

Marysville School District

# Lets Learn Grade K



Marysville  
School District

**Families:**

Education has shifted significantly for everyone in the last few weeks, and we are working hard to help ensure that each student receives instruction to help them continue to grow despite school closures.

These printed learning resource packets have been designed to provide alternatives to the online learning opportunities that we are providing; our goal is to provide alternative assignments that give students and families flexibility, allow for creativity, and increase interest and motivation.

Included in this packet, you will find academic materials that align with the learning targets at each grade level, as well as some tips and information for families who are supporting learning at home. If your student is unable to access the online platforms, they may use these materials for our distance learning platform.

Our recommendation for learning time for students is in between 60-90 minutes each day; however, we know that all families are different, so we want you to adjust times and routines to best meet your family needs.

This packet contains materials that will cover learning from 4/17/2020 through the end of April. In the first week of May, you will receive another packet of learning resources for that month.

***What if my student received support services in school (English Learners, LAP/Title, Special Education services, etc.)?***

Our support services staff are working closely with the general classroom teachers to assist students who need more time and support in their learning. Teachers should be reaching out to students and families to support, monitor and adjust how students are engaging in the work.

***What if the work is too difficult for my student to do independently?***

In the printed resources are family support resources (tips to help your student). If you need additional support in helping your student(s) to be successful, please contact your student's teacher via email or phone. Additionally, if your child is eligible for special education, your child's case manager will assist you with questions about individualized learning resources to meet your child's needs. Contact information is located on the school website. If you are unable to access the school website, please call (360) 965- 0000 for staff contact information.

In the meantime, families may adjust the workload as it fits your student's best interest.

***What if my student can access some of the online learning, but not all of it? Can we use some of this packet, and some of the online materials?***

Certainly. We want families to be able to select the method of instruction that best fits their family needs. Work with your student's classroom teacher to develop a plan that works best for your family.



# **Reading & Writing**

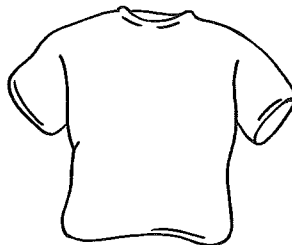
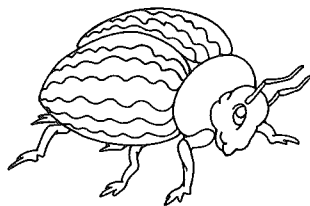
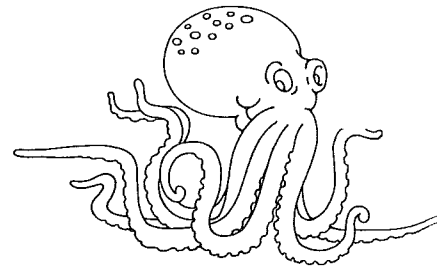
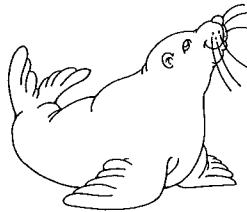
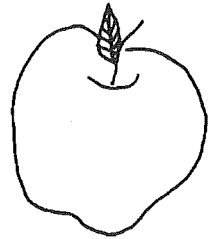


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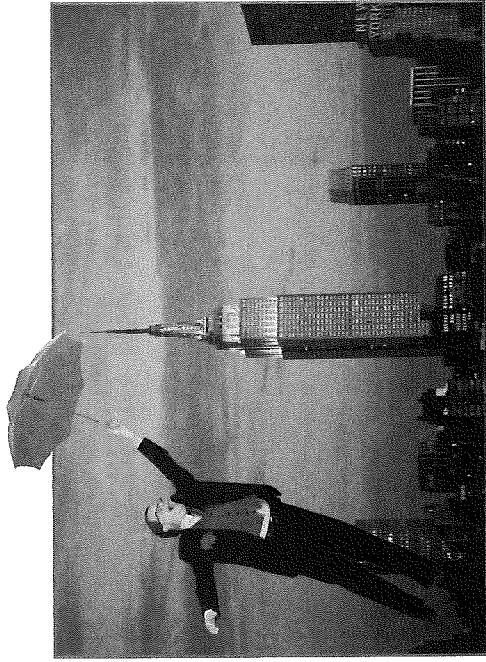
Phonics

# Sound for u

U u



**Directions:** Name the letters and the pictures with children. Have children cut out the cards. Ask partners to sort by beginning sound, grouping the pictures whose names begin with the sound for *Uu* with the *Uu* card.



and up, and up!

# Alphachant™ Uu



by Lada Kratky  
photographed by Clem Spalding

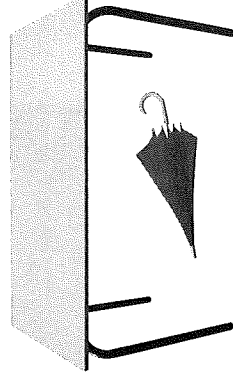


Uncle goes under it.



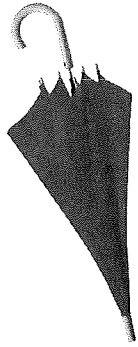
up

Uu



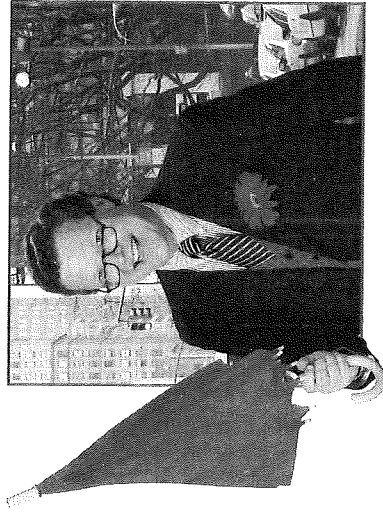
under

Uu

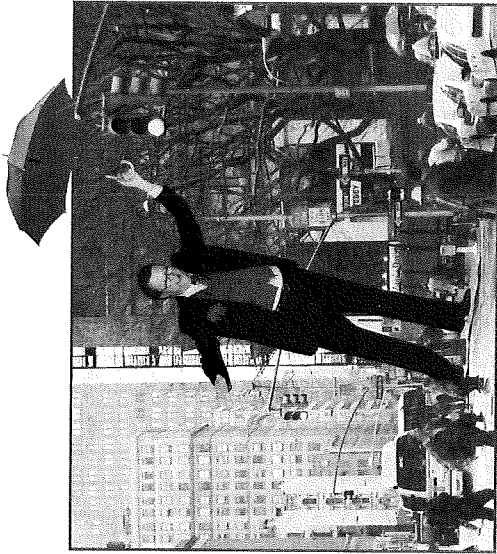


uncle umbrella

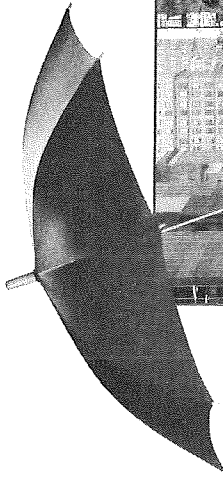
Let's Chant!



This is my uncle.

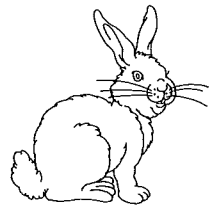
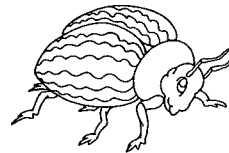
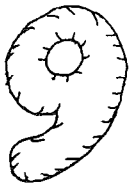
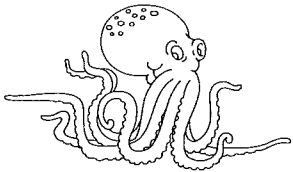
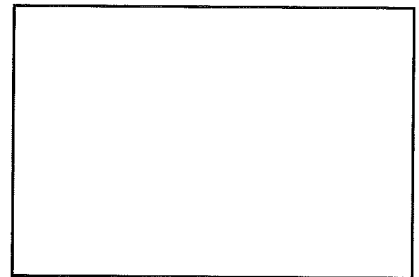
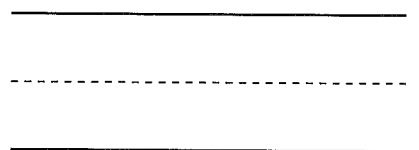
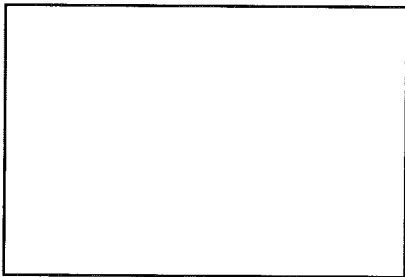
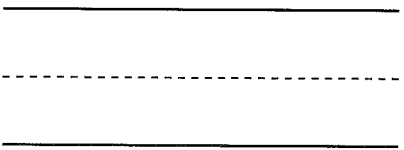
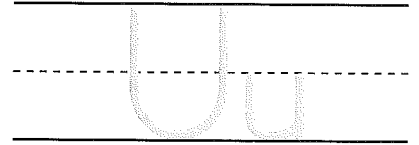
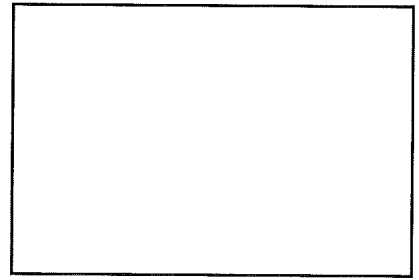
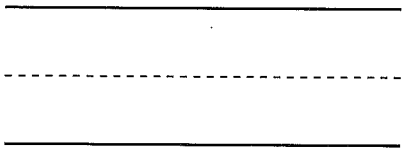
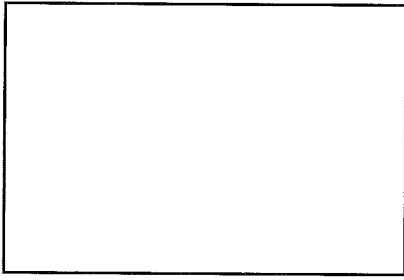


Then he goes up,



His umbrella is up.

# My Book of Uu



**Directions:** Have children trace the letter forms with a finger as you model letter formation. Then have children name and cut out the cards. Have them group the cards that start with the sound for *u* and paste one card on each page. Children can write *Uu* to label their pictures.

## High Frequency Words

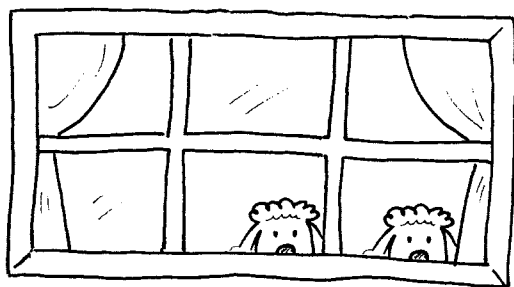
High Frequency

**Word**

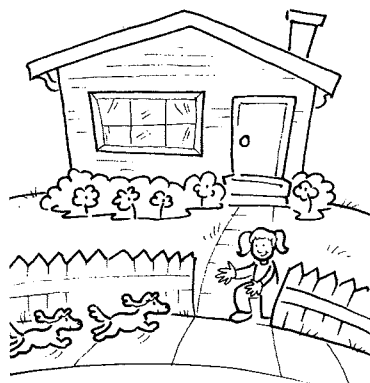
are

# Read Sentences

1. Are the pups good?



2. The pups can come.



3. The pups can nap.



4. Here are the pups. The pups dig in the mud. Bad pups!

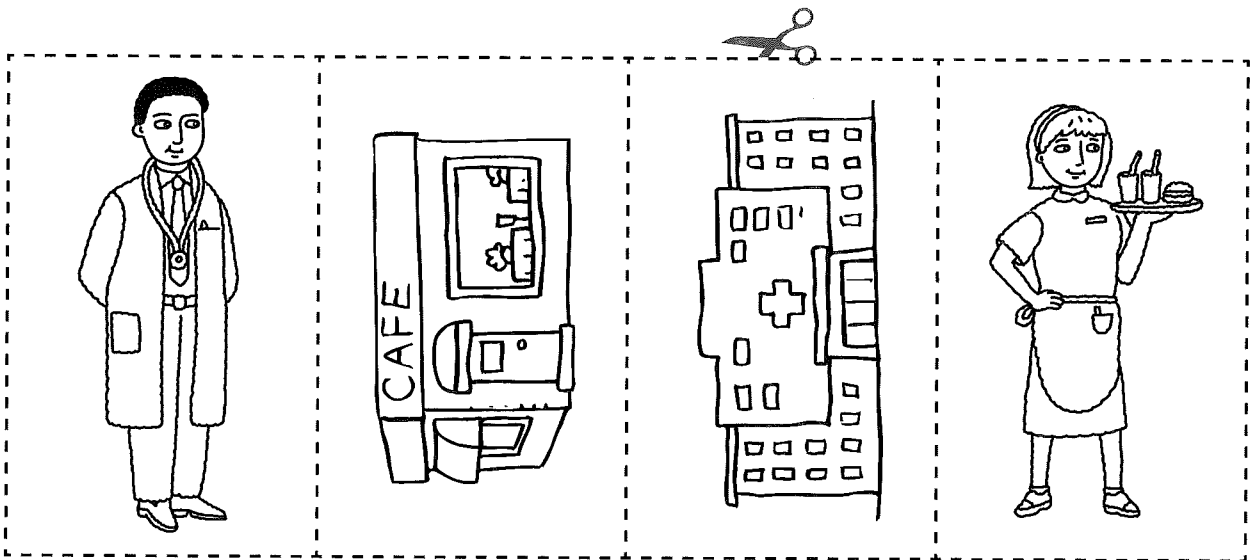
**Directions:** Discuss the pictures. Have partners read the sentences together. Then have children draw a picture to go with the sentences in item 4.

Name \_\_\_\_\_

Comprehension

# Classify

Job	Place



**Directions:** Read aloud the headings in the chart. Have partners cut out the pictures and name each one. Then have them decide if each picture shows a job or a place. Have children glue each picture in the correct column.

Name \_\_\_\_\_

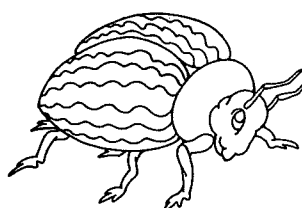
**Phonics**

# Blend Words with u

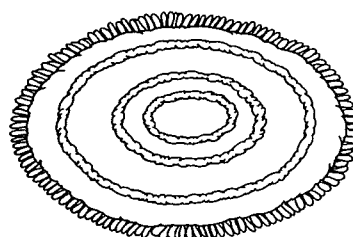
1. bug



2. cup



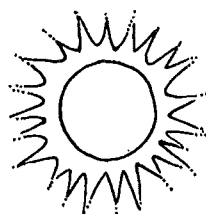
3. nut



4. sun



5. rug



**Directions:** Have children read each word and draw a line to the picture it matches.

Name \_\_\_\_\_

Grammar

# Verbs

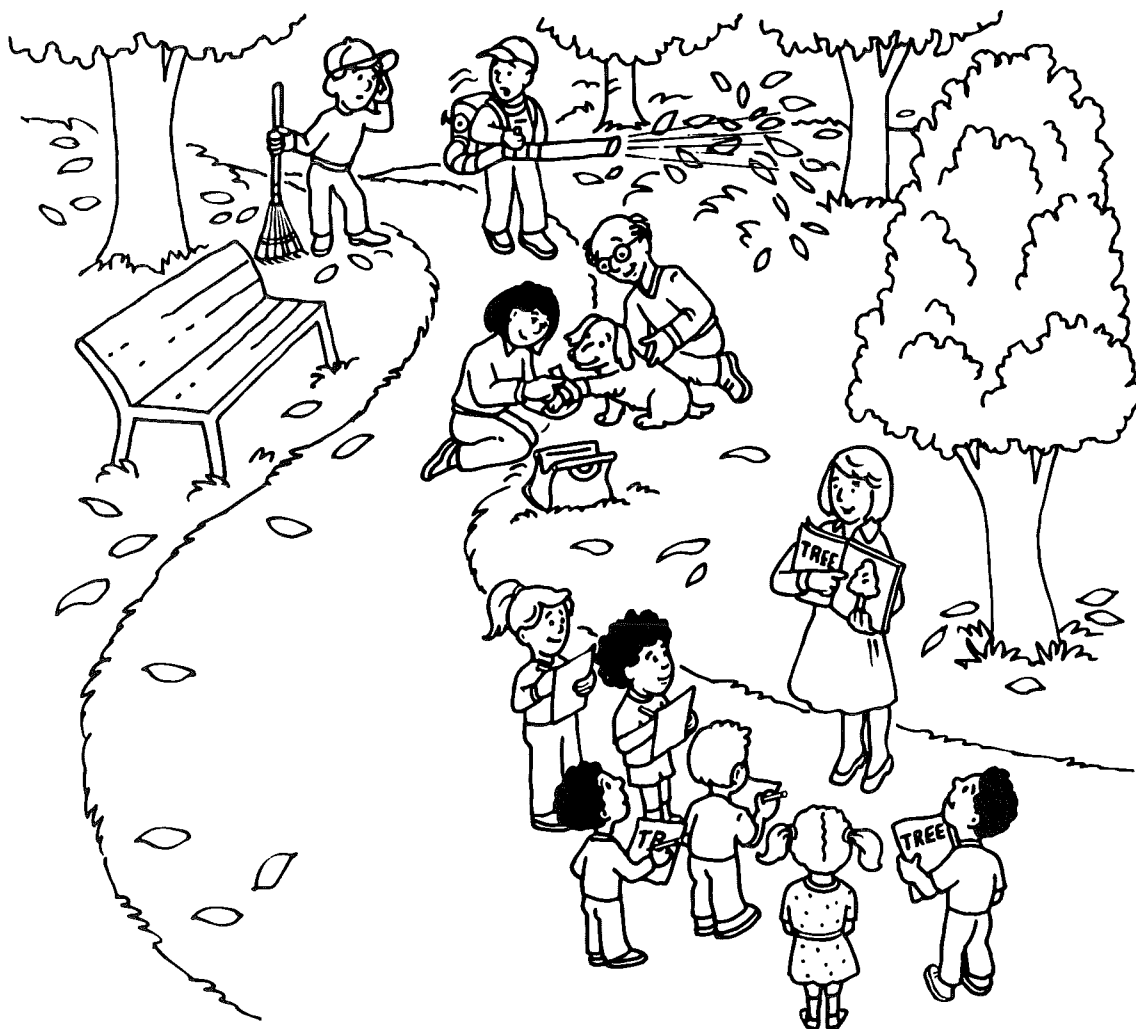
teach

learn

help

work

listen



**Directions:** Read aloud each word in the box. Have children use crayons to circle each word in a different color as you say it. Have children find who is teaching, learning, and so on, and circle the action in the picture with the corresponding color.

Phonics and High Frequency Words

# Read Sentences

1. I dug and dug.



2. Look! It can go here.



3. We are hot in the sun.  
This jug is good for us.



4. Come and look!  
Here is a bud!



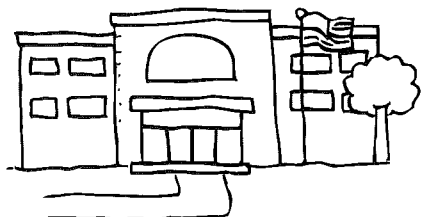
**Directions:** Discuss the pictures. Have partners read the sentences together.

Name \_\_\_\_\_

**Comprehension**

# Compare Two Texts

## Career Day



## Help Wanted!



**Directions:** Read the headings in the chart. Have children draw a picture of one job from *Career Day* and one job from *Help Wanted!*

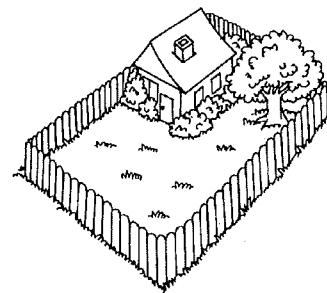
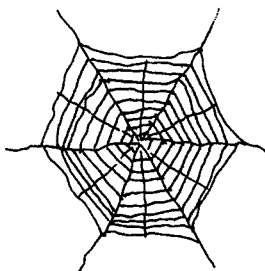
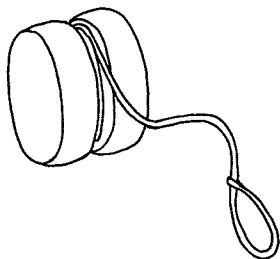
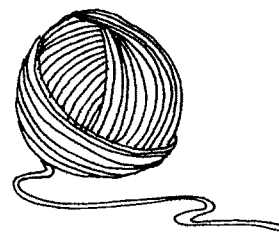
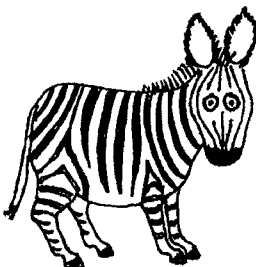
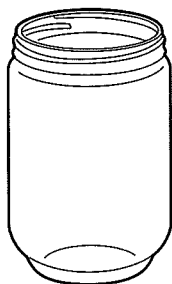
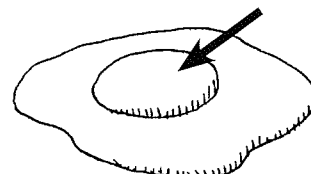
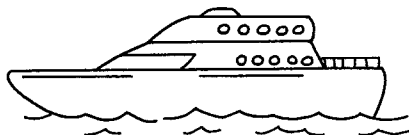
Name \_\_\_\_\_

Phonics

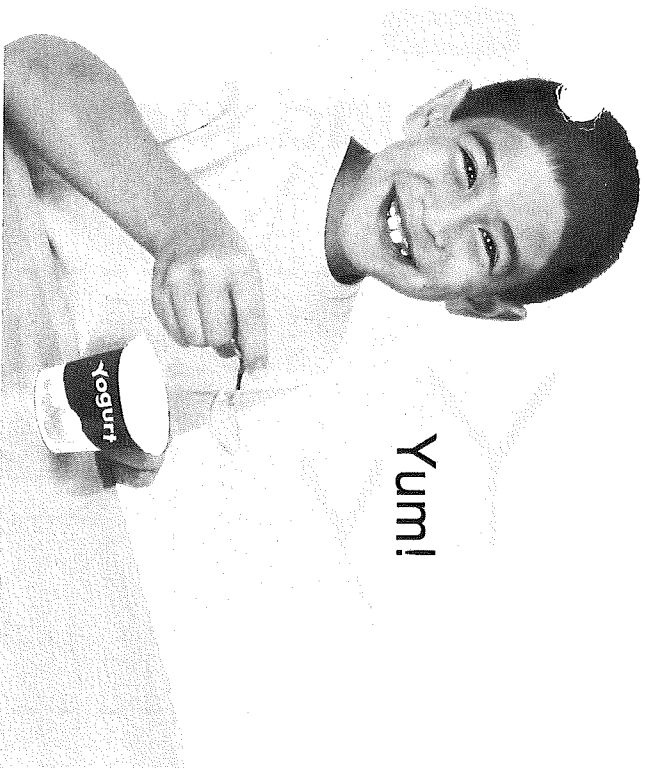
# Sound for y



Y y

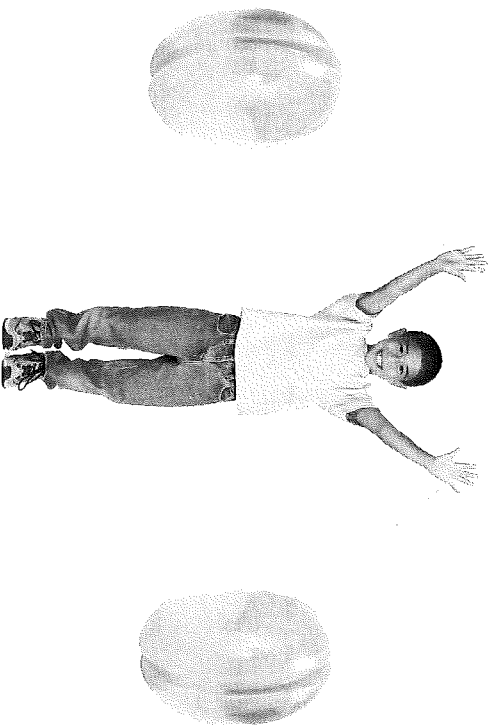


**Directions:** Name the letter and the pictures. Have children cut out the cards. Ask partners to sort by beginning sound, grouping the pictures whose names begin with the sound for Yy with the Yy card. After they have finished sorting, have partners name the pictures in the Yy group.



Yum!

8



yellow yo-yos,

6

Alphabichant

YY



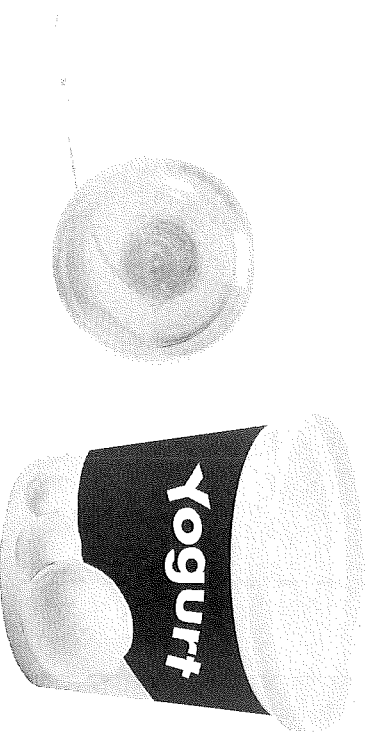
by Lada Kratky  
photographed by Clem Spalding

HAMPTON-BROWN

1



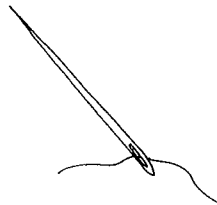
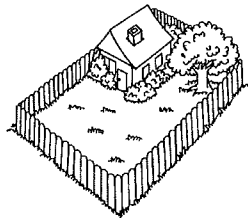
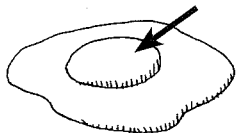
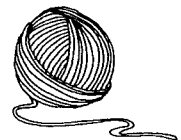
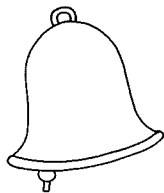
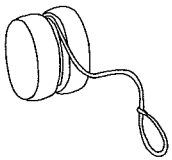
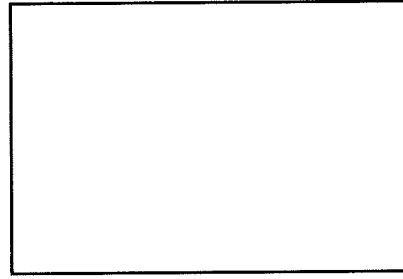
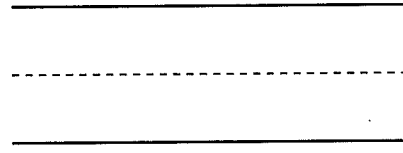
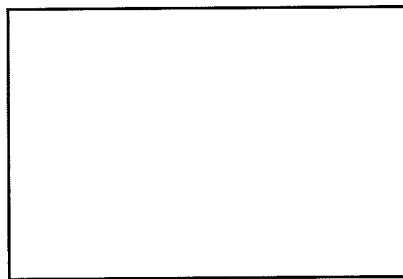
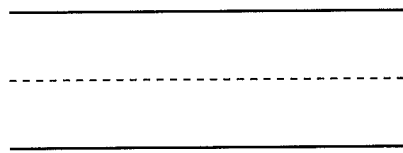
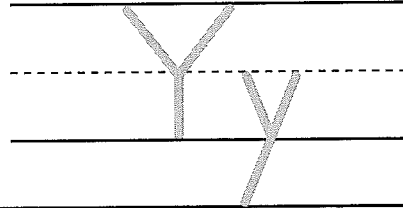
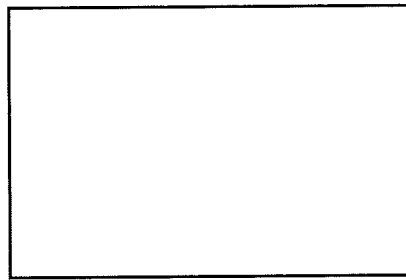
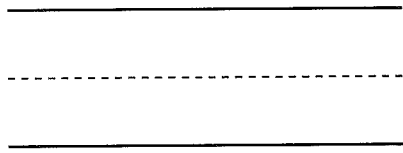
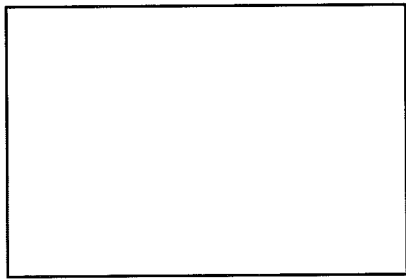
YY



yo-yo yogurt

3

# My Book of Yy



**Directions:** Have children trace the letter forms with a finger as you model letter formation. Then have children name and cut out the cards. Have them group the cards that start with the sound for y and paste one card on each page. Children can write Yy to label their pictures.

**High Frequency Words****High Frequency  
Words**

from, no

# Read Sentences

1. Are the yams  
from Dad?

No, the yams  
are not from  
Dad.

2. Are the yams  
from Mom?

Yes, they are  
from Mom.

3. Are the yams  
for me?

4. No, Yip!  
The yams are  
not for you!

**Directions:** Have partners read the sentences together. Then have each child choose one of the items to illustrate. Have partners exchange papers and tell which item is illustrated.

Name \_\_\_\_\_

**Comprehension**

# Ask Questions

**What?**

**Who?**

**Where?**

**When?**

**Why?**



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**Directions:** Have partners discuss the job a firefighter does. Read the question words at the top of the page. Then have partners write or dictate a question they have about the job of a firefighter, using one of the question words.

Name \_\_\_\_\_

**Phonics**

# Blend Words with y

1. Mom got a \_\_\_\_\_ for us.

yes

yam

2. A \_\_\_\_\_ is big.

yak

yet

3. \_\_\_\_\_, you can sit here.

Yes

Yam

4. Do not go in \_\_\_\_\_.

yam

yet

5. A \_\_\_\_\_ is not a pet.

yak

yes

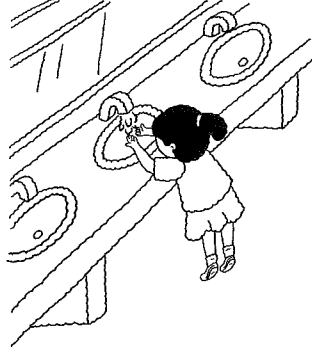
**Directions:** Have children write the word that belongs in the sentence.

**Grammar**

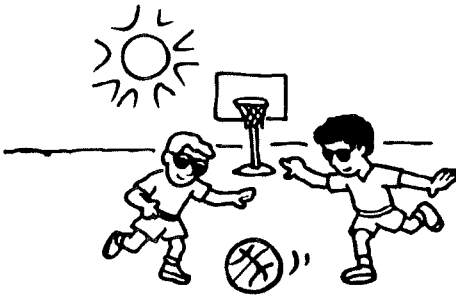
# Verbs



danced



washed



played



jumped



raked



waved

**Directions:** Point to each picture and read the word. Make copies of the cards for partners. Have them place the cards face down in a pile. Tell children to take turns choosing a word, saying it, and acting it out.

**Phonics and High Frequency Words**

# Read Sentences

1. Can we get a  
yam from here?  
Yum!



2. Is this a yam?  
No, this is not  
a yam.



3. This is not a  
yam.  
We did not get  
a yam yet.



4. They have no  
yams here!



**Directions:** Discuss the pictures. Have partners read the sentences together.

Name \_\_\_\_\_

**Comprehension**

# Ask Questions

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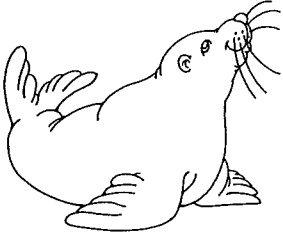


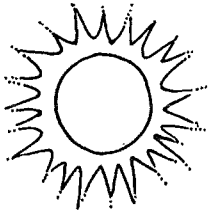
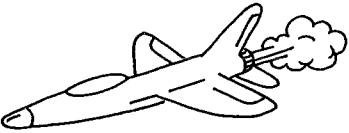
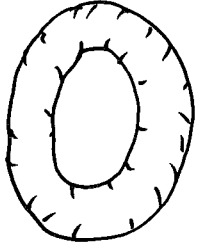
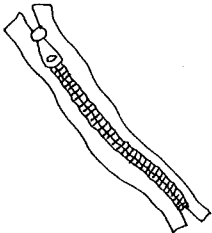
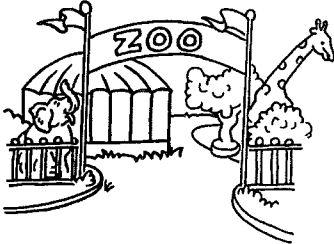
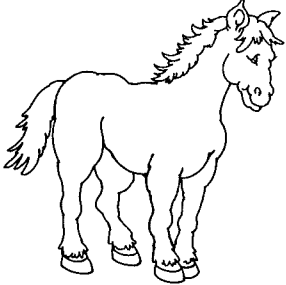
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**Directions:** In the first box, have children draw a job from *Jobs*. Have them write or dictate a question they have about the job. In the second box, have children do the same for *Aunt Jean, Wildlife Photographer*.

