

SECTIONS: KA-KE

NAME: _____

WEEK: 1/8-1/12

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
- Reading Comprehension Assessments on Weekly Text
- Spelling Test
- Sight Word Test

Monday:

- Read Nuts, Not Rugs! – Complete activities inside of story.
- Daily phonological exercise on calendar.
- Study vocabulary word, create your own sentence with the word: important.

Tuesday:

- Daily phonological exercise on calendar
- Complete Journal Entry Writing Piece. Underline the nouns in your sentence in red, verb in green.
- Complete Reading Comprehension WS 1

Wednesday:

- Daily phonological exercise on calendar .
- Grammar: Pronoun WS 1 & 2
- Complete Reading Comprehension WS 2

Thursday:

- Read Big Bugs– Complete activities inside of story.
 - Complete Reading Comprehension WS 3
- Please make sure they use text evidence as taught in class for all comprehension stories.
- Daily phonological exercise on calendar attached.

WEEKLY LEARNING DISCOVERIES:



Character Clues

Use picture and text clues to notice how characters

act



speak



think



feel



DEFINITION

Pronouns

Pronouns are words that take the place of a noun. We can use a pronoun instead of a noun.

 girl - she	 boy - he
 dog - it	 singers - they

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!

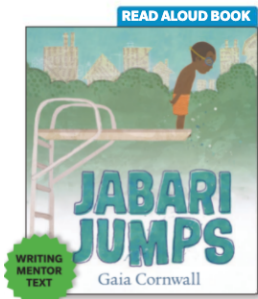
MODULE 5 - WEEK 1

Essential Question:

What does it mean to try hard?

Weekly Texts :

Reading Comprehension Skill:
Story Elements: Characters



Genre: Fiction
Lexile® Measure: AD490L
Guided Reading Level: L



Genre: Fiction
Lexile® Measure: AD230L
Guided Reading Level: E

Reading Comprehension strategy:
Make and Check Predictions

Spelling Words:

