

SECTIONS: KA-KE

NAME: _____

WEEK: 1/15-1/19

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):

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

Monday:

- No School!

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: Pronouns WS 1 & 2
- Complete Reading Comprehension WS 2
- Read Go, Vic! Complete activities inside of story.

Thursday:

- Read Yams- 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.

- I-ready 45 minutes is due

Friday:

No School!

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!

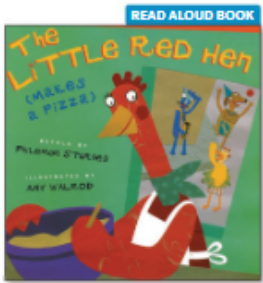
MODULE 5 - WEEK 2

Essential Question:

What does it mean to try hard?

Weekly Texts :

Reading Comprehension Skill:
Characters, Setting, Events



Genre: Folktale
Lexile® Measure: AD570L
Guided Reading Level: M



Genre: Play
Lexile® Measure: NP
Guided Reading Level: I

Reading Comprehension strategy:
Make Inferences

Spelling Words:
short sound vowels
We will review and study in class

Phonics:
Y and V

Writing:
Narrative Writing

Grammar:
Pronouns

Vocabulary:
several

HFW & Sight Words:
for, her, him, us, blue

Name: _____

Reading Comprehension

Directions Read the text 3 times for fluency and color the stars

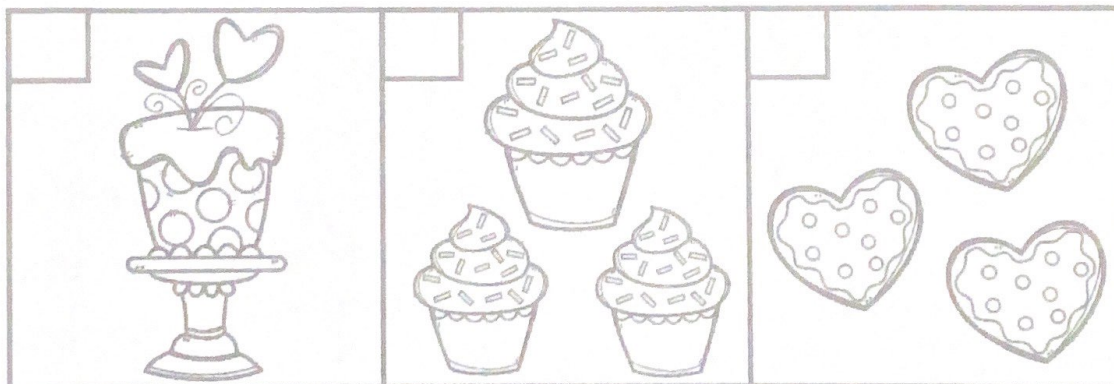
We like to bake. We will make a cake.

Then, we will make cookies.

Last, we will make cupcakes.



1. Put the events in order. Write 1, 2, or 3 in the box.



2. Write 3 things we will make:

1. _____
2. _____
3. _____

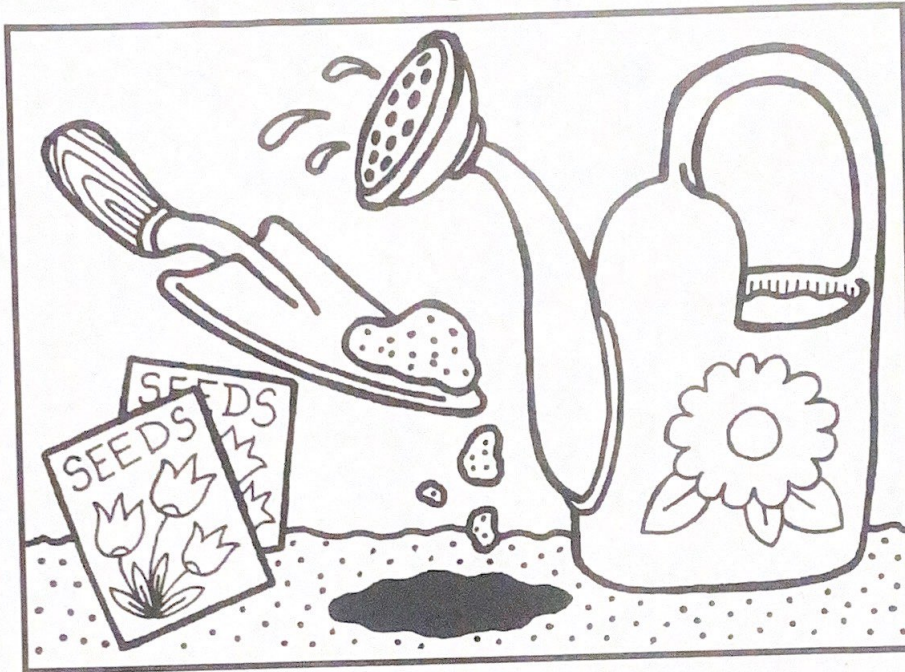
3. What will we make first?

