

SECTIONS: KA-KE

NAME: _____

WEEK: 4/1- 4/5

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.

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

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:

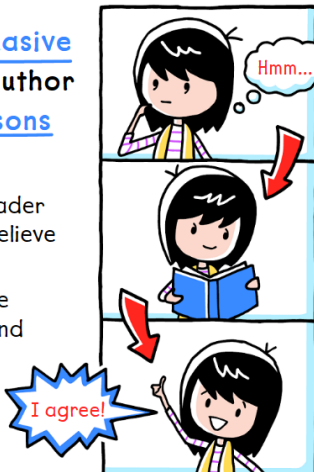
- Complete Thursday Section WS
- Handwriting practice sentence # 4 & 5
- Reading Comprehension Day 4 & 5

WEEKLY 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

Opinion?

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?

not important? important?



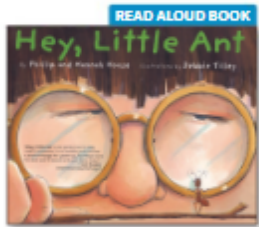
MODULE 7 - WEEK 4

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

HFW & Sight Words:

tell, well, your, who

This book belongs to

Bugs! Bugs! Bugs!

by Christina Wilsdon



©Manon Ringette/Dreamstime

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

-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



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

©Nigel Fennell/EyeEm/Getty Images

©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 Polanek/Dreamstime

- Fold -

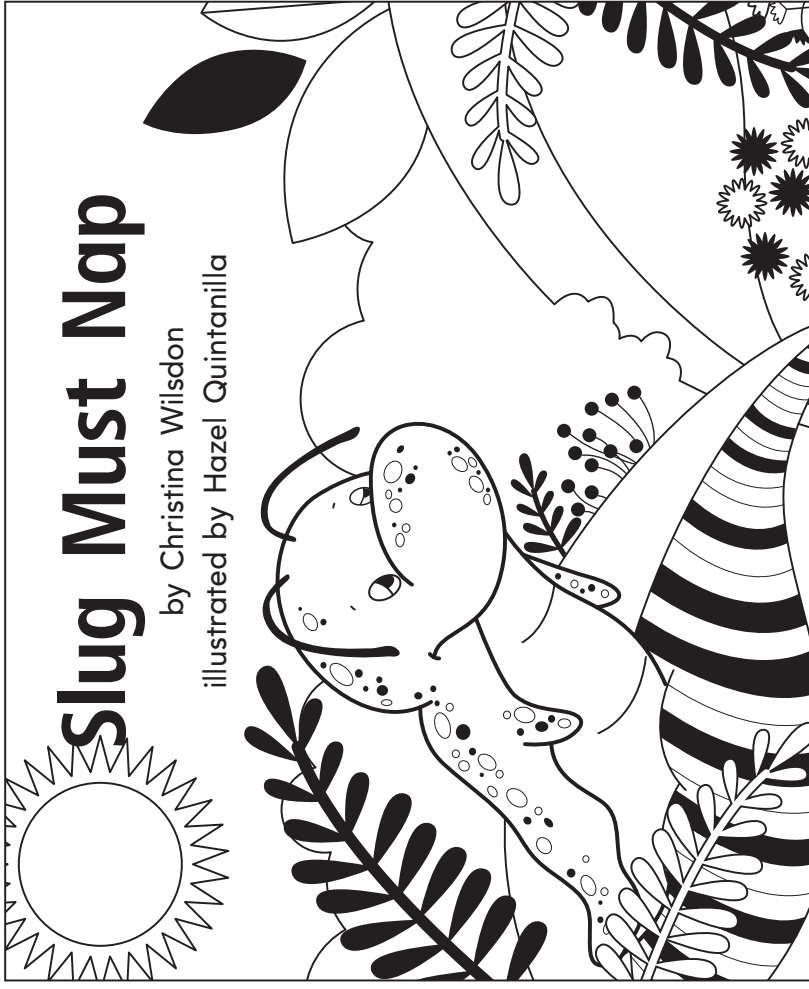


Some bugs can dig.
This bug digs in sand
with its big, flat legs.

