



READING

SECTIONS: KA-KE

NAME: _____

WEEK: 4/8-4/12

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 Lime Cake
- Long Vowel a_e comprehension (responses must be answered using a complete sentence.)
- Reading Comprehension Day 1

Tuesday:

- Complete Tuesday Section WS
- Long Vowel i_e comprehension (responses must be answered using a complete sentence.)
- Reading Comprehension Day 2:

Wednesday:

- Complete Wednesday Section WS
- Long Vowel o_e comprehension (responses must be answered using a complete sentence.)
- Read Bake Shop
- Reading Comprehension Day 3

Thursday:

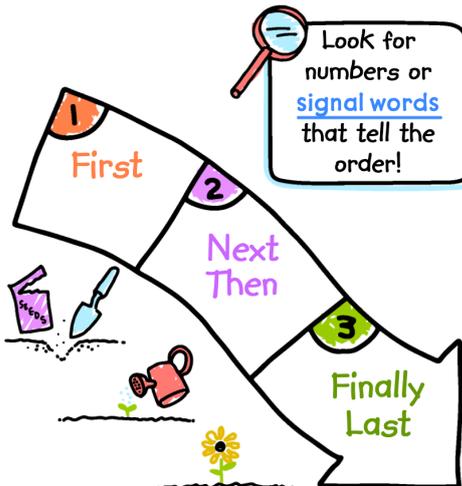
- Complete Thursday Section WS
- Long Vowel u_e comprehension (responses must be answered using a complete sentence.)
- Reading Comprehension Day 4 & 5

WEEKLY LEARNING DISCOVERIES:

Steps in a Sequence

Authors tell events or steps in the order that they happen.

Look for numbers or signal words that tell the order!



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

Retell a Story

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



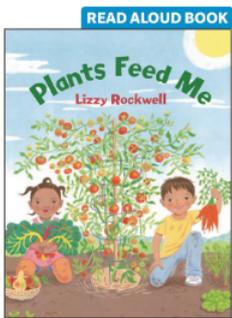
MODULE 8 - WEEK 1

Essential Question:

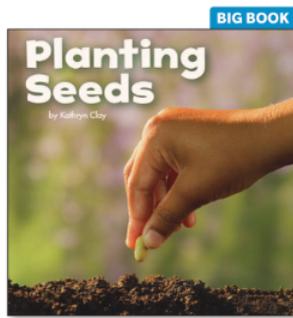
How do plants become food?

Weekly Texts :

**Reading Comprehension Skill:
Retelling**



Genre: Informational Text
Lexile® Measure: 320L
Guided Reading Level: F



Genre: Informational Text
Lexile® Measure: 300L
Guided Reading Level: F

**Reading Comprehension strategy:
Steps in a Sequence**

Spelling Words:

same, take, bite, five, shine,
Kate, make, cube, rode, here

Phonics:

Long Vowels with Silent E

Writing:

Opinion Writing

Grammar:

Editing Sentences

Vocabulary:

harvest

HFW & Sight Words:

know, out, same, take

Name:

Weekly Language Review - Q3:4

Week of:

Monday

Read and Check.

no

could

way

people

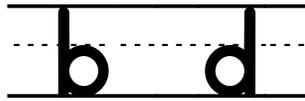
Tuesday

Find and circle this week's words.

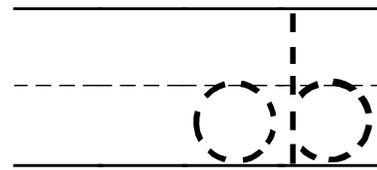
what no not way people

could then way no could

Write the missing letter. Write the word.



Write a word that rhymes with MOB.



Draw a picture to show the opposite of SLOW.

Slow



Circle the missing word.

Where Why How

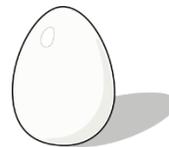
_____ many crayons are there?

Add punctuation.

. ? !

I'm so excited _____

Spell the word.



Circle the NOUN. Underline the VERB.

The boy ran.

Circle the NOUN. Underline the VERB.

The tree grew.

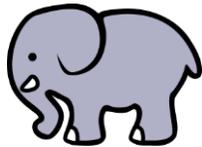
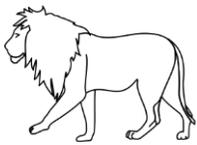
Wednesday

Trace and Write.

no

wow

Circle all the animals that belong in a ZOO.



