

Dear Parents/Guardians,

Included in this packet is packet work for days 22-26.

**\*Please keep the packet in a safe place with both completed and uncompleted work!!**

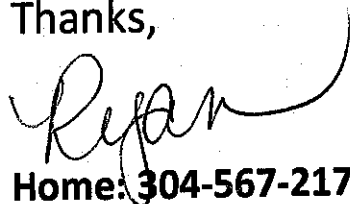
Students will complete work for the given day. Please contact me any time you have questions concerning the packet work. You may call me at home or on my cell or e-mail me.

**\*\*Please make sure to read the cover page with each day's assignments. Also, individual directions for some of the reading and math pages are on the bottom of the page in fine print. An adult or older sibling will have to read these to the child.**

Please make sure to practice sight words and reading!! Also, if your child is able, have them login to IXL.com and do math and reading lessons! ABCMouse.com is also a great website!

Please contact me if you have any questions concerning the packet.

Thanks,



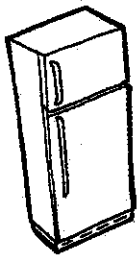
Home: 304-567-2171

Cell: 304-940-3660 (call or text)

Please make sure your child works on the following while off. This will be so very important for their progress:

- **Sight words: NEW AND OLD (new: where, come)**
- Letter names and sounds
- Read and write words
- Blends (two or three consonants put together)...such as bl, tr, st, nd...blob, trap, best, land, clap, flip, fast...
- Digraphs... ch, sh, th, wh....ship, much, fish, when...
- Counting to 100 by 1s, 10s, and 5s.
- Number identification (especially teen numbers)
- Addition and subtraction problems ... $3+2=$ ,  $8-4=$ , etc.
- **Shape identification**

**\*\*These things can be done orally, written on paper, or even with educational websites and apps!!**



# Refrigerator Copy

\*Practice Every Night\*

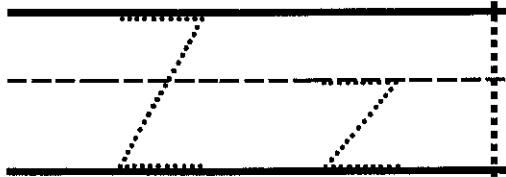
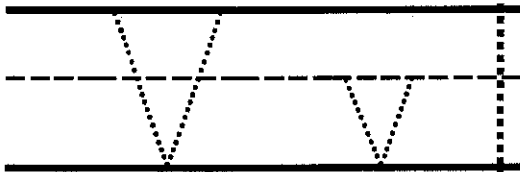
## UNIT 5 LESSON 5

Story: On the Move!

Comprehension: Main Idea



### Learning our Letter



### Sight Words

1. where
2. come

### Amazing Words

1. travel
2. llama
3. Double-decker bus
4. kayak
5. dogsled
6. submarine

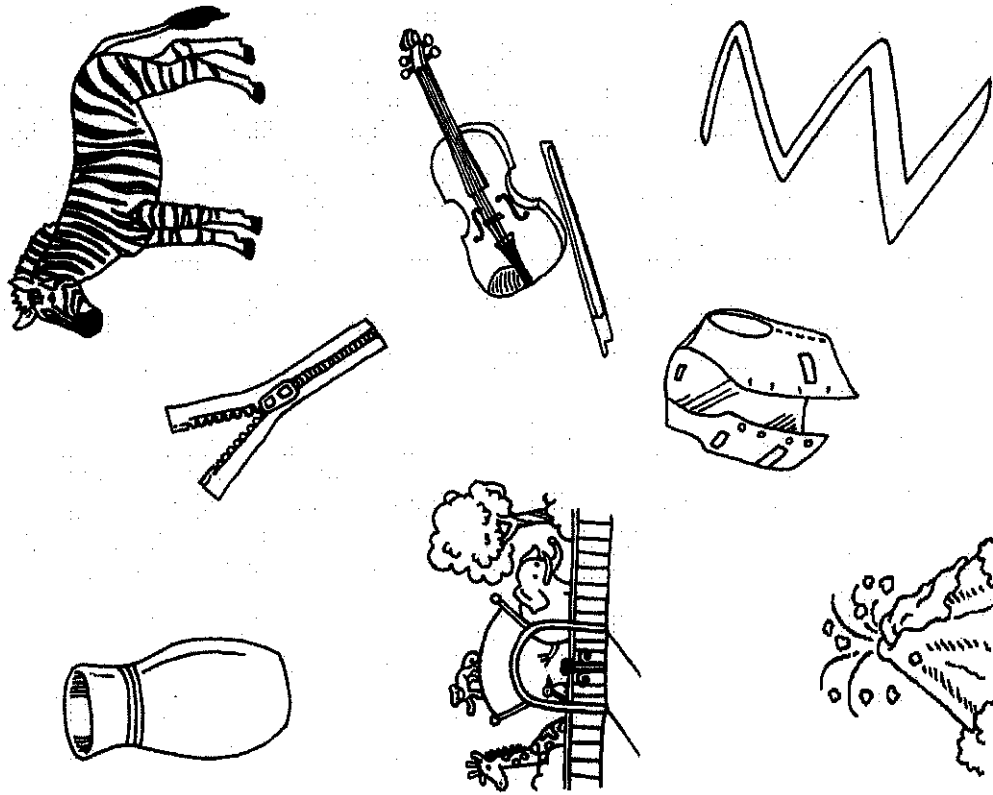
### PHONICS

Isolate /v/ & /z/

Blending & Segmenting

Name \_\_\_\_\_

Circle the pictures that begin with /v/. Color the pictures that begin with /z/.

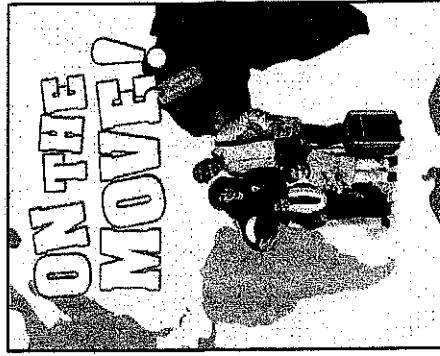


# Family Times

*You are your child's first teacher!*

This week we're ...

Reading *On the Move!*



Talking About Travel Around the World

Learning About /v/ Spelled Vv and

/z/ Spelled Zz

Main Idea

Here are ways to help your child practice skills while having fun!

### Day 1

#### Read Together

Write *v* on one note card and *z* on another. Have your child show you the card with the letter for the beginning sound in these words: *vest*, *zig*, *zipper*, *vase*, *zebra*, and *video*.

### Day 2

#### Read Together

Have your child read Decodable Story *Val's Top*. Find words that begin with /v/ and /z/.

### Day 3

#### /v/ Spelled V and /z/ Spelled Zz

Have your child add the letter *v* or *z* to make a word.

**\_ig    \_an    \_est    \_ip**

### Day 4

#### Nouns

Tell your child that in a sentence, the noun names a person, place, or thing. Ask your child to say the noun in each sentence: *The bee buzzed. The vest is blue.*

### Day 5

#### Practice Handwriting

Have your child write the following /v/ and /z/ words.

**zip    van    zoo    vest**

### Words to talk about

**travel    kayak    llama**  
**dogsled    submarine**  
**double-decker bus**

### Words to read

**where    come    what**  
**was    said    yellow**  
**van    zip    vest**  
**zap    vet    zest**

Name \_\_\_\_\_

## Read the Words

zip	<input type="checkbox"/>	frizz	<input type="checkbox"/>
van	<input type="checkbox"/>	Val	<input type="checkbox"/>
where	<input type="checkbox"/>	come	<input type="checkbox"/>
jazz	<input type="checkbox"/>	zap	<input type="checkbox"/>
Bev	<input type="checkbox"/>	vest	<input type="checkbox"/>
buzz	<input type="checkbox"/>	vet	<input type="checkbox"/>

## Read the Sentences

1. Where is the van for the jazz band?
2. Did you see where Buzz left his vest?
3. Come and look at the fuzz, Val.
4. I know where the vet is, Zak.
5. Mom will come and zip up my vest.

**Note to Teacher:** Children read each word. Children read two sentences.

**Scoring for Read the Words:** Score 1 point for each correct word.

/v/Vv (van, Bev, Val, vest, vet) \_\_\_\_\_ / 5

/z/Zz (zip, jazz, buzz, frizz, zap) \_\_\_\_\_ / 5

High-Frequency Words (where, come) \_\_\_\_\_ / 2

MONITOR  
PROGRESS

- /v/Vv
- /z/Zz
- High-frequency words

On the Move! • 503

# PACKET

## DAY 22

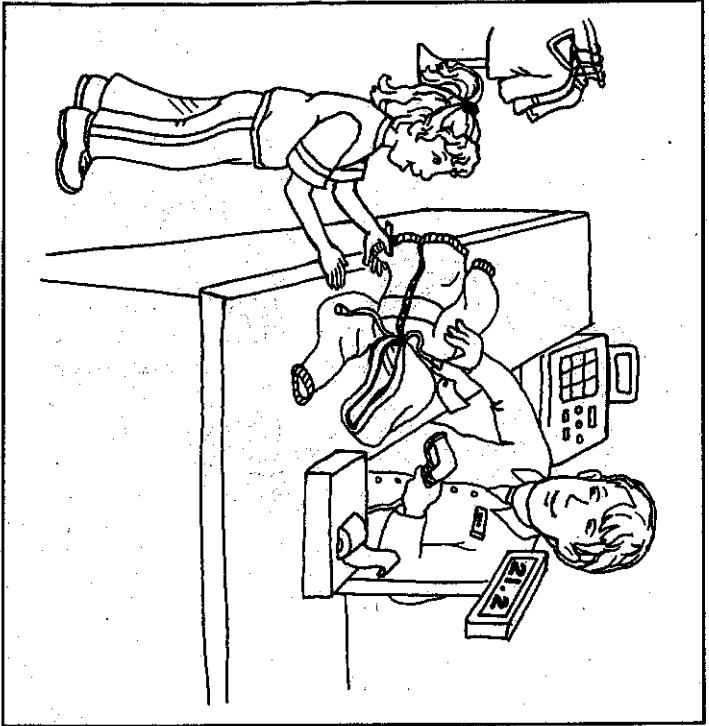
- ✓ RLA: Read Val's Top (at least 2 times)
- ✓ Study sight words (new words: where, come)
- ✓ Handwriting: Write uppercase and lowercase Vv and Zz p. 369 AND 370
- ✓ Math: Lesson 9.1 Identify and Name Circles

