



# READING

SECTIONS: KA-KE

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

WEEK: 2/19-2/23

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):

- Reading Comprehension Assessments on Weekly Text
- Spelling Test
- Sight Word Sentences Test
- Cold Reading Comprehension practice

Monday:

- No School!

Tuesday:

- Daily phonological exercise on calendar
- Complete Reading Comprehension WS 1
- Complete Consonant Blends WS 1
- Read Flags Flap- Complete activities inside of story then practice phonic booklet.

Wednesday:

- Daily phonological exercise on calendar .
- Complete Reading Comprehension WS 2-3
- Complete Consonant Blends WS 2-3

Thursday:

- Read Ken and Mel- Complete activities inside of story.
- Complete Reading Comprehension WS 4
- Complete Consonant Blends WS 4

Please make sure they use text evidence as taught in class for ALL comprehension stories.

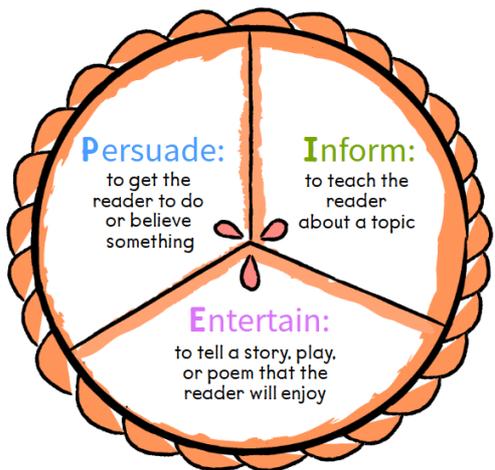
- Daily phonological exercise on calendar attached.

## WEEKLY LEARNING DISCOVERIES:

### Author's Purpose

the reason why an author writes a text

It's as easy as **PIE** to remember...



### Text Features

can give readers more information about a topic

photos with captions

maps

fact boxes

diagrams with labels

### Informational Texts

books that teach about a **topic**

people

animals

places

events

things

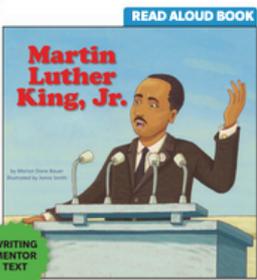
**MODULE 6 - WEEK 3**

Essential Question:  
What makes the USA special?

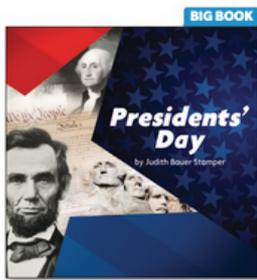
Weekly Texts :

Reading Comprehension Skill:  
Author's Purpose

Reading Comprehension strategy:  
Supporting Details



Genre: Biography  
Lexile® Measure: 490L  
Guided Reading Level: K



Genre: Informational Text  
Lexile® Measure: 540L  
Guided Reading Level: H

Spelling Words:  
Consonant Blends  
-fl, -nd, -st, -cl

Phonics:  
Consonant Blends

Writing:  
Informational Text

Grammar:  
Pronouns

Vocabulary:  
refuse

HFW & Sight Words:  
at, our, red, that

# 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/		

# Lesson 10

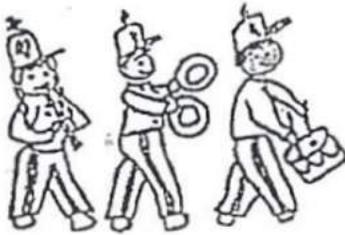
Find it at the end as in elf.



- lf
- lp
- nd



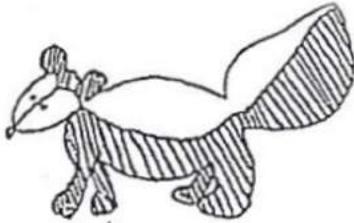
- nk
- nd
- lf



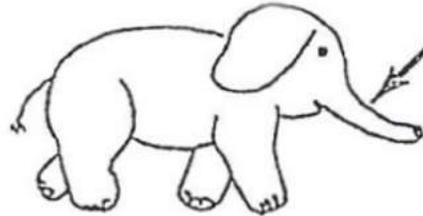
- lf
- nk
- nd



- lf
- nk
- nd



- lp
- nd
- nk



- nd
- nk
- lk



- lp
- nk
- nd



- nk
- nd
- nt

Match and write it.

