



Kindergarten

Student Name _____

April 2020

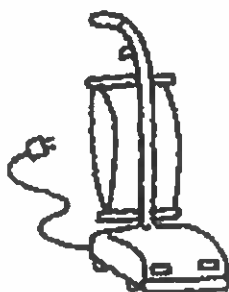
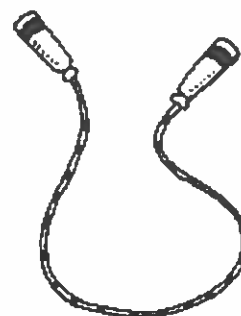
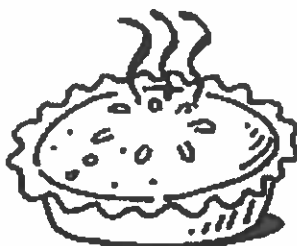
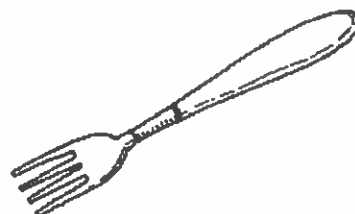
Monday	Tuesday	Wednesday	Thursday	Friday
 Advancement via Individual Determination		1 ELA- pgs. 214-217 Math- R69 Parent Initial _____	2 ELA- pgs. 1-3, 218 Math-R70 Parent Initial _____	3 ELA- pgs. 221, 222 Math-R71 Parent Initial _____
6 ELA- pgs. 224-227 Math-R72 Parent Initial _____	7 ELA- pgs. 1-3, 228 Math-R73 Parent Initial _____	8 ELA- pgs. 231, 232 Math-R74 Parent Initial _____	9 ELA- pgs. 234, 235 Math-R75 Parent Initial _____	10 Good Friday
13 Spring Break	14 Spring Break	15 Spring Break	16 Spring Break	17 Spring Break
20 ELA- pgs. 236-238 Math-R76 Parent Initial _____	21 ELA- pgs. 1-4, 241 Math-R77 Parent Initial _____	22 ELA- pgs. 242-244 Math-R78 Parent Initial _____	23 ELA- pgs. 127-129 Math-R79, R80 Parent Initial _____	24 ELA- pgs. 1-4, 130 Math-R81 Parent Initial _____
27 ELA- pgs. 133, 134 Math-R82 Parent Initial _____	28 ELA- pgs. 135 Math-R83, R84 Parent Initial _____	29 ELA- pgs. 1-4, 136 Math- R85, R86 Parent Initial _____	30 ELA- pgs. 139-141 Math-R87, R88 Parent Initial _____	

Important Information:

Please follow the calendar to ensure students are working at a reasonable pace. In addition to these resources, students should be login in to Lexia Core 5 for at least 20 minutes a day.



Name _____



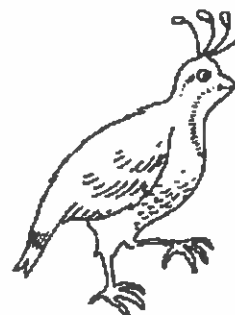
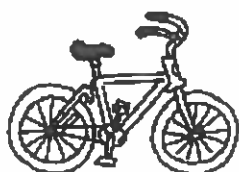
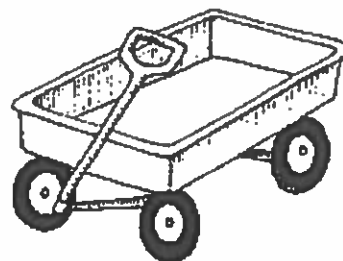
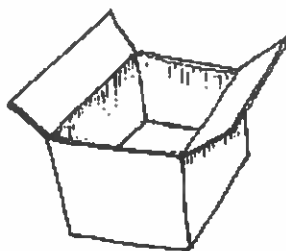
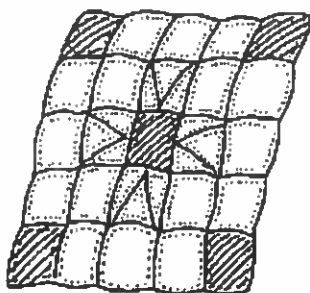
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Phonemic Awareness: /j/

Say the name of each picture. Put a marker on each picture if its name begins with the /j/ sound.



Name _____



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Phonemic Awareness: /kw/

Say the name of each picture. Put a marker on each picture if its name begins with the /kw/ sound.



Name _____



1.

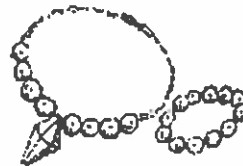


j

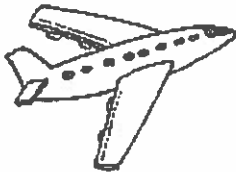


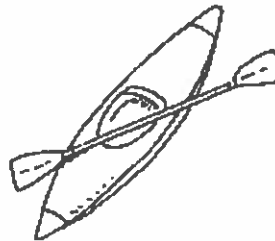
2.





3.





4.





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Phonics: /j/

Say the name of each picture. Write the letter *j* next to each picture whose name begins with the /j/ sound.

Name _____



1.



qu



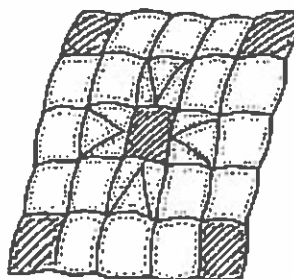
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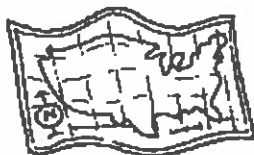


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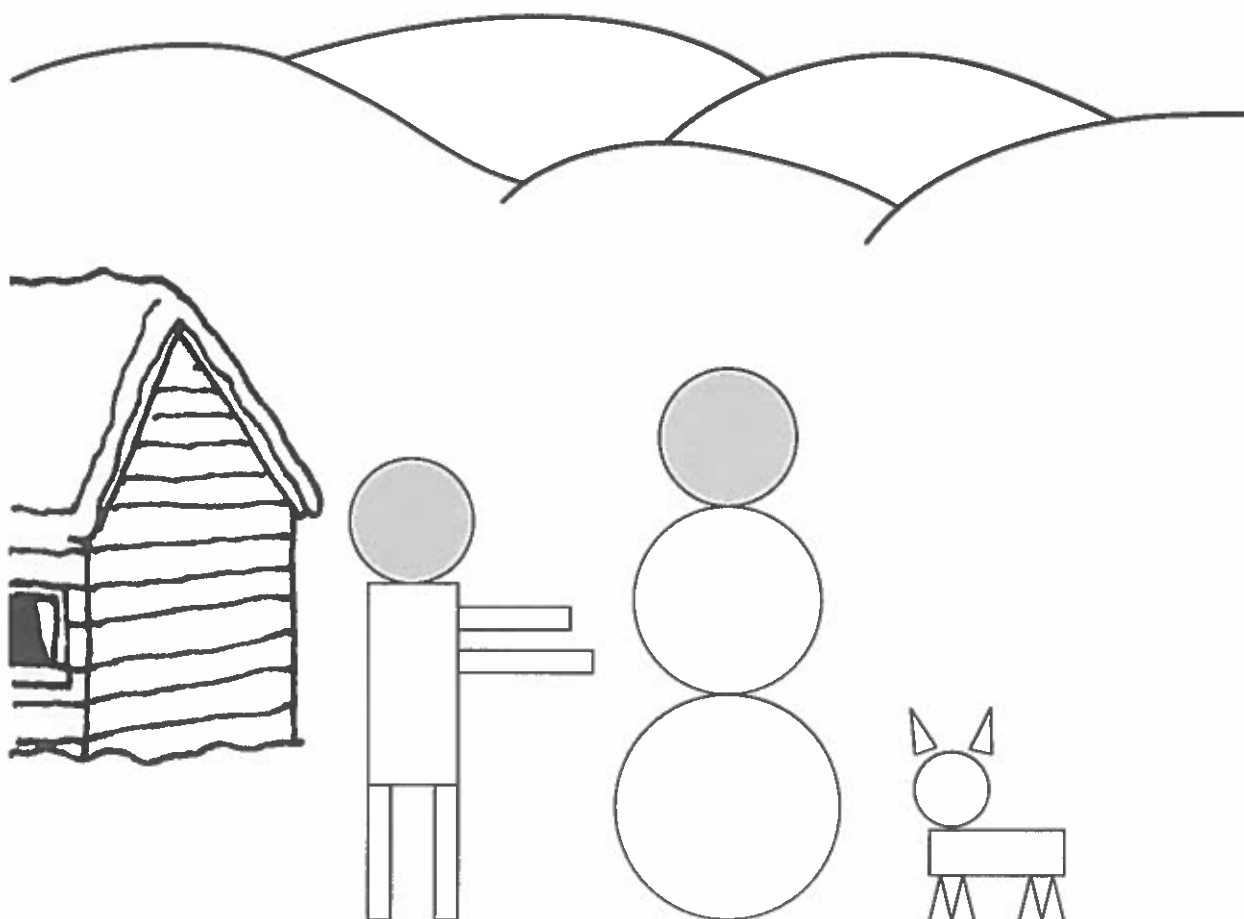
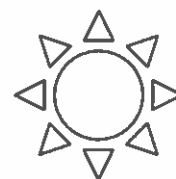


Phonics: /kw/qu

Say the name of each picture. Write the letters *qu* next to each picture whose name begins with the /kw/ sound.

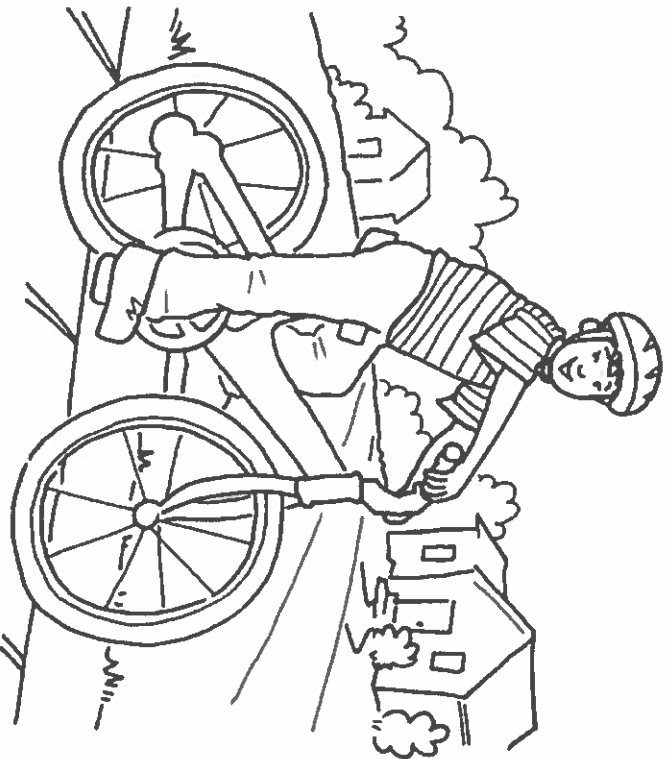
Name _____

Identify and Name Circles



DIRECTIONS 1. Place a circle on each shaded circle. Color the other circles in the picture.

Name _____

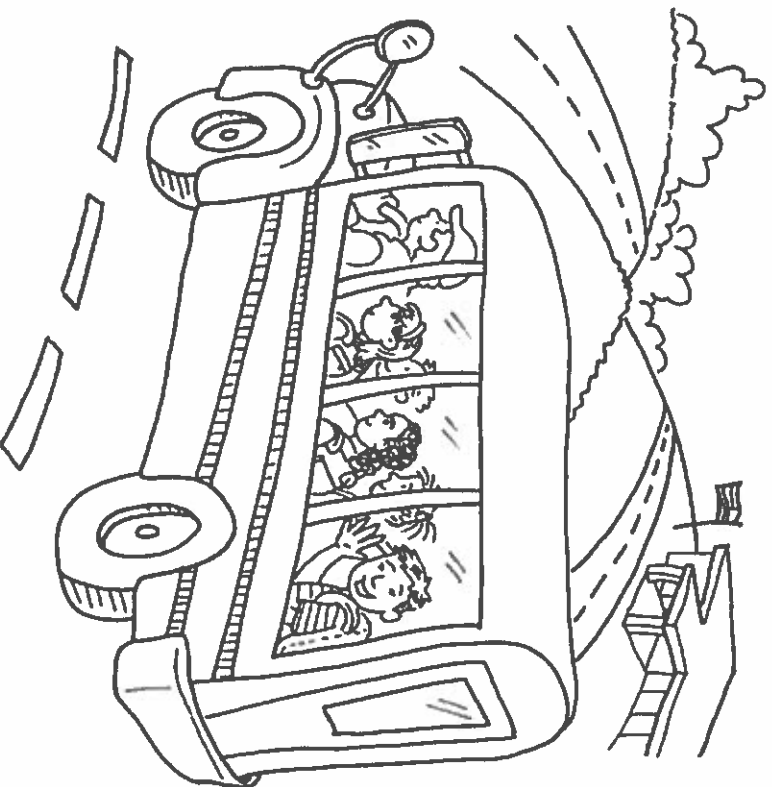


Can you see me?

Here I am!

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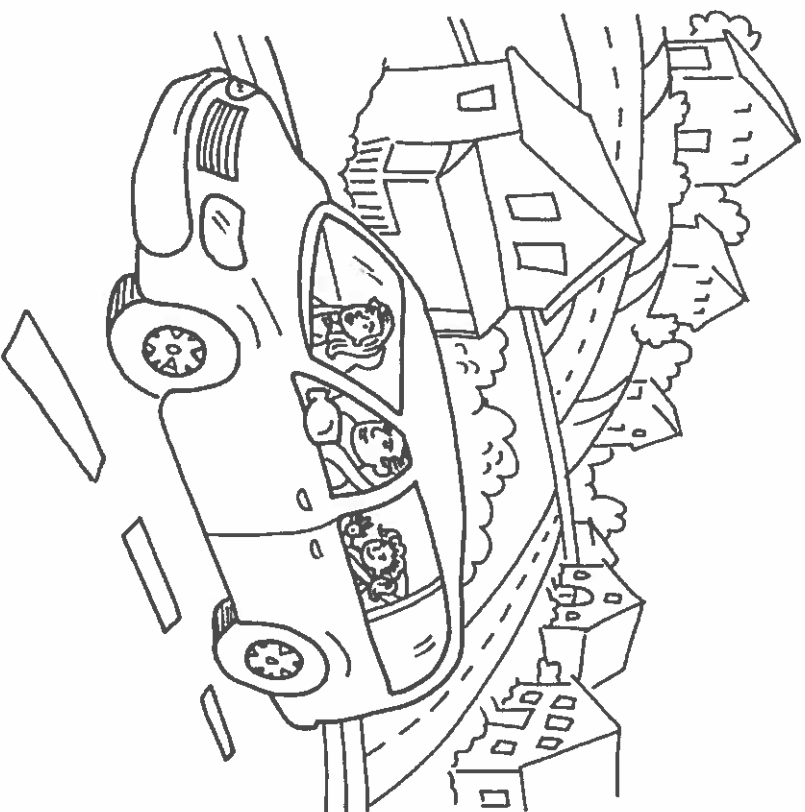
Here I Am!



Can you see me?

Here I am on the bus.

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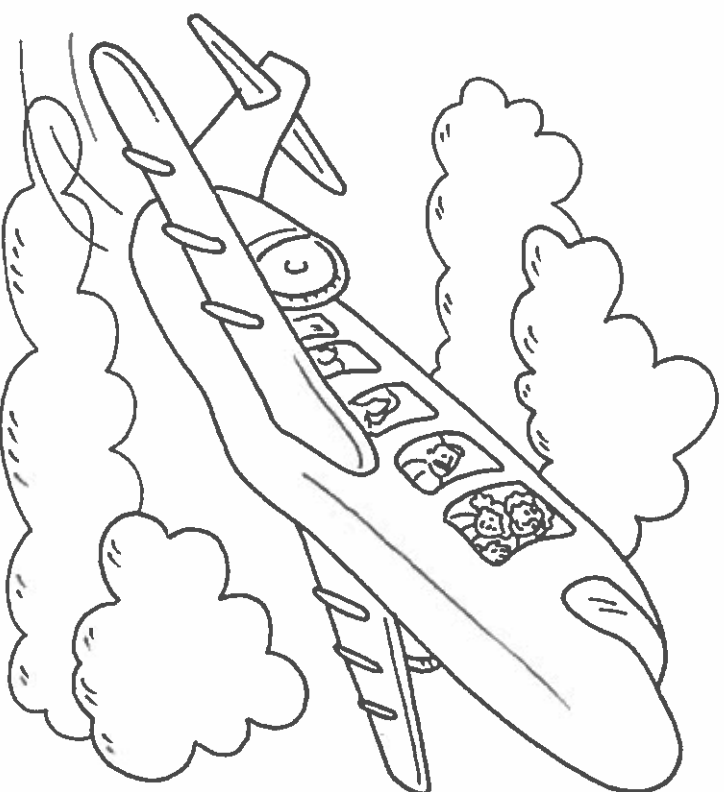
Can you see me?

