

# Tuesday

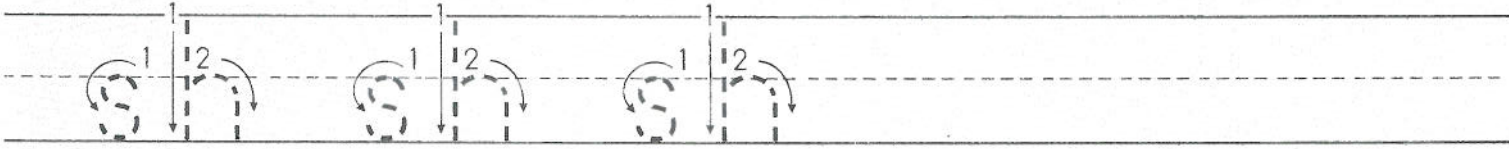
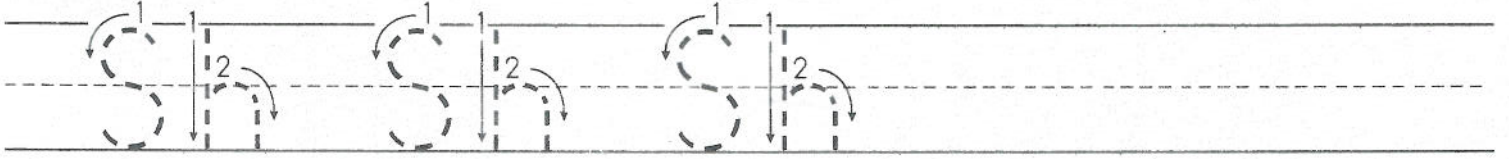
□ Everyday please log onto google classroom to hear messages from your teacher.

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 page.
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 11.4 and the 11.4 homework page.		Do the math Nearpod assigned in google classroom. Do the 11.4 homework page.
Writing: Watch the cloud video in google classroom and draw about what cloud shapes you see in the sky. (This book we will be working on over time. Do not turn it in until it is complete.)		
10 Minutes of ST Math 10 Minutes of Lexia		20 Minutes of Lexia

# sh



1.

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2.

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3.

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Name \_\_\_\_\_

has	play	is	it
little	have	had	said
they	the	you	I

Say the word the picture is showing. Sound out the word. Write the word.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

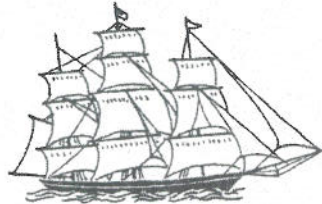
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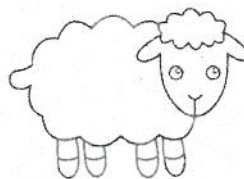
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\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_