skunk

band

hand

wink

bend

pond

sand

wind

golf

sink



\_\_\_\_\_

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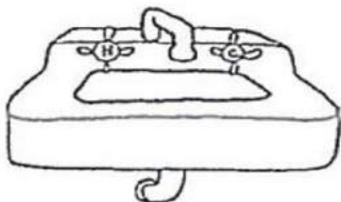
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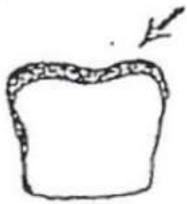


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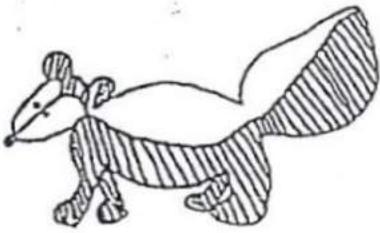
it.



crest  
crust  
crumb



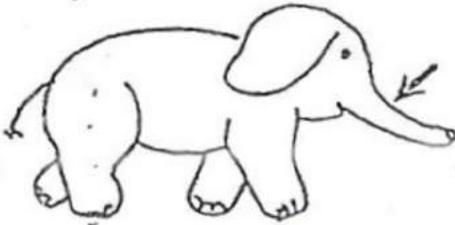
held  
help  
hump



skum  
skunk  
stump



pans  
pants  
plant



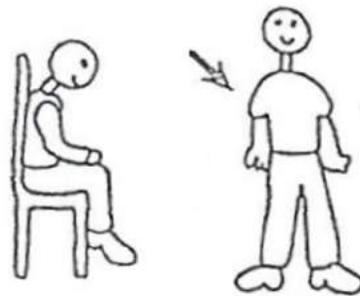
track  
truck  
trunk



spent  
swept  
slept



trust  
twist  
twins



sand  
stand  
stamp



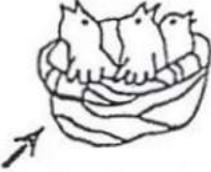
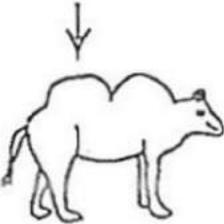
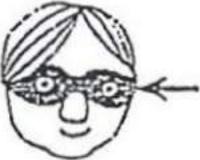
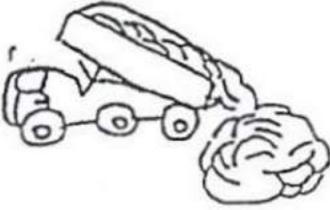
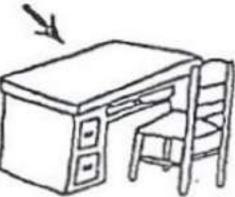
stand  
send  
spend



slept  
slips  
steps

Spell.

Write.

	c	s	o	a	st	sk	
	n	p	e	u	st	t	
	t	l	i	a	p	mp	
	h	v	u	a	m	mp	
	m	w	a	i	st	sk	
	b	d	a	u	mp	m	
	d	g	u	e	sk	st	



