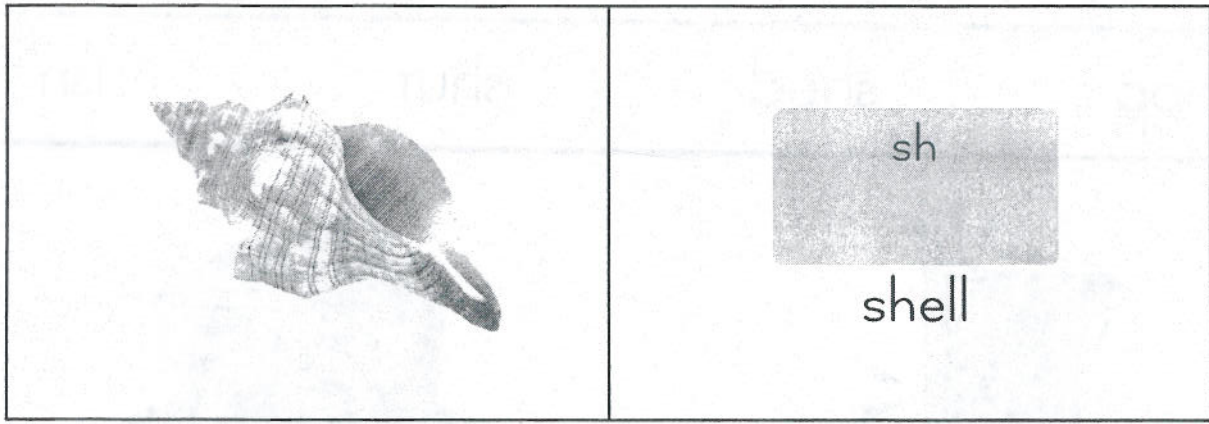
We can help.

He has a big sack.

She has a big sack, too.

We put the sack in a bin.

Name _____



Practice writing the /sh/ sound:

sh sh

Sh Sh

Draw two things that start with the /sh/ sound.

1.	2.
----	----

Read the word and then match it to the picture by writing the word on the line.

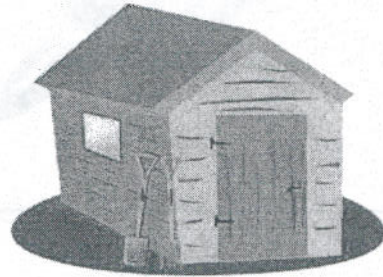
shop

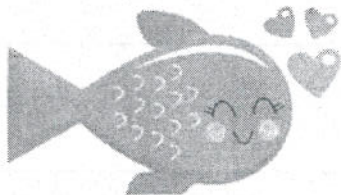
shed

shut

fish







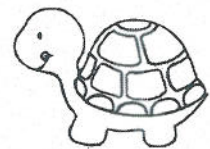


Find the mystery word by writing the beginning sound for each picture.









Name _____

play	here	me	has
on	be	she	my
are	is	what	they

Write the digraph 'x's,

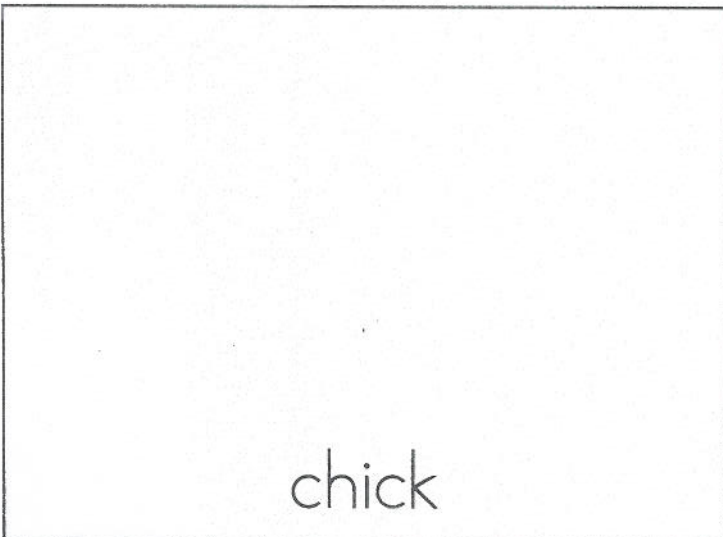
Sh

sh

Ch

ch

Read the word. Draw a picture for that word.



