

SECTIONS: KA-KE

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

WEEK: 9/25-9/29

## Reminders

- Homework is turned in every Friday inside the blue folder.
- Read every day for 15 minutes - Complete Reading log.
- Students need to know how to read the Sight Words.
- Students need to know how to write the spelling words on their own.
- All pages of the homework packet MUST have first and last name on all pages.
- Please print and have ready all the weekly worksheets. Attached please find all weekly worksheets.

## Weekly Assessment(s):

- Reading Comprehension Test (Thursday)
- Spelling Test (Friday)
- Sight Word Test (Friday)

## TO DO LIST

Monday:

- No School

Tuesday:

- Choose 1 September activity menu attached for Spelling Words
- Read and Spell WS 1 & 2
- Does It Make Sense? WS

Wednesday:

- Letter T and B handwriting WS
- Read Tt and Bb stories (can be used in reading log)
- Read and Spell WS 3

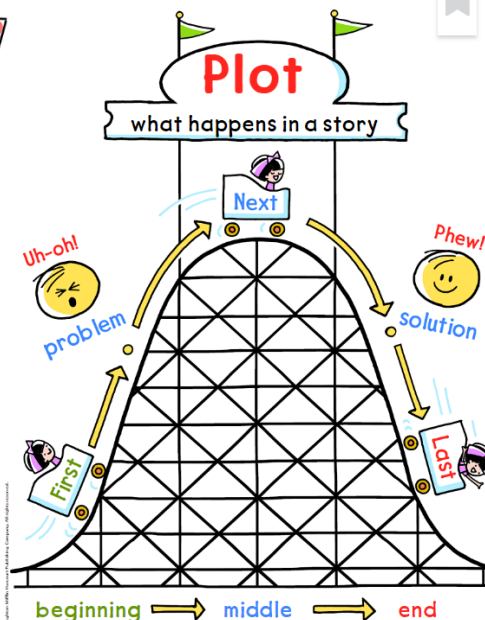
Thursday:

- Use 1 September spelling activity for Spelling Words
- It's in the Past WS
- Consonants t and b WS

## WEEKLY LEARNING DISCOVERIES::

### Retell a Story

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

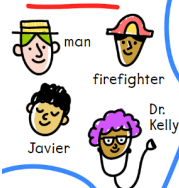


### Verbs

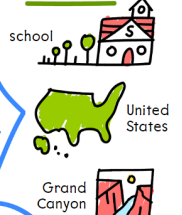
A verb is an action word.

A **NOUN** is a...

#### Person



#### Place



#### Thing

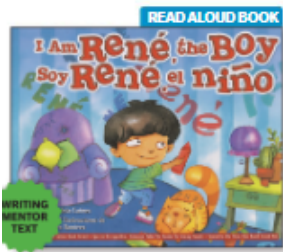


## MODULE 2 - WEEK 1

Essential Question:

**WHAT MAKES EACH OF US SPECIAL?**

Weekly Texts :



Genre: Fiction  
Lexile® Measure: 550L  
Guided Reading Level: D



Genre: Persuasive Text  
Lexile® Measure: 320L  
Guided Reading Level: G

Reading Comprehension Skill:  
Plot

Reading Comprehension strategy:  
Asking Questions

Spelling Words:  
ten, tag, bus, bed,  
big

Phonics:  
Letters T and B

Writing:  
Narrative Writing

Grammar:  
Past Tense Verbs

Vocabulary:  
celebrate, different, special

Sight Words:  
by, my, to, we



Houghton  
Mifflin  
Harcourt

hmhco.com

This book belongs to \_\_\_\_\_

**Bb**

by Matt Garcia  
illustrated by  
Constanza Basaluzzo



See my  ?  
boat

-Fold-

WORD  
WORK



# Speed Read

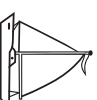
Read these words.

see a the my by

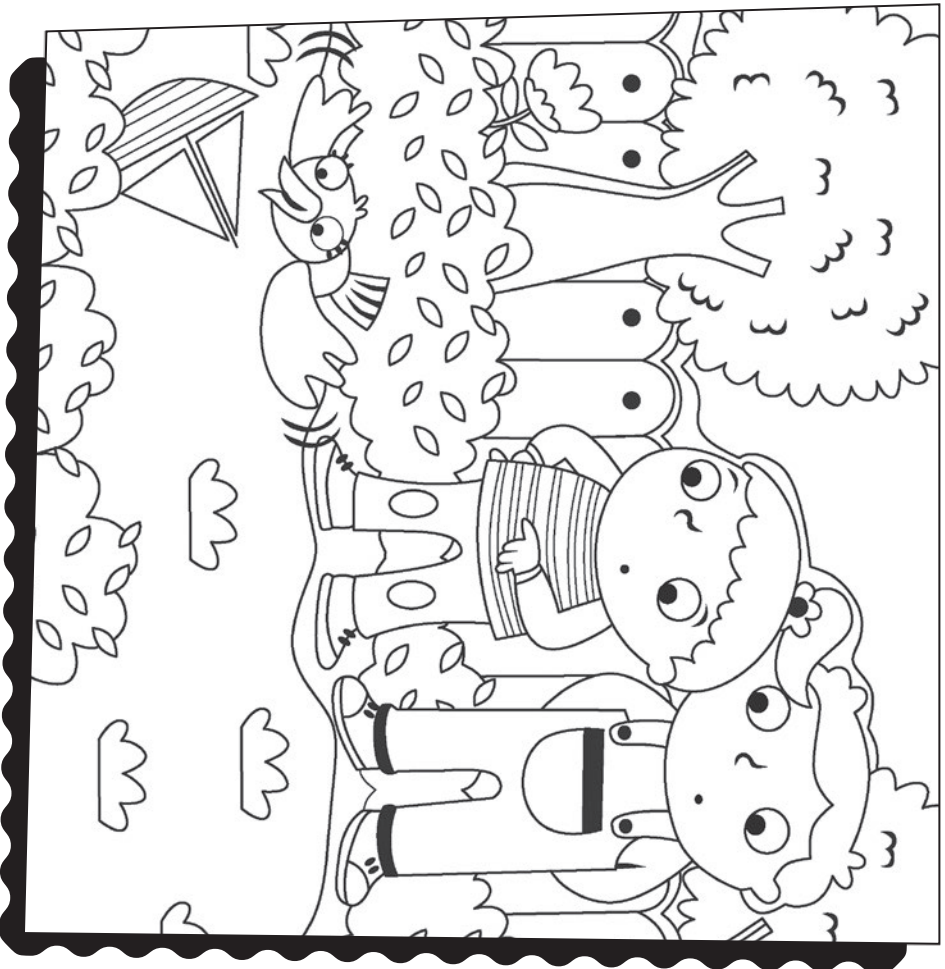


## Picture Hunt

Which pictures start with Bb?