has

# Sight Word Practice

**Rainbow Writing:**

has

**Speed Writing:**

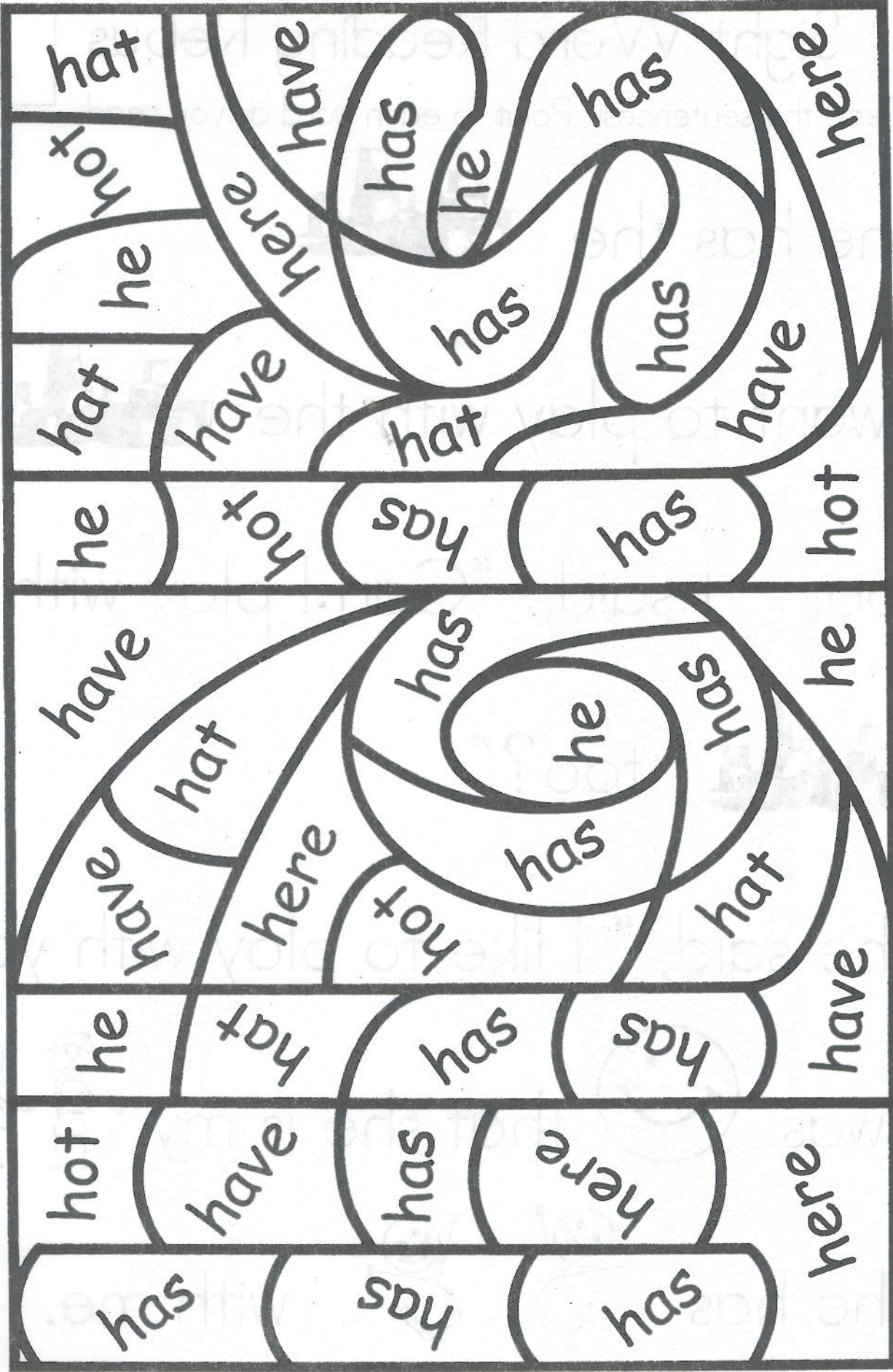
Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated five times.



Name: \_\_\_\_\_

Color the spaces with the word "has" ORANGE.

Optional: Color the spaces with other words any other color.



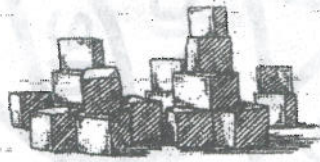


# Sight Word Reading Rebus

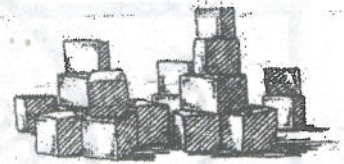
has  
play

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

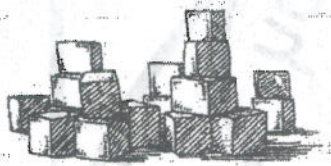
She has the



I want to play with the



too. I said, "Can I play with the



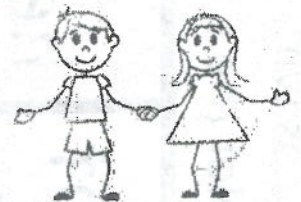
too?"

