



SECTIONS: KA-KE

NAME: \_\_\_\_\_

WEEK: 2/26-3/1

TO DO LIST

## Reminders

- Complete 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 when ready.
- 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):

None this week

### Monday:

- Daily phonological exercise on calendar
- Complete Reading Comprehension WS 1
- Read Hand Fins- Complete activities
- Complete Consonant Blends WS 1
- Handwriting practice sentence # 1

### Tuesday:

- Daily phonological exercise on calendar
- Complete Reading Comprehension WS 2
- Complete Consonant Blends WS 2
- Handwriting practice sentence # 2

### Wednesday:

- Daily phonological exercise on calendar .
- Complete Reading Comprehension WS 3
- Complete Consonant Blends WS 3
- Handwriting practice sentence # 3

### Thursday:

- Read Can Ben Get It?- Complete activities inside
- Complete Reading Comprehension WS 4
- Handwriting practice sentence # 4

## WEEKLY LEARNING DISCOVERIES:

### Picture It!

Create a picture in your mind of what is happening in the text.



photos with captions



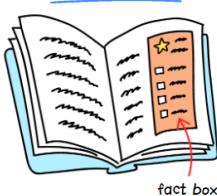
maps



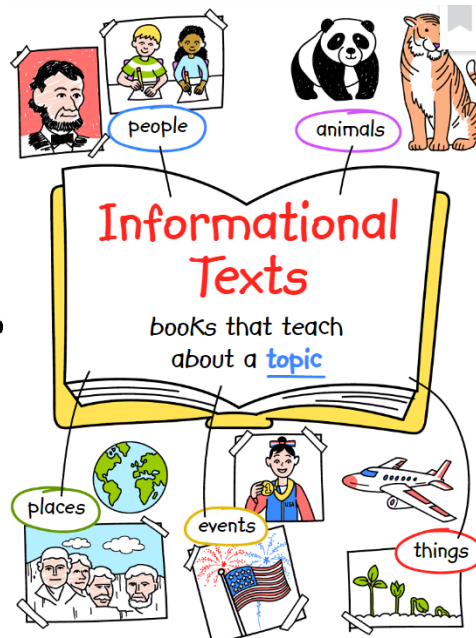
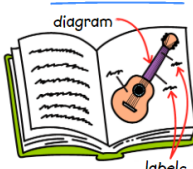
### Text Features

can give readers more information about a topic

fact boxes



diagrams with labels



## MODULE 6 - WEEK 4

Essential Question:

What makes the USA special?

Weekly Texts :



Genre: Fiction  
Lexile® Measure: 540L  
Guided Reading Level: K



Genre: Informational Text  
Lexile® Measure: 450L  
Guided Reading Level: H

Reading Comprehension Skill:  
Author's Craft - descriptive words

Reading Comprehension strategy:  
Visualize

Spelling Words:

Review

Consonant blends and Short Vowels

Phonics:

Review Short Vowels and  
Consonant Blends

Writing:

Informational Text

Grammar:


Pronouns

Vocabulary:

American

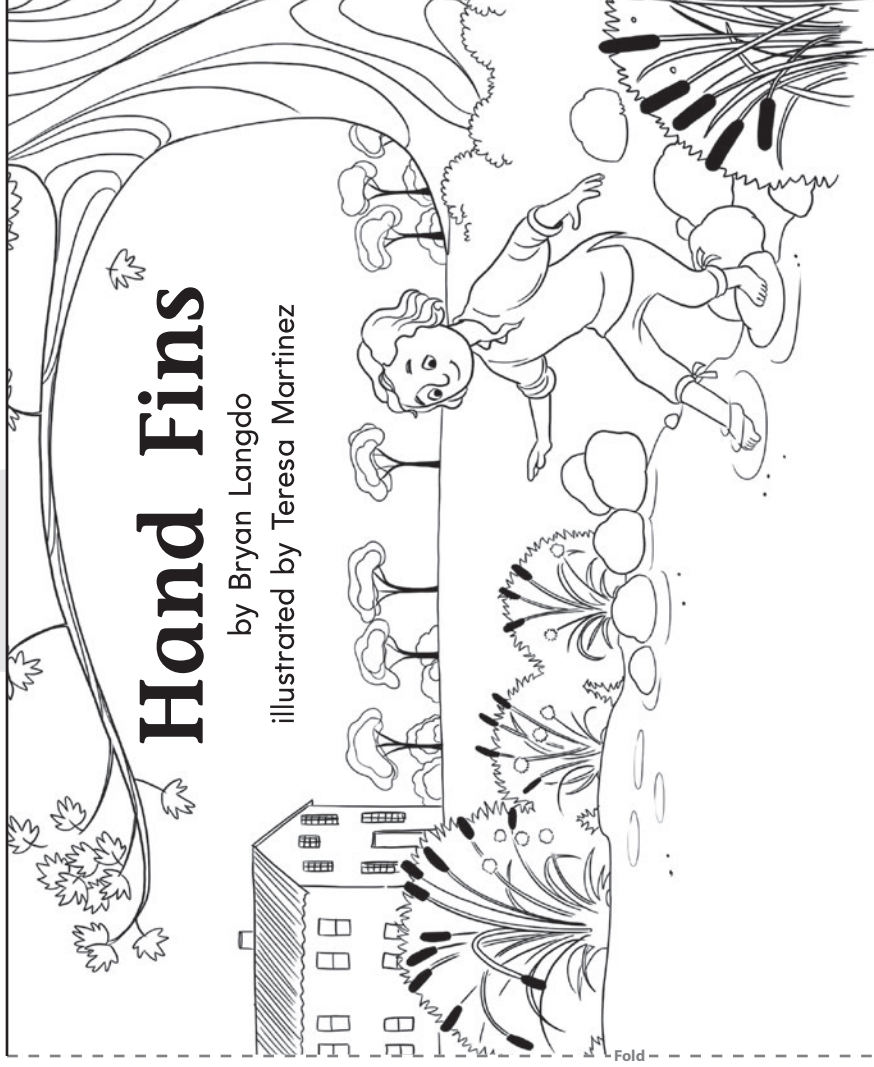
HFW & Sight Words:  
cut, must, sold, when

