

SECTIONS: KA-KE

NAME: _____

WEEK: 1/29- 2/2

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.
- Reading Comprehension stories turned in without text evidence used will cause a deduction in completion grade.

Weekly Assessment(s):

- Reading Comprehension Assessments on Weekly Text
- Spelling Test
- Sight Word Test
- Q2 – Sight Word Cumulative test continues

Monday:

- Daily phonological exercise on calendar
- Read Tan Cat- Complete activities inside of story then practice phonic booklet.

Tuesday:

- Daily phonological exercise on calendar
- Complete Reading Comprehension WS 1

Wednesday:

- Daily phonological exercise on calendar.
- Complete Reading Comprehension WS 2

Thursday:

- Read Fox Cubs- 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:

Theme

The **theme** is the **message** or **lesson** in a story.

To find the **theme**, ask

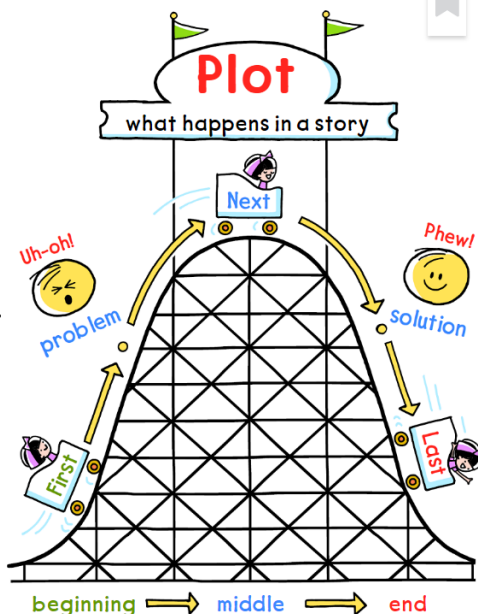
- What did the main character learn?
- What does the author want me to learn?

Common Themes



Plot

what happens in a story



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



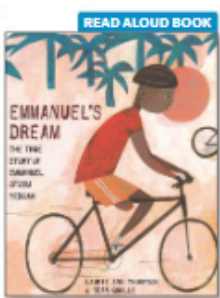
MODULE 5 - WEEK 4

Essential Question:

What does it mean to try hard?

Weekly Texts :

Reading Comprehension Skill:
Topic and Plot



Genre: Biography
Lexile® Measure: AD770L
Guided Reading Level: N



Genre: Fiction
Lexile® Measure: AD350L
Guided Reading Level: H

Reading Comprehension strategy:
Finding the Theme of text

Spelling Words:

Words with Q and X

We will review and study in class

Phonics:

Letters: Q and X

Writing:

Narrative Writing

Grammar:

Singular and Plural Nouns

Vocabulary:

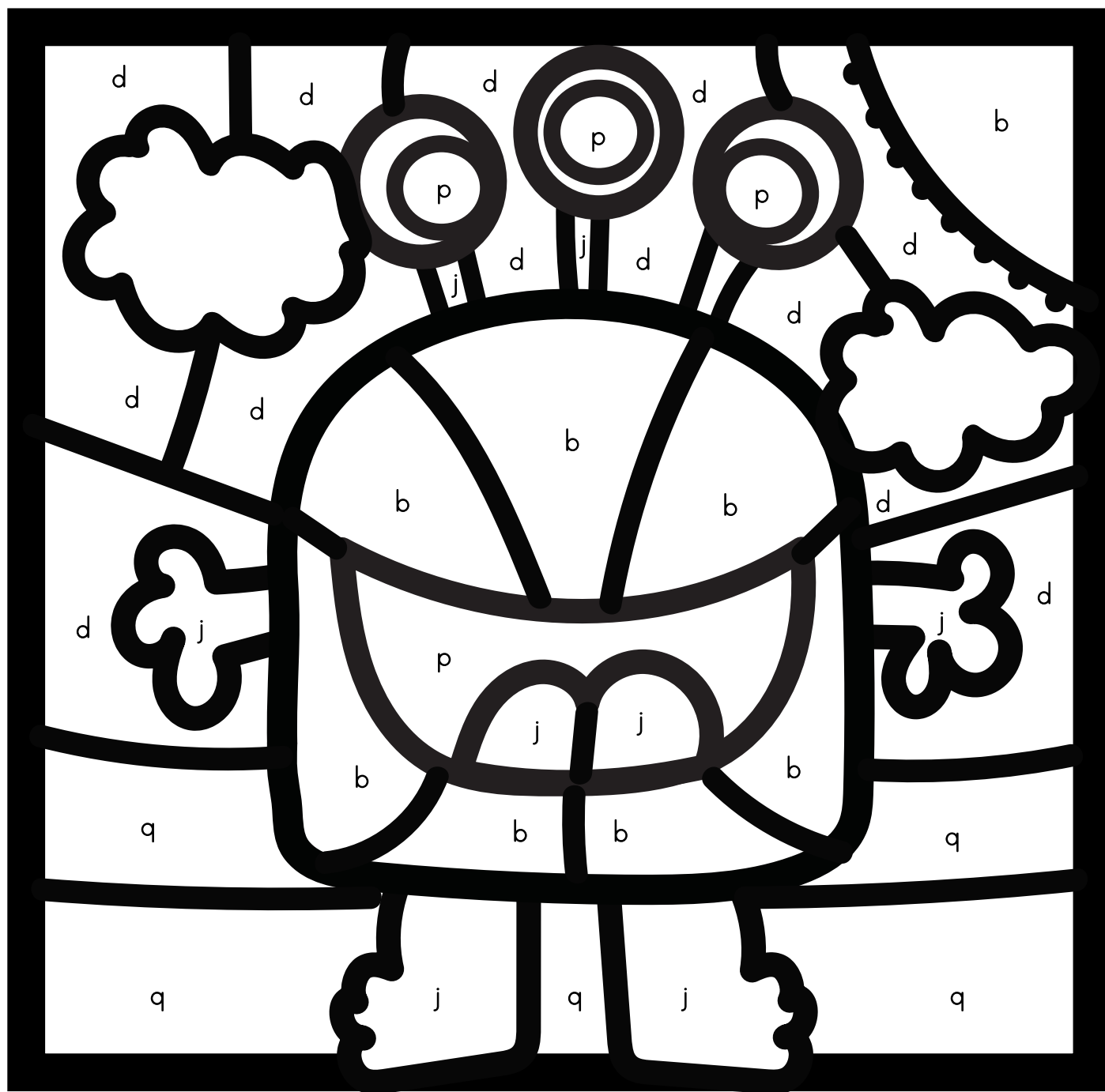
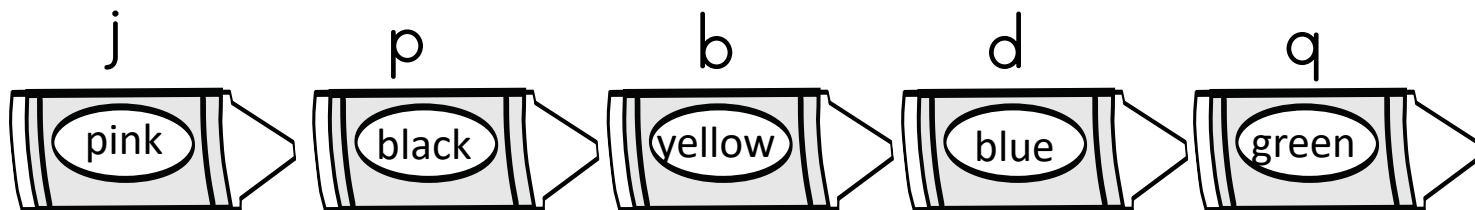
respectful

