



SECTIONS: KA-KE

NAME: _____

WEEK: 2/5-2/9

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

Monday:

- Daily phonological exercise on calendar
- Read Quiz Us, Liz! – 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 Did Liz Win?– 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:

Make Connections

When you read, make connections to . . .



something that happened to you



ideas in other texts



something in the world

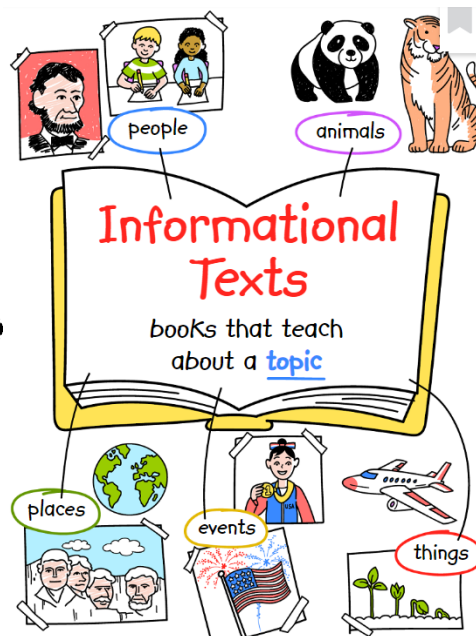
Picture It!

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



Informational Texts

books that teach about a topic



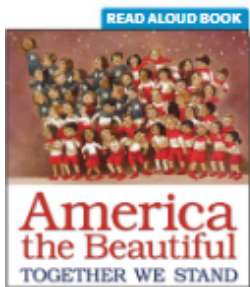


MODULE 6 - WEEK 1

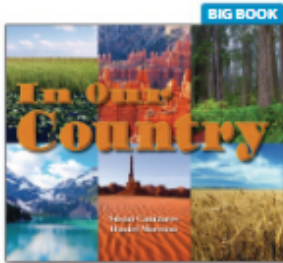
Essential Question:

What does it mean to try hard?

Weekly Texts :