Here I am in a van.

2

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Can you see me?

Here I am in a jet.

3



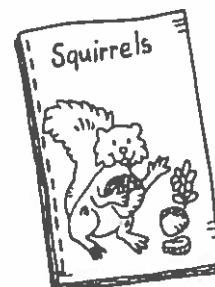
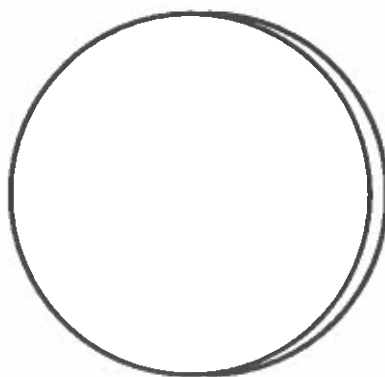
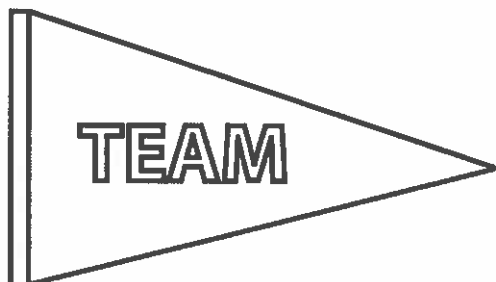
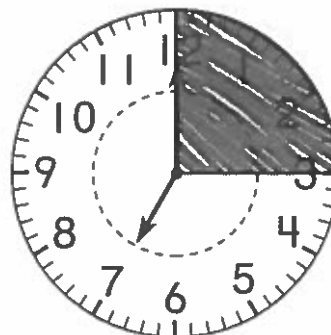
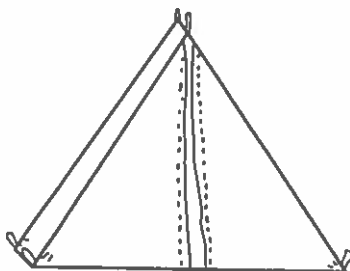
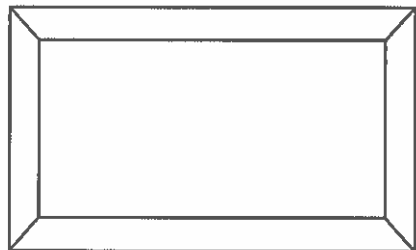
Name _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for writing practice.

Writing Fluency

Have children reread *Here I Am!* On their own, have children write for five minutes as much as they can, as well as they can, about how the boy in the story moves. Have children review their writing.

Describe Circles

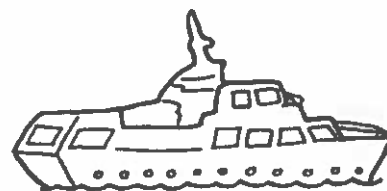
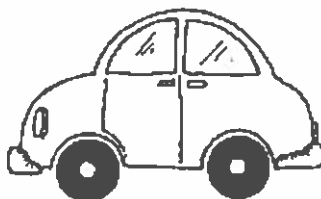
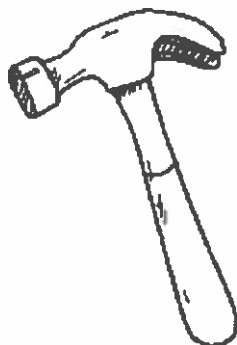


DIRECTIONS 1. Finish coloring the object that is shaped like a circle. 2. Color the object that is shaped like a circle.

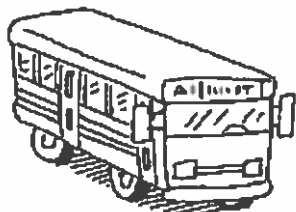


Name _____

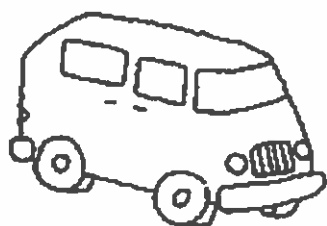
1.



2.



3.

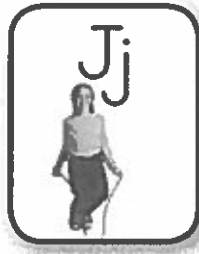


Category Words: Vehicles

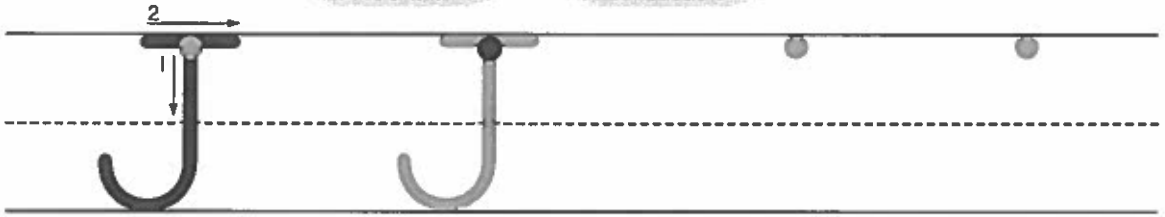
Put a marker on each picture that shows a vehicle. Name each vehicle. Tell which ones you have ridden in.



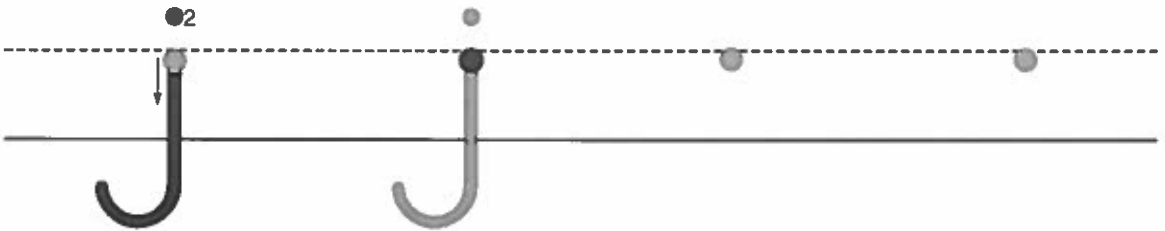
Name _____



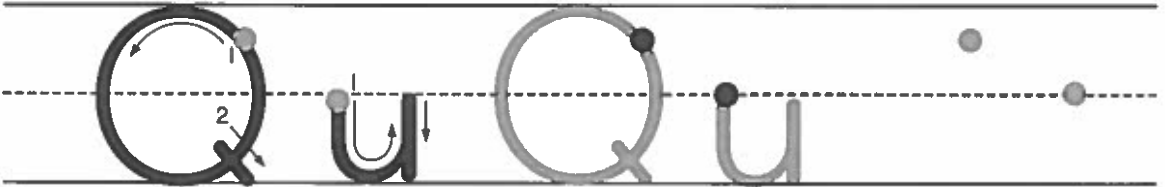
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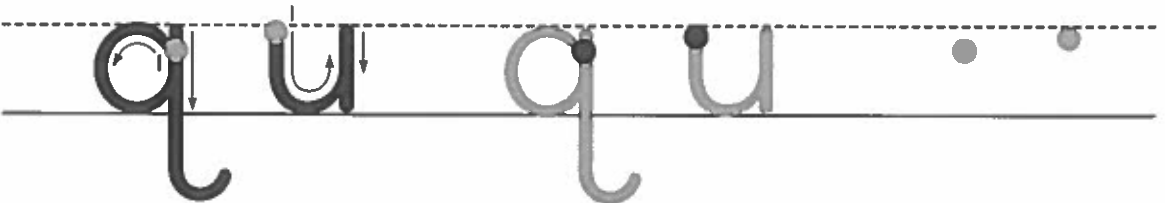
2.



3.



4.



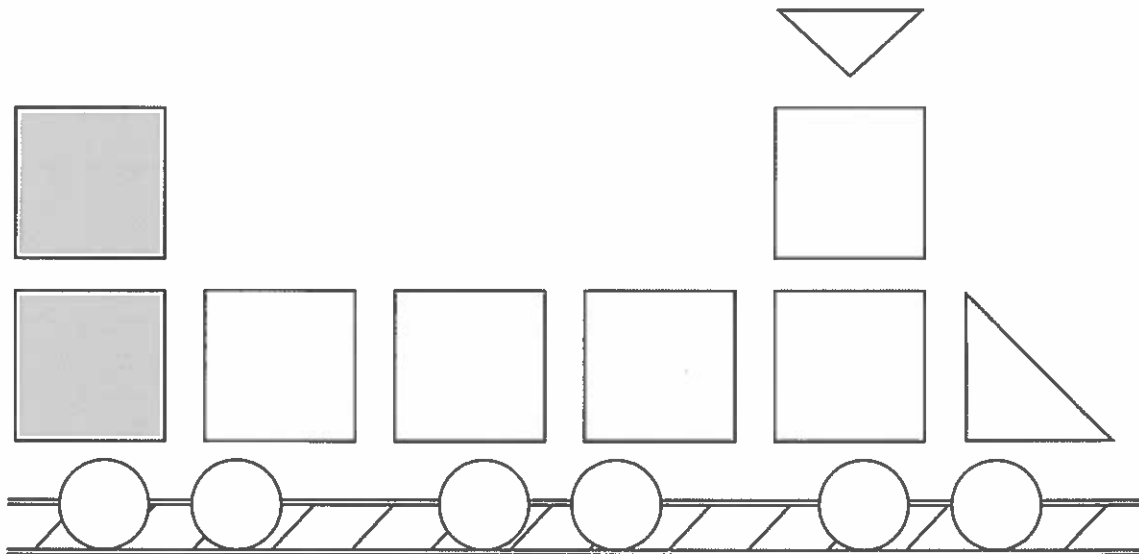
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Handwriting: *Jj, Qu, qu*

Trace and write each capital letter *J* and each lowercase letter *j*.
Then trace and write the letters *Qu* and the letters *qu*.

Name _____

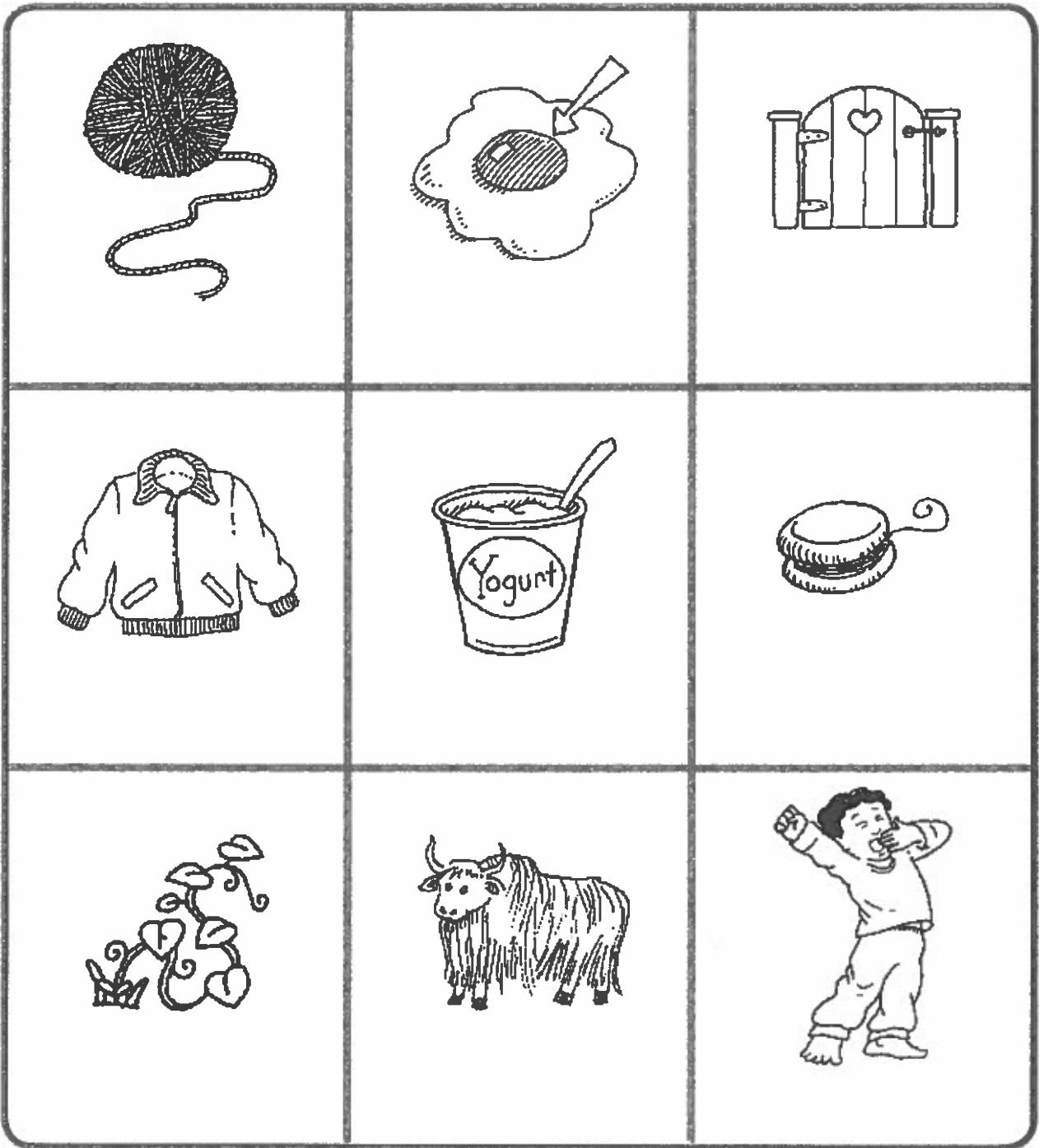
Identify and Name Squares



DIRECTIONS I. Place a square on each shaded square. Color the other squares in the picture.



Name _____



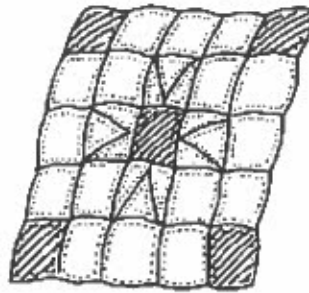
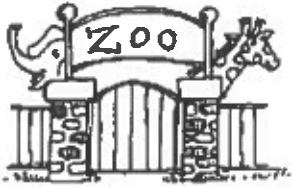
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Phonemic Awareness: /y/

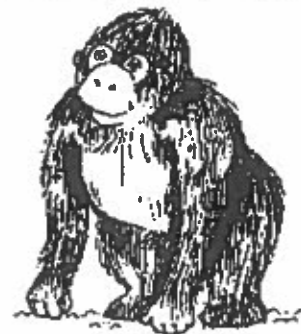
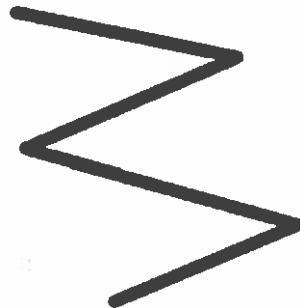
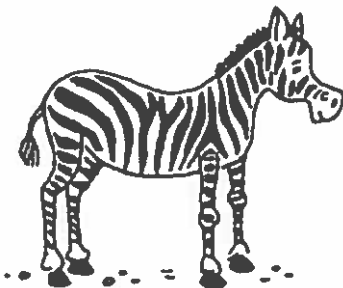
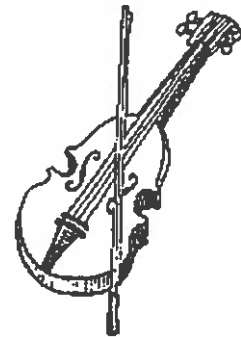
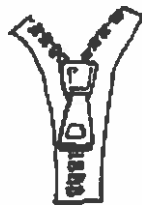
Say the name of each picture. Put a marker on each picture if its name begins with the /y/ sound.



Name _____



o



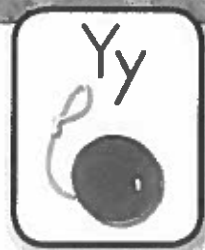
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Phonemic Awareness: /z/

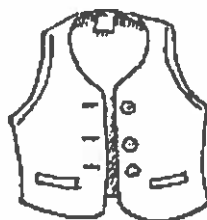
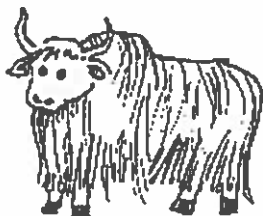
Say the name of each picture. Put a marker on each picture if its name begins with the /z/ sound.



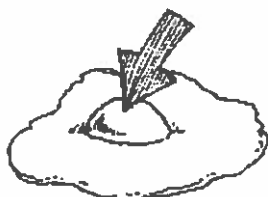
Name _____



1.