- a. cake
- b. cupcakes
- c. bread

Name _____

Informational

Planting Seeds



1. Dig a hole.
2. Put the seed in the hole.
3. Cover the seed with dirt.
4. Water the seed.
5. Wait for it to grow.

1. What do you do first to plant a seed?

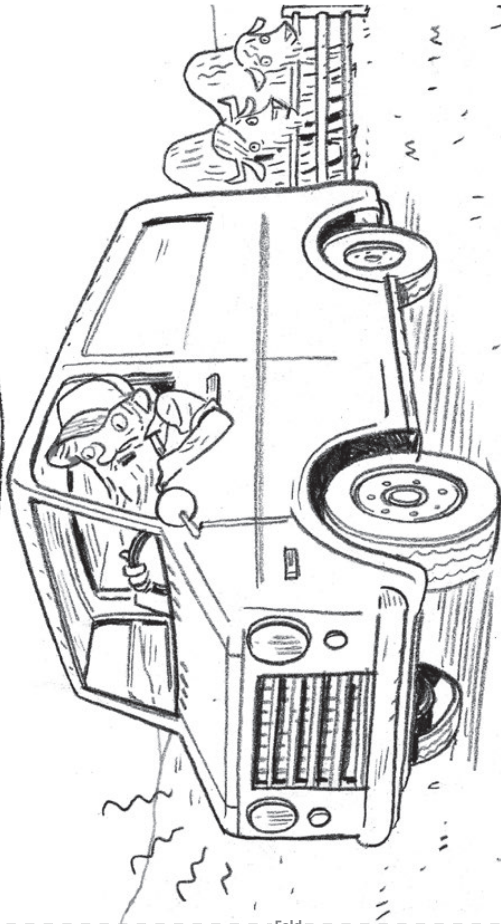
- (A) Dig a hole.
- (B) Wait for it to grow.

2. What do you do last to plant a seed?

- (A) Dig a hole.
- (B) Wait for it to grow.

Go, Vic!

by Bryan Langdo
illustrated by Tom Jellett



-Fold-

This book belongs to _____

Bud got in his van.
But it had no gas!



Bud got up on Vic.
Bud sat on him.
“Go, Vic!”

WORD WORK



Blend and Read

Read these words.
What is the same?