short /u/ words

We will review and study in class

Phonics:
Vowel u

Writing:
Narrative Writing

Grammar:
Pronouns

Vocabulary:
Important

HFW & Sight Words:
but, want, look, up

J a n u a r y

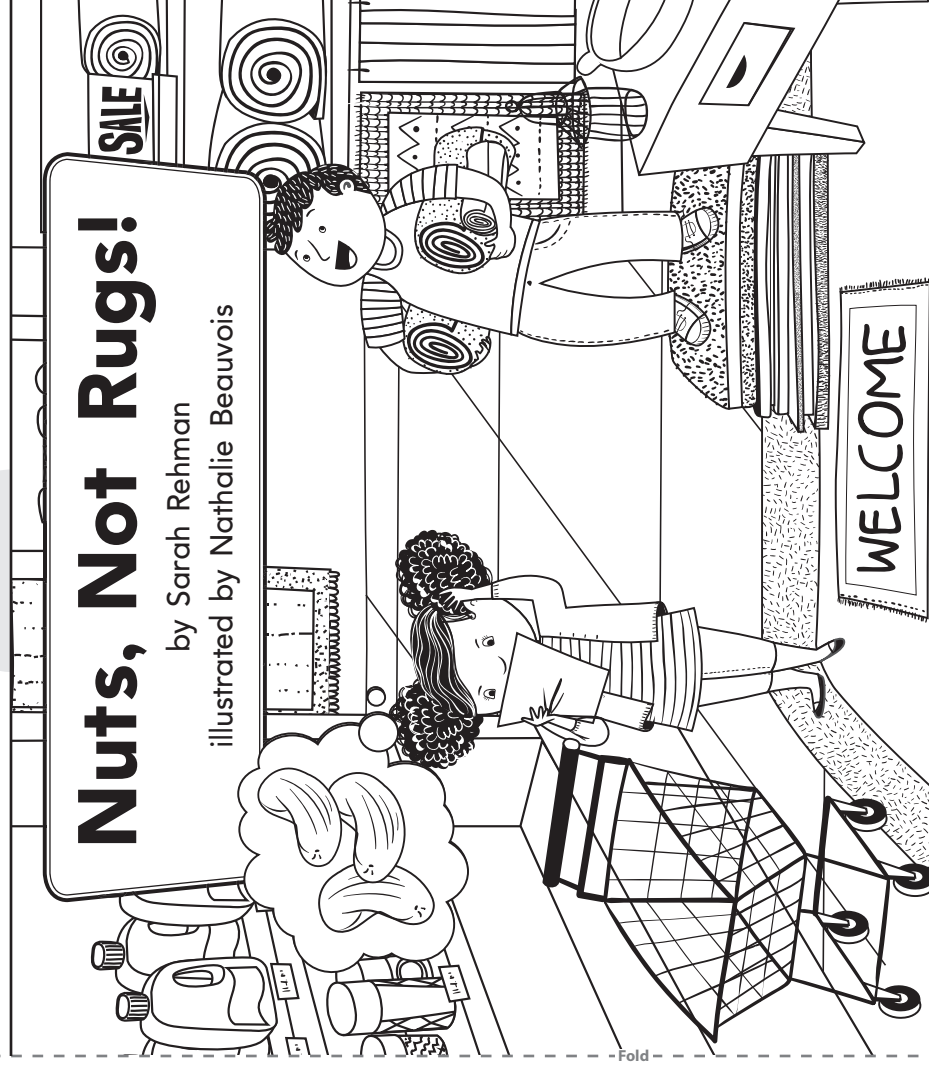
Sunday	Monday Segmenting	Tuesday Blending	Wednesday Deleting first sound	Thursday Substituting (The /t/ indicates sounds. Do not use letter names.)	Friday Segmenting and Blending	Saturday
	1 flat, sleep, click, block	2 f-t-a-t s-t-e-e-p c-t-i-ck b-t-o-ck	3 glow, flight, slash, flash	4 The /g/ in glow for /s/, the /f/ in flight for /s/, and the /s/ in slash for /f/	5 Blend: g-t-a-d f-t-a-g s-t-a-m b-t-o-ck	6
7	8 glad, flag, slam, block, flip	9 g-t-a-d f-t-a-g s-t-a-m b-t-o-ck	10 glad, flag, slap, block	11 The /l/ in glad for /r/, the /g/ in flag for /t/, and the /o/ in the block for /a/	12 Segment: slim, plum, clog, flip, clap	13
14	15 plan, plot, clip, glob, plug	16 p-t-a-n p-t-o-t c-t-i-p g-t-o-b	17 plate, plot, clip, glass	18 The /t/ in plate for /s/, the /t/ in plot for /d/, and /c/ in clip for /f/	19 Blend: p-t-u-m c-t-o-g f-t-t-p s-t-i-m	20
21	22 slim, plum, clog, flip, clap	23 s-t-i-m p-t-u-m c-t-o-g f-t-t-p	24 slow, plug, clog, flip	25 The /s/ in slow for /f/, the /p/ in plug for /s/, and the /g/ in clog for /p/	26 Segment: glad, flag, slam, block, flip	27
28	29 glum, flat, slash, flash, slip	30 g-t-u-m f-t-a-t s-t-a-sh f-t-a-sh	31 clam, pluck, flung, slick			

Name

important

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 |



This book belongs to

Gus has rugs. Lots!
But I want nuts. Lots!



Gus has jugs. Tin jugs.
But I want cups. Tin cups!

WORD WORK



Blend and Read

Read these words. What is the same?

Uu

rugs nuts buns
cups fun



Word Hunt

Find these words in the story.

