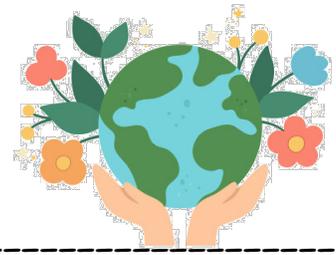


# Mrs. Jazmin's ELA Homework

Week of 04/15 - 04/19



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

## Homework Directions:

- Read and fill in your reading log every day.
- Review for your tests and quizzes using the attached skills page.
- Choose one way to practice this week's spelling words from the Spelling Choice Board and complete the attached worksheets.

## Reminders:

- iPads need to be in class and fully charged every day.
- Students should always have their Archimedean and Purple folders in their backpacks.
- Please check your Archimedean folder every night for papers to either leave at home or complete and return to school.

## Assessments:

4/16: Grammar Quiz -  
Future Tense Verbs

4/19: Module 7 Week 1  
Reading Test &  
Spelling Test

## Important Dates:

April 16-18: Mother's Day Mini Photo Session

April 22: Earth Day & Spirit Day- Wear **Green** and/or **Blue**

April 22-26: FAST Math PM3 Testing



Sections:

**1A & 1C**

# HMH Module 7:

## Celebrate America

### Week 1

Essential Question: How do things in nature change?

#### Reading Skills

### IDEAS and SUPPORT

When authors write to persuade, they want readers to do or believe something.

**OPINION**  
What does the author think or feel?

I think...  
I believe...  
I feel...  
... is the best ...

**REASONS**  
What reasons support the opinion? Look for facts, or things that can be proved.

**EXAMPLES**  
What examples or details tell more about the reasons?

### Text Organization

**Description**

Informational texts have a structure, or type of organization, that fits the topic and the author's purpose.

**Description** is one kind of structure or organization. Authors choose description to tell details about **what something is like**.

It looks like...  
It smells like...  
It sounds like...  
It feels like...  
It acts like...

Examples

### Make Inferences

When you make **inferences**, you use clues to make a smart guess about something the author doesn't tell you.

CLUES FROM THE TEXT AND PICTURES + CLUES FROM WHAT I ALREADY KNOW =

**INFERENCE**

### Point of View

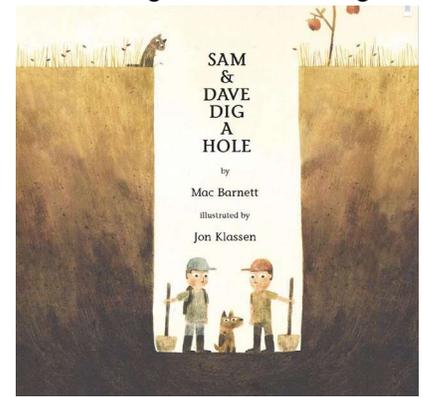
WHO tells the story?

The narrator is the person who tells a story. Readers see the story events through the narrator's point of view.

**THIRD-PERSON NARRATOR**  
A person who is **NOT** in the book is telling it. Look for the words **he, she, or they**.

**FIRST-PERSON NARRATOR**  
A person who is in the book is telling it. Look for the words **I, me, or my**.

#### Weekly HMH Story:



#### Spelling Words:

Phonics - Long u VCe Pattern

- |                 |                  |
|-----------------|------------------|
| 1. <u>flute</u> | 8. <u>hike</u>   |
| 2. <u>cute</u>  | 9. <u>bake</u>   |
| 3. <u>Luke</u>  | 10. <u>game</u>  |
| 4. <u>tube</u>  | 11. <u>white</u> |
| 5. <u>use</u>   | 12. <u>drive</u> |
| 6. <u>woke</u>  | 13. <u>joke</u>  |
| 7. <u>wake</u>  | 14. <u>home</u>  |

#### Sight Words:

Practice reading these words each night.

- |                  |                     |
|------------------|---------------------|
| 1. <u>animal</u> | 5. <u>point</u>     |
| 2. <u>heads</u>  | 6. <u>something</u> |
| 3. <u>keep</u>   | 7. <u>voice</u>     |
| 4. <u>let's</u>  | 8. <u>won't</u>     |

#### Vocabulary:

Big Idea Words: cycle, liquid, evaporation

Vocabulary Skill: Words about feelings and beliefs, Shades of Meaning

Story Vocabulary: mission, spectacular, break, problem, direction, landed

Fluency

Intonation

Writing

Poem

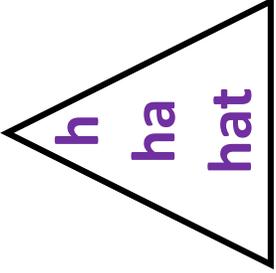
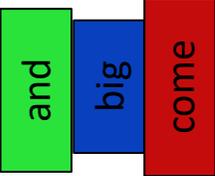
Grammar

