

## SECTIONS: KA-KE

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

WEEK: 3/11- 3/15

**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):

- Spelling Test
- Sight Word Sentence (written, exam; see rubric for how it will be scored.)
- Module Test
- Weekly Text Comprehension
- Cold Reading Practice
- Weekly Sight Words Test (verbal)

### Monday:

- Daily phonological exercise on calendar
- Complete Reading Comprehension WS – Day 1 and 2
- Read Ducks– Complete activities
- Complete FLOSS Rule WS 1

### Tuesday:

- Daily phonological exercise on calendar
- Complete Reading Comprehension WS Day 3
- Complete FLOSS Rule WS 2
- Handwriting practice sentence # 1 & 2

### Wednesday:

- Daily phonological exercise on calendar .
- Complete Reading Comprehension WS Day 4
- Complete Complete FLOSS Rule WS 3
- Handwriting practice sentence # 3

### Thursday:

- Read Hope in, Jill!– Complete activities inside
- Complete Reading Comprehension WS Day 5
- Handwriting practice sentence # 4 & 5
- Complete FLOSS Rule WS 4 & 5

## WEEKLY LEARNING DISCOVERIES:

### Characters

the people, animals, or creatures in a story



### Setting

where and when a story takes place



### Retell a Story

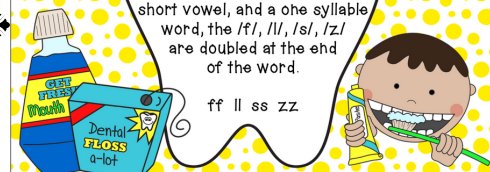
Use your own words to tell the characters, setting, and main events.



### Floss Rule:

When /f/, /l/, /s/, or /z/ is heard after a short word, a short vowel, and a one syllable word, the /f/, /l/, /s/, /z/ are doubled at the end of the word.

ff ll ss zz



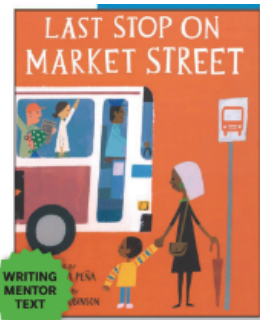
## MODULE 7 - WEEK 1

Essential Question:

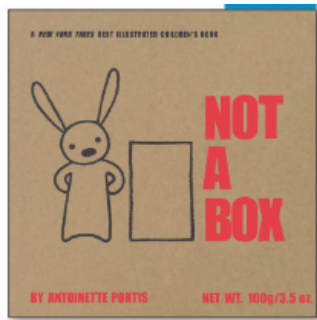
What can I learn when I look closely?

Weekly Texts :

Reading Comprehension Skill:  
Retelling



Genre: Fiction  
Lexile® Measure: AD610L  
Guided Reading Level: M



Genre: Fiction  
Lexile® Measure: AD240L  
Guided Reading Level: F

Reading Comprehension strategy:  
Describe Setting

Spelling Words:

Nick, duck, cliff, stiff, Jill, spill, miss, mess,  
buzz, fuzz

Phonics:

Double Consonant endings  
-ss, -ll, -ff, -ck, -zz

Writing:  
Narrative Writing

Grammar:  
prepositions

Vocabulary:  
free

HFW & Sight Words:  
down, off, will, so

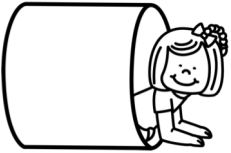
# MARCH

Sunday	Monday Segmenting	Tuesday Blending	Wednesday Deleting <b>last</b> sound	Thursday Substituting (The /t/ indicates sounds. Do not use letter names.)	Friday Segmenting and Blending	Saturday
					1 Segment: top, glow, show, stock, shop	2
3	4 make, tap, rad, raid, crash	5 m-a-ke t-a-p r-a-d r-ai-d	6 make, tap, rad, raid	7 The /m/ in make for /sh/, the /t/ in tap for /l/, and the /d/ in rad for /sh/	8 Blend: j-o-g r-o-be sh-a-ke c-u-te	9
10	11 top, glow, show, stock, shop	12 t-o-p g-l-ow sh-ow s-t-o-ck	13 top, glow, show, stock	14 The /t/ in top for /sh/, the /ō/ in glow for /ū/, and the /k/ in stock for /p/	15 Segment: make, tap, rad, raid, crash	16
17	18 tip, light, rid, ride, slime, dime	19 t-i-p l-igh-t r-i-d r-i-de	20 tip, light, rid, ride	21 The /t/ in tip for /ch/, the /i/ in light for /o/, and the /r/ in rid for /k/	22 Blend: m-a-ke t-a-p r-a-d r-ai-d	23
24/31  CAMPBELL creates READERS 	25 glue, pen, rude, dud, met	26 g-l-ue p-e-n r-u-de d-u-d	27 glue, pen, rude, dud	28 The /g/ in glue for /f/, the /e/ in pen for /a/, and the /ū/ in rude for /ō/	29 Segment: craft, crave, sweat, sweet, leaf	30 

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

Copy the sentence and color in the picture.

Monday



The girl crawls through the tunnel.

Tuesday



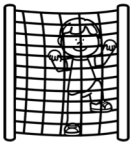
The boy runs through the tires.

Wednesday



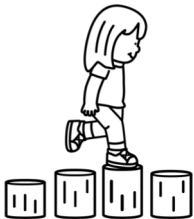
The girl jumps high!

Thursday



The boy climbs the net.

Friday



The girl balances on the wood.