# February

Sunday	Monday Segmenting	Tuesday Blending	Wednesday Deleting <b>second</b> sound	Thursday Substituting (The /t/ indicates sounds. Do not use letter names.)	Friday Segmenting and Blending	Saturday
				1 The /k/ in trick for /p/, the /sh/ in fresh for /t/, and the /o/ in block for /a/.	2 Segment: crumb, grab, fresh, brag, drug	3
4	5 drum, crab, frog, brick, trip	6 d-r-u-m c-r-a-b f-r-o-g b-r-i-c-k	7 drum, crab, frog, brim	8 The /d/ in drum for /c/, the /c/ in crab for /d/, and the /m/ in brim for /k/	9 Blend: p-r-o-p t-r-a-ck d-r-e-ss c-r-o-p	10
11	12 grab, press, trap, drip, crow	13 g-r-a-b p-r-e-ss t-r-a-p d-r-i-p	14 grab, prom, trap, drip	15 The /b/ in grab for /s/, the /o/ in prom for /a/, and the /p/ in trap for /sh/	16 Segment: drum, crab, frog, brick, trip	17
18	19 crumb, grab, fresh, brag, drug	20 c-r-u-m-b g-r-a-b f-r-e-sh b-r-a-g	21 crumb, grab, friend, brag	22 The /c/ in crumb for /d/, the /a/ in grab for /u/, and the /sh/ in fresh for /t/	23 Blend: g-r-a-b p-r-e-ss t-r-a-p d-r-i-p	24
25	26 prop, track, dress, crop, fresh	27 p-r-o-p t-r-a-ck d-r-e-ss c-r-o-p	28 prop, track, dress, crop	29 The /p/ in prop for /c/, the /k/ in track for /p/, and the /d/ in dress for /p/		



Houghton  
Mifflin  
Harcourt  
hmhco.com



# Hand Fins

by Bryan Langdo  
illustrated by Teresa Martinez

This book belongs to

It is hot. Ben steps in the  
pond and gets wet.

1

## WORD WORK



### Speed Read

Read these words.