**\*Write your name on each page!**

Decodable Story: Val's Top  
Target Skill: /v/ Spelled V, /z/ Spelled Zz

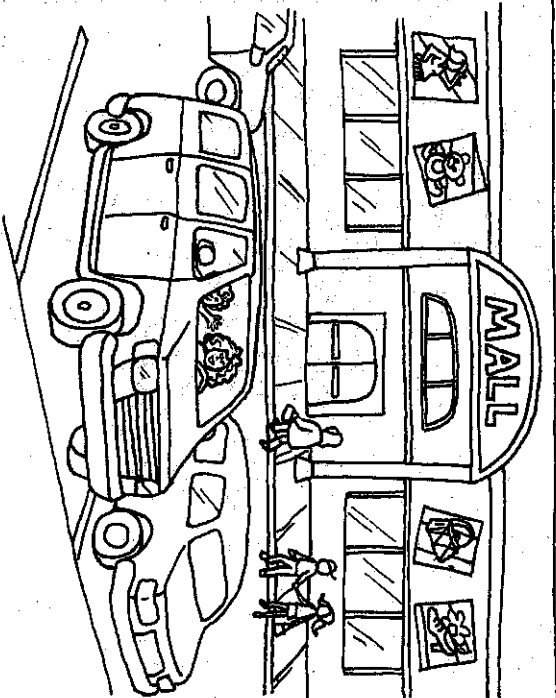
4

He will zap the tag.  
Val has got the red top.



Name \_\_\_\_\_

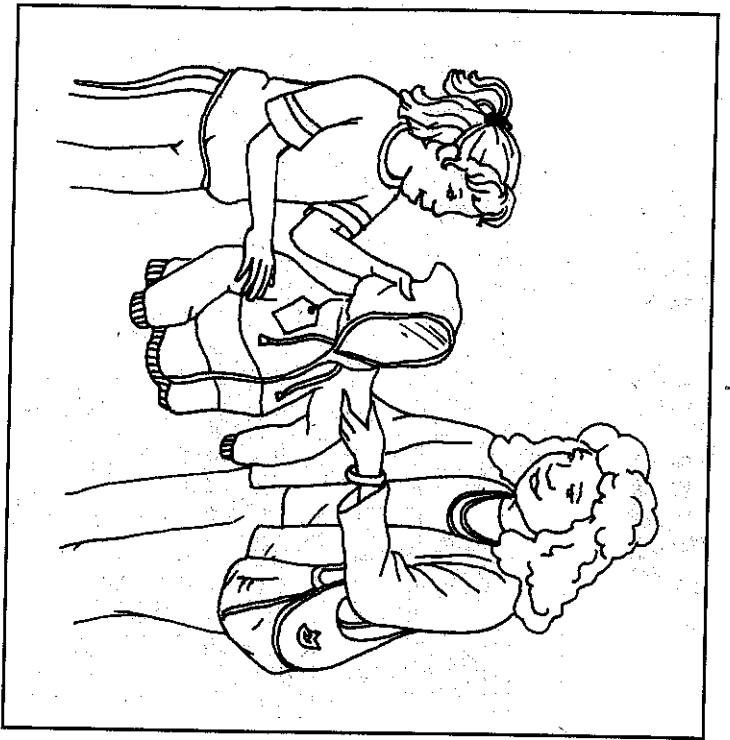
# Val's Top



Val and Mom come in  
a van.  
They will go to look for  
a top.

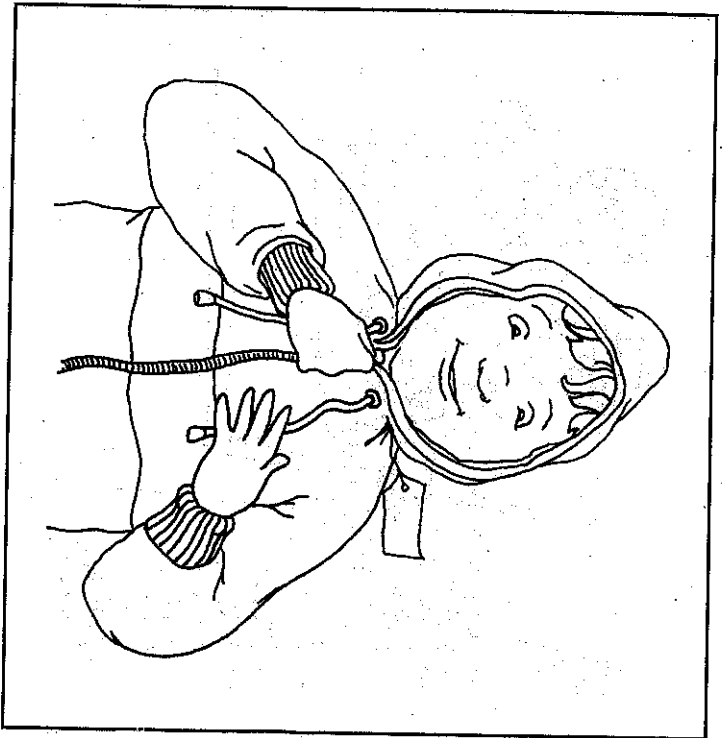
1





Val and Mom see a top.  
They can zip it up.

2



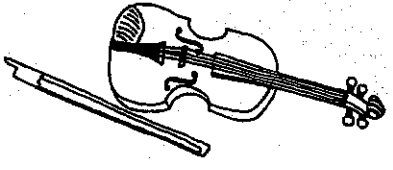
The top is red.  
Val and Mom like the  
top.

3

Name \_\_\_\_\_

On the Move!

 Write



V

v

Z

z



Viv

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

zip

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Directions: Have children write a row of each letter and then write the words.



Home Activity Ask your child to show how you write each letter.

Name \_\_\_\_\_

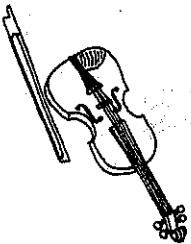
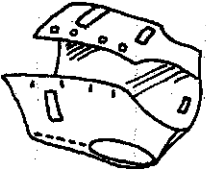
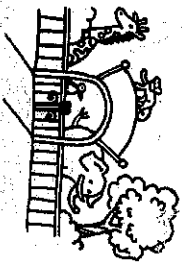
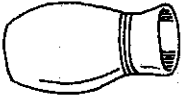
On the Move!



Write



Color



VV  
ZZ



Directions: Name each picture. Write v if the word begins with /v/. Write z if the word begins with /z/. Color the /v/ pictures.

370 Phonics /v/ Spelled Vv, /z/ Spelled Zz



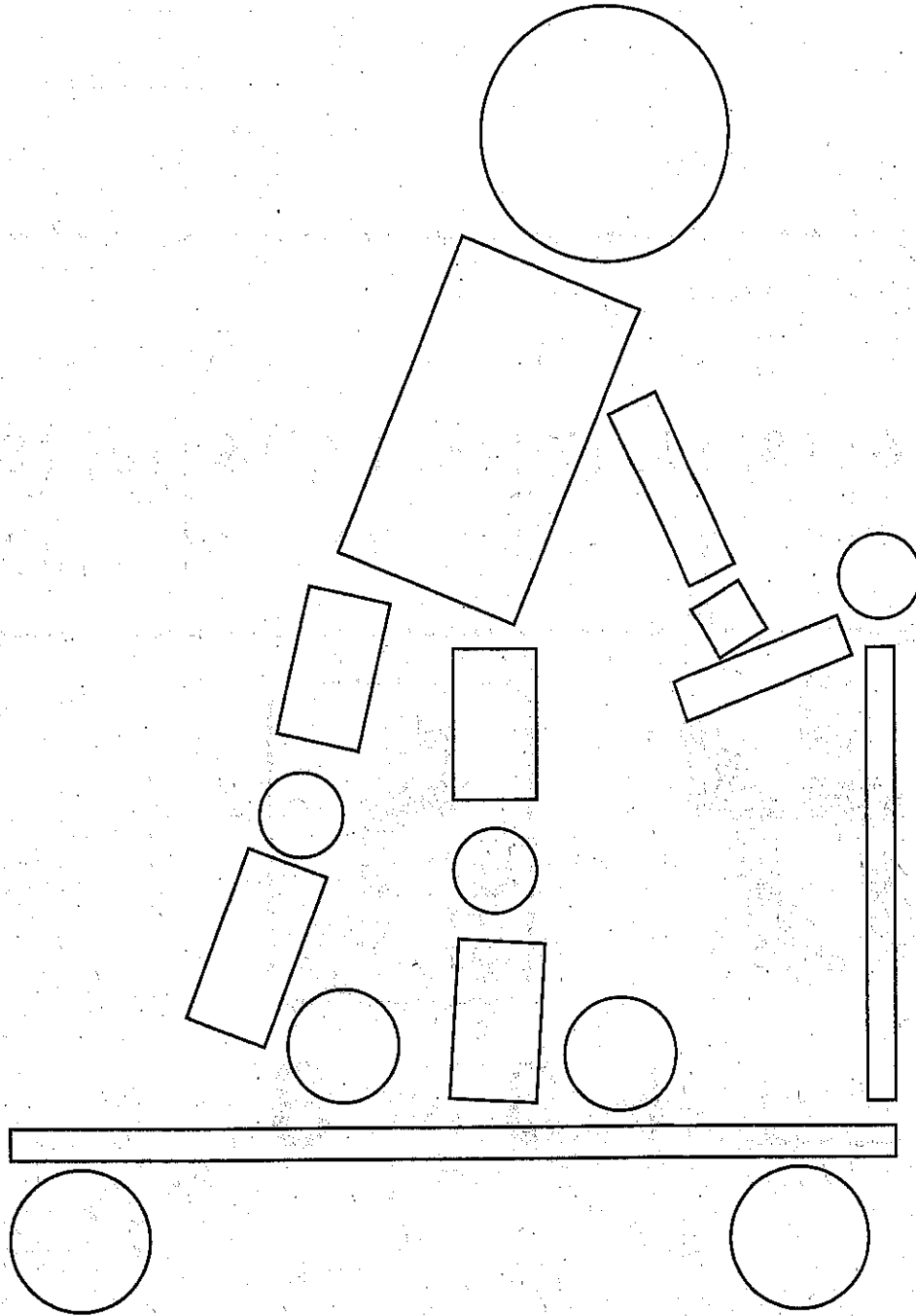
Home Activity: Have your child find other words that begin with /v/ or /z/.

