



# READING

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

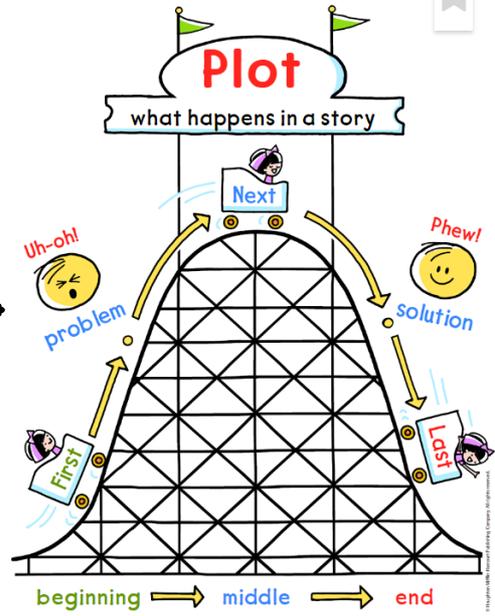
- What did the main character learn?
- What does the author want me to learn?

**Common Themes**

- Be brave!
- Be kind to others.
- It's ok to be different!
- Do your best.
- Work together.
- Always tell the truth.
- Never give up!
- Do the right thing.

### 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



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

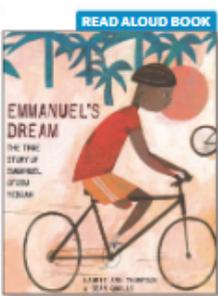
**MODULE 5 - WEEK 4**

Essential Question:

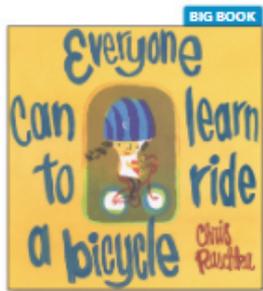
What does it mean to try hard?