Bb

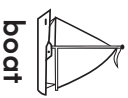


See the



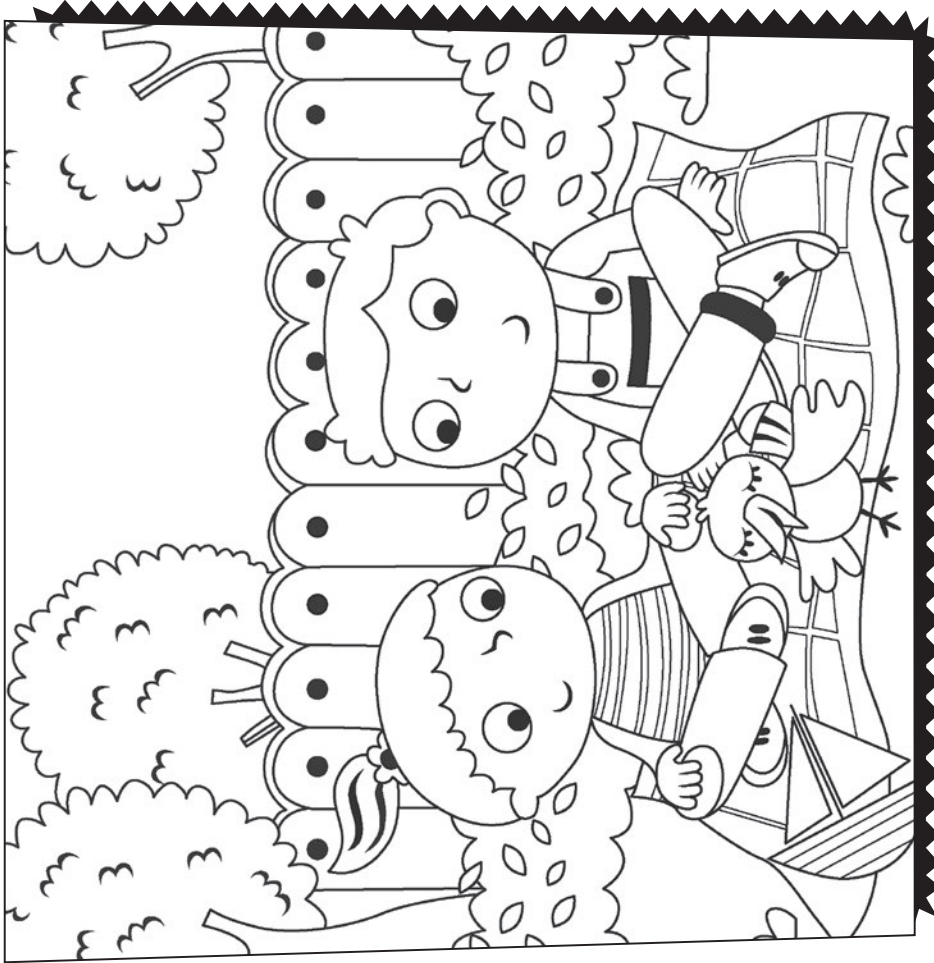
bird

by my

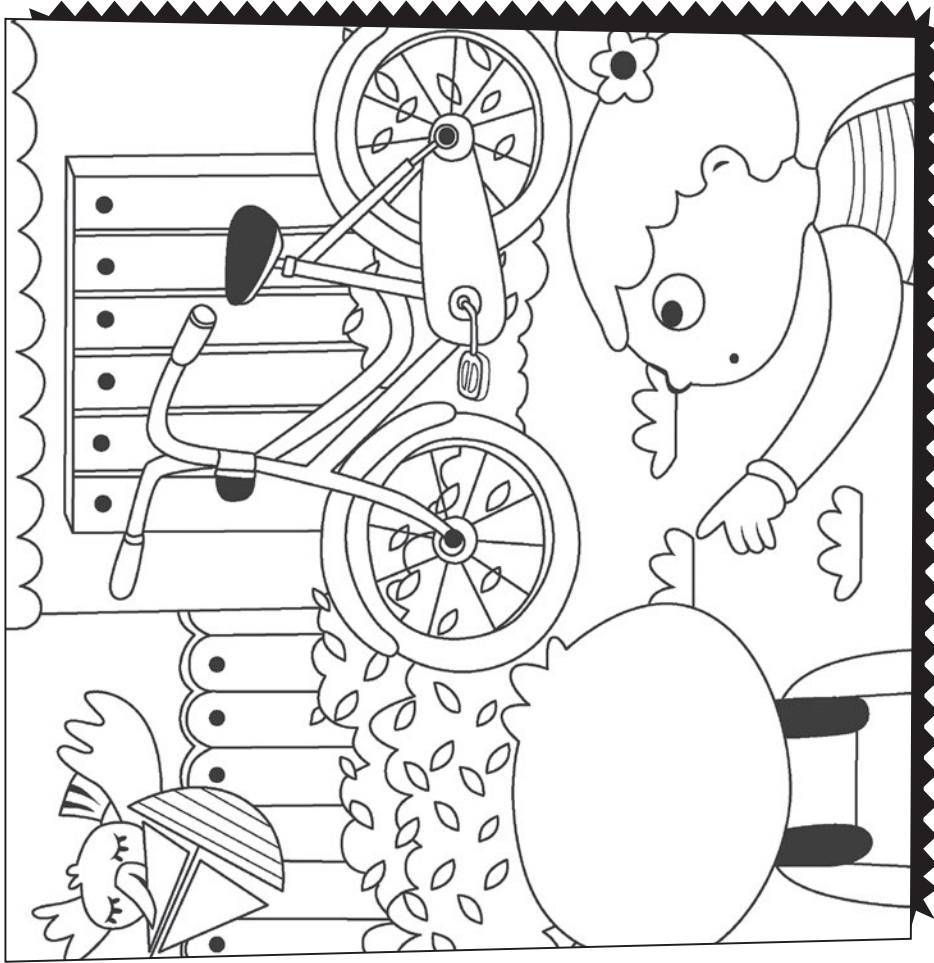


boat

i

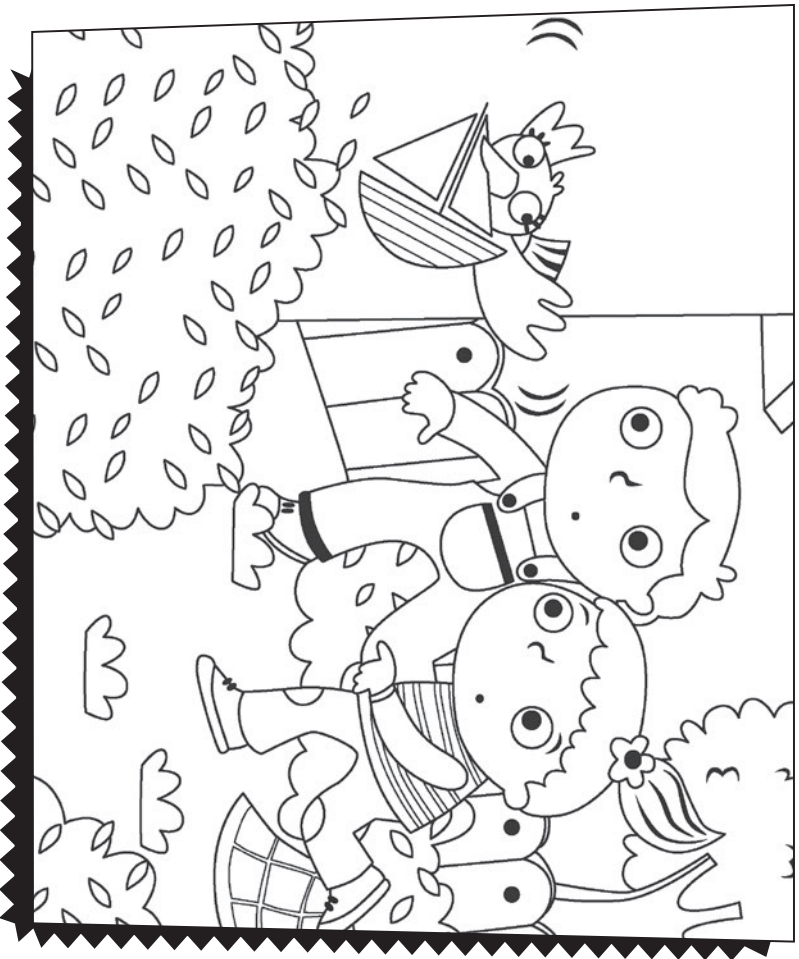


See my i  
boat




See the  
by my .  
bird bike

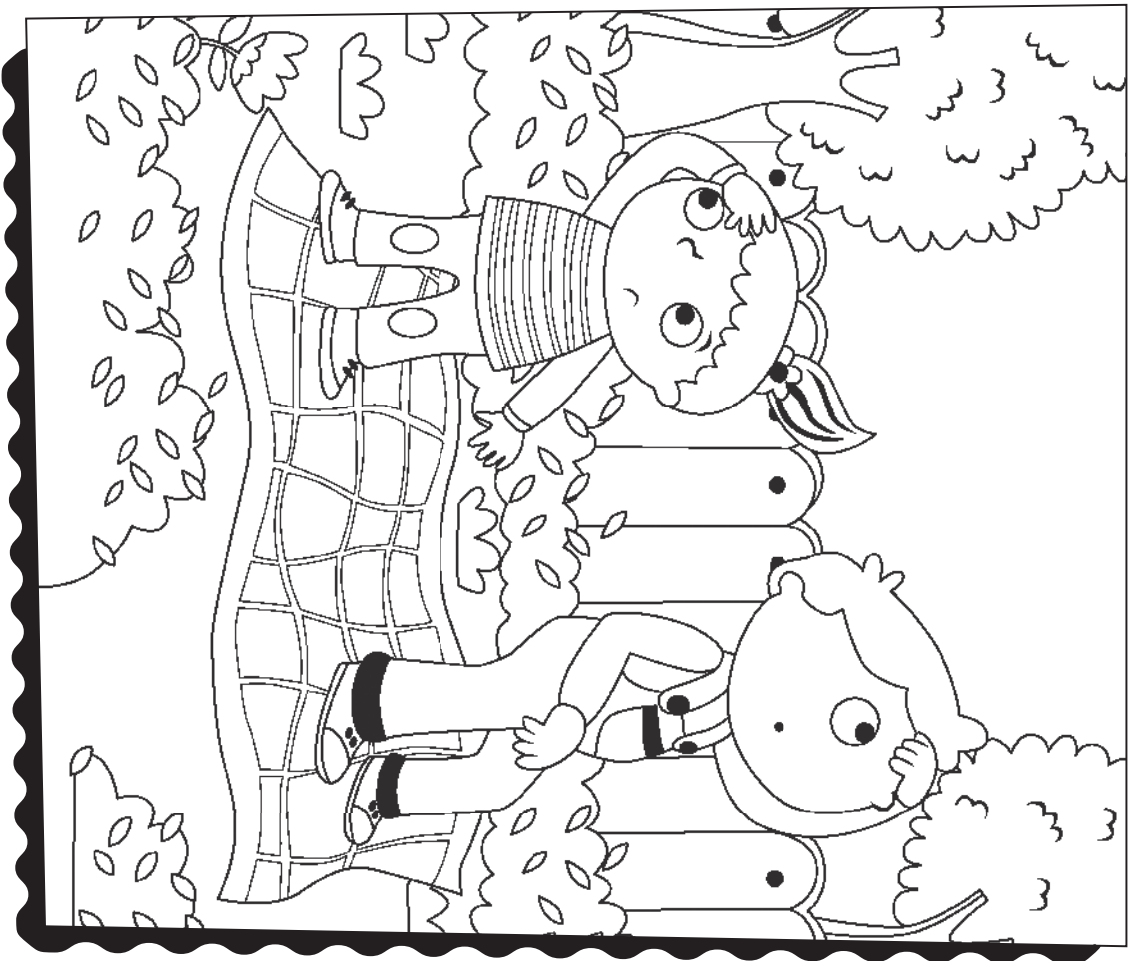
-Fold-



See the  by the .

Run  to the !

- Fold -



# READING LOG

Your child's reading homework each night is to read a book together with you for at least 15-20 minutes. Talk to your child about the books as you read them together. Remember that the only way to become a better reader is to practice reading. Please fill out the following page each night and return it on Fridays with the rest of your child's homework