HFW & Sight Words:

have, six, some, we

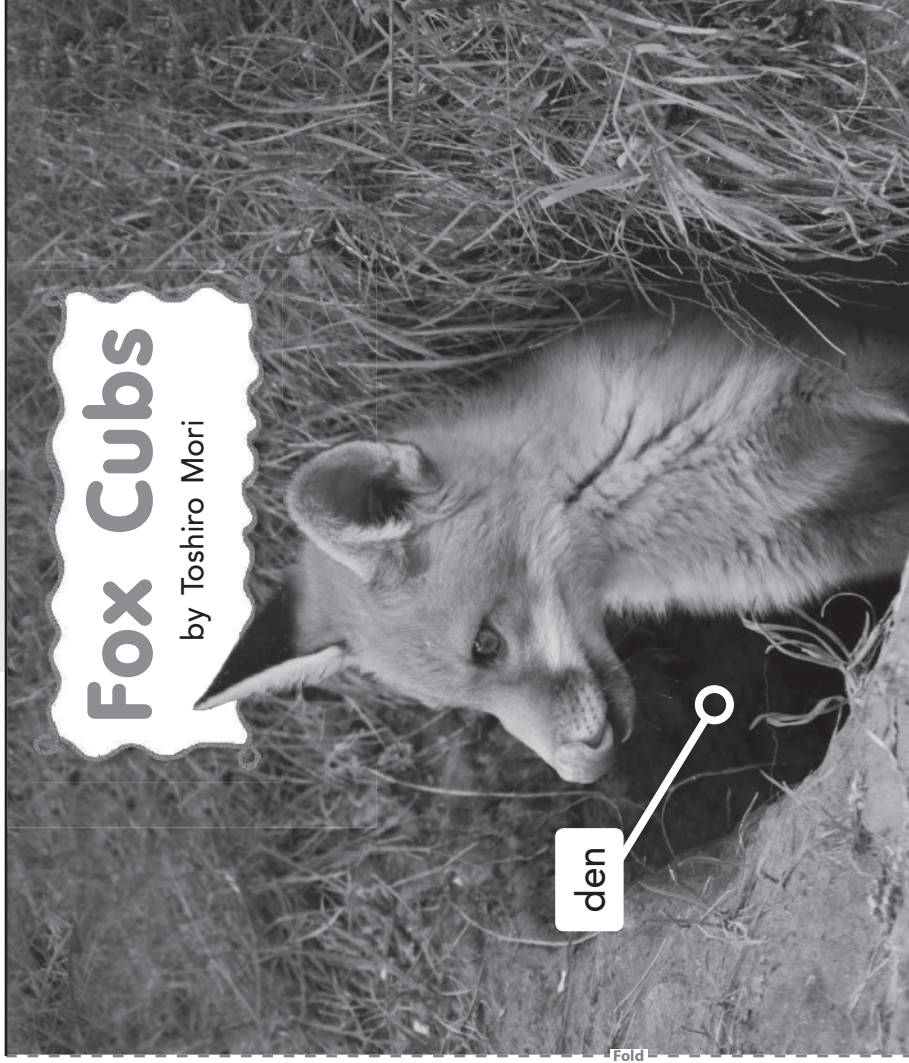
Name _____

Color by Letter





Houghton
Mifflin
Harcourt
hnhco.com



Fold

This book belongs to

Red fox can dig a den.
She can fix a bed.

© Bickwinkel/Alamy



It was a big job!
Red fox quits.
She naps.

© Juniors Bildarchiv/Alamy Images

WORD WORK



Blend and Read

Read these words.

What is the same?



Qq

quit

Xx

fox

fix

Uu

cubs

run

tug

fun



Word Hunt

Find these words in the text.

she

the

was

they

© Gail Shotlander/Moment Open/Getty Images



Fox cubs quit.
They get in bed.
Nap, fox cubs! Nap!

© M. Watson/ardea.com/Pantheon/Superstock



Look! Red fox had
some cubs.
The fox cubs nap.

