



READING

SECTIONS: KA-KE

NAME: _____

WEEK: 11/27-12/1

TO DO LIST

Reminders

- Complete Spelling menu & phonological awareness activities for the corresponding month as stated on the homework packet.
- Read and review Phonic Booklet every day, turn in for assessment level up weekly.
- I-ready weekly 45 min due every Friday.
- Weekly graded vocabulary sentence will be given every (week) in class, use rubric and worksheet to study sentence throughout the week.

Weekly Assessment(s):

- Vocabulary sentence
- Level Up! -Phonic Booklet
- Reading Comprehension Assessments on Weekly Text
- Spelling Test
- Sight Word Test

Monday:

- Read Big Bag- Then, review Phonic Booklet sent home (Study to level up) *BRING INSIDE BLUE FOLDER DAILY)
- Daily phonological exercise on calendar attached.
- Study vocabulary sentence - stretch: I can stretch my body.

Tuesday:

- Pick 1 Activity from Nov Spelling Menu for Sight Words AND Spelling words.
- Daily phonological exercise on calendar attached.

Wednesday:

- Complete Read and Spell WS 1 & 2
- Daily phonological exercise on calendar attached.
- Complete Identify Beginning Sounds WS
- Complete Consonants g and k WS

Thursday:

- Read Kip
- Complete Uppercase in Front WS
- Complete The Bag Comp WS

Please make sure they use text evidence as taught in class.

WEEKLY LEARNING DISCOVERIES:

ABCDEFGHIJKLMN

the word "I"

I like to eat bananas.



names of people, animals, and places

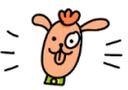


Uppercase Letters

Which words start with an uppercase letter?

the first word in a sentence

The dog is brown.



days of the week and months of the year

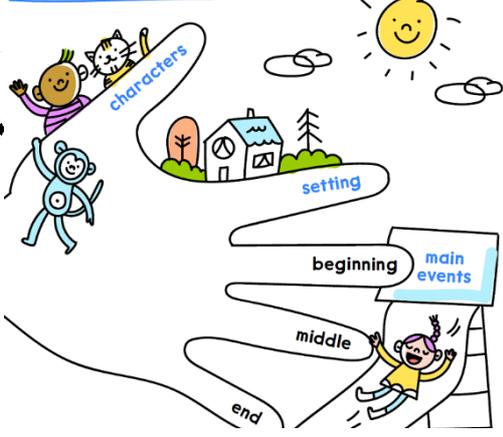


Today is Wednesday, September 9.

OPQRSTUVWXYZ

Retell a Story

Use your own words to tell the characters, setting, and main events.



Central Idea and Key Details

topic

what a text is about in one or two words

central idea

the most important idea in a text

key details

facts or examples that give information about the central idea

Keys

Keys open doors.



This key opens the front door. This key opens the garage door. This key opens a secret door!

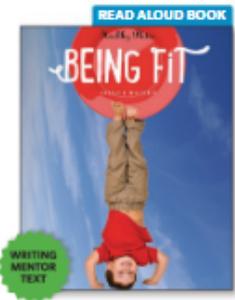
MODULE 4 - WEEK 1

Essential Question:

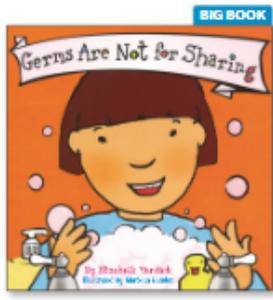
How can I be my healthiest me?

Weekly Texts :

Reading Comprehension Skill:
Main Idea and Key Details



Genre: Informational Text
Lexile® Measure: 570L
Guided Reading Level: J



Genre: Informational Text
Lexile® Measure: AD490L
Guided Reading Level: I

Reading Comprehension strategy:
Ask and Answer Questions

Spelling Words:
gas, got, kit, kid, ask

Phonics:
Letters G and K

Writing:
Informational Writing

Grammar:
Common vs Proper Nouns

Vocabulary:
stretch
I can stretch my body.

Sight Words:
big, good, his, very

Hello, Family!

