



READING

SECTIONS: KA-KE

WEEK: 4/1-4/5

NAME: _____

TO DO LIST

Reminders

- 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.
- Please study the weekly learning discoveries as you read the short stories to help aid in exams at the end of the week.

Monday:

- Complete Monday Section WS
- Read Slug Must Nap
- Handwriting practice sentence # 1
- Reading Comprehension Day 1

Tuesday:

- Complete Tuesday Section WS
- Handwriting practice sentence # 2
- Reading Comprehension Day 2:

Wednesday:

- Complete Wednesday Section WS
- Handwriting practice sentence # 3
- Read Bugs! Bugs! Bugs!
- Reading Comprehension Day 3

Thursday:

- Complete Thursday Section WS
- Handwriting practice sentence # 4 & 5
- Reading Comprehension Day 4 & 5

Weekly Assessment(s):

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

WEEKLY LEARNING DISCOVERIES:

Persuasive Texts

In a persuasive text, the author gives reasons to try to

- get the reader to do or believe something
- change the reader's mind



Fact or Opinion?

A **fact** gives information that is true.

Elephants have big ears.

- true
- can be proven
- does not change

An **opinion** tells what someone feels or thinks about something.

Elephants are my favorite animal!

- feeling or thought
- cannot be proven
- might change

What Is Most Important?

Think about what you **need** to know.

Is the information... interesting, but not important?

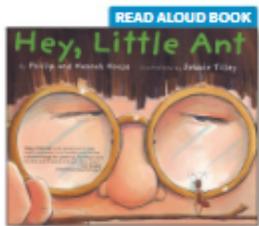
MODULE 7 - WEEK 4

Essential Question:

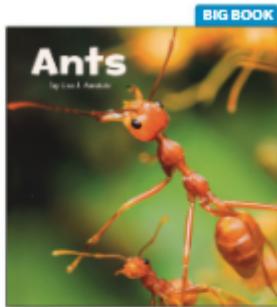
What can I learn when I look closely?

Weekly Texts :

Reading Comprehension Skill:
Main Idea, Key Details



Genre: Persuasive Text
Lexile® Measure: NP
Guided Reading Level: L



Genre: Informational Text
Lexile® Measure: 360L
Guided Reading Level: G

Reading Comprehension strategy:
Identifying Important Details

Spelling Words:

shell, well, tell, less, boss, mess, jazz, this,
who, that

Phonics:
Doublets & Digraphs

Writing:
Narrative Writing

Grammar:
Ending Punctuations

Vocabulary:

care

HFV & Sight Words:
tell, well, your, who

Bugs! Bugs! Bugs!

by Christina Wilsdon



©Manon Ringette/Dreamstime

Is this a bug? Yes!
You can tell by its legs.
It has six.

-Fold-

This book belongs to



Some bugs can run fast.
This bug runs on logs.
Run, bug! Run!

©Nigel Fennell/EyeEm/Getty Images

Fold

**WORD
WORK**



Speed Read

Read these words to be
a better reader.

this from get
some six yes

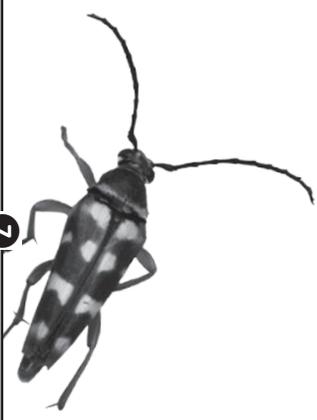


Picture Hunt

Find these pictures in the text.

stem pond sand

©Manon Ringuette/Dreamstime





© Gabbro/Alamy Stock Photo

Is this a bug? No.
It is a slug.
You can tell. It has no legs!



© Papilio/Alamy Stock Photo

Some bugs hop well.
This bug hops up stems.
It sips from them, too.

-Fold-



Some bugs get wet.
This bug zips in ponds.
Its six legs are fins.