© Andrew Cooper/Nature Picture Library



Fold

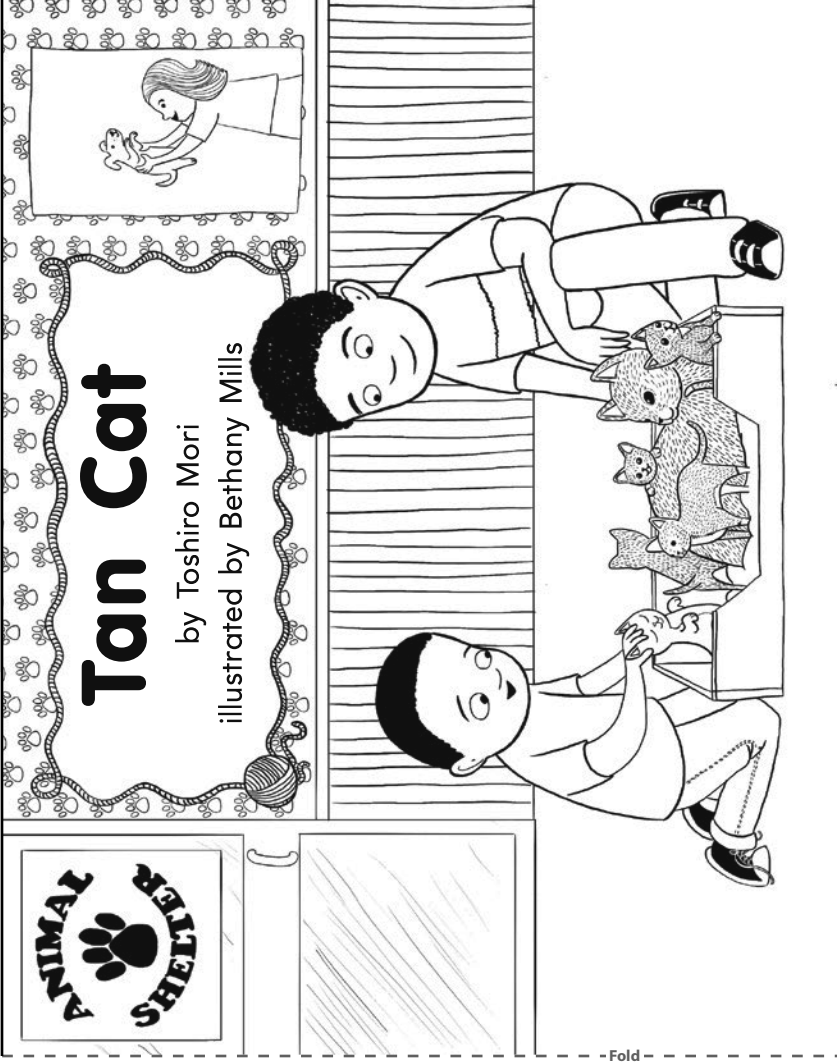
Fox cubs get big.
They hop.
They run.

© Fabrice Cahez/Nature Picture Library



© Gail Shotlander/Moment Open/Getty Images

Fox cubs have fun!
Some fox cubs tug.
Some nip.



This book belongs to

Quin can see **six** cats.

Six cats in a box!

Quin pats the cats.

WORD WORK



Speed Read

Read these words.