Name \_\_\_\_\_

# Identify and Name Circles

COMMON CORE STANDARD CC.K.G.2

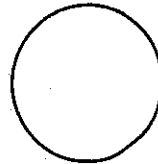
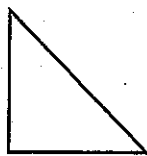
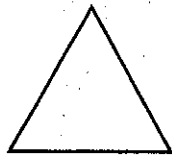
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).



**DIRECTIONS** 1. Color the circles in the picture.

**Lesson Check** (CC.K.G.2)

**1**



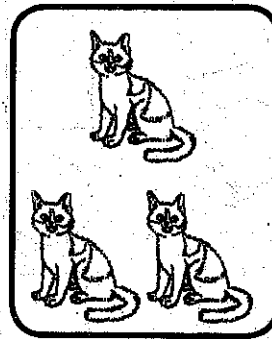
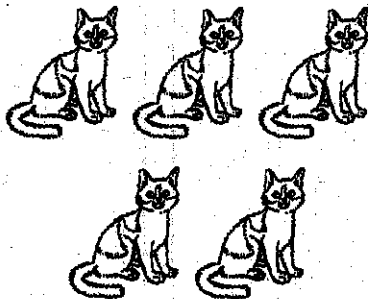
**Spiral Review** (CC.K.CC.2, CC.K.OA.2)

**2**

17, 18, 16 | 18, 16, 17 | 16, 17, 18 | 16, 18, 17



**3**



\_\_\_\_\_ + 3 = 8

4



5



6



7



**DIRECTIONS** 1. Which shape is a circle? Mark under your answer. (Lesson 9.1) 2. Which set of numbers is in order? Mark under your answer. (Lesson 8.3) 3. Which number completes the addition sentence about the sets of cats? Mark under your answer. (Lesson 5.7)

# PACKET

## DAY 23

- ✓ RLA: Read Val's Top *\*book from day 22*
- ✓ RLA: p. 373 AND 374 fill in the correct word to complete the sentences
- ✓ Math: Lesson 9.3 Identify and Name Squares

**\*Write your name on each page!**

Name \_\_\_\_\_

On the Move!



Write



Color

where is come me

Do they see \_\_\_\_\_ ?



\_\_\_\_\_ did you go?



\_\_\_\_\_ here, little dog.



My mom \_\_\_\_\_ here.



Directions: Read each sentence. Write the missing word to finish the sentence. Color the picture.

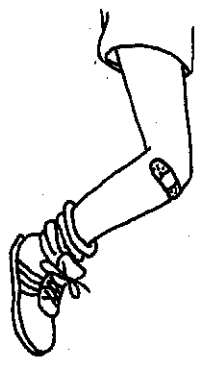


Home Activity: Have your child use the high-frequency words in other sentences.

Name \_\_\_\_\_

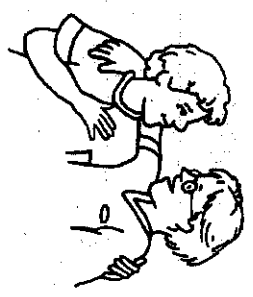
On the Move!

 Circle  Write



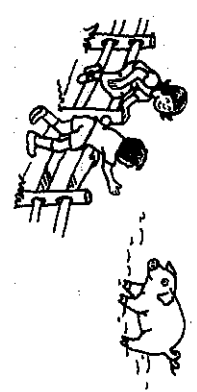
leg  
run

My \_\_\_\_\_  
got cut.



sit  
pal

This is my \_\_\_\_\_



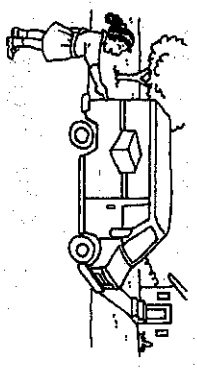
pig  
big

Come here, little \_\_\_\_\_



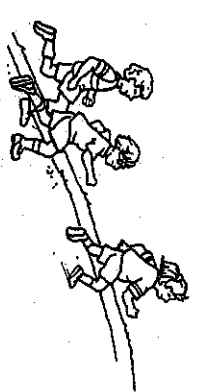
hop  
bug

Look at the \_\_\_\_\_



van  
will

That \_\_\_\_\_  
is big.



hit  
hill

Run up the \_\_\_\_\_



Directions: Circle the noun that matches the picture.  
Write the word to complete the sentence.

374 Conventions Nouns in Sentences



Home Activity: Have your child read each sentence.



Name \_\_\_\_\_

# Identify and Name Squares

**Essential Question** How can you identify and name squares?

**Learning Objective** You will identify and name squares.

**Listen and Draw** 



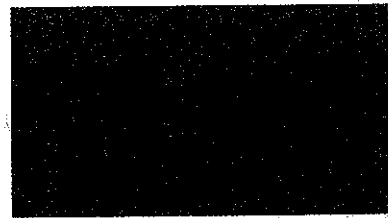
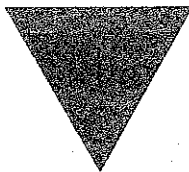
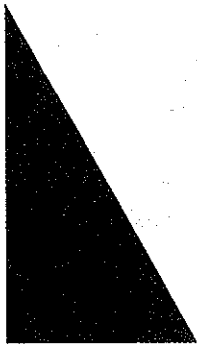
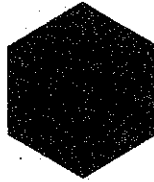
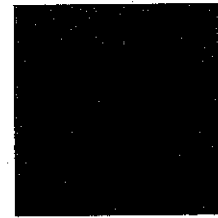
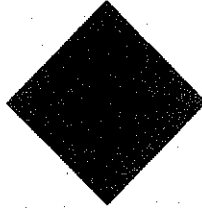
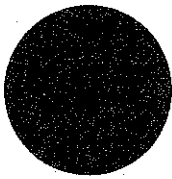
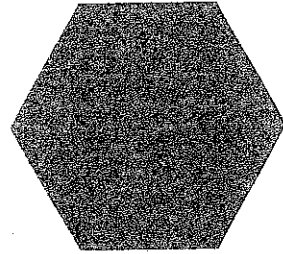
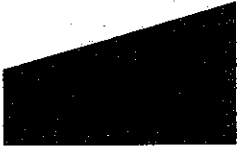
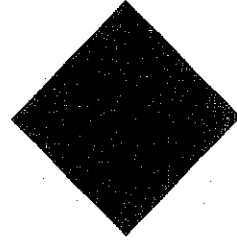
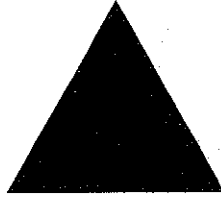
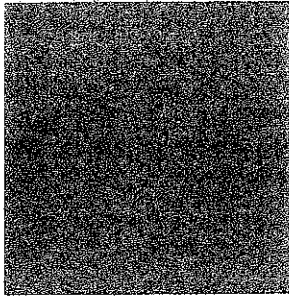
squares	not squares

© Houghton Mifflin Harcourt Publishing Company

**DIRECTIONS** Place two-dimensional shapes on the page. Identify and name the squares. Sort the shapes by squares and not squares. Trace and color the shapes on the sorting mat.