Over the next month, our class will learn what we can do to be healthy. We will read about eating the right foods, staying fit, and getting enough sleep. We'll also find out that we can eat a rainbow (and it's delicious)!

As we read about good health habits, we will research to find out about different ways to exercise and the reasons why we need sleep. As a class, we will collaborate to write a "Happy, Healthy Blog" so that we can teach others all we have learned.

Bring It Home

Here are some ideas for practicing the skills we are learning at school.

<p>EXPRESSING NEEDS AND WANTS</p>	<p>BIG IDEA WORDS</p>																
<p>Show your child how to politely tell others what he or she needs or wants. Encourage your child to make eye contact and use this language:</p> <ul style="list-style-type: none"> • <i>Excuse me. May I go to ____?</i> • <i>Could you please pass me the ____?</i> • <i>Thank you. You're welcome.</i> 	<p>Reinforce these important topic words when you are reading or talking with your child:</p> <p>energy exercise healthy</p>																
<p>WORD PLAY</p>	<p>WORDS TO KNOW</p>																
<p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none"> • Say three-letter words, such as <i>pan</i>, <i>fit</i>, and <i>hop</i>. Ask your child to tell you the beginning, middle, and end sounds for each word. • Help your child think of sentences with mostly words that start with the same letter sound. For example: <i>Sara sang a silly song.</i> 	<p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table border="0"> <tbody> <tr> <td>are</td> <td>be</td> <td>big</td> <td>do</td> </tr> <tr> <td>good</td> <td>got</td> <td>had</td> <td>here</td> </tr> <tr> <td>his</td> <td>lot</td> <td>not</td> <td>of</td> </tr> <tr> <td>on</td> <td>ten</td> <td>very</td> <td>was</td> </tr> </tbody> </table>	are	be	big	do	good	got	had	here	his	lot	not	of	on	ten	very	was
are	be	big	do														
good	got	had	here														
his	lot	not	of														
on	ten	very	was														
<p>LET'S READ TOGETHER</p>	<p>RESEARCH WRITING</p>																
<p>Make a special time and place to read with your child every day. Point out how to use the different features in nonfiction books:</p> <ul style="list-style-type: none"> • Have your child pick a topic from the table of contents. Then find it in the book together. • Read diagram labels and photo captions. • Look up unfamiliar words in the glossary. • Show children how to use the index to find information in the book. 	<p>Support your child to find facts and answer questions about a favorite topic:</p> <ul style="list-style-type: none"> • Take your child to the local library to check out books about the topic. • Show your child how to go online to answer questions about the topic and learn more. • Seek out family members, friends, or people in the community who are experts, and encourage your child to ask questions. 																

Name _____

Read and Spell

Read and spell these words to be a better reader.

 Read it. big	 Trace it. big	 Write it. <hr/> <hr style="border-top: 1px dashed;"/> <hr/>
 Read it. good	 Trace it. good	 Write it. <hr/> <hr style="border-top: 1px dashed;"/> <hr/>
 Color them. big good		
 Circle them. big am put good good man with big the big good me		

Name _____

Read and Spell

Read and spell these words to be a better reader.

 Read it. his	 Trace it. his	 Write it. _____ _____ _____
 Read it. very	 Trace it. very	 Write it. _____ _____ _____
 Color them. his very		
<input type="radio"/> Circle them. very am his very his very see by go big good his		

Name _____

Identify Beginning Sounds

The beginning sound is the first sound you hear in a word.



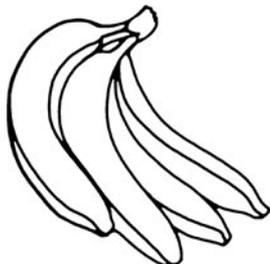
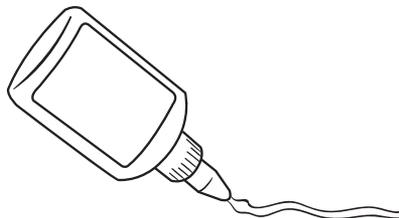
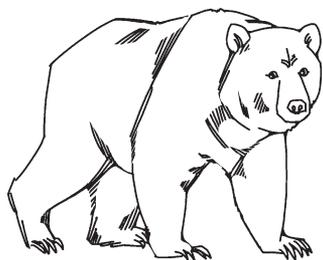
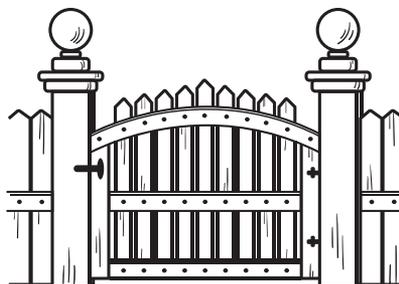
Name each picture.