but some yes
have we look

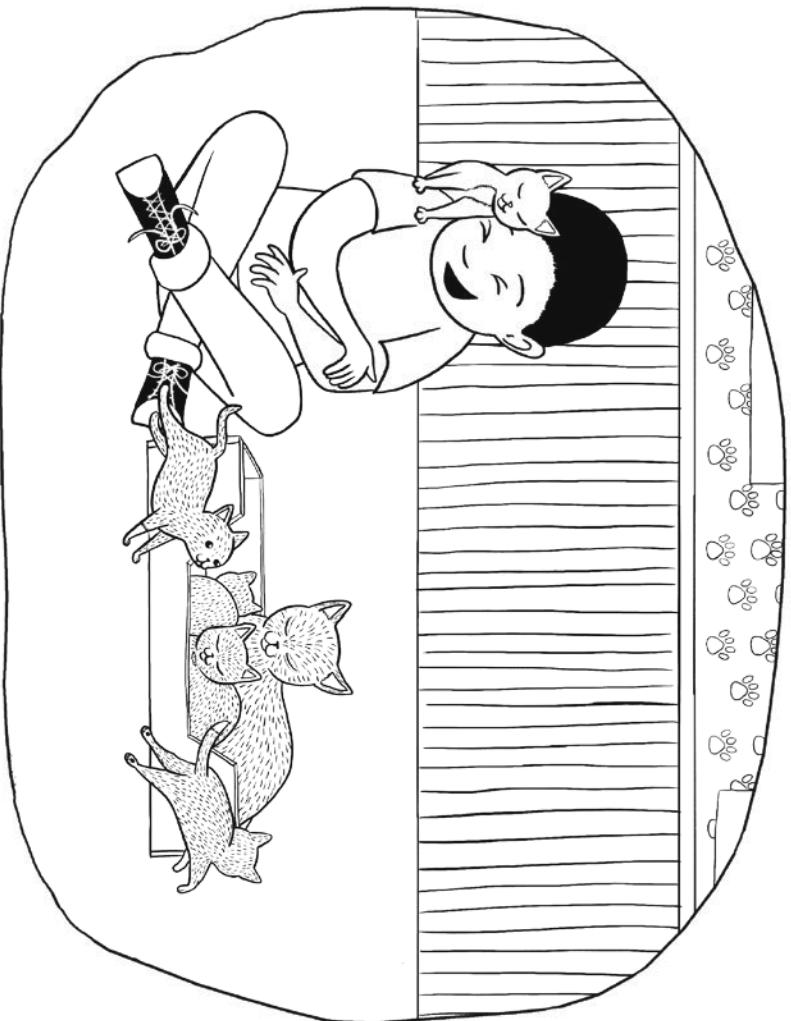


Show You Know

Tell about the story.