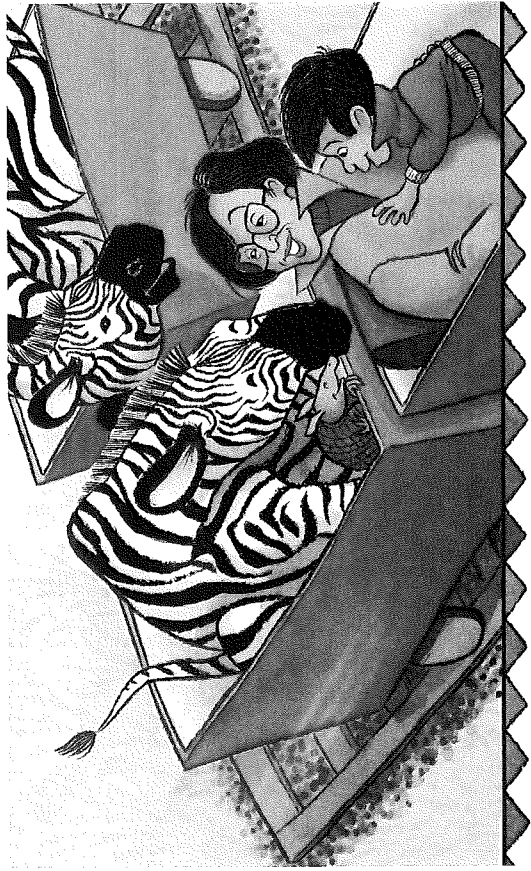
Name \_\_\_\_\_

**Phonics**

# Sound for z

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

**Directions:** Name each picture with children. Have children color the pictures whose names begin with z.



Zoom, zoom!

Alphachant

ZZ



by Lada Kratky  
illustrated by Jackie Urbanovic

HAMPTON-BROWN



on a zigzag train



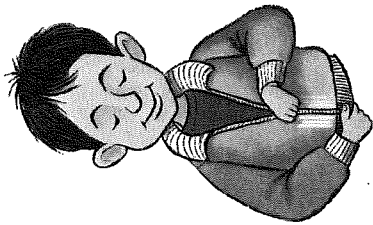
Zz



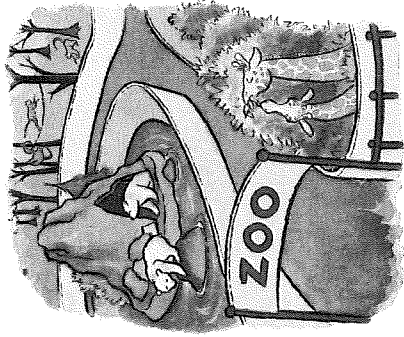
zigzag

zebra

Zz



zip



zoo

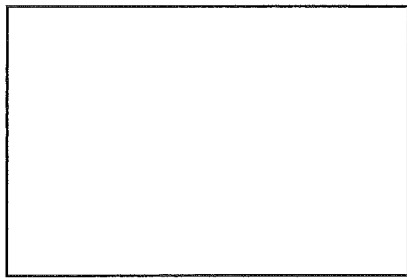


Zip your jacket, Zack.



Let's zoom through the zoo

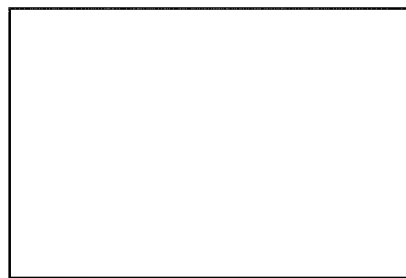
# My Book of Zz



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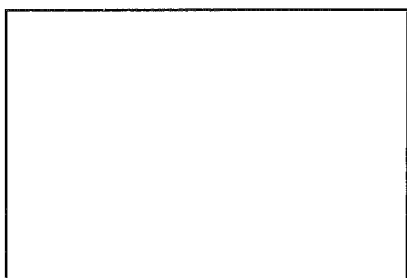
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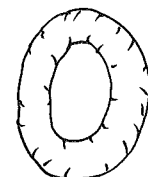
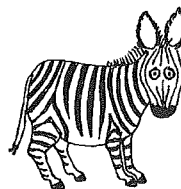
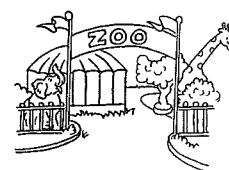
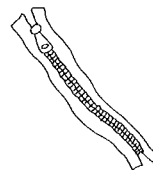
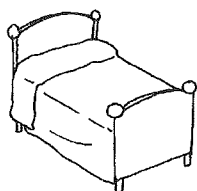
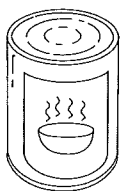
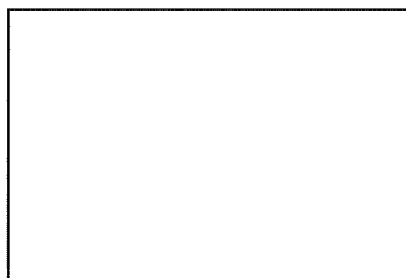
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



**Directions:** Have children trace the letter forms with a finger as you model letter formation. Then have children name and cut out the cards. Have them group the cards that start with the sound for z, and paste one card on each page. Children can write Zz to label their pictures.

High Frequency Words

High Frequency  
Words

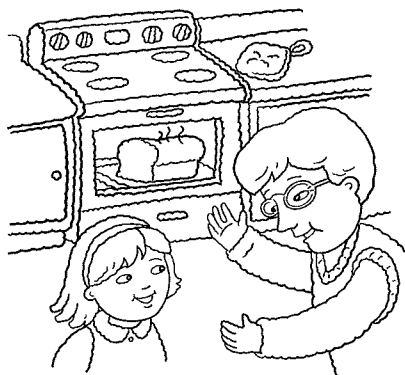
want, some

# Read Sentences

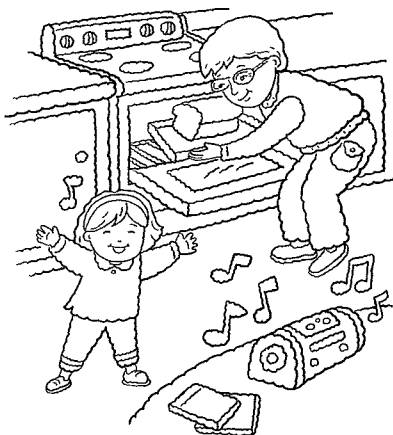
1. We can do this.



2. Do you want  
some?



3. Yes, I want  
some.



4. I have some!  
Yum!

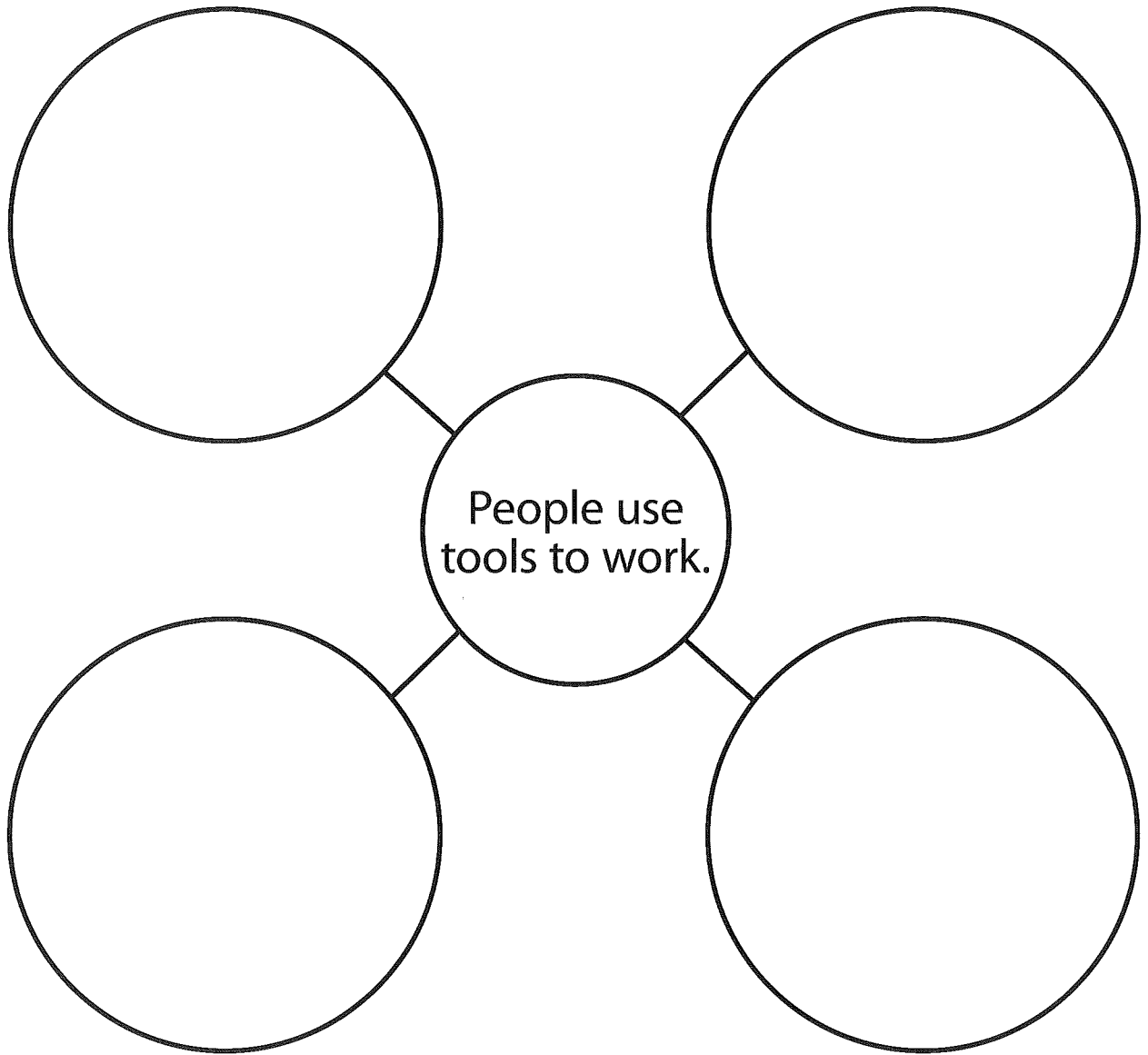


**Directions:** Discuss the pictures. Have partners read the sentences together.

Name \_\_\_\_\_

**Comprehension**

# Topic, Main Idea, and Details

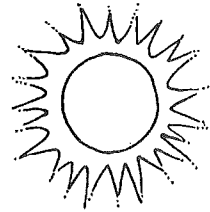


**Directions:** Read aloud the main idea sentence about *Tools* in the center oval. Have children name and circle the word that tells the topic. Then have them draw or write four details about tools from the Big Book.

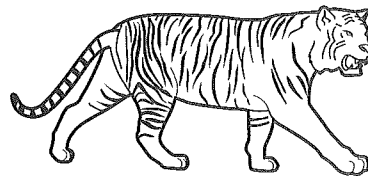
## Phonics

**Blend Words with z**

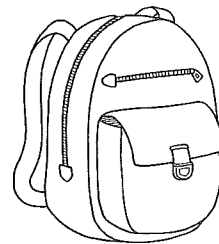
1. I zip this up.



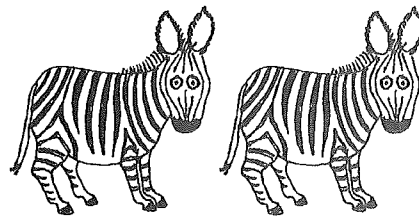
2. Look at the zigs  
and zags on  
the sun.



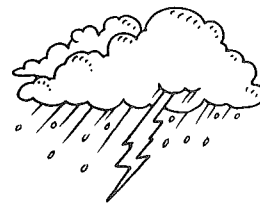
3. See the zigs  
and zags on the  
big cat.



4. I see it zap!



5. They have zigs  
and zags.

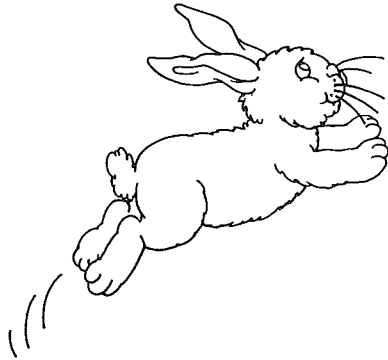


**Directions:** Have children read each sentence and draw a line to the picture it matches.

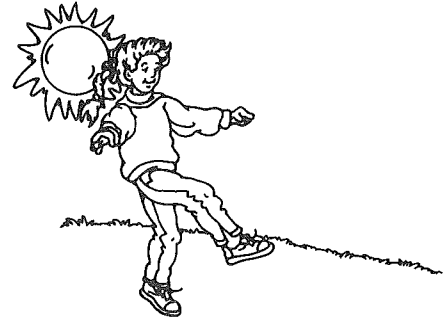
Name \_\_\_\_\_

Grammar

# Verbs



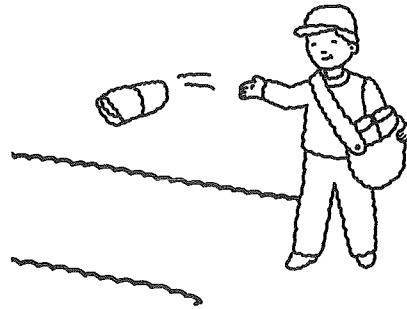
**hop**



**skip**



**throw**



**toss**



**jog**



**run**

**Directions:** Reach each word and discuss the word and picture with children. Then have partners cut apart the cards, keeping the two cards in each row together. Have them work together to talk about and act out the meaning of each word in each pair.

Phonics and High Frequency Words

# Read Sentences

1. Look up! I see a  
big zap from it.



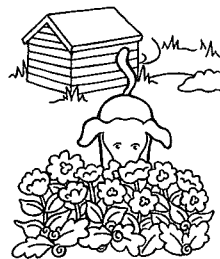
2. I do not want to  
get wet. I zip up!



3. Look! They are  
for Mom.



4. Can Zip get  
some for Mom?  
No, no, Zip!

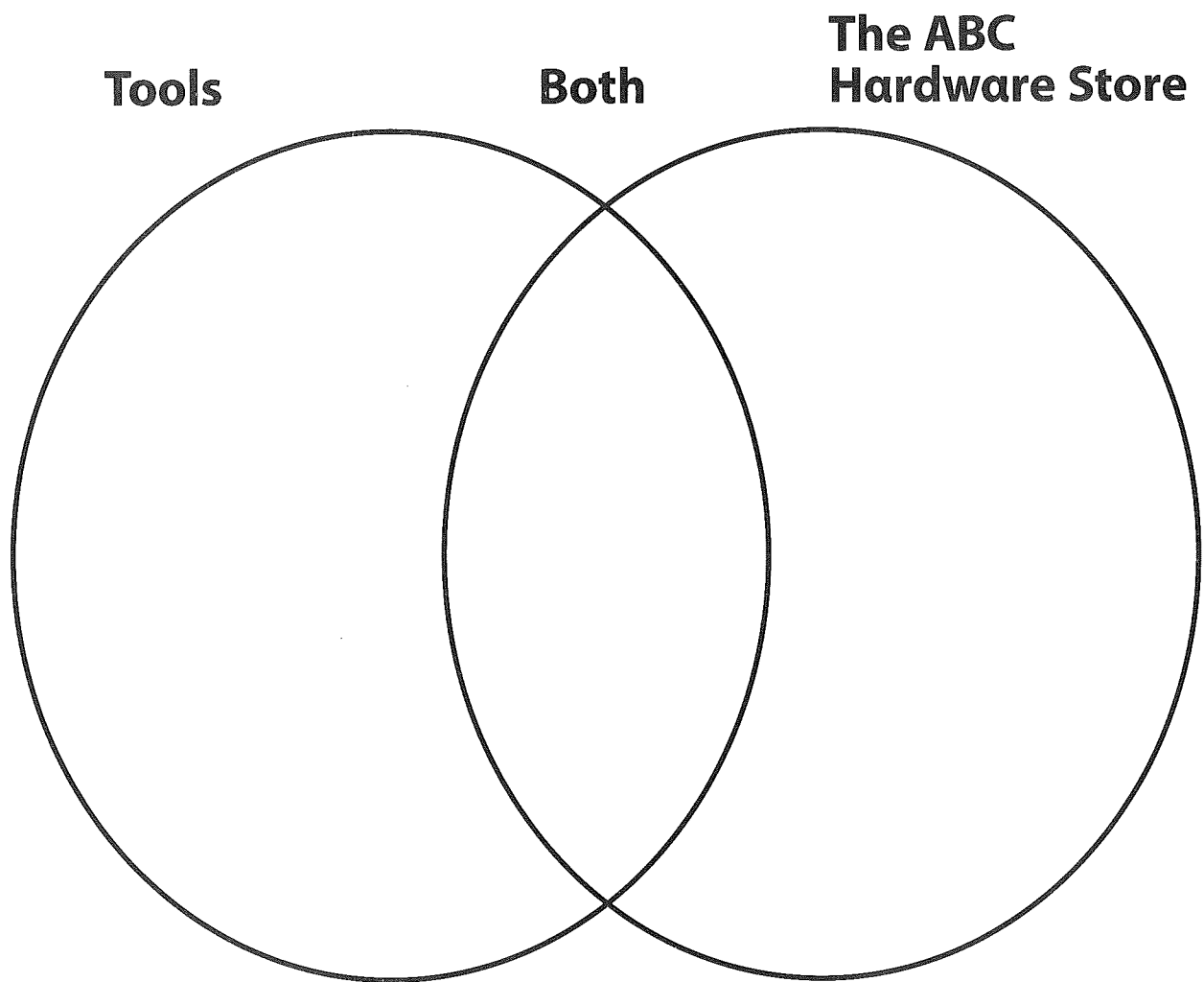


**Directions:** Discuss the pictures. Have partners read the sentences together.

Name \_\_\_\_\_

Comprehension

# Compare Two Texts



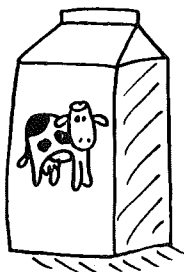
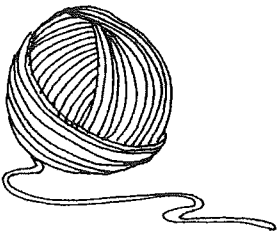
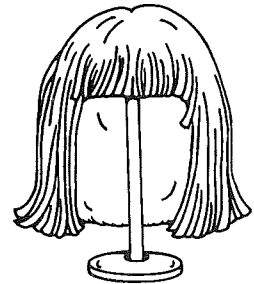
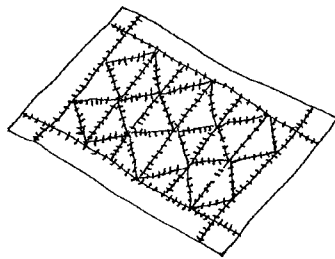
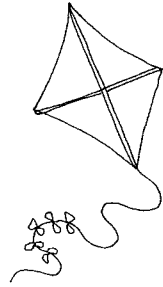
**Directions:** Have children draw or write about a tool that only appears in *Tools* in the left circle. Have them draw or write about a tool that only appears in *The ABC Hardware Store* in the right circle. In the *Both* section, have them draw or write about a tool that appears in both selections.

Name \_\_\_\_\_

Phonics

# Sounds for q

Q q



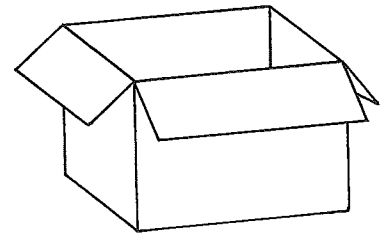
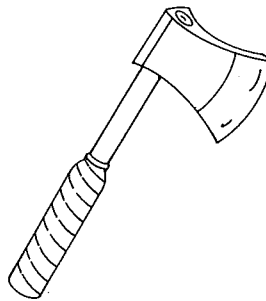
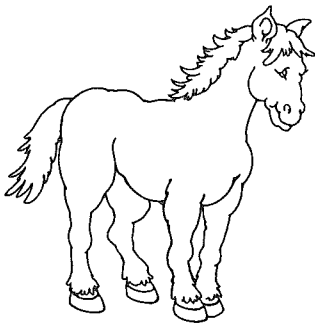
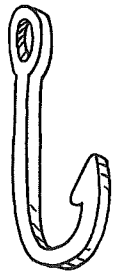
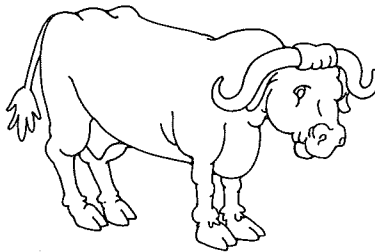
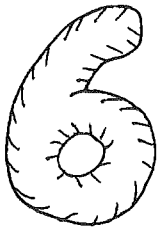
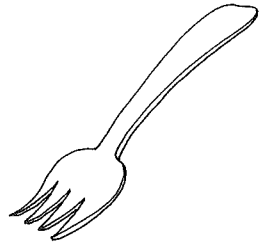
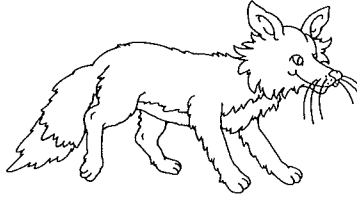
**Directions:** Have children cut out the cards. Ask partners to sort by beginning sound, grouping the pictures whose names begin with the sounds for *q* with the *Qq* card. After they have finished sorting, have partners name all of the pictures in the *Qq* group.

Name \_\_\_\_\_

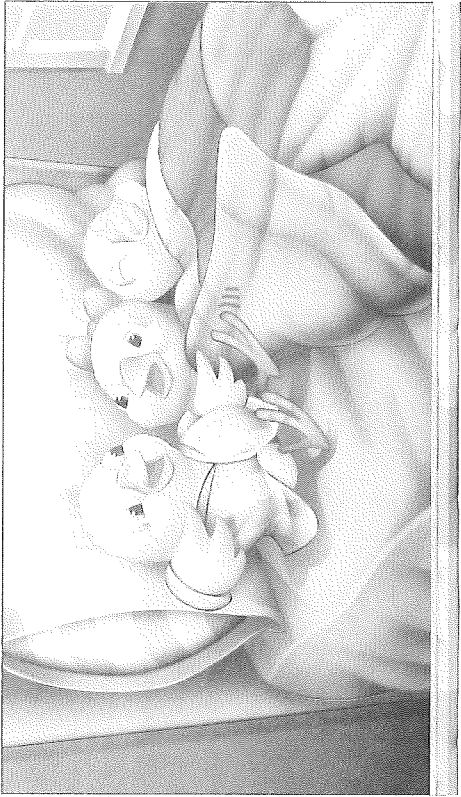
Phonics

# Sounds for x

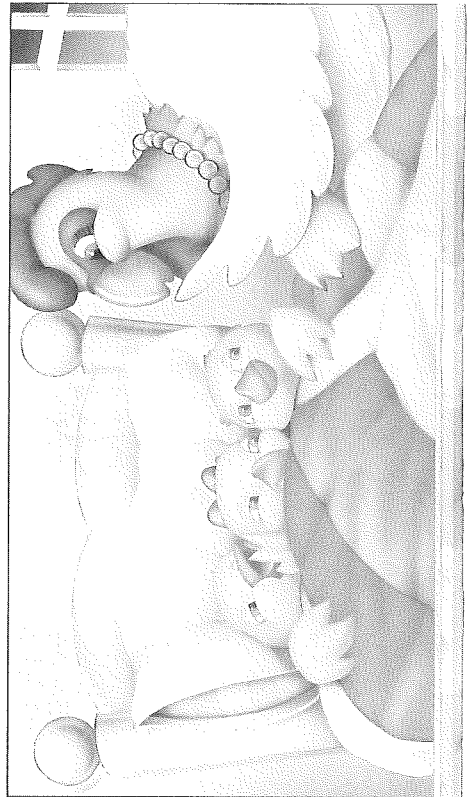
X x



**Directions:** Have children cut out the cards. Ask partners to sort by ending sound, grouping the pictures whose names end with the sound for x with the Xx card. After they have finished sorting, have partners name all of the pictures in the Xx group.



Quiet, chick! Don't kick.



Be very quiet,

Alphabet

# Qq

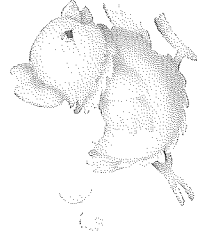


by Lada Kratky  
illustrated by Dan McGeehan

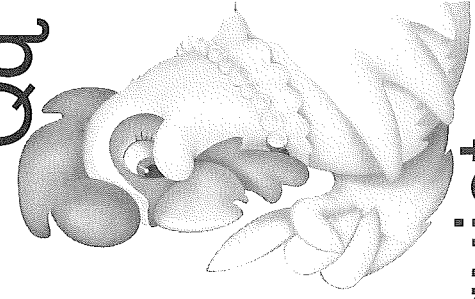
HAMPTON-BROWN



# Qq

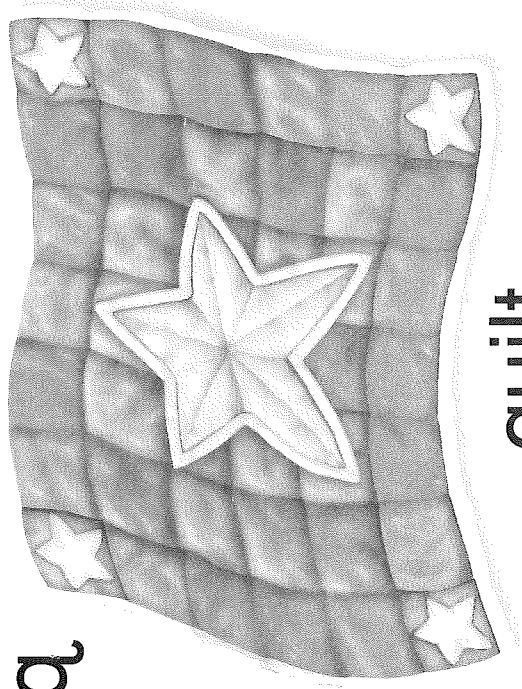


quick

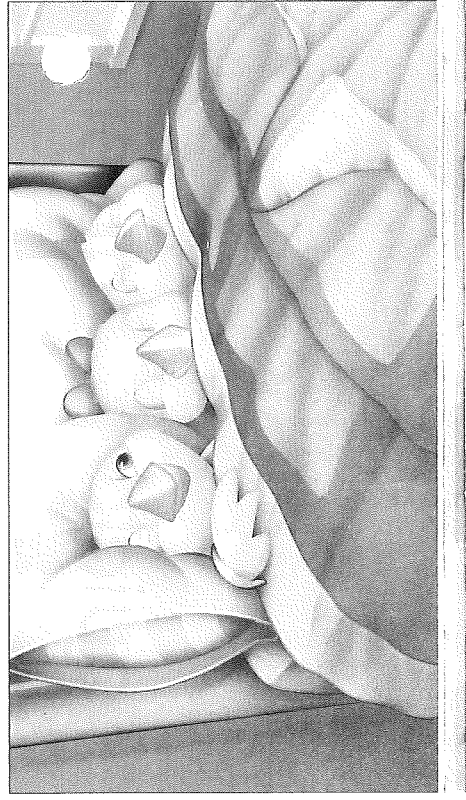


quiet

Qq



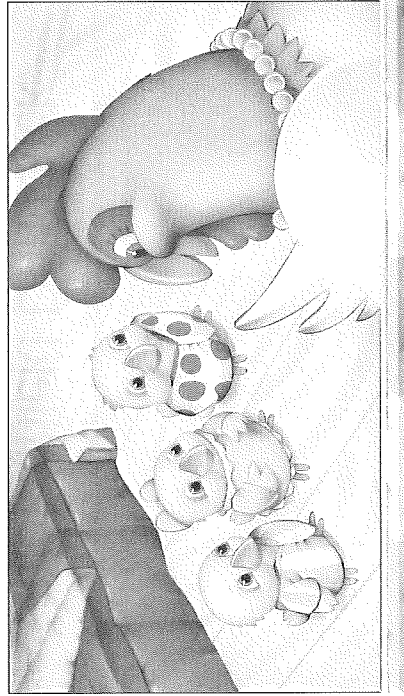
quilt



my chick, chick, chick.

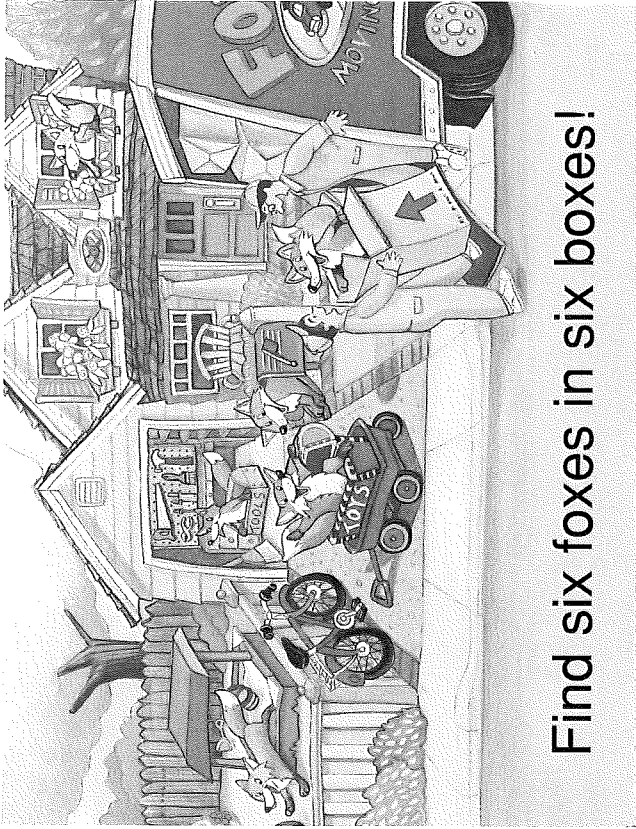


Let's Chant!



Under the quilt,

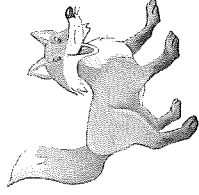
quick, quick, quick!



Find six foxes in six boxes!

