

Mrs. Lazo's Classroom News

Week of: 2/6 - 2/10

Reminders

- iPads must be fully charged and at school daily
- Archimedean Folders and purple folders need to be in the backpack daily.
- IDs and Uniforms should be worn daily

Assessments

- Grammar Test - 2/9
- Sight Word Quiz- 2/9
- Reading Selection Quiz- 2/8
- Spelling Quiz- 2/10
- Reading Test- 2/10

(Selection Quiz story can be found on HMH.)

Daily Homework

- Every Day** Reading Log- Read for 30 minutes and fill in the reading log.
- Monday** Phonics: Blends Word Search
- Tuesday** Reading: A Fast Dog Sled (3 pages)
- Wednesday** Grammar: Commands- writing sentences
- Thursday** Amira: Log into Amira read 4 stories independently. (


Weekly Skills

Point of View

WHO tells the story?

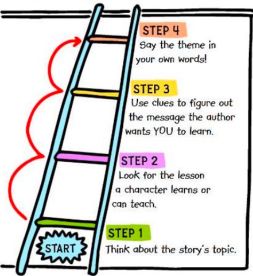
The narrator is the person who tells a story. Readers see the story events through the narrator's point of view.

THIRD-PERSON NARRATOR	FIRST-PERSON NARRATOR
A person who is NOT in the book is telling it. Look for the words he, she, or they .	A person who is in the book is telling it. Look for the words I, me, or my .



THEME

The **topic** is what a story is mostly about. The **theme** is the **moral** or **lesson** the author wants readers to take away from the story.



STEP 4 Say the theme in your own words!

STEP 3 Use clues to figure out the message the author wants YOU to learn.

STEP 2 Look for the lesson a character learns or can teach.


STEP 1 Think about the story's topic.

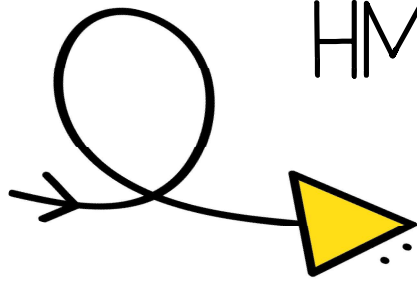
TOPIC AND CENTRAL IDEA

TOPIC
the person or thing the text is about

CENTRAL IDEA
the most important idea or point about the topic

SUPPORTING EVIDENCE
details, facts, or examples in the text that tell about the central idea





HMH MODULE 4:

BETTER TOGETHER

WEEK 3

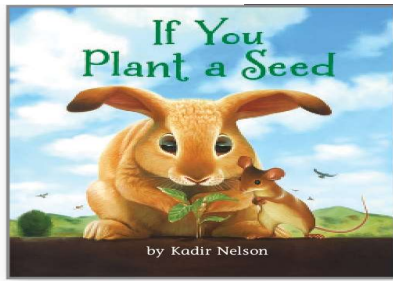


ESSENTIAL QUESTION

Why is it important to do my best and get along with others?

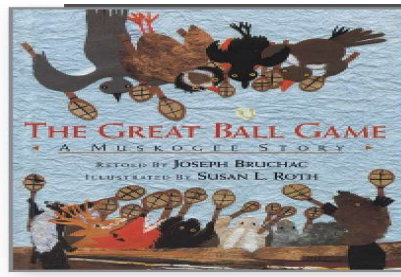
MY BOOK

GENRE: FANTASY



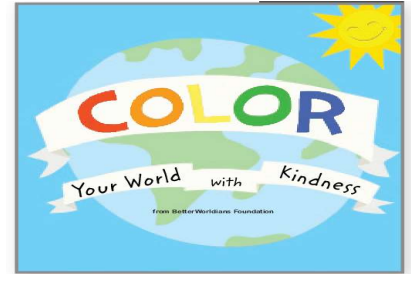
READ ALOUD BOOK

GENRE: FOLKTALE



MY BOOK

GENRE: VIDEO



PHONICS

INITIAL BLENDS WITH S
REVIEW SH, TH, ST

SIGHT WORDS

after, before, does,
don't, grow, into, no,
wash

FLUENCY

READING RATE

WRITING

PROCEDURAL TEXT

GRAMMAR

COMMANDS

READING

- POINT OF VIEW
- MAKING CONNECTIONS
- THEME
- CENTRAL IDEA

VOCABULARY

BIG IDEA WORDS: COURTESY, HONEST, SPORT

POWER WORDS: DUSK, FRUITS, HEAP, JEERED, PENTALTY,
QUARREL, SEED, SHORT, STUMBLER, TROUBLE

SPELLING WORDS

- | | | |
|----------|----------|-----------|
| 1. stop | 5. split | 9. which |
| 2. step | 6. slid | 10. that |
| 3. strap | 7. this | 11. stick |
| 4. spit | 8. whip | 12. slide |



Week: _____

Instructions:

Fill in the title, author, and give a rating for each book every day.