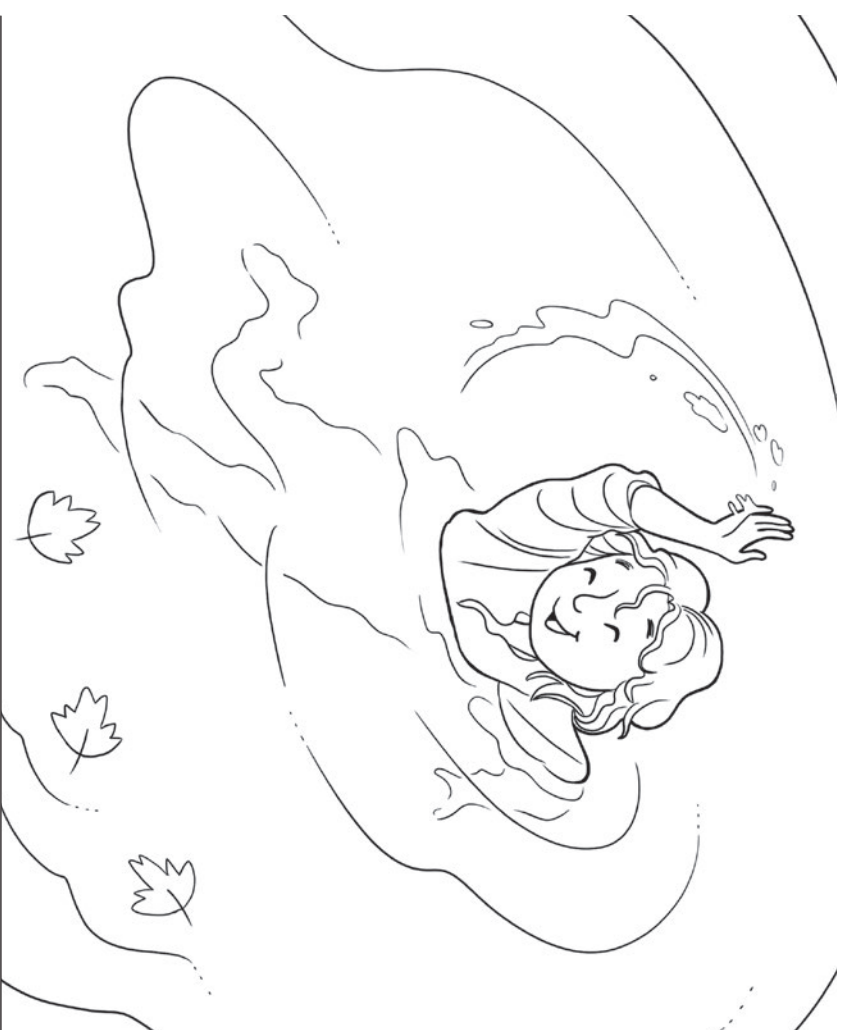
hot gets said  
when cut must



### Picture Hunt

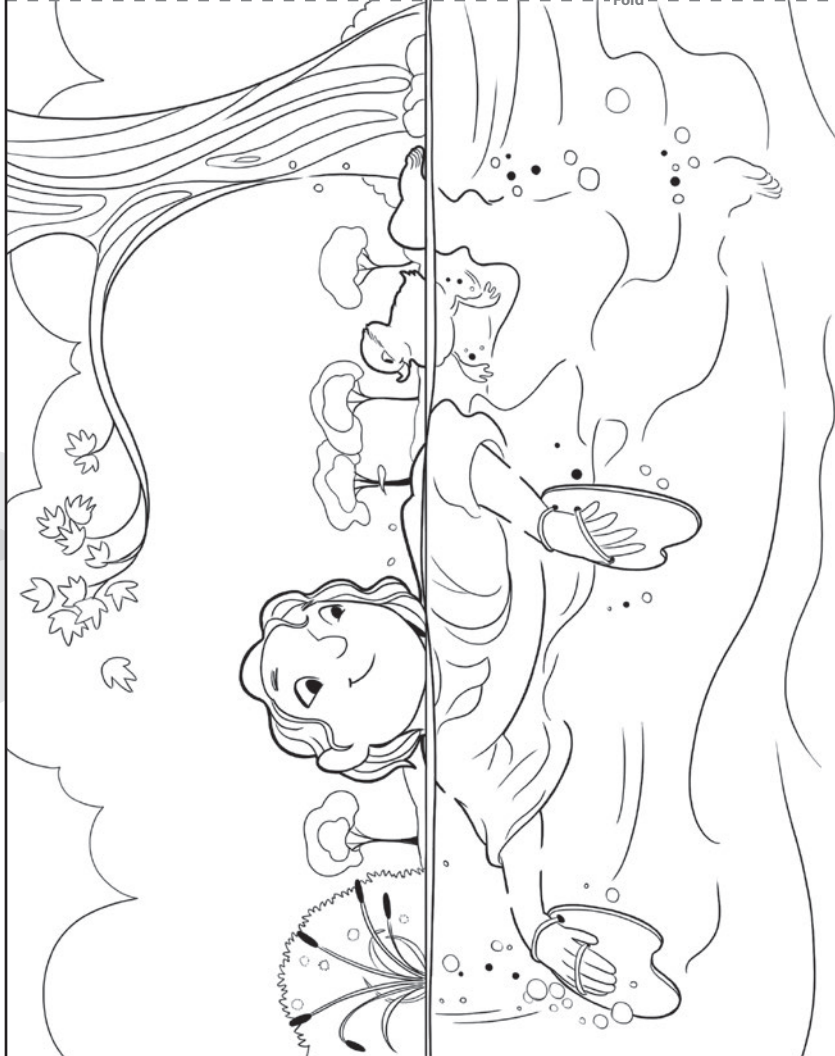
Find these pictures in the story.

pond hand band



Ben has fun. Ben flaps  
and flops!  
But Ben can not go fast.





-Fold-

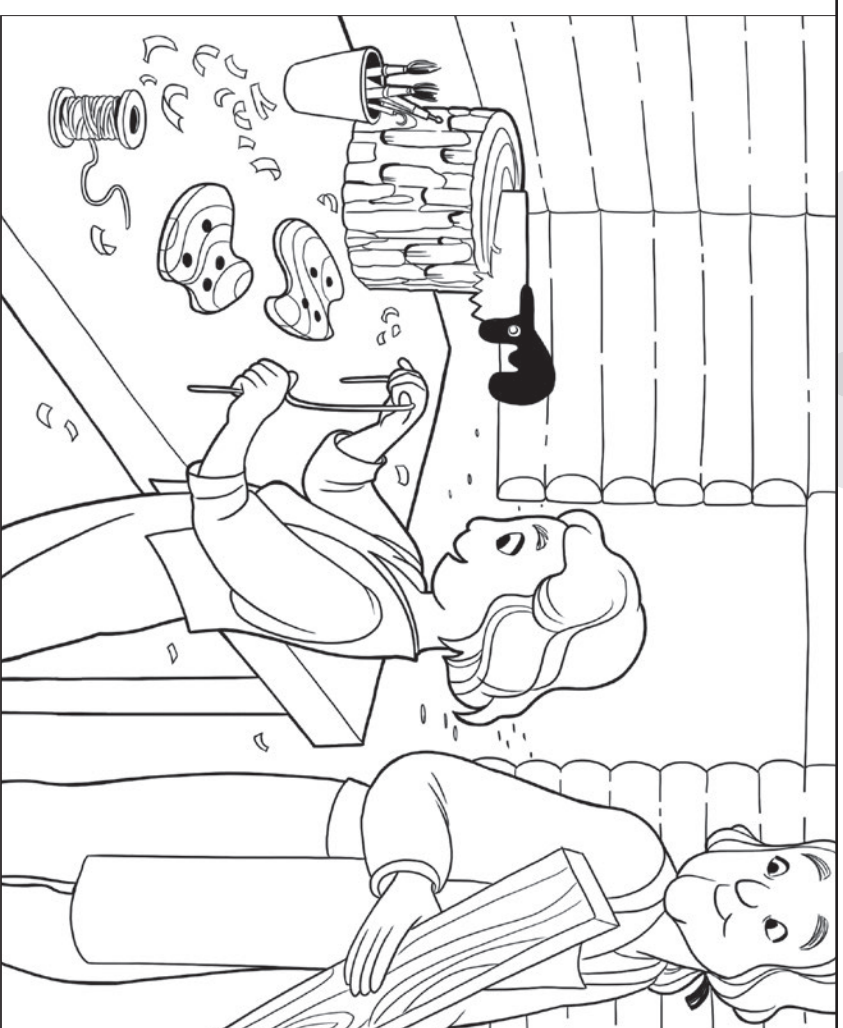


Ben zips in the pond!