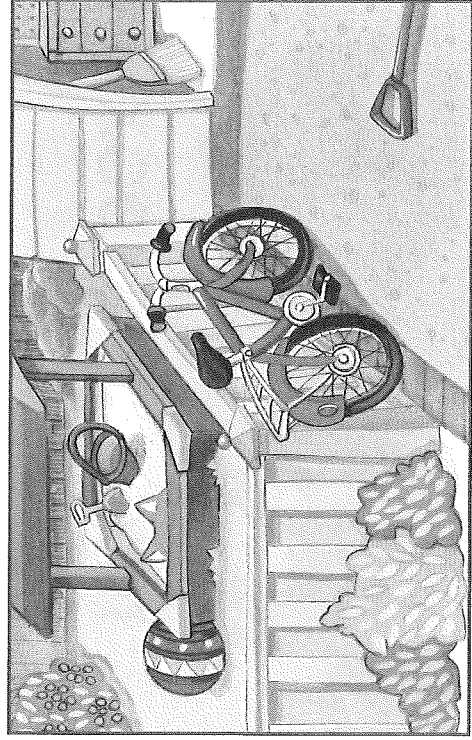
Alphabanti

XX



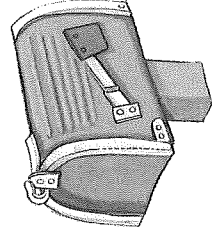
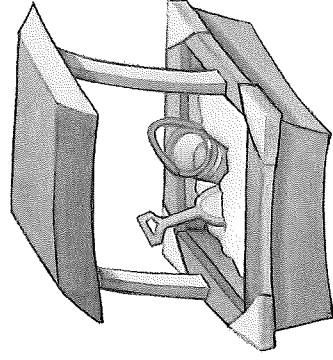
by Lada Kratky  
illustrated by Deborah Meimon

HAMPTON-BROWN



a fox in the sandbox,

Xx

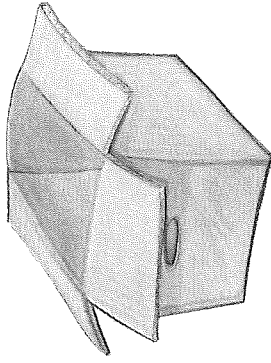


sandbox mailbox

Xx



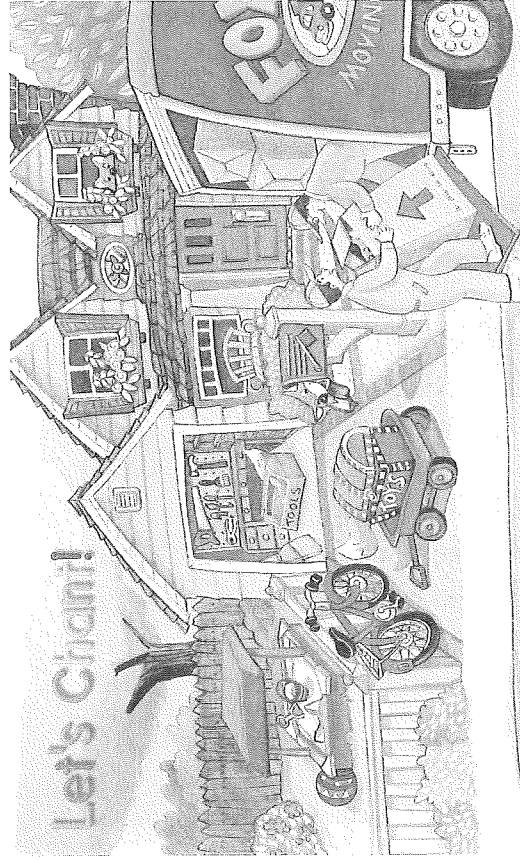
fox



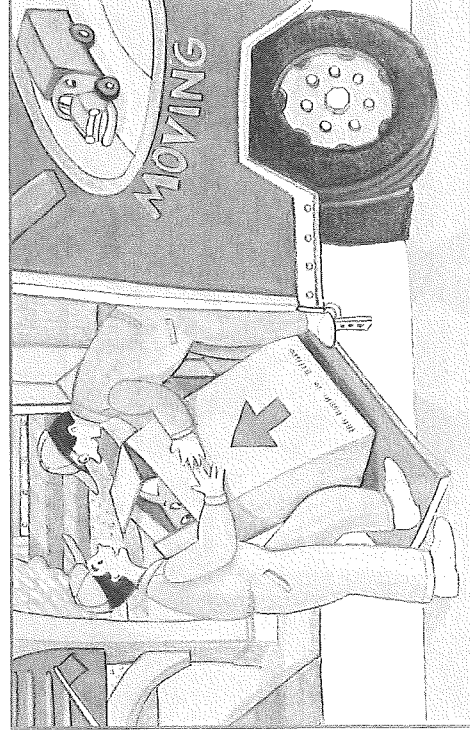
box



and a fox in the mailbox.

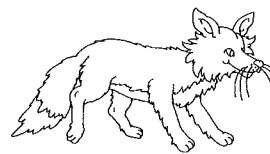
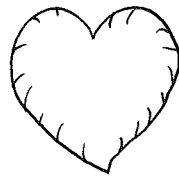
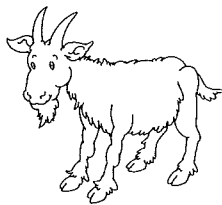
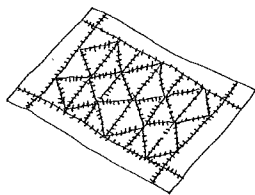
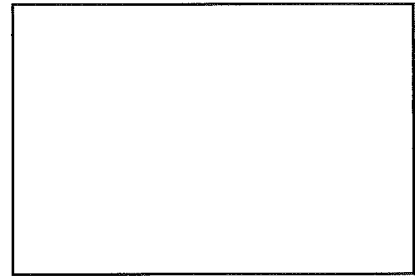
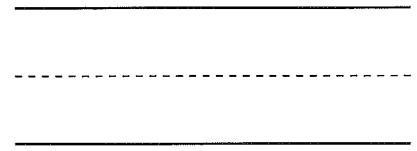
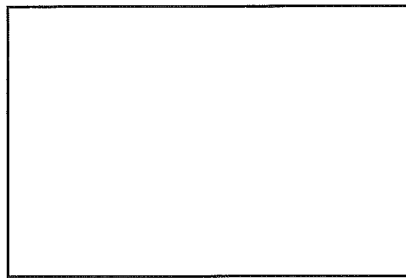
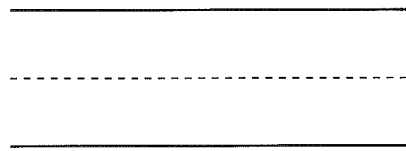
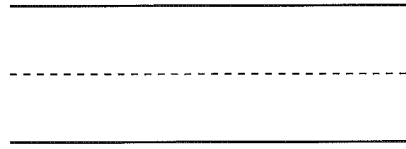
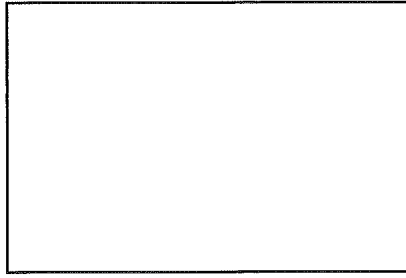
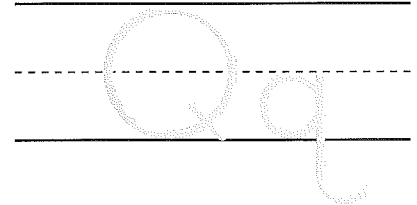
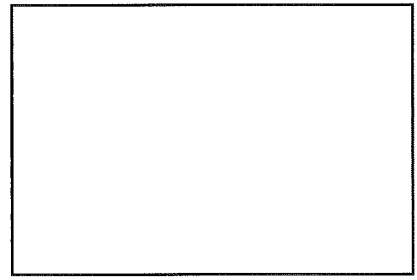


Can you find a fox?



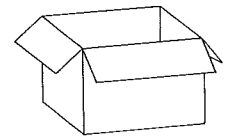
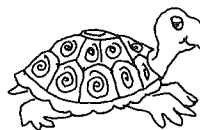
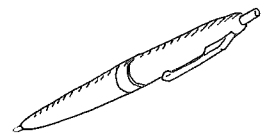
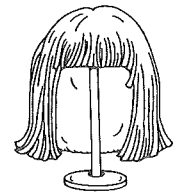
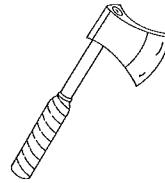
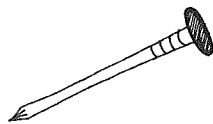
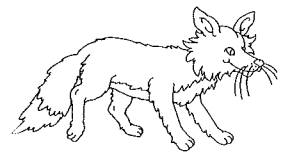
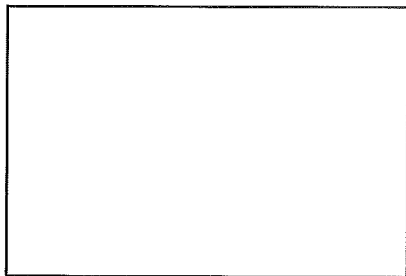
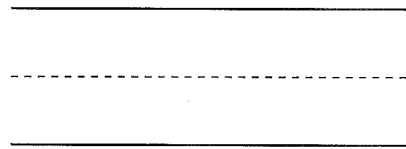
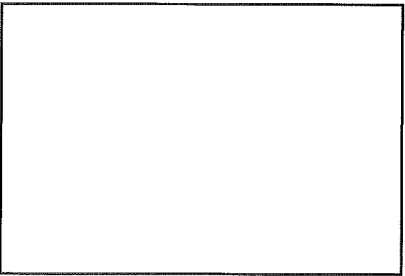
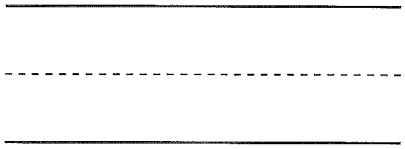
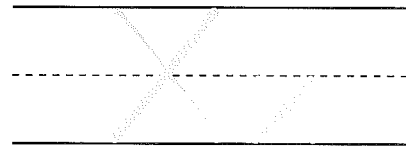
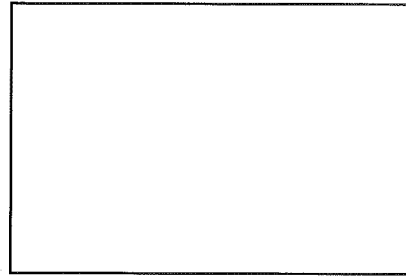
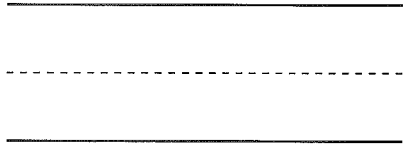
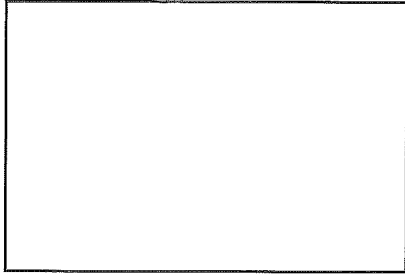
Find a fox in the big box,

# My Book of Qq



**Directions:** Have children trace the letter forms with a finger as you model letter formation. Then have children name and cut out the cards. Have them group the cards that start with the sounds for *q* and paste one card on each page. Children can write *Qq* to label their pictures.

# My Book of Xx



**Directions:** Have children trace the letter forms with a finger as you model letter formation. Then have children name and cut out the cards. Have them group the cards that end with the sounds for *x* and paste one card on each page. Children can write *Xx* to label their pictures.

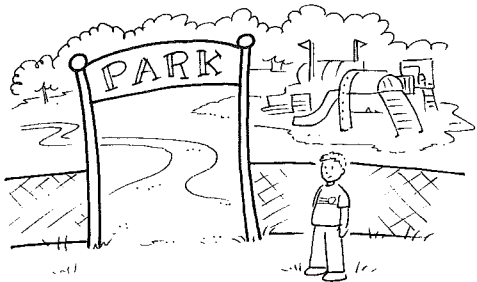
## High Frequency Words

High Frequency  
Words

little, play

## Read Sentences

1. I can play here.

2. I am little.  
Do they let me  
play?3. You can play  
with me.4. She and I had  
fun.**Directions:** Discuss the pictures. Have partners read the sentences together.

Name \_\_\_\_\_

**Comprehension**

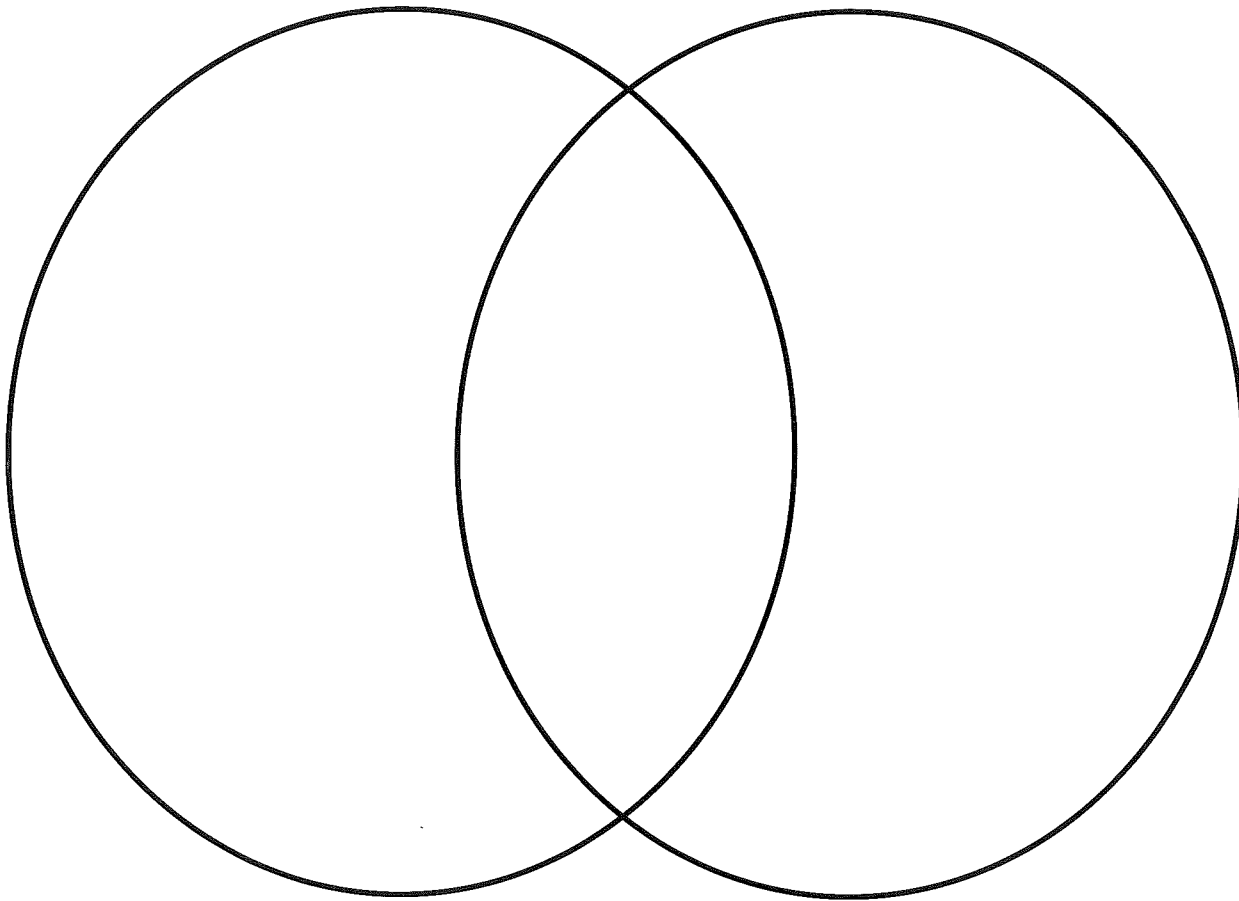
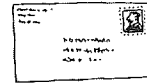
# Relate Characters

**Gus**



**Both**

**Bear**

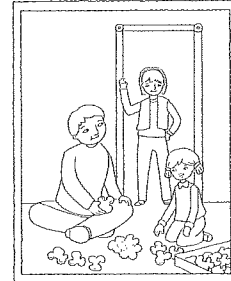


**Directions:** Read the character names. Discuss the fact that both characters work and have jobs. Have children write *work* or *job* in the **Both** section. Have them draw or write about what Gus does in the left circle. Have them draw or write about what Bear does in the right circle.

## Phonics

**Blend Words with qu**

1. Can I do it with  
you? I do not quit.



2. We do not quit.  
He can do it and  
not quit.



3. Can I do this with  
you? I do not quit.



4. This is a big quiz!  
Can we do it?



5. We did not quit.  
We did it!



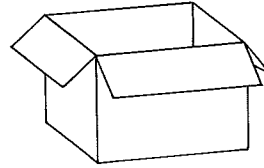
**Directions:** Have children read the sentences and discuss the pictures.

Name \_\_\_\_\_

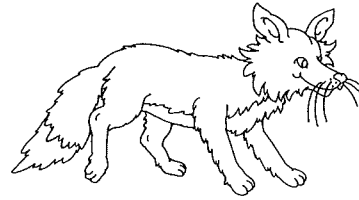
Phonics

# Blend Words with x

1. box



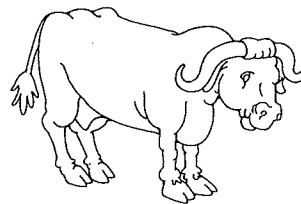
2. six



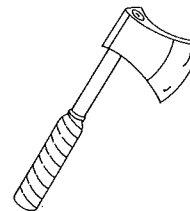
3. fox



4. ax



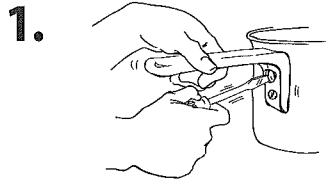
5. ox



**Directions:** Have children read each word and draw a line to the picture it matches.

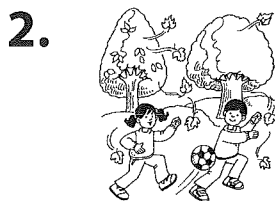
**Grammar**

# Verbs



**worked**

**fix**



**fixed**

**play**



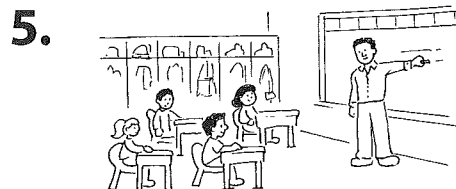
**learned**

**work**



**played**

**help**



**helped**

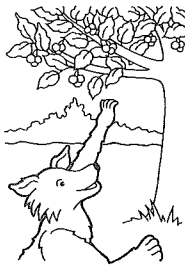
**learn**

**Directions:** Point to each picture and read the word. Read the words in the second column. Then have children draw a line from the picture to the word in the second column that tells about the same action in the past.

## Phonics and High Frequency Words

# Read Sentences

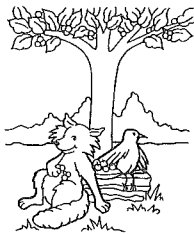
1. This is Fox.  
Can Fox have  
some? No!



2. Fox can see a  
little pal. Can  
you come get  
some for me?



3. Fox and the pal  
want some.  
They got some!  
Yum!



4. Can Fox and  
the pal nap?  
Can they play?



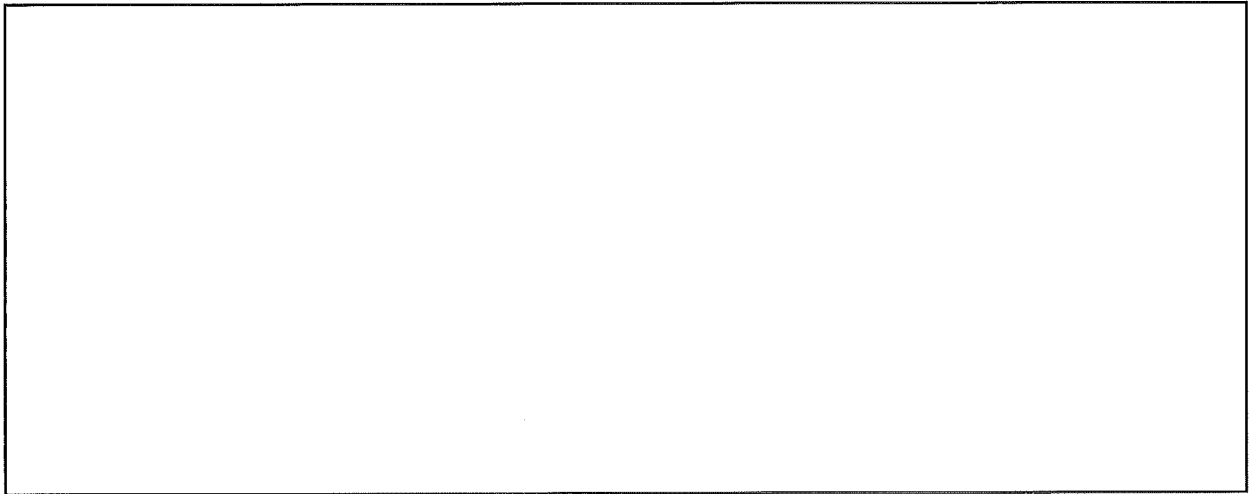
**Directions:** Discuss the pictures. Have partners read the sentences together.

Name \_\_\_\_\_

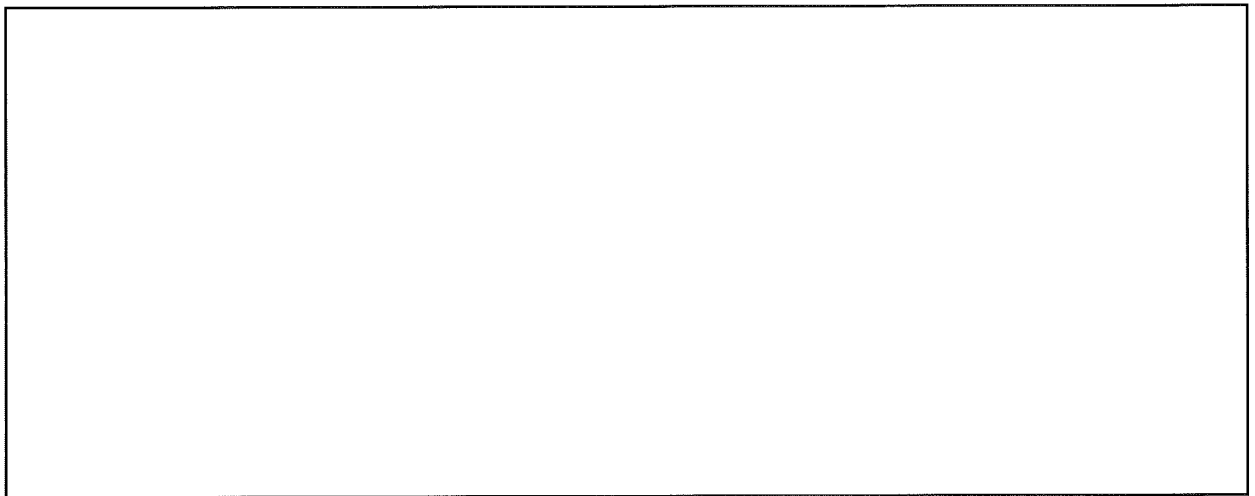
**Comprehension**

# Compare and Contrast Characters

**Bear  
Postman**



**Milo  
Farmer**


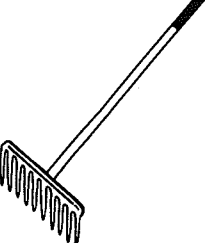
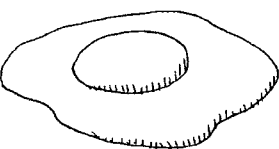
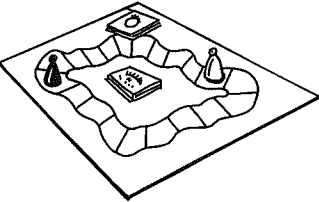
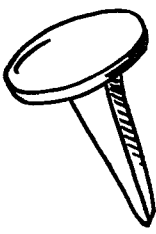
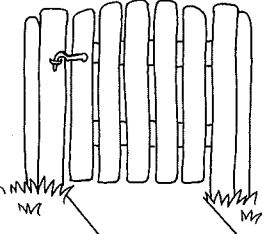


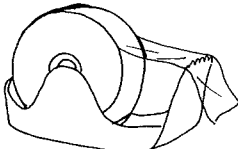


**Directions:** Have children draw each character. Then have them talk with a partner about how the characters are alike and how they are different.

Name \_\_\_\_\_

**Phonics**

# Sound for a\_e

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

**Directions:** Name each picture with children. Have children color the pictures whose names have the long a\_e sound for a\_e.

Name \_\_\_\_\_

Phonics

# Letter a Game



**Directions:** Help children cut out the cap, cape, ant, grape, and plate. Have them put the grape on the plate, and the cap on the ant. Then have them add the images to the scene and also add the cape to the ape.

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For use with TE p. T196

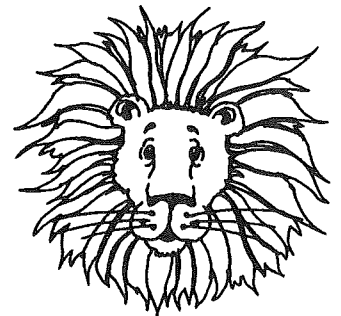
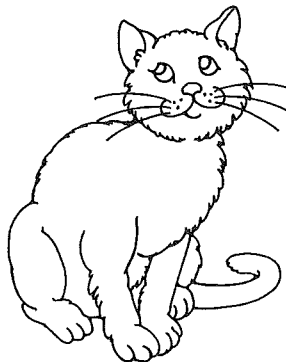
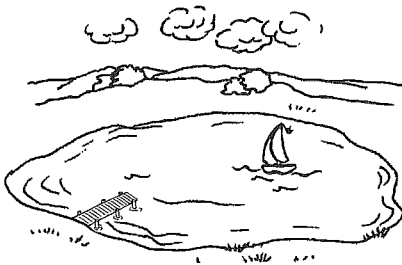
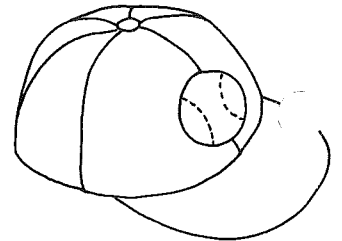
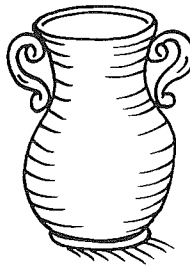
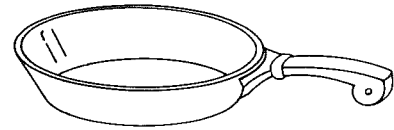
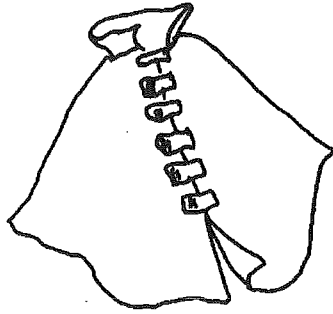
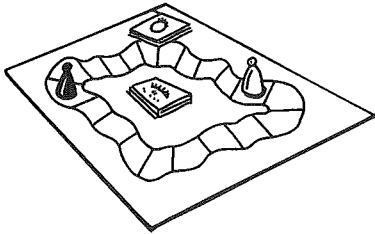
**PM8.2**

**Unit 8** | Sun, Moon, Stars Above

Name \_\_\_\_\_

Phonics

# Sort Words



**Directions:** Name each picture with children. Have children cut out the cards. Ask partners to group the pictures whose names have the same vowel sound as *cake*, and pictures whose names have the same vowel sound as *apple*. Then name the pictures in each group.

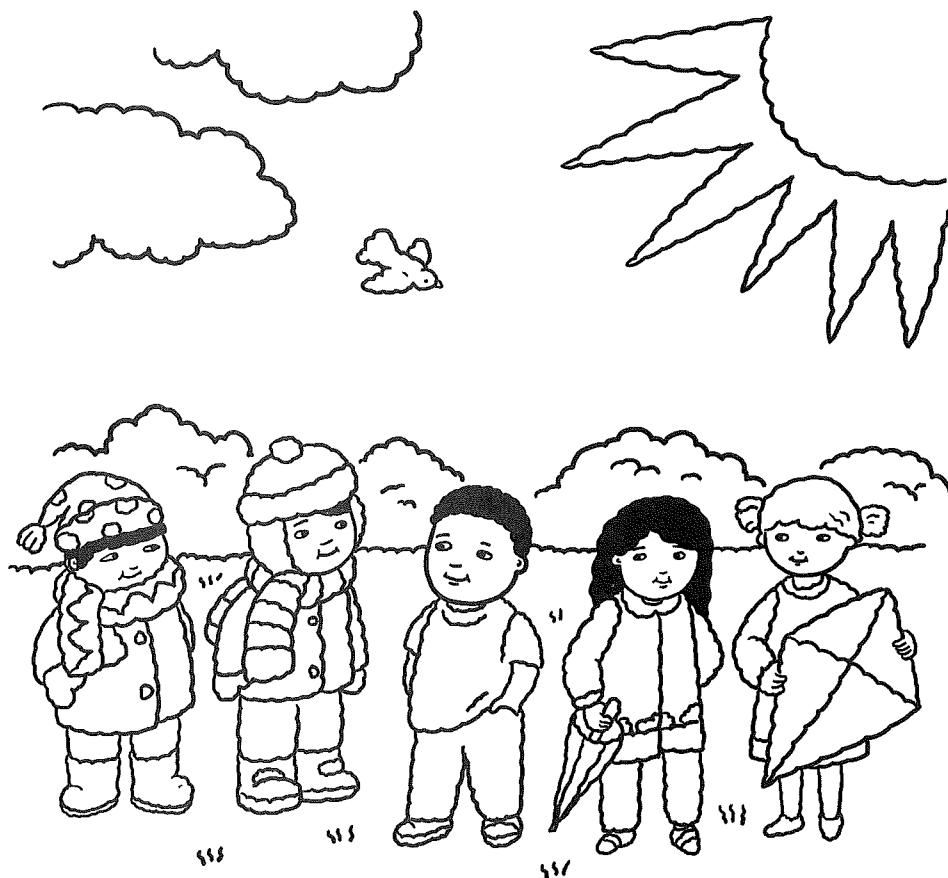
Name \_\_\_\_\_

High Frequency Words

High Frequency  
Words

find there

# Read Sentences



1. Look! I can find a hat.
2. Do you see it there?
3. They want to see the sun.
4. There it is!
5. They can have fun.

**Directions:** Discuss the picture. Have partners take turns reading the sentences together.

Name \_\_\_\_\_

**Phonics**

# Blend Words with a\_e

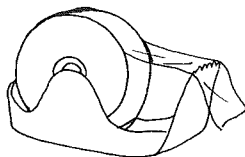
1.



wave

wig

2.



tap

tape

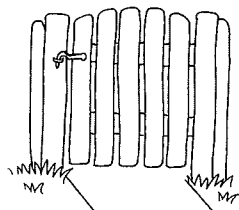
3.



rat

rake

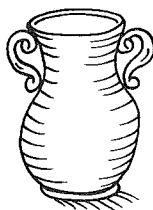
4.



gate

get

5.



vase

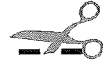
van

**Directions:** Have children read each word and circle the word that matches the picture.

Name \_\_\_\_\_

Grammar

# Antonyms



day

night

wake

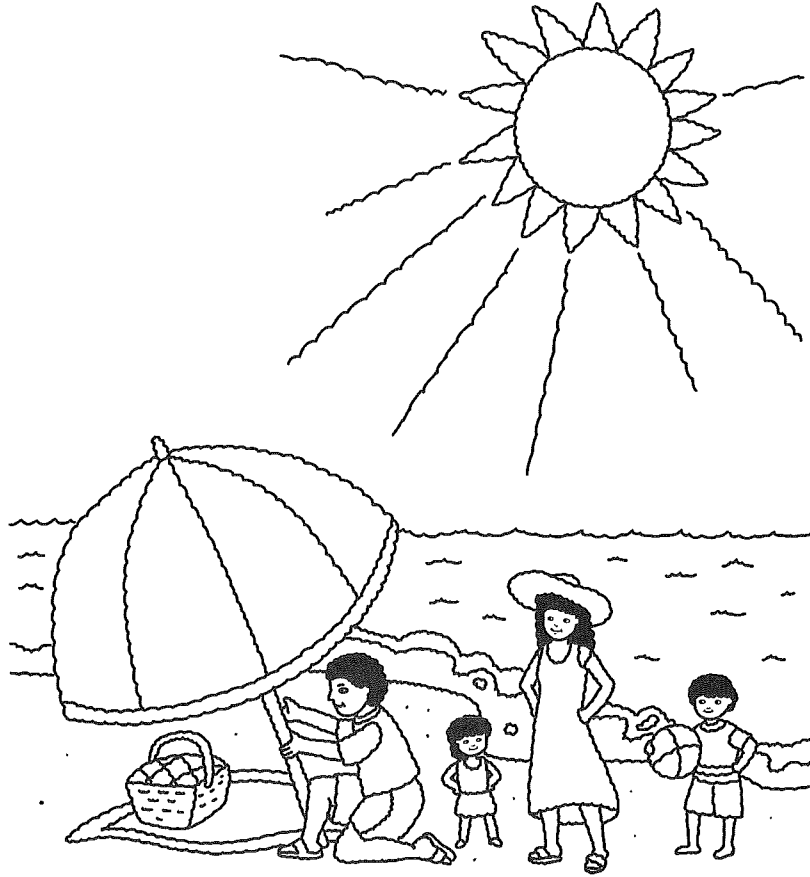
sleep

rise

set

**Directions:** Read and discuss the pairs of opposites with children. Then have them draw a picture to show the meaning of each word. After they finish, have them cut apart the cards, combine their cards with a partner's and play a game of Memory with opposites.

# Read Sentences



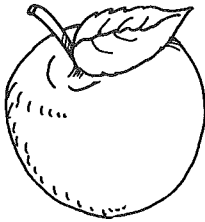
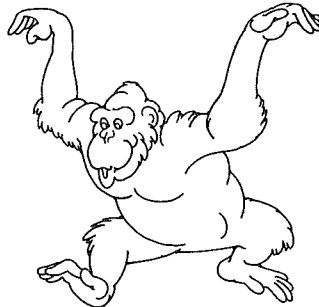
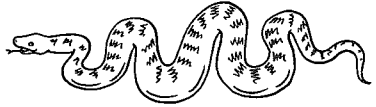
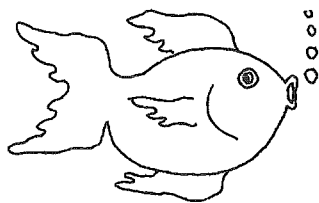
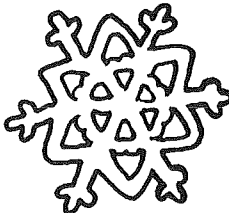
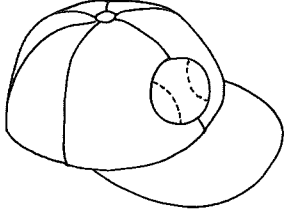

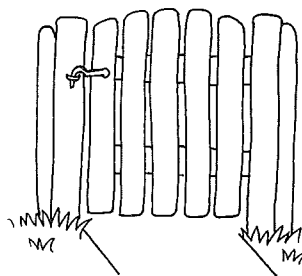
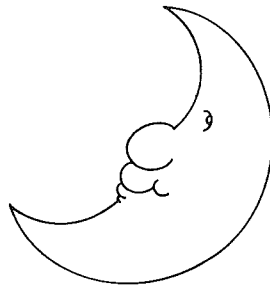
1. We are at the lake.
2. Can you find my little sis?
3. We play and play.
4. There is a big wave.
5. We get wet!