# Flags Flap

by Aron Xie

© Mary Steinbacher/Army Stock Photo

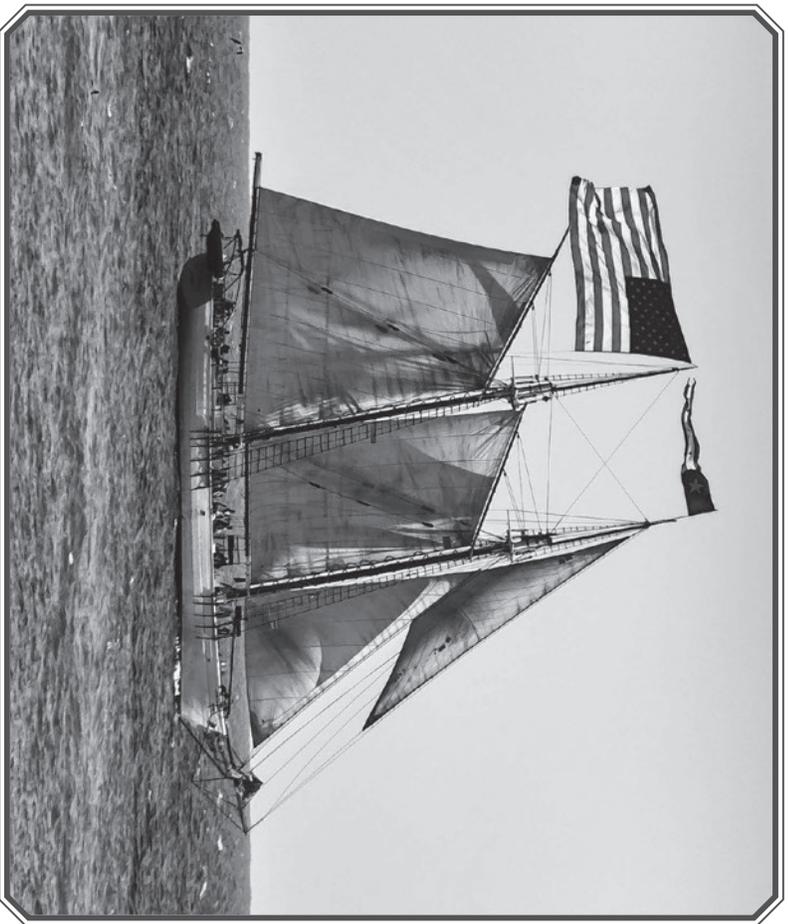
Men put our flag on a mast.  
They send it up. Up, up, up!

This book belongs to

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



©Ed-Ni-Photo/iStockphoto/Getty Images

See our flag?  
It flaps in the wind.  
See it flap on top?

Fold

## WORD WORK



### Blend and Read

Read these words. What is the same?

flag flap hands bands  
rest west clap



### Word Hunt

Find these words in the story.

they up on big

©Elizabeth W. Kearley/Moment Open/Getty Images



As the sun sets in the west,  
flags must rest.

©ClassicStock/Alamy Stock Photo



See kids in red tops?  
See kids in flag hats?

©Ariel Skelley/Blend Images/Getty Images

Fold



See pets in flag tops?  
See pets in flag hats?

©Suzanne Tucker/Shutterstock, ©Elizabeth W. Keatley/Moment Open/Getty Images

Fold



©Sean Justice/Digital Vision/Getty Images, (flags) ©maumana/Stockphoto/Getty Images

Hands clap and clap as big  
bands with flags go past.  
Clap! Clap! Clap!

# Ken and Mel

by Aron Xie  
illustrated by Margaux Lucas



This book belongs to

\_\_\_\_\_

-----

\_\_\_\_\_

Ken digs in wet sand.

“Can I lend a hand, Ken?”

“No, Mel.”



Fold

Ken fits sand in six red cups.  
 “Ken? Ken?”  
 “Stop it, Mel.”

**WORD  
WORK**



**Speed Read**

Read these words.