box Quin Max

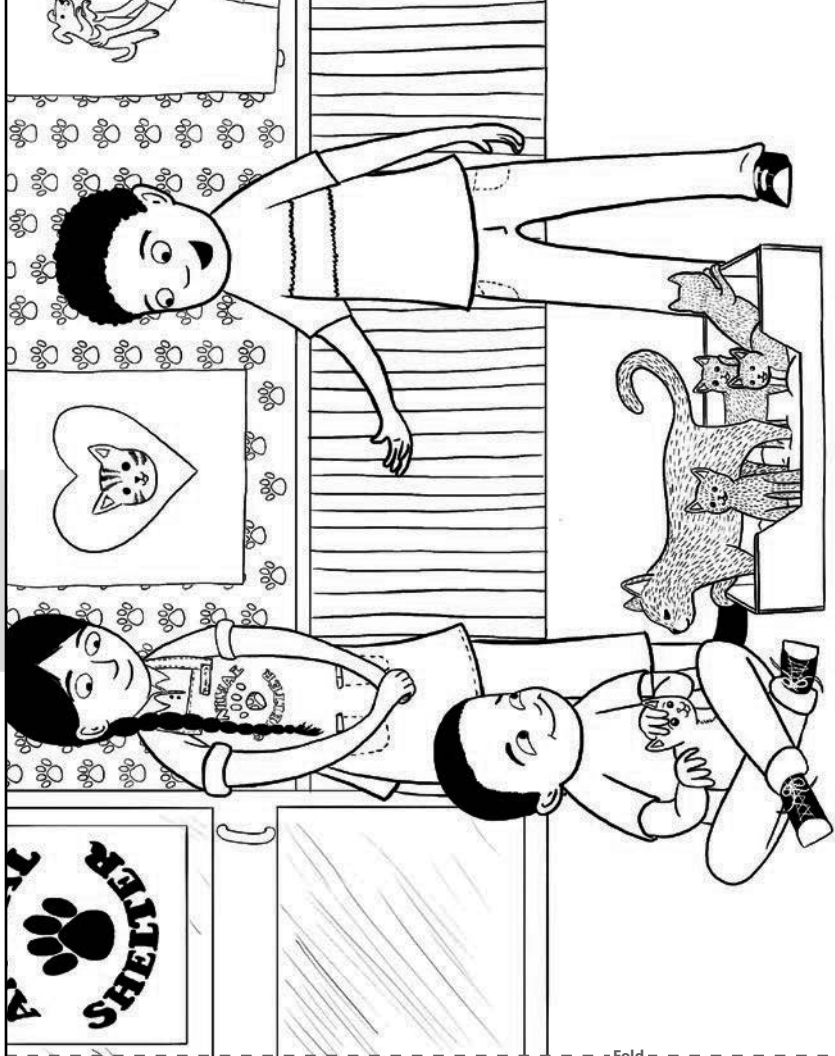
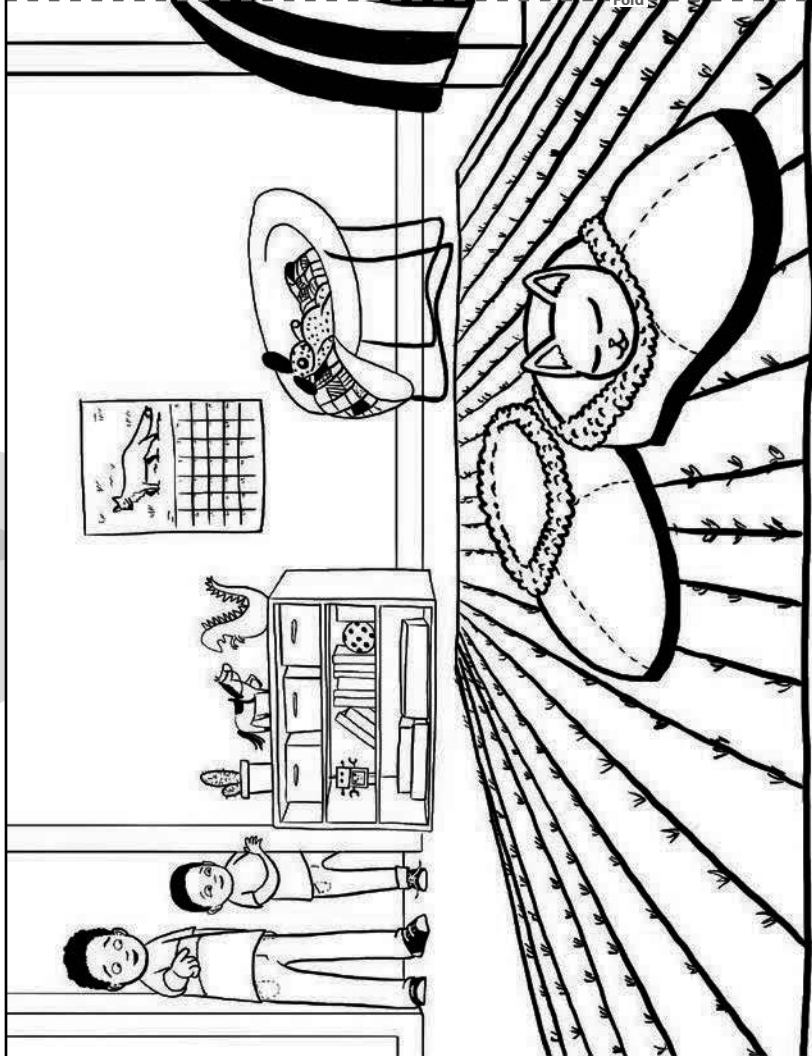
Quin pats six cats in a ____.
The tan cat hops on ____.
“____, can we get a cat?”



Some cats run. Some nap.