Circle the missing word.

in out on

Put the cake _____ the oven.

Add punctuation.

. ? !

The girl went to school _____

Circle the NOUN. Underline the VERB.

The dog ate.

Thursday

Trace and Write.

could

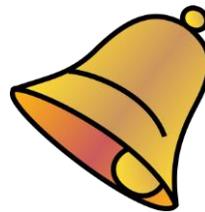
people

How many syllables in marker?



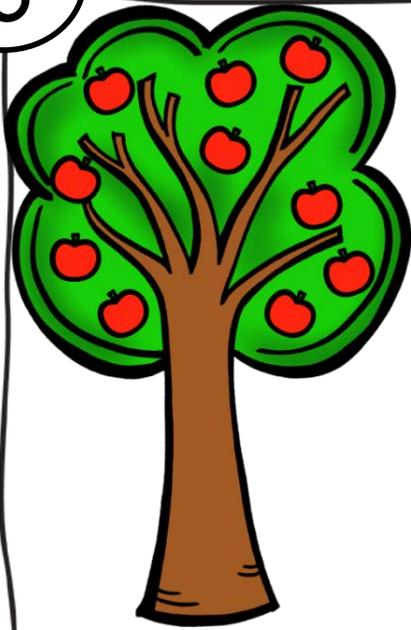
Write the sentence correctly.
the bird flew fast.

Spell the word.



Circle the NOUN. Underline the VERB.

The girl sleeps.



Apples grow on trees. Apple trees have flowers that bloom in the spring. The flowers are called apple blossoms. Small green apples begin to grow in the summer where the flowers were in the spring. In the fall, the apples are ripe and ready to pick off the apple trees. Do you like apples?

Day 1

What is something you know about apple trees?

Day 2

Let's Visualize!

Draw a picture of what you think an apple tree looks like in the spring.

Day 3



Fill in the blanks.

Apple trees have flowers called apple _____.

Apples are _____ and ready to pick in the fall.

Apple trees have flowers that _____ in the spring.

Day 4



Vocabulary

Focus

What does it mean when a fruit is ripe?

Day 5



Write About It.

What have you eaten that was made from apples? Which one is your favorite?



Name: _____

a_e

Bake a Cake



Read the passage 3 times and then answer the questions.

My name is Jane. Today, I am going to bake a cake. Then, I will rake the leaves by the gate. Next, I will go to the lake with my dad. We will get some fish to make for dinner. We will eat my cake after the fish.



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1. What will Jane rake?

2. Who is Jane going to the lake with?

3. What will they eat after the fish?

Name: _____

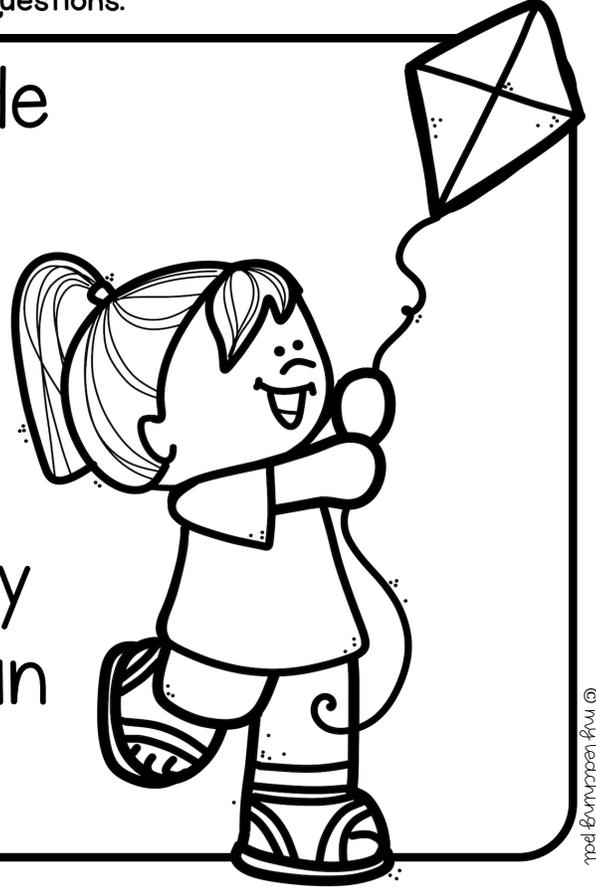
i_e

Pat Can Ride



Read the passage 3 times and then answer the questions.