©Martin Pelanek/Dreamstime



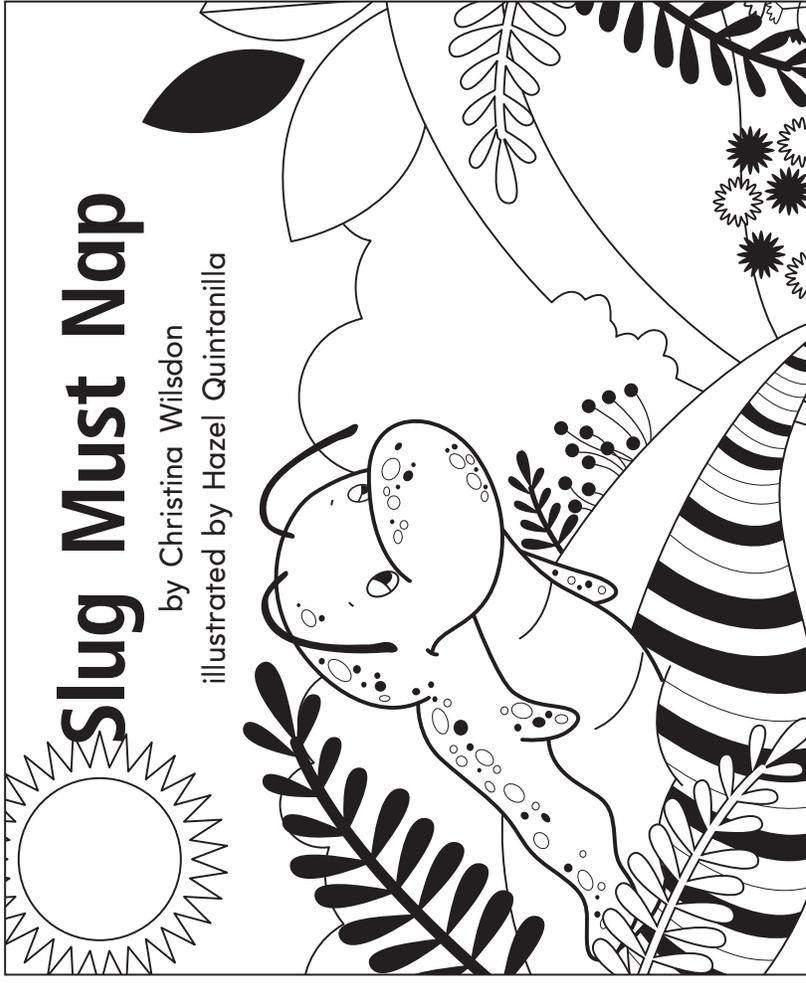
Some bugs can dig.
This bug digs in sand
with its big, flat legs.

©Ryszard Laskowski/Dreamstime

Fold

Slug Must Nap

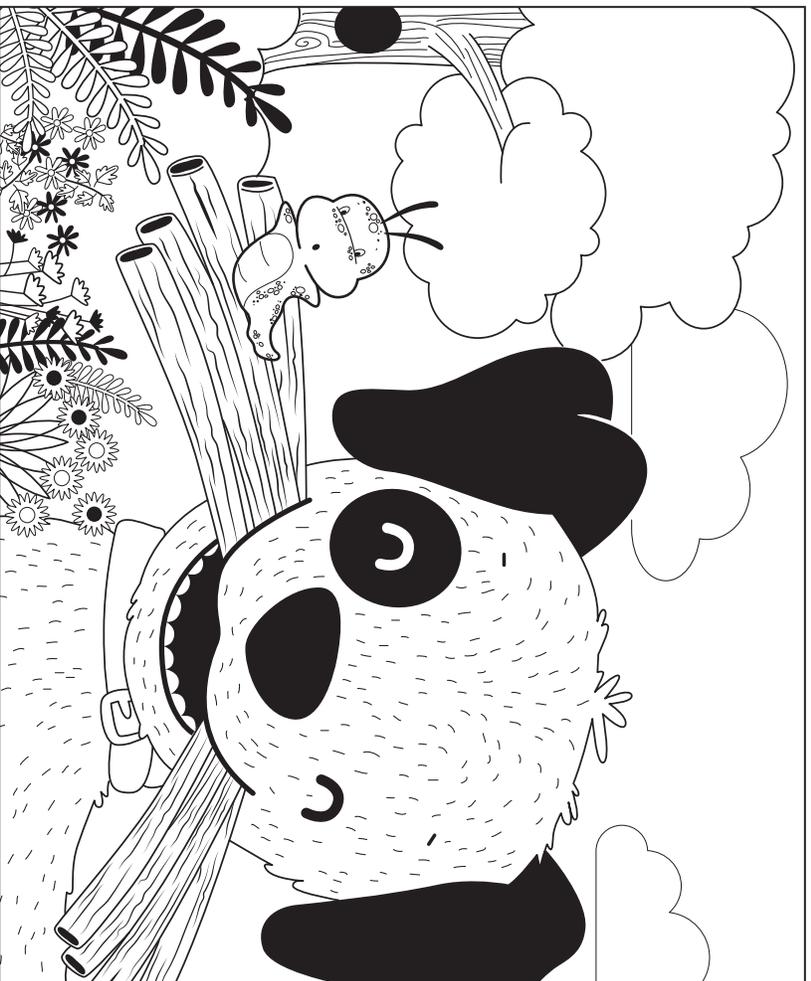
by Christina Wildon
illustrated by Hazel Quintanilla