Ben did it!

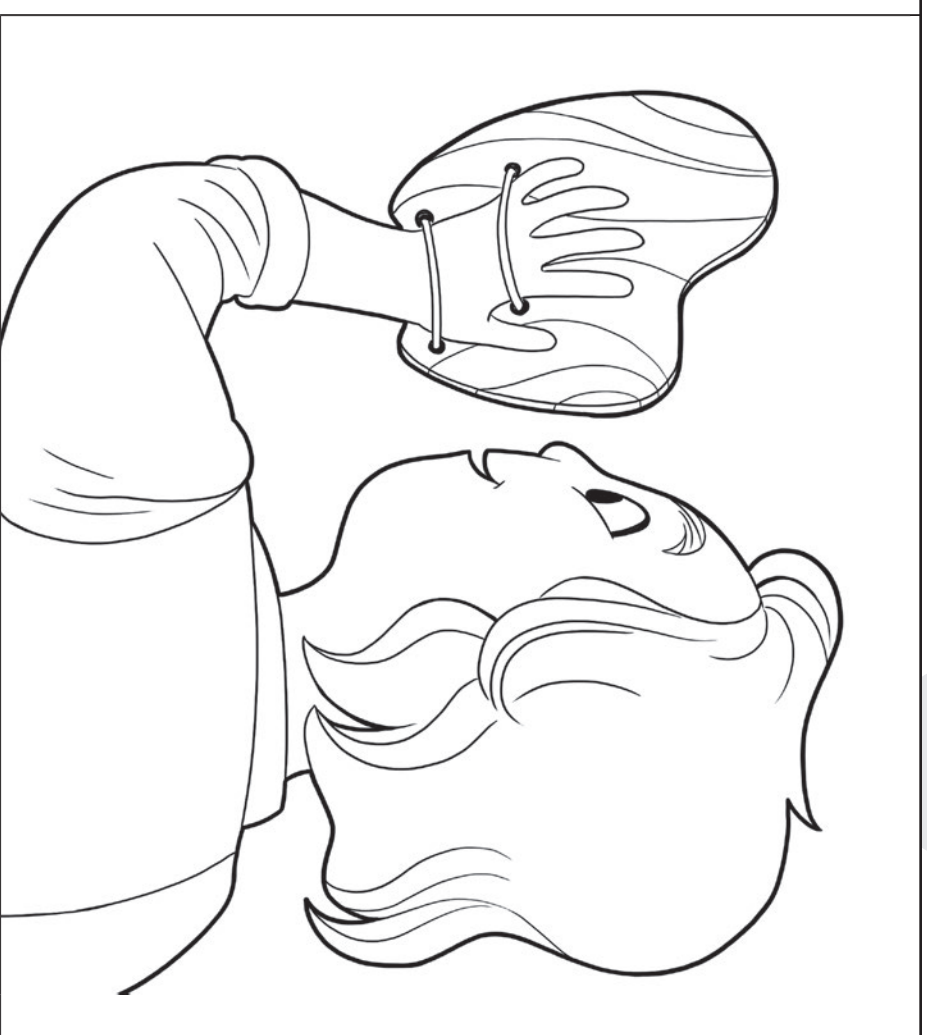
“Hand fins are fast!” said Ben.

“I must have fins to go fast!”  
said Ben.



Ben cut and cut. He cut big,  
flat fins. The fins had slots  
and bands.