**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

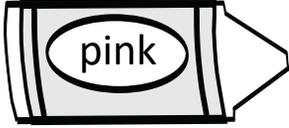
**HFV & Sight Words:**

have, six, some, we

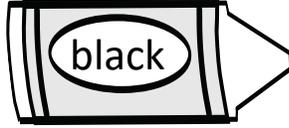
Name \_\_\_\_\_

# Color by Letter

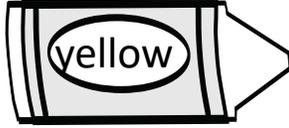
j



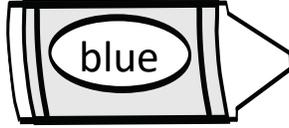
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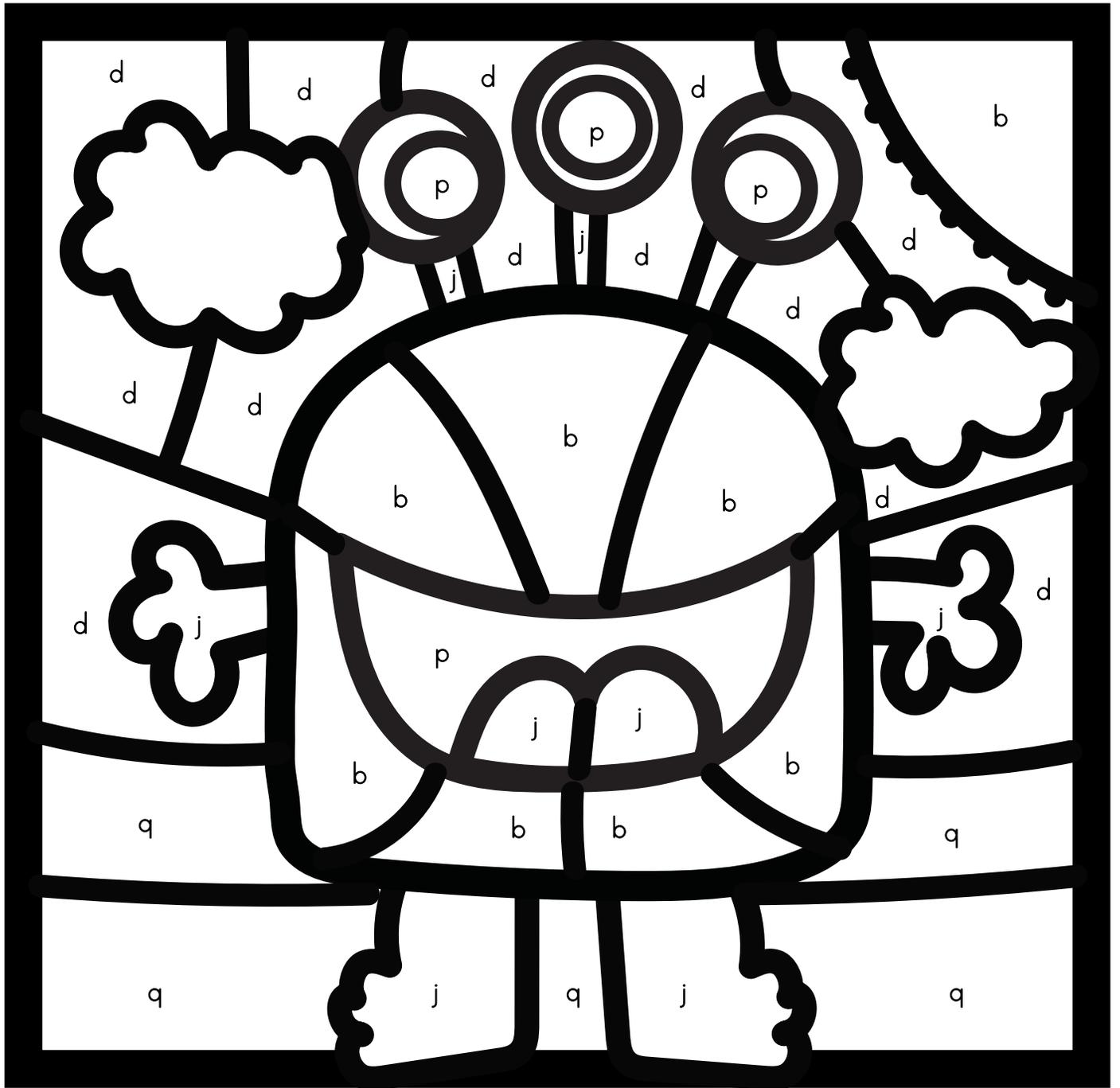