	Title of Book	Minutes
Monday		
Tuesday		
Wednesday		
Thursday		

Parent Signature: \_\_\_\_\_

Firma del Padre: \_\_\_\_\_

# September

## Spelling Choice Board

### Handy Dandy

Write your words once  
with your normal hand  
& once with your  
opposite hand.

### Sum Words

Write your words and  
then add them up:

Vowels=3

Consonants=1

school=10

### Picture Perfect

Draw a fall  
picture and  
hide your  
words  
in it.



### Word Finder

Write each word and  
then write 2 more  
words that can be made  
from those letters:  
match- mat hat

### Fancy Fonts

Use your fanciest  
handwriting to write  
your words with

curly, **BLOCK**,

crazy, or other fancy  
letters.

### Dry Erase

Write your words with  
dry erase marker

Parent Initials: \_\_\_\_\_

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

### Crazy Consonants

Write your words and  
circle all the  
consonants:

(w) (h) e (r) e

### Snappy Apples



Draw some  
apples  
and write  
your words  
inside them.

### Sandy Speller

Use a stick to write  
your words in the  
sand.

Parent Initials: \_\_\_\_\_

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

### Boxed In

Write your words in  
boxes that show  
their size:

happy

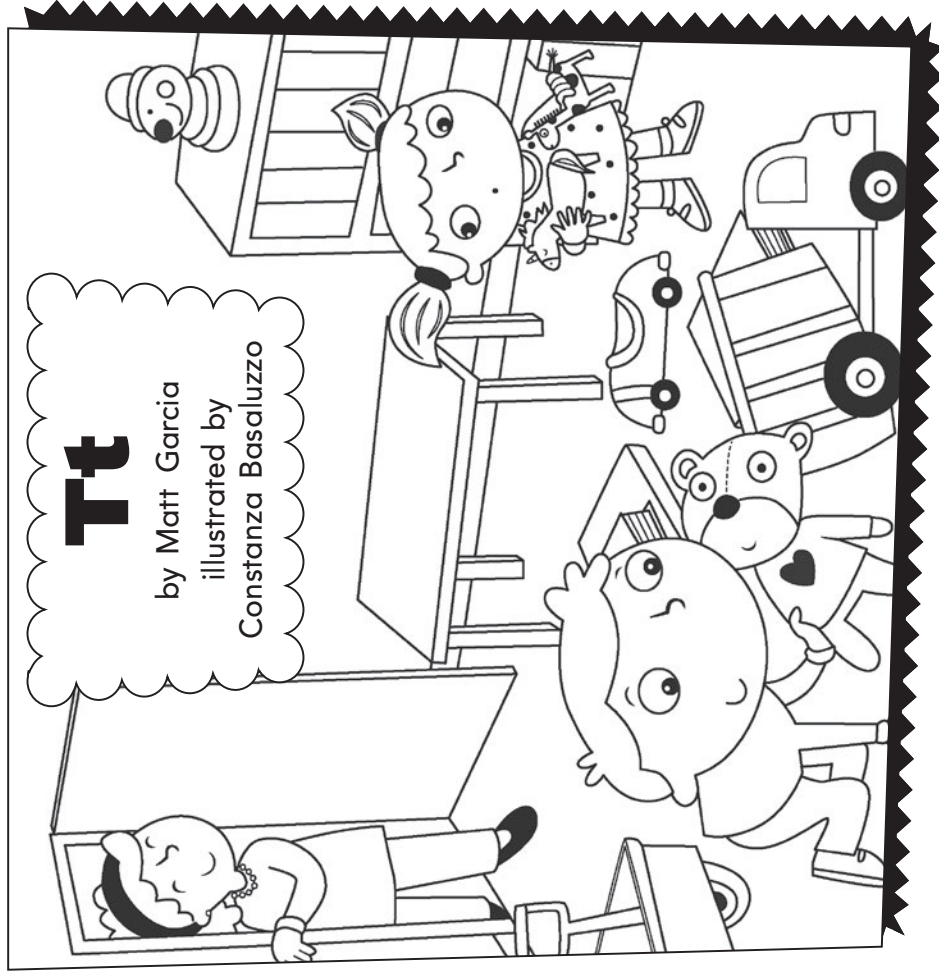
### Racing Writer

Use a timer to write  
each word as many  
times as you can in 30  
seconds.

### ABC Order




Write your words in  
ABC order.