Yy

yum yams

Vv

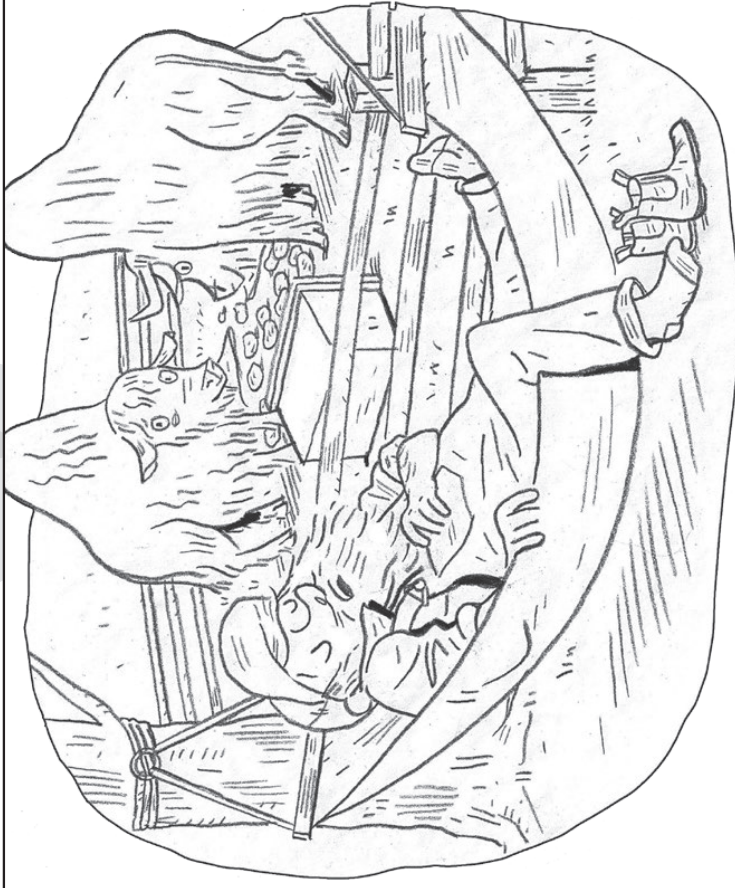
Vic Val
van



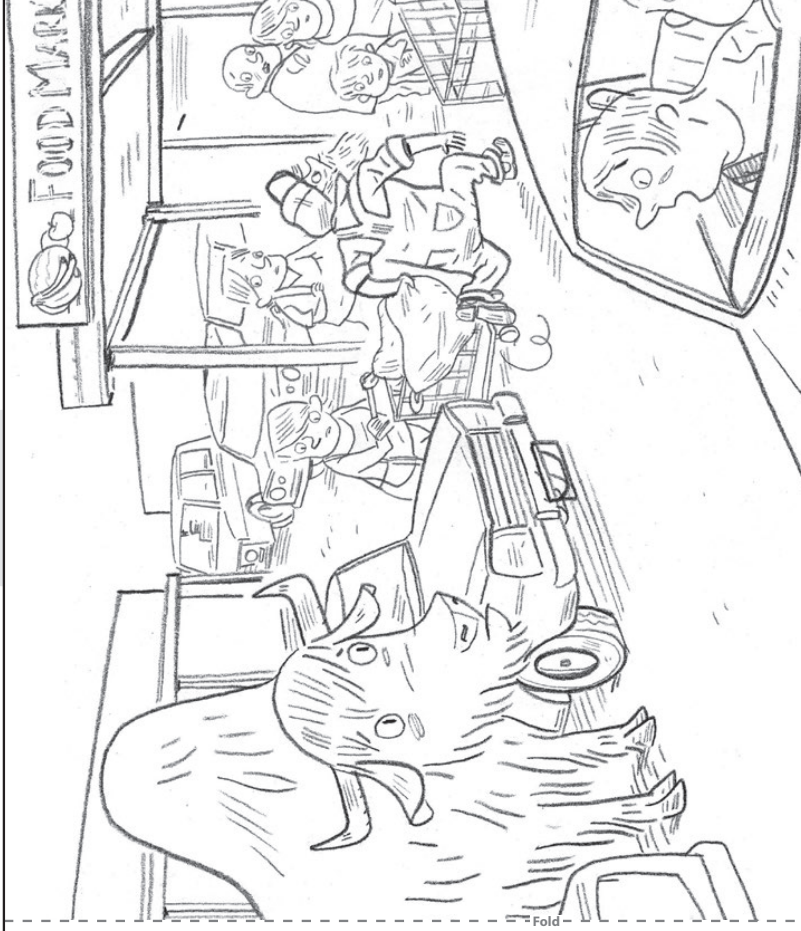
Word Hunt

Find these words in the story.

look lot but



But no yams for Bud!
Bud naps!



Bud and Vic ran to the lot.
Bud got yams.



“Vic! Look! I got us yams!”



Vic got his yams. Yum!
Val got her yams. Yum!



Houghton
Mifflin
Harcourt

hmhco.com

Yams

by Bryan Langdo
illustrated by Tom Jelleff



Fold

This book belongs to

Bud has yaks. Big yaks!
The yaks are Vic and Val.

1



Speed Read

Read these words.

got big had
but are his



Show You Know

Tell about the story.

yaks Vic yams

Bud got ____.

The yams are for ____ and Val.

Vic and Val are ____.



"Val!" Bud pats her.

"I got yams for us, Val. Yum!"



Bud ran to his van.
 Bud got in.
 "To the yams!"



"Vic!" Bud pats him.
 "Yams, Vic?"
 Vic nods.



But Bud had no yams for him.



Bud got bags.
Big bags for yams!

Student Name: _____ Date: _____

Thing → Pronoun

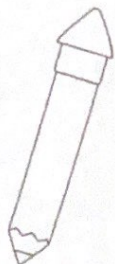
Circle the correct word



We

It

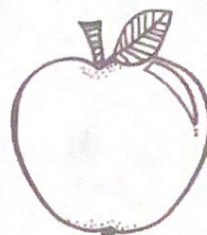
Her



It

His

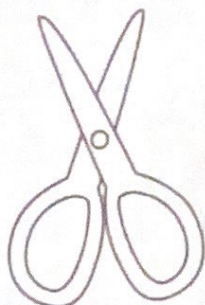
Him



I

We

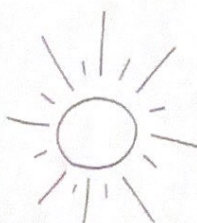
It



She

It

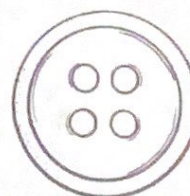
We



You

He

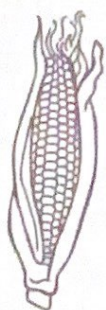
It



We

Him

It



His

It

Her



Him

It

You



Me

We

It



It

He

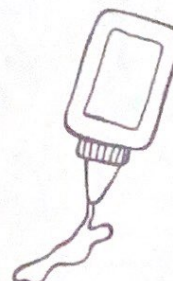
We



Her

He

It



Her

You

It

Student Name: _____ Date: _____

PERSON → PRONOUN

Circle the correct word

#1



He

She

#2



He

She

#3



He

She

#4



He

She

#5



He

She

#6



He

She

#7



He

She

#8



He

She

#9



He

She

#10



He

She

#11



He

She

#12



He

She

Tap on the Map

That is the map.

Tap on it.

Tap on the map.

That is the man.

He has a cap.

Tap on the cap.

He had a nap.

His nap was on the map.

He can nap on the map.



Name: _____

1) What is that?

2) What does the man have?

3) What can the man do?

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-i-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-i-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			