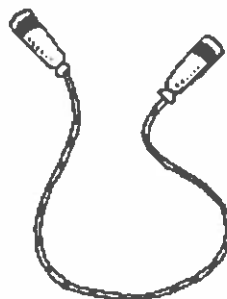
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3.



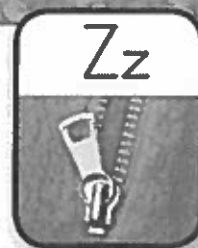
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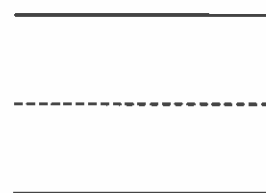
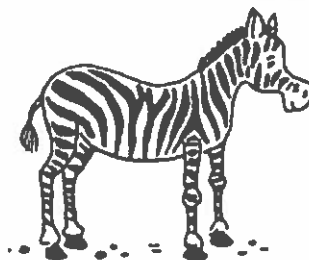
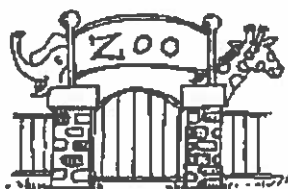
Phonics: /y/y

Say the name of each picture. Write the letter y next to each picture whose name begins with the /y/ sound.

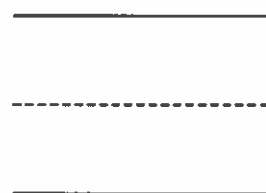
Name _____



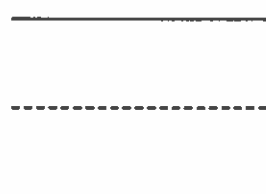
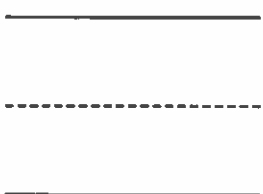
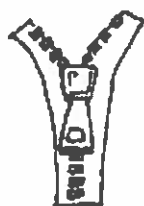
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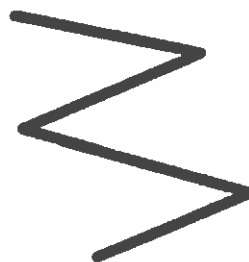
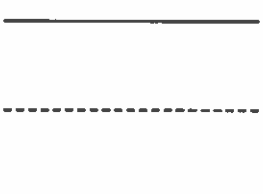
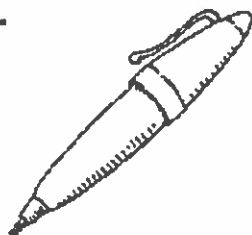
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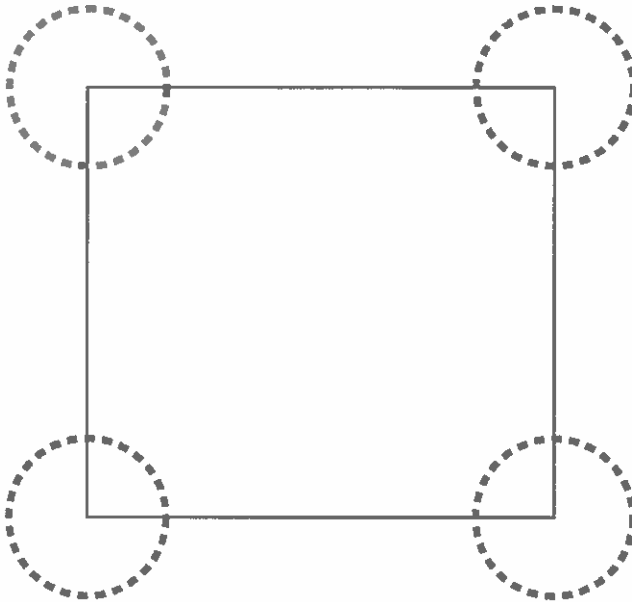
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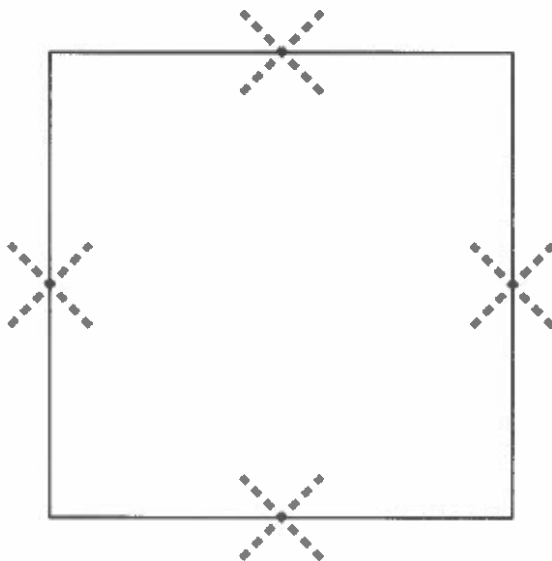
Phonics: /z/z

Say the name of each picture. Write the letter z next to each picture whose name begins with the /z/ sound.

Describe Squares



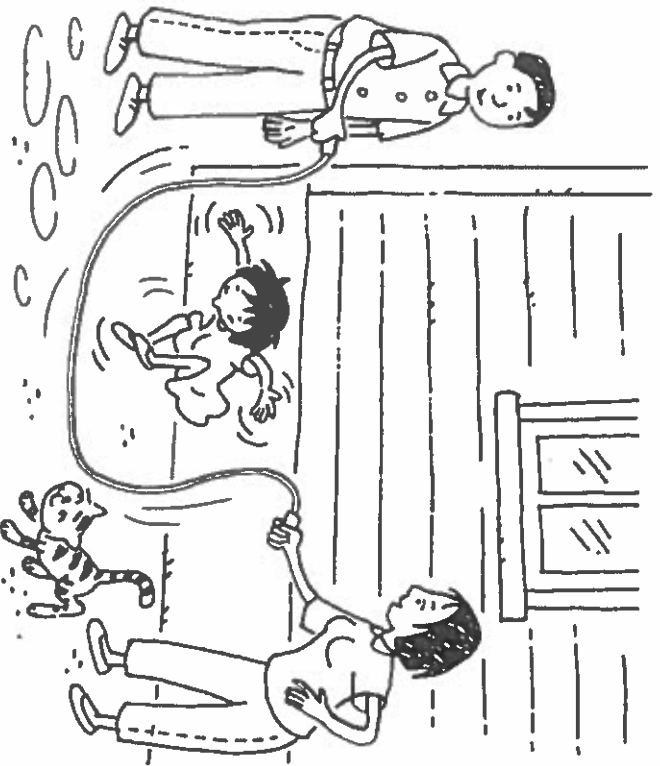
vertices



sides

DIRECTIONS 1. Trace the circle around each corner, or vertex. Draw a dot in each circle as you count. Write how many corners, or vertices. 2. Trace the X on each side. Draw a dot on each X as you count. Write how many sides.

Name _____



“We can do this!”

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What Can You Do?



“This is for you.”

“What can you do?”

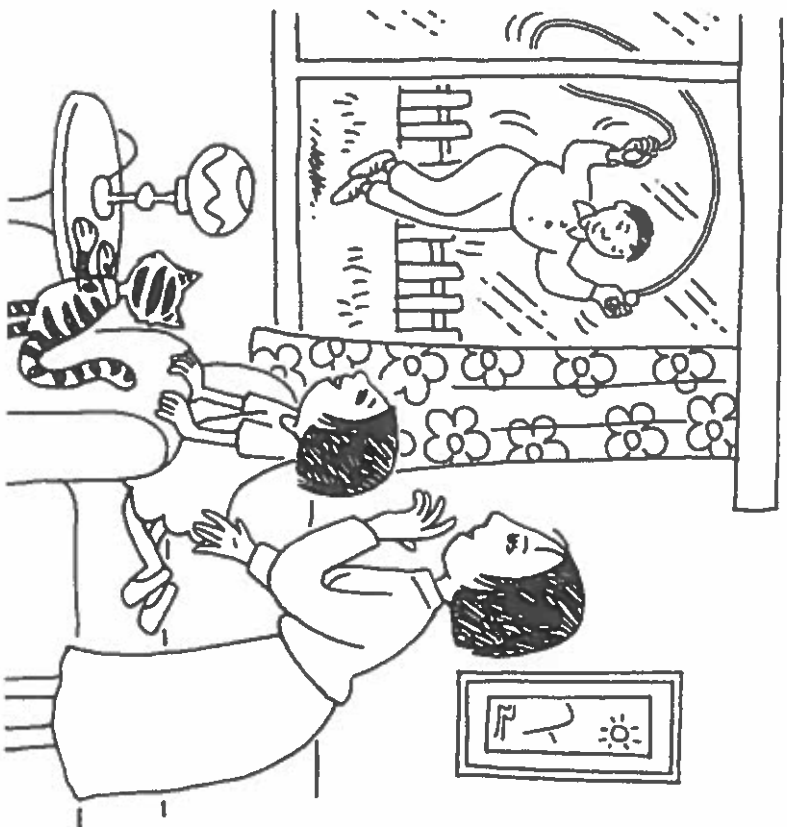
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4

Unit 8: From Here to There • Week 2

1

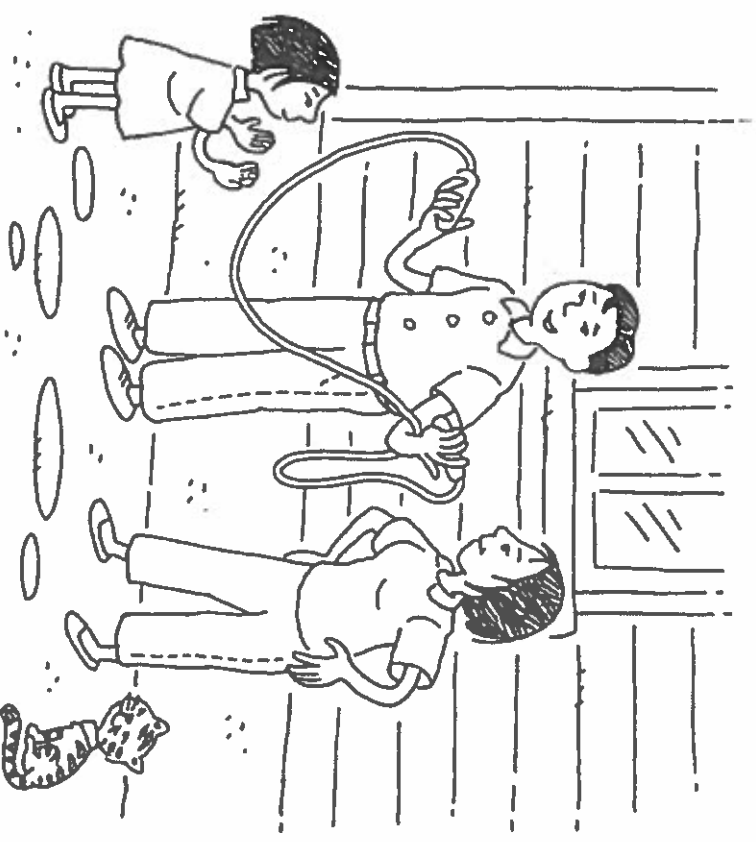
High Frequency Words: *this, what*
Read the book aloud to a partner. Reread for fluency.



“I can do this,” said Dad.

2

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“What can we do?”

3

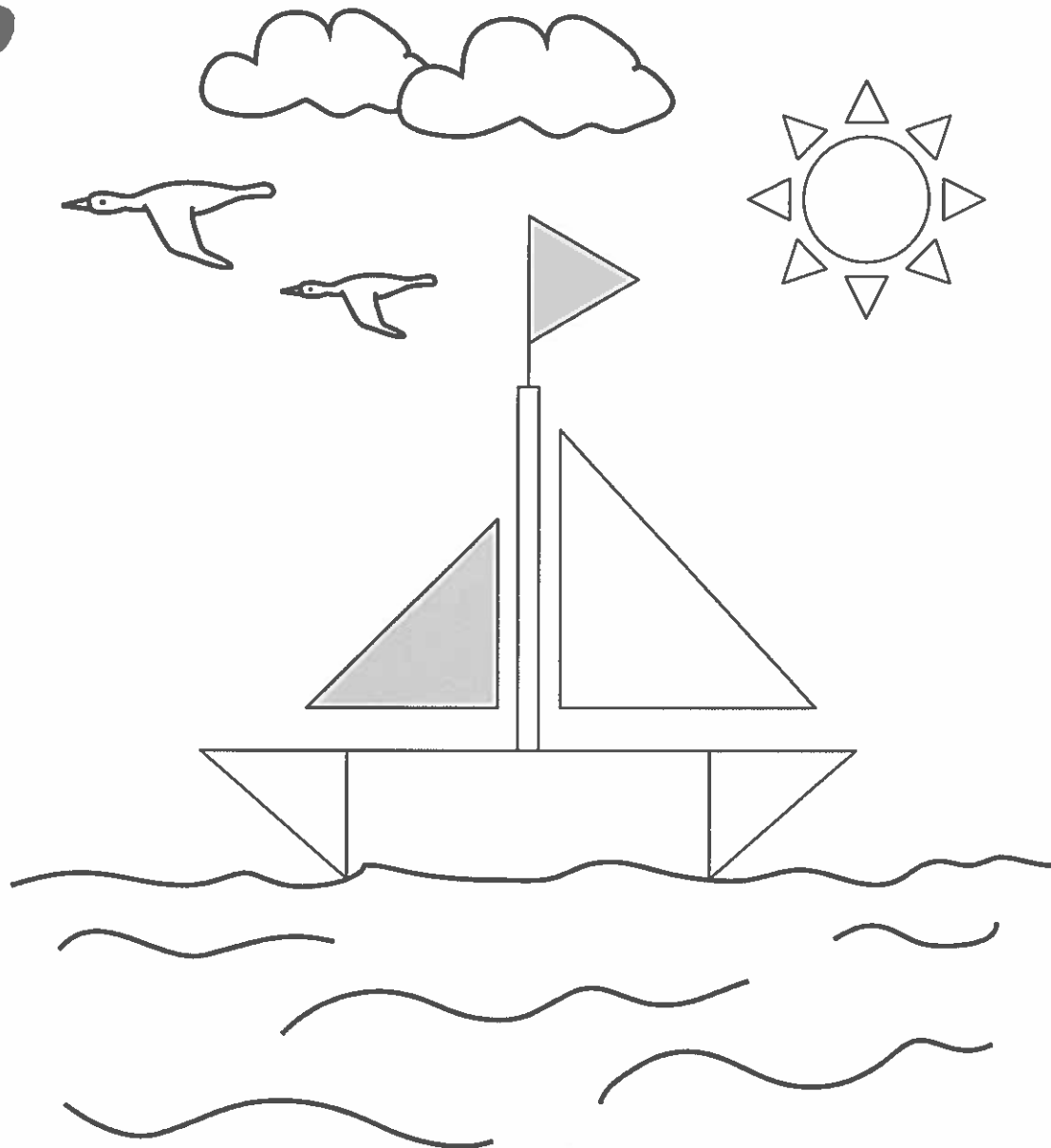
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Name _____

Unit 8: From Here to There • Week 2

Identify and Name Triangles



DIRECTIONS 1. Place a triangle on each shaded triangle. Color the other triangles in the picture.

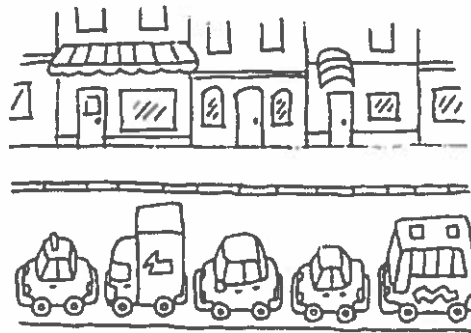


Name _____

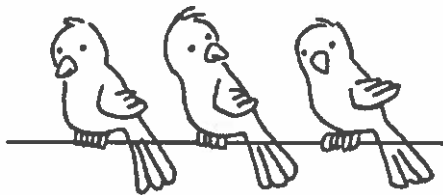
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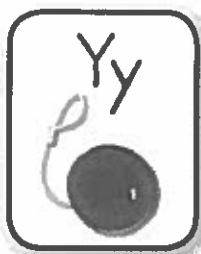


Category Words: Ordinal Numbers

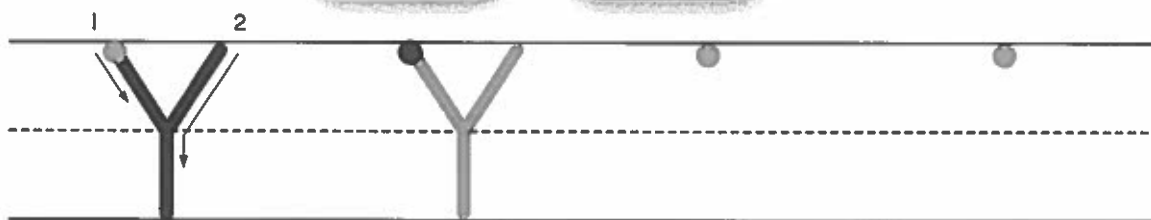
1. Put a marker on the child in the second location.
 2. Put a marker on the vehicle in the fifth location.
 3. Put a marker on the bird in the first location.
- Tell a partner about why you circled each picture.
Use the words *first*, *second*, *third*, *fourth*, or *fifth*.