**Directions:** Discuss the picture. Have partners read the sentences together.

Name \_\_\_\_\_

Phonics

# Sound for a\_e

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

**Directions:** Name each picture with children. Have children color the pictures whose names have the long *a* sound for *a\_e*.

Name \_\_\_\_\_

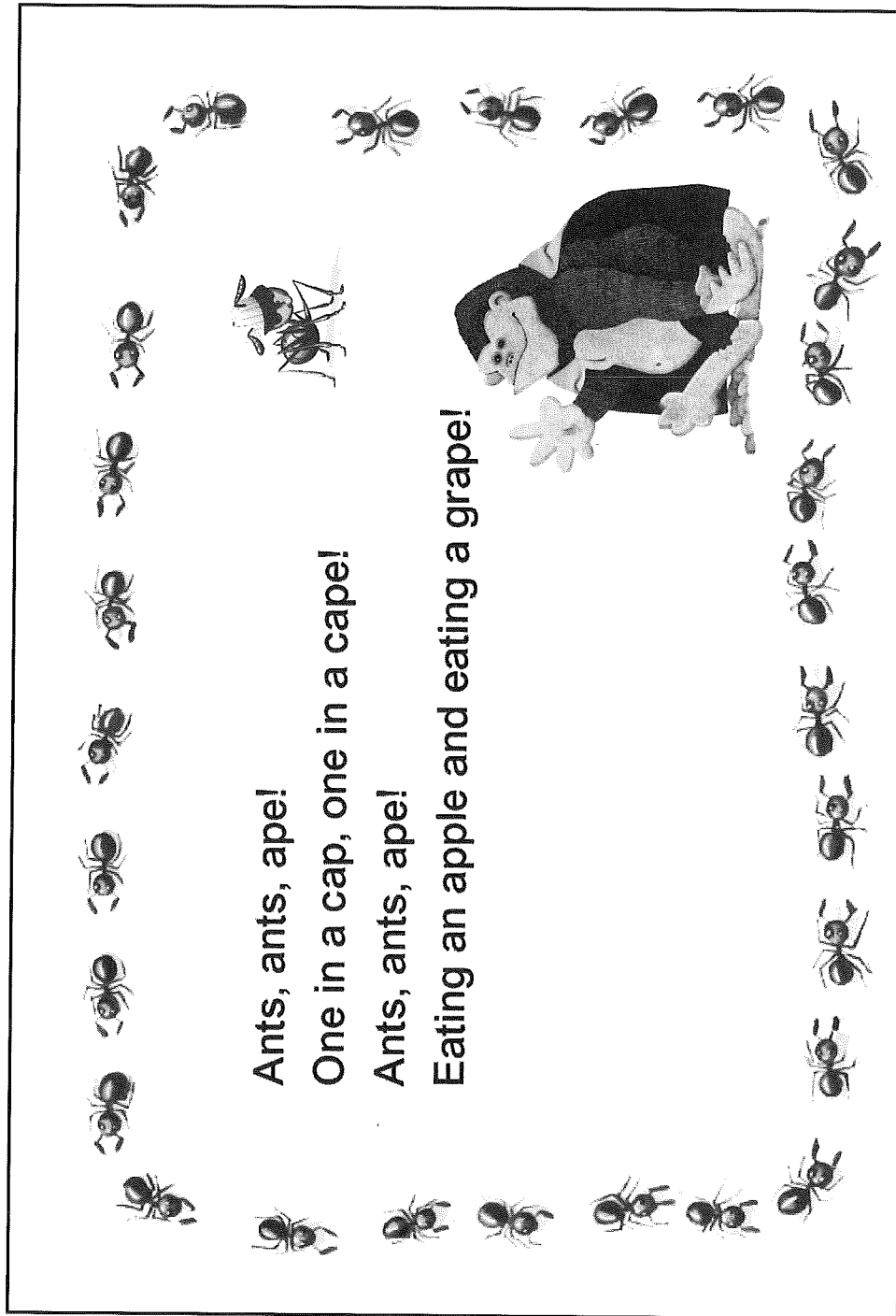
Phonics

# Letter a Game



**Directions:** Help children cut out the cap, cape, ant, grape, and plate. Have them put the grape on the plate, and the cap on the ant. Then have them add the images to the scene and also add the cape to the ape.

## Phonics


Letter *a* Game

**Directions:** Have children highlight or circle the short *a* words. Have children highlight in another color or underline the long *a* words.

Name \_\_\_\_\_

Phonics

# Read Words

Fold here 

cap	e
van	e
mad	e
pan	e

**Directions:** Have children cut out the words on the dotted lines and fold on the double line. Then have children fold the flaps back and forth to make new words. Have partners work together to practice changing and reading words.

## High Frequency Words

High Frequency

**Words**

give that

# Read Sentences





1. Look at that.
2. There are a lot!
3. I want to get some.
4. I can not get it.
5. Can you give some to me?

**Directions:** Discuss the picture. Have partners take turns reading the sentences together.

Name \_\_\_\_\_

Comprehension

# Story Map

<b><u>Characters</u></b>    	<b><u>Setting</u></b>    
<div style="border: 1px solid black; width: 40%; margin: 0 auto; height: 20px;"></div>	
<b><u>Beginning</u></b>          	
	
<b><u>Middle</u></b>          	
	
<b><u>End</u></b>          	

**Directions:** Have children use words and pictures to identify the characters and setting of *The Best Match*. Then have them draw and write to show what happens at the beginning, in the middle, and at the end of the story. Have partners use the completed map to retell the story.

Name \_\_\_\_\_

**Phonics**

# Blend Words with a\_e

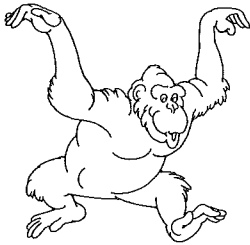
1.



lake

bake

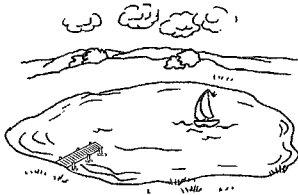
2.



ape

ate

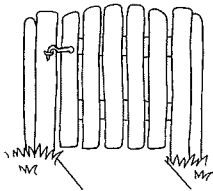
3.



lip

lake

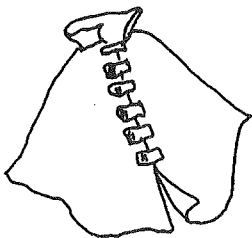
4.



late

gate

5.



cap

cape

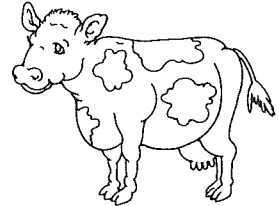
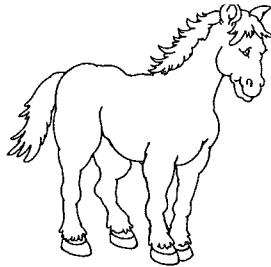
**Directions:** Have children read each word and circle the word that matches the picture.

Name \_\_\_\_\_

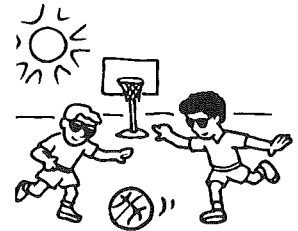
**Grammar**

# Suffixes

**smallest**



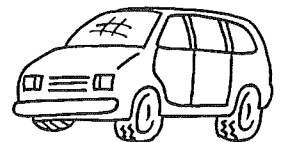
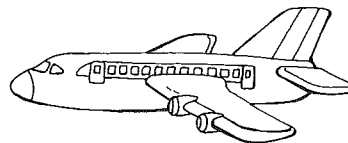
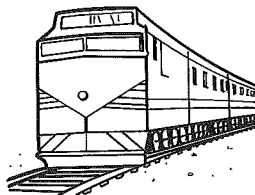
**helpful**



**louder**



**fastest**

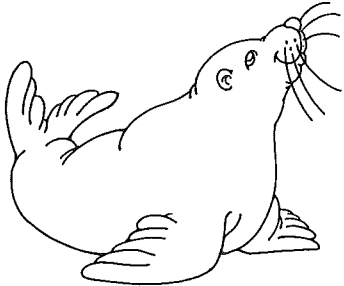
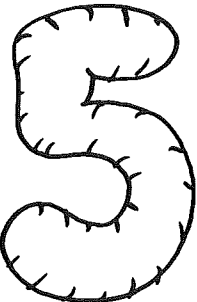

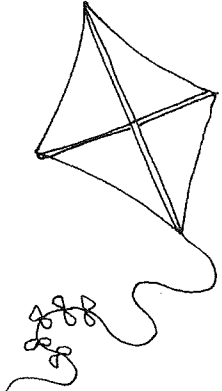

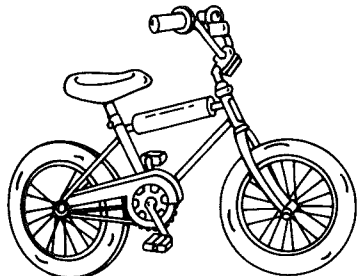
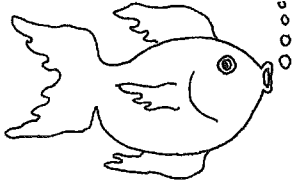
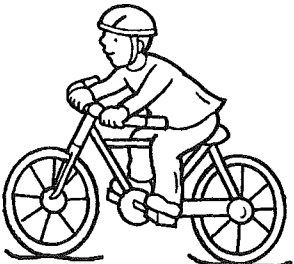
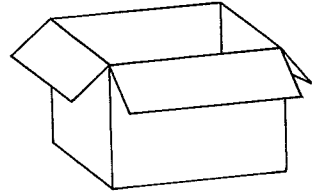


**Directions:** Read the words in the left column with children. Have them draw a line under the ending in each word and then circle the picture that shows the meaning of the word.

Name \_\_\_\_\_

Phonics

# Sound for i\_e

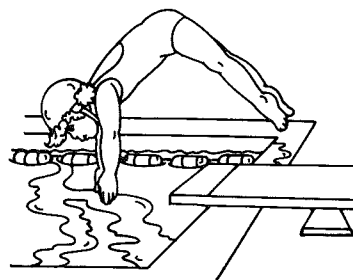
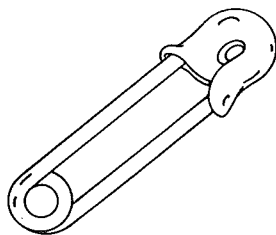
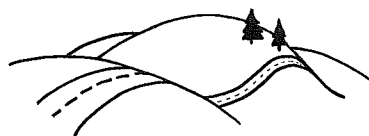
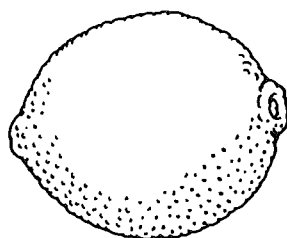
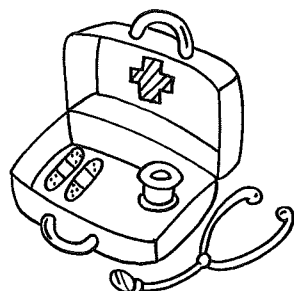
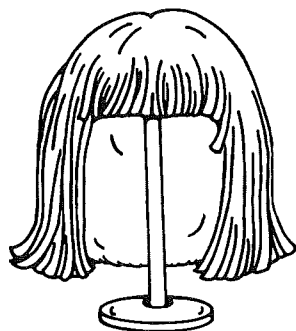
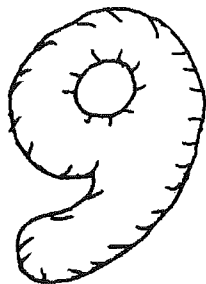
1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

**Directions:** Name each picture with children. Have children color the pictures whose names have the long *i\_e* sound for i\_e.

Name \_\_\_\_\_

Phonics

# Sort Words



**Directions:** Name each picture with children. Have children cut out the cards. Ask partners to group the pictures whose names have the same vowel sound as *ice*, and pictures whose names have the same beginning vowel sound as *insect*.



## High Frequency Words

High Frequency  
Words

how now

## Read Sentences



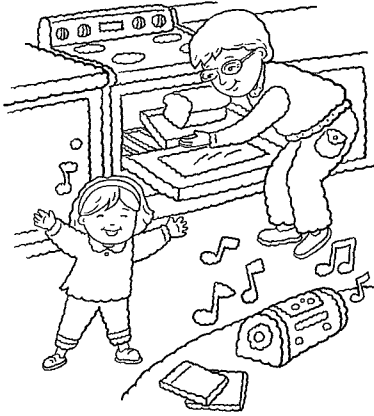
1. This is how we play.
2. We get a .
3. Now we kick it.
4. Now we kick the  in the net.
5. We win the game!

**Directions:** Discuss the picture and name the rebus images. Have partners take turns reading the sentences together.

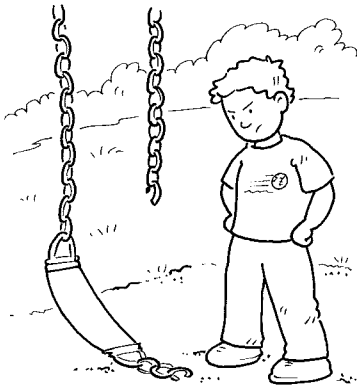
Name \_\_\_\_\_

Comprehension

# Make Inferences



Empty box for drawing and writing inferences for the first scene.



Empty box for drawing and writing inferences for the second scene.



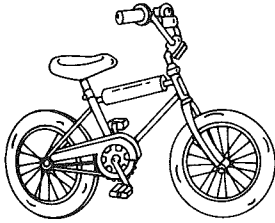


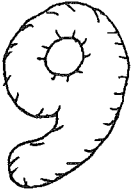

Empty box for drawing and writing inferences for the third scene.

**Directions:** Discuss each picture with children. Have them draw and write what they figure out (infer) about the character and events in each scene.

Name \_\_\_\_\_

**Phonics**

# Blend Words with i\_e

1. dime	
2. hive	
3. bike	
4. kite	
5. nine	

**Directions:** Have children read each word and draw a line to the picture it names.

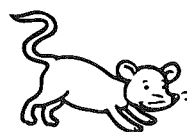
Name \_\_\_\_\_

Grammar

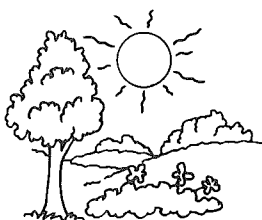
# Antonyms



hot



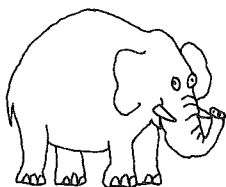
little



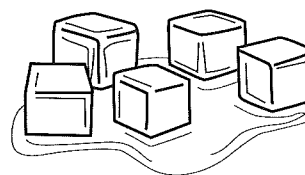
day



stand



big



cold



sit



night

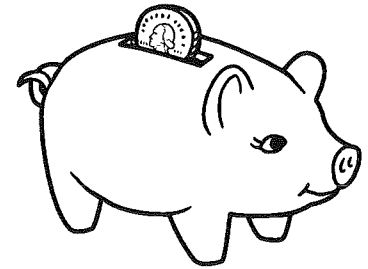
**Directions:** Read the labels aloud with children. Have them draw lines to match the words that are opposites.

# Read Sentences

1. This dime is mine.



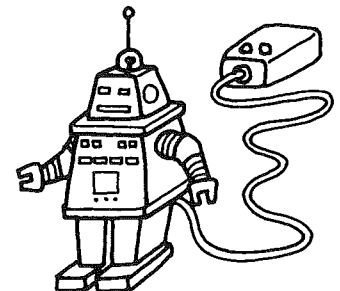
2. I save five dimes.



3. Here is how I do it.

4. I save and save.

5. Now I can get  
what I like.


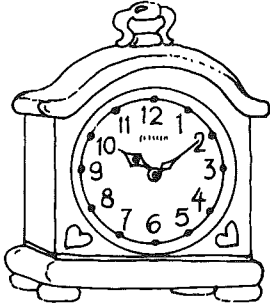

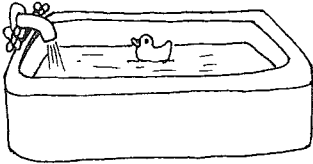
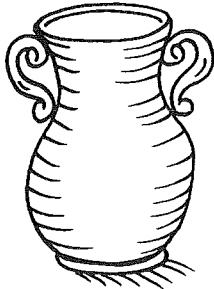
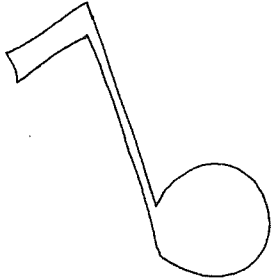


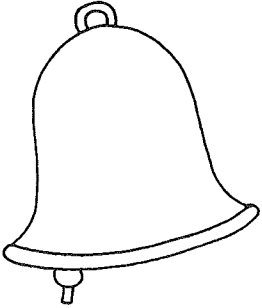


**Directions:** Discuss the pictures. Have partners read the sentences together.

Name \_\_\_\_\_

Phonics

# Sound for o\_e

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

**Directions:** Name each picture with children. Have children circle the pictures whose names have the long o sound for o\_e.

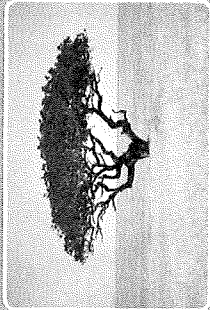
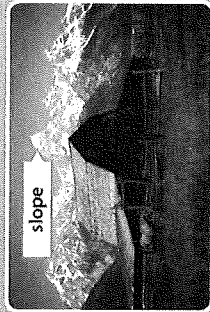
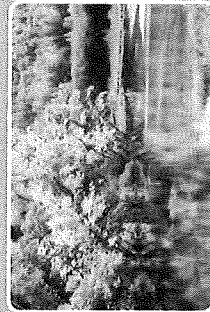
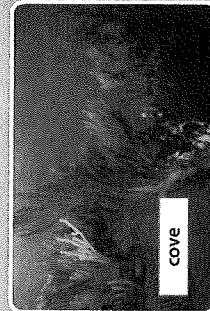

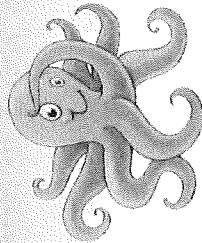


Name \_\_\_\_\_

Phonics

# Letter o Game

NATIONAL GEOGRAPHIC Reach for Reading

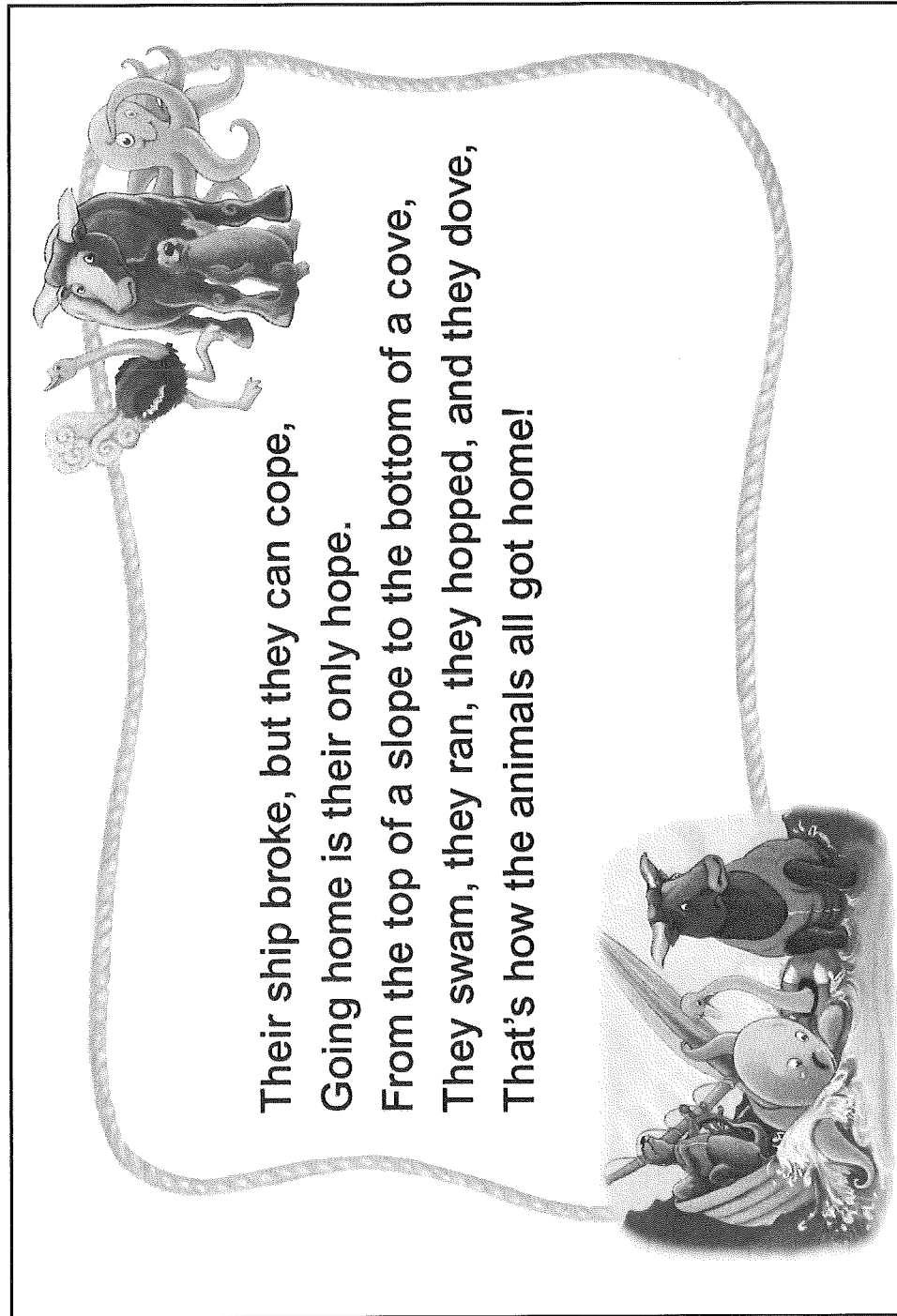
**Help the Animals Get Home!**

	 slope		 cove
			
Otter	Octopus	Ostrich	Ox

**Directions:** Name each picture with children. Have children draw a line from the animal to its home.

## Phonics

# Letter o Game

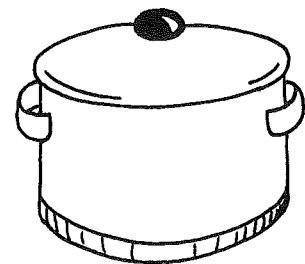
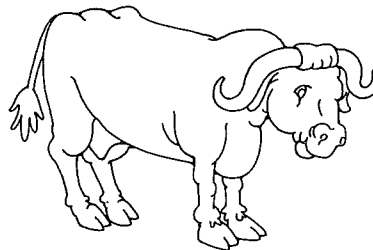
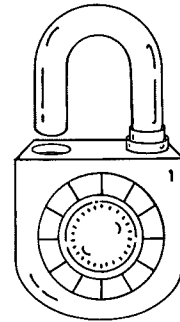
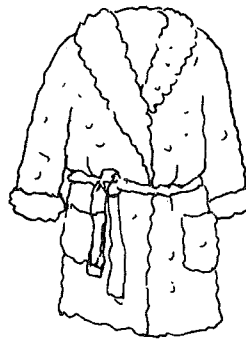
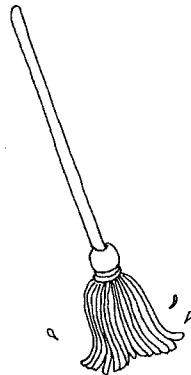
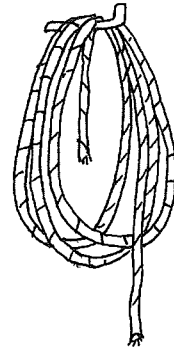
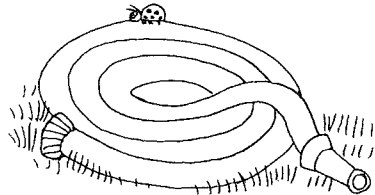
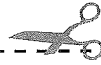


**Directions:** Have children highlight or circle the short *o* words. Have children highlight in another color or underline the long *o* words.

Name \_\_\_\_\_

Phonics

# Sort Words



**Directions:** Name each picture with children. Have children cut out the cards. Ask partners to group the pictures with the same vowel sound as *bone*, and those with the same beginning vowel sound as *octopus*. Then have partners name the pictures in each group.

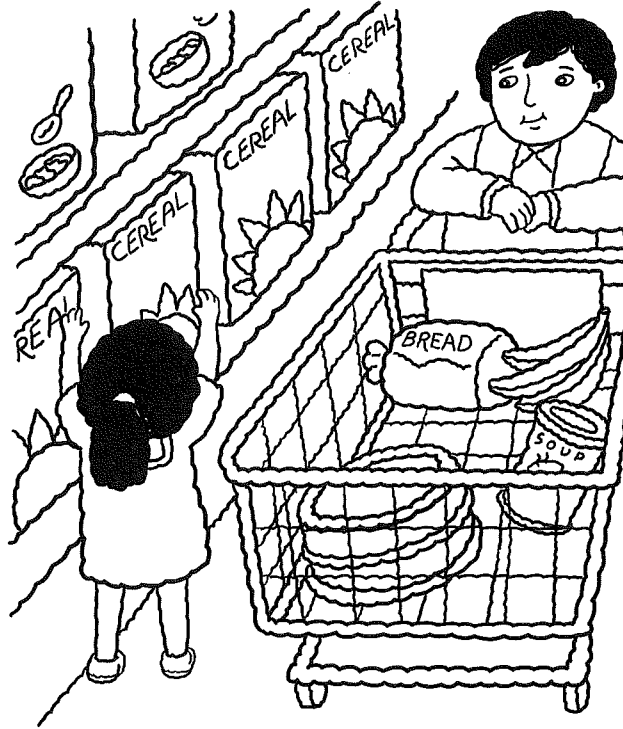
## High Frequency Words

## Read Sentences

High Frequency

**Words**

said put



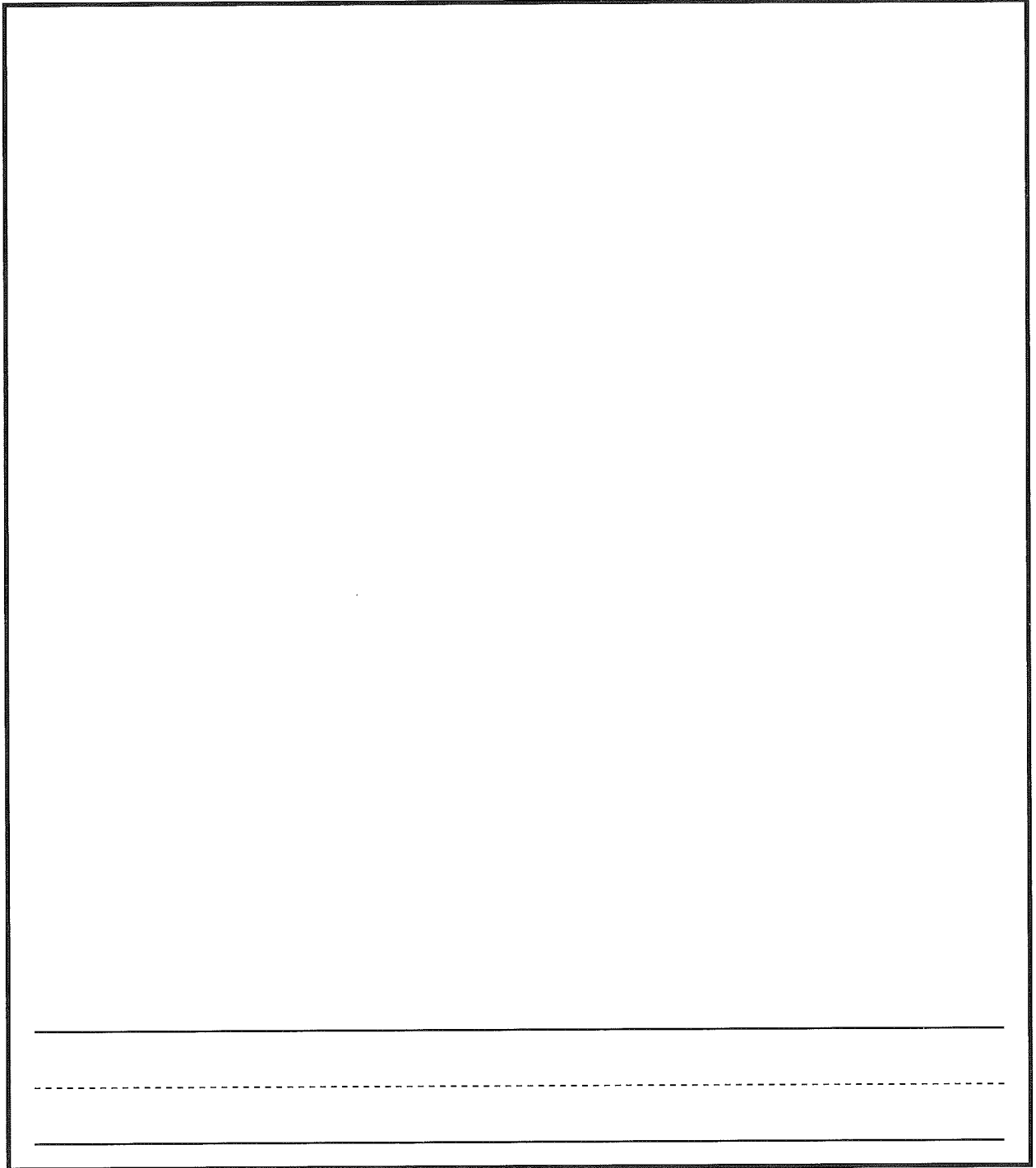
1. I go with Dad.
2. Dad said to get a box.
3. This box looks good.
4. I said, "I want to get this box."
5. I put the box in.

**Directions:** Discuss the picture. Have partners take turns reading the sentences together.

Name \_\_\_\_\_

**Comprehension**

# Identify Details



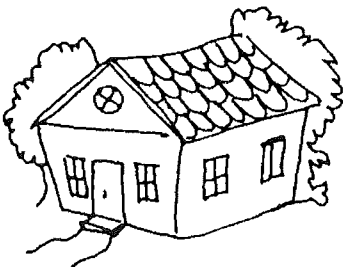


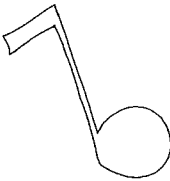
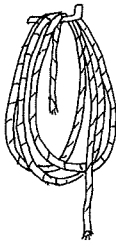
A large rectangular box for drawing a character. At the bottom of the box, there are three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

**Directions:** Have children write the name of one of the characters they read about. Then have them draw a picture of the character. Tell them to include as many details as they can.

Name \_\_\_\_\_

**Phonics**

# Blend Words with o\_e

1. robe	
2. home	
3. rope	
4. cone	
5. note	

**Directions:** Have children read each word and draw a line to the picture it names.

Grammar

# Verbs

1. Yesterday, I work \_\_\_\_\_ hard  
at school. \_\_\_\_\_
2. I need to \_\_\_\_\_ fill my glass of  
water again. \_\_\_\_\_
3. Mom will \_\_\_\_\_ lock the door so  
we can go in. \_\_\_\_\_
4. Last night, I watch \_\_\_\_\_ a show.
5. Dad will \_\_\_\_\_ heat the cold soup  
so we can eat it. \_\_\_\_\_
5. I need to \_\_\_\_\_ zip my coat, so I  
can take it off.

**Directions:** Read each sentence aloud for children. Have children write *-ed*, *re-*, or *un-* to complete each action word. Then read the sentences aloud with children again.

## Phonics and High Frequency Words

High Frequency  
Words

said put

## Read Sentences



1. The pup put a note in the box.
2. The note said I want a bone.
3. It is not a joke.
4. The pup has hope.
5. The pup got his bone at home!

