

# Homework

English Language Arts (KA, KB, KC, KD & KE)

WEEK OF: May 13-17

## Weekly Reading Concepts:

### Sight Words:

around, think, very, us, as, top, eat, sit, go

### Letters of the Week:

Review long u, silent e

### Weekly Story:

Bread Comes to Life

### Genre:

Informational Text

## Weekly Writing Concepts:

### Spelling Words: ("long u, silent e" family words)

use, cube, cute, mule, mute, fume, huge, cue, clue, true

### Weekly Grammar Concept:

Review Pronouns-take the place of nouns

## REMINDERS

1. Read for 30 minutes (on a daily basis) is highly recommended.
2. 45 minutes of i-Ready (Reading).
3. Please check the students' blue folders on a daily basis to review with them what they have been learning in class.
4. Practice writing all sight words and spelling words at home.

## MONDAY:

1. "Scruffy will ride" Reading Comprehension Worksheets-pages 1-2
2. "Long or Short U sort" Worksheet-page 3
3. "Pronoun Sort" Worksheet-page 4

## TUESDAY:

4. "At the Zoo" Reading Comprehension Worksheet-page 5
5. "Long U Sounds" Worksheet-page 6
6. "Plenty of Pronouns" Worksheet-page 7

## WEDNESDAY:

i-Ready (25 minutes)

## THURSDAY:

1. "At the Beach" Reading Comprehension Worksheet-page 8
2. "Sight Words Sentences" Worksheets-pages 9-10
3. Write a Sentence for each Spelling Word-page 11

## FRIDAY:

i-Ready (20 minutes)

Have a great weekend!!!

Monday

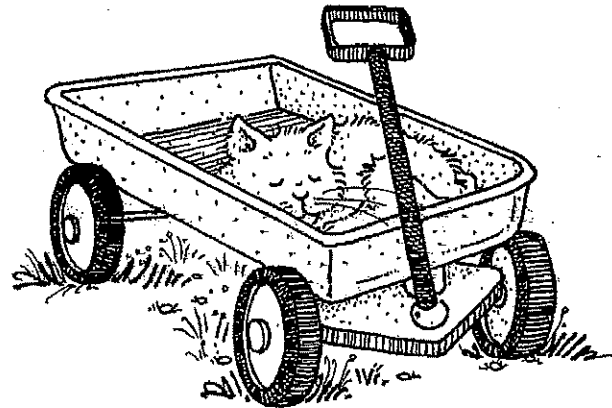
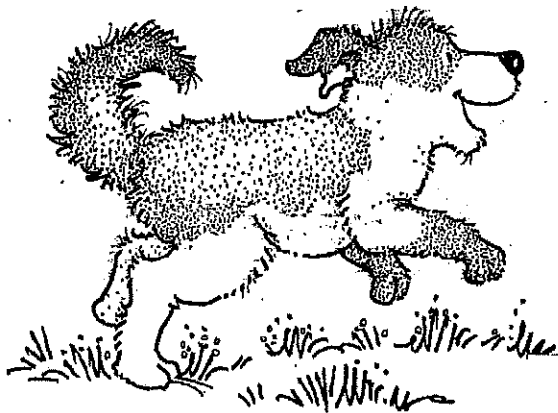


Parents, For Your Information: 78 words.

LISTEN to your  
child read this  
story aloud.

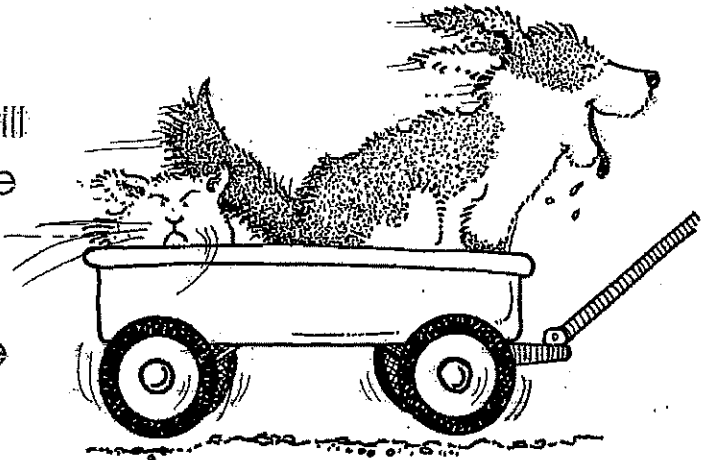
# Scruffy will ride

Sam will sleep. He  
will sleep and sleep.



Here comes Scruffy.  
He will get in.

Now Sam and Scruffy will  
ride. Scruffy likes to ride. He  
likes to go fast. He likes to  
feel the wind. He looks at  
Sam. Sam is not happy. He  
does not like to ride. He  
does not like to ride fast.



Sam will get out. He will  
jump down. Scruffy will  
ride and ride all day.  
Sam will go back to sleep.