Name _____



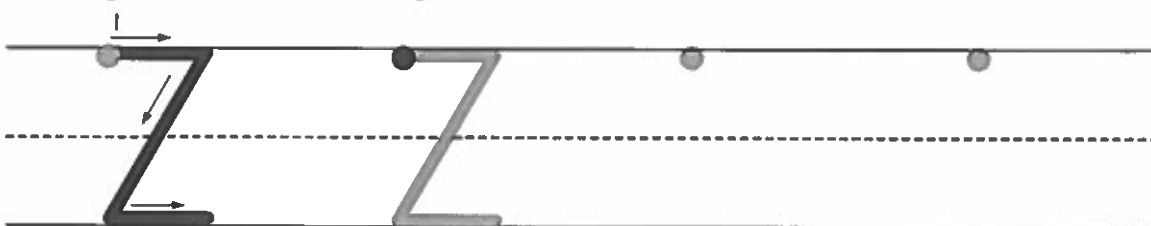
1.



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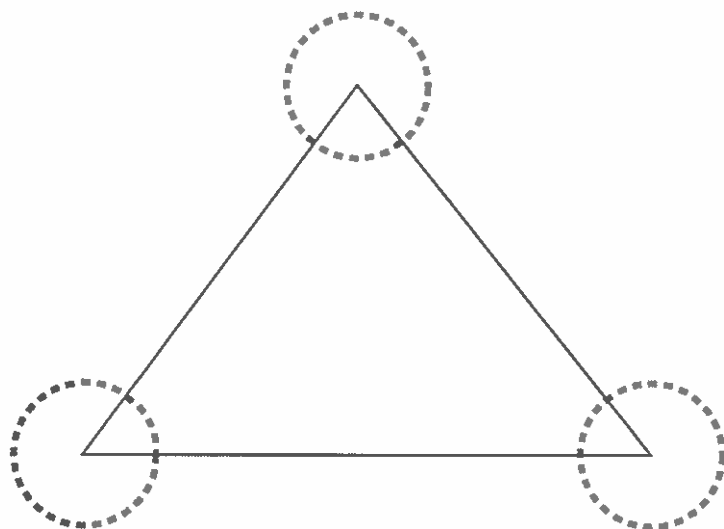


Handwriting: Yy, Zz

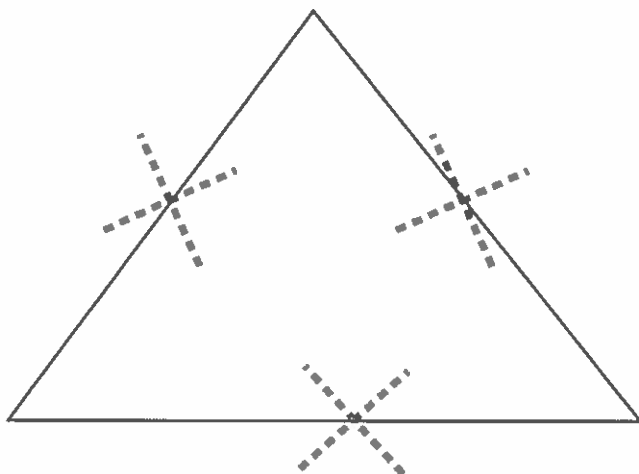
Trace and write each capital letter Y and each lowercase letter y.

Then trace and write each capital letter Z and each lowercase letter z.

Describe Triangles



vertices

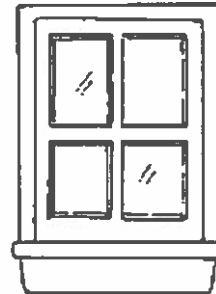
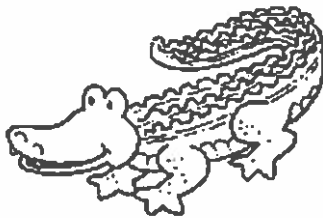
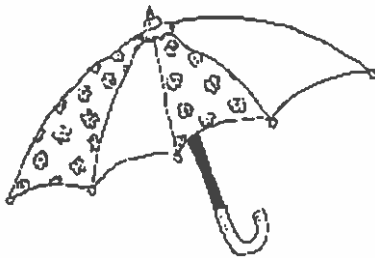
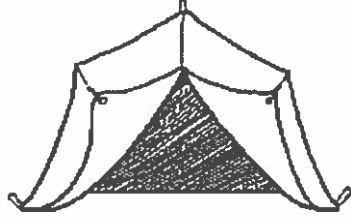


sides

DIRECTIONS 1. Trace the circle around each corner, or vertex. Draw a dot in each circle as you count. Write how many corners, or vertices. 2. Trace the X on each side. Draw a dot on each X as you count. Write how many sides.



Name _____



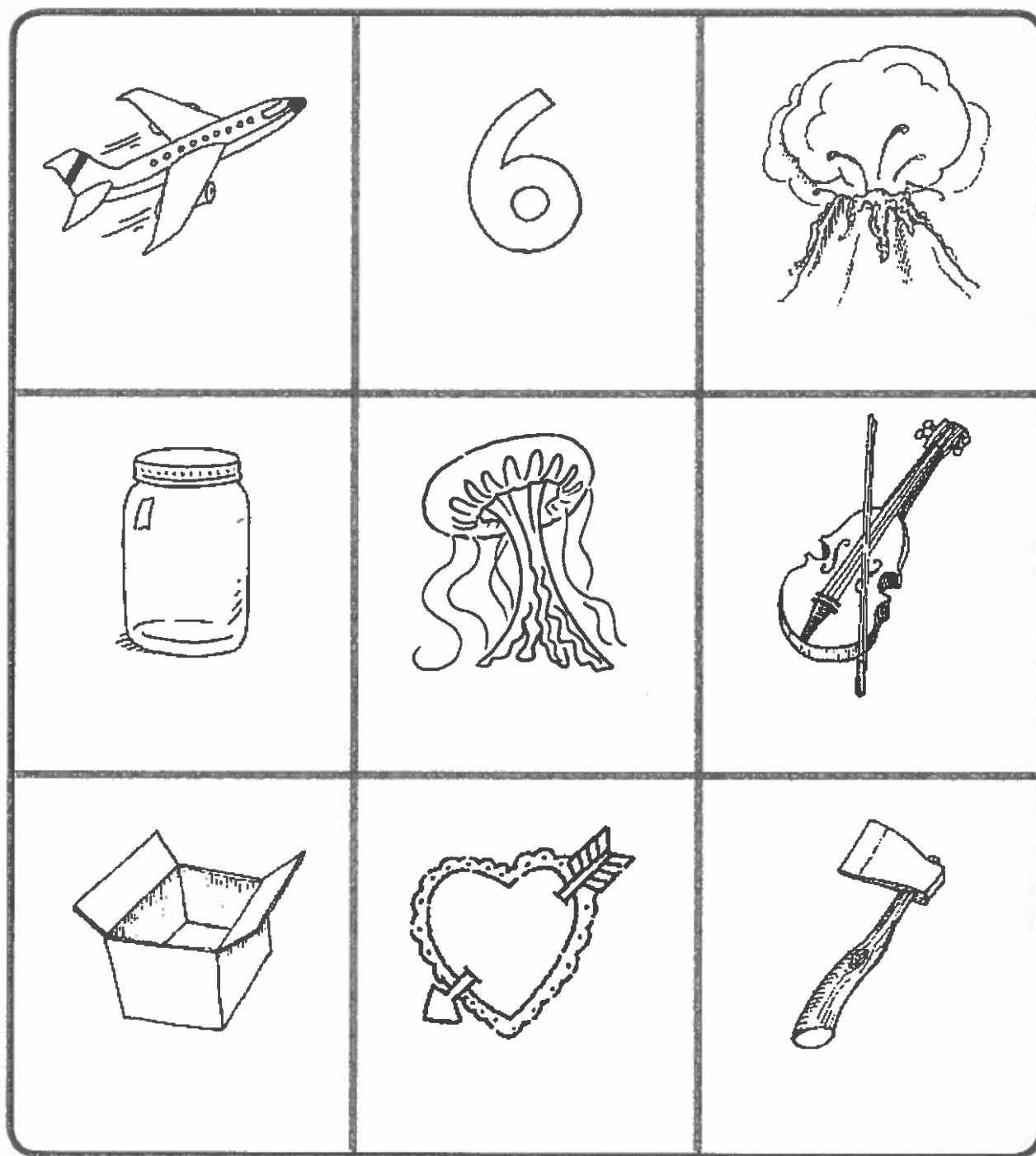
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Review Phonics: /u/u, /g/g, /w/w

Say the name of each picture. Put a marker on each picture if its name begins with the letter *u*, *g*, or *w*.



Name _____



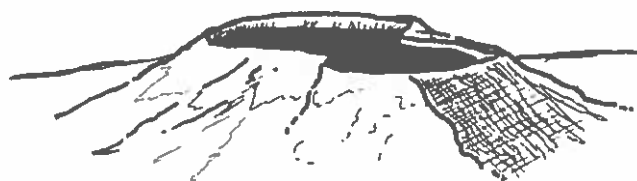
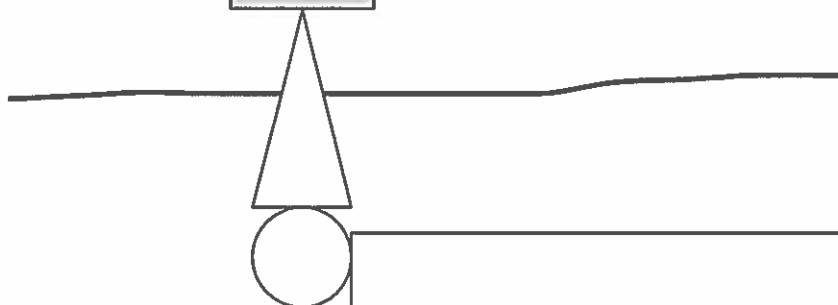
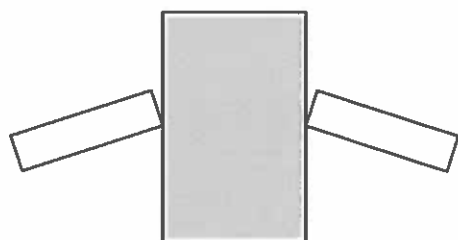
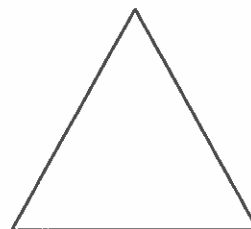
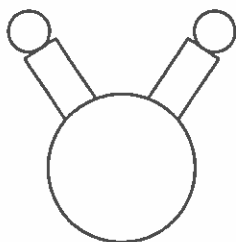
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Review Phonics: /ks/x, /v/v, /j/j

Say the name of each picture. Put a marker on each picture if its name ends with the letter x. Then put a marker on each picture if it begins with the letter v or j.

Name _____

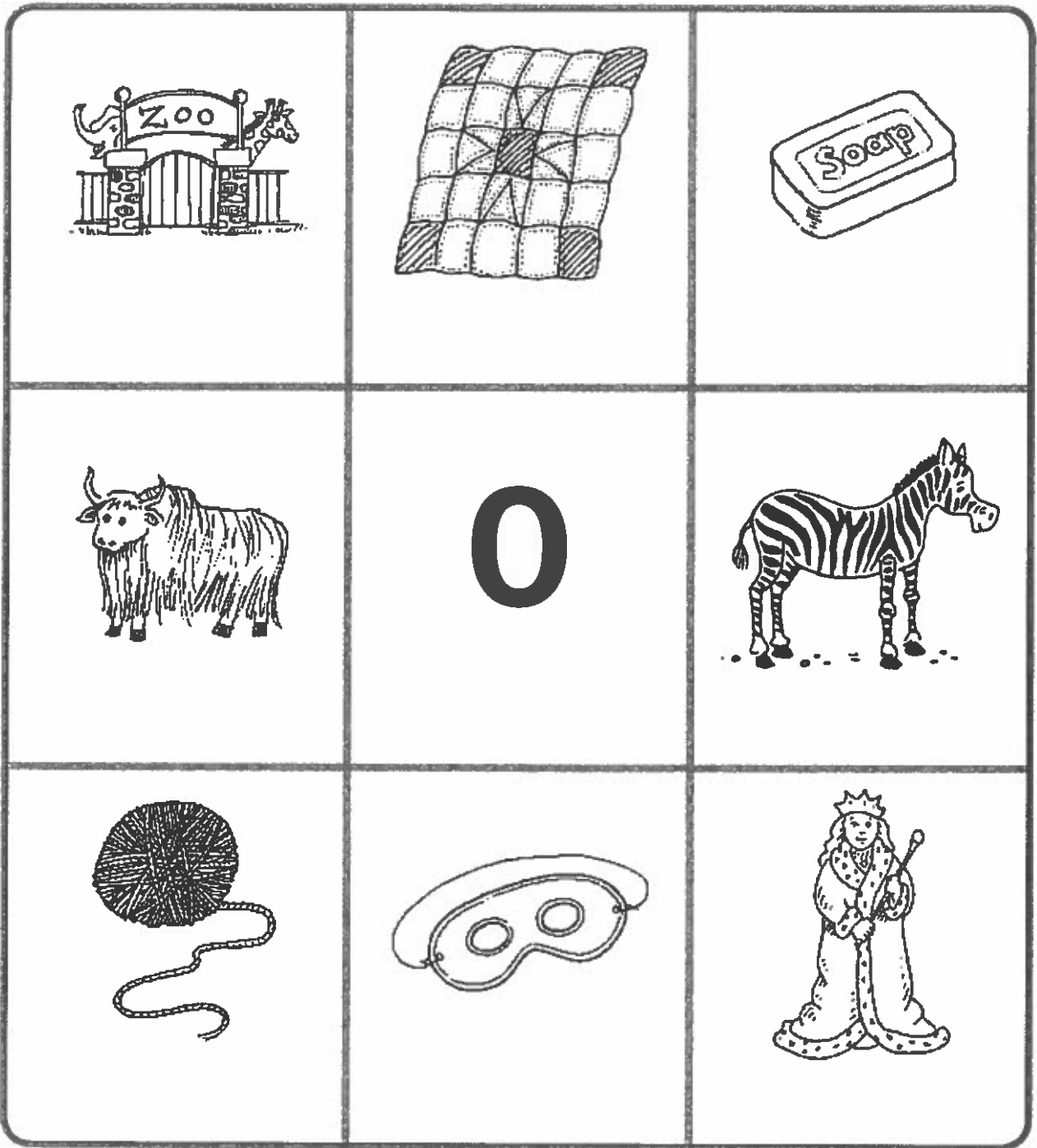
Identify and Name Rectangles



DIRECTIONS 1. Place a rectangle on the shaded rectangle. Color the other rectangles in the picture.