 Color words that start like  in green.

goat

 Color words that start like  in blue.

book



Name _____

Consonants g and k



Goat

starts with the letter g.



Kite

starts with the letter k.



Read the words.

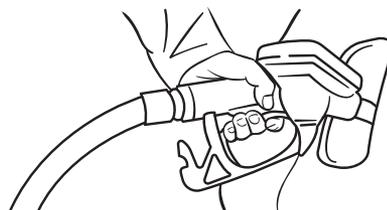


Draw a line between the word and picture.

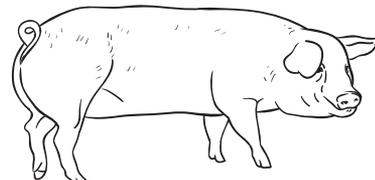
1. bag



2. dig



3. gas



4. kid



5. pig



Name _____

Uppercase in Front

Start the first word in a sentence with an **uppercase letter**.

○ Circle the word that needs an uppercase letter.

 Rewrite the word.

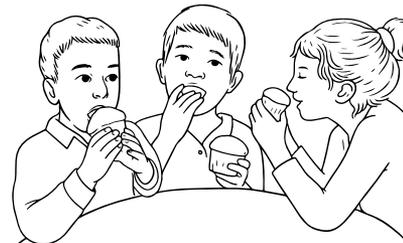
1. my dad baked muffins.



2. i ate a muffin.



3. my friends also ate muffins.



4. they were yummy!



5. will my dad make more?



Name _____

The Big Ideas

Start a **noun** that is the name of a person, place, or thing with an **uppercase letter**.

 Color the circle in each group that has a noun that is a name for a person or place.

 Write the names using uppercase letters.

1.

damien

boy

2.

girl

maria

3.

ms. wang

mother

4.

state

texas

Name



Writing Rubric (1 point each)

- | | |
|---|--|
| <input type="checkbox"/> Neat Handwriting | <input type="checkbox"/> Ending Punctuation |
| <input type="checkbox"/> Vocabulary Word is used | <input type="checkbox"/> Finger Spacing is used |
| <input type="checkbox"/> Begins with a capital letter | <input type="checkbox"/> Illustration matches sentence with labels |

NOVEMBER

Sunday	Monday Count the number of syllables...	Tuesday Do they rhyme?	Wednesday Count the words in the sentence.	Thursday Beginning sounds	Friday Segmenting and Blending	Saturday
			1 I fell off the playground today.	2 Name three words that start like grateful.	3 Segment: chop, chip, much, batch, hatch	4
5	6 In these words: cold, autumn, frozen, falling, leaves	7 dream/meme see/bee yes/mess	8 Can we go eat at a restaurant?	9 Same beginning sound? mom/dad fox/friend monster/milk	10 Blend: w-i-th th-u-mb th-i-s th-a-n	11
12	13 In these words: happy, sad, angry, uncomfortable, joyful	14 hop/cub log/tree freeze/bees	15 Did you remember to brush your teeth?	16 Name three words that start like family.	17 Segment: fish, ship, show, wish, shack	18
19	20 In these words: eggs, pancakes, bacon, butter, syrup	21 stand/hand leg/beg kiss/hug	22 I spilled milk on the carpet.	23 Same beginning sound? read/write leg/head dog/cat	24 Blend: b-o-g w-e-t v-e-t c-u-p	25
26	27 In these words: turkey, potatoes, stuffing, cranberry	28 chair/stare car/far start/finish	29 A tiger has large claws.	30 Name three words that start like turkey.		

