

KINDERGARTEN

READING

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

<p>act</p>	<p>speak</p>
<p>think</p>	<p>feel</p>

DEFINITION

Pronouns

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

<p>girl - she</p>	<p>boy - he</p>
<p>dog - it</p>	<p>singers - they</p>

Central Idea and Key Details

<p>topic</p> <p>what a text is about in one or two words</p>	<p>Keys</p> <p>Keys open doors.</p>
<p>central idea</p> <p>the most important idea in a text</p>	<p>This key opens the front door.</p>
<p>key details</p> <p>facts or examples that give information about the central idea</p>	<p>This key opens the garage door.</p> <p>This key opens a secret door!</p>

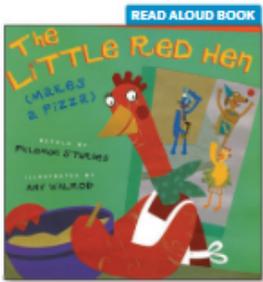
MODULE 5 - WEEK 2

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

HFV & 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

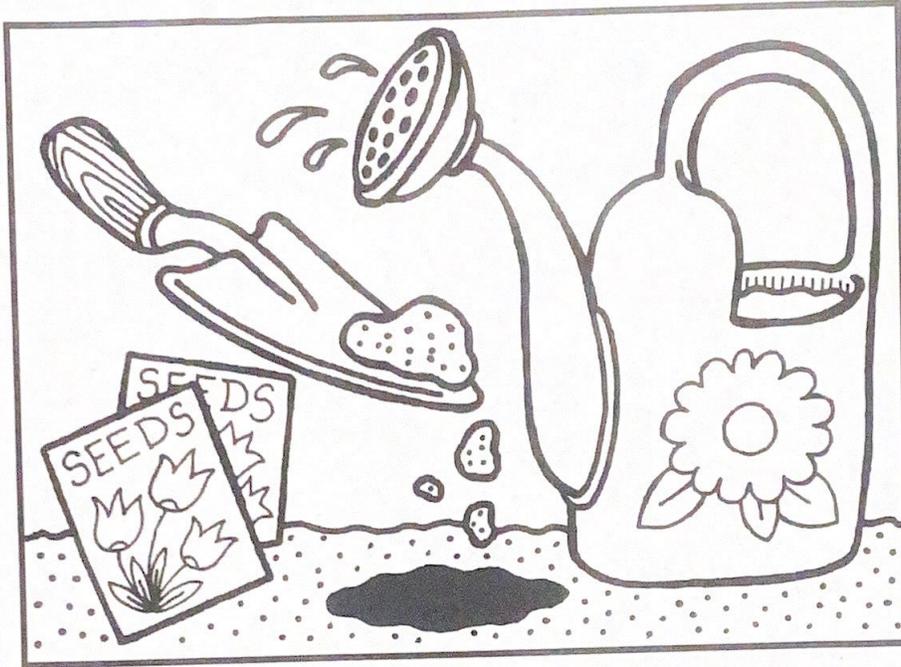
b. cupcakes

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.

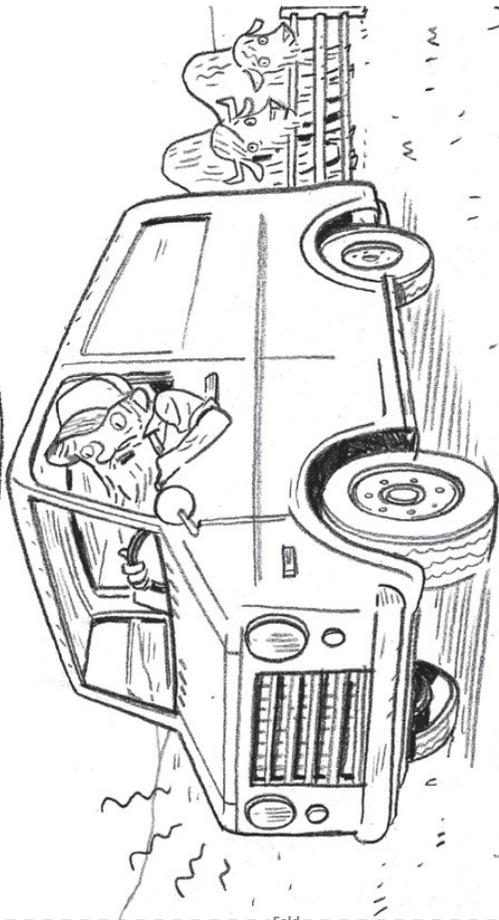
2. What do you do last to plant a seed?