This book belongs to \_\_\_\_\_



**Tt**

by Matt Garcia  
illustrated by  
Constanza Basaluzzo


 A  by the  truck.  
teddy bear

-Fold-

# WORD WORK



## Speed Read

Read these words.

a the to

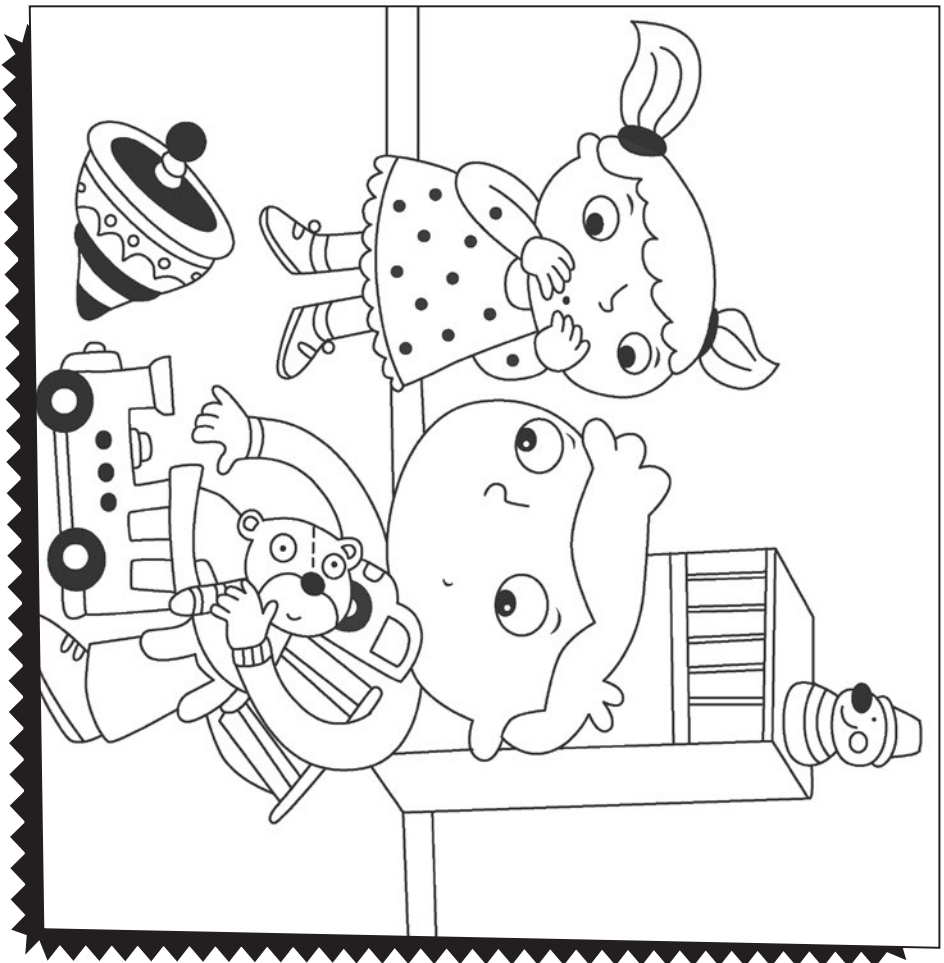


## Picture Hunt

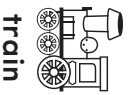
Which pictures start with Tt?