**Directions:** Discuss the picture. Have partners read the sentences together.

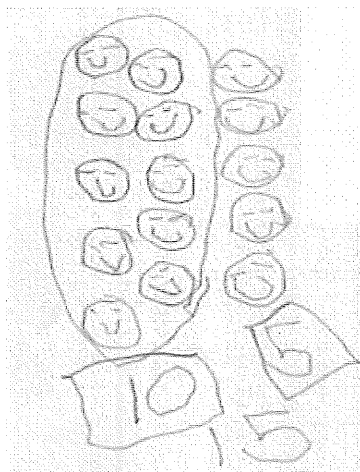


**MATH**



### Numbers 10 - 20; Count to 100 by Ones and Tens

This module is a key next step for kindergarten students in understanding place value beyond the numbers 1-10. We will first talk about teen numbers as "10 ones and some ones," and extend that understanding to writing teen numbers. Finally, we will count to 100 by ones and by tens using various strategies.



#### New Terms and Strategies in this Module:

Counting to 100 in two different ways:

- regular counting by tens: "ten, twenty, thirty", etc.
- the "Say Ten" way of counting to 100: "1 ten, 2 tens, 3 tens", etc.

Hide Zero Cards - cards used to teach and reinforce place value concepts

10 ones and some ones - a way to talk about teen numbers that emphasizes groups of ten as the basic place value concept

#### Familiar Terms and Strategies in this Module:

"Say Ten" way of counting e.g. "ten-one, ten-two, ten-three" instead of "eleven, twelve, thirteen"

Number bonds  
Number towers  
5-Group  
Ten frame  
Part/Whole/Total



Another way of showing that 10 ones and 5 more ones make 15, this time with tacos instead of smiley faces! Note the use of the number bond as well.

#### What Came Before this Module:

We made the exciting step of working with number bonds and other strategies to learn beginning addition and subtraction skills.

#### What Comes After this Module:

To wrap up the year, we will return to geometry. We will compose and decompose 2-dimensional shapes and lay the foundation for understanding area.

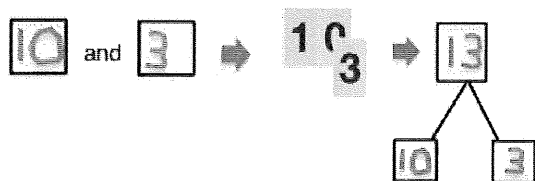
#### + How you can help at home:

- Review and practice counting numbers up to 100, or as high as possible
- Talk about the numbers 11-19 with your student as "10 ones and \_\_\_\_ ones"
- Practice counting by ten in two ways: "ten, twenty, thirty" and "1 ten, 2 tens, 3 tens"

## Key Common Core Standards:

- *Know number names and the count sequence*
  - Count to 100 by ones and by tens
  - Count forward beginning from a given number
  - Write numbers from 0 to 20; Represent a number of objects with a written numeral 0-20
- *Count to tell the number of objects*
  - Understand the relationship between numbers and quantities; connect counting to cardinality
  - Count to answer "how many?" questions about as many as 20 things arranged in various ways
- *Work with numbers 11-19 to gain foundations for place value*
  - Compose and decompose numbers from 11 to 19 into ten ones and some further ones

The yellow cards are hide zero cards. Digits are used to “hide the zero” in order to emphasize that, for example, 18 is made from a 10 and 8 ones - and the ten is still there as part of the number!



10

8



18

Spotlight on Math Strategies:

Hide Zero Cards

Students will frequently use these cards in the early years of *A Story of Units*.

***A Story of Units*** has several key mathematical strategies that will be used throughout a student’s elementary years.

Hide Zero cards are a way of showing that even as we compose and create numbers larger than 10, the 10 is still there, always part of the number.

Thus, we start with the numerals for 10, and cover, or hide, the zero, to make a new number, e.g. 10 and 3 ones. Students’ concrete understanding, built up by counting and drawing physical objects, now moves toward a more abstract understanding of how the numbers 11-19 are created. They see the 10, and then the zero covered up to make a new number, but always with the understanding that 10 is a basic building block of that number. Number bonds, as above, are also used to reinforce this new understanding.

Sample Problem from Module 5:  
(Example taken from Lesson 10)

Ms. Garcia is painting her fingernails. She has painted all the nails on her left hand except her thumb. How many more nails does she need to paint? How many will she have left to paint after she paints her left thumb? Draw a picture to help you.



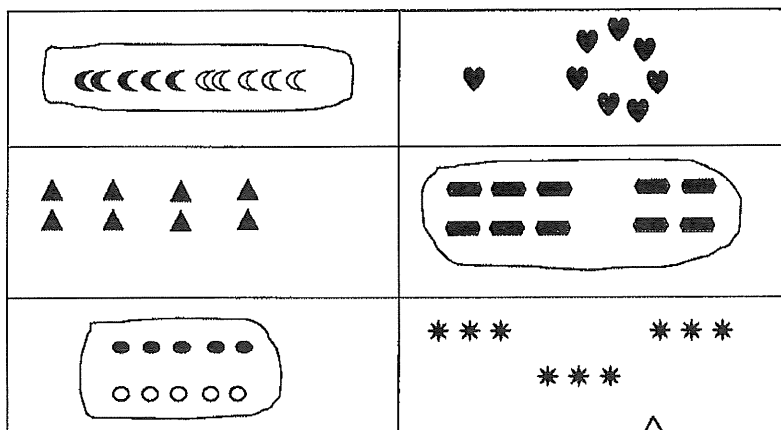
Notice how the student first numbered the left hand nails, then started counting again at 1 with the thumb and on to the other hand.

## GK-M5-Lesson 1

Circle 10. Count the number of times you circled 10 ones. Tell a friend or an adult how many times you circled 10 ones.

I count 5 gray moons and 5 white moons. 5 and 5 makes 10. I'll circle the 10 moons all at once.

Look! I can circle 10 ones 3 times: moons, dots, and hexagons.



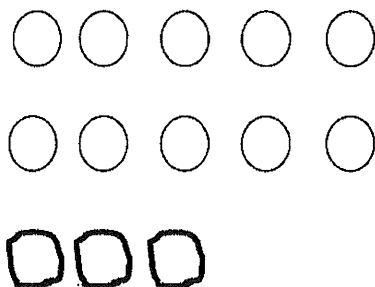
I spot 10 dots right here. They are in 5-groups! I don't even have to count them.

I don't circle the suns because there are 9 of them. I am looking for groups of 10.

## GK-M5-Lesson 2

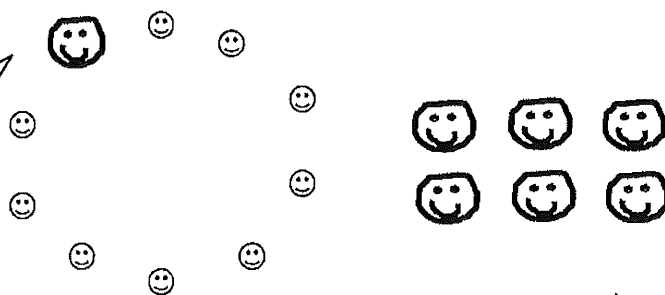
Draw more to show the number.

10 ones and 3 ones



It's easy to see 10 dots right here. They are in 5-groups! So I just draw 3 more.

10 ones and 6 ones



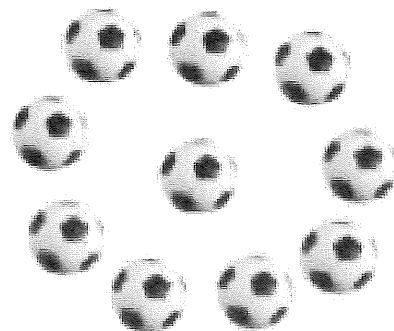
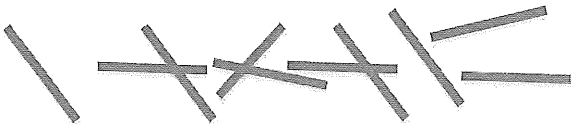
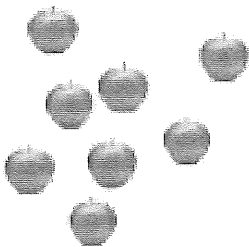
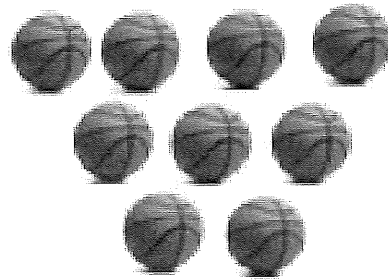
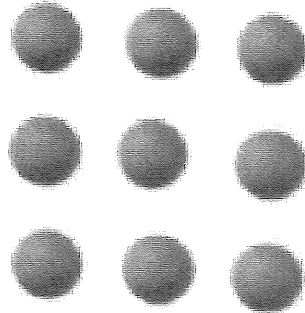
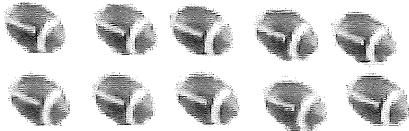
There are 9 happy faces already. So I draw 1 more to make 10.

I draw 6 more off to the side. That makes it easy to see the 10 ones and the 6 ones.

Name \_\_\_\_\_

Date \_\_\_\_\_

Circle the groups that have 10 ones.

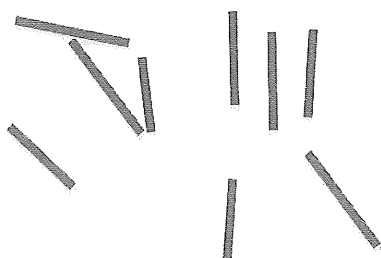
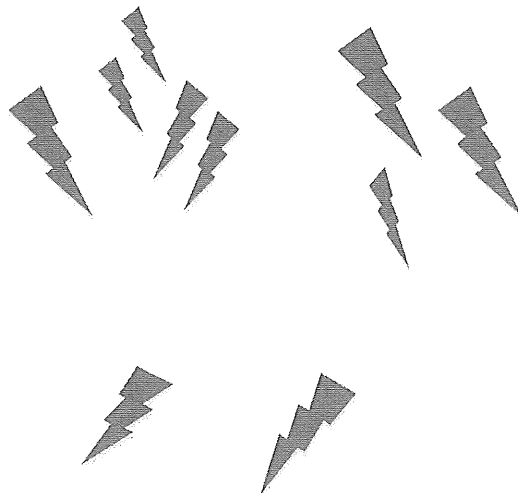
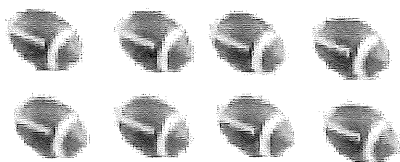


How many times did you count  
10 ones?

Name \_\_\_\_\_

Date \_\_\_\_\_

Circle the groups that have 10 things.








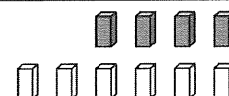

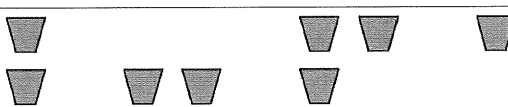
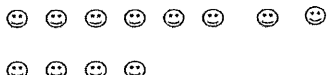







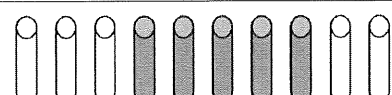



How many times did you count  
10 things?

Name \_\_\_\_\_

Date \_\_\_\_\_

Circle 10.

Count the number of times you circled 10 ones. Tell a friend or an adult how many times you circled 10 ones.

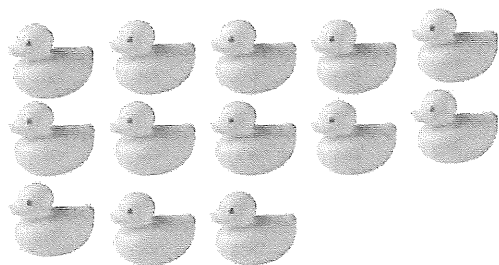
Name \_\_\_\_\_

Date \_\_\_\_\_

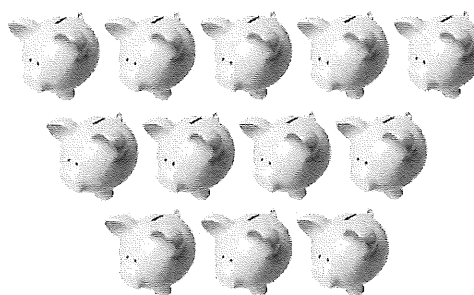


I have 10 ones and 2 ones.

Touch and count 10 things. Put a check over each one as you count 10 things.



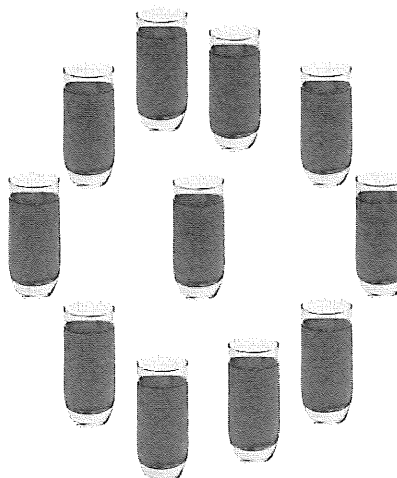
I have 10 ones and \_\_\_\_ ones.



I have 10 ones and \_\_\_\_ ones.



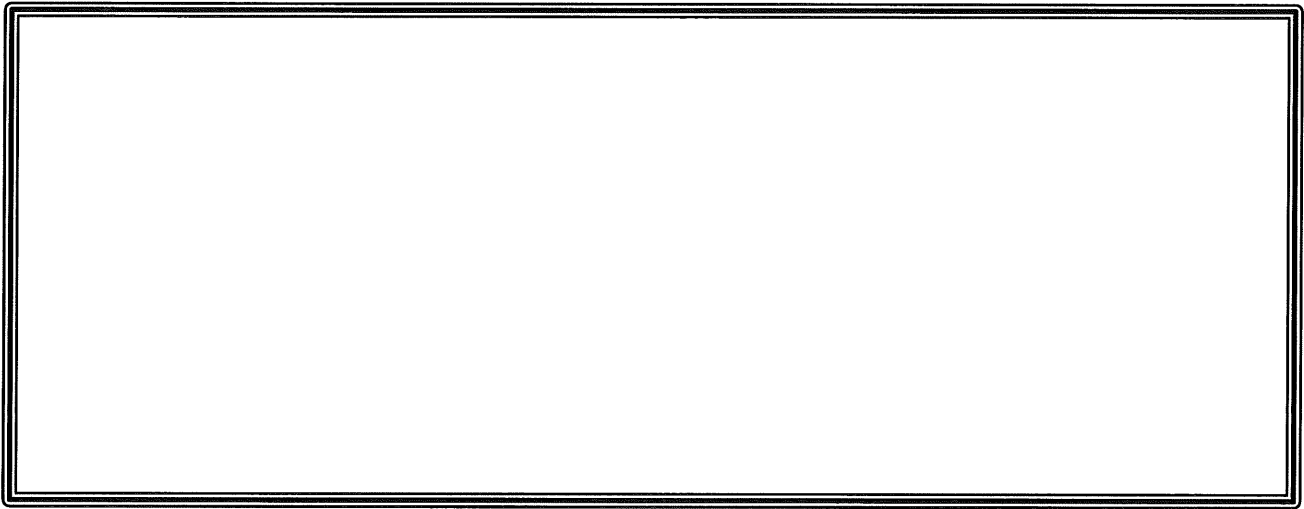
I have \_\_\_\_ ones and \_\_\_\_ ones.



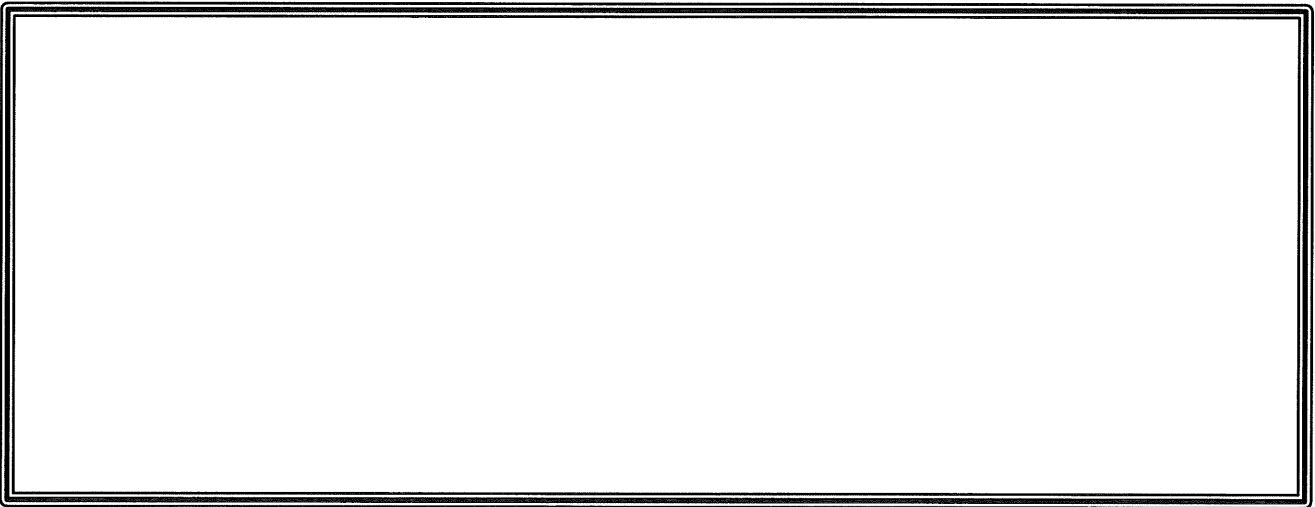
I have \_\_\_\_ ones and \_\_\_\_ ones.

Draw pictures to match the words.

I have 10 small circles and 2 small circles:



I have 10 ones and 4 ones:



Name \_\_\_\_\_

Date \_\_\_\_\_



10 ones and 3 ones

10 ones and 1 one

Circle the correct numbers that describe the pictures.



10 ones and 3 ones



10 ones and 7 ones



10 ones and 8 ones



10 ones and 5 ones



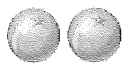
10 ones and 10 ones



10 ones and 8 ones



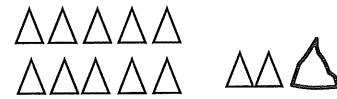
10 ones and 4 ones



10 ones and 2 ones

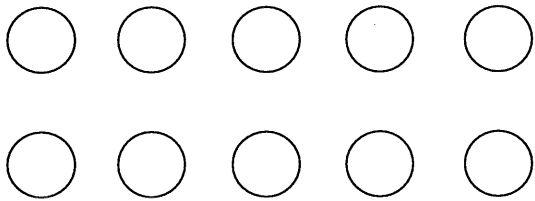
Name \_\_\_\_\_

Date \_\_\_\_\_

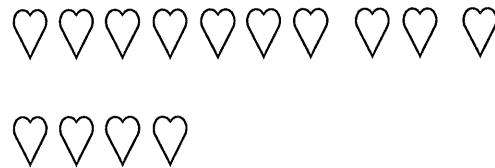


10 ones and 3 ones

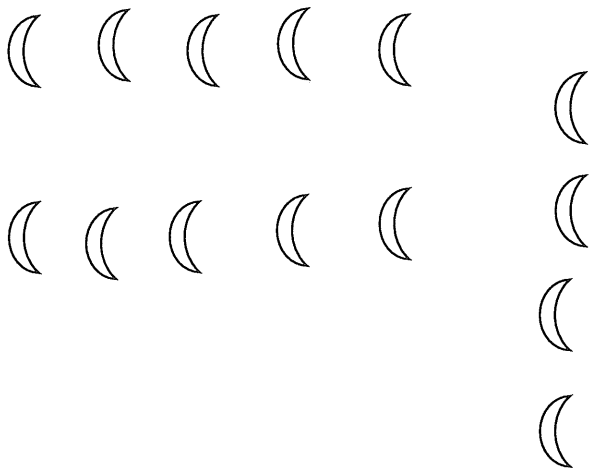
Draw more to show the number.



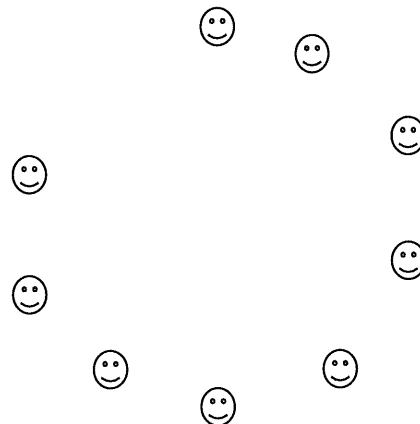
10 ones and 2 ones



10 ones and 5 ones



10 ones and 7 ones

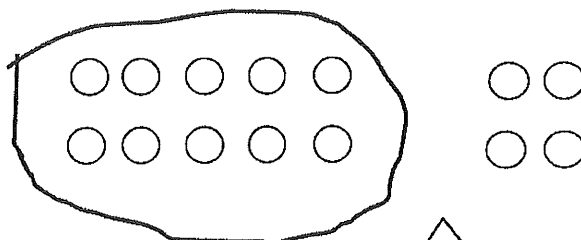


10 ones and 4 ones

## GK-M5-Lesson 3

Circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.

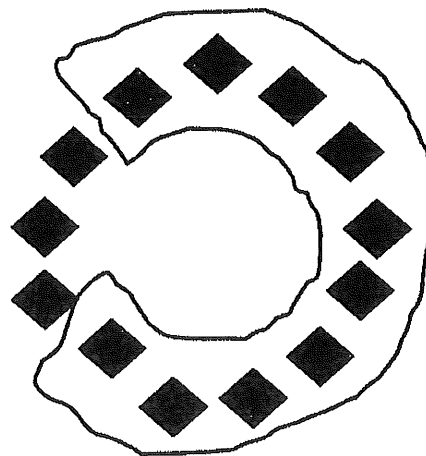
It's easy to find the 10 ones when they are in 5-groups.



I circle 10 ones and count the rest. Here are 4 more ones.

I have 10 ones and 4 ones.

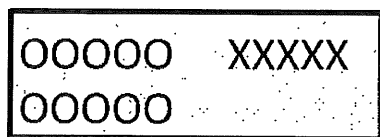
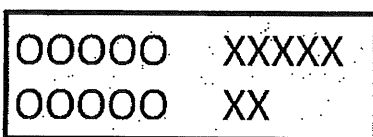
It's a little tricky to find the 10 ones here. I make a line so that I remember where I start counting and then keep going around until I get to 10.



I have 10 ones and 3 ones.

## GK-M5-Lesson 4

Draw a line to match each picture with the numbers the Say Ten way.



10 5

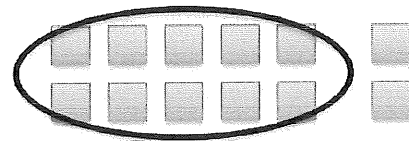
10 7

I see 10 O's and 5 X's.  
Listen to me count on  
from 10: ten 1, ten 2,  
ten 3, ten 4, ten 5. It's as  
easy as 1, 2, 3, 4, 5.

I'm looking for 10 O's  
and 7 X's. I found it!

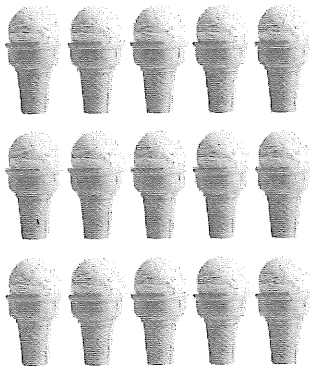
Name \_\_\_\_\_

Date \_\_\_\_\_

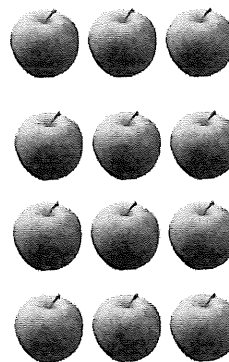


I have 10 ones and 2 ones.

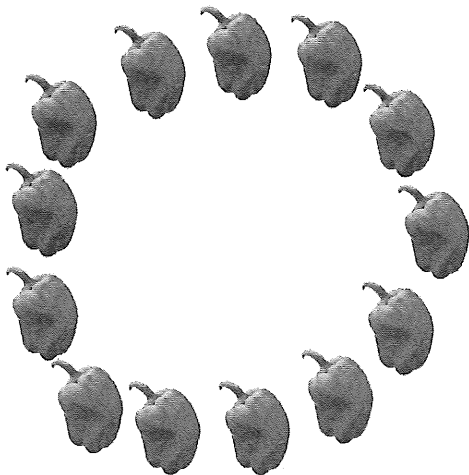
Count and circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.



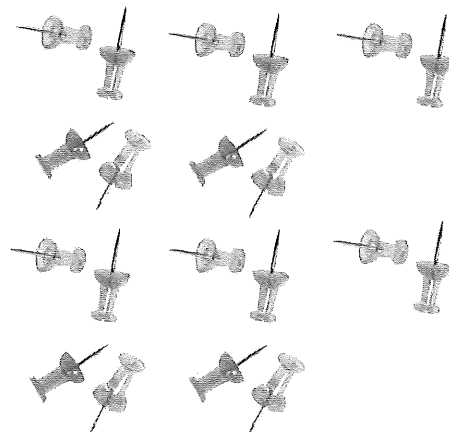
I have 10 ones and \_\_\_\_ ones.



I have \_\_\_\_ ones and \_\_\_\_ ones.



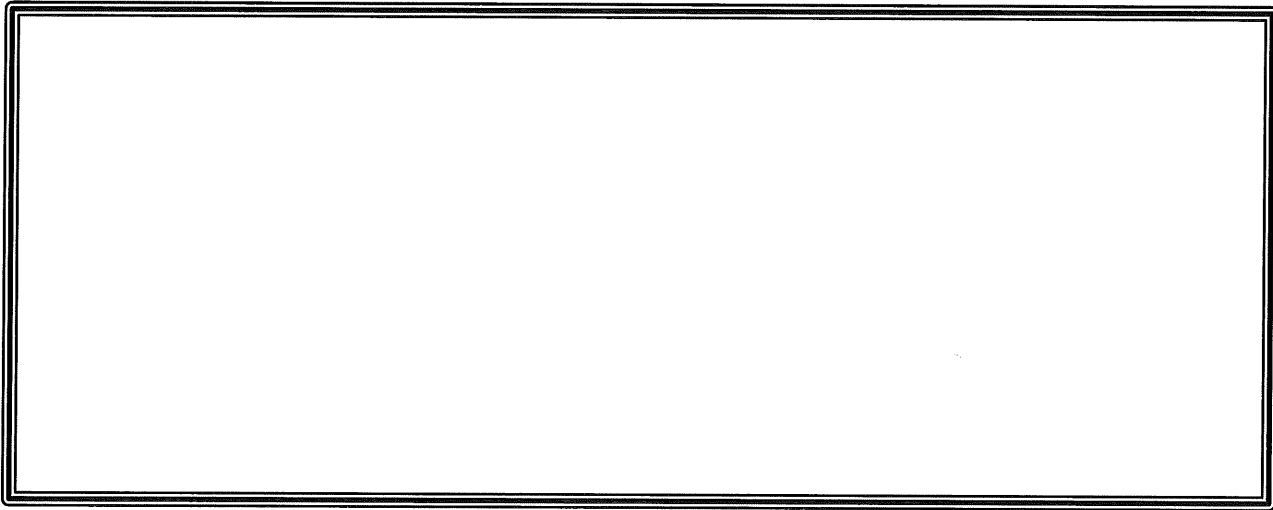
I have \_\_\_\_ ones and \_\_\_\_ ones.



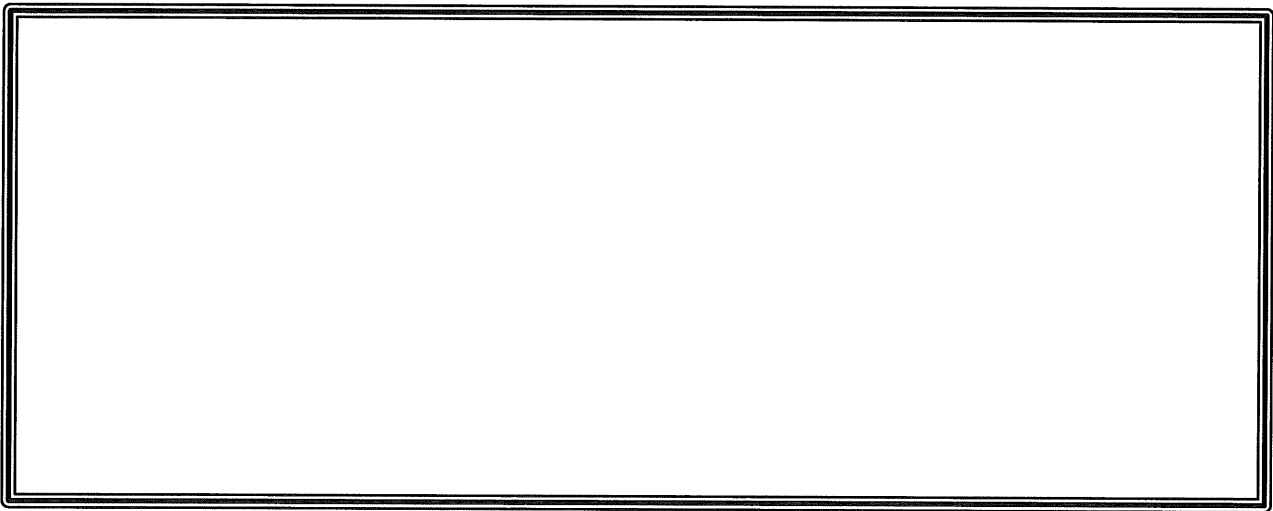
I have \_\_\_\_ ones and \_\_\_\_ ones.

Draw your picture to match the words. Circle 10 ones.

I have 10 ones and 3 ones:



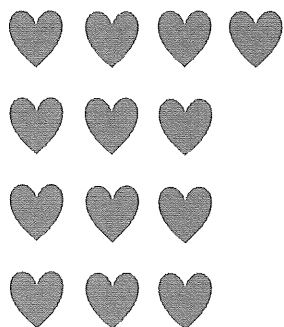
I have 10 ones and 8 ones:



Name \_\_\_\_\_

Date \_\_\_\_\_

Circle 10 ones.



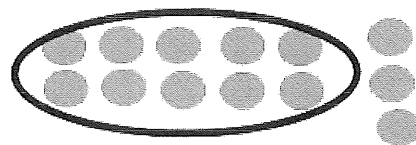
I have 10 ones and \_\_\_\_ ones.

Draw 10 ones and 6 ones.

I have 10 ones and 6 ones.

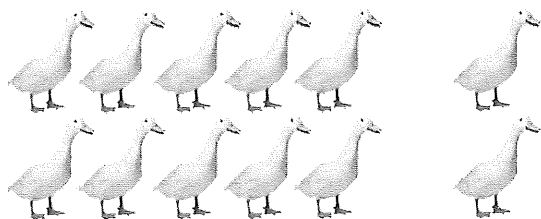
Name \_\_\_\_\_

Date \_\_\_\_\_

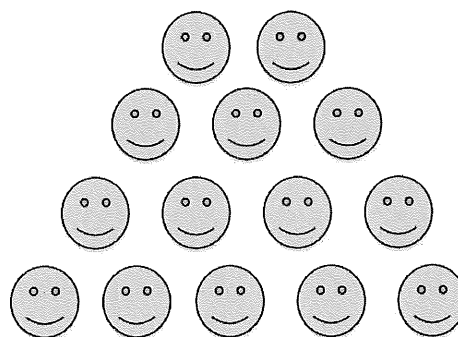


I have 10 ones and 3 ones.

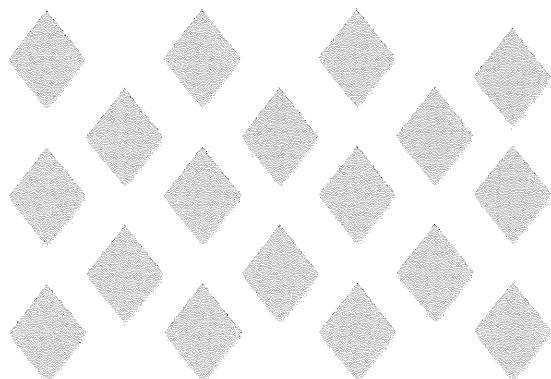
Circle 10 things. Tell how many there are in two parts, 10 ones and some more ones.



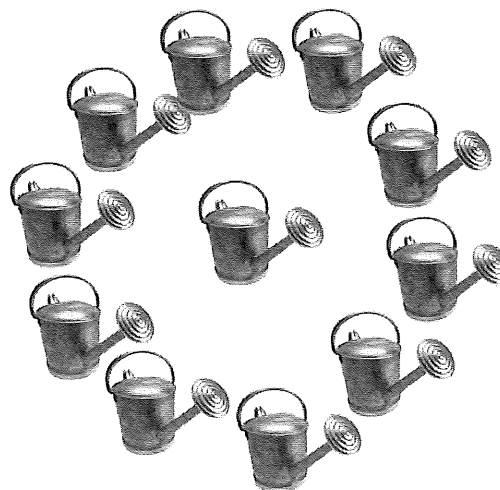
I have 10 ones and \_\_\_\_ ones.