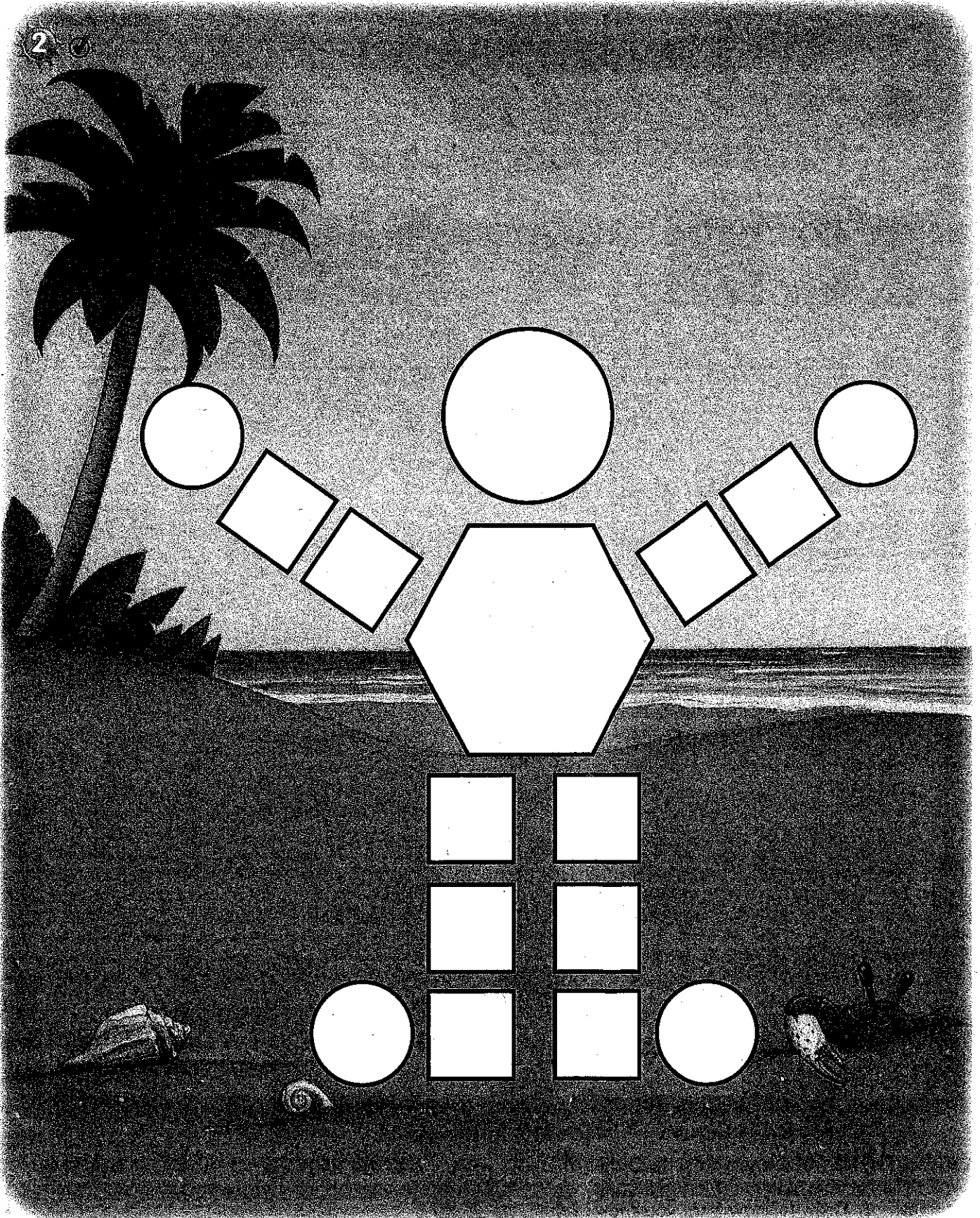
# Share and Show

1



**DIRECTIONS** 1. Mark an X on all of the squares.

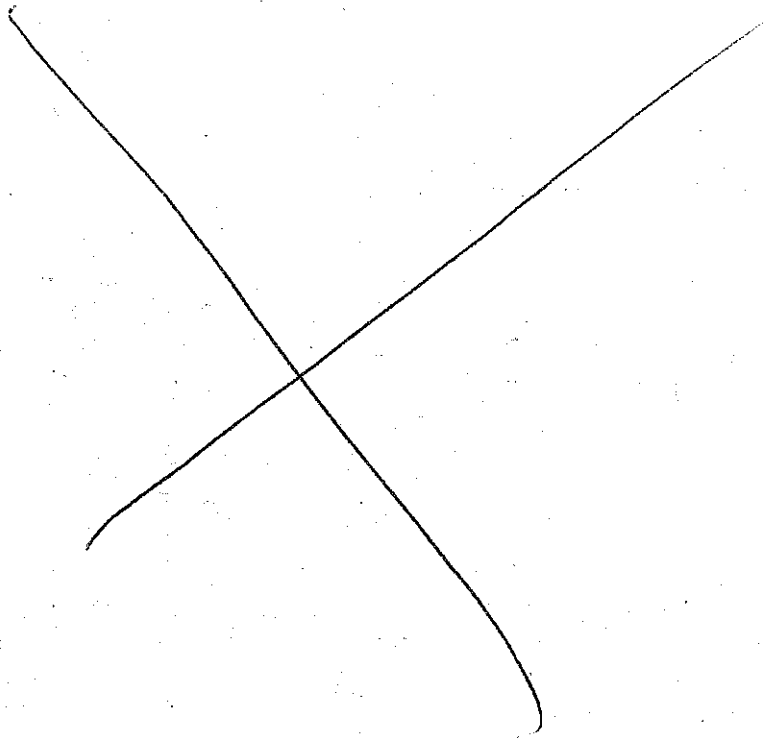
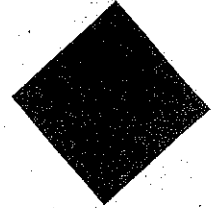
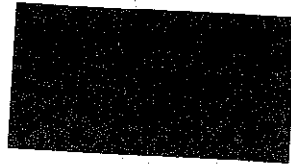
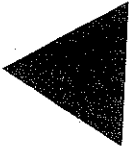
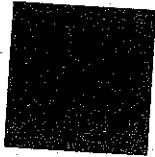
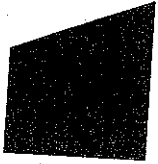
2




**DIRECTIONS** 2. Color the squares in the picture.

Problem Solving • Applications **Real World**

3



**DIRECTIONS** 3. Dennis drew these shapes. Which shapes are squares? Mark an X on those shapes.  Draw to show what you know about squares. Tell a friend about your drawing.



**HOME ACTIVITY** • Have your child show you an object that is shaped like a square.

# PACKET

## DAY 24

- ✓ Handwriting: Write the name of each picture on the line p. 375
- ✓ RLA: p. 387 AND 388 : fill in the correct word to complete the sentence
- ✓ Math: Lesson 9.5 Identify and Name Triangles

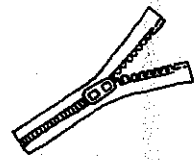
**\*Write your name on each page!**

Name \_\_\_\_\_

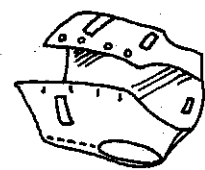
On the Move!

 Write  Color

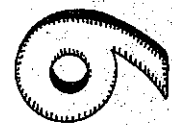
\_\_\_\_\_



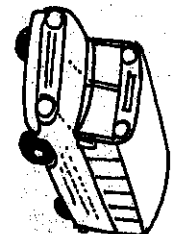
\_\_\_\_\_



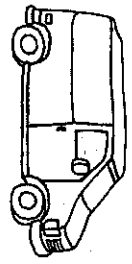
\_\_\_\_\_



\_\_\_\_\_




\_\_\_\_\_



\_\_\_\_\_



VV ZZ

 **Directions:** Name each picture and spell the picture name. Write the word on the lines. Then color the /z/ and /v/ pictures.



**Home Activity:** Have your child draw pictures of things that begin with /v/ and /z/.

Name \_\_\_\_\_

This Is the Way  
We Go to School



Write



Color

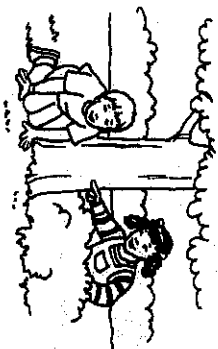
come

we

where

she

can see me.



can run fast.




will you go?



and see this bug.



 **Directions:** Read each sentence. Write the missing word to finish the sentence. Color the picture.



**Home Activity:** Have your child use the high-frequency words in other sentences.

Name \_\_\_\_\_

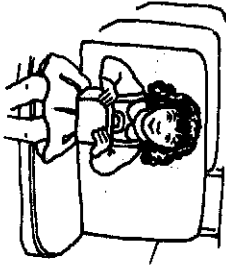
This Is the Way  
We Go to School



Circle



Write



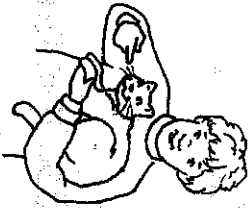
dog

sat

She

\_\_\_\_\_

\_\_\_\_\_ on the bus.



see

bag

\_\_\_\_\_

\_\_\_\_\_ my cat!



look



yet

We

\_\_\_\_\_

\_\_\_\_\_ up at a jet.



hop

leg

He can

\_\_\_\_\_



hot

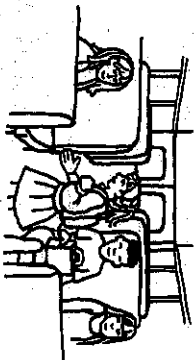


ran

My dog

\_\_\_\_\_

\_\_\_\_\_ to me.



bell

sit

Can I

\_\_\_\_\_

\_\_\_\_\_ here?



Directions: Circle the verb that matches the picture.  
Write the word to complete the sentence.



Home Activity: Have your child read each sentence.



Name \_\_\_\_\_

# Identify and Name Triangles

**Essential Question** How can you identify and name triangles?

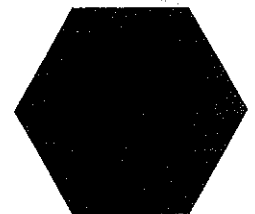
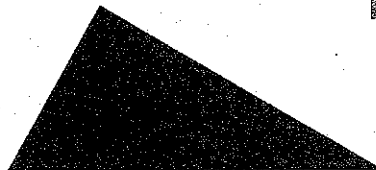
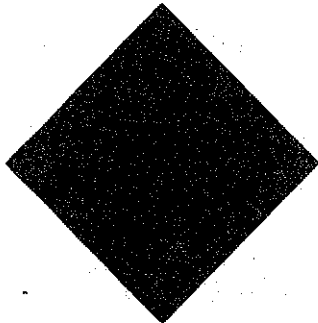
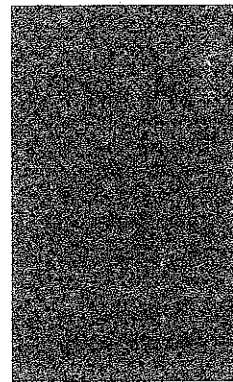
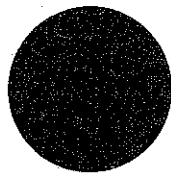
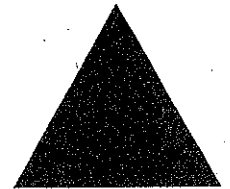
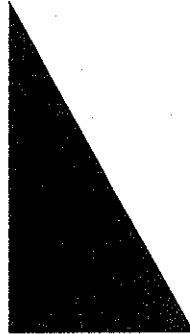
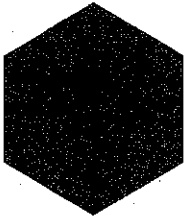
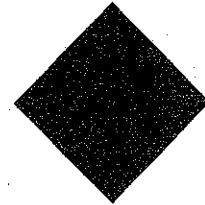
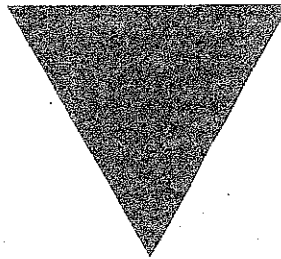
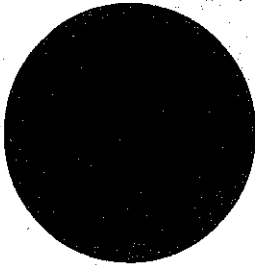
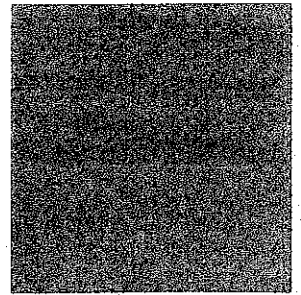
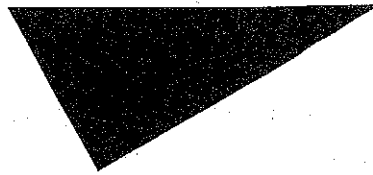
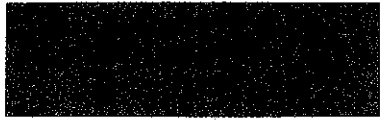
**Learning Objective** You will identify and name triangles.