Pat is five years old. He can ride a bike. Kay is seven years old. She can fly a kite. Sam is nine years old. She can tell the time. Harry is ten years old. He can slice a lime.



1ped & urypnoet fvu ©

1. How old is Pat and what can he do?

2. How old is Kay and what can she do?

3. How old is Sam and what can she do?

Name: _____

o_e

Emma's Bone



Read the passage 3 times and then answer the questions.

Emma will help her gran in the garden. She will water the roses with a hose. She will tie a rope to the gate pole. She will dig a hole with her hands. Oh, look! It's a bone. Emma found a bone in the hole.



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1. Who is Emma helping in the garden?

2. What will she tie the rope to?

3. Where did Emma find the bone?

Name: _____

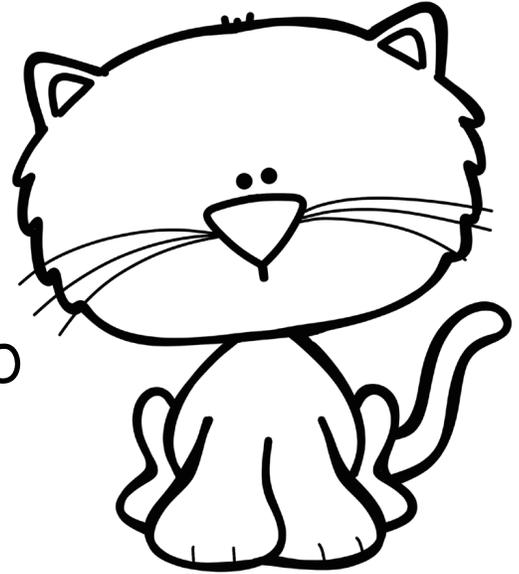
u_e

My Cute Cat



Read the passage 3 times and then answer the questions.

My cute cat is black. She was born in June. My cute cat likes to hide in cubes. She also likes to play with tubes. When I play my flute, my cat listens to the tunes. I love my cat. She is so cute!