NOVEMBER

Spelling Choice Board

Picture Perfect



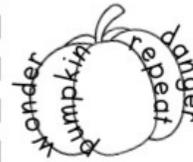
Draw a Thanksgiving picture and hide your words in it.

Chunky Monkey

Write each word and highlight or underline the word chunks or patterns:

crunch lunch
shark wish

Pumpkin Patch



Draw some pumpkins and write your words inside them.

Top to Bottom

Write your words 2-times each from top to bottom:

W	C	P
H	A	L
E	T	E
N	C	A
	H	S

Double Bubble

Write your words 2-times each in

BUBBLE LETTERS

Awesome Author

Write a story using all of your spelling words.
Underline the words.

Terrific Triangles



Write your words so they make triangles.

Type It

Use a computer to type out your words 3-Times each. Print it or have a parent sign below:

Parent Initials: _____

Date: _____

Balloon Bounce

Blow up a balloon and bounce it in the air! Hit it once for each letter in your word. Try to keep it up while you spell each word.

Parent Initials: _____

Date: _____

Choo-Choo

Write your words one after the other so they connect like a train:
truck-duck-trick

Vowel Hunt

Write your words and circle all the vowels:

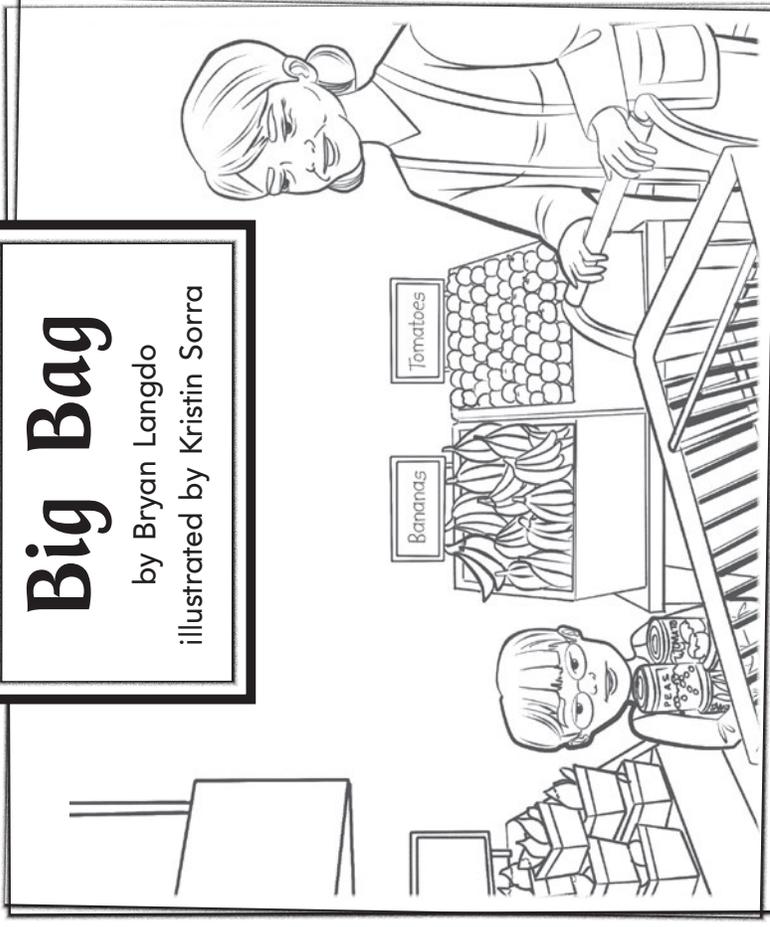
n (e) (a) t

DECEMBER

Sunday	Monday Count the number of syllables...	Tuesday Do they rhyme?	Wednesday Count the words in the sentence.	Thursday Beginning sounds	Friday Segmenting and Blending	Saturday
					1 Segment: slip, snap, stop, scan, slug	2
3	4 In these words: winter, snowflake, hibernate, mittens, freezing	5 cat/mat hat/dog leg/beg	6 I love to eat lettuce and cucumbers.	7 Same beginning sound? winter/wash pond/lake stop/snip	8 Blend: s-t-i-p s-n-a-p s-t-o-p s-c-a-n	9