Name _____



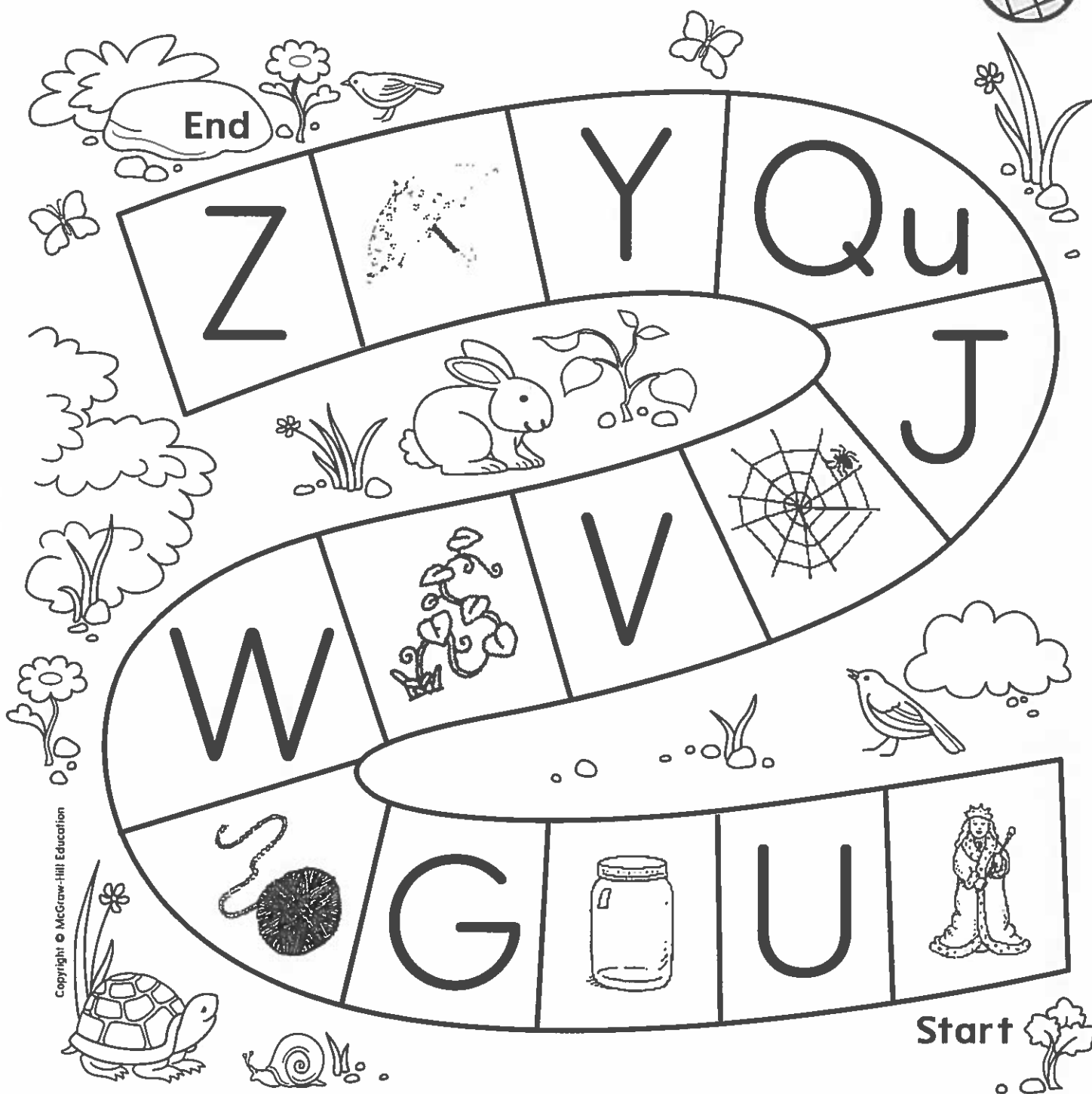
Copyright © McGraw-Hill Education

Review Phonics: /kw/qu, /y/y, /z/z

Say the name of each picture. Put a marker on each picture if its name begins with the letters qu, y, or z.



Name _____

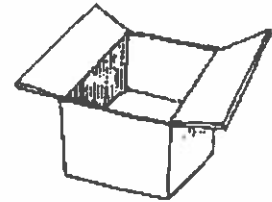
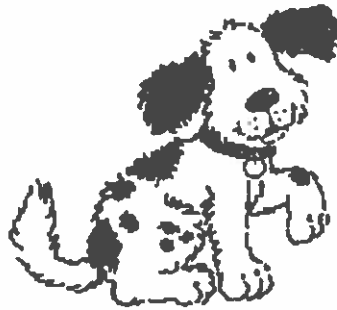
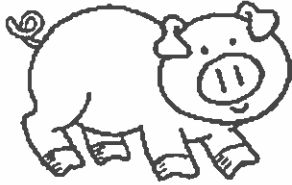


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Phonics Review Game: /u/u, /g/g, /w/w, /v/v, /j/j, /kw/qu, /y/y, /z/z
Place a marker on "Start." Move your marker from square to square. When you land on a picture, say the name of the picture and the letter it begins with. If you land on a letter, say a word that begins with that letter. When you reach "End," play again and think of new words.



Name _____



g

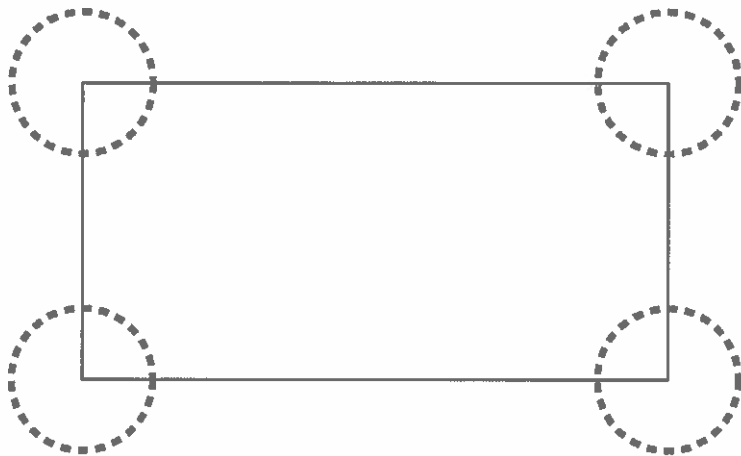
x

Phonics Review Game: /g/g, /ks/x

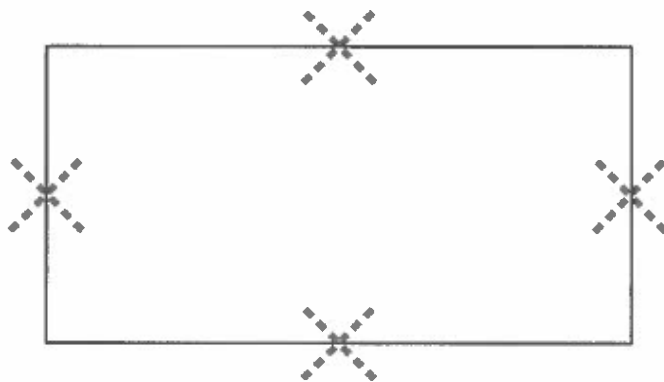
Say the name of each picture. Draw lines to connect the pictures to the letters they end with.

Name _____

Describe Rectangles



vertices



sides

DIRECTIONS 1. Trace the circle around each corner, or vertex. Draw a dot in each circle as you count. Write how many corners, or vertices. 2. Trace the X on each side. Draw a dot on each X as you count. Write how many sides.

Name _____



“I see me!” said Kit.

They have a lot of fun.

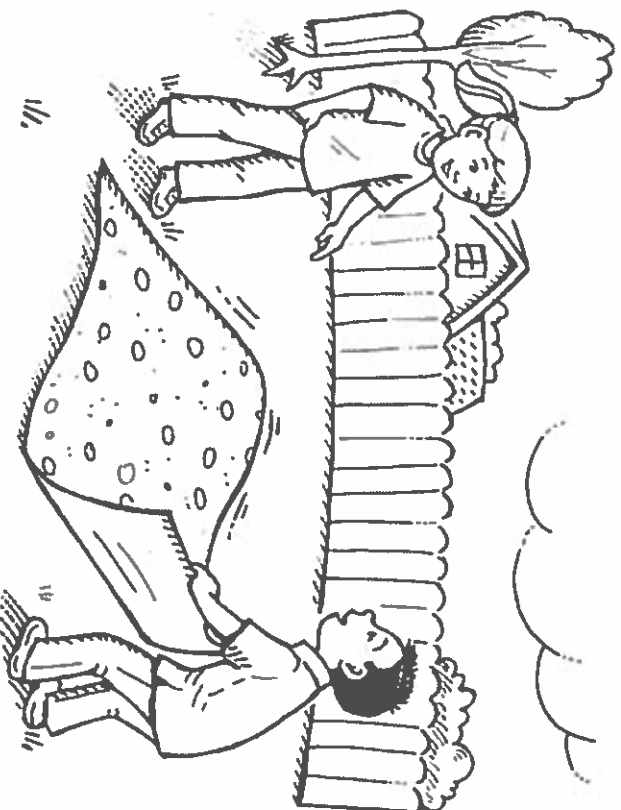
Review High Frequency Words: *they, have, want, said, this, what, here, for, of, me*
Read the book aloud to a partner. Reread for fluency.

4

Unit 8: From Here to There • Week 3

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Jim and Kit

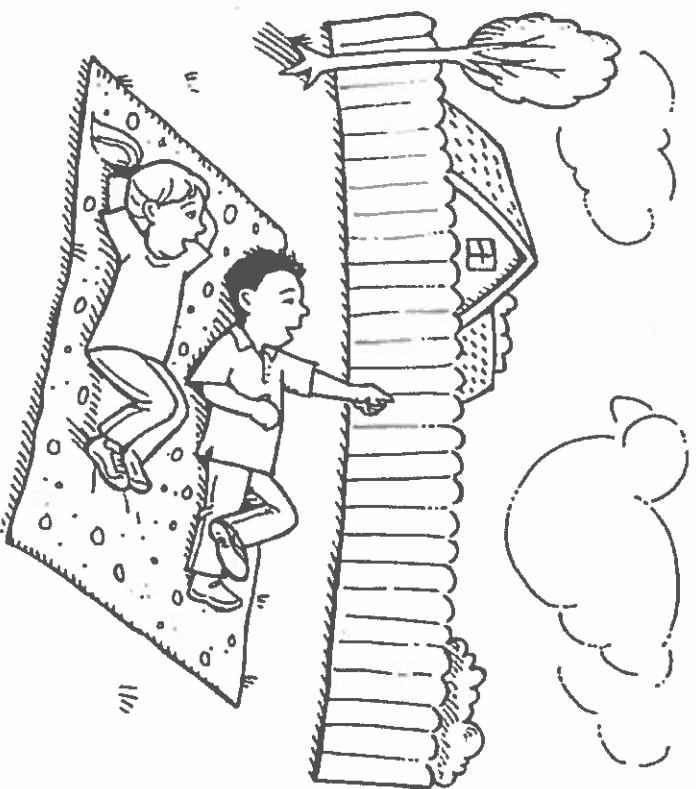


“Here it is!” said Jim.

“Do you want to sit?”

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1



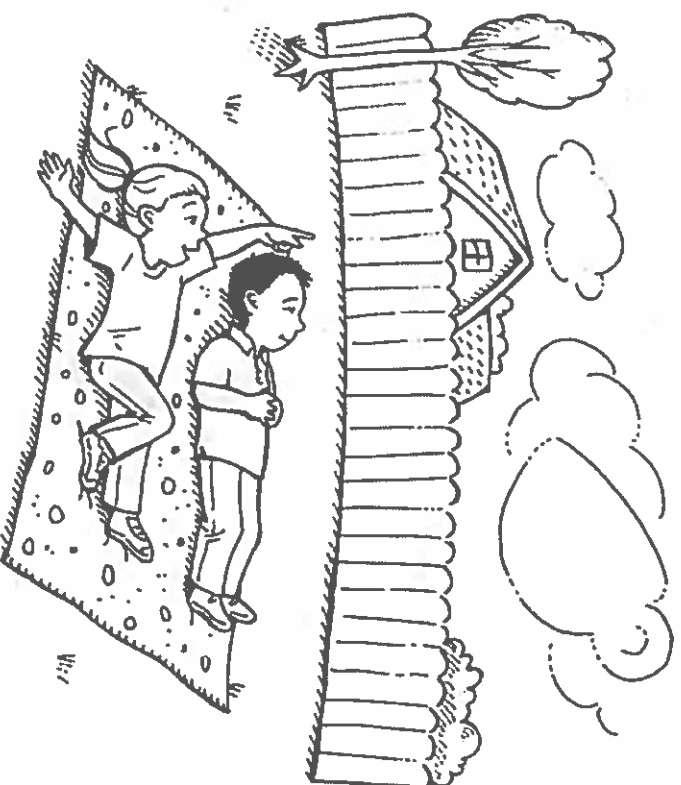
“What do you see?”

“I see a hen.”

2

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“This is a little cup!”

“It is for you to sip!”

3



Name _____

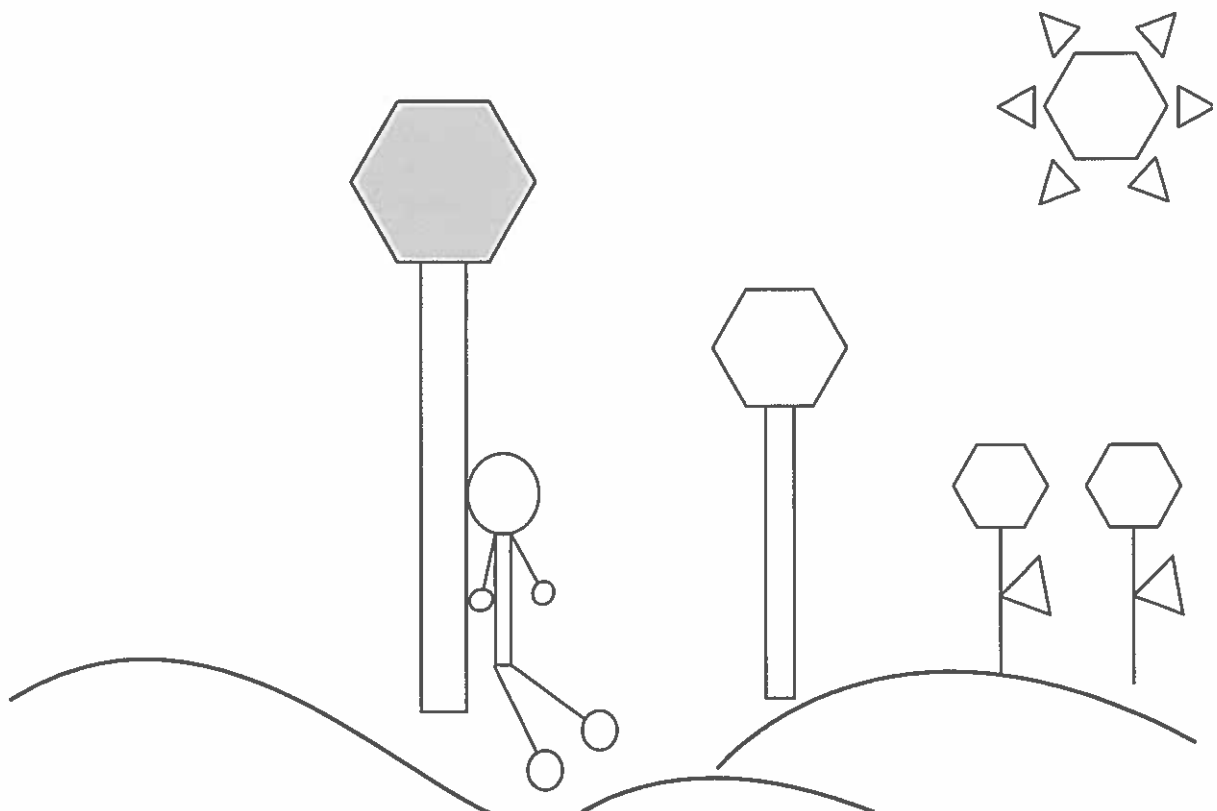
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Writing Fluency

Have children reread *Jim and Kit*. On their own, have children write for five minutes as much as they can, as well as they can, about what Jim and Kit do in the story. Have children review their writing.

Name _____

Identify and Name Hexagons



DIRECTIONS 1. Place a hexagon on the shaded hexagon. Color the other hexagons in the picture.



Name _____

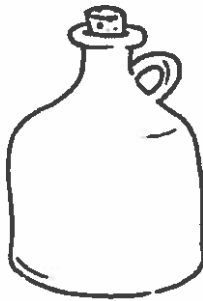
gum jug web

1.

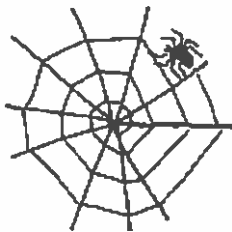


gum

2.



3.



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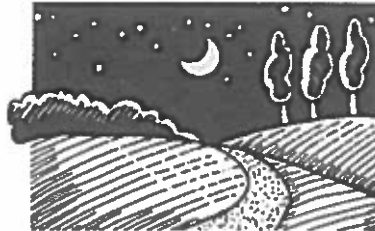
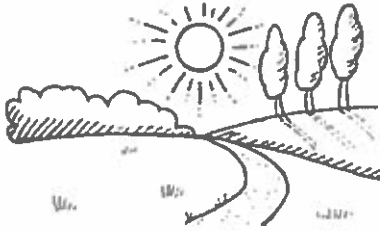
Review Phonics: Blending

Blend the sounds and say the word. Write the word.
Repeat the word.