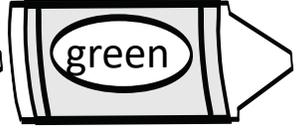
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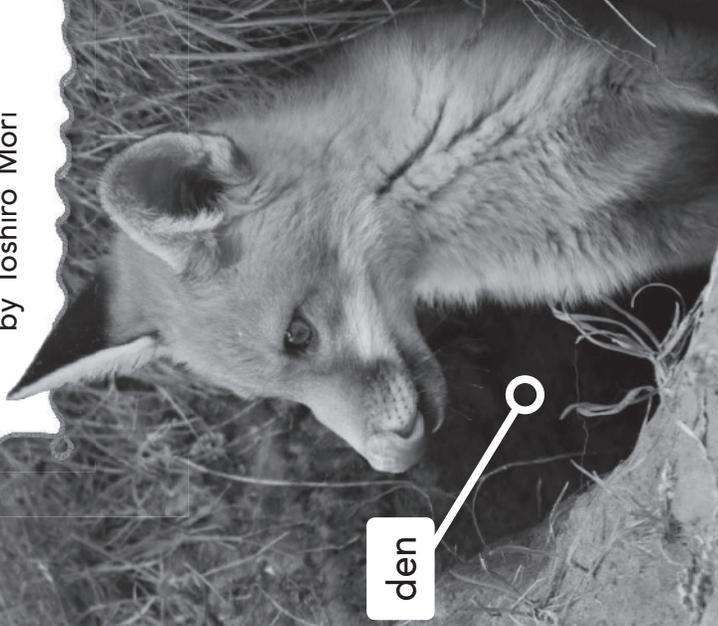


q



# Fox Cubs

by Toshiro Mori



den

© Bickwinkel/Alamy

This book belongs to

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



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?