Fold

This book belongs to

The sun is up, but Slug
must nap.
Where is your bed, Slug?



Slug spots big sticks.
"I can nap well here."
But a dog nabs them!

WORD WORK



Blend and Read

Read these words.

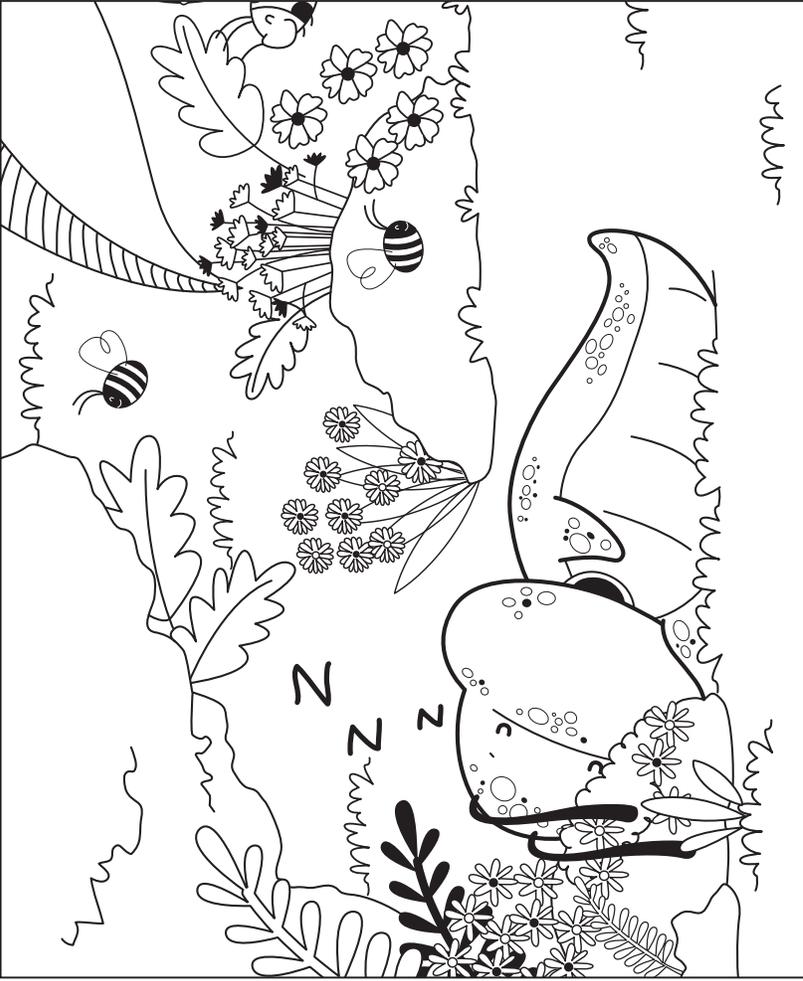
shell rock well
snag spots must
nabs naps tap



Word Hunt

Find these words in the story.

then that where



Then Slug spots a rock.
Who can snag it? Slug can!
Slug naps at last.