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

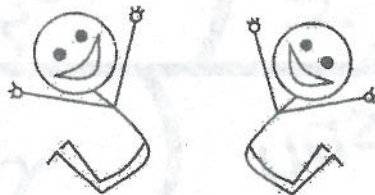
I was



that she is my



She has



with me.

fun



Name \_\_\_\_\_

## 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



**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

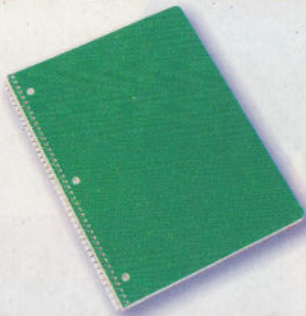
1



2



3



4

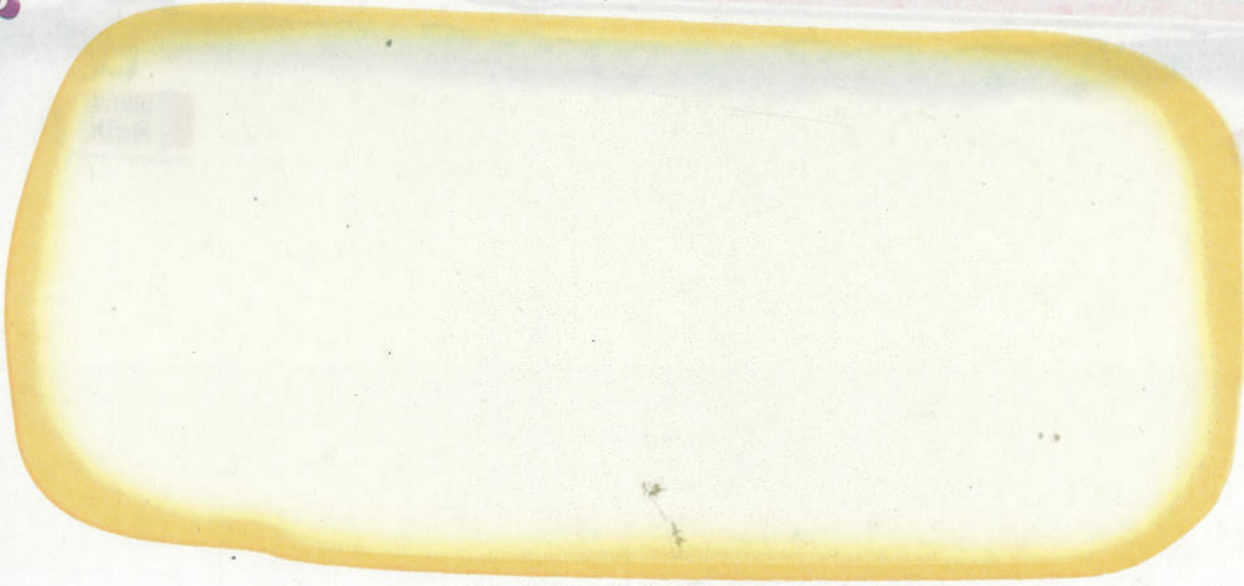


**DIRECTIONS** Find the first object in the row, and hold it in your left hand. Find the rest of the objects in the row, and take turns holding each of the objects in your right hand. **1.** Trace to show the object that is heavier than the object in your left hand. **2.** Circle the object that is heavier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

Real World



7

WRITE  
Math

**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.



# Compare Weights



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

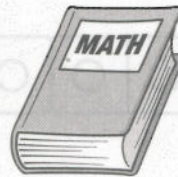
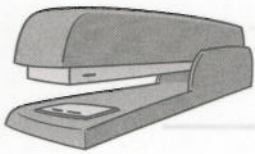
  
left

  
right

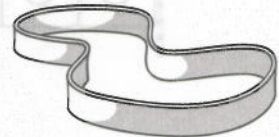
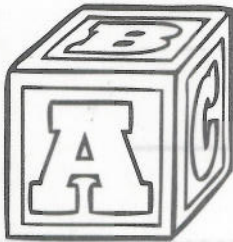
1