<b>Qq</b> quit	<b>Xx</b> fox fix	<b>Uu</b> cubs run tug fun
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**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



Fox cubs get big.  
They hop.  
They run.

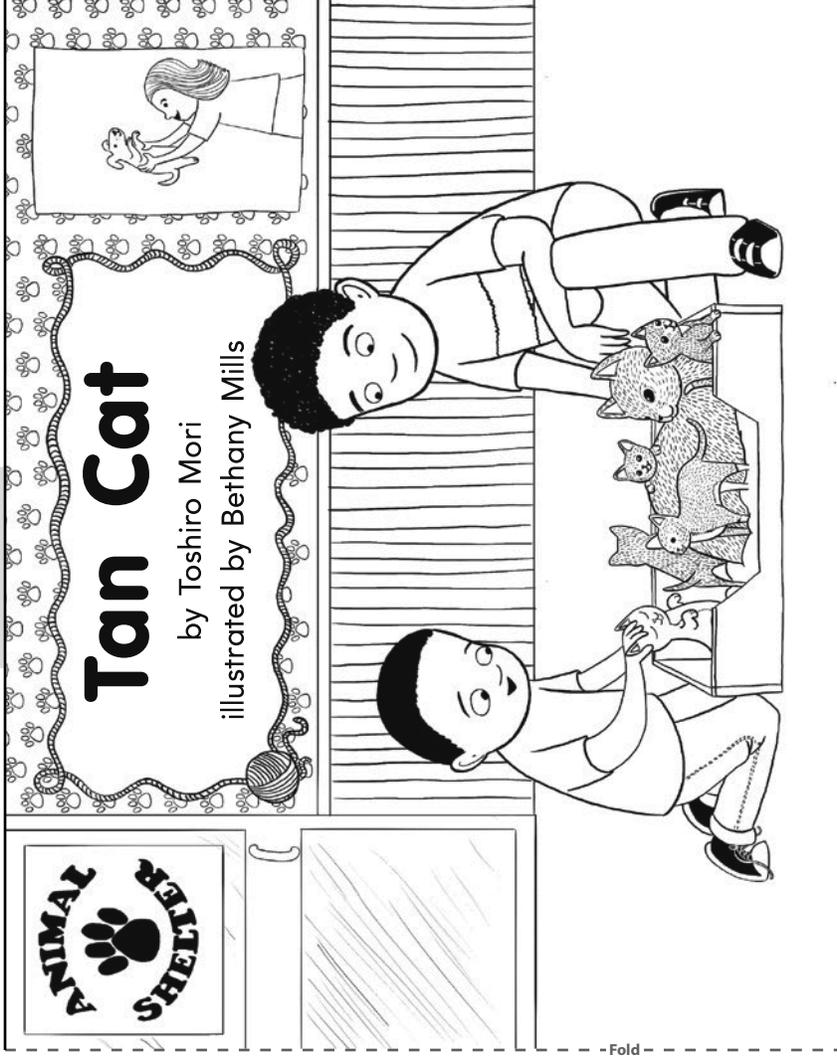
© Fabrice Cahez/Nature Picture Library

Fold



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

© Gail Shotlander/Moment Open/Getty Images

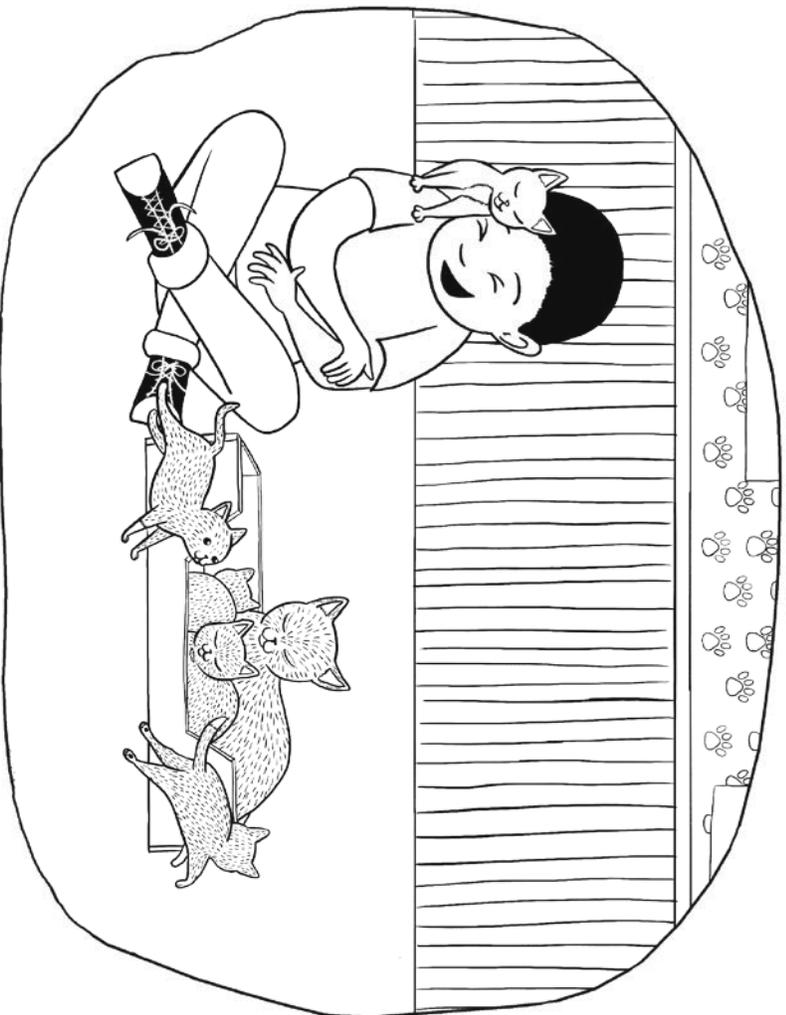


This book belongs to

Quin can see **six** cats.

**Six** cats in a box!

Quin pats the cats.



Some cats run. Some nap.  
But a tan cat hops.  
It hops on Quini!

**WORD  
WORK**



**Speed Read**

Read these words.