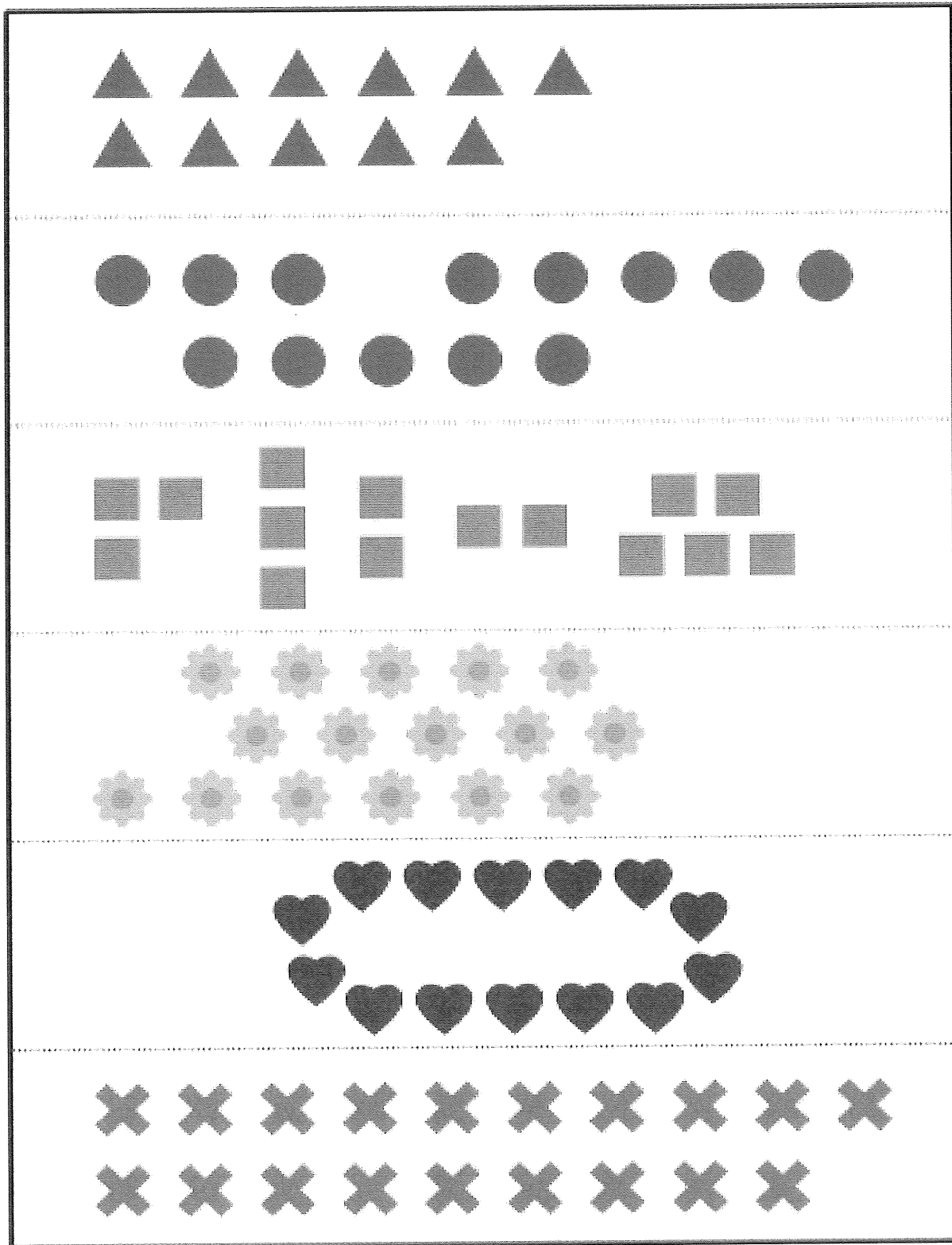
I have 10 ones and \_\_\_\_ ones.



I have \_\_\_\_ ones and \_\_\_\_ ones.



I have \_\_\_\_ ones and \_\_\_\_ ones.



find 10

Name \_\_\_\_\_ Date \_\_\_\_\_

Draw 10 ones and some ones. Whisper count as you work the Say Ten Way.

I can make ten three.

10 3


I can make ten seven.

10 7


I can make **ten two**.  
**10 2**

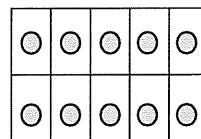


I can make **ten nine**.  
**10 9**



Name \_\_\_\_\_

Date \_\_\_\_\_



10



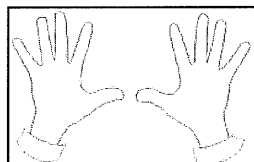
3

Count and write how many the Say Ten Way.



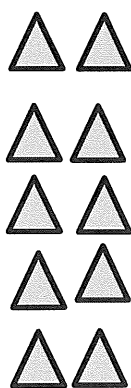
10

\_\_\_\_\_



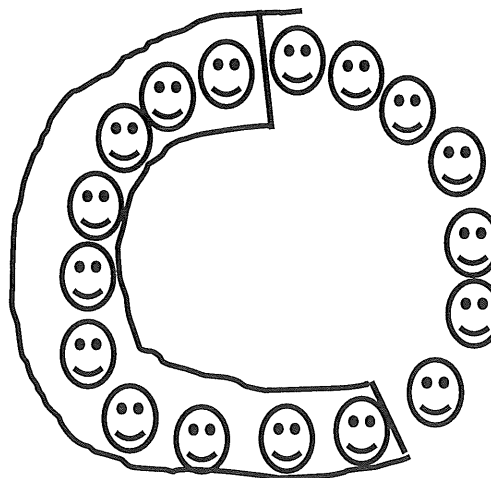
10

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

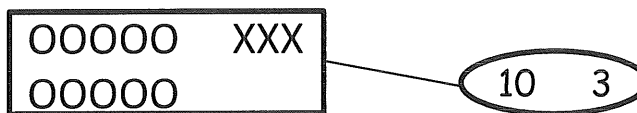


\_\_\_\_\_

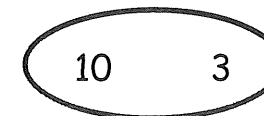
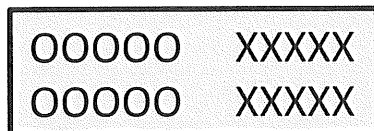
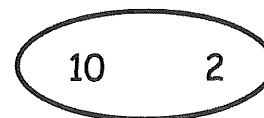
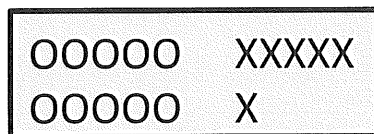
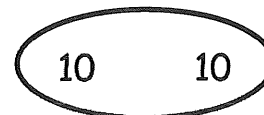
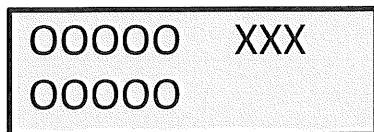
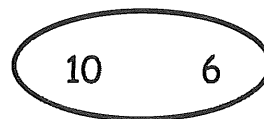
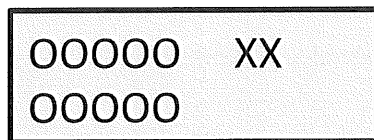
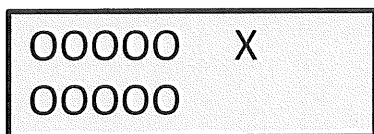
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_



Draw a line to match each picture with the numbers the Say Ten Way.



Name \_\_\_\_\_ Date \_\_\_\_\_

Draw 10 ones and some ones. Whisper count as you work the Say Ten Way.

I can make ten three.

10 3


I can make ten seven.

10 7


I can make **ten two**.  
**10 2**

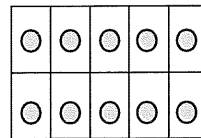


I can make **ten nine**.  
**10 9**



Name \_\_\_\_\_

Date \_\_\_\_\_



10

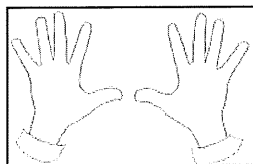


3

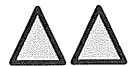
Count and write how many the Say Ten Way.



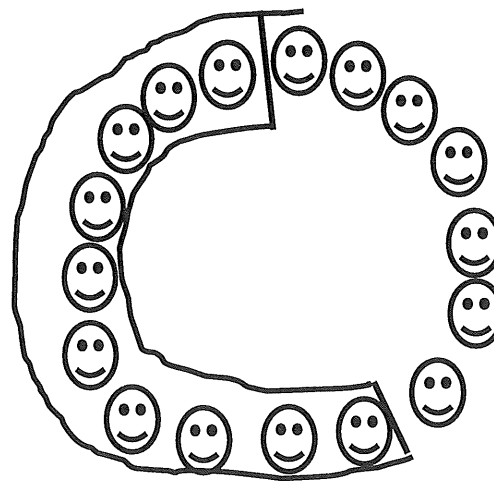
10      \_\_\_\_\_



10      \_\_\_\_\_



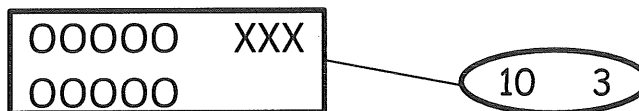
\_\_\_\_\_



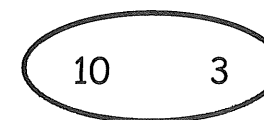
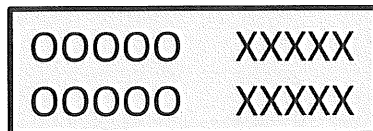
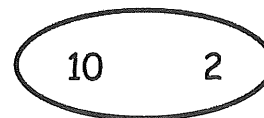
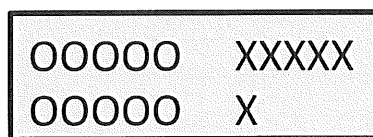
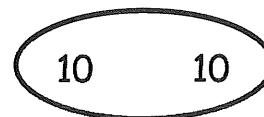
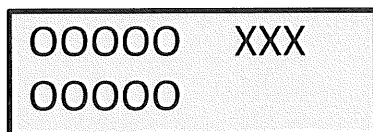
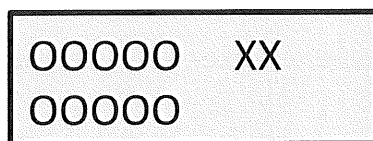
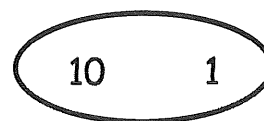
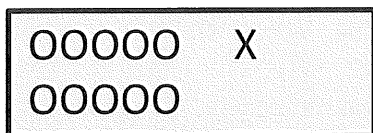
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_



Draw a line to match each picture with the numbers the Say Ten Way.



Name \_\_\_\_\_

Date \_\_\_\_\_

Circle 10.


circle 10

## GK-M5-Lesson 5

Write the numbers that go before and after, counting the Say Ten way.

Putting "and" in the middle helps me think of the number in two parts.

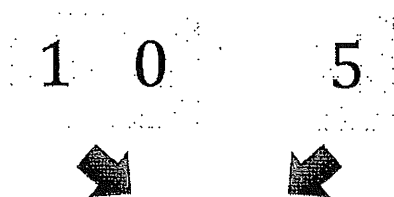
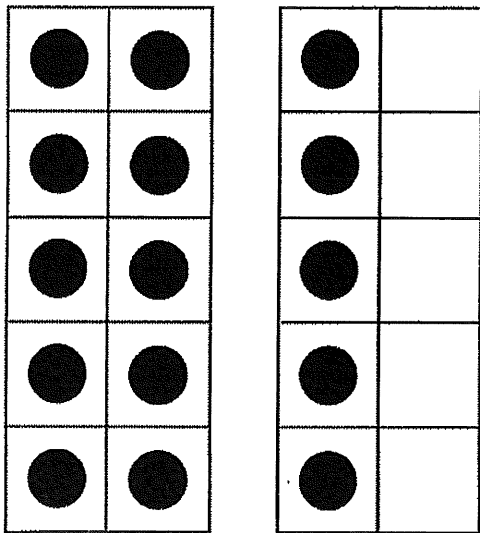
I can count the Say Ten way: ten 1, ten 2, ten 3, ten 4, ten 5, ten 6, ten 7, ten 8, ten 9, 2 ten. Another way to say 2 ten is 10 and 10.

BEFORE	NUMBER	AFTER
10 and 2	10 and 3	10 and 4
10 and 6	10 and 7	10 and 8
10 and 7	10 and 8	10 and 9

I just count the Say Ten way and listen for the numbers before and after. Then I know what to write!

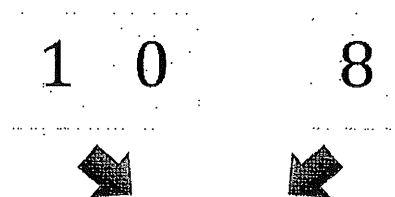
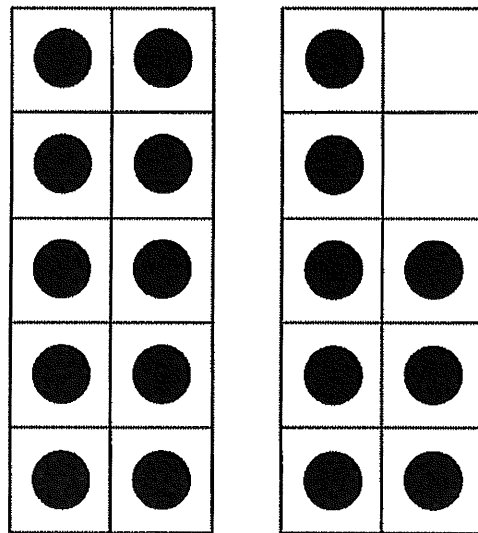
## GK-M5-Lesson 6

Write and draw the number. Use your Hide Zero cards to help you.



15

I can fill in the first ten-frame with dots to show 10 and draw 5 in the next ten-frame. I use my Hide Zero cards to cover the zero in 10 with 5 and see that 10 and 5 makes 15.

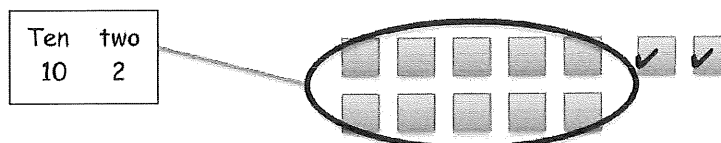


18

I can use Say Ten counting to help me. I know ten 8 is 18.

Name \_\_\_\_\_

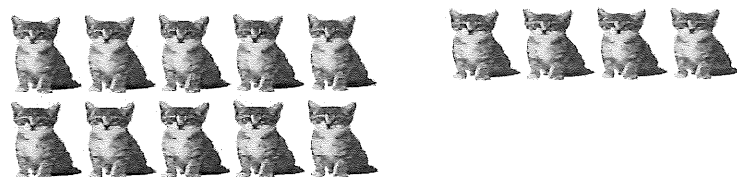
Date \_\_\_\_\_



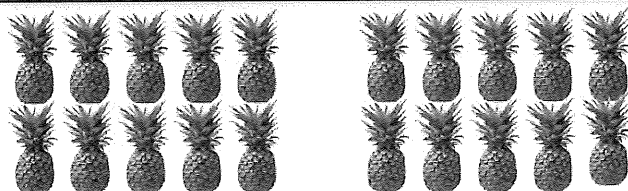
Circle 10 things. Touch and count the Say Ten way. Count your 10 ones first. Put a check over the loose ones. Draw a line to match the number.



Ten one  
10 1



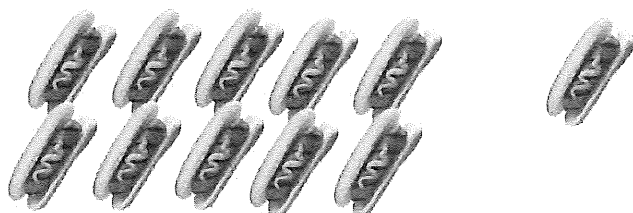
Ten seven  
10 7



Ten three  
10 3



Ten four  
10 4



Two ten  
10 10

Ten eight  
10 8

Name \_\_\_\_\_

Date \_\_\_\_\_

Write and whisper the missing numbers.

Count the Say Ten Way from 11 to 20.

<u>10</u> and <u>1</u>	<u>10</u> and <u>2</u>	<u>10</u> and ____	<u>10</u> and <u>4</u>	<u>10</u> and ____
<u>10</u> and <u>6</u>	____ and ____	____ and ____	____ and ____	<u>10</u> and <u>10</u>

Name \_\_\_\_\_

Date \_\_\_\_\_

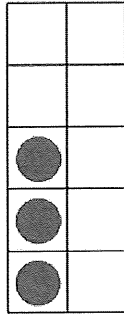
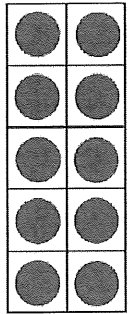
Circle sets of 10, and tell how many.


circle 10 ones

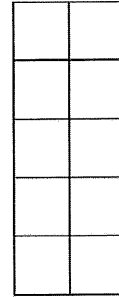
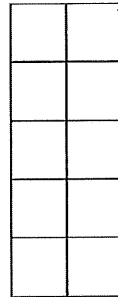
Name \_\_\_\_\_

Date \_\_\_\_\_

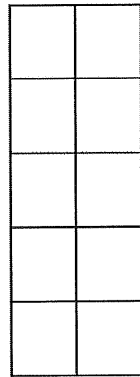
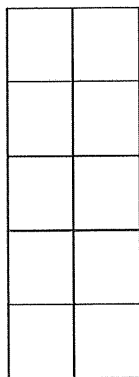
Write and draw the number. Use your Hide Zero cards to help you.



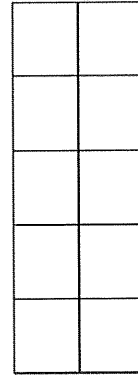
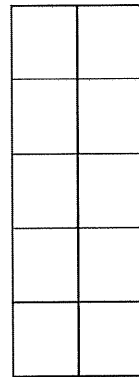
1 0      3  
  
 1 3



1 0      5



1 0      8



1 0      6

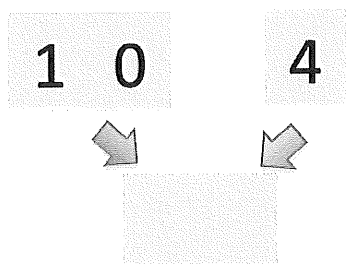
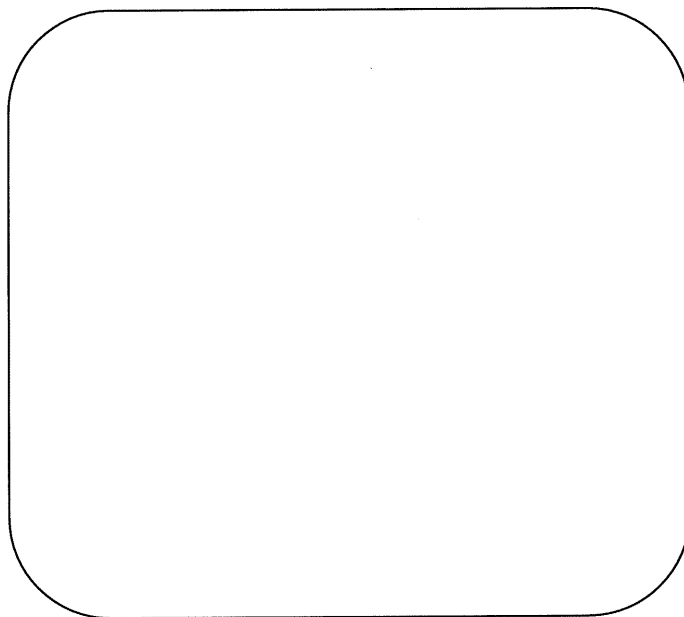
Name \_\_\_\_\_

Date \_\_\_\_\_

Draw the number shown on the Hide Zero cards with a drawing in the ten-frame. Write the number below after the 0 is hidden.

Show the number again on the right with a count of 10 ones and 4 ones. Circle the 10 ones.





Name \_\_\_\_\_

Date \_\_\_\_\_

Write and draw the number. Use your Hide Zero cards to help you.



1 0

2



1 0

7



1 0

9

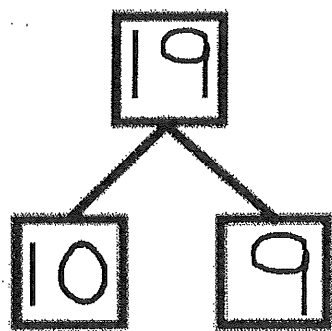
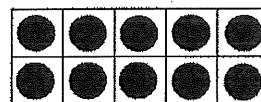
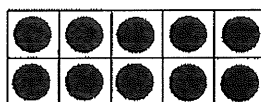
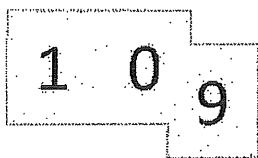


1 0

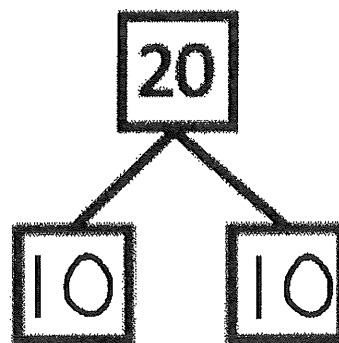
4

## GK-M5-Lesson 7

Look at the Hide Zero cards or the 5-group cards. Use your cards to show the number. Write the number as a number bond.



I can use my Hide Zero cards to cover the zero in the 10 with the 9 card. 10 and 9 make 19.

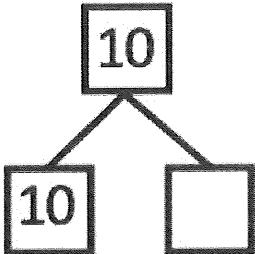
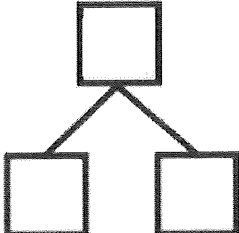
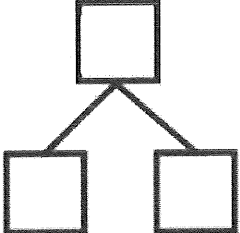

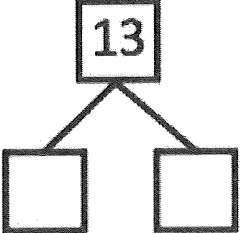

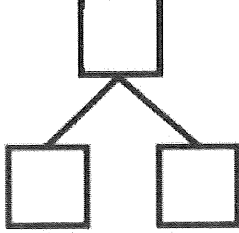
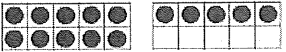
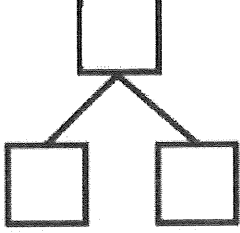
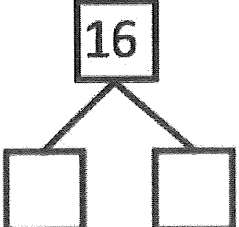

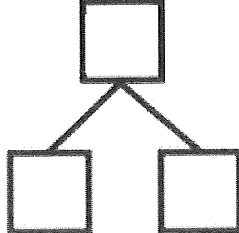
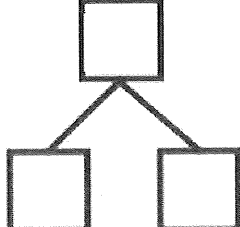


I can use Say Ten counting to help me. I know 20 is 2 ten. I see 10 two times, and I write 10 two times.

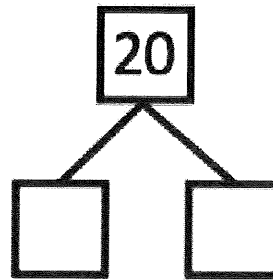
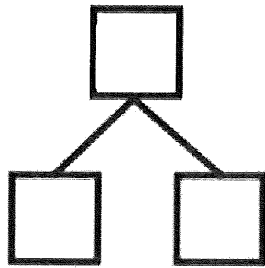
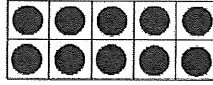
Name \_\_\_\_\_

Date \_\_\_\_\_

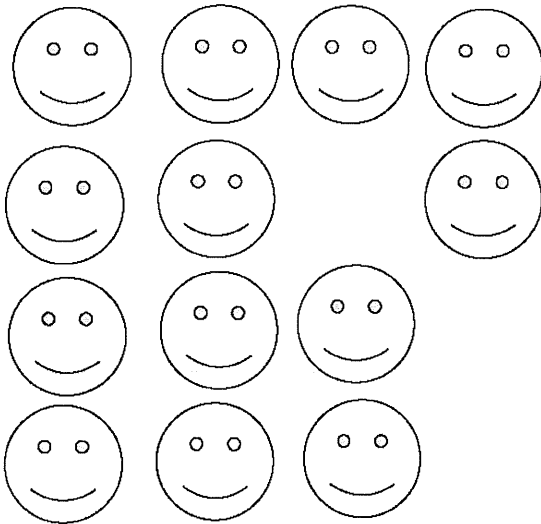
Look at the Hide Zero cards or the 10-frame cards. Use your cards to show the number. Write the number as a number bond.

<p>1 0</p> 	<p>1 0 1</p> 	<p>1 0 2</p> 
<hr/>		
 <p>13</p> 	 <p></p> 	 <p></p> 
<hr/>		
<p>1 0 6</p> <p>16</p> 	 <p></p> 	<p>1 0 8</p> 

1 0 9



Circle 10 smiley faces. Draw a number bond to match the total number of faces.



Name \_\_\_\_\_

Date \_\_\_\_\_

Look at the Hide Zero cards or the 10-frame cards. Use your cards to show the number. Write the number as a number bond.

Hide Zero card: 10, 1

10-frame cards: 14 dots in two 2x5 grids

Hide Zero card: 10, 7

Name \_\_\_\_\_

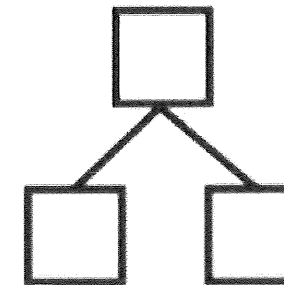
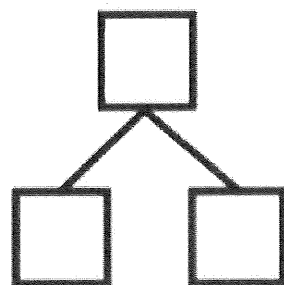
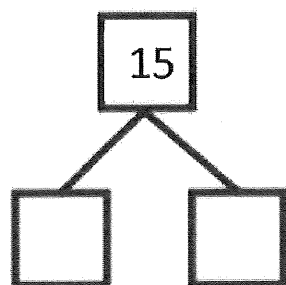
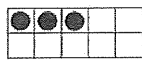
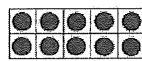
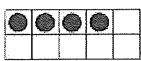
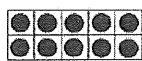
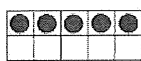
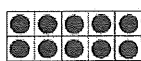
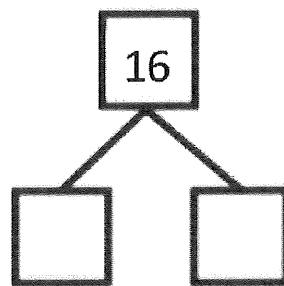
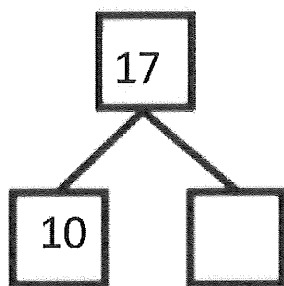
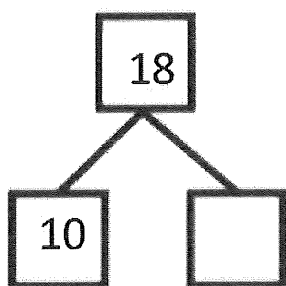
Date \_\_\_\_\_

Look at the Hide Zero cards or the 10-frame cards. Use your cards to show the number. Write the number as a number bond.

10 8



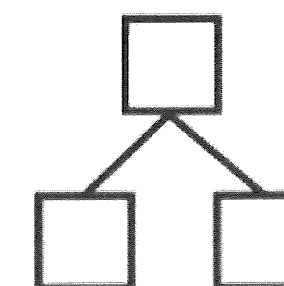
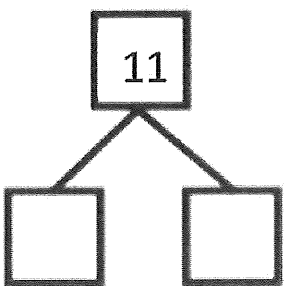
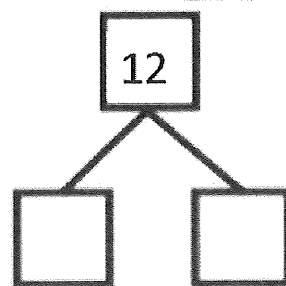
10 6



10 2

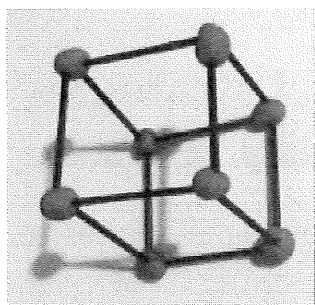


10

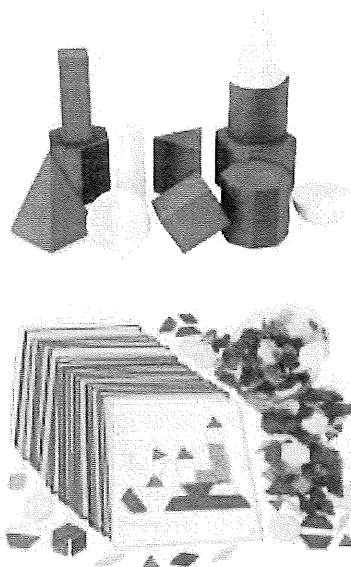


### Analyzing, Comparing, and Composing Shapes

Our kindergarten mathematics work comes to a close with another opportunity for students to explore geometry. In Module 6, students build on their previous experience with two- and three-dimensional shapes and expand their spatial reasoning skills. They lay the groundwork for understanding area by composing various geometric figures.



A student-made cube of sticks and clay



### What Came Before this Module:

We took our first steps toward understanding place value. We composed and decomposed teen numbers as “10 ones and some ones” and practiced counting to 100 by ones and tens.

### New Terms and Strategies in this Module:

**Ordinal Numbers:** first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

### Familiar Terms and Strategies in this Module:

**Position Words:** above, below, beside, in front of, next to, behind

### Two-Dimensional (Flat) Shape Words:

Circle  
Triangle  
Rectangle  
Square  
Hexagon  
Face—a two-dimensional side of a three-dimensional shape

### Three-Dimensional (Solid) Shape Words:

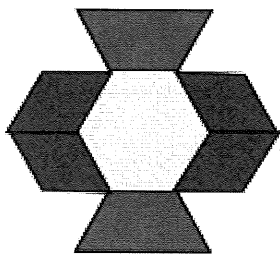
Sphere  
Cube  
Cylinder  
Cone

### + How You Can Help at Home:

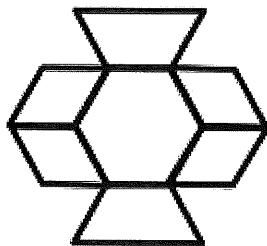
- Continue to review and practice counting numbers up to 100 or as high as possible.
- Ask your student to use position words (see key terms box) to describe object locations relative to each other, e.g., “that pen is beside the glass of water on the table.”

## Key Common Core Standards:

- **Count to tell the number of objects.**
  - Understand the relationship between numbers and quantities; connect counting to cardinality.
    - Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.
- **Analyze, compare, create, and compose shapes.**
  - Model shapes in the world by building shapes from components; draw shapes.
  - Compose simple shapes to form larger shapes.



Simple



Complex

Students will work with pattern blocks such as the ones above to create more complex shapes out of the shapes they already know. Activities can begin with matching pattern blocks to a color picture, then move to filling in the outlined shapes, and eventually require students to develop their own combinations and ideas to fill a larger shape.

### Spotlight on Math Strategies:

#### Pattern Blocks

Students will use these blocks to compose shapes in this module of *A Story of Units*.

*A Story of Units* has several key mathematical strategies that will be used throughout a student's elementary years.