Genre: Poetry/Song
Lexile® Measure: NP
Guided Reading Level: Q



Genre: Informational Text
Lexile® Measure: 190L
Guided Reading Level: F

Reading Comprehension Skill:
Visualize

Reading Comprehension strategy:
Describe Connections

Spelling Words:
Words with letter Z
We will review and study in class

Phonics:
Letter Z


Writing:
Informational Text

Grammar:
Prepositions

Vocabulary:
America

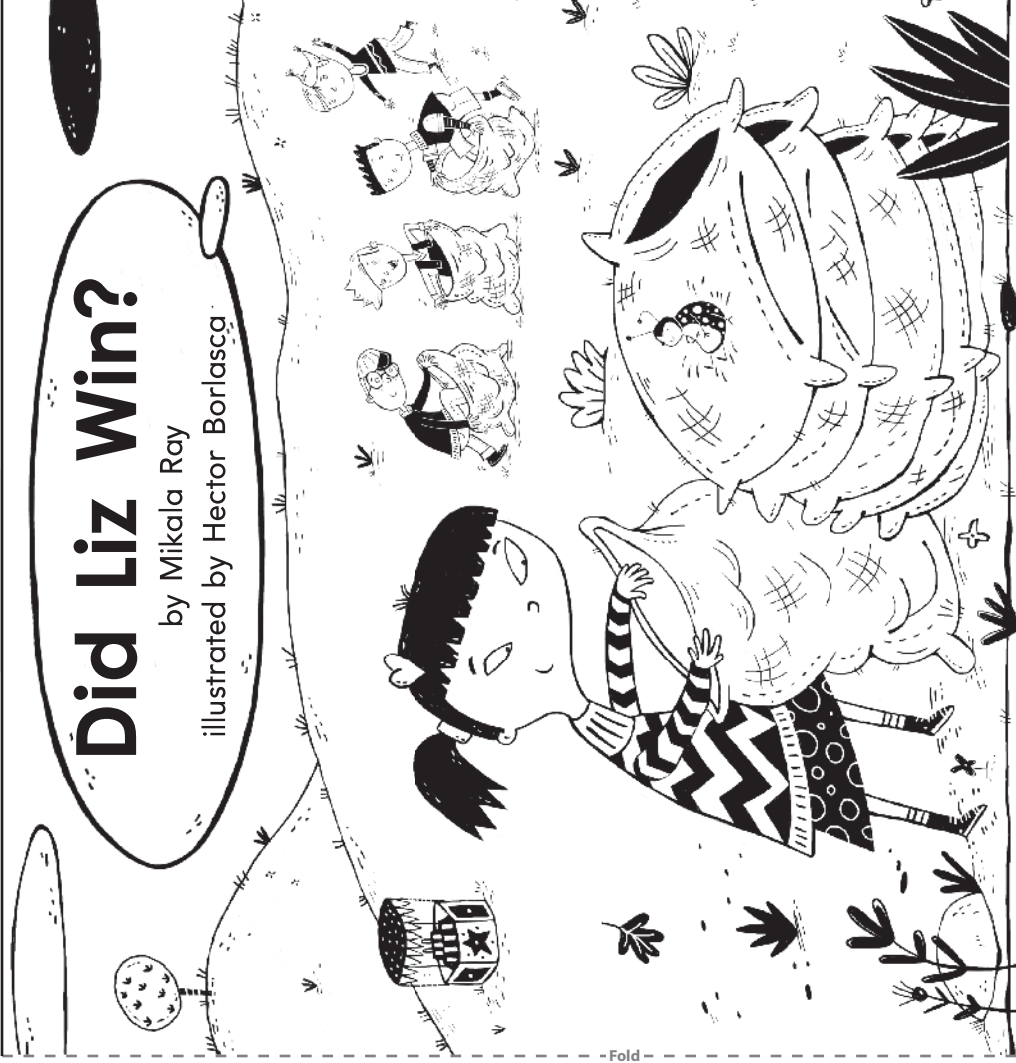