Name _____

I can find the word

has.

has

see

has

has

my

has

has

is

has

him

have

has

hit

I

he

has

has

and

that

has

his

the

has

has

has

him

has

is

has

he

has

has

have

is

it has

have

has

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happy

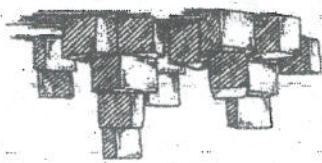
has

Sight Word Reading Rebus

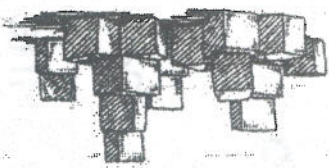
Read the sentences. Point to each word as you read:

has
play

She has the

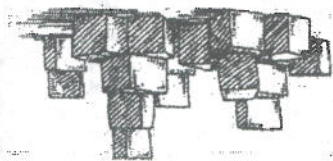


I want to play with the



too. I said, "Can I play with the

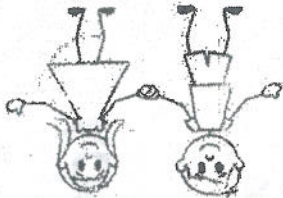
too?"



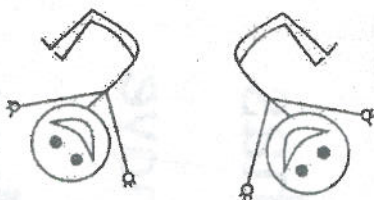
She said, "I like to play with you."



I was that she is my



She has



with me.

fun

Name _____



has

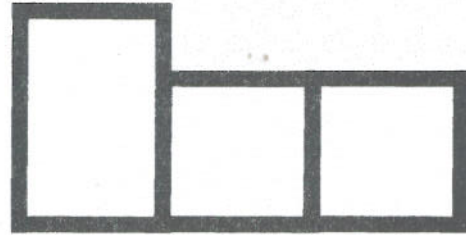
has

has

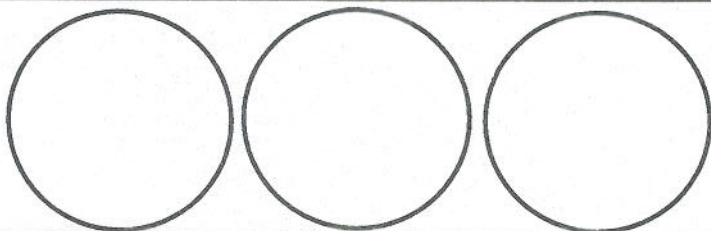
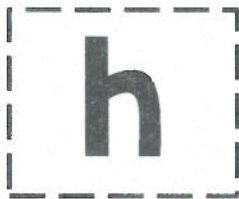
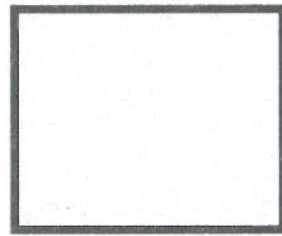
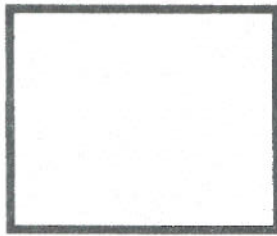
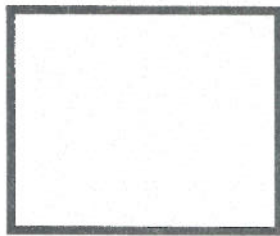




has



had has his has as has his
has her has the has his has



glue

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



Unlock the Problem



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

Try Another Problem



MATHEMATICAL PRACTICES
MP.1, MP.3, MP.6



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.