My little brother, Pat, loves his teddy bear. He drags it around with him everywhere. One day Pat dropped his teddy bear in the store and lost it. He was so upset and would not stop crying. Our mom looked all over for the bear and finally found it on a shelf. Pat was so happy to have his bear back.



## Day 1

1. Who is the main character? \_\_\_\_\_

2. What is the problem in the story? \_\_\_\_\_

\_\_\_\_\_

## Day 2

### Let's Visualize!

Close your eyes while your teacher reads the story.

Draw a picture of what you think Pat looked like when he lost his bear.

# DAY 3



Draw a picture to show what happens in the beginning, middle, and end of the story.

Beginning	Middle	End

## Day 4



### Vocabulary

#### Focus

Draw a line to match the words that mean about the same thing.

drag

sad

upset

sobbing

crying

pull

## Day 5



### Text-to-Self Connection

Think about a time when you lost something. What did you lose and how did you find it?

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# Ducks

by Ivy Akana



©outcast85/stockphoto/Getty Images

Ducks land on a pond to rest.  
Ducks gab. Quack! Quack!

-Fold-

This book belongs to

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Ducks get wet! But ducks  
have slick backs. So, wet  
stuff just spills off.

©Mary Cantrille/Alamy Stock Photo

## WORD WORK



### Blend and Read

Read these words. What is  
the same?



-ll

bill    spill  
hill

-ck

quack  
quick    slick

-ff

stiff    stuff



### Word Hunt

Find these words in the story.

get    red    have

©AEP photographic/Shutterstock





No! The ducks spot the fox.  
Quick! Flap, ducks! Flap!  
Flap! Flap!

©Gay Bungamer/Alamy Stock Photo, ©Riley66/Dreamstime



Will ducks nest here? Yes!  
Mom Duck gets sticks for  
a nest.

©AEPhotographic/Shutterstock

-Fold-



Ducks have stiff bills.  
They dip stiff bills in  
the pond to nab snacks.

©MOONFLASH-LONDON/Stockphoto/Getty Images

Fold



A red fox jogs down the hill.  
Will it get the ducks?

©wonderful-Earth.net/Alamy Stock Photo

# Hop In, Jill!

by Ivy Akana  
illustrated by Alyssa Peterson



Fold

This book belongs to

“Jill! Nick!” quacks Mom Duck.  
“Come down to the dock.”

WORD  
WORK



**Speed Read**

Read these words to be a better reader.

get      come      down  
so      off      will



**Show You Know**

Tell about the story.

Jill      ducks      dock

The \_\_\_\_ are by the dock.  
Nick hops off the \_\_\_\_.  
\_\_\_\_ slips and gets wet.



Fold

“Hop in,” Mom tells Jill.  
But Jill did not hop.  
“I will not,” Jill quacks.





“Well,” Jill quacks. “I am wet.  
And it is not so bad!”  
Jill gets a kiss from Mom.



“Hop in, Jill!” quacks Mom.  
“Mom, my fuzz will get wet.  
So I will stand on the dock.”

Fold



“And miss the fun?” yells Nick.

Nick runs past Jill and hops off.

Fold



Jill steps back. But the dock is slick. Jill slips!

“Mom!” yells Nick. “Jill fell in!”



# FLOSS RULE

Look at the pictures. Write the word that matches the picture.

Does it have:

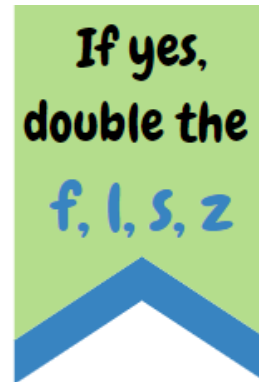
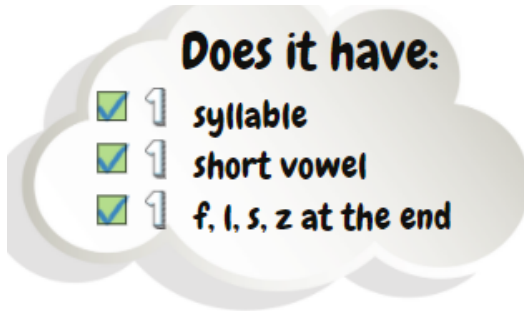
- ☒ 1 syllable
- ☒ 1 short vowel
- ☒ f, l, s, z at the end

If yes,  
double the  
f, l, s, z



# FLOSS RULE

Sort the words! What consonant needs to be doubled?



ff	ll	ss	zz

fluff

spell

mess

buzz

loss

jazz

shell

puff

press

bell

a  red

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

e  orangeo  greeni  yellowu  blue

1. Read and color the short vowel sound.

huff

fizz

mass

fell

less

will

pass

chill

boss

puff

razz

cliff

ruff

fuzz

dull

buzz

2. Write the words in the chart below.

-ss

-ll

-ff

-zz

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# Double Consonant Words (**ff**, **ll**, **ss**, **zz**)

**Circle** the correct ending. **Write** the correct ending. **Say** the word aloud.

ma\_\_\_\_ p / pp

ba\_\_\_\_ l / ll

pa\_\_\_\_ t / tt

fu\_\_\_\_ z / zz

fu\_\_\_\_ s / ss

zi\_\_\_\_ p / pp

she\_\_\_\_ l / ll

pu\_\_\_\_ f / ff

mi\_\_\_\_ l / ll

to\_\_\_\_ p / pp

ye\_\_\_\_ l / ll

ki\_\_\_\_ s / ss

cu\_\_\_\_ f / ff

bu\_\_\_\_ z / zz

me\_\_\_\_ t / tt