HFW & Sight Words:
get, hot, where, or

February

Sunday	Monday Segmenting	Tuesday Blending	Wednesday Deleting second 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/		

Did Liz Win?

by Mikala Ray
illustrated by Hector Borlasca



-Fold-

This book belongs to

Get a bag, Liz!

WORD
WORK



Speed Read

Read these words.

got are not
but get where



Show You Know

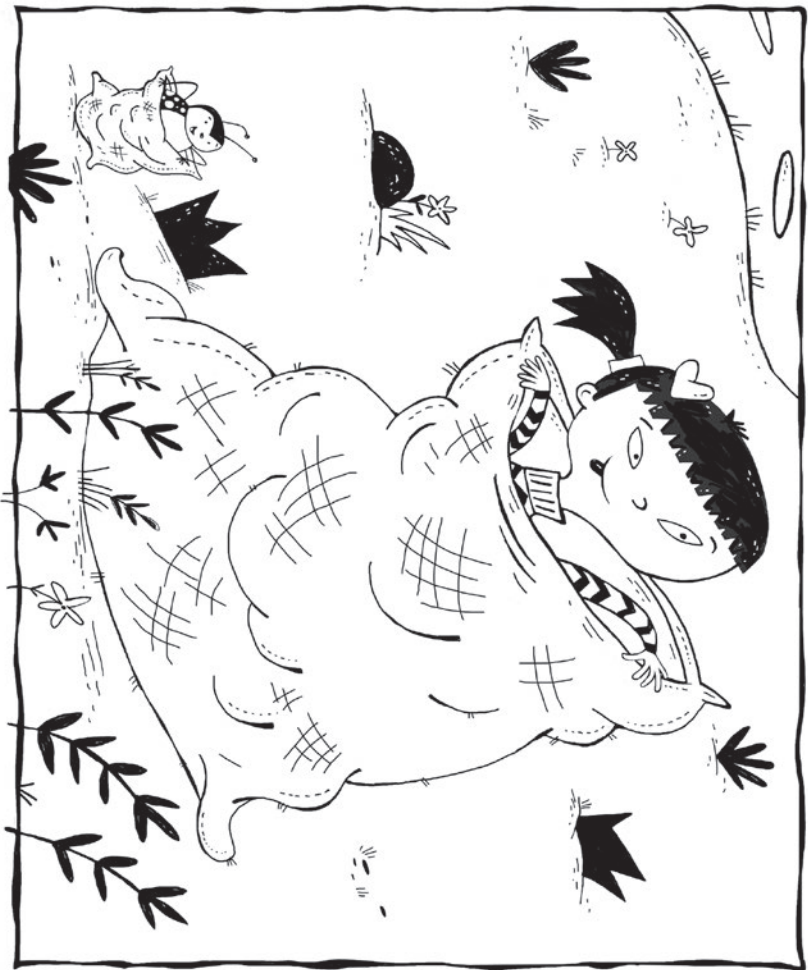
Tell about the story.