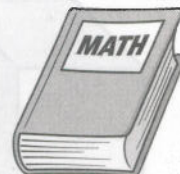
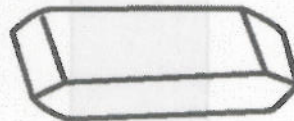
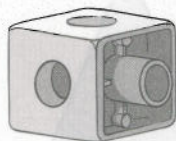
2



3



4

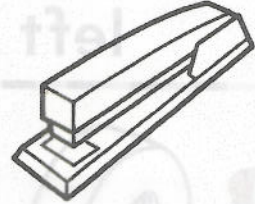
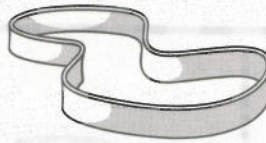


**DIRECTIONS** Find the first object in the row, and hold it in your left hand. Find the rest of the objects in the row, and hold each object in your right hand. 1–2. Circle the object that is lighter than the object in your left hand. 3–4. Circle the object that is heavier than the object in your left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



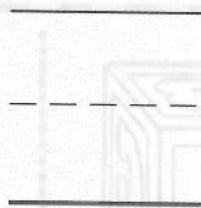
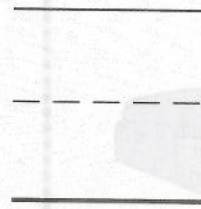
# Lesson Check (K.MD.A.2)

1

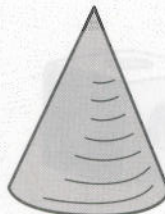
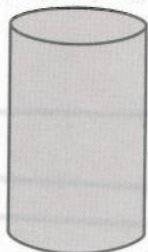
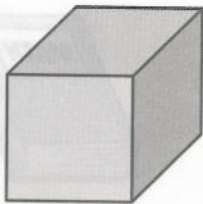


# Spiral Review (K.CC.C.6, K.G.A.3)

2



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.



# Wednesday

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

The activities in both columns are similar.

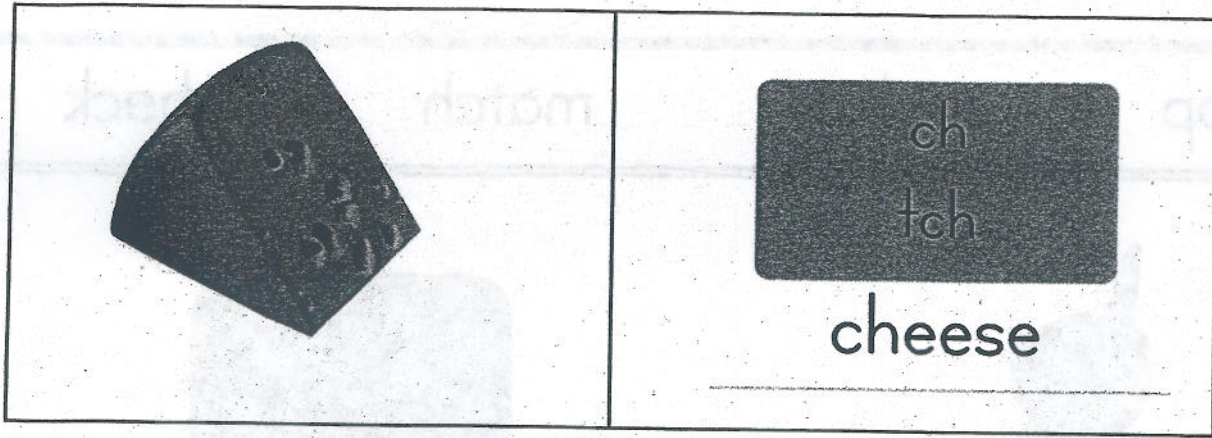
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But if you want to do both, feel free.