Days	Book Title	Author	Opinion
Mondays			♡♡♡♡
Tuesdays			♡♡♡♡
Wednesdays			♡♡♡♡
Thursdays			♡♡♡♡

No Homework on Fridays

♡♡♡♡ = Love

♡♡♡ = Like

♡♡ = O.K.

♡ = Didn't Like

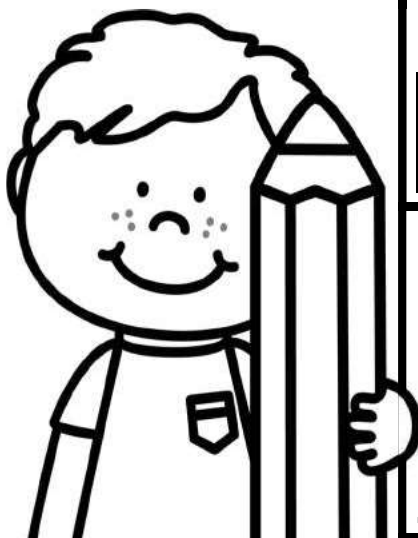
Parent's Signature


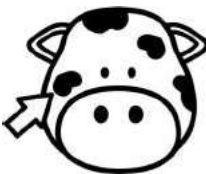




Module 4 Sight Word Quiz

be	here	me	play	
started	today	use	very	
jump	right	say	their	
walk	way	where	why	
after	before	does	don't	
grow	into	no	wash	

Name: _____

Blends Word Search: Set 7



 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Word Bank

- ☐ sled
- ☐ snap
- ☐ stem
- ☐ slid
- ☐ swim
- ☐ spot

g	s	d	k	v	e	s
l	w	l	o	g	t	n
o	i	s	l	i	d	a
v	m	a	d	e	s	p
s	p	o	t	t	u	n
i	b	y	s	l	e	d
s	t	e	m	b	f	z

Phonics & Fluency

with beginning and ending blends

1. Blend to read these words. 

sled

fast

crisp

grab

flop

2. Read the passage. 

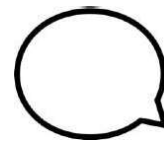
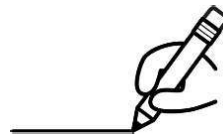
A Fast Dog Sled

Shel gets a gift, and it is a red dog sled! She wants to go out with it.

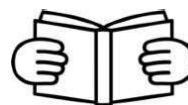
It is a crisp day. Shel snaps on her hat and grabs her dog. When she is out, she looks to the west and sees the sun. She dashes to her sled and drags it to the path. "Plop!" goes the sled as it flops on the path. The dog wags as she clamps the sled on him.

"Mush!" she begs the dog as she tugs on him. The dog runs and the sled goes fast!

3. Underline the dialogue in the story (where Shel is talking).



4. Read the passage again, reading the talking parts with expression.



Name: _____

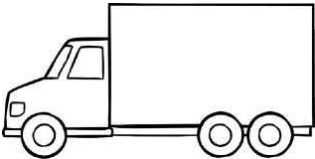
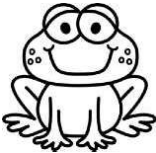

A Fast Dog Sled

Beginning and Ending Blends Practice

1. Look in the story to find words with blends. Fill in this list with words from the story.


Beginning Blends	Ending Blends
1.	1.
2.	2.


2. Fill in the correct letters for the words with blends.

 _____ uck	 _____ og	 te _____
--	---	---

©2023 Learning At The Primary Pond

3. Spell each word with a blend.

Name: _____

A Fast Dog Sled

1. What does Shel get as a gift?

2. How do you think Shel feels about her gift?

3. What does Shel use to make her sled go?

Name: _____ Date: _____

Grammar Homework – Commands

Rewrite each command with a capital letter and period and proper handwriting.

Circle the words this, that, these, or those in each sentence.

1. pick up those socks

2. jump over this box

3. throw that ball

4. write these words

5. close that door