10	11 In these words: soccer, football, gymnastics, tennis, baseball	12 said/bed crash/cup sip/sing	13 My teacher taught me numbers and letters!	14 Name three words that start like break.	15 Segment skip, snug, Scott, staff, stuff:	16
17	18 In these words: Virginia, Florida, Maine, Tennessee, Nevada, Utah	19 sick/lick pad/sad treat/meat	20 Do you ride in a car or a bus to get to school?	21 Same beginning sound? kitchen/bath hair/home shoe/show	22 Blend: s-k-i-p s-n-u-g S-c-o-tt s-t-a-ff	23
24/31	25 In these words: fireworks, celebration, calendar, parade, holiday	26 can/talk book/look save/Dave	27 It can snow during the winter.	28 Name three words that start like stage.	29 Segment: skiff, slim, snow, spin, spot	30

Big Bag

by Bryan Langdo
illustrated by Kristin Sorra



-Fold-

This book belongs to

Kim has cans. "Tin cans, Nan!"
"Very good, Kim. Fit the tin
cans in."

**WORD
WORK**



Speed Read

Read these words.

good big sits
and very ran



Picture Hunt

Find these pictures in the story.

rip bag kids



“Kim, the tin cans fit in bags.”

2

2

7



Nan and Kim fit the bags
in the cab.
Nan sits. Kim sits.
“You did it, Nan!”



Kim has a big bag.
His big bag sags.
“Nan! Nan!”

-Fold-



His big bag rips.
“Nani! Nani! My bag!”

Fold



“Kimi! Kimi! A cab!”
Nan ran to the cab.

Kip

by Bryan Langdo
illustrated by Kristin Sorra



-Fold-

This book belongs to

Nan rips a bag and tips it in.

Kip nags Nan.

“No, Kip! Sit!”



“Dig in, Kim!”
 Kim has a bit.
 “Very good, Nan!”

**WORD
 WORK**



Blend and Read

Read these words.

What is the same?