“Well, I can nap in that
big shell.”

-Fold-



Tapi Tapi Tapi Tapi

“Who is it? Slug? This is my bed, not your bed.”

Fold



Slug hid in a pot.
But kids got it!

Name:

Weekly Language Review - Q3:3

Week of:

Monday

Read and Check.

- write see
 go number

Tuesday

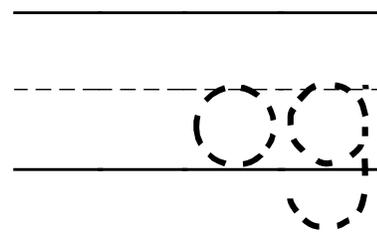
Find and circle this week's words.
will write go up see by will
number out see write go

Write the missing letter. Write the word.



b t

Write a word that rhymes with DOG.



Draw a picture to show the opposite of SHORT.

Short



Circle the missing word.

Who What When

_____ is your favorite sport?

Add punctuation.

. ? !

I read the book _____

Spell the word.



Circle the VERBS.

jump bed table
drive walk

Circle the VERBS.

teacher read sleep
run school

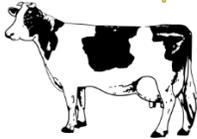
Wednesday

Trace and Write.

write

go

Circle all the things that FLY.



Circle the missing word.

with to from

I am sending this note _____ my mom.

Add punctuation.

. ? !

Where is my book _____

Circle the VERBS.

cook pizza chef

jog eat

Thursday

Trace and Write.

see

number

How many syllables in foot?



Write the sentence correctly.

tim ran fast.

Spell the word.



Circle the VERBS.

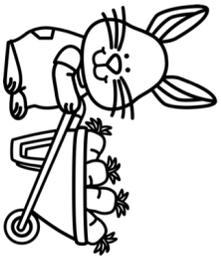
think write paper

pen sit

Name: _____

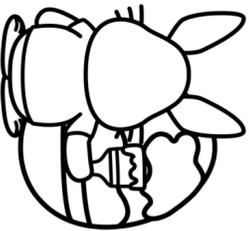
Copy the sentence and color in the picture.

Monday



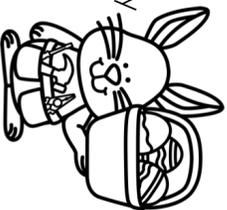
The bunny pushes the carrots.

Tuesday



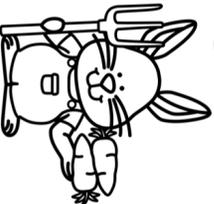
The bunny paints the egg.

Wednesday



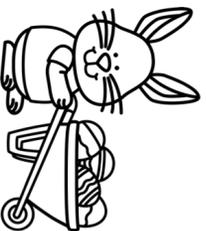
The bunny fixes the eggs.

Thursday



The bunny digs up the carrots.

Friday



The bunny covers the eggs.

I checked for:

Spaces between words



Letter size

Letters on the line

Spelling



Sammy the Scarecrow was sad. He was put out in the cornfield to scare off all of the crows, but he wasn't doing a very good job. The crows would fly over and land on Sammy every day. Sammy tried making mean and scary faces, but it just did not work. Finally, Sammy gave up. He stopped trying to be mean and decided to become friends with the crows instead.

Day 1



1. Who is the main character? _____

2. What is the setting in the story? _____

Day 2



Character Analysis

Draw a picture of how Sammy felt at the beginning of the story and at the end of the story.

Beginning

End

Day 3



Problem and Solution

Write or draw the problem in the first box.
Write or draw the solution in the second box.

PROBLEM

SOLUTION

Day 4



Vocabulary

Focus

Draw a line to match the words to make a compound word.

corn

scare

be

crow

come

field

Day 5



Text-to-Self Connection

Do you think it was a good idea for Sammy to become friends with the crows? Why or why not?