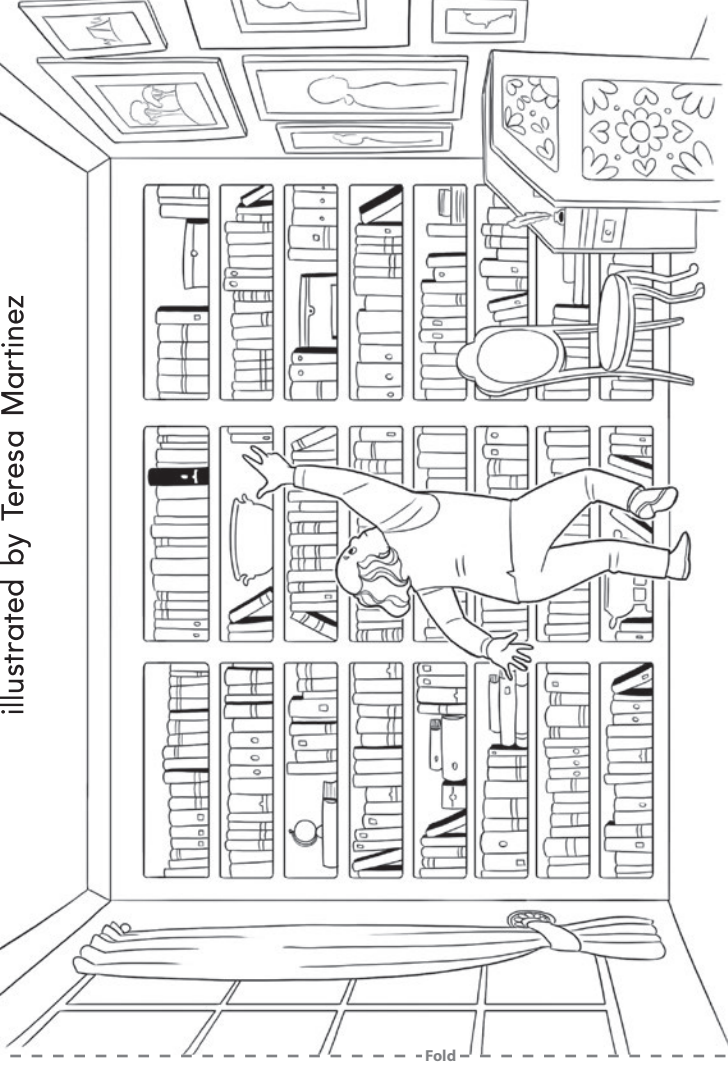
— Fold —



When Ben slips a fin on  
his hand, it fits.

# Can Ben Get It?

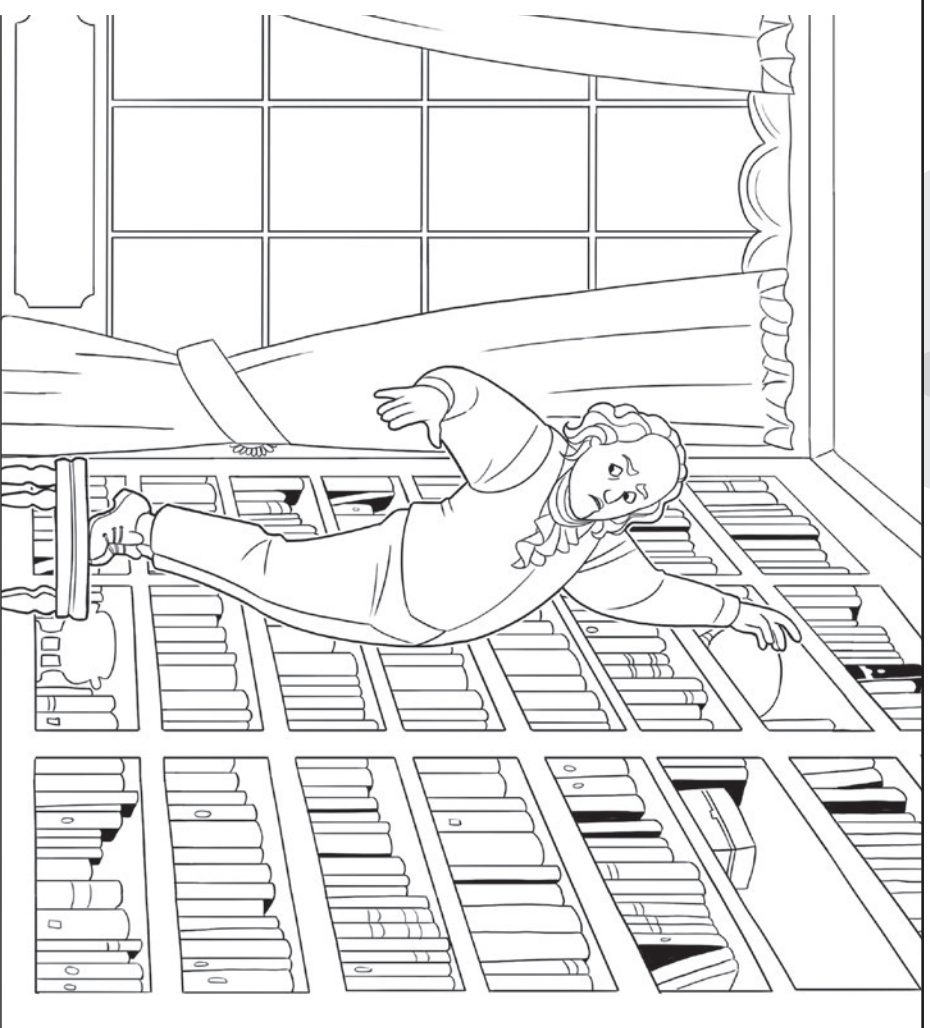
by Bryan Langdo  
illustrated by Teresa Martinez



This book belongs to

“I must get that,” Ben said.  
Ben hops and hops.





Ben stands on a step, but he  
can not snag it.