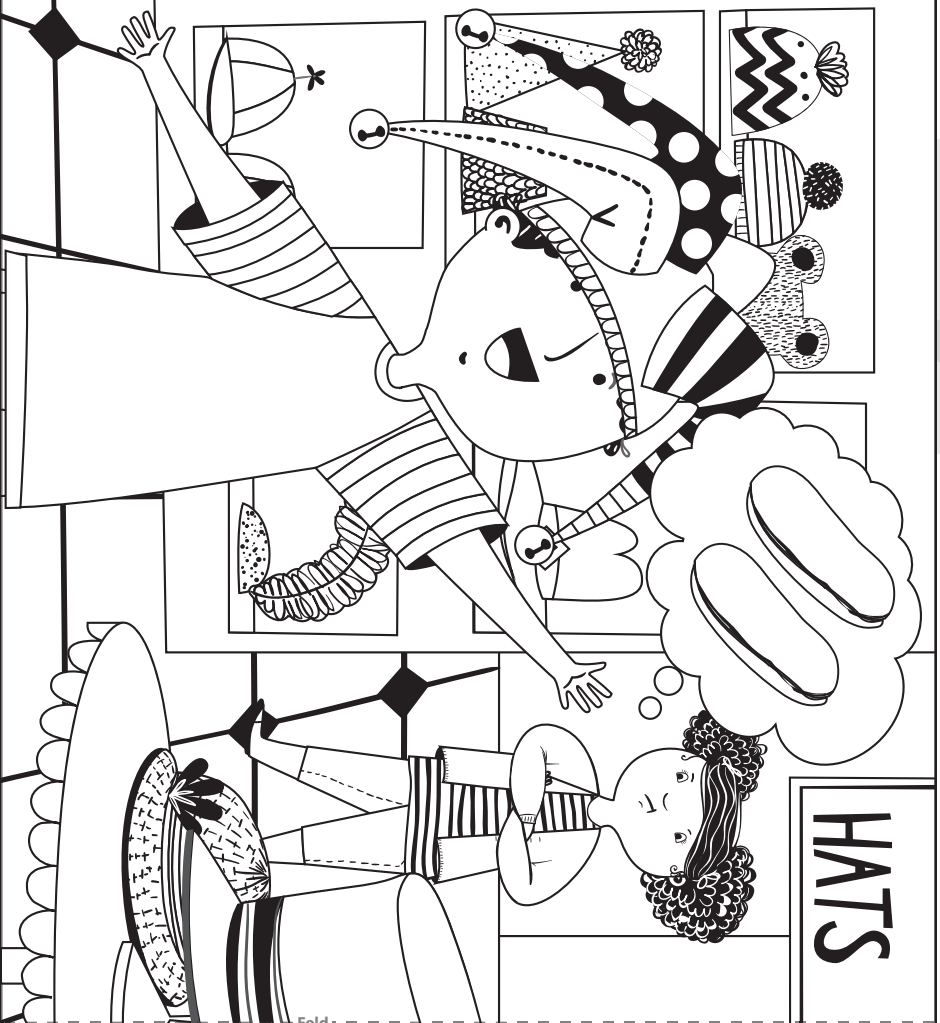
big has lots



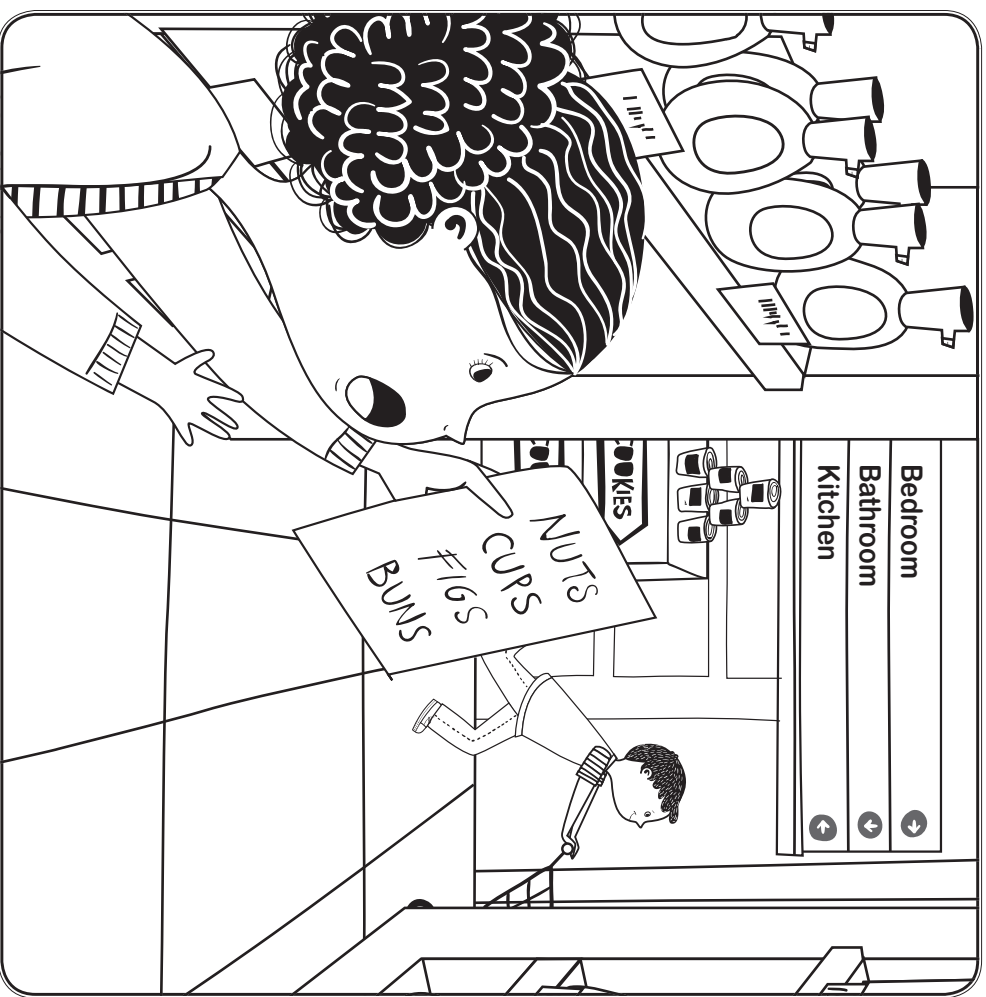
Gus has nuts, cups, figs,
and buns.
Gus did it!