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

(7)

Go, Vic!

by Bryan Langdo
illustrated by Tom Jellet



Fold

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

This book belongs to _____



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



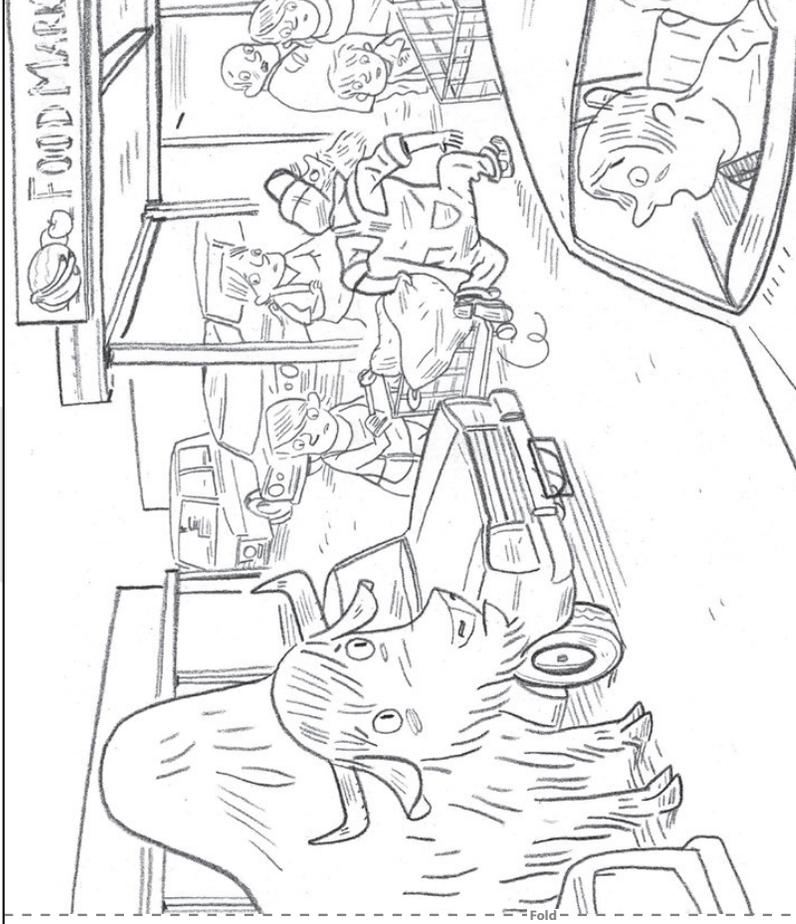
Word Hunt

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.



“Vici! Look! I got us yams!”

4



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

5

Yams

by Bryan Langdo,
illustrated by Tom Jelleff



Fold

This book belongs to _____

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



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!”



“Vic!” Bud pats him.
“Yams, Vic?”
Vic nods.



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



But Bud had no yams for him.

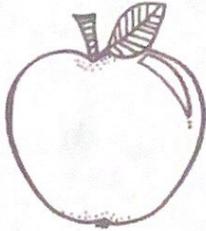
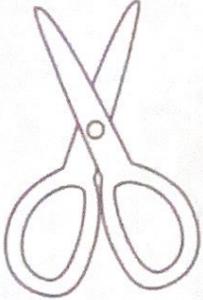
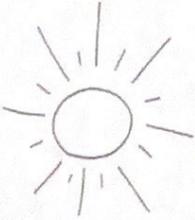
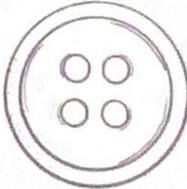
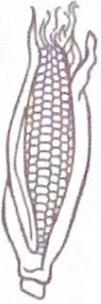
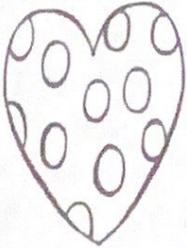
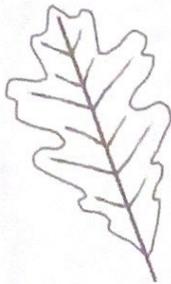
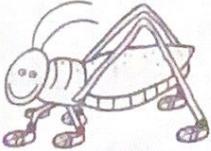
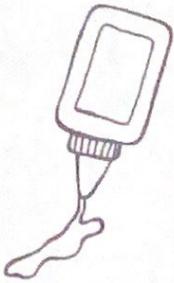


Bud got bags.
Big bags for yams!

Student Name: _____ Date: _____

Thing → Pronoun

Circle the correct word

	We <u>It</u> 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

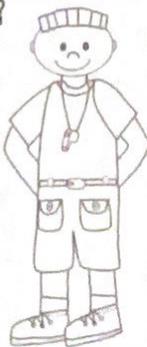
#7



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?

JANUARY

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-r-e-e-p c-t-i-c-k b-t-o-c-k	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-r-m b-t-o-c-k	6
7	8 glad, flag, slam, block, flip	9 g-t-a-d f-t-a-g s-t-a-r-m b-t-o-c-k	10 glad, flag, slap, block	11 The /l/ in glad for /r/, the /g/ in flag for /l/, 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-r-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-r-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-r-m f-t-a-t s-t-a-sh f-t-a-sh	31 clam, pluck, flung, slick			