Tt



A

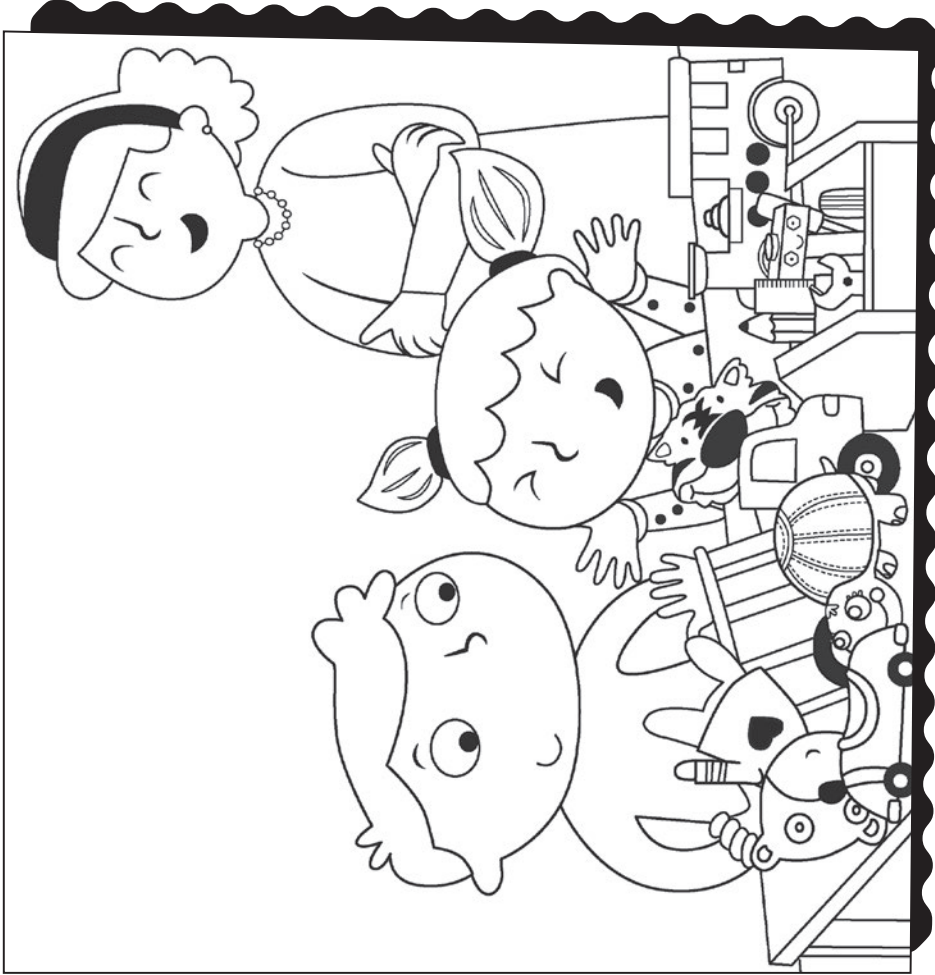


train

by a



top



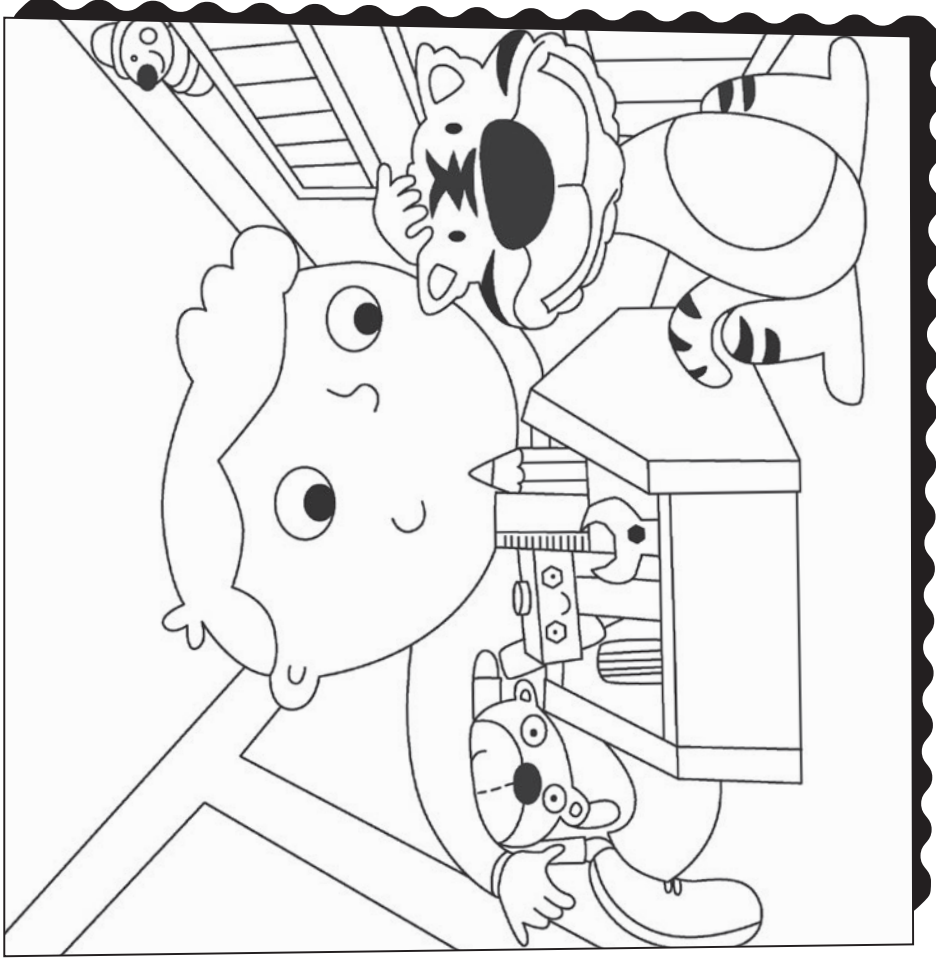
I carry

my toys

to the

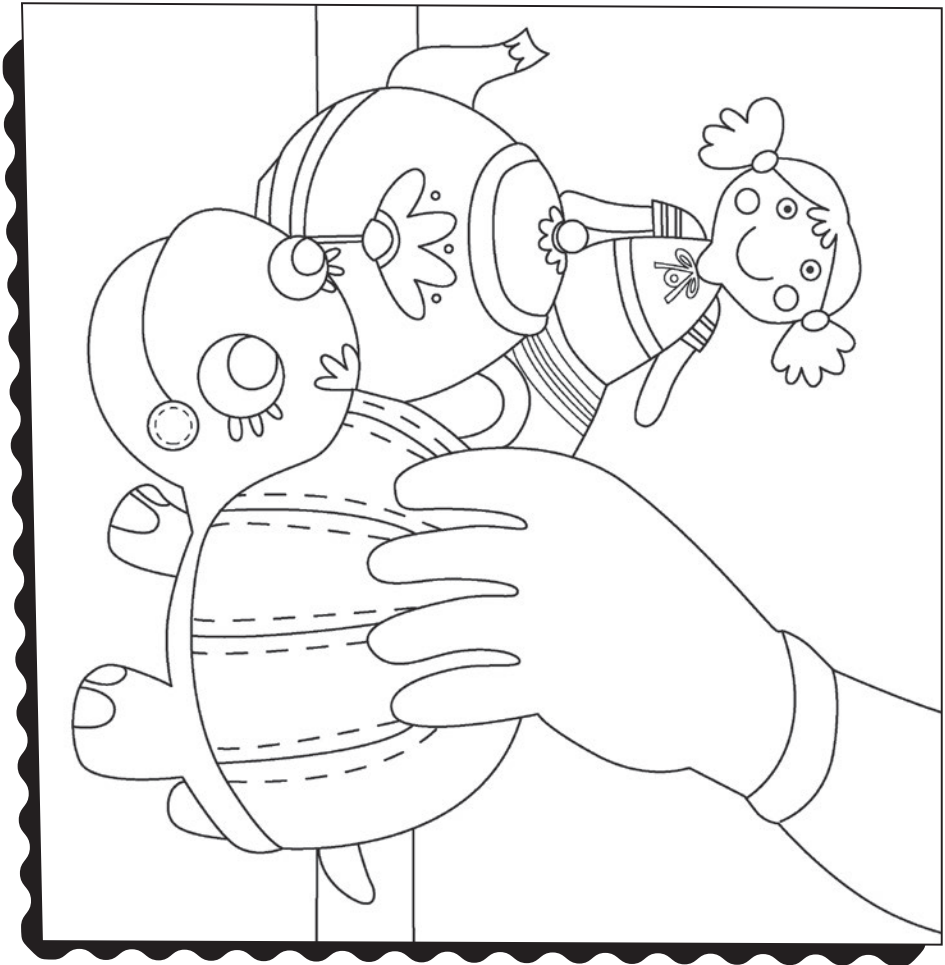
! table

-Fold-

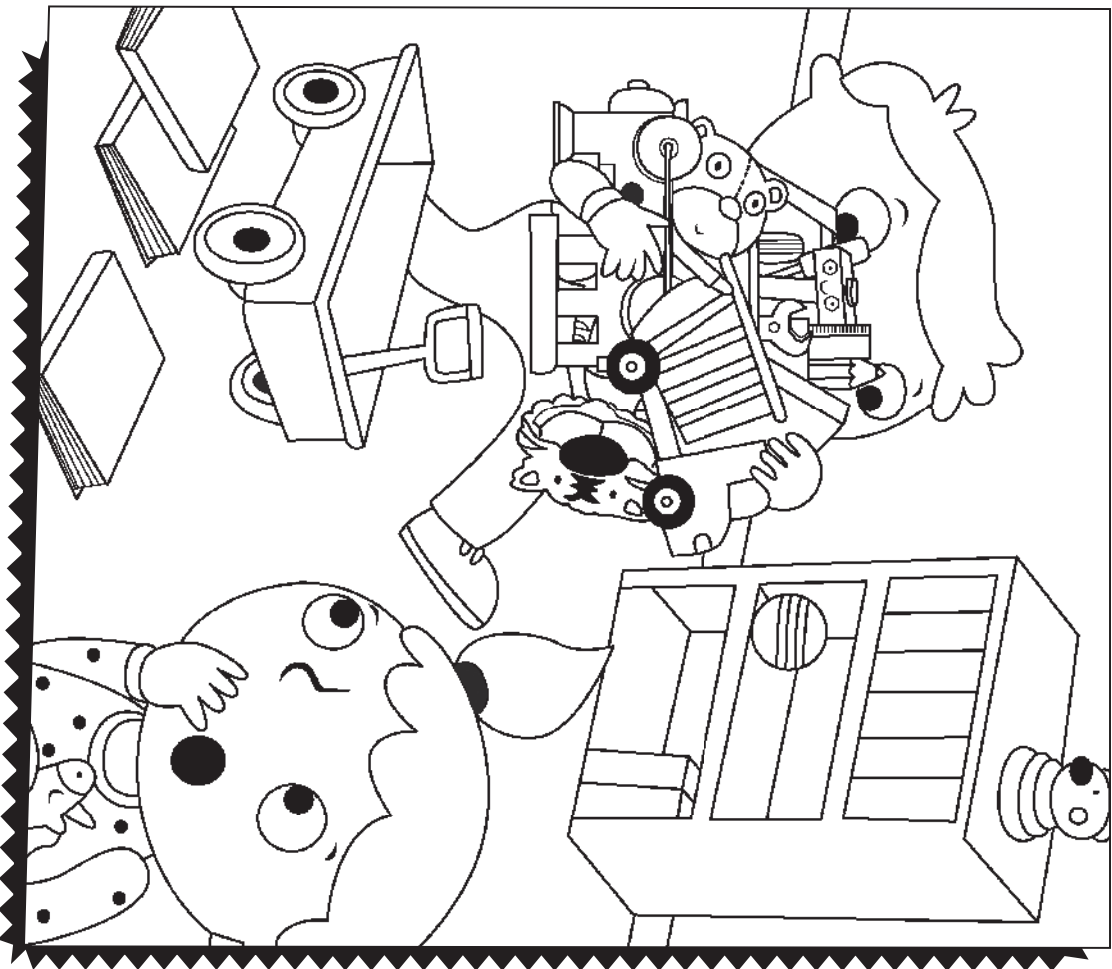


A tiger tools

by the tiger



A  
turtle  
by a  
teapot .



- Fold -

# Hello, Family!

Thank you for continuing to support your child's learning! Over the next month, our class will celebrate what makes each of us special. We will read books to explore how we are the same and different—from our names, to our style, to our favorite things.

Children will write stories about their experiences with making friends and learning new things. Partners will interview each other as part of a class project and use what they learn to create a "flap book" that reveals how they are each one-of-a-kind.

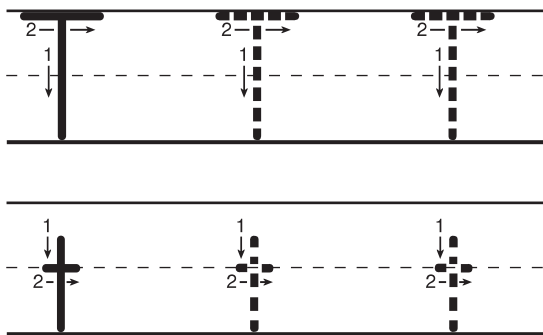
## Bring It Home

Here are some ideas for practicing the skills we are learning at school.

ASKING FOR HELP	BIG IDEA WORDS												
<p>Support your child with asking for help. Show your child how to politely ask people for help. Encourage your child to make eye contact and use this language:</p> <ul style="list-style-type: none"><li>• <i>Excuse me. Could you please help me ____?</i></li><li>• <i>Thank you. You're welcome.</i></li></ul>	<p>Reinforce these important topic words when you are reading or talking with your child:</p> <p>celebrate different special</p>												
WORD PLAY	WORDS TO KNOW												