Dear Parents,

Researchers have shown that reading drastically improves when students are asked to read out loud. If you hear your child make a reading error, do not jump immediately to correct it. Let him or her read to the end of the sentence or the end of the paragraph. If readers are listening to themselves read, they will be able to hear that what they said aloud did not make sense. Most students will automatically reread and self-correct their error. This is an important skill for children to acquire as they develop reading and comprehension skills, including the skill of factual recall, which is the focus of this lesson's activity.

Skill

Factual Recall; Self-Correction

We completed this assignment together.

(Parent's Signature)

## The Questions




Answer these questions together:

1. What was Sam doing at the start of the story? \_\_\_\_\_
2. What did Scruffy do? \_\_\_\_\_  
\_\_\_\_\_
3. Why didn't Sam stay with Scruffy? \_\_\_\_\_  
\_\_\_\_\_
4. What was Sam doing at the end of the story? \_\_\_\_\_  
\_\_\_\_\_
5. Who do you think was pulling the wagon? \_\_\_\_\_  
\_\_\_\_\_

# Long or Short U Sort

Cut the words out below and glue them in the right columns.

Long U words 	Short U Words

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use	jump	glue
blue	duck	run
gum	cut	true

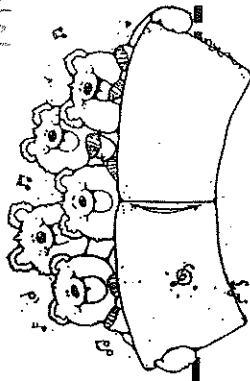


Name: \_\_\_\_\_

# Pronoun Sort

Pronouns

NOT Pronouns



Page ④

he	boy	we	hat	cute	they	him
will	her	sit	for	I	us	to
you	yes	it	she	them	why	say

Monday



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

Date: \_\_\_\_\_

Tuesday

# At the Zoo

William Makepeace Thackeray

First I saw the white bear, then I saw the black;  
Then I saw the camel with a hump upon his back;  
Then I saw the grey wolf, with mutton in his maw;  
Then I saw the wombat waddle in the straw;  
Then I saw the elephant a-waving of his trunk;  
Then I saw the monkeys-mercy, how unpleasantly  
they smelt!

What animal was white?

\_\_\_\_\_

What animal had a hump on his back?

\_\_\_\_\_

What animal was in the straw?

\_\_\_\_\_

What animal was waving his trunk?

\_\_\_\_\_

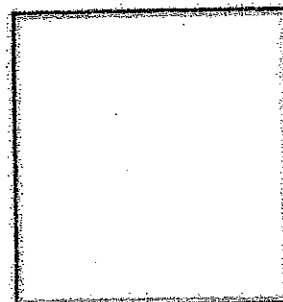
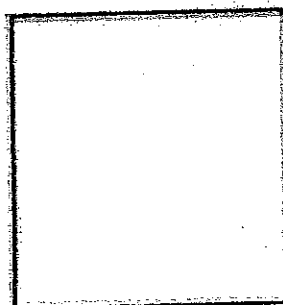
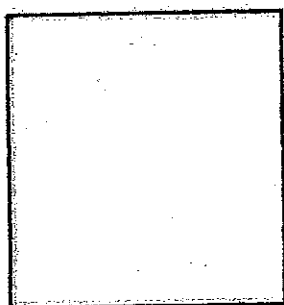


Tuesday

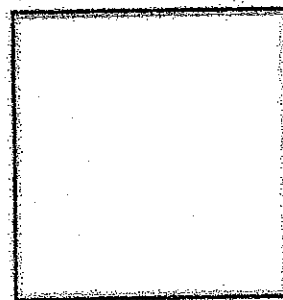
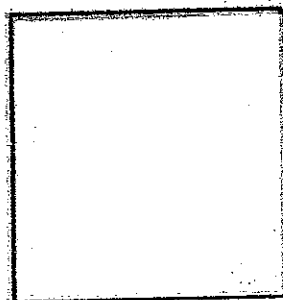
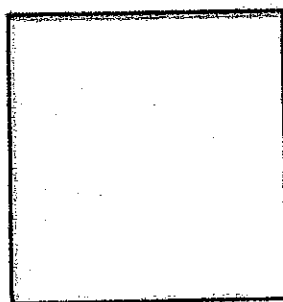
Name \_\_\_\_\_