This module challenges students to use their basic understanding about shapes to combine and create the shapes they know into new, composite shapes. For example, a student may combine 4 small triangle blocks to make a larger triangle (see image below). Pattern blocks are not exclusive to *A Story of Units*. They are tools that have been used to support math learning for many generations of students.

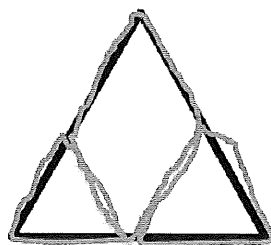
As students use the pattern blocks to create new, larger shapes, we reinforce a central idea of *A Story of Units*: smaller units combine to make larger units. This is true in our work with shapes and area, but it also supports our work with the base ten number system, building a strong foundation for Grade 1.

#### Sample Problem from Module 6:

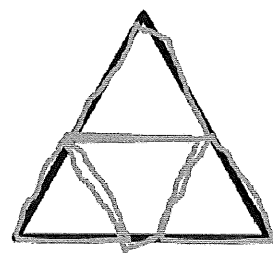
Trace to show two ways to make each shape. How many shapes did you use?

(Students will have several large shapes to fill with different pattern blocks of their choice.)

Sample taken from Module 6, Lesson 6



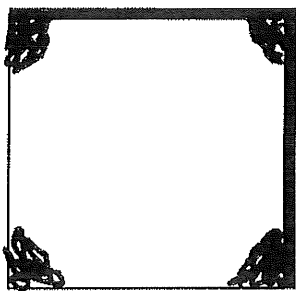
I used 3 shapes.



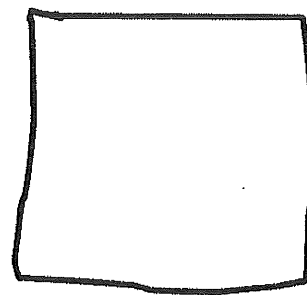
I used 4 shapes.

## GK-M6-Lesson 1

First, use your ruler to draw 2 lines to make a square. Second, color the corners red. Third, draw another square.



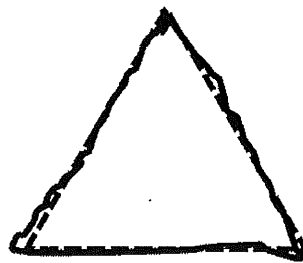
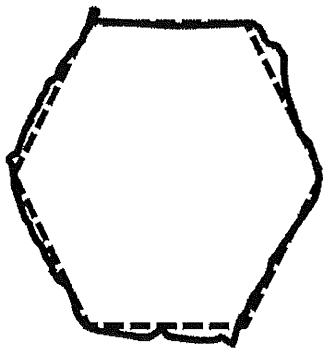
I can follow directions! I use my ruler to draw 2 lines to finish the square. Then, I color the corners red.



I can make a square! A square has 4 straight sides. I work hard to make sure the sides are all the same length.

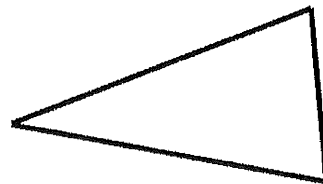
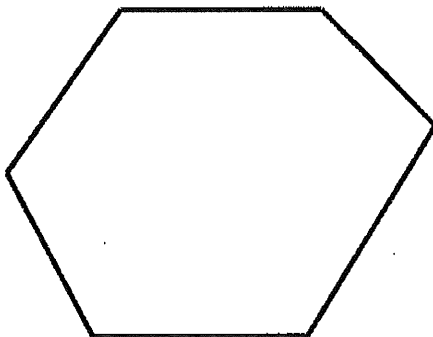
## GK-M6-Lesson 2

Trace the shapes. Then, use a ruler to draw similar shapes in the large rectangle.



It is easy to trace shapes!  
I take my time and try to stay  
on the dashed line!

Hexagons are tricky to draw because they  
have 6 sides. The sides don't have to be the  
same length. I know that as long as the shape  
is closed and has 6 sides, it is a hexagon!

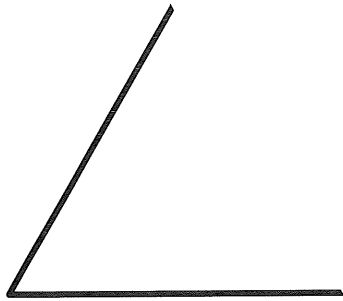


Name \_\_\_\_\_

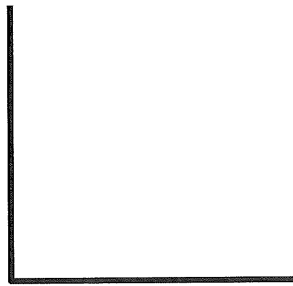
Date \_\_\_\_\_

Listen to the directions.

**First**, draw the missing line to finish the triangle using a ruler. **Second**, color the corners red. **Third**, draw another triangle.



**First**, use your ruler to draw 2 lines to make a square. **Second**, color the corners red. **Third**, draw another square.



**First**, draw a triangle using your ruler. **Second**, draw a different triangle using your ruler. **Third**, show your pictures to your partner.

$$4 + 1 = \underline{\quad}$$

$$\underline{\quad} = 2 + 1$$

$$3 + 2 = \underline{\quad}$$

$$3 + 1 = \underline{\quad}$$

$$\underline{\quad} = 5 + 0$$

$$5 - 1 = \underline{\quad}$$

$$\underline{\quad} = 4 - 1$$

$$3 - 2 = \underline{\quad}$$

$$3 - 0 = \underline{\quad}$$

$$\underline{\quad} = 5 - 4$$

$$2 - 1 = \underline{\quad}$$

$$\underline{\quad} = 3 - 3$$

$$1 - 0 = \underline{\quad}$$

$$3 - 0 = \underline{\quad}$$

$$\underline{\quad} = 4 - 4$$

$$2 + 2 = \underline{\quad}$$

$$\underline{\quad} = 5 - 3$$

$$1 + 1 = \underline{\quad}$$

$$4 - 0 = \underline{\quad}$$

$$\underline{\quad} = 4 + 1$$

Name \_\_\_\_\_

Date \_\_\_\_\_

Use your ruler.

**First**, draw a straight line from the dot.

**Second**, draw a different straight line from the dot.

**Third**, draw another straight line to make a triangle.



Name \_\_\_\_\_

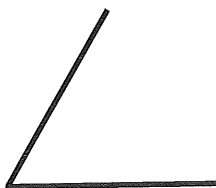
Date \_\_\_\_\_

Follow the directions.

**First**, use your ruler to draw a line finishing the triangle.

**Second**, color the triangle green.

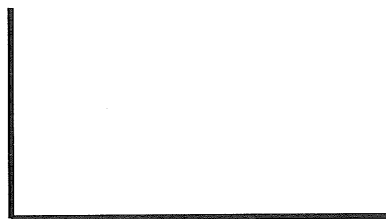
**Third**, use your ruler to draw a bigger triangle next to the green



**First**, draw 2 lines to make a rectangle.

**Second**, put a red circle on all the corners.

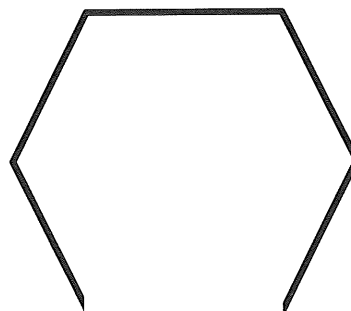
**Third**, put an X on the longer sides.



**First**, draw a line to complete the hexagon.

**Second**, color the hexagon blue.

**Third**, write the number of sides the hexagon has in the box below.

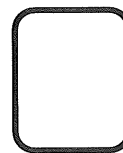


On the back of your paper draw:

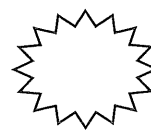
A shape with 3 straight sides.

A shape with 4 straight sides.

A shape with 6 straight sides.



Number correct:



Name \_\_\_\_\_

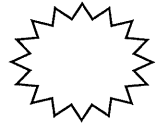
Date \_\_\_\_\_

Write the missing number.

1	$2 + 1 =$ <input type="text"/>	11	<input type="text"/> $= 3 + 2$
2	$1 + 1 =$ <input type="text"/>	12	$1 + 3 =$ <input type="text"/>
3	$1 + 4 =$ <input type="text"/>	13	<input type="text"/> $= 2 + 2$
4	$3 + 1 =$ <input type="text"/>	14	<input type="text"/> $= 1 + 2$
5	$2 + 2 =$ <input type="text"/>	15	$1 + 4 =$ <input type="text"/>
6	$2 + 3 =$ <input type="text"/>	16	<input type="text"/> $= 2 + 3$
7	$1 + 2 =$ <input type="text"/>	17	<input type="text"/> $= 5 + 1$
8	$4 + 1 =$ <input type="text"/>	18	$5 + 2 =$ <input type="text"/>
9	$3 + 2 =$ <input type="text"/>	19	$1 + 0 =$ <input type="text"/>
10	$1 + 3 =$ <input type="text"/>	20	$5 + 0 =$ <input type="text"/>



Number correct:



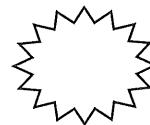
Name \_\_\_\_\_

Date \_\_\_\_\_

Write the missing number.

1	$2 - 1 = \square$	11	$\square = 4 - 2$
2	$4 - 1 = \square$	12	$5 - 3 = \square$
3	$5 - 1 = \square$	13	$\square = 3 - 1$
4	$3 - 1 = \square$	14	$\square = 5 - 2$
5	$3 - 2 = \square$	15	$4 - 1 = \square$
6	$4 - 2 = \square$	16	$\square = 5 - 4$
7	$5 - 3 = \square$	17	$\square = 5 - 1$
8	$5 - 2 = \square$	18	$6 - 1 = \square$
9	$4 - 3 = \square$	19	$1 - 0 = \square$
10	$5 - 4 = \square$	20	$5 - 5 = \square$

Number correct:



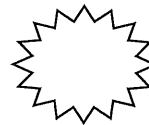
Name \_\_\_\_\_

Date \_\_\_\_\_

Write the missing number.

1	$2 + 1 =$ <input type="text"/>	11	$3 + 2 =$ <input type="text"/>
2	$2 - 1 =$ <input type="text"/>	12	$3 - 2 =$ <input type="text"/>
3	$3 + 1 =$ <input type="text"/>	13	$4 + 0 =$ <input type="text"/>
4	$3 - 1 =$ <input type="text"/>	14	$4 - 0 =$ <input type="text"/>
5	$4 + 1 =$ <input type="text"/>	15	$5 + 0 =$ <input type="text"/>
6	$4 - 1 =$ <input type="text"/>	16	$5 - 0 =$ <input type="text"/>
7	$1 + 1 =$ <input type="text"/>	17	$5 - 5 =$ <input type="text"/>
8	$1 - 1 =$ <input type="text"/>	18	$4 + 1 =$ <input type="text"/>
9	$2 + 2 =$ <input type="text"/>	19	$5 - 4 =$ <input type="text"/>
10	$2 - 2 =$ <input type="text"/>	20	$5 - 1 =$ <input type="text"/>

Number correct:



Name \_\_\_\_\_

Date \_\_\_\_\_

Write the missing number.

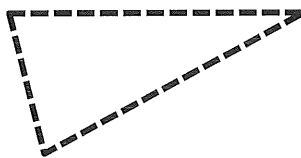
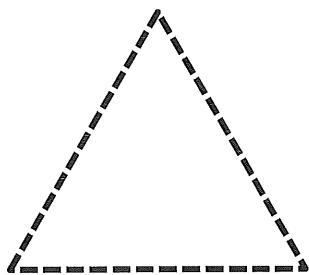
1	$2 + 1 = \square$	11	$\square = 1 + 2$
2	$4 + 1 = \square$	12	$5 + 0 = \square$
3	$5 - 1 = \square$	13	$\square = 3 - 1$
4	$3 + 1 = \square$	14	$\square = 2 + 2$
5	$3 + 2 = \square$	15	$4 - 1 = \square$
6	$4 - 2 = \square$	16	$\square = 5 - 4$
7	$5 - 3 = \square$	17	$\square = 5 - 1$
8	$5 - 2 = \square$	18	$3 + 0 = \square$
9	$2 + 3 = \square$	19	$1 - 0 = \square$
10	$5 - 4 = \square$	20	$5 - 5 = \square$



Name \_\_\_\_\_

Date \_\_\_\_\_

First, use a ruler to trace the shapes. Second, draw the shapes using your ruler following the directions in the box.



Draw 3 different triangles.

Draw 2 different rectangles.

Draw 1 hexagon.

COMMON  
CORELesson 2:  
Date:Build flat shapes with varying side lengths and record with drawings.  
4/11/14engage<sup>ny</sup>

6.A.22

$5 - 4 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

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

$5 - 1 = \underline{\quad}$

$5 - 0 = \underline{\quad}$

$0 + 1 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

$2 - 1 = \underline{\quad}$

$3 - 2 = \underline{\quad}$

$3 - 1 = \underline{\quad}$

$5 - 0 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$4 - 1 = \underline{\quad}$

$5 - 4 = \underline{\quad}$



Name \_\_\_\_\_

Date \_\_\_\_\_

First, draw a triangle so all of the sides are different lengths.

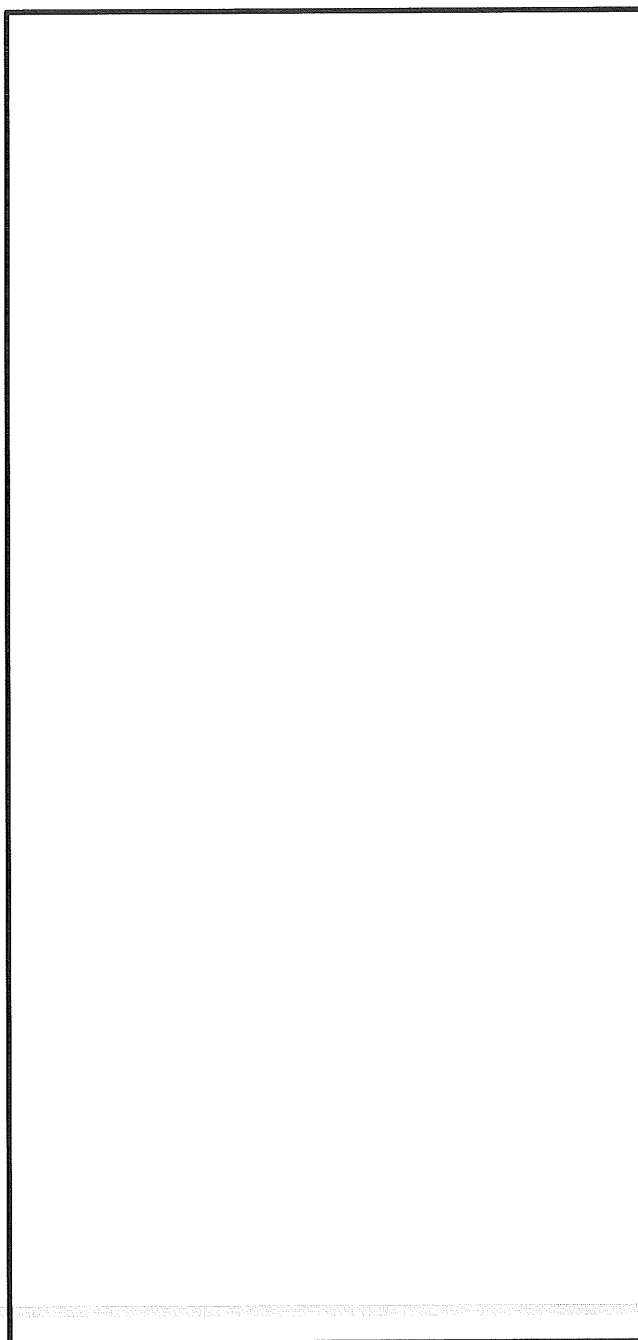
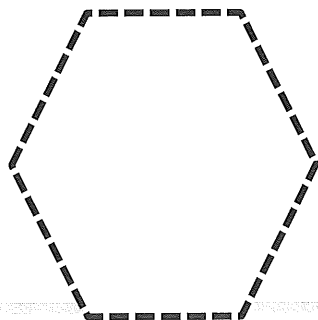
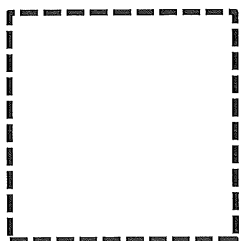
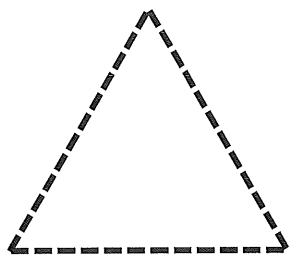
Second, draw a triangle with your ruler that has 2 sides that are about the same length.



Name \_\_\_\_\_

Date \_\_\_\_\_

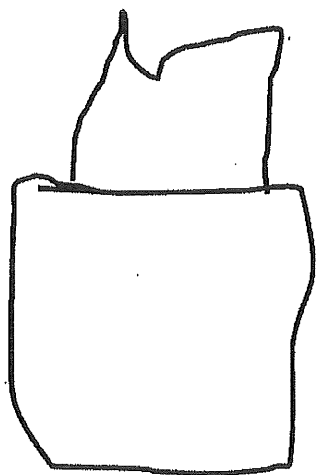
Trace the shapes. Then use a ruler to draw other related shapes on your own in the large rectangle. Draw more shapes on the back of your paper if you would like!



## GK-M6-Lesson 3



Draw something that is a cube.

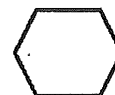
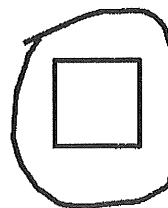


A tissue box is a cube. I draw a tissue box with a tissue coming out of the top! You can't see them all in the picture, but I count 6 faces and 8 corners on the box.



Circle the flat shape you can see in a

I see squares on a cube!  
A cube has 6 square faces.



Name \_\_\_\_\_ Date \_\_\_\_\_

Add. Color the blocks using the code for the total.

1-RED

2-ORANGE

3-YELLOW

4-GREEN

5-BLUE

$0 + 1$	$1 + 1$	$2 + 1$	$3 + 1$	$4 + 1$
$0 + 2$	$1 + 2$	$2 + 2$	$3 + 2$	
$0 + 3$	$1 + 3$	$2 + 3$		
$0 + 4$	$1 + 4$			
$0 + 5$				

Name \_\_\_\_\_ Date \_\_\_\_\_

Subtract. Color the blocks using the code for the difference.

0-PURPLE	1-RED	2-ORANGE	3-YELLOW
4-GREEN	5-BLUE		

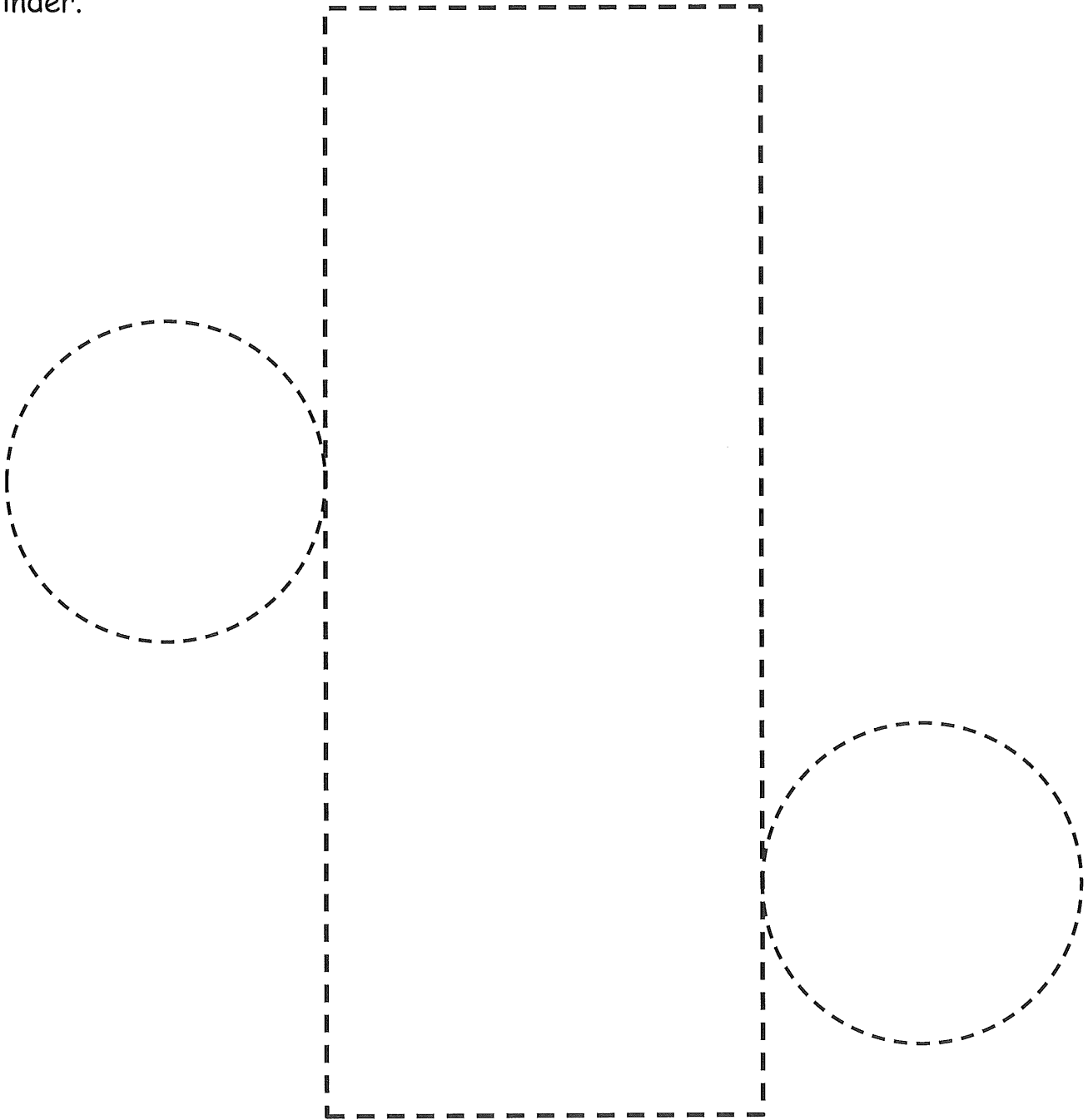
1 - 0	2 - 0	3 - 0	4 - 0	5 - 0
1 - 1	2 - 1	3 - 1	4 - 1	5 - 1
	2 - 2	3 - 2	4 - 2	5 - 2
		3 - 3	4 - 3	5 - 3
			4 - 4	5 - 4
				5 - 5



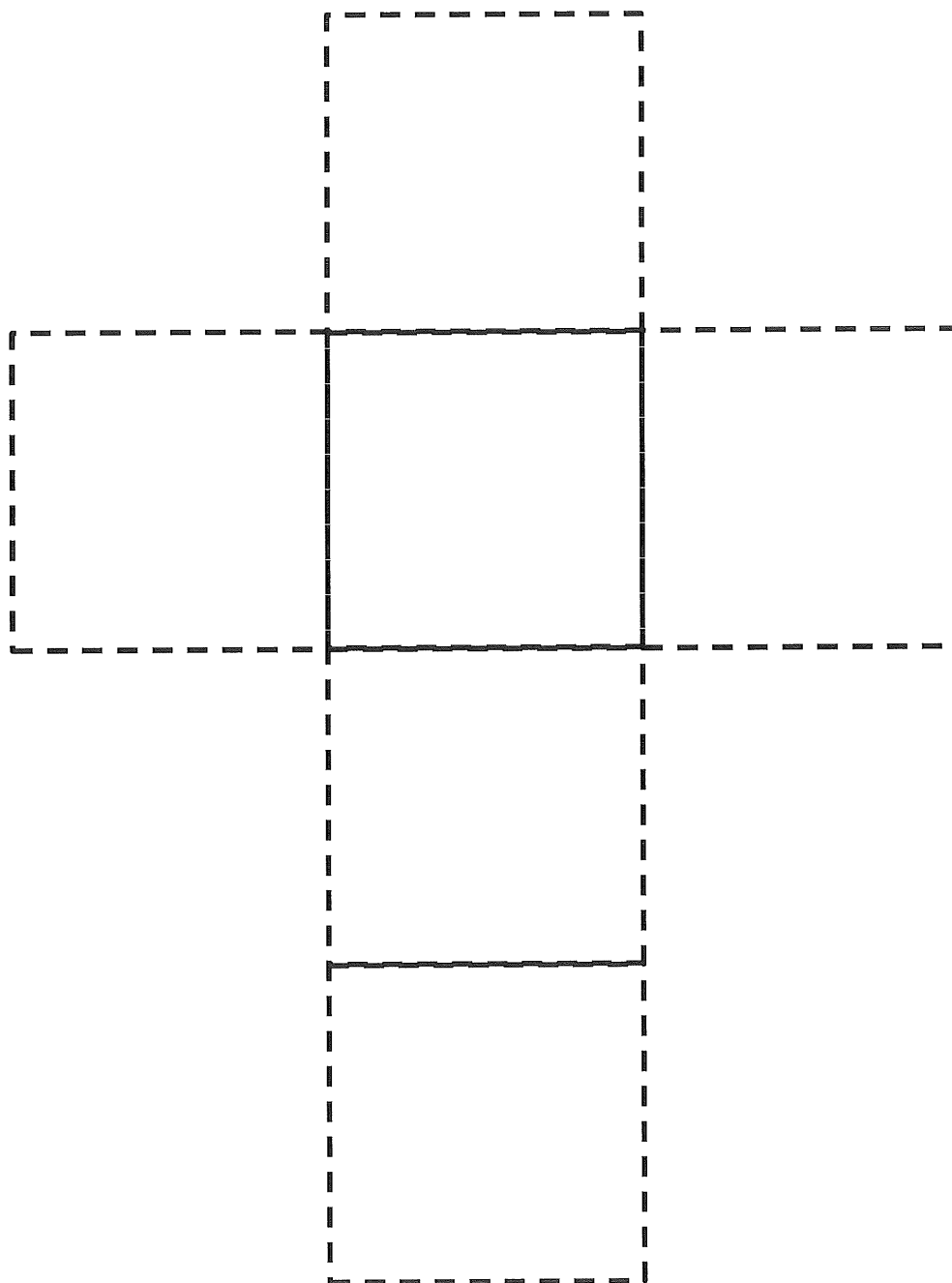
Name \_\_\_\_\_

Date \_\_\_\_\_

Trace the circles and rectangle. Cut out the shape. Fold and tape to create a cylinder.



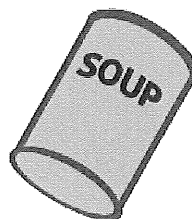
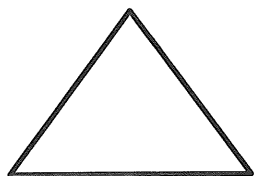
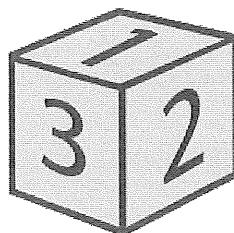
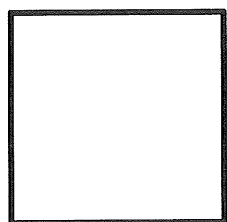
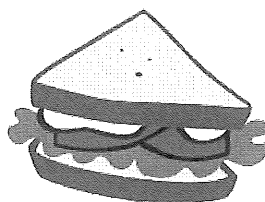
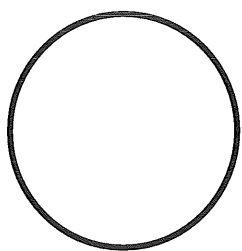
Trace the squares. Cut out the shape. Fold and tape to create a cube.



Name \_\_\_\_\_

Date \_\_\_\_\_

Draw a line from the flat shape to the object that has a face with that flat shape.




Name \_\_\_\_\_


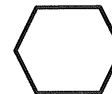
Date \_\_\_\_\_



Draw something that is a cylinder.

Circle the flat shape you can see in a .

Draw something that is a cube.

Circle the flat shape you can see in a .



Draw something that is a cone.

Circle the flat shape you can see in a .



---

Draw a 3-dimensional solid. Draw one of your solid's faces. Tell an adult about the shapes you drew.

**Note to Family Helpers:** Your student knows how to name some three-dimensional solids: cylinders, cones, cubes, and spheres. You can often find these 3D shapes around the house in objects like soup cans, ice cream cones, boxes, and balls. For the last question, it is acceptable for your student to find and draw a different type of three-dimensional solid. Talk about the number of edges, corners, and faces on the object.

**Let's  
Practice!**



# Read, Read, Read!

The more you read with your child, the more opportunities he or she will have to enjoy reading and improve reading skills. Try to have a variety of books at home. If you don't know what books to get, ask other children what they like to read. Librarians, bookstore workers, and teachers are good resources, too.

## **Make sure your child reads every day.**

- Read aloud to your child.
- Take turns with your child reading paragraphs or pages.
- As you read together, ask your child what he or she thinks. Share your thoughts, too.

## **Model how to think about the text. Say things like,**

"This reminds me of —"

"I wonder why —"

"I predict that —"

"I would like to ask the author—"

## **When your child has free time, try one of these ideas.**

- Read a book.
- Read a magazine or newspaper.
- Read a recipe and cook something.
- Make up a play with a friend.
- Write your own story.

Week

1

Name \_\_\_\_\_

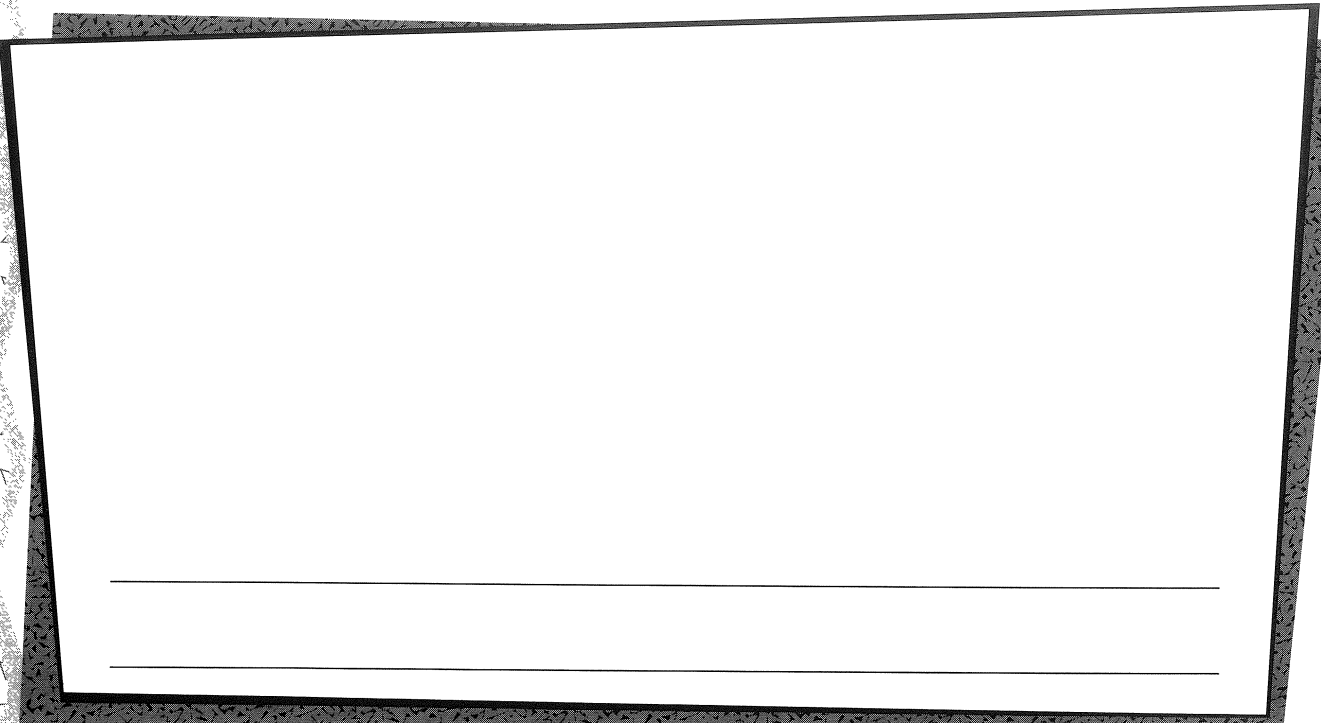
Date \_\_\_\_\_

# I Want You to Meet . . .

by David McCord

. . . Meet Ladybug,  
her little sister Sadiebug,  
her mother, Mrs. Gradybug,  
her aunt, that nice oldmaidybug,  
and Baby—she's a fraidybug.

Draw a picture of Ladybug. Write about your picture.



Week **1**

Name \_\_\_\_\_

Date \_\_\_\_\_

## A Bug I Like

Draw a bug you like. Write about your bug.