but    some    yes  
have    we    look

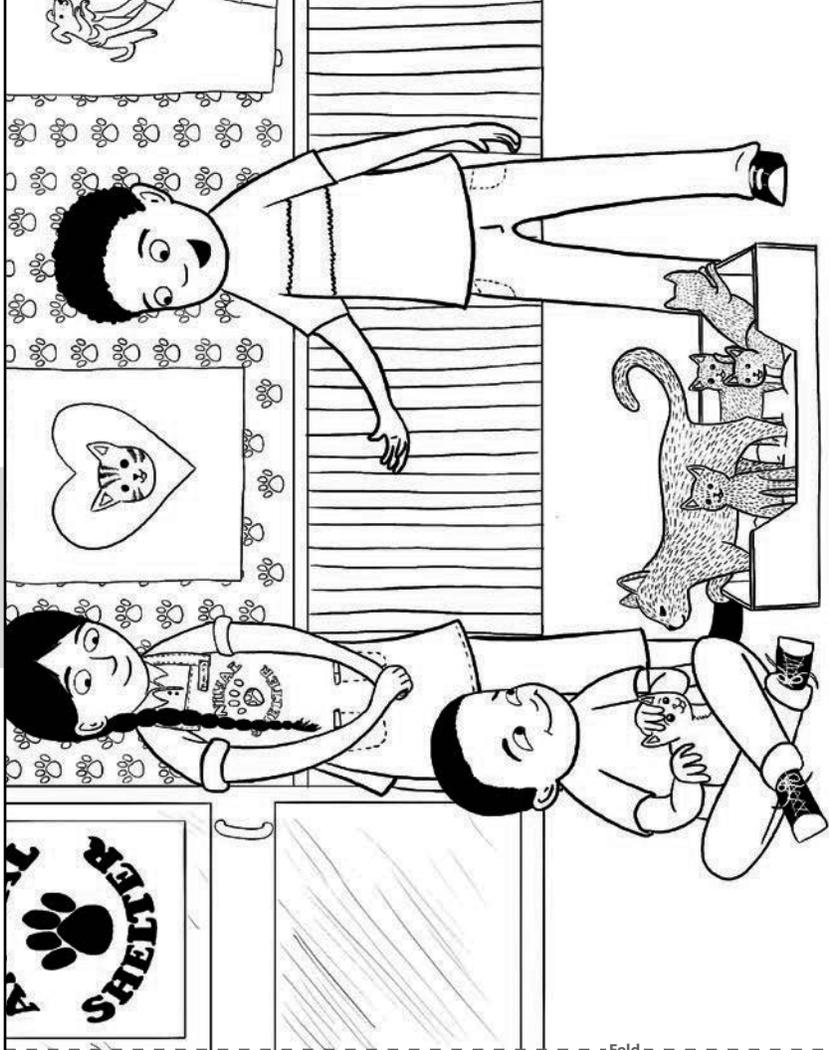


**Show You Know**

Tell about the story.