# Long U Sounds

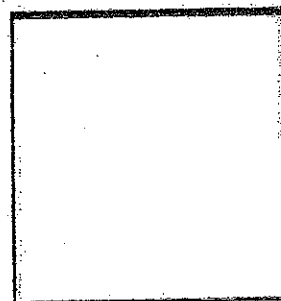
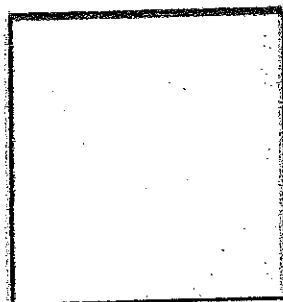
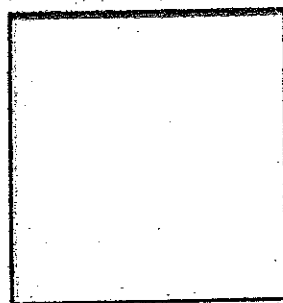
ue



ew



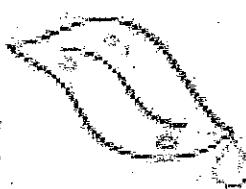
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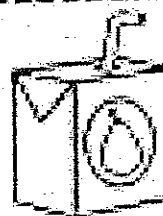
Match  
the  
pictures  
to the  
sound.



blew



dew



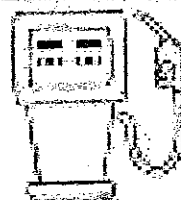
juice



glue



fruit



fuel



suit



screw



clue



# Plenty of Pronouns

Write a sentence using each pronoun. Underline the pronoun in your sentence.

1. you

2. we

3. they

4. it

5. her

6. us

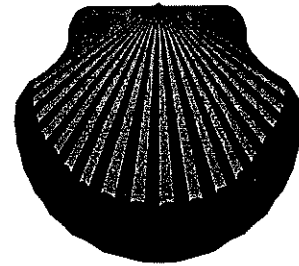
Name \_\_\_\_\_

## Reading Comprehension Worksheet

## At the Beach

Read the short story below, than answer the questions.

Jane went on vacation to the beach. She likes to play in the sand. Her brother likes to jump over waves. Her favorite thing to do is find sea shells.



Questions:

- 1) Where did Jane go on vacation?
  - (a.) to the mountains
  - (b.) to the beach
  
- 2) What does her brother like to do?
  - (a.) jump over waves
  - (b.) play in the sand
  
- 3) What is Jane's favorite thing to do?
  - (a.) Find sea shells
  - (b.) play with a ball

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

# Sight Word Sentences

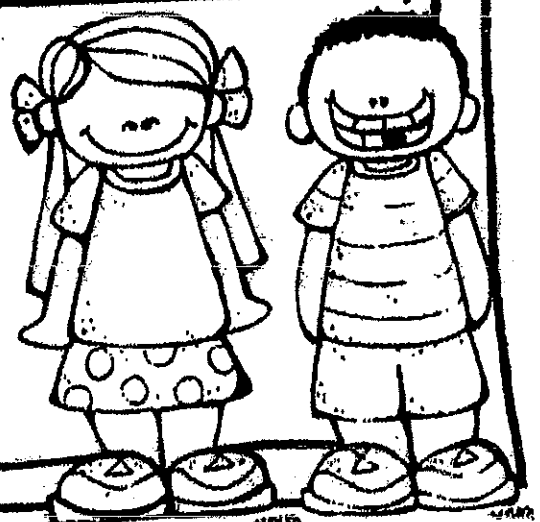
Neatly write each of your sight words in sentences.  
Circle each sight word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Check your work!**

Did you...

- ☐ begin each sentence with a capital letter?
- ☐ leave spaces between your words?
- ☐ end each sentence with punctuation?
- ☐ spell your words correctly?



Thursday

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

# Sight Word Sentences

Neatly write each of your sight words in sentences.

Circle each sight word.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

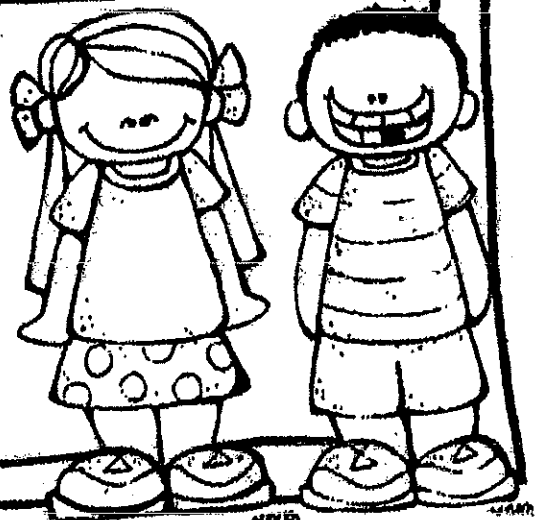
5. \_\_\_\_\_

6. \_\_\_\_\_

**Check your work!**

Did you...

- ☐ begin each sentence with a capital letter?
- ☐ leave spaces between your words?
- ☐ end each sentence with punctuation?
- ☐ spell your words correctly?



Thursday

WRITE A SENTENCE FOR EACH SPELLING WORD. UNDERLINE THE SPELLING WORD IN EACH SENTENCE.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_