**Listen and Draw****triangles****not triangles**

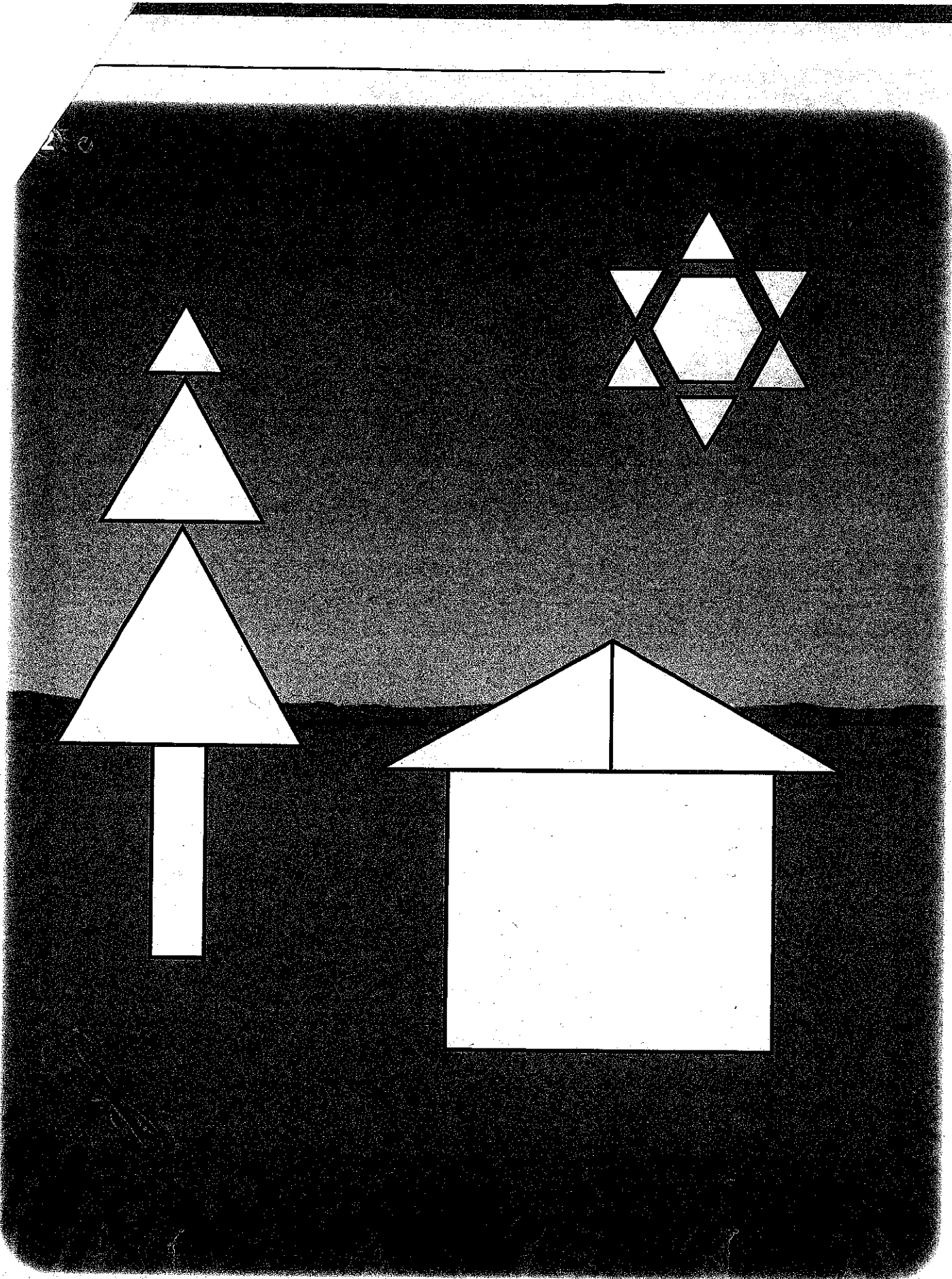
**DIRECTIONS** Place two-dimensional shapes on the page. Identify and name the triangles. Sort the shapes by triangles and not triangles. Trace and color the shapes on the sorting mat.

# Share and Show

1

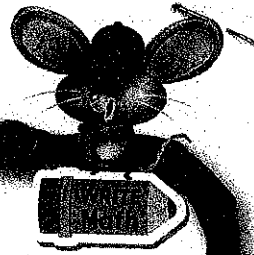


**DIRECTIONS** 1. Mark an X on all of the triangles.

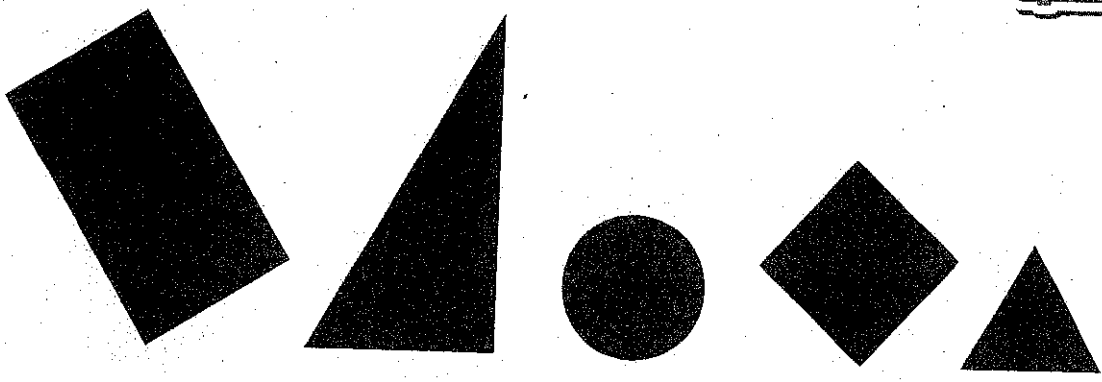


**DIRECTIONS** 2. Color the triangles in the picture.

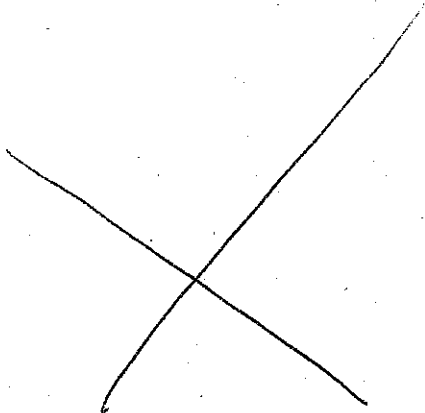
# Problem Solving • Applications



3



4



**DIRECTIONS** 3. Anita put her shapes in a row. Which shapes are triangles? Mark an X on those shapes. 4. Draw to show what you know about triangles. Tell a friend about your drawing.



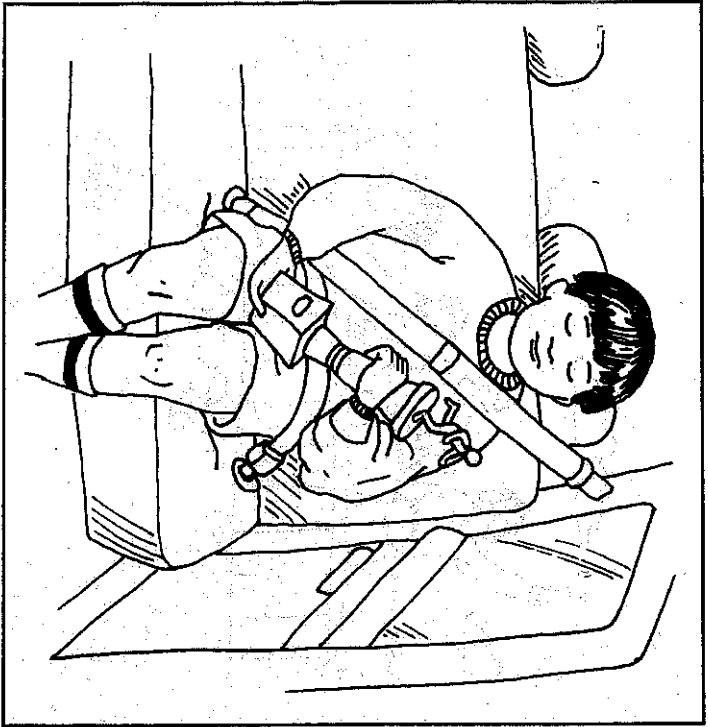
**HOME ACTIVITY** • Have your child show you an object that is shaped like a triangle.

# PACKET

## DAY 25

- ✓ RLA: Read Run, Tim
- ✓ Handwriting: Write uppercase and lowercase Yy and Qq, p. 381 AND 382
- ✓ Math: Lesson 9.7 Identify and Name Rectangles

**\*Write your name on each page!**



Tim ran to the end.