Do this:	OR	Do this:
Ch Worksheet and the letter timing homework page. Read the decodable book.		Ch on Nearpod as an assignment on google classroom do the letter timing homework page.
Do the sight word page(s) for play 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 11.5 and the 11.5 and chapter 11 review homework pages.		Do the math Nearpod assigned in google classroom. Do the 11.5 and chapter 11 review homework pages.
Writing: Watch the rain video in google classroom and draw about what you can do in the rain. (This book we will be working on over time. Do not turn it in until it is complete.)		
10 Minutes of ST Math 10 Minutes of Lexia		20 Minutes of ST Math



Name \_\_\_\_\_



Practice writing the /ch/ sound:

ch ch

Ch Ch

tch tch

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

1.

2.



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

chop

chin

match

check



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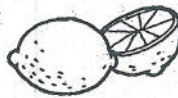
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Find the mystery word by writing the beginning sound for each picture.



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# Name \_\_\_\_\_

said	has	do	are
like	with	for	be
she	little	want	play

Time yourself for one minute. Write how many letters you can say in that time.

r	Y	g	t	L	a	G	t	L	a
E	r	h	A	B	c	L	s	d	t
F	y	q	h	X	a	l	k	l	u
k	s	u	h	X	S	q	h	X	a
n	k	S	g	n	k	i	g	n	k
l	g	R	E	l	g	v	E	l	g
F	y	q	h	X	a	l	k	s	u
U	f	i	g	n	k	S	n	k	S
J	p	v	E	l	g	R	l	g	R
M	j	l	a	r	u	p	r	u	p

Total Letters Read Correctly in one minute: \_\_\_\_\_



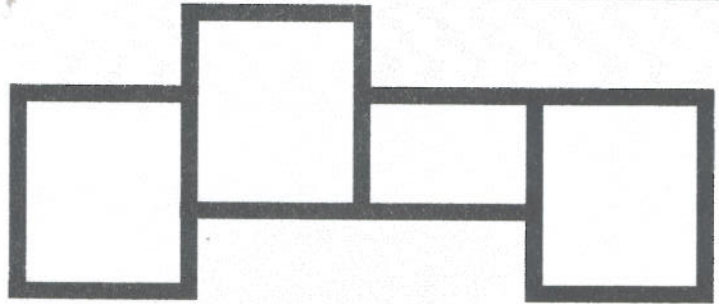
Name \_\_\_\_\_

play

# Sight Word Practice

play play play play

play



## Find It.

play

say

pick

play

pass

they

yet

play

too

play

help

play

play

pay

too

## Build It.

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y

o

l

a

t

e

p



Name \_\_\_\_\_

I can find the word

**play**

play

play

is

play

and

play

is

it play

his play

play

had he

play

see

him

place

play

him

pay

play

is

plane

have

play

see

a

is play

play

play

play

play

have

play

hit

his

he

lay

play

play

the

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play

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the

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plan

play

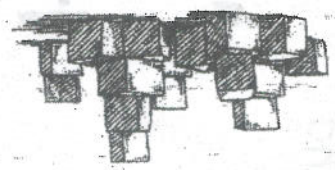
happy

has  
play

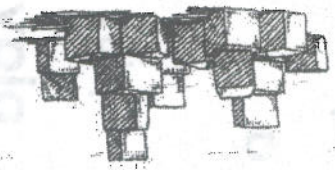
Sight Word Reading Rebus

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

She has the

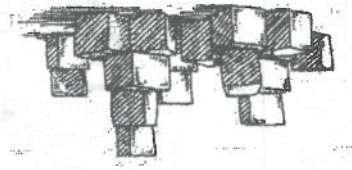


I want to play with the

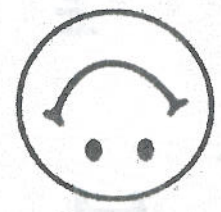


too. I said, "Can I play with the

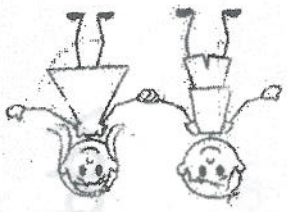
too?"