Gus has pups. Big pups.
But I want figs. Big figs!



Fold



Gus has hats. Fun hats.
But I want buns. Hot dog buns!

"Gus? Gus!"

This book belongs to _____

Big Bugs

by Sarah Rehman
illustrated by Nathalie Beauvois



-Fold-

“Gusi! Look up, Gusi!”



Fold

"Sit, Gus! Sit on the mat."
Gus sat.

WORD WORK



Speed Read

Read these words.

big are got
look on not



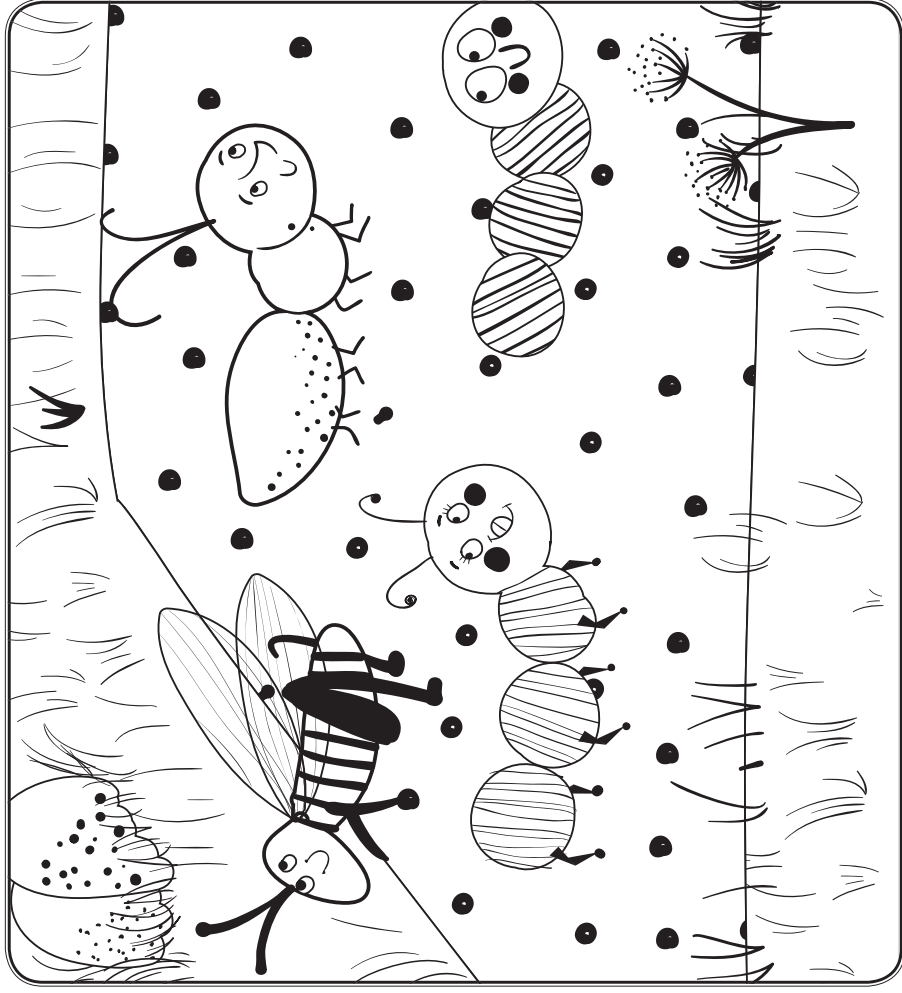
Picture Hunt

Find these pictures in the story.

bun cup bug



“Look, Gus! Hot dogs
and buns!”