©Ryszard Laskowski/Dreamstime

Slug Must Nap

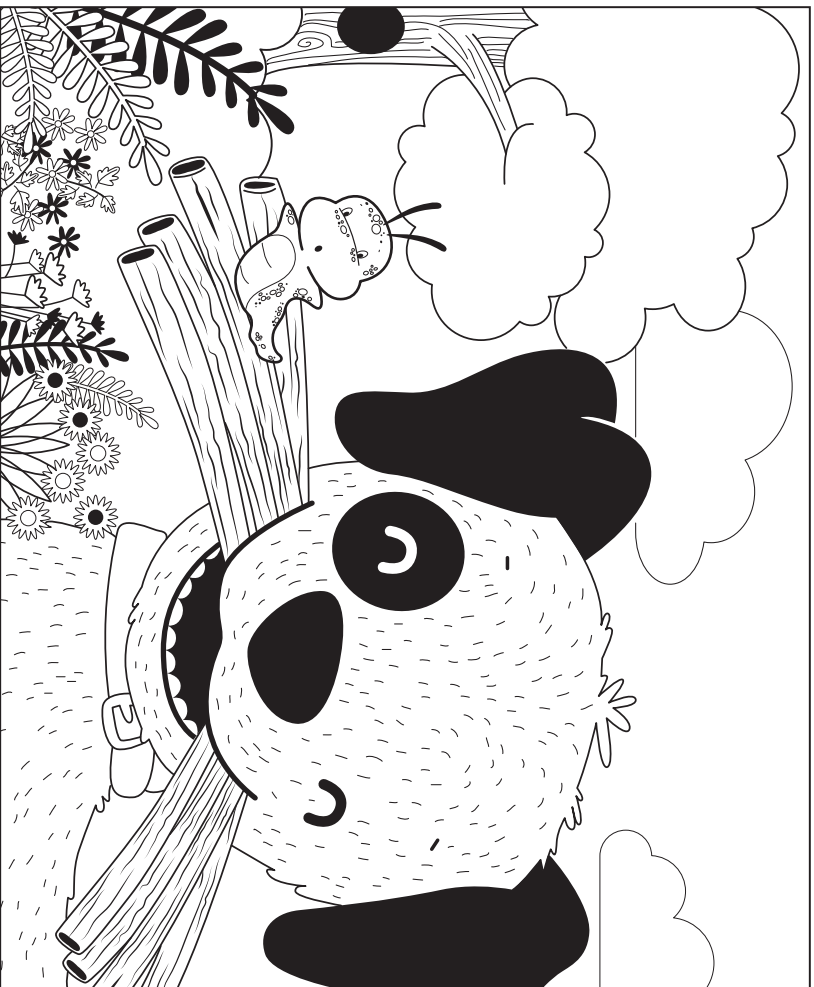
by Christina Wilsdon
illustrated by Hazel Quintanilla



-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!

Fold

WORD WORK



Blend and Read

Read these words.