Liz zip zags

____ got in a big bag.

Liz zigs and ____.

The kids ____ by Liz.



Liz got a bag, a big bag.

Get in, Liz!

Liz did. Liz got in.

Fold



"Liz!"

Liz is in the big bag!

Liz did not win!



"Get set. Go!"

The kids in big bags hop.

-Fold-



Liz zigs. Liz zags.
But the kids zip by.



“Did Liz win?”
“Where did Liz go?”
“Liz, where are you?”

This book belongs to

Quiz Us, Liz!

by Mikala Ray
illustrated by Hector Borlasca



-Fold-

“Quiz us, Liz!”

Liz nods. “It has six legs.

It can run or hop.”



"Is it a bug, Liz?"
"Yes, Zaci!"

Fold

WORD WORK



Blend and Read

Read these words. What is the same?

Zz

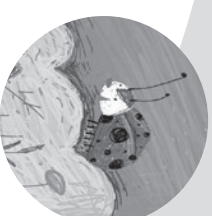
Liz quiz zig
zags Zac



Word Hunt

Find these words in the story.

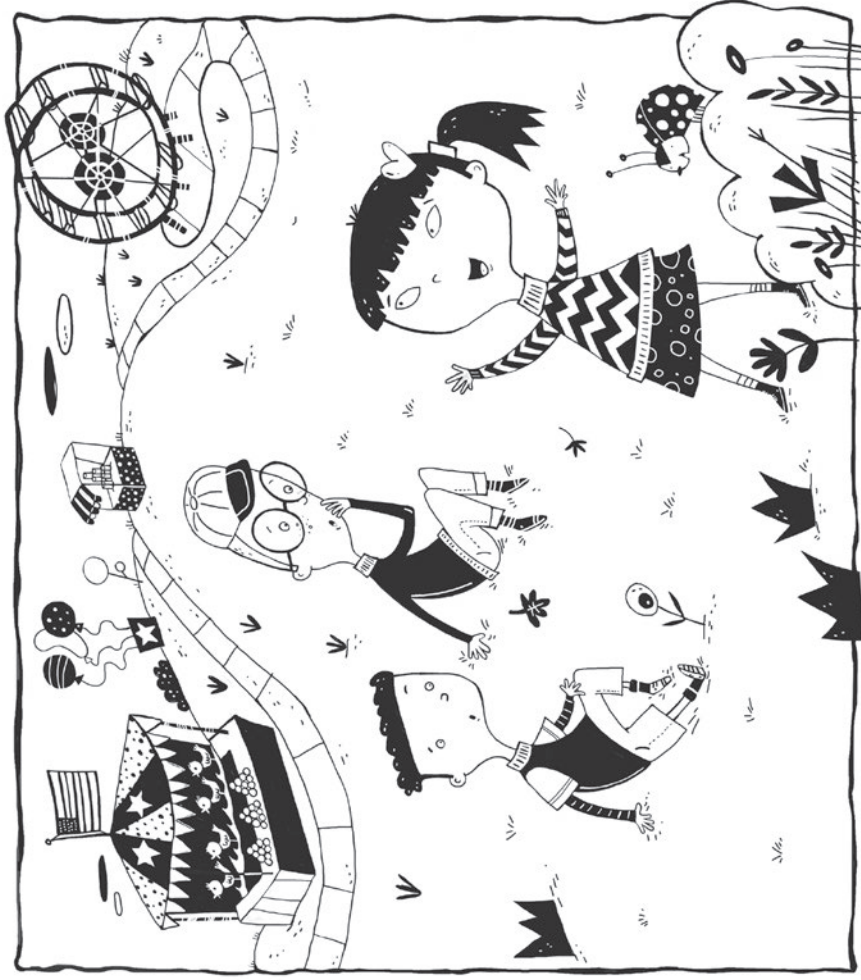
us yes six do





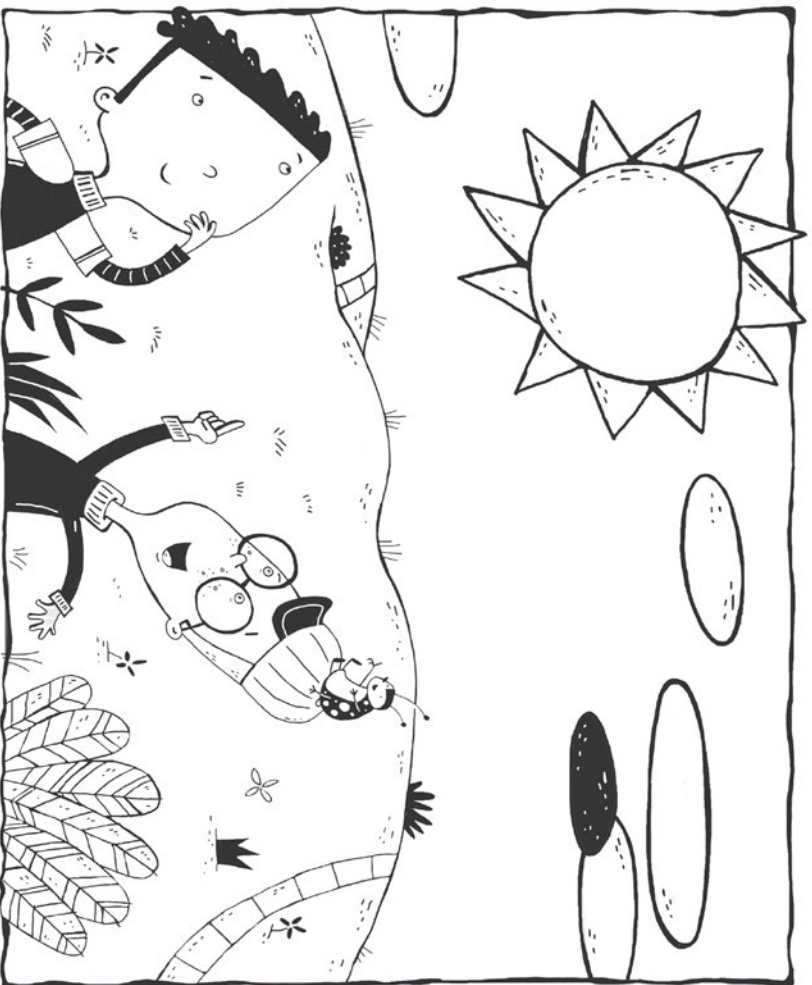
“Zac? Vin? I do not get it.”

“It is you, Liz!”



“It is hot. It is not dim.
It can not run or hop.”