## WORD WORK



### Blend and Read

Read these words. What is  
the same?

step

snag

clip

last

stands



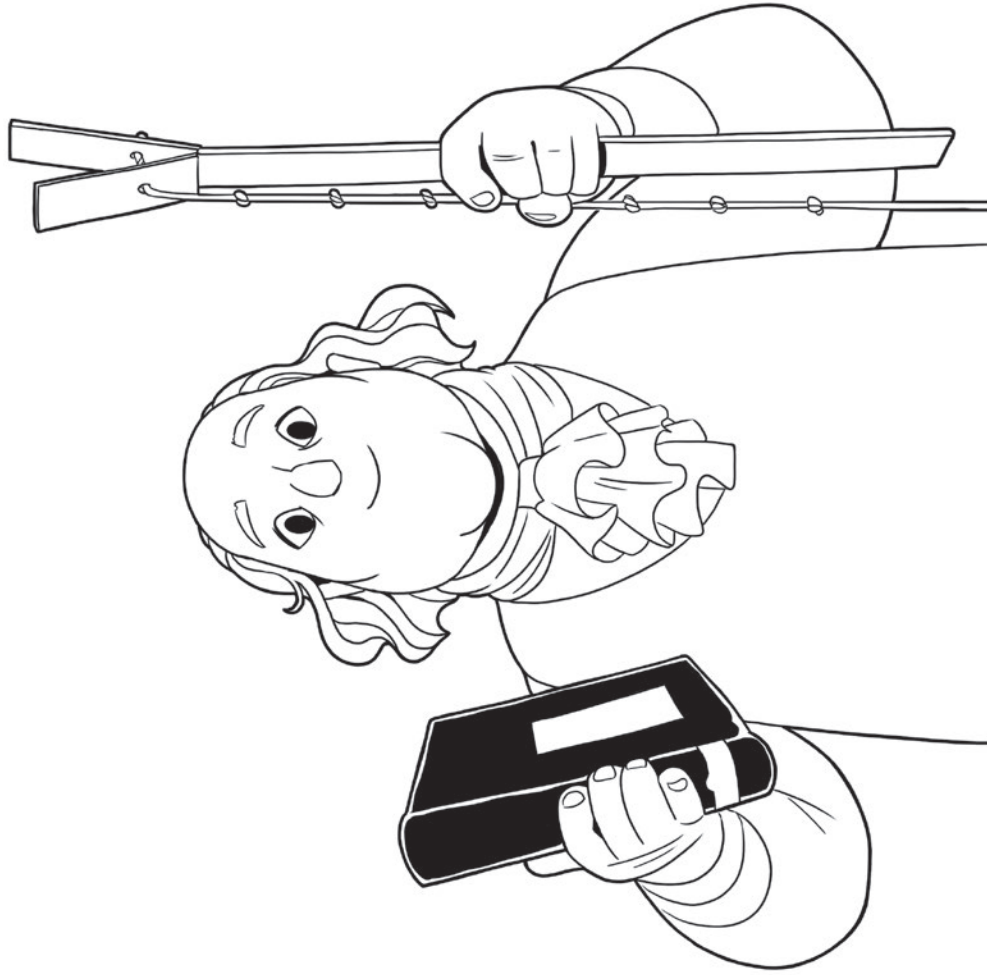
### Word Hunt

Find these words in the story.

but

that

get

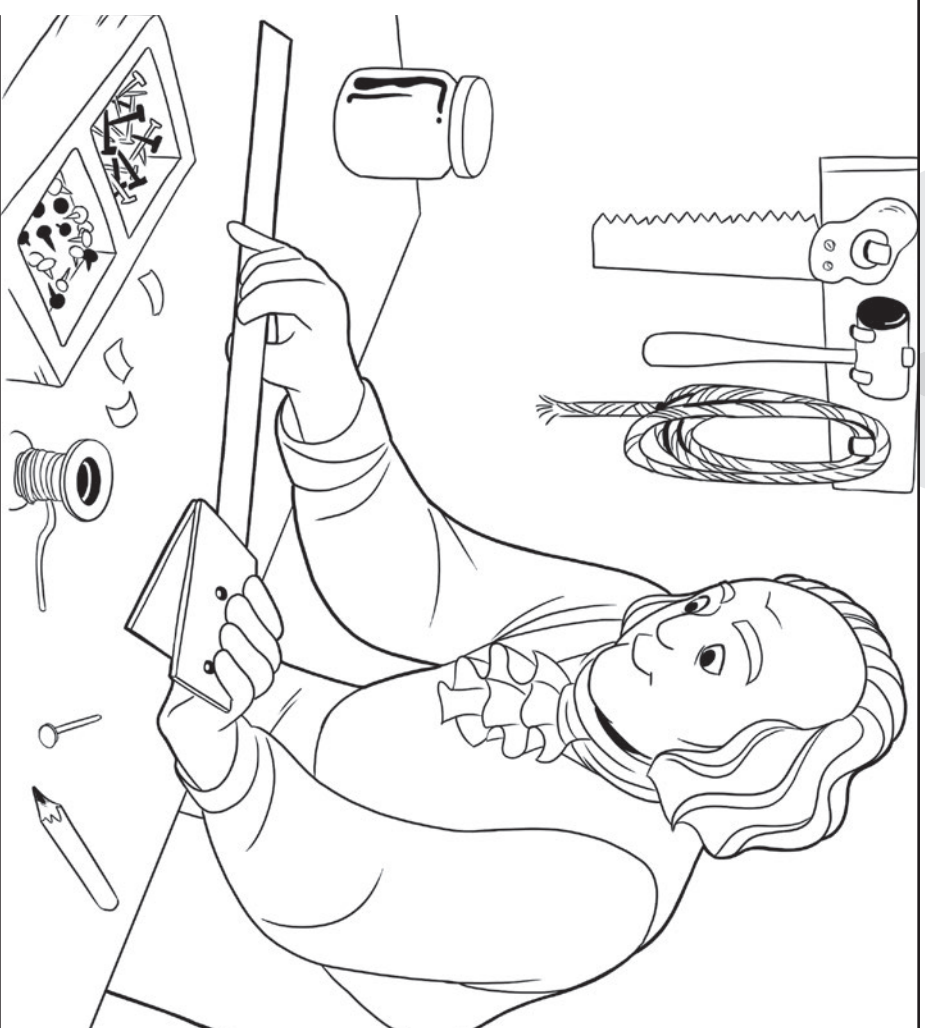


Ben did it! At last!