stop      six      but  
 as      that      red



**Show You Know**

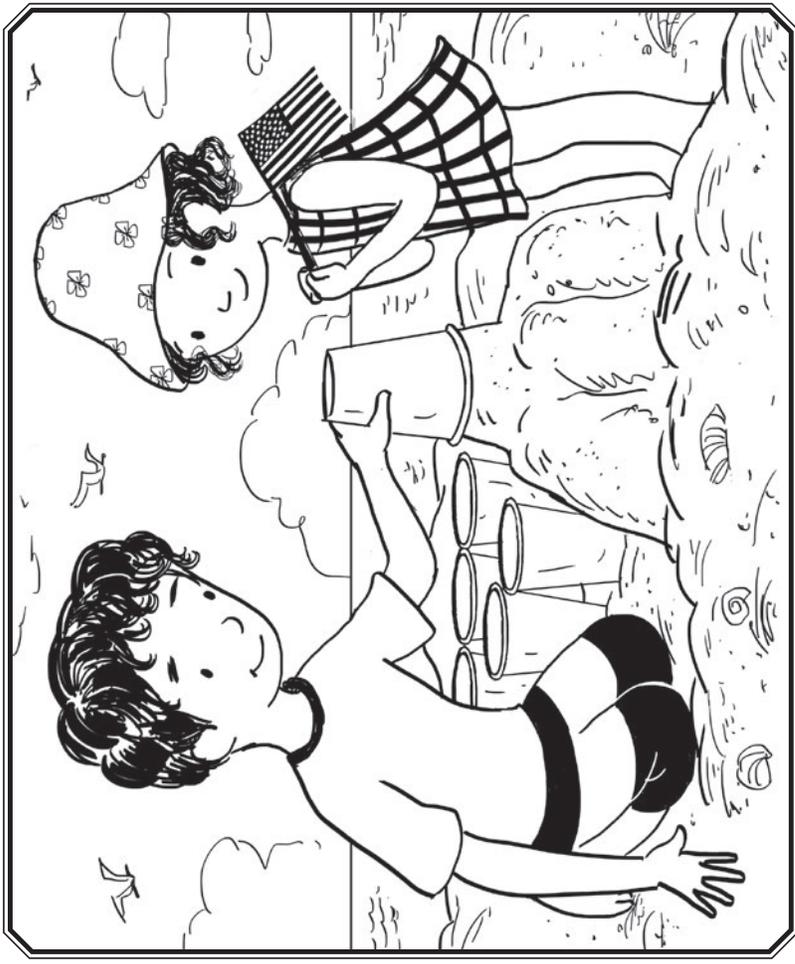
Tell about the story.

flag      sand      stop

Ken digs in the \_\_\_\_.  
 Ken tells Mel to \_\_\_\_.  
 But Mel helps with a \_\_\_\_.



Mel fits a flag on top.  
"That did it, Mel!" Ken claps.



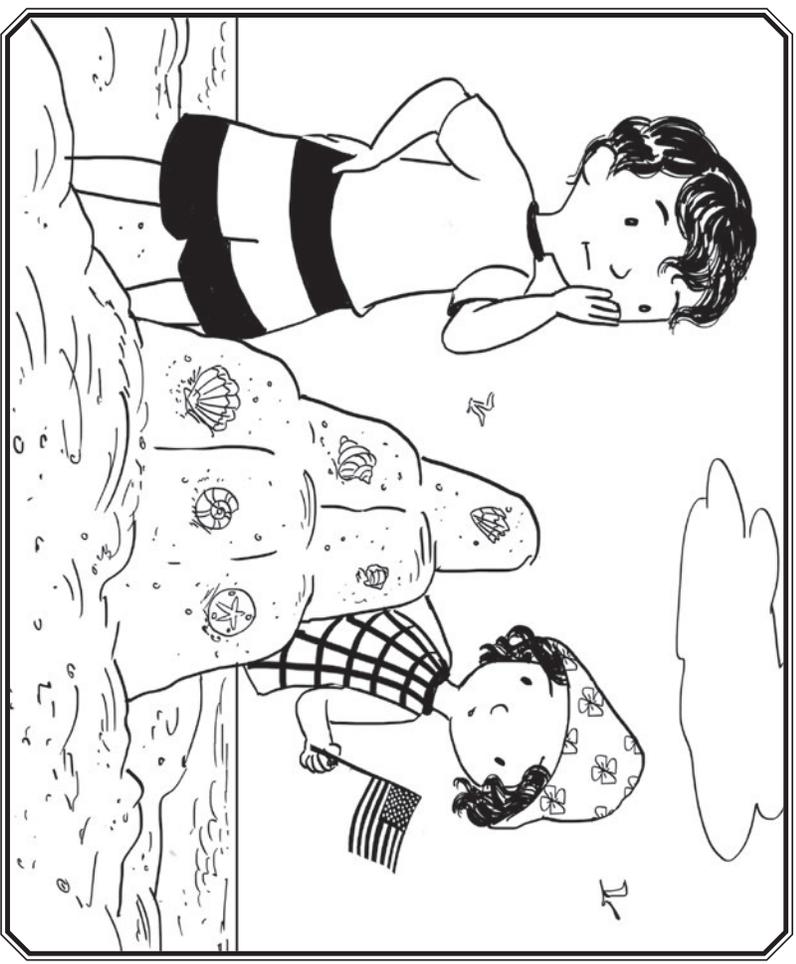
Ken flips six red cups.  
"Can I do that, Ken?"  
"Stop it, Mel. No."