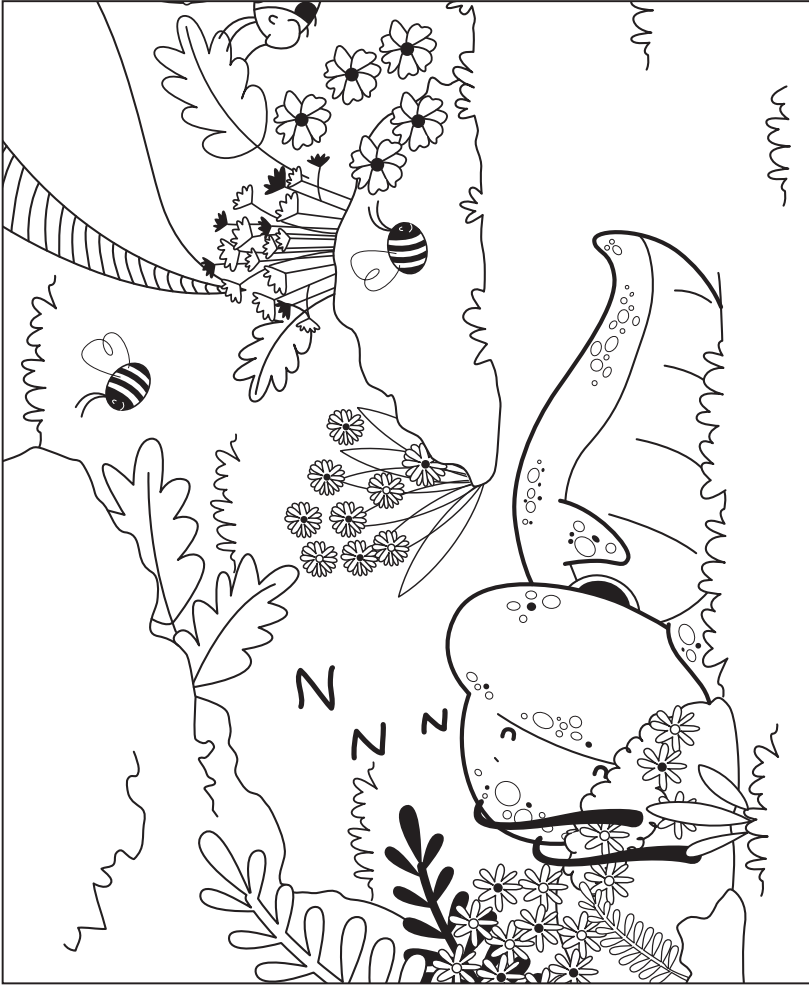
shell	rock	well
snag	spots	must
nabs	naps	tap



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 -


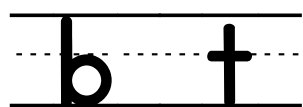
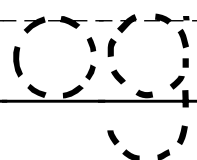




Slug hid in a pot.
 But kids got it!

Name:

Weekly Language Review - Q3:3

Week of:

Monday	Tuesday
<p>Read and Check.</p> <p><input type="checkbox"/> write <input type="checkbox"/> see</p> <p><input type="checkbox"/> go <input type="checkbox"/> number</p>	<p>Find and circle this week's words.</p> <p>will write go up see by will</p> <p>number out see write go</p>
<p>Write the missing letter. Write the word.</p> <p> </p> <p>_____</p> <p>_____</p>	<p>Write a word that rhymes with DOG.</p> <p>_____</p> <p>_____ </p> <p>_____</p>
<p>Draw a picture to show the opposite of SHORT.</p> <p>Short</p> <p></p>	<p>Circle the missing word.</p> <p>Who What When</p> <p>_____ is your favorite sport?</p>
<p>Add punctuation.</p> <p>. ? !</p> <p>I read the book _____</p>	<p>Spell the word.</p> <p> _____</p> <p>_____</p> <p>_____</p>
<p>Circle the VERBS.</p> <p>jump bed table</p> <p>drive walk</p>	<p>Circle the VERBS.</p> <p>teacher read sleep</p> <p>run school</p>

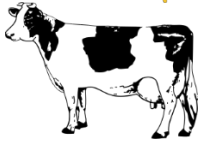
Wednesday

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.

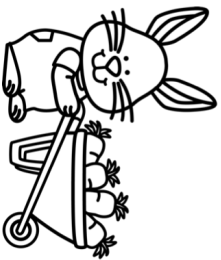
think write paper

pen sit

Name: _____

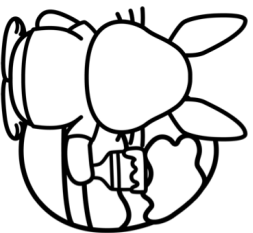
Copy the sentence and color in the picture.

Monday



The bunny pushes the carrots.

Tuesday



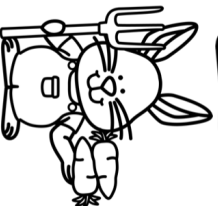
The bunny paints the egg.

Wednesday



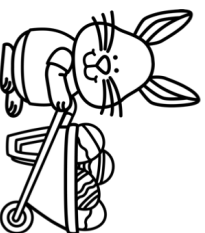
The bunny fixes the eggs.

Thursday



The bunny digs up the carrots.

Friday



The bunny loves the eggs.





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?