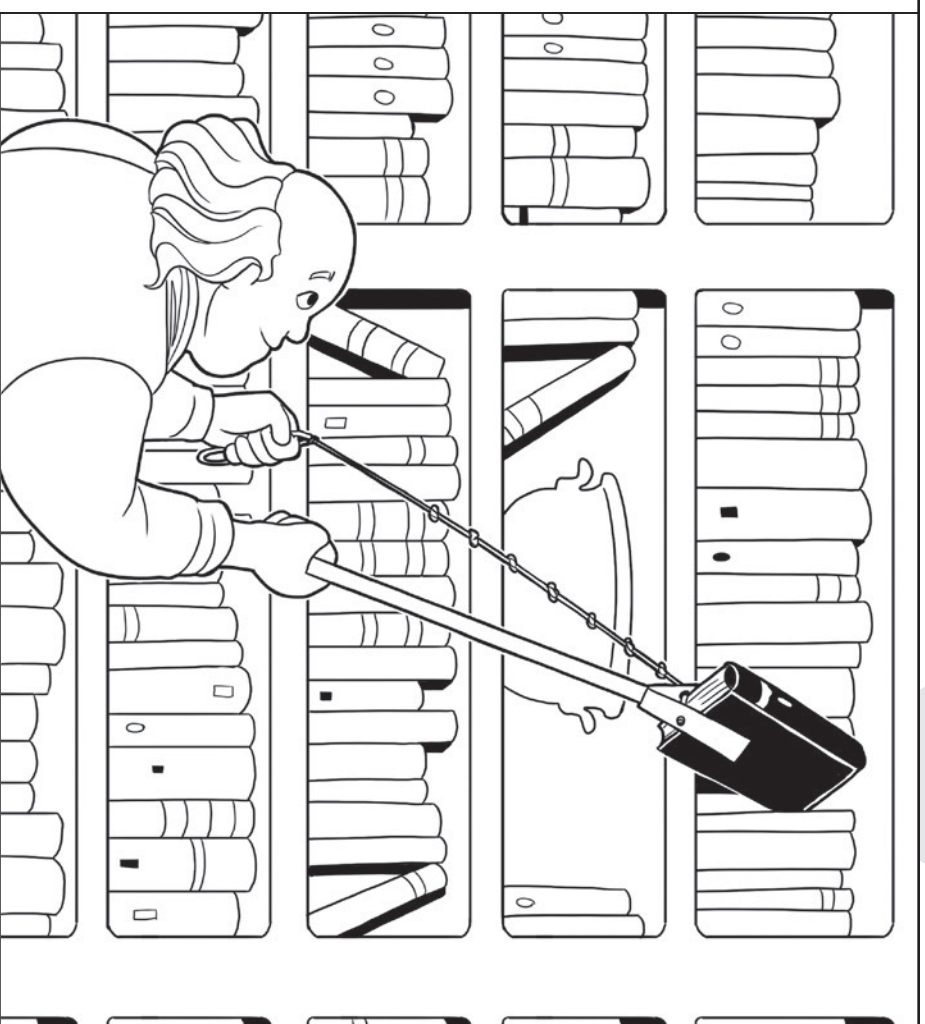
Ben must not quit.  
"Got it!" said Ben.

-Fold-



Ben got a rod. Ben fit a clip  
on the rod.

— Fold —





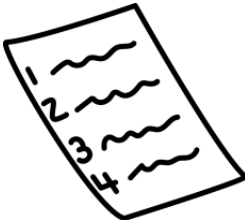



When Ben tips the rod, the  
clip snags it!

As a class, review the picture words. Look at the picture in the first row. Say the word. Read the blends beside it. Which blend is at the end of the word? Circle the consonant blend that ends the word.

Name: \_\_\_\_\_

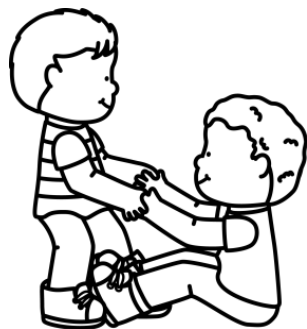
camp, dunk, gasp, hand, list, ask

1		sk	st	sp	mp
2		st	nk	nd	sp
3		nd	sp	mp	sk
4		sp	mp	nd	st
5		st	nk	sk	mp
6		sp	mp	nk	sk

Look at each picture. Say the word slowly. Look at the ending blends. Say the sounds for each blend. Trace the correct ending consonant blend for each word.

Name: \_\_\_\_\_

help, helm, belt, build, yolk,  
self, pulp, bulb, fold, quilt



tp  
tk



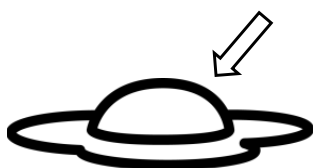
tk  
tm



tt  
tb



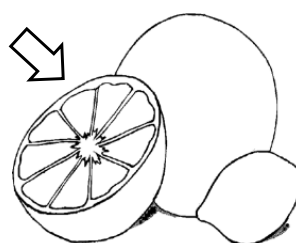
tp  
td



tf  
tk



td  
tf



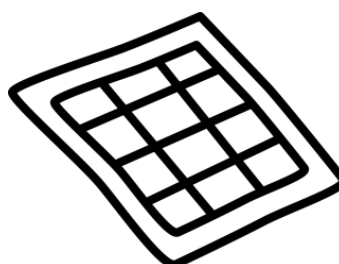
tp  
tf



tb  
tm



td  
tt









tp  
tt



As a class, review the picture words. Look at the picture in the first row. Say the word. Read the blends beside it. Which blend is at the beginning of the word? Circle the consonant blend that begins the word.