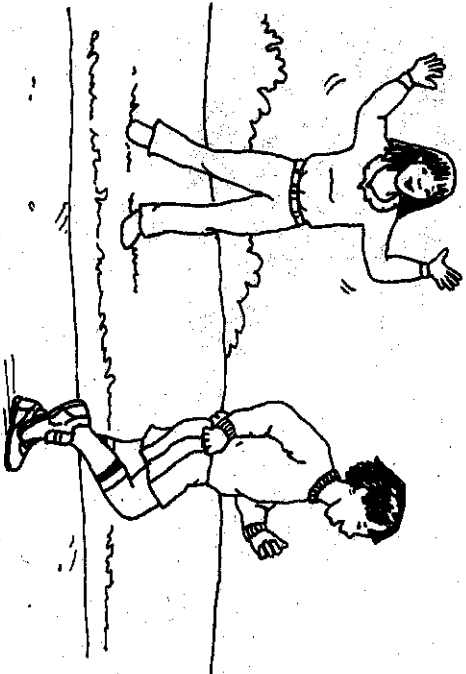
Tim had a rest.

4

Decodable Story *Run, Tim*  
Target Skill /y/ Spelled /y/ /kw/ Spelled /q/

Name \_\_\_\_\_

# Run, Tim

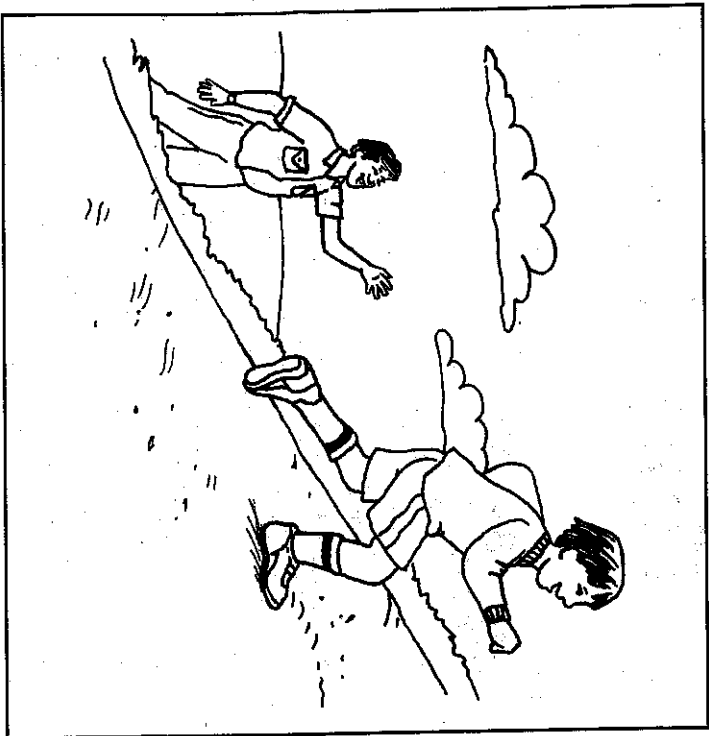


Tim ran past his sis.

She said,

“You can not quit yet.”

1

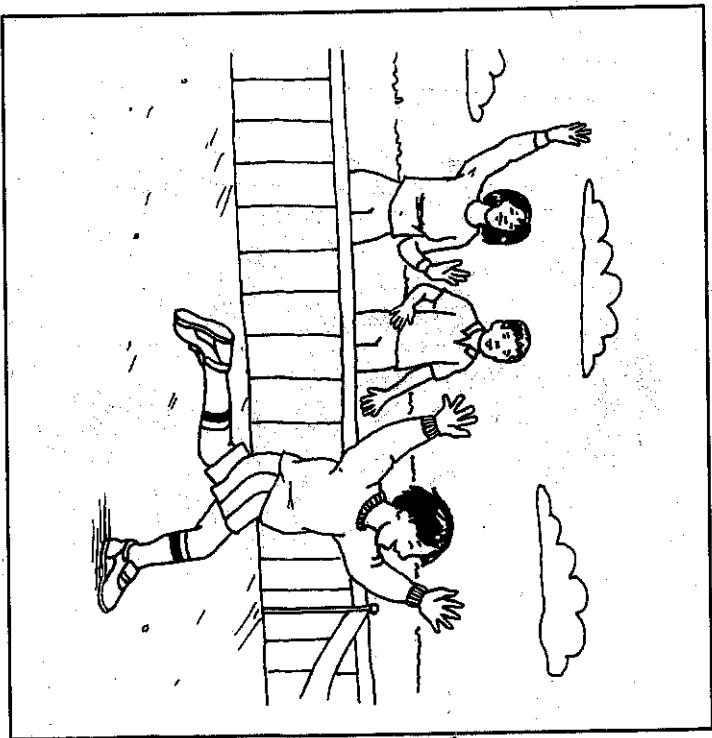


Tim ran up a hill.

His dad said,

“You can not quit yet.”

2



Tim ran and ran.

His mom said,

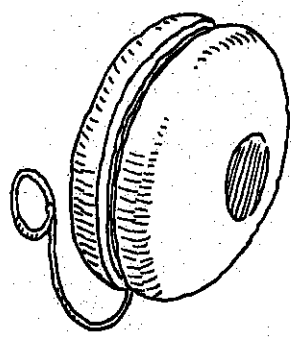
“You can not quit yet.”

3

Name \_\_\_\_\_

This is the Way  
We Go to School

 Write



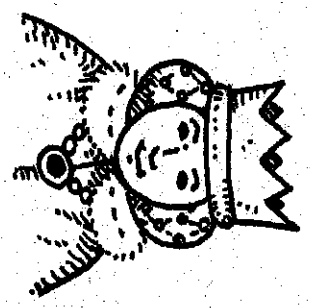
Y

y

Q

q

Handwriting practice lines for the letters Y and Q. Each letter has a set of four lines: a solid top line, a dashed middle line, a solid bottom line, and a solid descender line. There are four sets of these lines, one for each letter.




yet

Handwriting practice lines for the word 'yet'. It consists of four lines: a solid top line, a dashed middle line, a solid bottom line, and a solid descender line.

Quin

Handwriting practice lines for the word 'Quin'. It consists of four lines: a solid top line, a dashed middle line, a solid bottom line, and a solid descender line.

 Directions: Have children write a row of each letter and then write the words.



Home Activity Ask your child to write each letter and tell you how to make the letter.

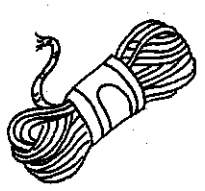
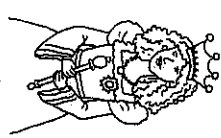
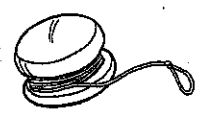


Name \_\_\_\_\_

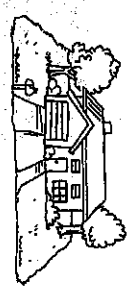
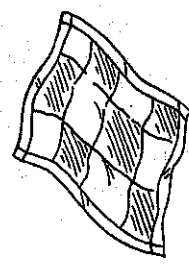
This is the Way  
We Go to School

 Write

 Color



Yy  
Qq



Directions: Name each picture. Write y if the word begins with /y/. Write qu if the word begins with /kw/. Color the /kw/ pictures.

382 Phonics /y/ Spelled Yy, /kw/ Spelled Qq



Home Activity: Have your child find other words with /y/ or /kw/.

Name \_\_\_\_\_

# Identify and Name Rectangles

**Essential Question** How can you identify and name rectangles?

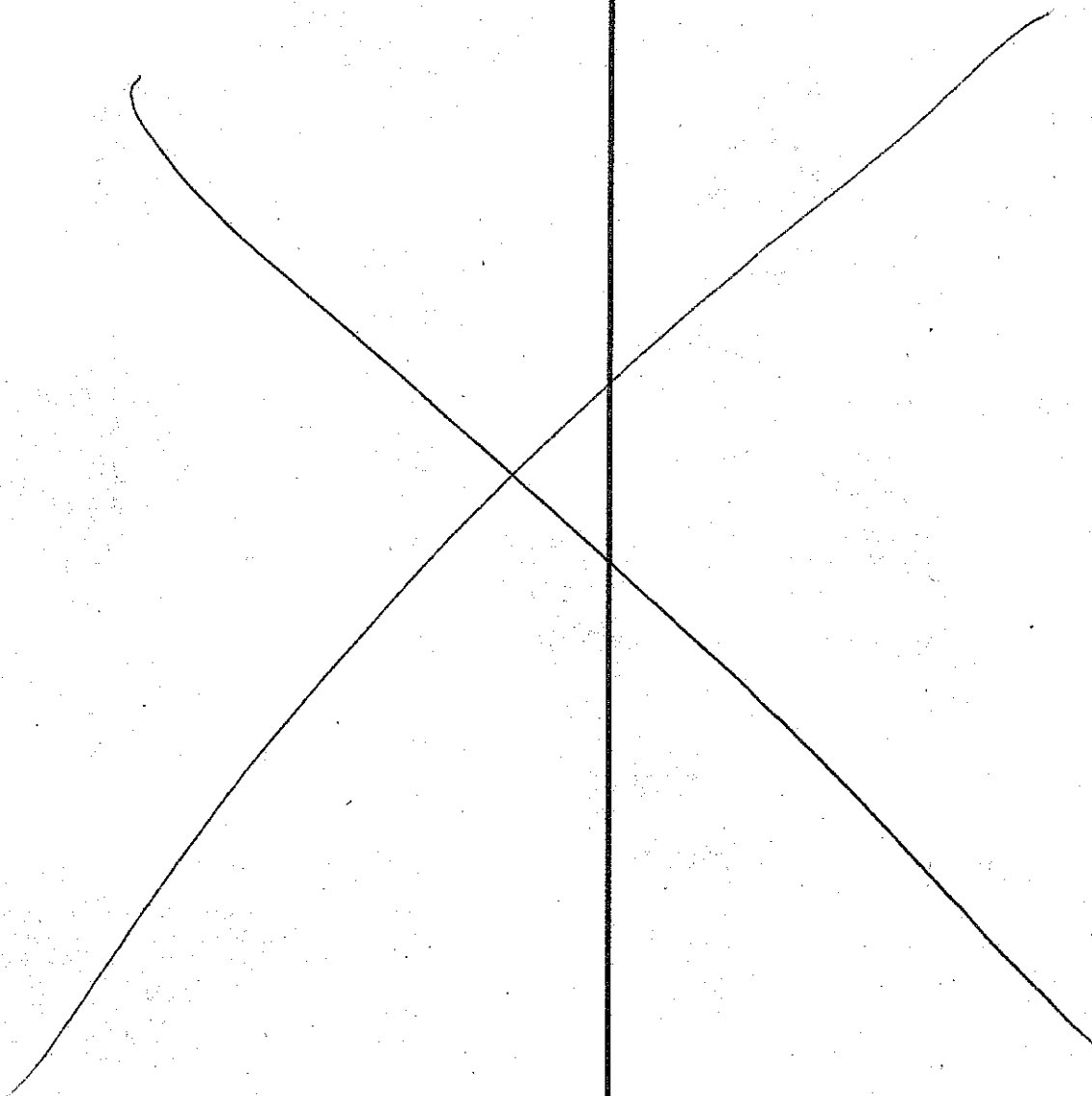
**Learning Objective** You will identify and name rectangles.