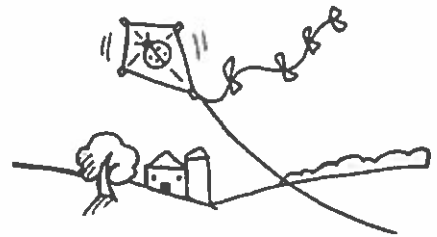
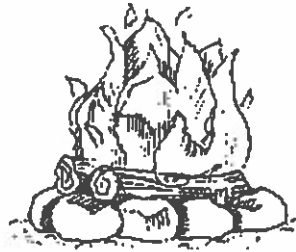
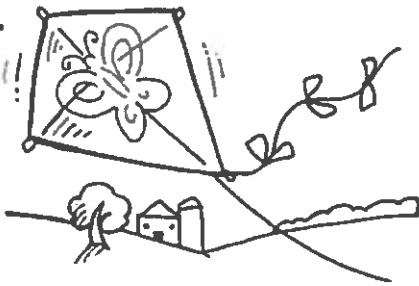


Name _____

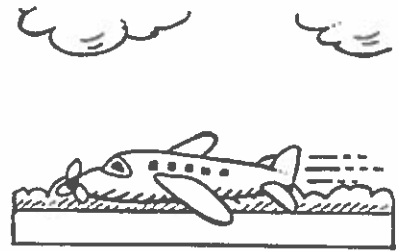
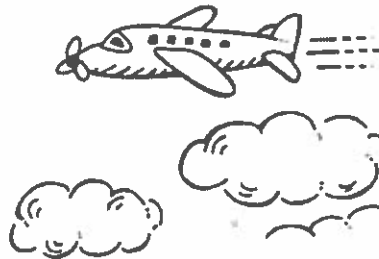
1.



2.



3.



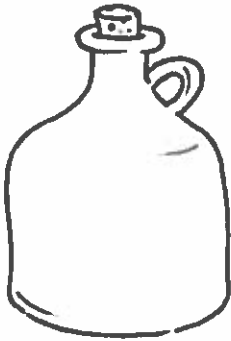
Category Words: Opposites

Find the two opposites in each row and put markers on them.
Tell about the opposites. Say the opposite words.



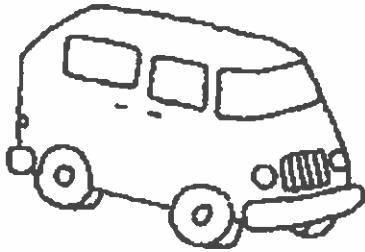
Name _____

1.



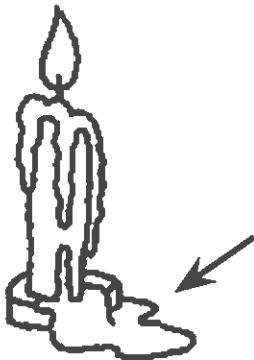
jug

2.



van

3.



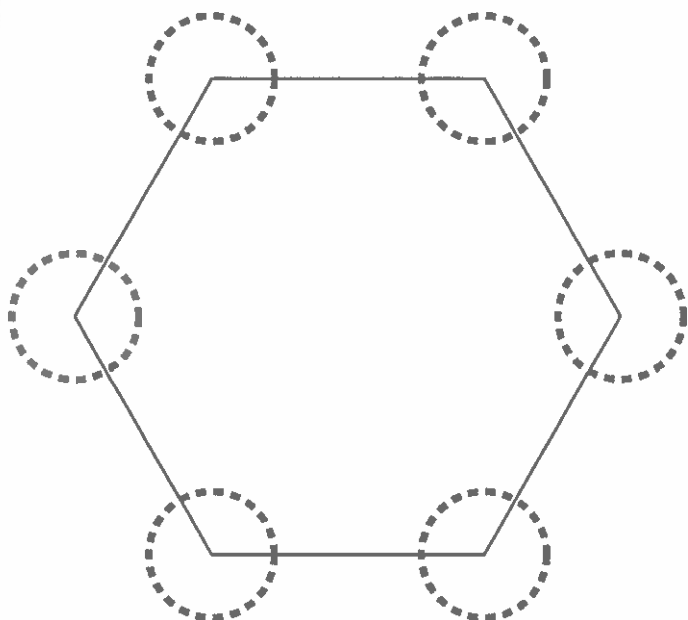
wax

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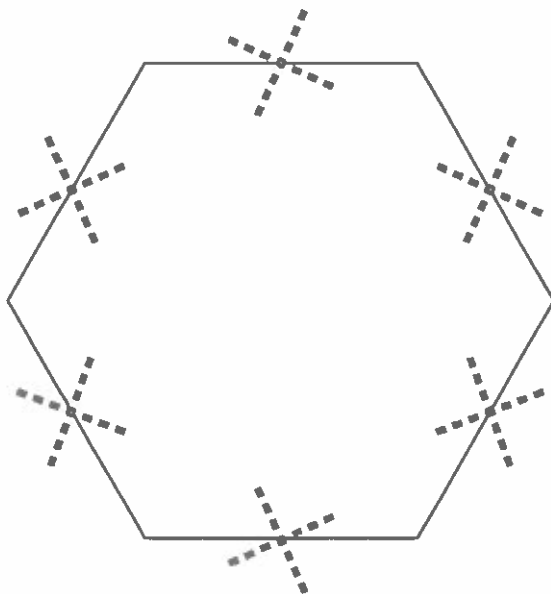
Handwriting Review

Say each picture name. Then say each word as you trace it and write it. Read each word to a partner.

Describe Hexagons



vertices

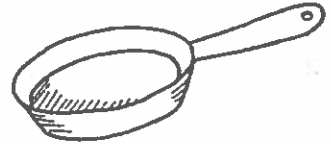
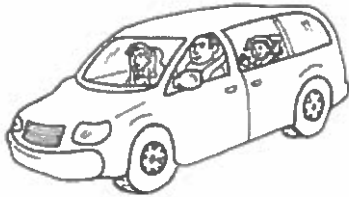


sides

DIRECTIONS 1. Trace the circle around each corner, or vertex. Draw a dot in each circle as you count. Write how many corners, or vertices. 2. Trace the X on each side. Draw a dot on each X as you count. Write how many sides.

Name _____

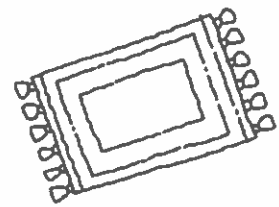
1.



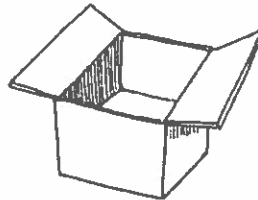
2.



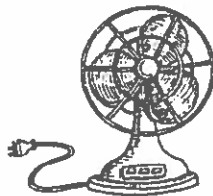
3.



4.



5.



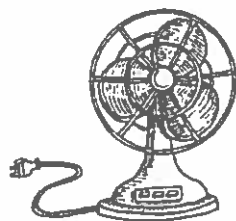
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Phonemic Awareness: Phoneme Isolation

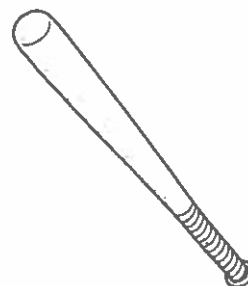
Listen carefully as I say each picture name. 1., 2., and 3. Circle the pictures that begin with /v/.
(van, man, pan; cat, face, vase; vine, five, rug) 4. and 5. Circle the pictures that end with /ks/.
(hat, box, bat; fan, plate, fox)

Name _____

1.



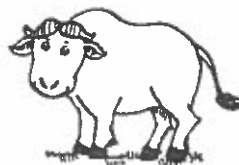
2.



3.



4.



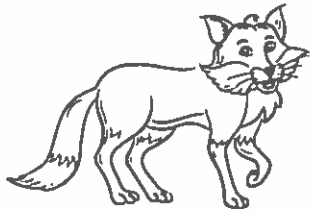
Phonics: initial *v*, final *x*

1, 2: Listen as I say each picture name. Circle the picture whose name has the sound /v/ at the beginning. Write a *v* on the line below the picture. (*fan*, *vet*; *veil*, *bat*) 3, 4: Listen as I say each picture name. Circle the picture whose name has the /ks/ sound at the end. Write an *x* on the line below the picture. (*ice*, *mix*; *ox*, *milk*)



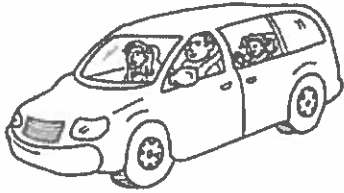
Name _____

1.



fo

2.



an

3.



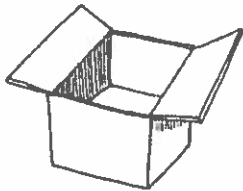
et

4.



si

5.



bo

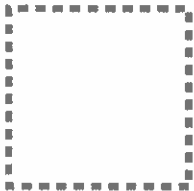
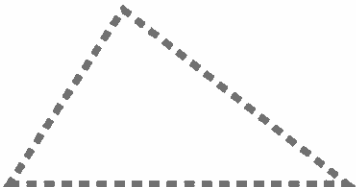

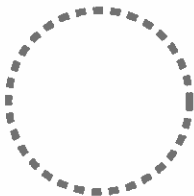
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Phonics: initial *v*, final *x*

Say the picture name. Then trace the letters. Fill in the missing *v* or *x* to complete each word, and then read the word. (*fox, van, vet, six, box*)

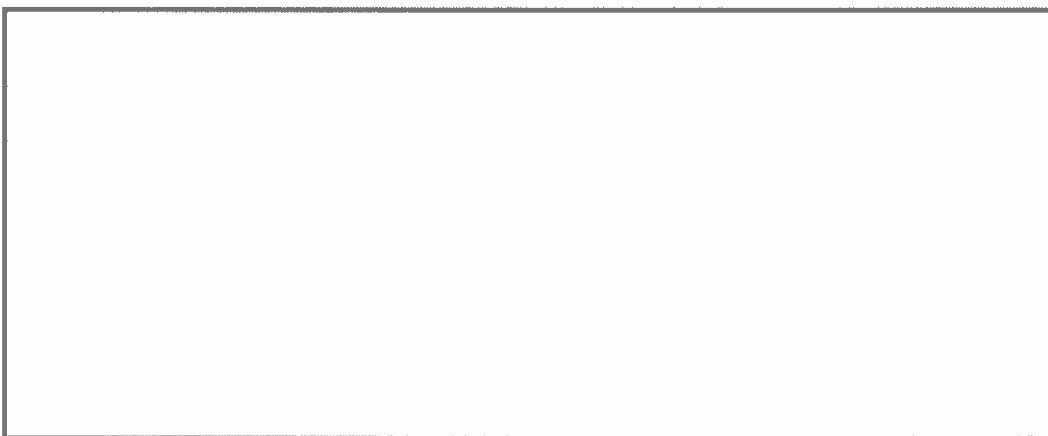
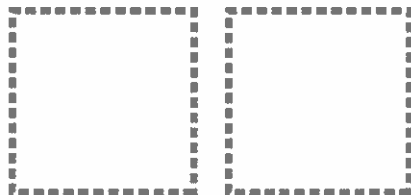
Algebra • Compare Two-Dimensional Shapes



alike	different
	
	

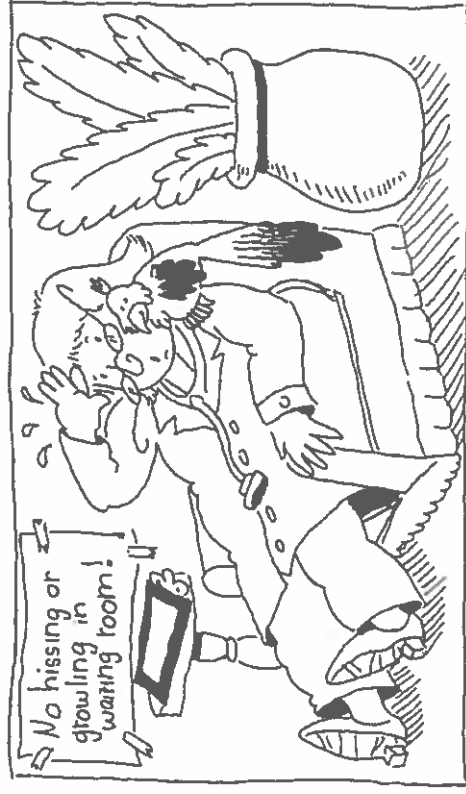
DIRECTIONS 1. Sort two-dimensional shapes by number of vertices as shown.
Trace the shapes that have four vertices. Tell a friend why the shapes are alike.
Trace the other shapes. Tell a friend why they are different.

Problem Solving • Draw to Join Shapes



DIRECTIONS Place two-dimensional shapes on the page as shown. 1. How can you use the two squares to make a rectangle? Trace around the squares to draw the rectangle. 2. How can you use the two triangles to make a rectangle? Trace around the triangles to draw the rectangle.

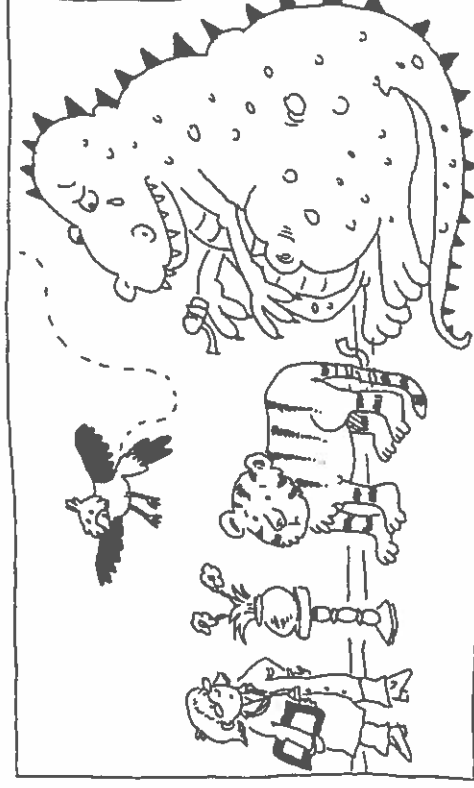
Name _____



Vet Lex sat.

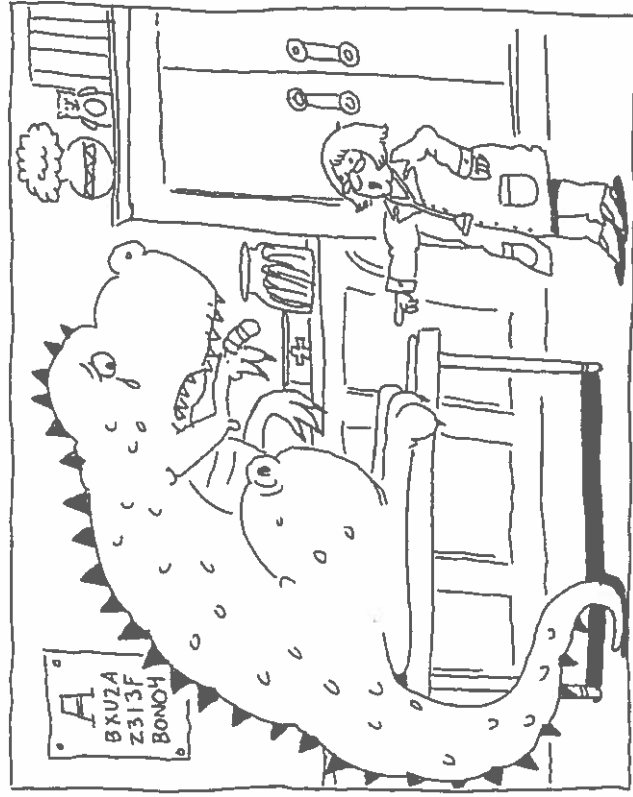
“I want a nap!”

Vet Lex Can Fix It!



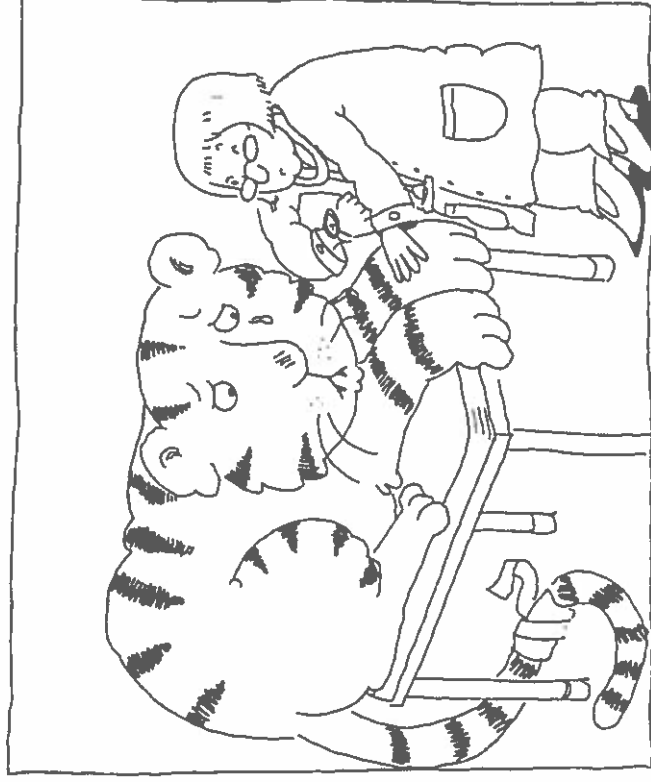
Cat and Rex are sick.