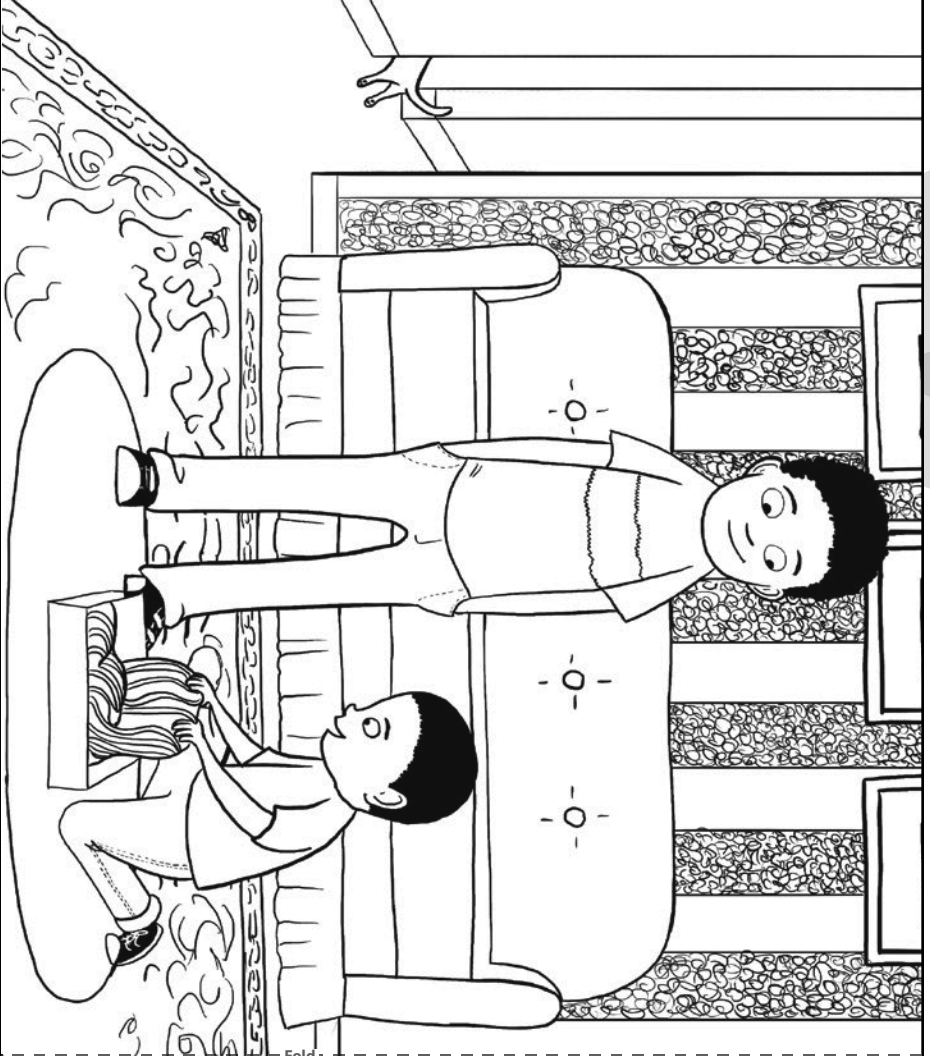
But a tan cat hops.

It hops on Quin!