Listen and Draw



rectangles

not rectangles

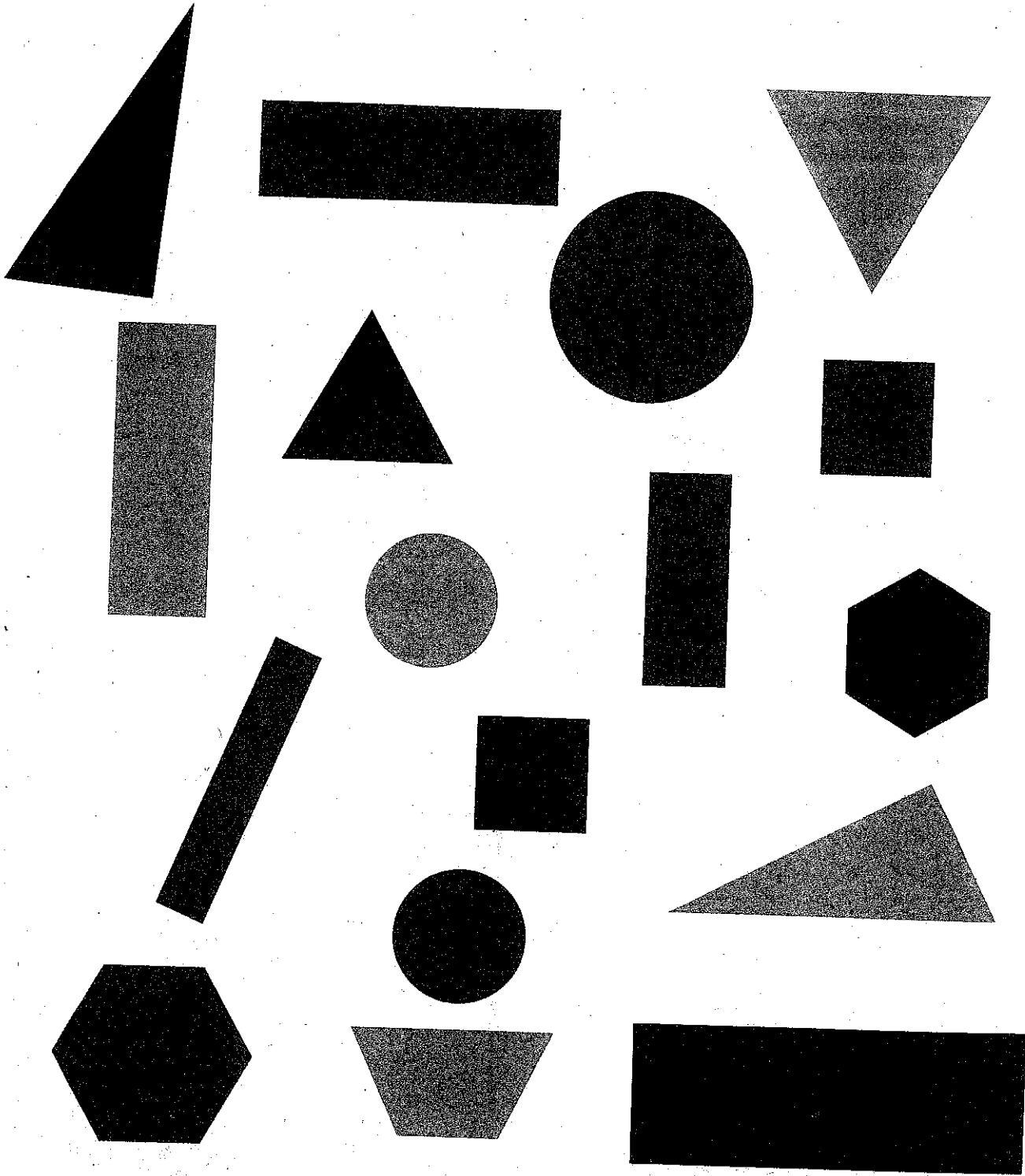


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**DIRECTIONS** Place two-dimensional shapes on the page. Identify and name the rectangles. Sort the shapes by rectangles and not rectangles. Trace and color the shapes on the sorting mat.

# Share and Show

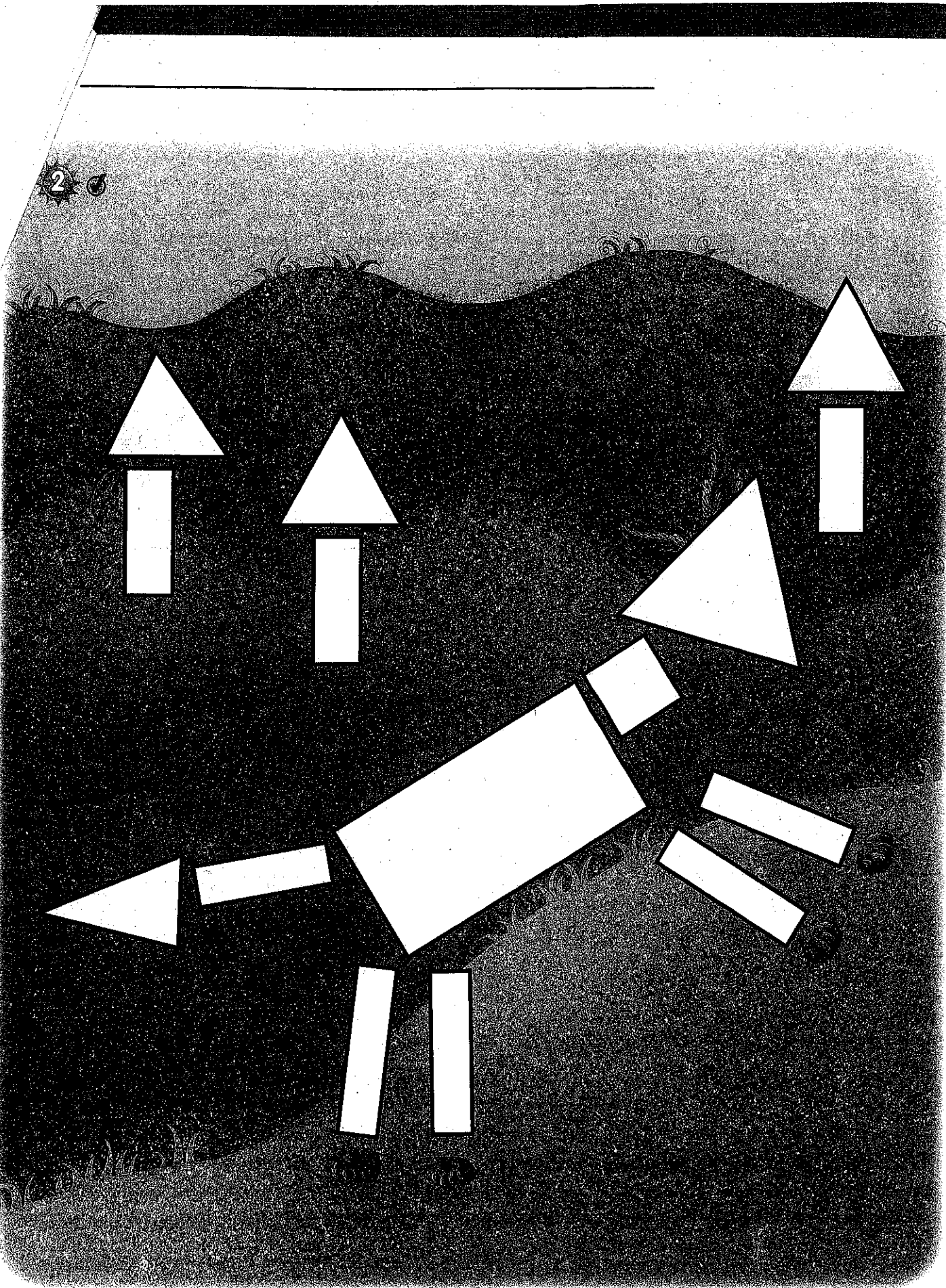
1



**DIRECTIONS** 1. Mark an X on all of the rectangles.

**530** five hundred thirty

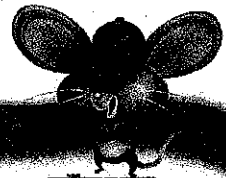
2



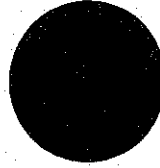
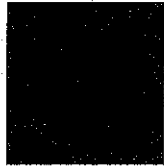
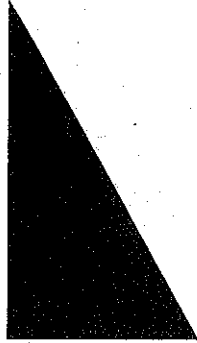
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**DIRECTIONS** 2. Color the rectangles in the picture.