<p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none"><li>• Show your child how to write different family members' names. Say the letters together.</li><li>• Point out words that rhyme and challenge your child to think of another rhyming word.</li><li>• Say words with more than one syllable. Clap and say each syllable with your child.</li></ul>	<p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table><tr><td>am</td><td>and</td><td>at</td><td>by</td></tr><tr><td>can</td><td>go</td><td>is</td><td>man</td></tr><tr><td>my</td><td>no</td><td>to</td><td>you</td></tr></table>	am	and	at	by	can	go	is	man	my	no	to	you
am	and	at	by										
can	go	is	man										
my	no	to	you										
LET'S READ TOGETHER	STORY WRITING												
<p>Make a special time and place to read with your child every day. While you read:</p> <ul style="list-style-type: none"><li>• Ask questions such as, <i>What is the problem? How did the characters solve it? What lesson did the characters learn?</i></li><li>• Point out words with the same meaning (<i>kind/nice, big/large, sad/unhappy</i>) or opposite meanings (<i>hot/cold, big/small, happy/sad</i>).</li></ul>	<p>Support your child to write stories with characters and a setting:</p> <ul style="list-style-type: none"><li>• Look at a photo. Have your child tell you about it and write down what he or she says. Ask: <i>Who is in the picture? Where did we take the pictures? When did this happen?</i></li><li>• Tell your child the story of his or her name and stories from when you were a child. Make sure to share a lot of details!</li></ul>												