Lex said, “I can fix it!”



Big Rex bit it.

“I can fix it,” said Lex.



Cat sat up on top.

Vet Lex can fix it.



Name _____

1.

Max said it.

2.

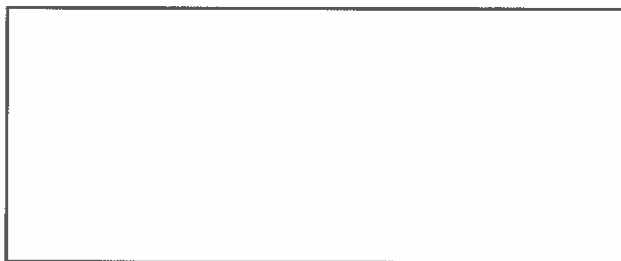
Dad _____ that.

3.

I want a sax.

4.

I _____



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High-Frequency Words: *said, want*

1. Read the first sentence. Say and trace the word *said*. 2. With a partner, read the sentence.

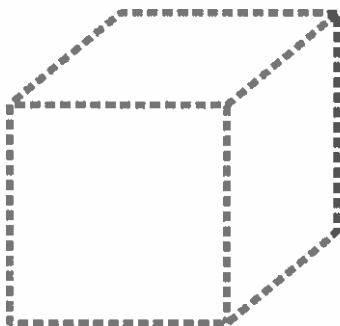
Complete the sentence with the word *said*. 3. Read the sentence. Say and trace the word *want*.

4. Read the sentence. Write the word *want*. Draw a picture of something you want to complete the sentence.

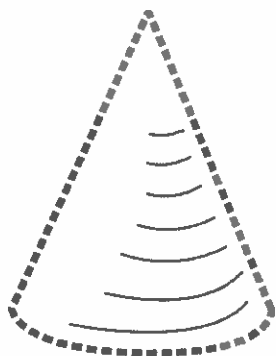
Three-Dimensional Shapes



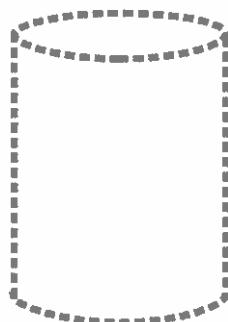
stack



roll



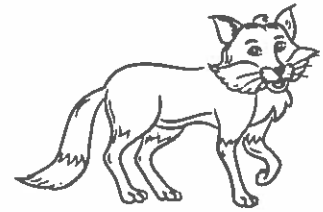
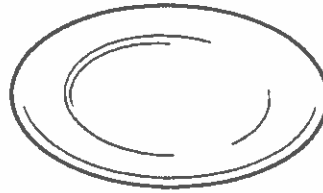
roll and stack



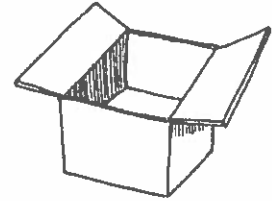
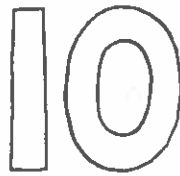
DIRECTIONS 1. Place three-dimensional shapes on the page. Sort the shapes by whether they roll or stack. Describe the shapes. Match a picture of each shape to the shapes. Glue the shape pictures on the page.

Name _____

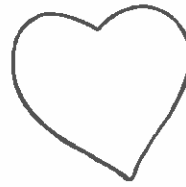
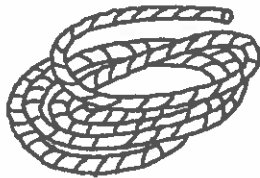
1.



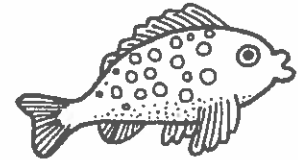
2.



3.



4.



5.



Phonemic Awareness: Phoneme Isolation

Listen carefully as I say each picture name. 1., 2., 3., Circle the picture that begins with /j/.
(jeans, plate, fox; ten, jar, box; rope, heart, jet) 4. and 5. Circle the pictures that begin with /kw/.
(queen, juice, fish; dog, gate, quarter)



Name _____

1.



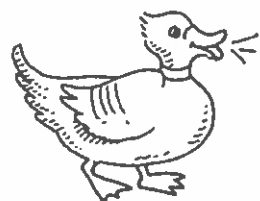
jam
ham

2.



quit
quick

3.



quick
quack

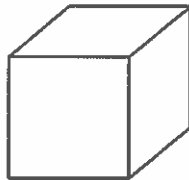
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Phonics: initial *j*, *qu*

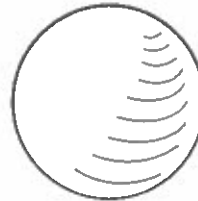
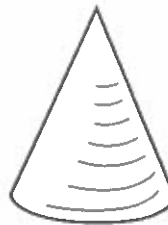
Listen as I say each picture name. Circle the name of the picture. Write the word you circled on the line.

Identify, Name, and Describe Spheres

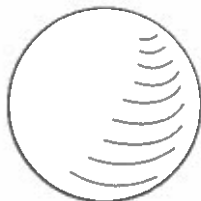
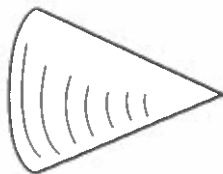
1



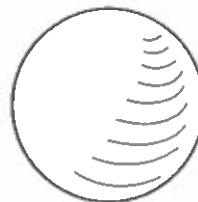
2



3



4



DIRECTIONS A sphere has a curved surface and no flat surfaces. Use shapes. Trace the shapes with your finger. 1. Trace the gray sphere with your crayon 2-4. Color the spheres.

Name _____

1.



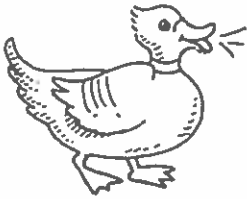
ick

2.



et

3.



ack

4.



am

5.

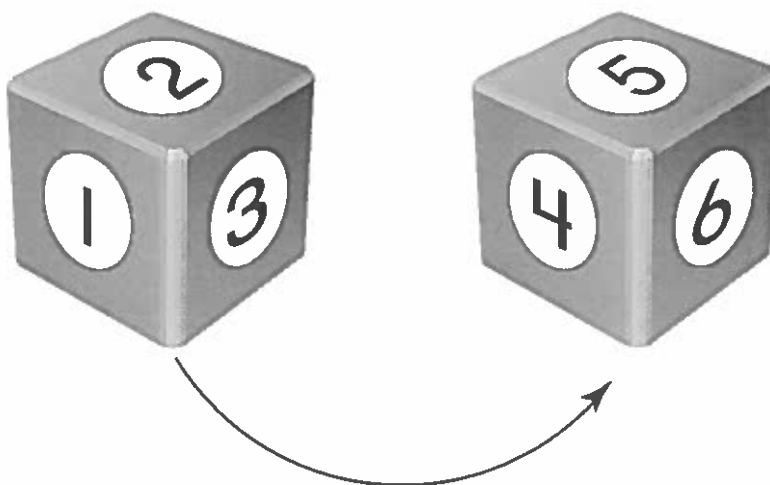


ug

Phonics: initial *j*, *qu*

Listen as I say each picture name. Fill in the missing letter or letters. Read each word. Then trace the word. (*quick*, *jet*, *quack*, *jam*, *jug*)

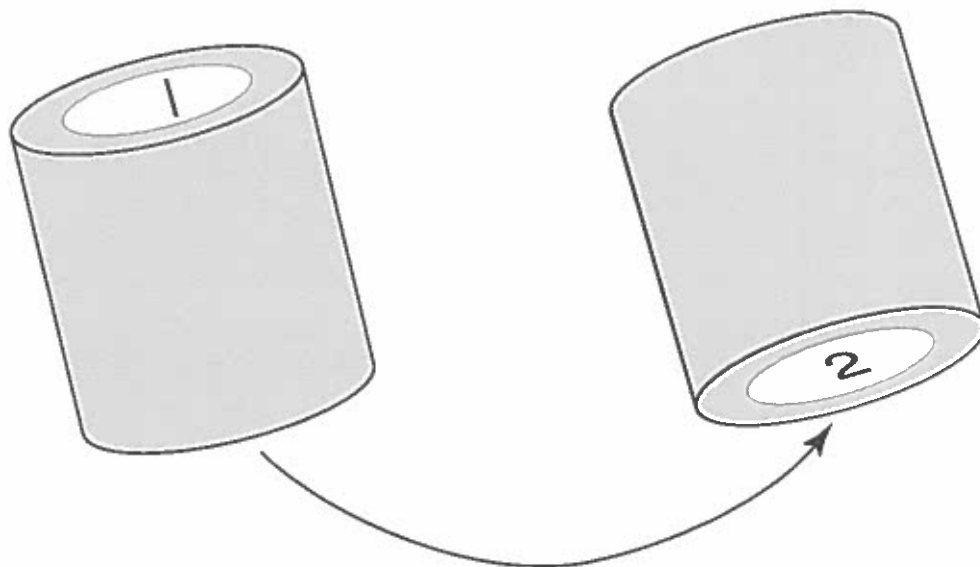
Identify, Name, and Describe Cubes



_____ flat surfaces

DIRECTIONS 1. Look at the pictures that show all the flat surfaces on one cube. Count how many flat surfaces. Touch each number as you count. 2. Write the number that shows how many flat surfaces.

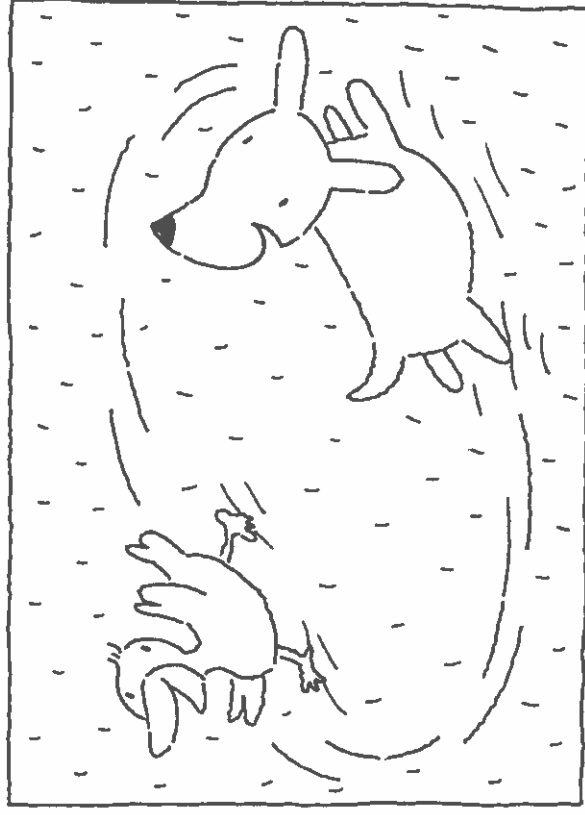
Identify, Name, and Describe Cylinders



_____ flat surfaces

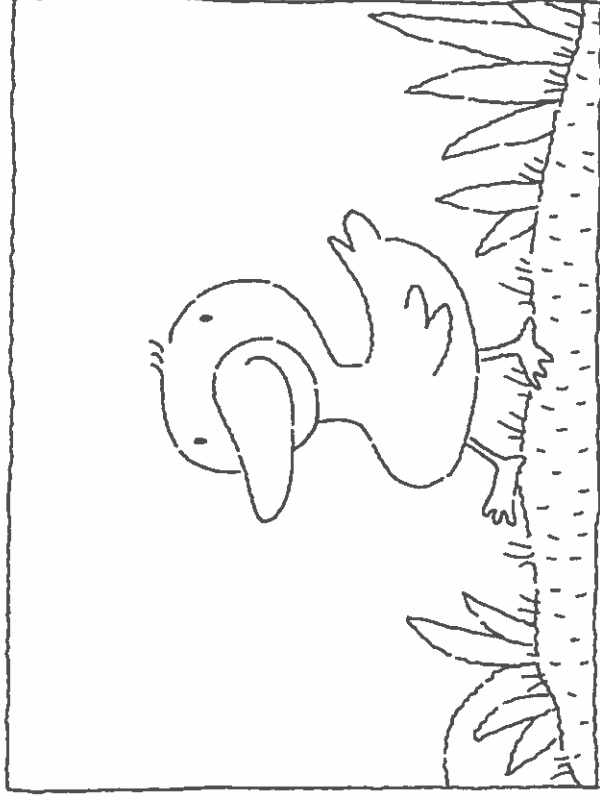
DIRECTIONS 1. Look at the pictures that show the flat surfaces on one cylinder. Count how many flat surfaces. Touch each number as you count. 2. Write the number that shows how many flat surfaces.

Name _____

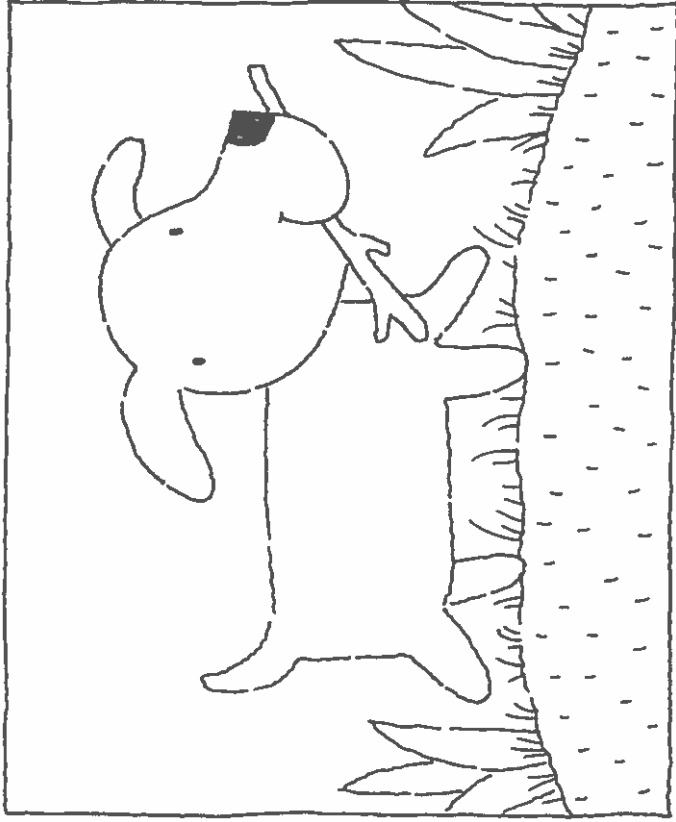


“Can you jog, Jack?
Jog with me, Jack!”

Jack and Jeb

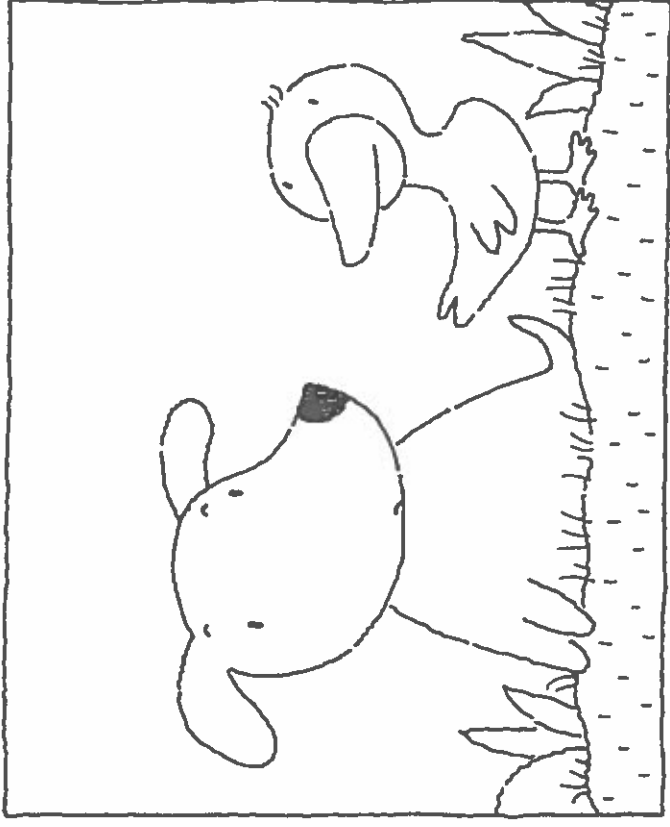


Here is Jack Duck.
Jack can quack.



Here is Jeb Dog.

Jeb Dog can jog quick.



“Can you quack, Jeb?”

Jeb can not quack.



Name _____

_____	_____
here	me
_____	_____

1.

Jog with _____.

2.

We can jog _____.