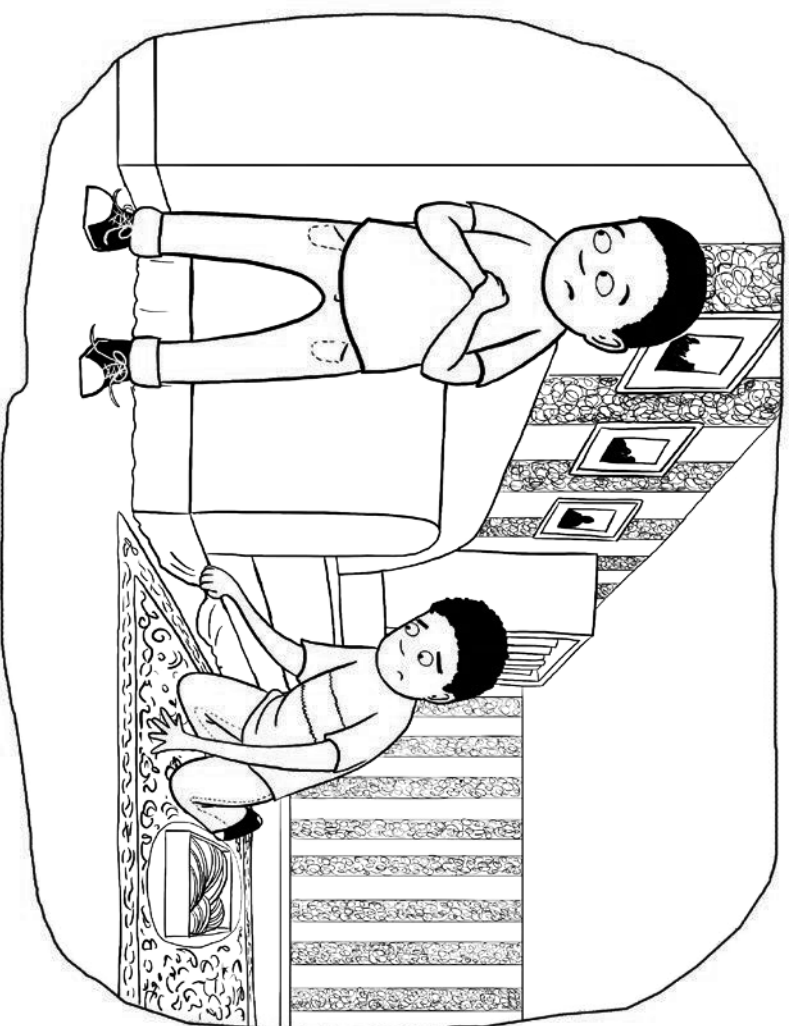


“Quin! Quin! Look
at the tan cat nap!”

“Max, can we get a cat?”
“Yes, we can, Quin!”



Fold



"Max, we have a cat bed."
Max nods. "Yes, Quin."

"Max! Max!
The tan cat hid!"

Name _____



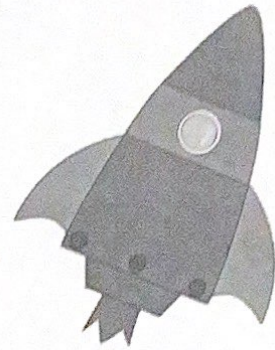
The Rocket

I can see a big rocket.

It is going up, up, up.

The rocket can fly fast.

It is going to the moon.



1. The rocket is _____.

- A. little
- B. big
- C. red

2. It can _____ fast.

- A. run
- B. jump
- C. fly

3. The rocket is going _____.

- A. to the moon
- B. to the sun
- C. down, down, down

Name: _____

Main Idea

Read the story. Find out four ways bugs can move.

This bug can hop.

Hop, hop, hop!



This bug can run.

Run, run, run!



This bug can walk.

Walk, walk, walk!



This bug can fly.


Fly, fly, fly!



Fill in the circle next to the correct answer.

1. What is the story about?

- Ⓐ how bugs go
- Ⓑ how bugs eat
- Ⓒ how bugs help

2. Which one tells about a .

- Ⓐ It can hop.
- Ⓑ It can run.
- Ⓒ It can fly.

3. Which bug can hop?



BEGINNING SOUNDS

Circle the word that starts with the same sound you hear in bug.

1. rug

2. but

3. rub

Name: _____

Main Idea

Read the story. As you read, find out what happens to the hat.

The cat is on my hat.

The cat is fat.

Scat, cat!

Get away!

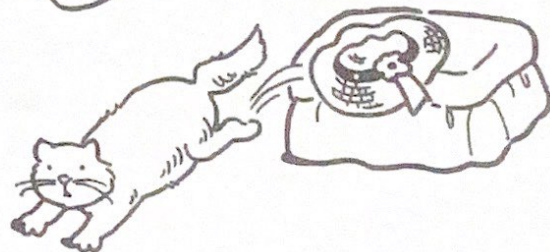
Get away from my hat.

Oh, no!

Look at that!

My hat is flat.

What can I do about that?



Fill in the circle next to the correct answer.

1. What is the story about?

- ☐ A A cat takes a hat.
- ☐ B A cat eats a hat.
- ☐ C A cat sits on a hat.

3. Which one tells about the hat?

- ☐ A The hat is flat.
- ☐ B The hat is fat.
- ☐ C The hat is on the cat.

2. Which one tells about the  ?

- ☐ A The cat is small.
- ☐ B The cat is fat.
- ☐ C The cat sits under the hat.

VOWEL SOUNDS

Say cat.

Circle the word that has the same vowel sound as cat.

- 1. came
- 2. all
- 3. have
- 4. play

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			