Name \_\_\_\_\_

# Letter Tt



Remember  
to cross your  
lowercase t!

 Trace and write the words.

Tom

tip

tag

ten







tub

Name \_\_\_\_\_

# Read and Spell

The word **by** can tell where someone or something is.

Read and spell this word to be a better reader.

 Read it.  <div style="font-size: 48px; text-align: center;">by</div>	 Trace it.  <div style="font-size: 48px; text-align: center;">by</div>
 Color it.  <div style="font-size: 48px; text-align: center;">by</div>	
 Write it. <hr/> <hr style="border-top: 1px dashed;"/> <hr/>	 Spell it. <div style="display: inline-block; width: 80px; height: 100px; border: 1px solid black; vertical-align: middle;"></div> <div style="display: inline-block; width: 80px; height: 100px; border: 1px solid black; vertical-align: middle; margin-left: 10px;"></div>
<p> Circle the word <b>by</b> in the sentences.</p> <p>I sit by a friend.</p> <p>The shoes are by the bed.</p>	

Name \_\_\_\_\_

# Read and Spell

The word **my** tells something belongs to you.

Read and spell this word to be a better reader.



Read it.

my



Trace it.

my



Color it.

my



Write it.

\_\_\_\_\_

-----

\_\_\_\_\_



Spell it.

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☐ Circle the word **my** in the sentences.

I raise my hand in class.

I ate fruit for my snack.

Name \_\_\_\_\_

# Read and Spell

The word **to** can tell where someone or something is going.

Read and spell this word to be a better reader.



Read it.

to



Trace it.

to



Color it.



Write it.

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Spell it.

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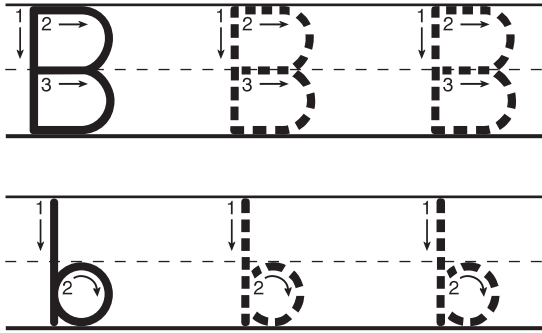
☐ Circle the word **to** in the sentences.

We go to the park.

He rides his bike to school.

Name \_\_\_\_\_

# Letter Bb



Make sure  
the line  
reaches the  
top!

 Trace and write the words.

Bob

bus

big

bat

bed

Name \_\_\_\_\_

# Does It Make Sense?

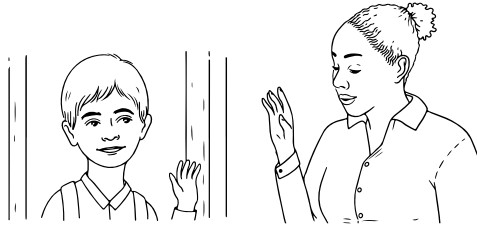
Put the events of a story in an order that makes sense.

 Listen to the story events.

 Draw lines to put the events in order.

First

Anton's teacher said hello as he walked in the classroom.



Next

Finally, he put his bag in the closet, ready to start the day!



Last

One day, Anton came to school.



Name \_\_\_\_\_

# It's in the Past

A verb that ends with **-ed** tells an action that already happened.

 Write **-ed** at the end of the verbs.



1. jump

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. call



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



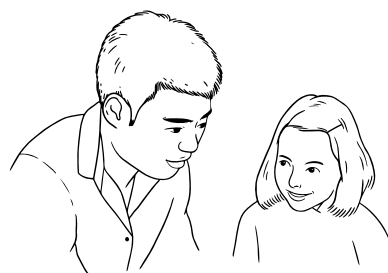
3. play

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. talk



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 Write or draw something you did yesterday.

Name \_\_\_\_\_

# Consonants t and b



Train

starts with the letter t.



Book

starts with the letter b.



Name each picture.



Write the first letter for each word.



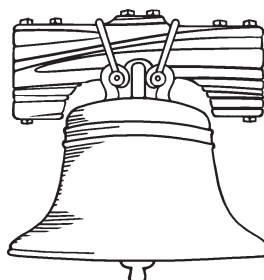

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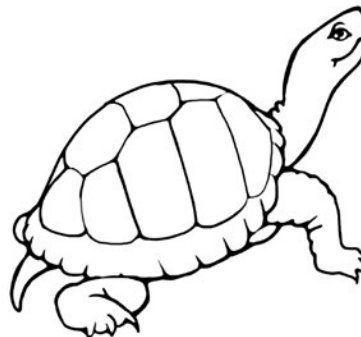

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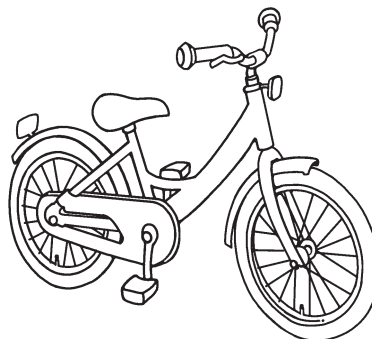

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