Gg

bag nags

dig

Kk

kip

Kim



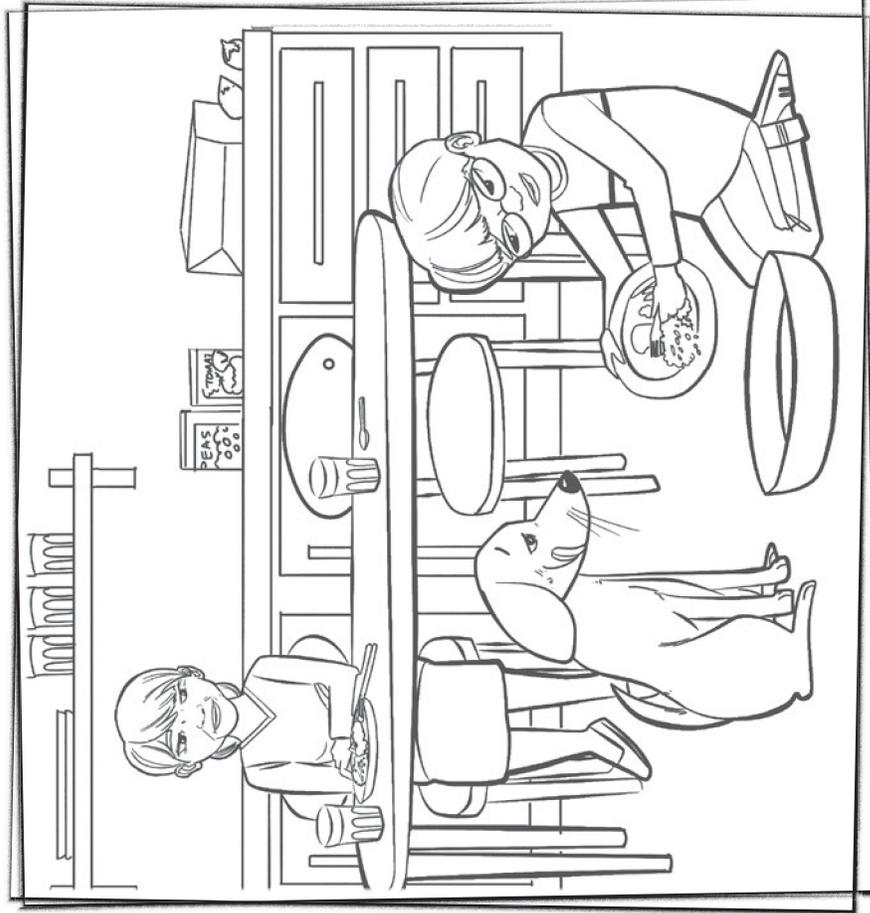
Word Hunt

Find these words in the story.

has

no

and



Kim tips a bit in his pan.
"Dig in, Kip!"



Kip nags Kim.
"Sit, Kip!"

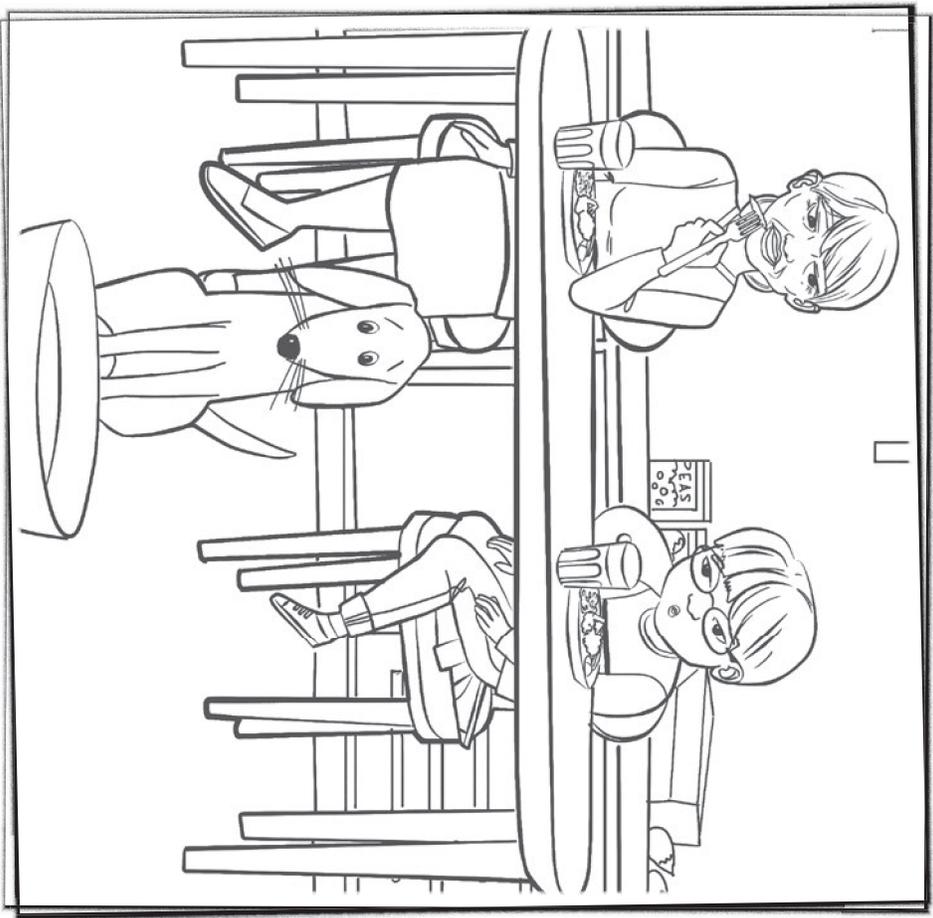
-Fold-



Nan has a bit.

Kip nips at it.

“No, Kipi! Siti!”



“Kipi!”

Fold

stretch



stretch (v.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *When you **stretch**, you spread out your arms, legs, or body as far as you can.*
- 3 Talk about examples.

Use the Image *The children **stretch** their arms and legs before playing a game.*

Act It Out **Stretch** your arms above your head. Have children copy the movement. *It feels good to **stretch**!*