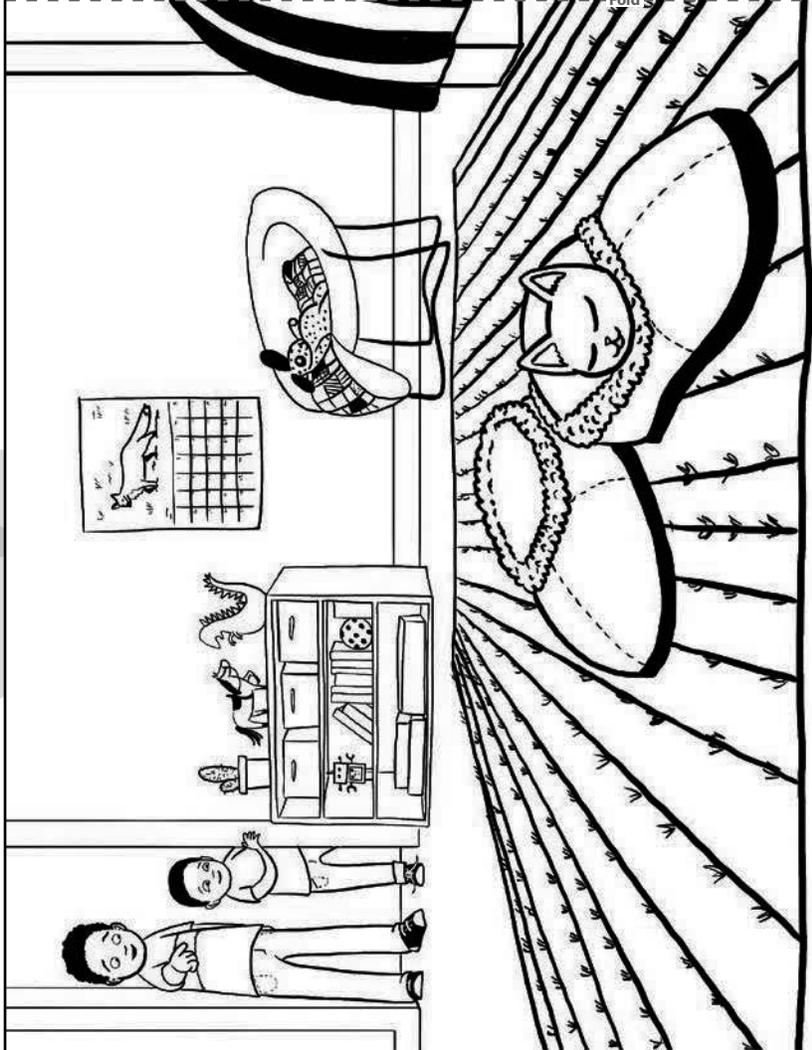
box    Quini    Max

Quini pats six cats in a \_\_\_\_.  
The tan cat hops on \_\_\_\_.  
“\_\_\_\_, can we get a cat?”

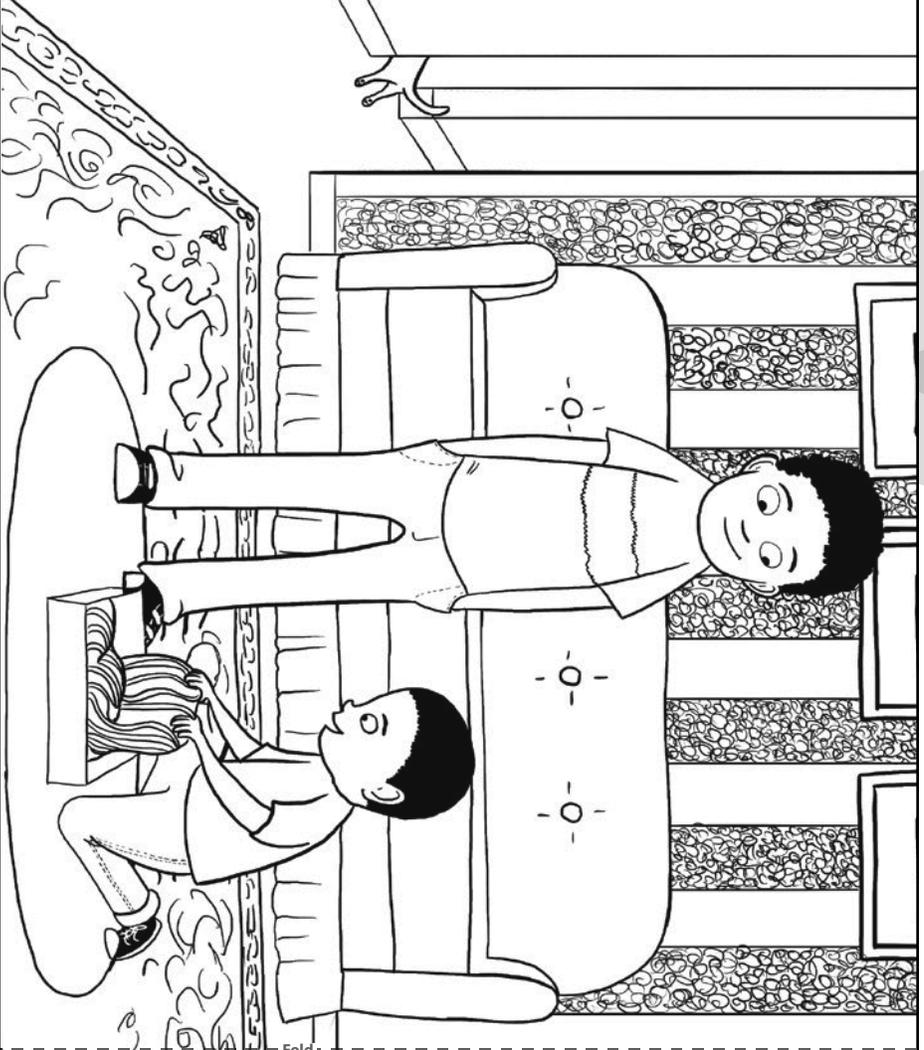


“Max, can we get a cat?”

“Yes, we can, Quin!”