# Week 1

Name \_\_\_\_\_

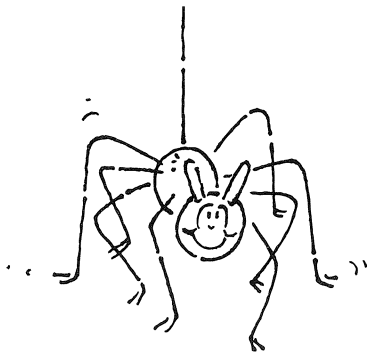
Date \_\_\_\_\_

## Word Parts

Say each picture name.

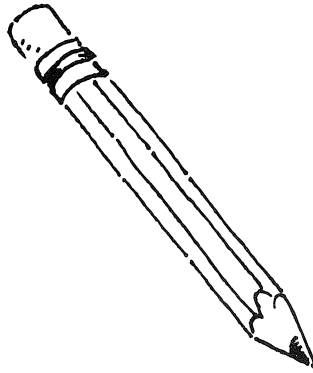
Tell how many word parts each picture name has.

Write 1, 2, or 3.



**spider**

\_\_\_\_\_



**pencil**

\_\_\_\_\_



**computer**

\_\_\_\_\_



**butterfly**

\_\_\_\_\_



**frog**

\_\_\_\_\_



**cup**

\_\_\_\_\_

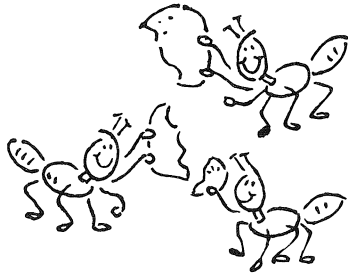
# Week 1

Name \_\_\_\_\_

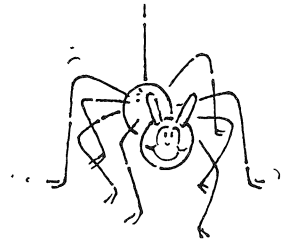
Date \_\_\_\_\_

## Sara's Garden

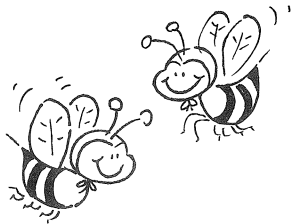
Write what you saw in Sara's garden.



**ants**



**a spider**



**bees**



**a frog**

**1** I saw \_\_\_\_\_

**2** I saw \_\_\_\_\_

**3** I saw \_\_\_\_\_

**4** I saw \_\_\_\_\_

Week **1**

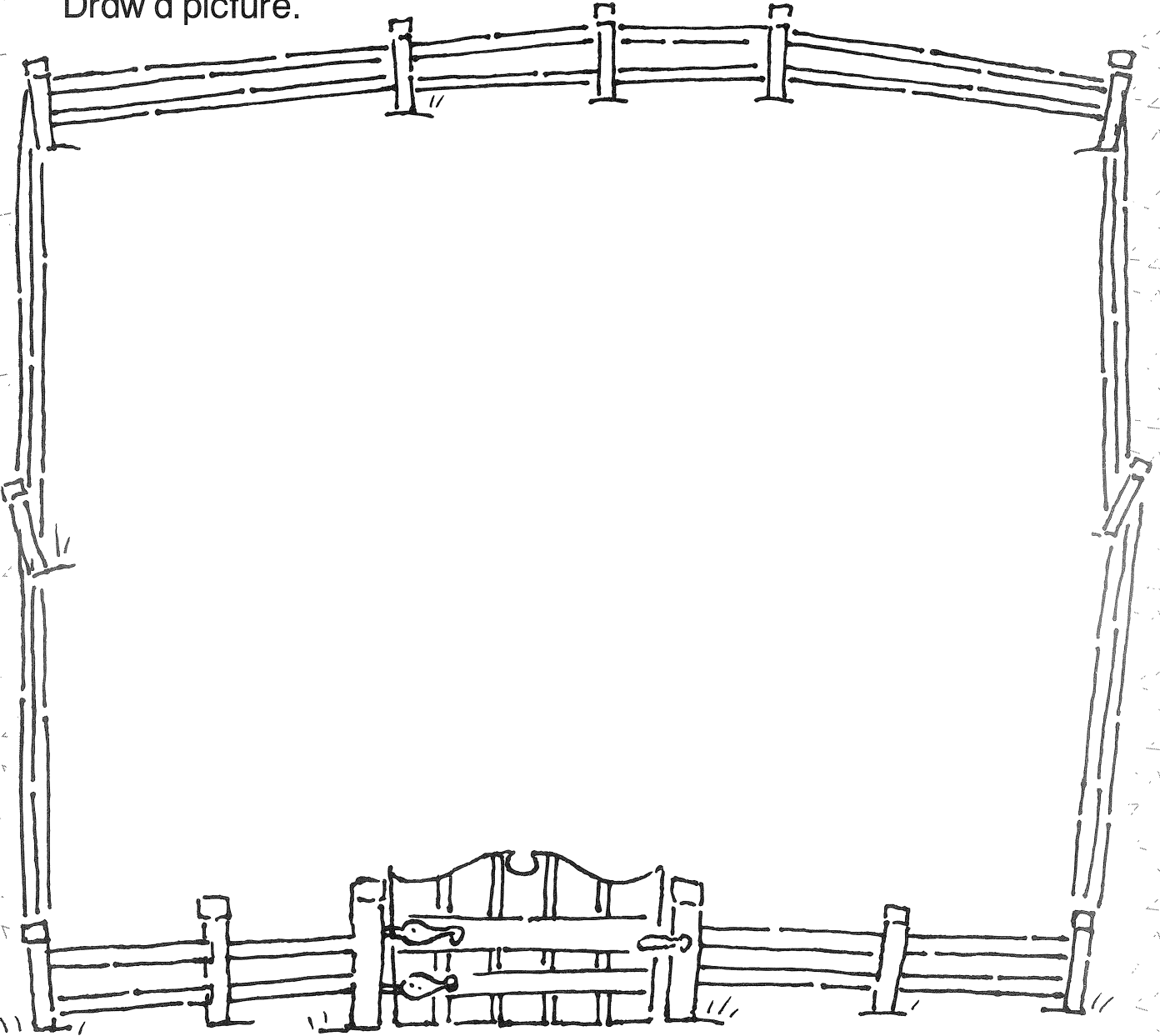
Name \_\_\_\_\_

Date \_\_\_\_\_

## In Sara's Garden

Write a new sentence about Sara's garden.

Draw a picture.



\_\_\_\_\_ in Sara's garden.

Week 1

Name \_\_\_\_\_ Date \_\_\_\_\_

## Make Words

Write **an** words and **at** words.

**an**

**tan**

**at**

**cat**

Week

1

Name \_\_\_\_\_

Date \_\_\_\_\_

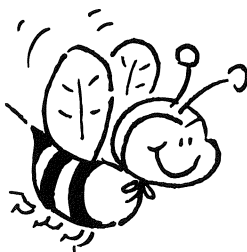
## Find the Bug

Find the name of each bug.

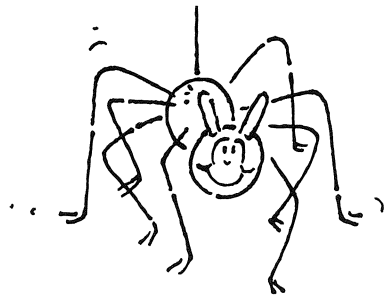
Write the name of each bug the right way.



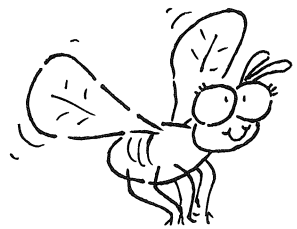
ant



bee



spider



fly

eeb \_\_\_\_\_

tna \_\_\_\_\_

yfl \_\_\_\_\_

idersp \_\_\_\_\_

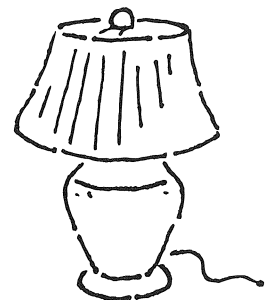
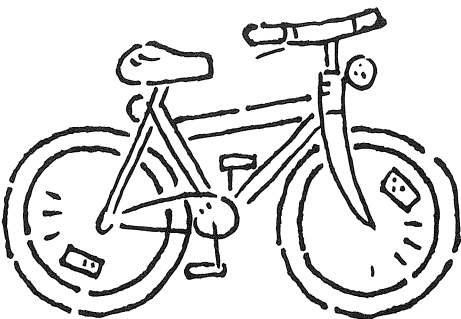
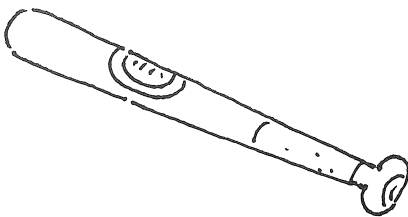
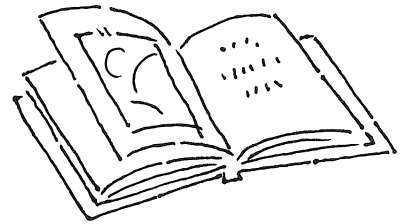
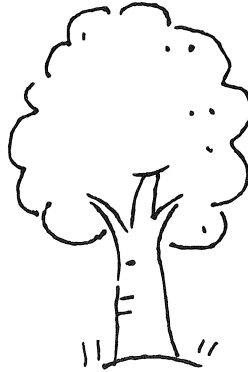
# Week 1

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Beginning Sound

Circle the words that begin with b.



Week **1**

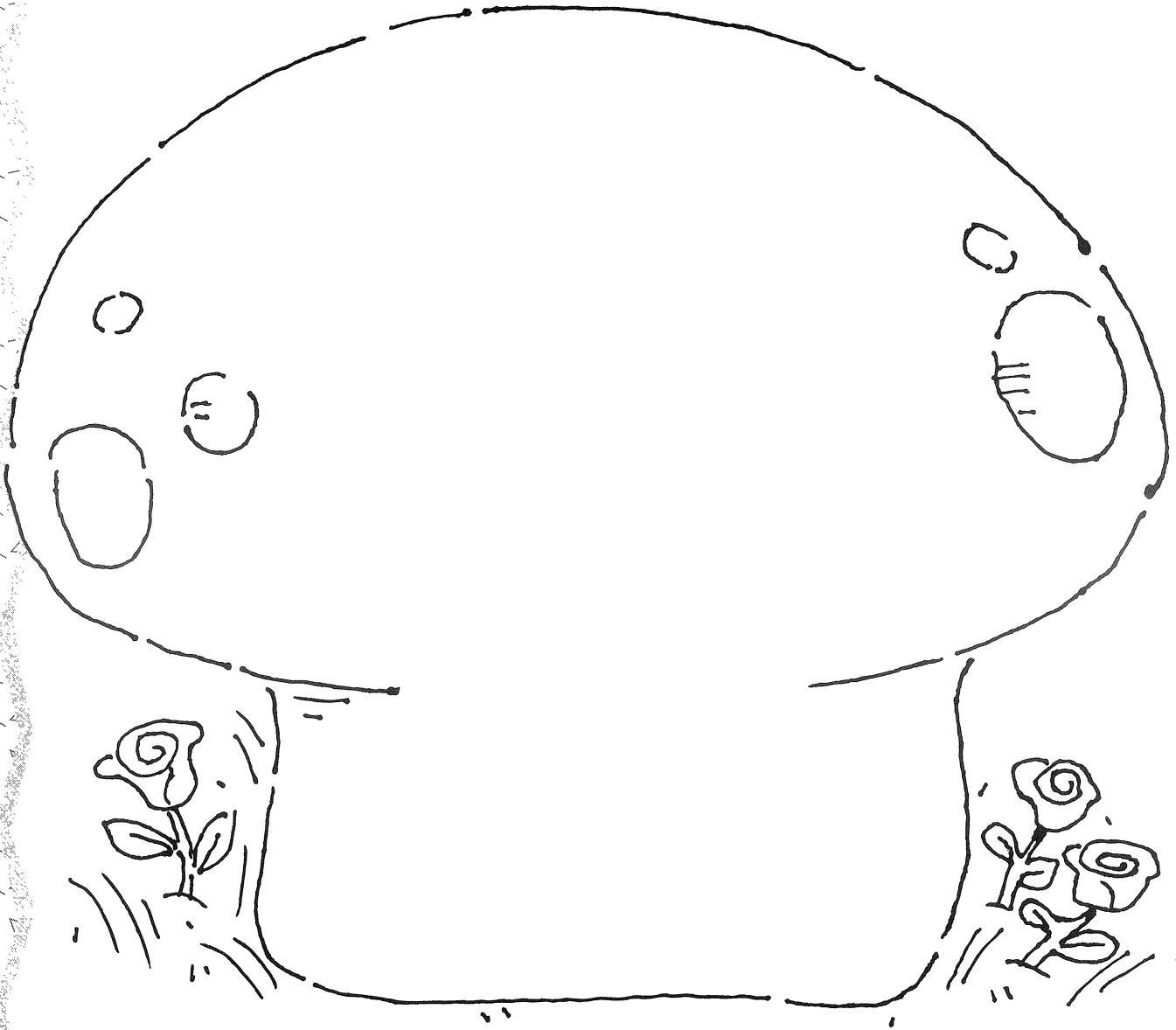
Name \_\_\_\_\_

Date \_\_\_\_\_

# I Love Bugs!

Draw the bugs you love.

Write what you love about bugs.



I love \_\_\_\_\_

Week **1**

Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation

**1** Two words I learned this week are

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---

**2** The best story I read this week was \_\_\_\_\_

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**3** Next week I will try to \_\_\_\_\_

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## How a Puppy Grows

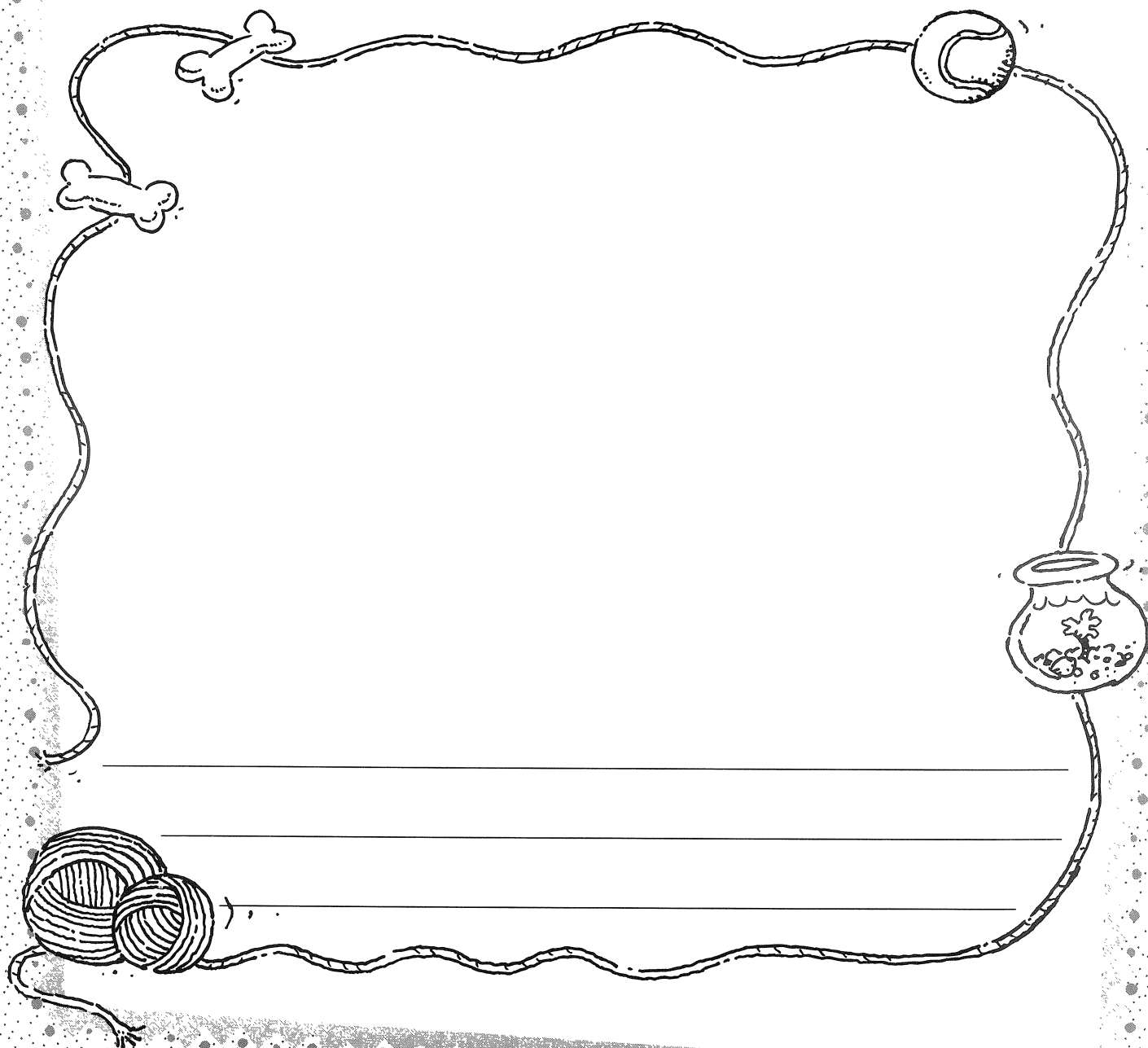
by Leroy F. Jackson

I think it's very funny  
 The way a puppy grows—  
 A little on his wiggle-tail,  
 A little on his nose,  
 A little on his tummy  
 And a little on his ears;  
 I guess he'll be a dog all  
 right  
 In half a dozen years.

Draw a picture of the puppy in the poem.

## My Pet

Draw a picture of a pet you have or would like to have. Show where your pet lives and what it likes to eat. Write about your pet.

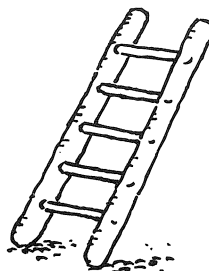
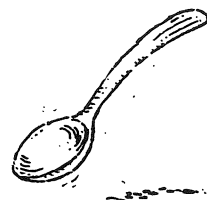
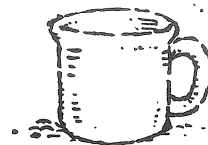
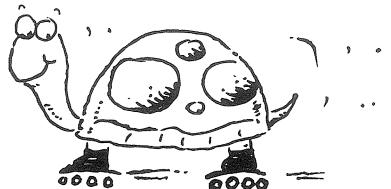


## One or Two?

Clap the word parts you hear for each picture. If you hear one part, clap one time, and write 1 on the line. If you hear two parts, clap two times, and write 2 on the line.



1



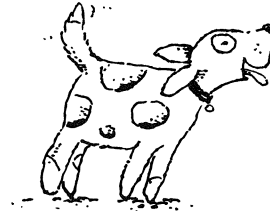
## Whose Pet?

Draw a line from each pet to its owner.

1



Kim



dog

2

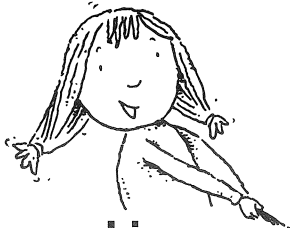


Jim

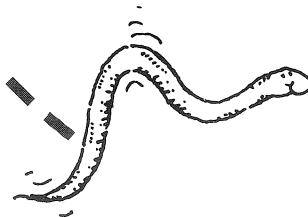


mouse

3



Ling

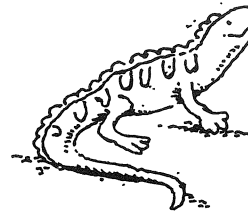


snake

4



Nick



iguana

5



Tim



turtle

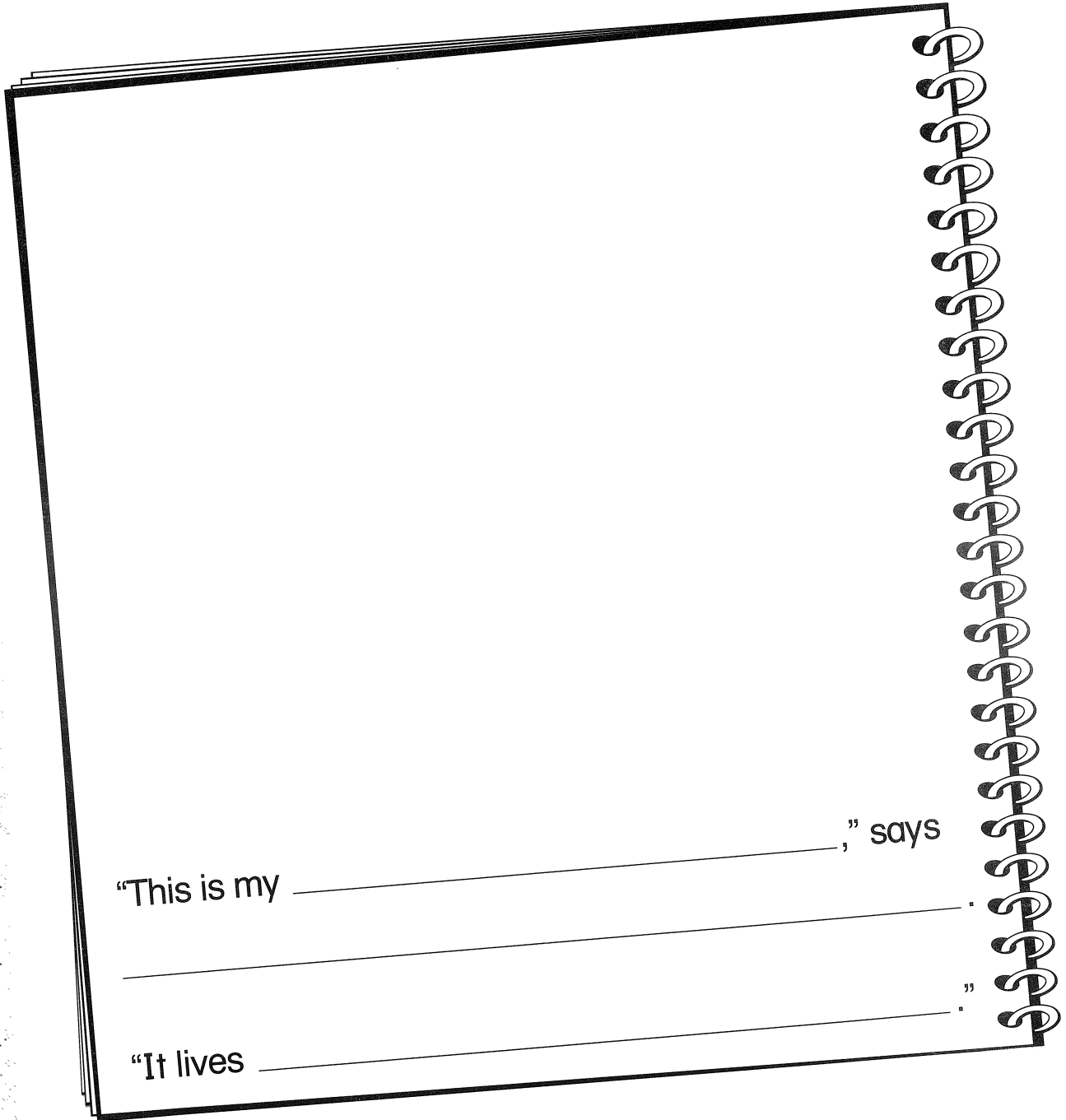
Week 2

Name \_\_\_\_\_

Date \_\_\_\_\_

## Pet Show

Write and draw about a pet.



"This is my \_\_\_\_\_," says \_\_\_\_\_.

"It lives \_\_\_\_\_"

Week 2

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sam at School

Draw a picture of what Sam could do at the end of the story. Write about your picture.

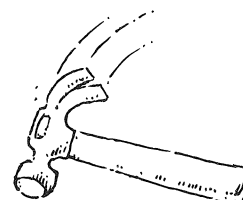
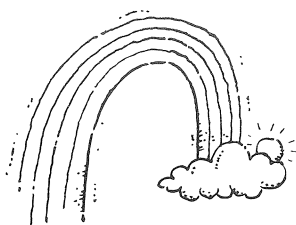
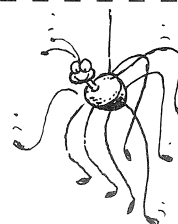
**“Sam could . . .”**

---

---

## Sort by Syllable

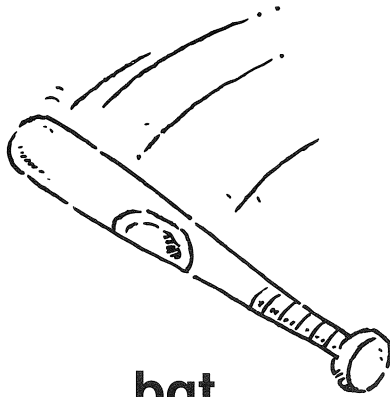
Find the picture cards whose names have one syllable. Mix up all the cards again and find the picture cards whose names have two syllables. Then mix up all the cards again and find the picture cards whose names have three syllables.



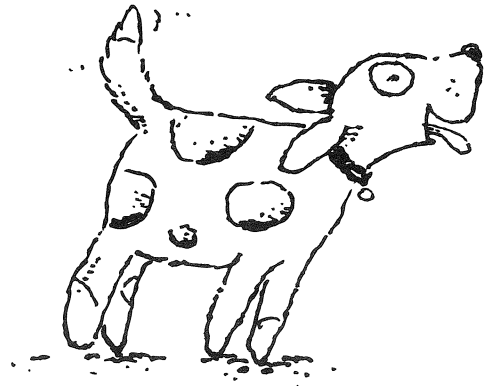


## Rhymes with Cat

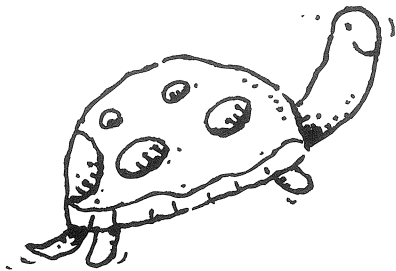
Look at the pictures and read the words below. Color the pictures that rhyme with cat. Put a big **X** on the pictures that do not rhyme with cat.



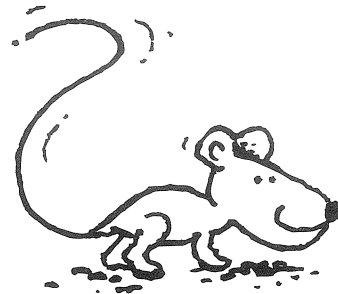
bat



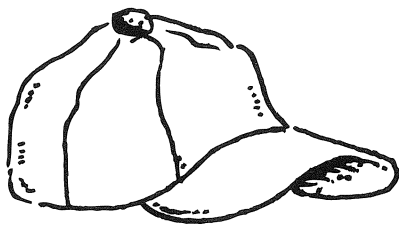
dog



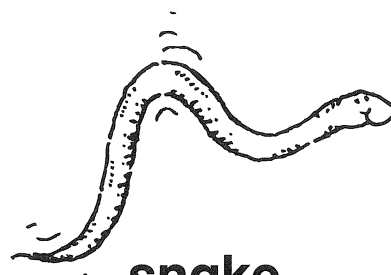
turtle



rat



hat



snake

Week 2

Name \_\_\_\_\_ Date \_\_\_\_\_

## Self-Evaluation

1 Two words I learned this week are \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2 The best story I read this week was \_\_\_\_\_

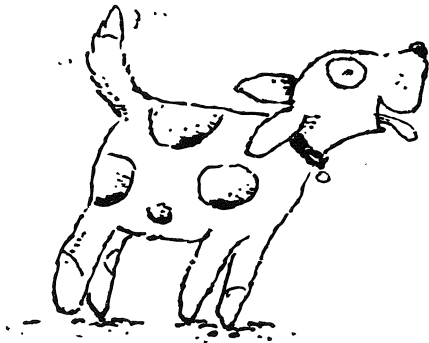
\_\_\_\_\_  
\_\_\_\_\_

3 Next week I will try to \_\_\_\_\_

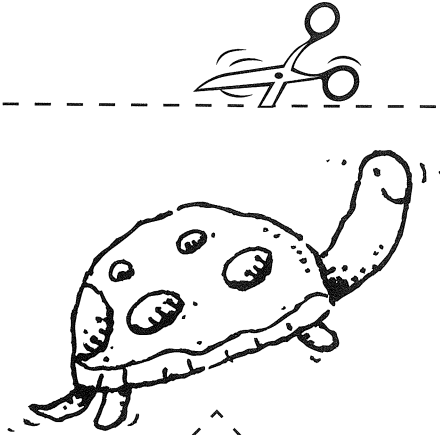
\_\_\_\_\_  
\_\_\_\_\_

## Take It Home!

Color the pets. Cut along the dashed lines. Mix the pieces up. Put the puzzle pieces back together to match each pet with the correct word.



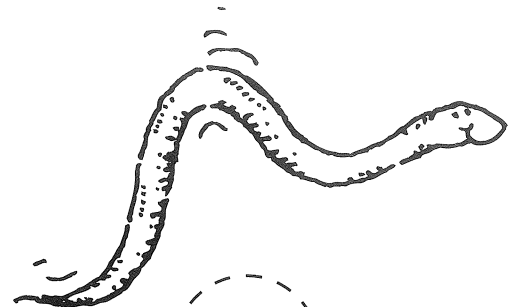
**dog**



**turtle**



**cat**



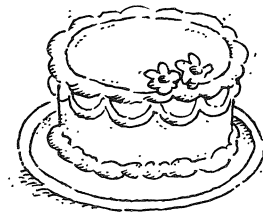
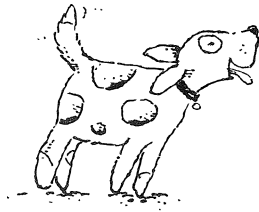
**snake**

# Week 2 Newsletter

## Pet Rhyme Time at Home

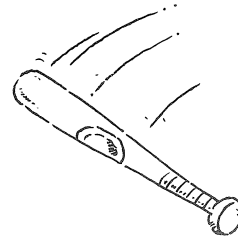
This week we learned some pet words and we did some rhyming. Read all of the words below to your child. First have your child listen for the rhyming words. Then have your child look at the page. Name each picture together. Have your child draw lines to match the rhyming words.

**1 dog**



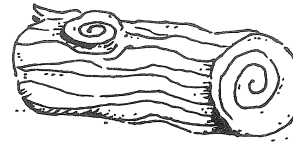
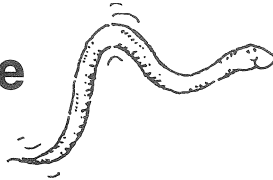
**cake**

**2 cat**



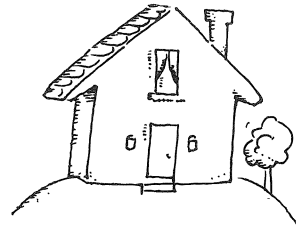
**bat**

**3 snake**



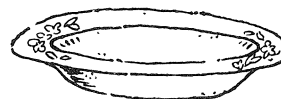
**log**

**4 fish**



**house**

**5 mouse**



**dish**



# second Problem-Solving Steps Flowchart for Families

## WHAT?

- Your child is learning the *Second Step* Problem-Solving Steps at school.
- Use the flowchart to help you solve problems using the Problem-Solving Steps at home.

## WHY?

- This flowchart gives you simple steps to help you and your family members solve problems.
- Using a structured process to work through a problem can help stop the problem from getting bigger.

## WHO?

- You can use this flowchart to help anyone in your family solve a problem.
- It can help solve a problem between siblings or between adults and children.

## WHEN?

- Use this flowchart anytime your family needs to work through a problem together.

# secondSTEP Problem-Solving Steps Flowchart for Families

**Say the Problem:** Write a problem statement using non-blaming words.

**Think of Solutions:** Think of three solutions that are safe and respectful.

1	2	3
---	---	---

**Explore the Consequences:** Think of one positive and one negative consequence for each solution

+	+	+
-	-	-

**Pick the Best Solution**

## Brain Builder Games

These simple and fun brain-building games are designed to boost children's skills for paying attention and controlling their behavior. These skills help children do better in school and get along with others. Play these games with your children to help them strengthen their ability to:

- Pay attention to the game leader, the rules, and how they're doing in the game
- Remember and apply game rules that change or get harder
- Control their behavior, for example, by starting or stopping an action in order to follow game rules



## Making Games Easier or Harder

Brain builders can be made easier or harder to match your children's needs. It's a good idea to make the game harder as children get better at playing it. The Brain Builder directions list different levels of challenge for the game.

## Tell Children the Games Will Help Their Brains Grow Stronger

It's important to tell children that these games make their brains grow stronger. Children learn that when playing the games, they are building their brains' ability to focus attention, remember and follow rules, and control behavior. Understanding this is important for children to get the most out of the games.

## Helping Your Child Improve

Watch your children while you are playing the game, and note which parts they find most challenging. Focus on these areas the next time you play the game.