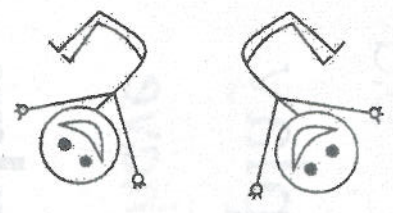
She said, "I like to play with you."



I was that she is my



She has



with me.

fun



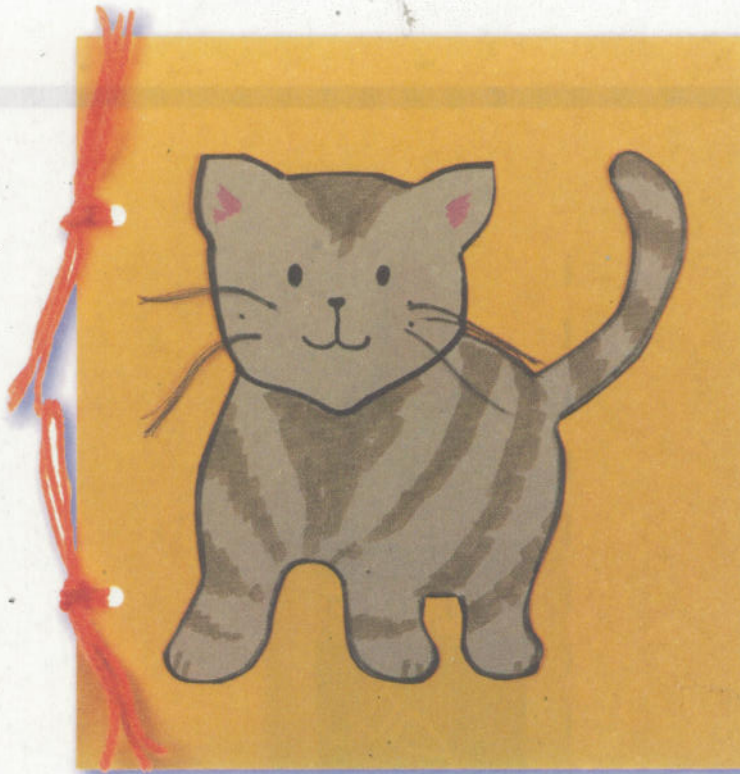
Name \_\_\_\_\_

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

Measurement and Data—K.MD.A.1

**MATHEMATICAL PRACTICES**

MP1, MP3, MP6

**Listen and Draw****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



MATHEMATICAL PRACTICES  
M.P. 1: MP.1



Listen and Draw  
Real World



height



**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.



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.

## Problem Solving • Applications

Real World

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.

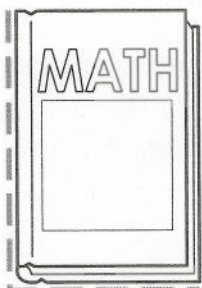


### Length, Height, and Weight

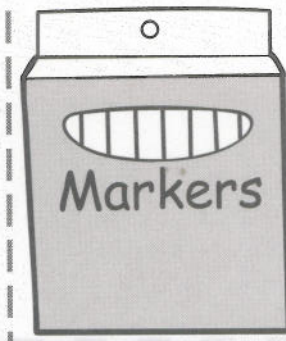
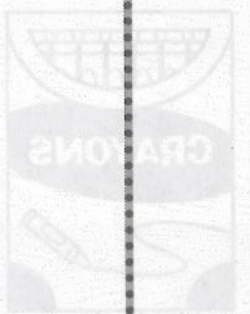