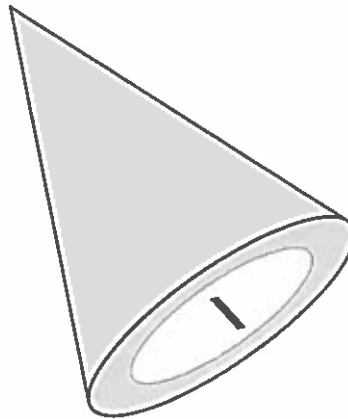
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High-Frequency Words: *here, me*

Read each word. Spell each word aloud. Trace the word. 1. and 2. Use the words *here* and *me* to complete the sentences. In the box, draw a picture of where you will jog.

Name _____

Identify, Name, and Describe Cones



_____ **flat surface**

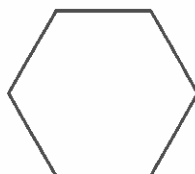
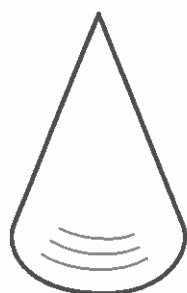
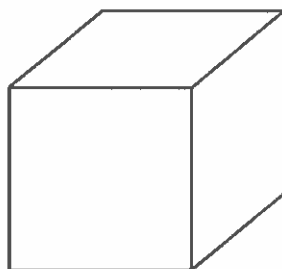
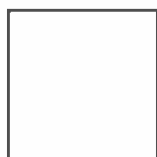
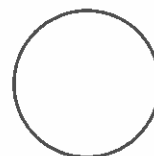
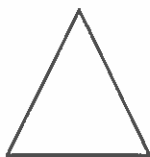
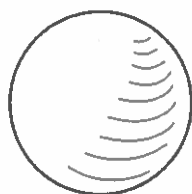
DIRECTIONS 1. Look at the picture that shows the flat surface on one cone. Count how many flat surfaces. Touch the number as you count. 2. Write the number that shows how many flat surfaces.

Problem Solving • Two- and Three-Dimensional Shapes



red

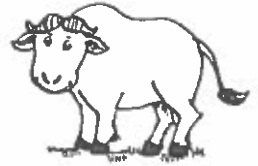
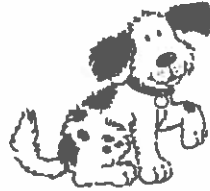
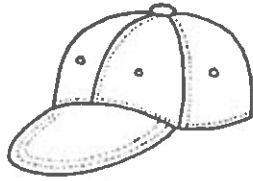
blue



DIRECTIONS 1. Use red to color the two-dimensional or flat shapes. Use blue to color the three-dimensional or solid shapes. 2. Look at the shapes you colored red in Exercise 1. Use red to color the flat shapes. Look at the shapes you colored blue in Exercise 1. Use blue to color the solid shapes.

Name _____

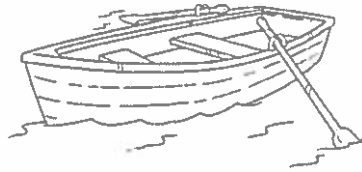
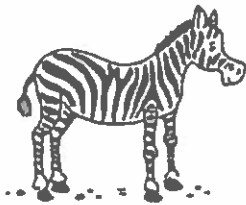
1.



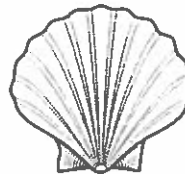
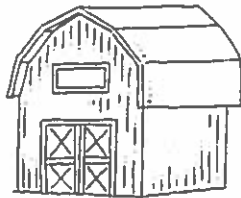
2.



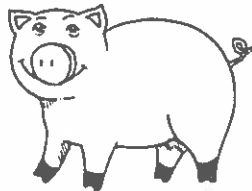
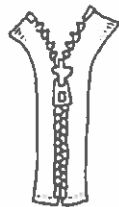
3.



4.



5.



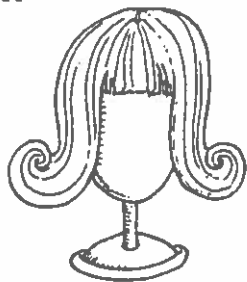
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Phonemic Awareness: Phoneme Isolation

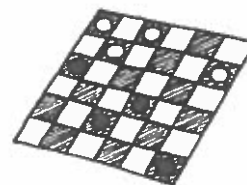
Listen carefully as I say each picture name. 1. and 2. Circle the pictures that begin with /y/. (cap, dog, yak; yo-yo, bat, fox) 3., 4., and 5. Circle the pictures that begin with /z/. (zebra, boat, tree; barn, shell, zero; zip, pig, bus)

Name _____

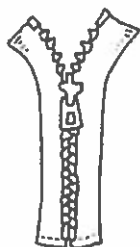
1.



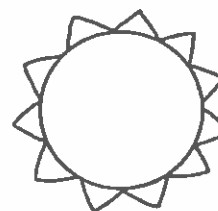
2.



3.



4.



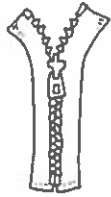
Phonics: initial y, z

1, 2: Listen as I say each picture name. Circle the picture whose name has the sound /y/ at the beginning. Write a y on the line below the picture. (*wig, yawn; yarn, game*) 3, 4: Listen as I say each picture name. Circle the picture whose name has the /z/ sound at the beginning. Write a z on the line below the picture. (*vase, zip; zero, sun*)



Name _____

1.



ip

2.



ap

3.



am

4.



ack

5.



es

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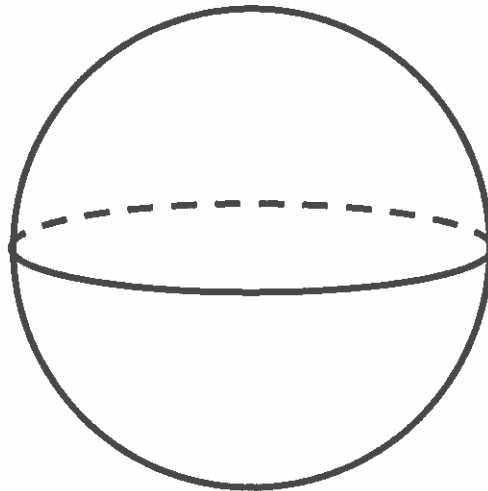
Phonics: initial y, z

Listen as I say each picture name. Fill in the missing letter for each word. Then trace the word. (zip, yap, yam, Zack, yes)

Name _____

Lesson 10.7
Reteach

Model Shapes



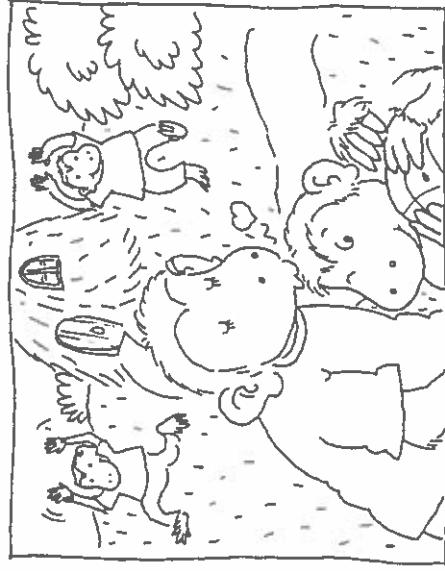
DIRECTIONS 1. Use clay to model a sphere as shown. 2. Draw the shape you modeled in exercise 1.

Above and Below



DIRECTIONS 1. Trace the circle around the object that is shaped like a sphere above the bench. Trace the X on the object that is shaped like a cube below the bench.

Name _____

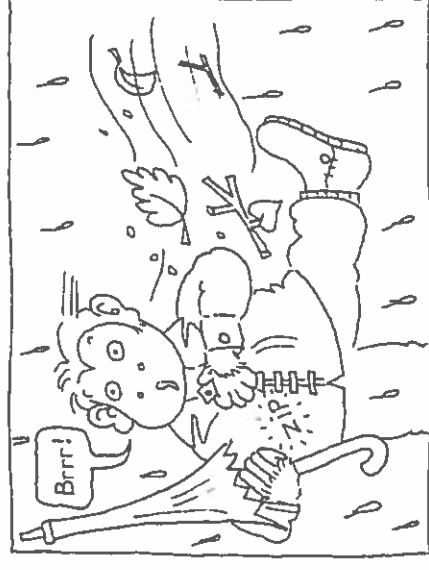


Zeb can get a hug.

Yes, Zeb can hug

Mom back.

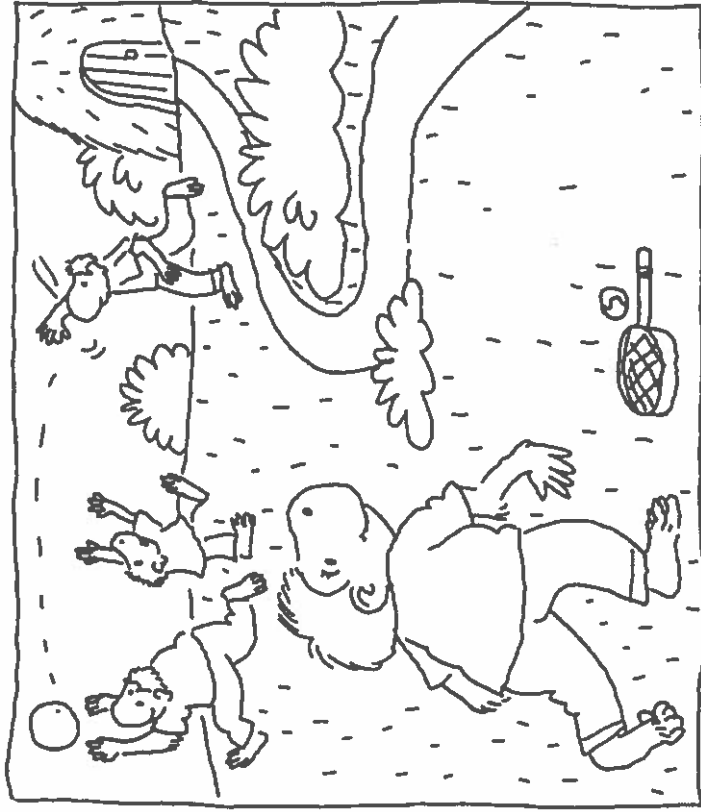
Yes, Zeb Can!



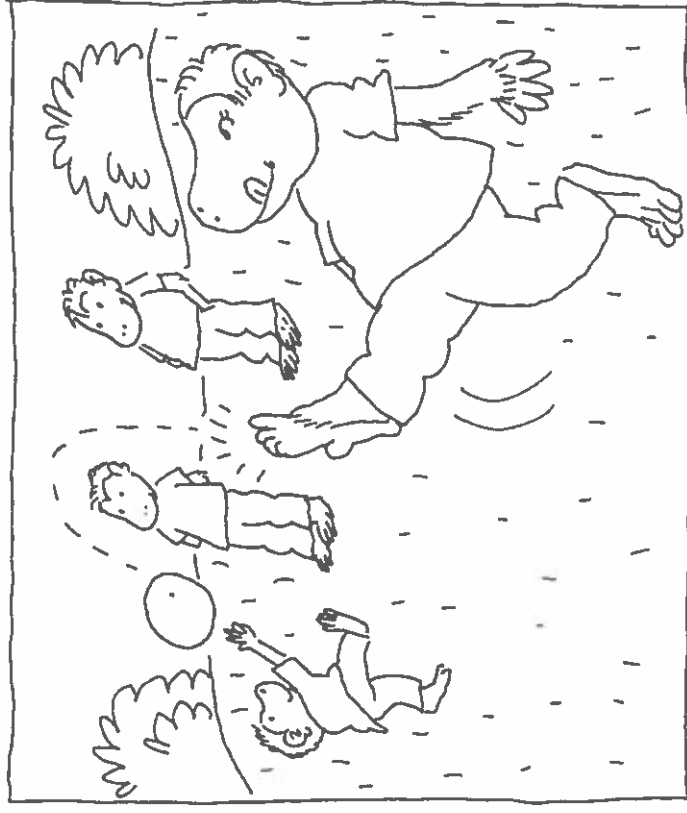
This is Zeb.

What can Zeb do?

Zeb can zip it up.



Jog in a zig zag, Zeb!
Zeb can jog to Yan.



Zeb can have fun.
Zeb can kick to Yan.



Name _____

1.

This is a yam.

2.

Is _____ a dog?

3.

What did Zeb do?

4.

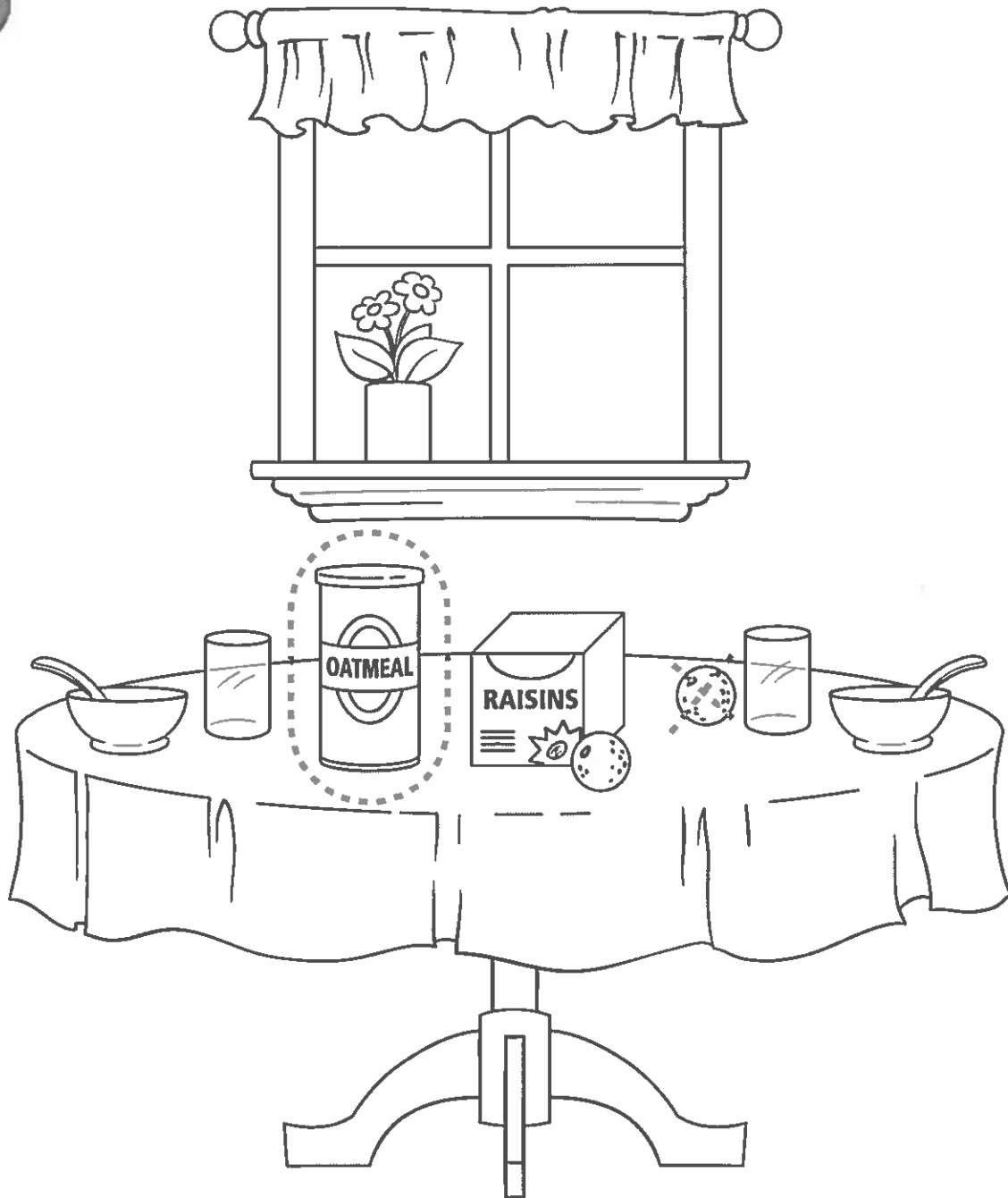
_____ is in it?

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High-Frequency Words: *this, what*

Read the first sentence. Say and trace the word *This*. With a partner, read the second sentence. Complete the second sentence with the word *this*. Read the third sentence. Say and trace the word *What*. With a partner, read the last sentence. Complete the last sentence with the word *What*. Remember to start a sentence with a capital letter.

Beside and Next To



DIRECTIONS 1. Trace the X on the object shaped like a sphere that is next to the object shaped like a cylinder. Trace the circle around the object shaped like a cylinder that is beside the object shaped like a cube.

In Front Of and Behind



DIRECTIONS 1. Trace the X on the object shaped like a cube that is behind the object shaped like a cone. Trace the circle around the object shaped like a cone that is in front of the object shaped like a cylinder.