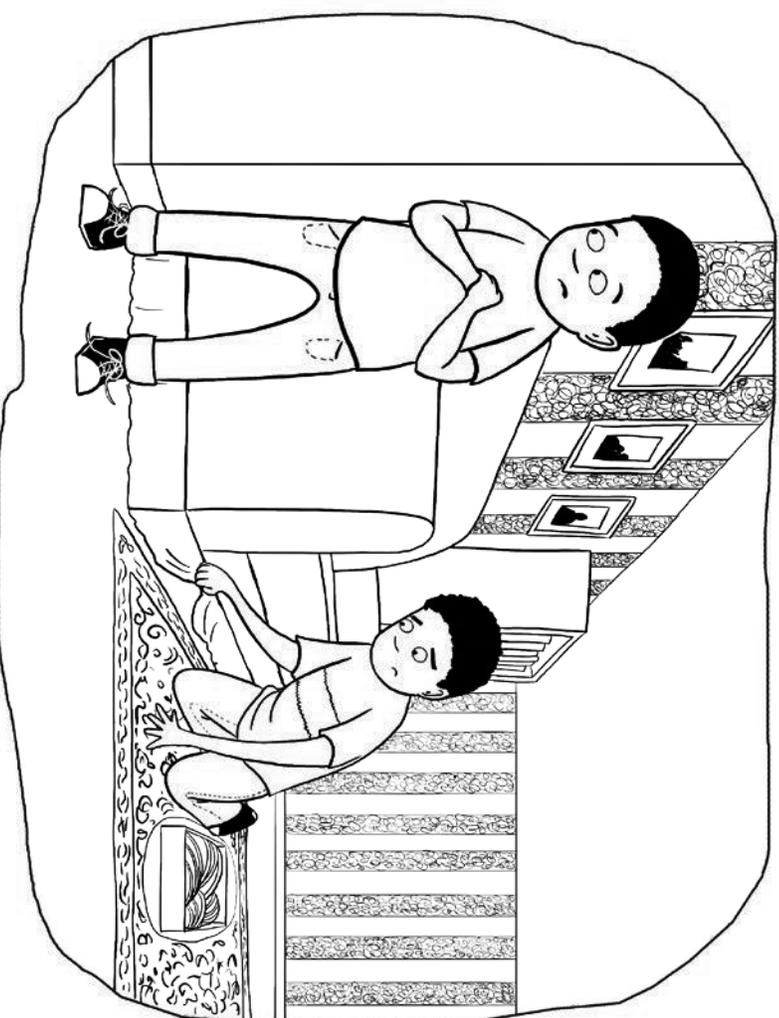


“Quin! Quin! Look at the tan cat nap!”



Fold

“Max, we have a cat bed.”  
Max nods. “Yes, Quin.”



“Max! Max!  
The tan cat hid!”

Name \_\_\_\_\_



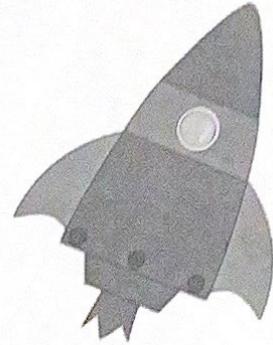
# The Rocket

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?

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

2. Which one tells about a ?

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

3. Which bug can hop?

- A 
- B 
- C 

**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!

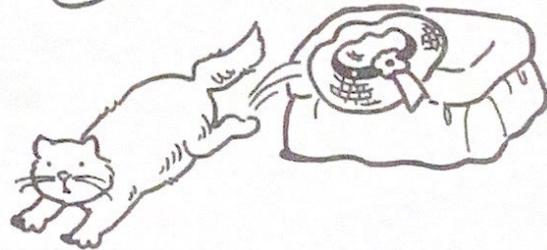
Get away from my hat.

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

3. Which one tells about the hat?

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

2. Which one tells about the  ?

- Ⓐ The cat is small.
- Ⓑ The cat is fat.
- Ⓒ 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

# 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			