Share and Show

Concepts and Skills



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

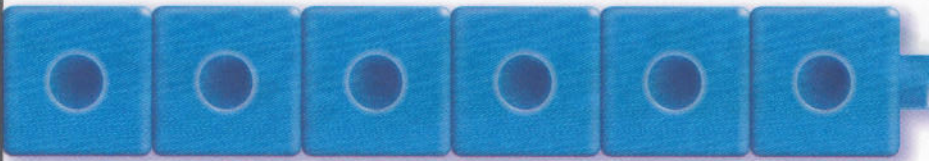


Personal Math Trainer

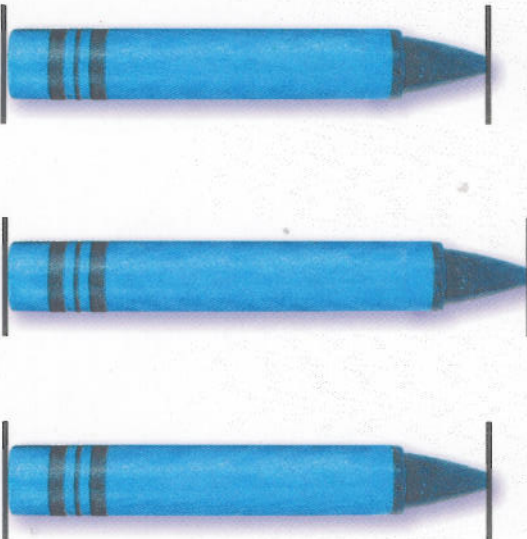
Online Assessment and Intervention

Concepts and Skills

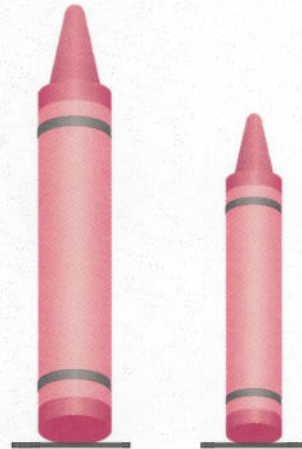
1



2

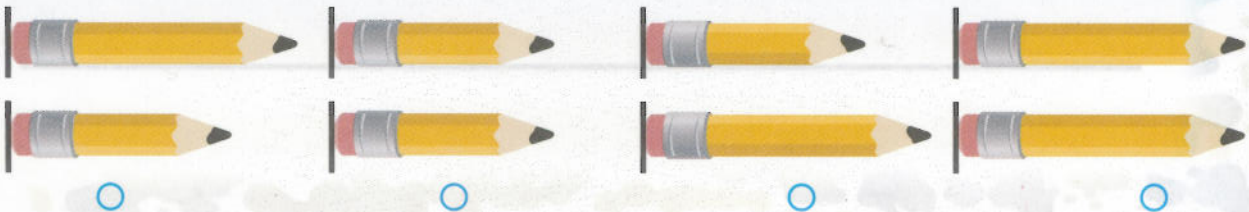


3



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)

Problem Solving • Direct Comparison



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



Blank workspace for drawing objects for step 1.



vertices



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.

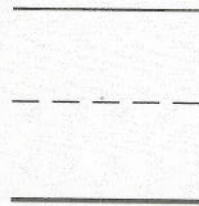
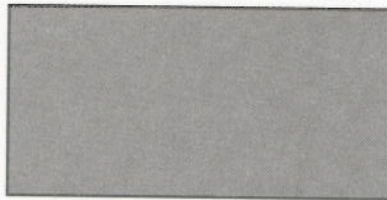
Lesson Check (K.MD.A.2)

1



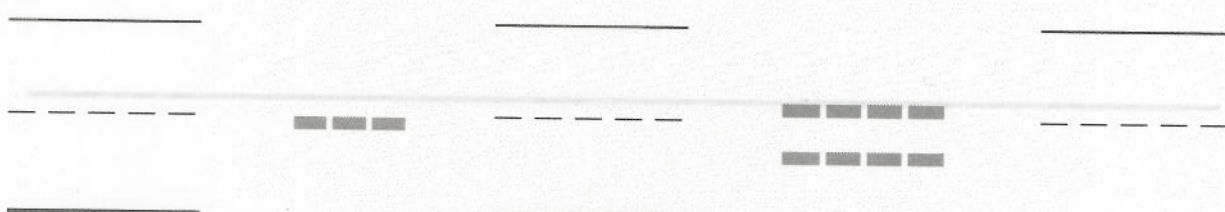
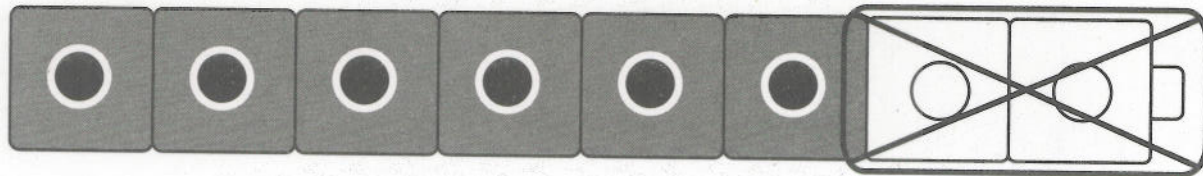
Spiral Review (K.OA.A.2, K.G.B.4)

2



vertices

3



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.



March

Name _____