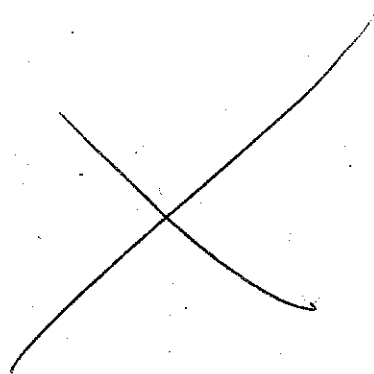
# Problem Solving • Applications



3



4



**DIRECTIONS** 3. Max looked at his shapes. Which of his shapes are rectangles? Mark an X on those shapes. 4. Draw to show what you know about rectangles. Tell a friend about your drawing.



**HOME ACTIVITY** • Have your child show you an object that is shaped like a rectangle.

# PACKET

## DAY 26

- ✓ RLA: Read Run, Tim *\*book from Day 25*
- ✓ Handwriting: p. 391 Write **y** or **qu** to the beginning of each word
- ✓ Math: Lesson 9.9 Identify and Name Hexagons

**\*Write your name on each page!**

Name \_\_\_\_\_

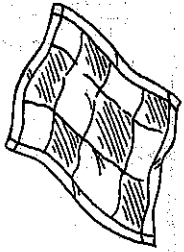


Write

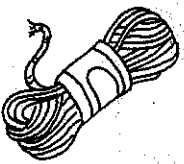


Color

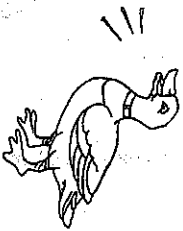
it



arn



ack



Yy Qq

ak



ick



ell



Directions: Name each picture. Write y if the word begins with /y/. Write qu if the word begins with /kw/. Color the /y/ pictures.



Home Activity: Have your child draw pictures of things that begin with /y/ and /kw/.

Name \_\_\_\_\_

# Identify and Name Hexagons

**Essential Question** How can you identify and name hexagons?

**Learning Objective** You will identify and name hexagons.

**Listen and Draw** **Real World**



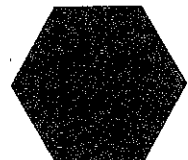
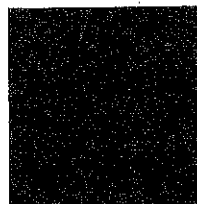
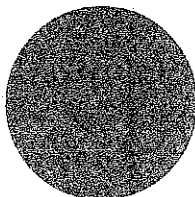
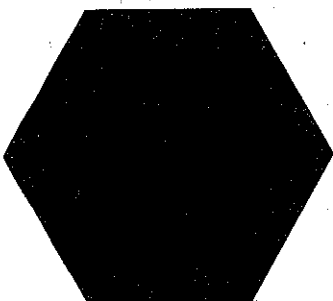
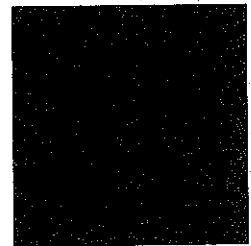
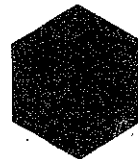
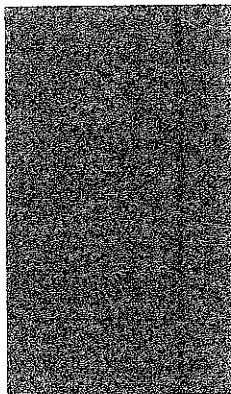
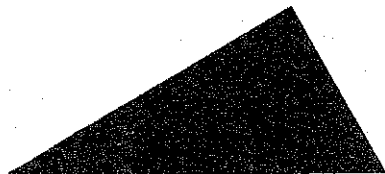
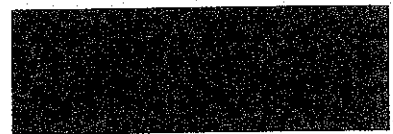
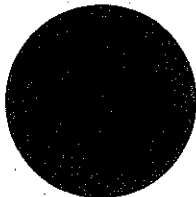
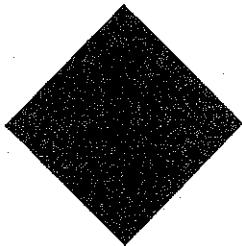
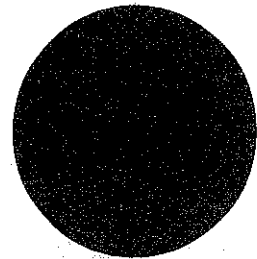
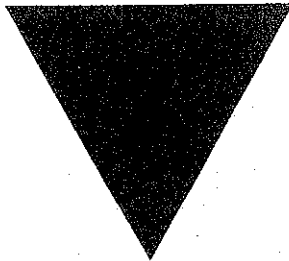
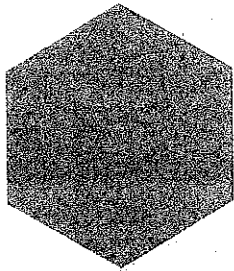
hexagons	not hexagons

**DIRECTIONS** Place two-dimensional shapes on the page. Identify and name the hexagons. Sort the shapes by hexagons and not hexagons. Trace and color the shapes on the sorting mat.

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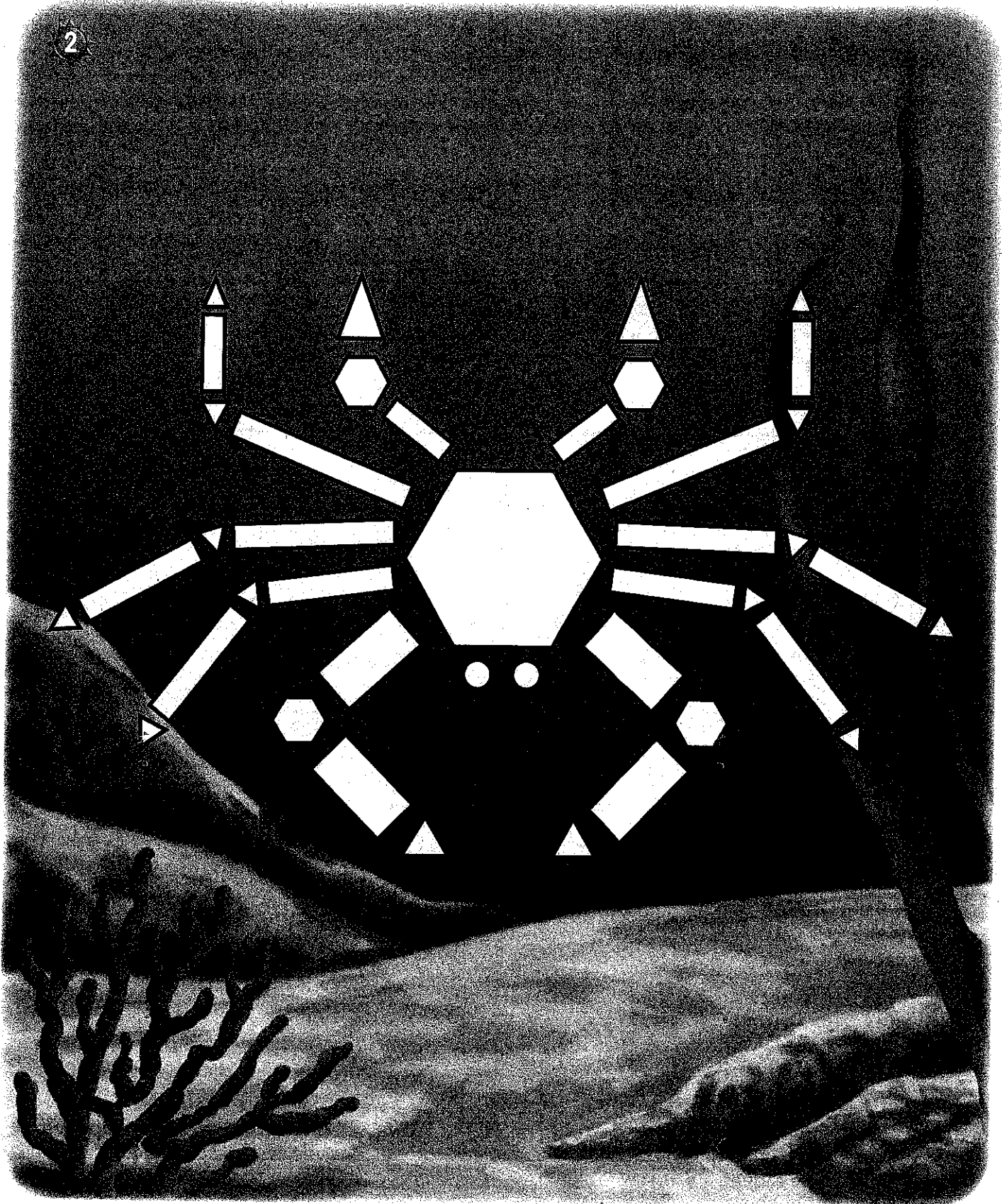


# Share and Show



**DIRECTIONS** 1. Mark an X on all of the hexagons.

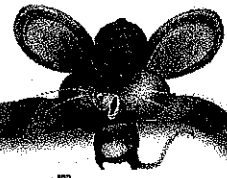
2



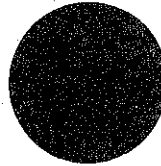
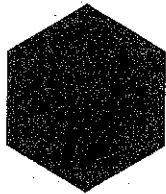
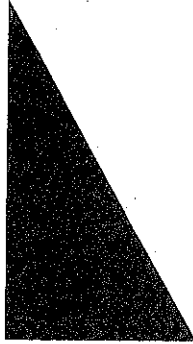
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**DIRECTIONS** 2. Color the hexagons in the picture.

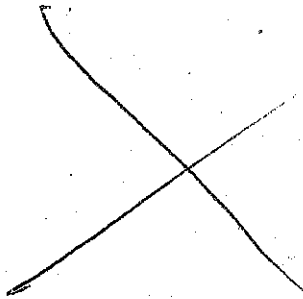
**Problem Solving • Applications** *Real World*



3



4



**DIRECTIONS** 3. Ryan is looking at his shapes. Which of his shapes are hexagons? Mark an X on those shapes. 4. Draw to show what you know about hexagons. Tell a friend about your drawing.



**HOME ACTIVITY** • Draw some shapes on a page. Include several hexagons. Have your child circle the hexagons.