Name: \_\_\_\_\_

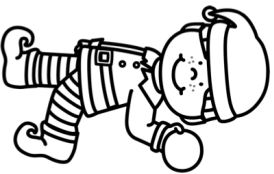
sleep, play, blizzard, cloud, float, glad

1		gl	bl	sl	cl
2		pl	sl	fl	bl
3		bl	fl	cl	pl
4		pl	cl	fl	gl
5		sl	gl	pl	bl
6		cl	fl	gl	sl

Name: \_\_\_\_\_

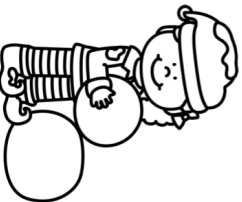
Copy the sentence and color in the picture.

Monday



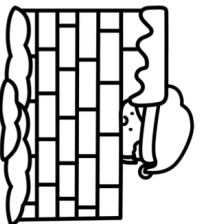
The boy throws the snowball.

Tuesday



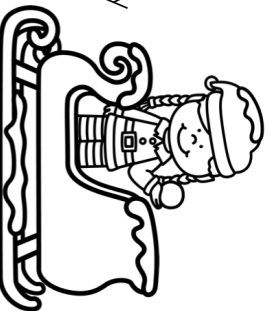
The girl makes a snowman.

Wednesday



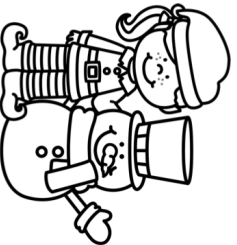
The boy is behind the fort.

Thursday



The girl is in the snow.

Friday

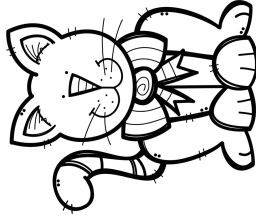


The girl is next to the snowman.

Name: \_\_\_\_\_

cat mat Pat sat rat

## Cat and Rat



Pat

Pat the cat is on the mat.

He likes to get the rat.

The rat ran under the mat.

The rat ran fast.

He is not under the mat now.

Pat did not get the rat.

He just sat all night.

Pat was sad.

1. Who is on the mat?

---

---

2. What does he like to do?

---

---

3. When did Pat sit?

---

---

4. Where did the rat go?

---

---

5. Why did Pat sit?

---

---

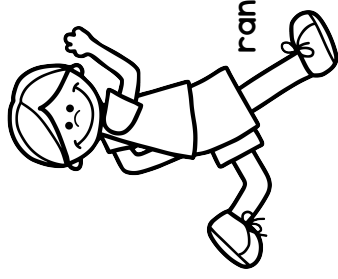
I read it three times!

☐☐☐

Name: \_\_\_\_\_

# fan man Dan tan ran

## Dan the Man



I see Dan at the park.

He is a good man.

On Monday, he ran far.

It was too hot for Dan.

He needed a fan.

Dan got very tan.

1. Who got tan?

---

---

---

2. What did Dan need?

---

---

---

3. When did Dan run?

---

---

---

4. Where was Dan?

---

---

---

5. Why did Dan need a fan?

---

---

---

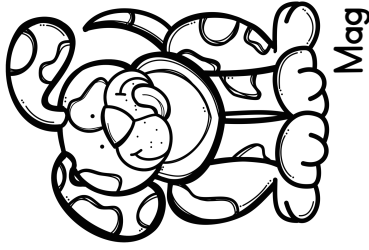
☐☐☐☐

I read it three times!

Name: \_\_\_\_\_

rag Mag tag zag wag

## My Dog Mag



Mag is my dog.

She likes to play with me.

Mag plays tag at the park.

Mag can play with a rag.

She can zigzag.

She wags her tail after she plays.

She is happy.

I read it three times!

☐☐☐

1. Who likes to play?

---

---

2. What can Mag do?

---

---

3. When will Mag wag her tail?

---

---

4. Where does Mag play tag?

---

---

5. Why does she wag her tail?

---

---



Name: \_\_\_\_\_

map gap cap lap wag

## Find the Map

Where is the map?

We will look right now!

Is it by the wall?

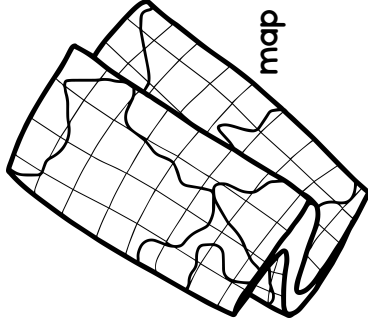
No, it is not in that gap.

Oh, I see it.

The map is on Sam's lap.

I did not see it before.

It was under Sam's cap.



map

1. What did he lose?

---

---

---

2. Who had the map?

---

---

---

3. When did they look?

---

---

---

4. Where was the map?

---

---

---

5. Why did he not see it?

---

---

---

I read it three times!

☐☐☐