**COMMON CORE STANDARD—K.MD.A.1**  
Describe and compare measurable attributes.

1



2



3

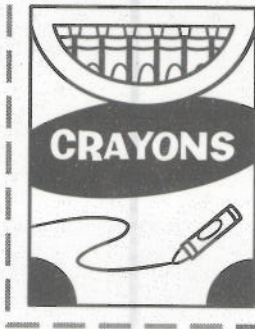


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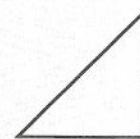
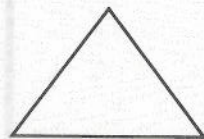
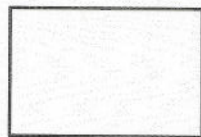
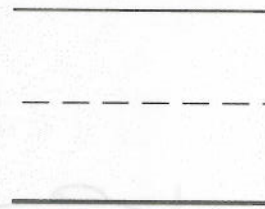
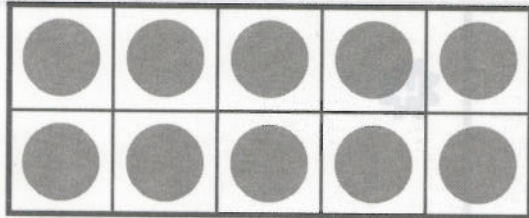


**DIRECTIONS** 1–4. Use red to trace the line that shows how to measure the length. Use blue to trace the line that shows how to measure the height. Talk about another way to measure the object.

# 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**











# Chapter 11 Review/Test

Personal Math Trainer  
Online Assessment  
and Intervention

1



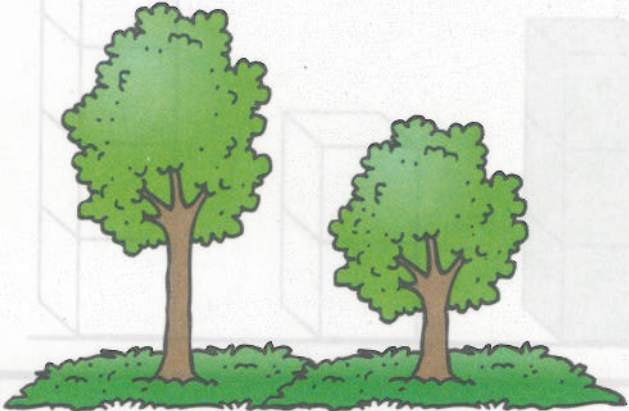
                

2



A large blue crayon is shown horizontally. To its left is a vertical black line that is shorter than the crayon. The entire scene is enclosed in a blue rectangular frame.

3



Two trees with green foliage and brown trunks are shown on a patch of grass. The tree on the left is taller than the tree on the right.

**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.



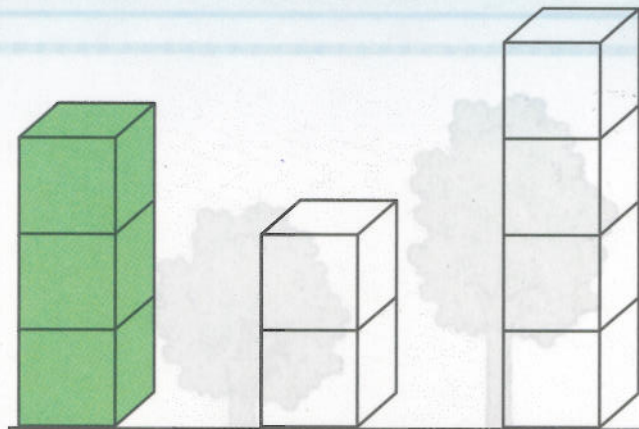
5



Personal Math Trainer

6

THINK SMARTER +



**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.



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.



7



8



Yes  No



Yes  No



Yes  No

9

THINK SMARTER +

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.