Bugs are on the mat.
Big bugs.



"Look, Gus! Big bugs!"

Pam and Gus got up.

"Run, Gus! Run!"

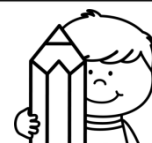


"No, big bugs!"

"Not the figs!"

"Not the nuts!"

Name: _____



Draw it

Word bank



snow



sleep



rain



umbrella

I love winter because

Let's see if 

I used the capital letter.

I see a cat.

☐

I put space between words.

I see a cat.



www.englishprintables.com

☐

I stretched out words.

C a t

☐

I used punctuation.

! o ?

☐

I drew a picture.

☐

important



im·por·tant (adj.)

Teach the Word

- 1 Say the word. Ask children to repeat it.
- 2 Explain the meaning. *If it is **important** for you to do something, it means you need to do it.*
- 3 Talk about examples.

Use the Image *It is **important** to go to the dentist to get your teeth checked.*

Use a Prop Push a chair under a desk. *It is **important** to push in our chairs to keep our room neat. What else do we do in our classroom that is **important**?*

Name: _____

Date: _____

Pronoun Worksheet 1

Parents, help your child to:

1. Trace each word
2. Sound it out and work out what it says
3. Draw a line from the word to its matching image

it



she



he



they



he



she



Name: _____

Date: _____

Look at the picture and tick the correct answer.



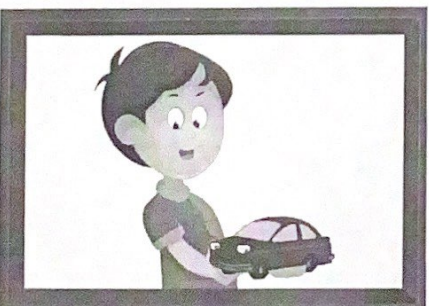
She / He has some books.
.....



He / She has a flower.
.....



He / She likes candy.
.....



He / She has a red car.
.....

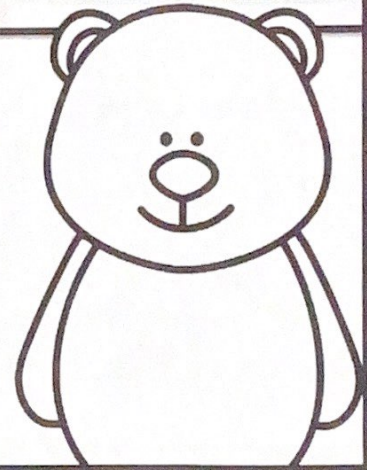
Name _____

Reading Comprehension

Read the short passage and answer the questions.

A Polar Bear

Rita saw a polar bear at the zoo. The polar bear was white. It was eating a fish. Rita likes polar bears!



1. What did Rita see?

- ☐ the zoo
- ☐ a polar bear
- ☐ a dog

2. What color was it?

- ☐ brown
- ☐ black
- ☐ white

3. What was it eating?

- ☐ a fish
- ☐ an apple
- ☐ a bear

Name _____

Reading Comprehension

Read the short passage and answer the questions.

My Winter Hat

I have a winter hat. My hat is very warm. It is pink. I wear my hat when it is cold outside. Do you have a winter hat?



1. What do I have?

- ☐ a winter hat
- ☐ a scarf
- ☐ a friend

2. What color is it?

- ☐ white
- ☐ pink
- ☐ red

3. When do I wear it?

- ☐ when I am hot
- ☐ on Monday
- ☐ when it is cold

Name _____

Reading Comprehension

Read the short passage and answer the questions.

Ice Fishing

Tim is going ice fishing with his dad. They will fish through a hole in a frozen pond. Tim can't wait!



1. Where is Tim going?

- ☐ ice skating
- ☐ ice fishing
- ☐ to the zoo

2. Who is he going with?

- ☐ mom
- ☐ dad
- ☐ a friend

3. Where will they fish?

- ☐ in a frozen pond
- ☐ in a lake
- ☐ at the park