-Fold-

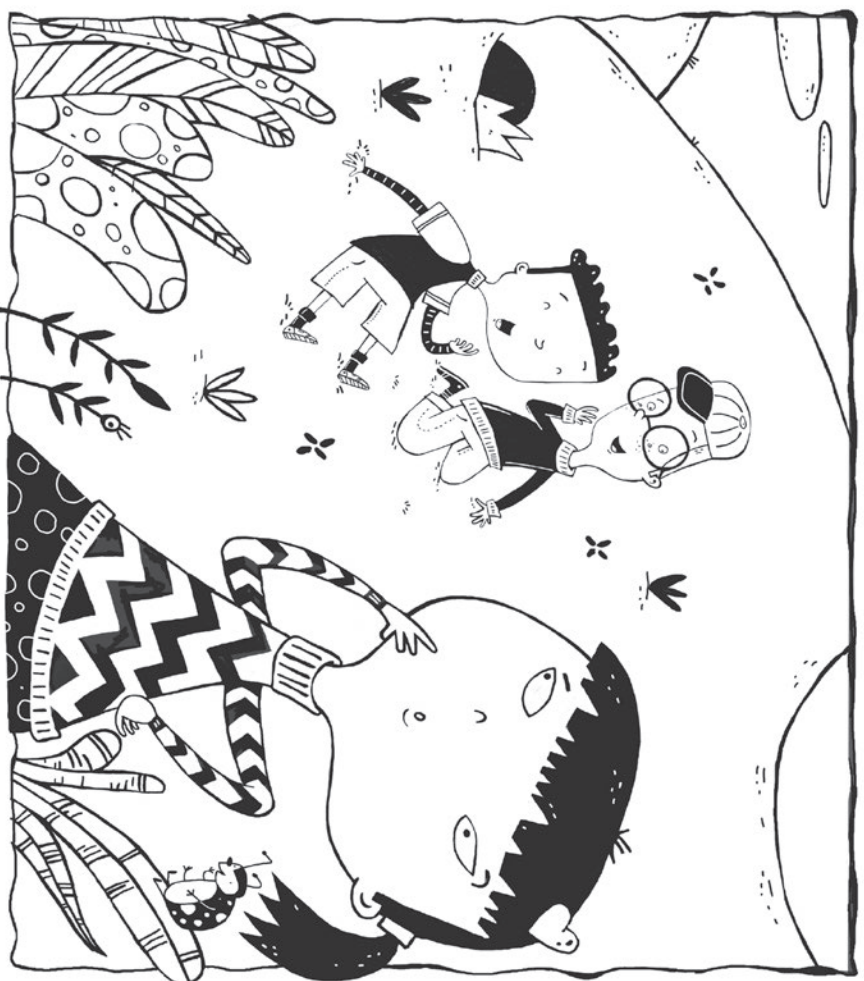


“Is it the sun, Liz?”

“Yes, Vin!”

“Liz, let us quiz you!”

— Fold —



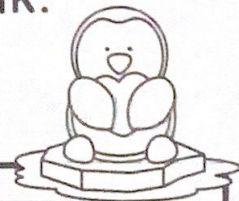
“It can run or hop. It
has zig zags. It is fun.”

Name _____

Read the short passage and complete the tasks.

The Penguin

The penguin is black and white. He is sitting on the ice. He is holding a heart. The heart is big and pink. The penguin is happy.



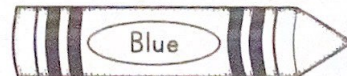
Write

penguin

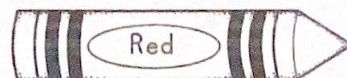
Illustrate the story.

Tasks

circle the word: is



color the word: the



color how the penguin feels

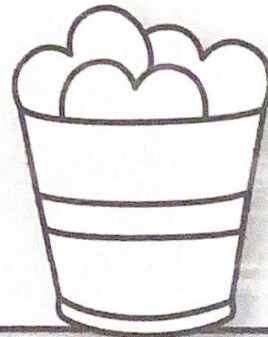
Name _____

Reading Comprehension

Read the short passage and answer the questions.

Hearts

I have a bucket of hearts.
There are three hearts in my
bucket. I got them from
Tina. Tina is my sister.



1. What do I have?

- ☐ a bucket of stars
- ☐ roses
- ☐ a bucket of hearts

2. How many do I have?

- ☐ four
- ☐ three
- ☐ two

3. Where did I get them?

- ☐ my brother
- ☐ my mom
- ☐ my sister

Name: _____

WEEK 1
Main Idea DAY 4

Read the story. Remember things about the foxes.

The mother fox is in a den.
The den is her home.
She lives with her babies.
A baby fox is called a kit.
The den is hard to see.
The kits are safe inside.
The mother fox feeds them milk.
She brings them meat.
She plays with the kits, too.
A den is a good home for kits.



Fill in the circle next to the correct answer.

1. Which one tells what the story is about?
☐ A Baby foxes are small.
☐ B Baby foxes live in a den.
☐ C Baby foxes drink milk.
2. What is a **den**?
☐ A the food a fox eats
☐ B the name for a baby fox
☐ C the home of a fox
3. What is a **kit**?
☐ A a baby fox
☐ B the home of a fox
☐ C a mother fox

BEGINNING SOUNDS

Circle the word that starts with the same sound you hear in fox.

1. if 2. feed 3. puff 4. box 5. safe