Future Tense Verbs

Social Studies

Economics

# Spelling Choice Board

<p><b><u>Draw a Picture</u></b> Draw a picture to go with each of your words.</p> 	<p><b><u>Small, Medium, Large</u></b> that that that</p>	<p><b><u>Magic Words</u></b> Write your words using a white crayon. Color over it with marker.</p> 	<p><b><u>Pyramid Words</u></b></p> 	<p><b><u>ABC Order</u></b> Write your words in alphabetical order.</p> 
<p><b><u>Silly Story</u></b> Write a silly story using all of your words.</p> 	<p><b><u>Rainbow Write</u></b> Use at least 3 colors to write each word.</p> 	<p><b><u>Rhyme Time</u></b> Write a rhyming word for each of your words. <b>Your word:</b> can <b>Rhyming word:</b> fan</p>	<p><b><u>Hidden Picture</u></b> Hide your words in a picture.</p> 	<p><b><u>Fancy Words</u></b> Write your words in a fancy style.</p> <p><i>you what have</i></p>
<p><b><u>Pattern Write</u></b> Write your word in a pattern with 2 colors.</p> 	<p><b><u>Forwards and Backwards</u></b> Write your words forwards and backwards.</p> <p>what → tahw</p>	<p><b><u>Opposite Hand</u></b> Write your words with your opposite hand.</p> 	<p><b><u>Type it Up</u></b> Use your computer to type your words in any font.</p> <p>came from where</p>	<p><b><u>Dot Words</u></b> Write your words and then dot over them.</p> 

# Weekly Reading Log

April 15<sup>th</sup> - April 18<sup>th</sup>



	Book Title	Author	Read to Self	Read to Parent	Parent's Initials
<b>Monday</b> 20 Minutes	I chose to read:				
<b>Tuesday</b> 20 Minutes	<b>Decodable Text:</b> The Quack Pack <small>*Assigned in the HMH app on the iPad*</small>	Kyle Lott			
<b>Wednesday</b> 20 Minutes	<b>Cold Read:</b> Do You See the Smoke? <small>*Story attached to this week's homework packet*</small>	N/A			
<b>Thursday</b> 20 Minutes	<b>Cold Read:</b> Do You See the Smoke? <small>*Reread and complete the comprehension pages*</small>	N/A			

Look in this week's decodable story "The Quack Pack", for words with the long u.

Write a list of all the long u words you read in this story.

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

Date: \_\_\_\_\_

# Past, Present, or Future?



Circle the action verb and write past, present or future.

1. You will be late.

\_\_\_\_\_

2. We ate dinner late.

\_\_\_\_\_

3. You visit them often.

\_\_\_\_\_

4. He will go with you.

\_\_\_\_\_

5. Jean enjoyed this book.

\_\_\_\_\_

6. Dad read the paper.

\_\_\_\_\_

7. Matt walks everyday.

\_\_\_\_\_

8. Lila blew her nose.

\_\_\_\_\_

9. Phoebe likes movies.

\_\_\_\_\_

10. We will watch a movie.

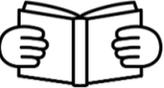
\_\_\_\_\_

# Phonics & Fluency

with silent 'e' words with blends

1. Blend to read these words. 

smoke      blaze      swipe      slope      brave

2. Read the passage. 

## Do You See the Smoke?

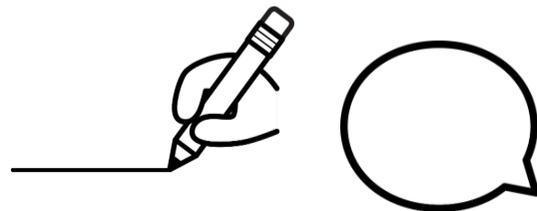
“Do you see all that smoke?” Mom asks me as we drive.

“Yes! Where is that coming from?” I look at her.

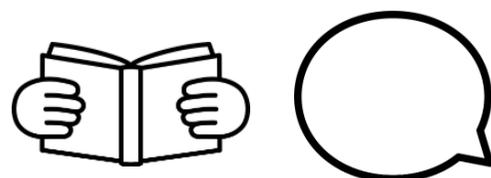
We get out and walk down the slope and see the smoke and the blaze of fire. I see a fox and her kit graze on some plants! They do not see the fire. It could swipe them up! My legs shake. “I am sad, but I am going to be brave and call for help!”

I skate to where I am safe from the fire. The foxes see me run, and I see the white tips of the foxes run to the shade of the branches. We are all safe as I call for help!

3. Underline the dialogue in the story (where there is talking).



4. Read the passage again, reading the talking part with expression.



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

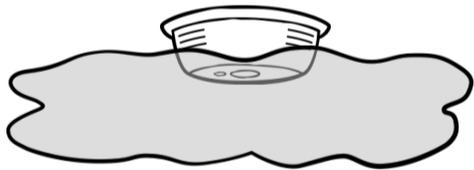
# Do You See the Smoke?

## Silent 'e' Words Practice with blends

1. Look in the story to find words that have a blend and a long vowel with a silent 'e'. Fill in this list with words from the story.

i_e	a_e	o_e
1.	1.	1.
2.	2.	

2. Fill in the correct letters for the silent 'e' words with blends.



o k



o b



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

# Do You See the Smoke?

1. What makes the kid and their mom stop driving?

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2. Why does the kid feel sad in the story?

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3. Why does the kid call for help even if everyone is safe?

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