Fold



The wind tips the sand a bit.  
But Ken mends it. Ken is fast!

4



“Ken?”  
“Mel, it is not as good as it  
can be.”

5

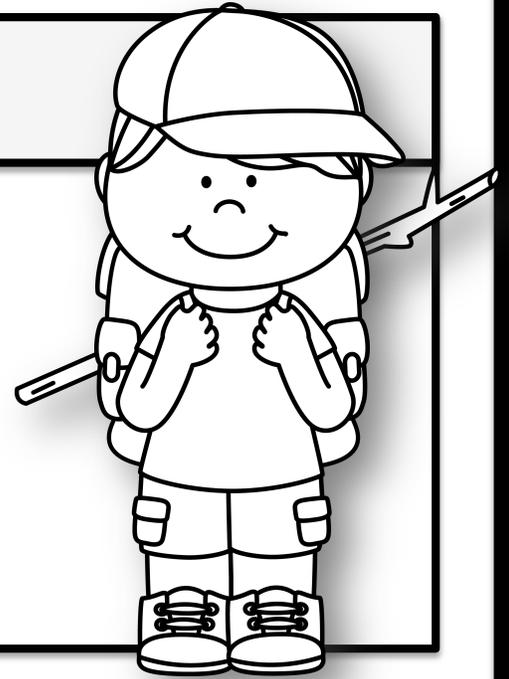
Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## Going Camping

Ryan is going camping. He is camping with his entire family. They will go fishing in the mornings and sit by the fire at night. It will be so much fun!



1. Who is going camping?

- Todd
- Ryan
- me

2. Who is he going with?

- his dad
- Joe
- his family

3. What will they do in the mornings?

- sit by the fire
- go fishing
- play games

Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## Mary's Garden

Mary is planting flowers in her garden. She plants two red flowers and one purple flower. Mary will show her garden to Lisa. Lisa is Mary's friend.



1. Who is planting flowers?

- John
- mom
- Mary

2. How many red flowers does she plant?

- one
- two
- three

3. Who is Lisa?

- Mary's friend
- Mary's mom
- Mary's teacher

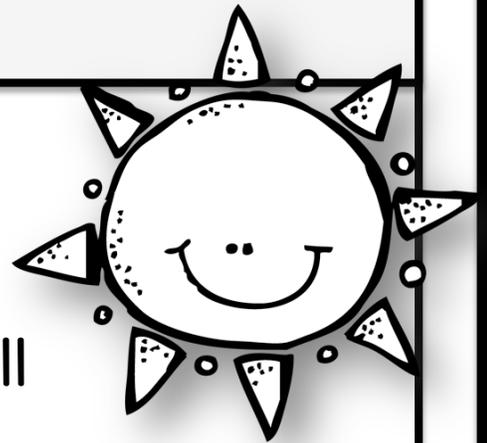
Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## A Sunny Day

A big, yellow sun is in the sky.  
I love sunny days. I can play  
outside with my friends. We will  
play tag. It is a great day!



1. What is in the sky?

- the sun
- a bird
- a kite

2. What do I love?

- playing tag
- sunny days
- school

3. What will we play?

- soccer
- baseball
- tag

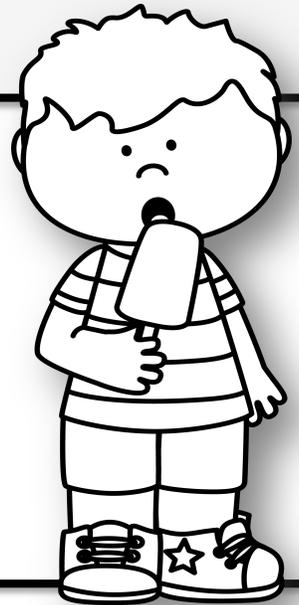
Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## A Spring Treat

My favorite spring treat is ice cream. I like cherry ice cream the best. It is so good! I eat ice cream every weekend.



1. What is my favorite treat?

- candy
- ice cream
- juice

2. What kind do I like best?

- cherry
- lemon
- vanilla

3. When do I eat it?

- every day
- never
- every weekend