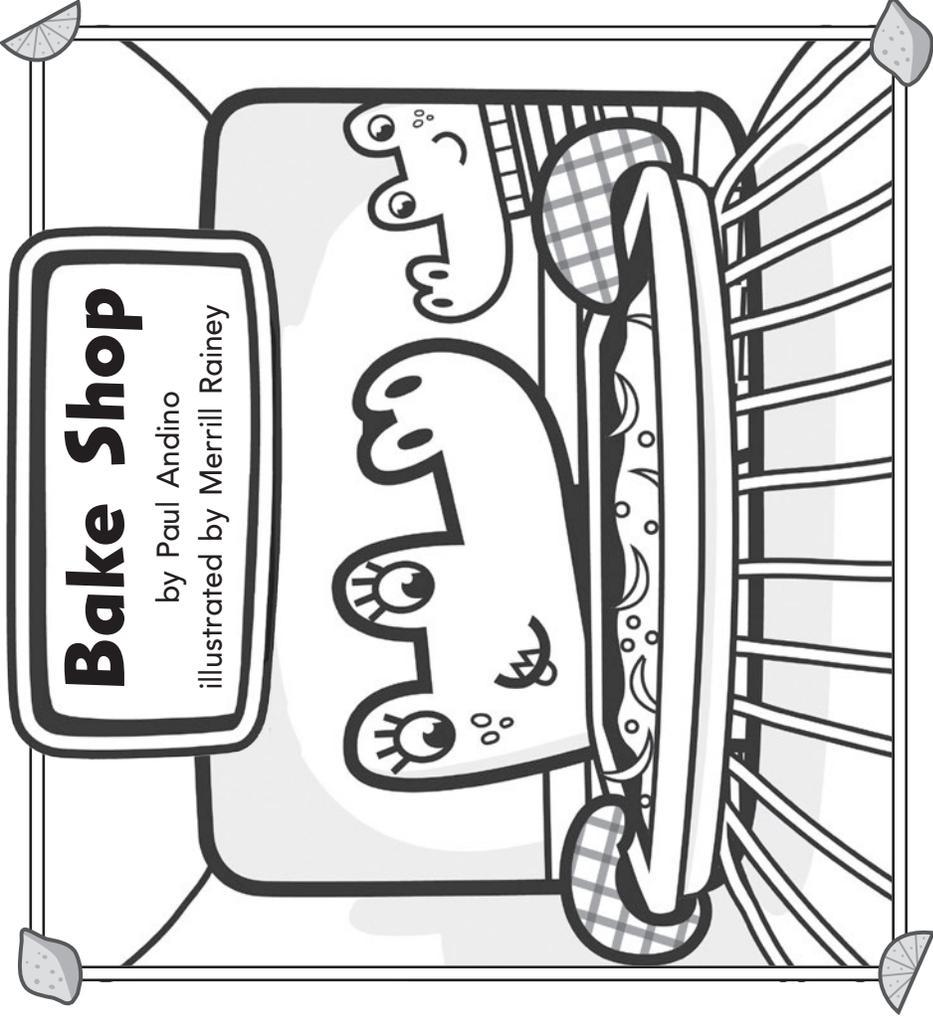


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1. When was the cat born?

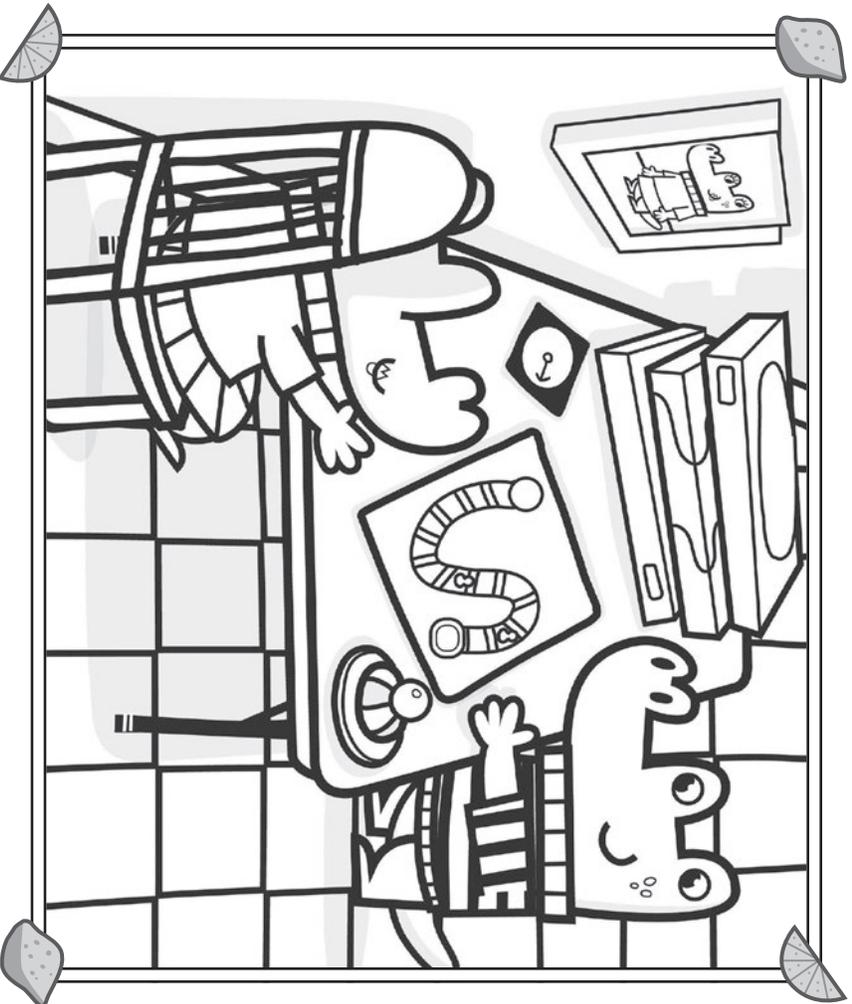
2. Where does the cat like to hide?

3. What does the cat listen to?



Kate fills a wide pan with cake mix. She slides it in to bake.

This book belongs to



“Mike, it will take time to
bake,” said Kate.

Mike gets games to fill the time.

WORD WORK



Blend and Read

Read these words.

What is the same?

a_e

bake state

gave cake

i_e

lime white

bike ride



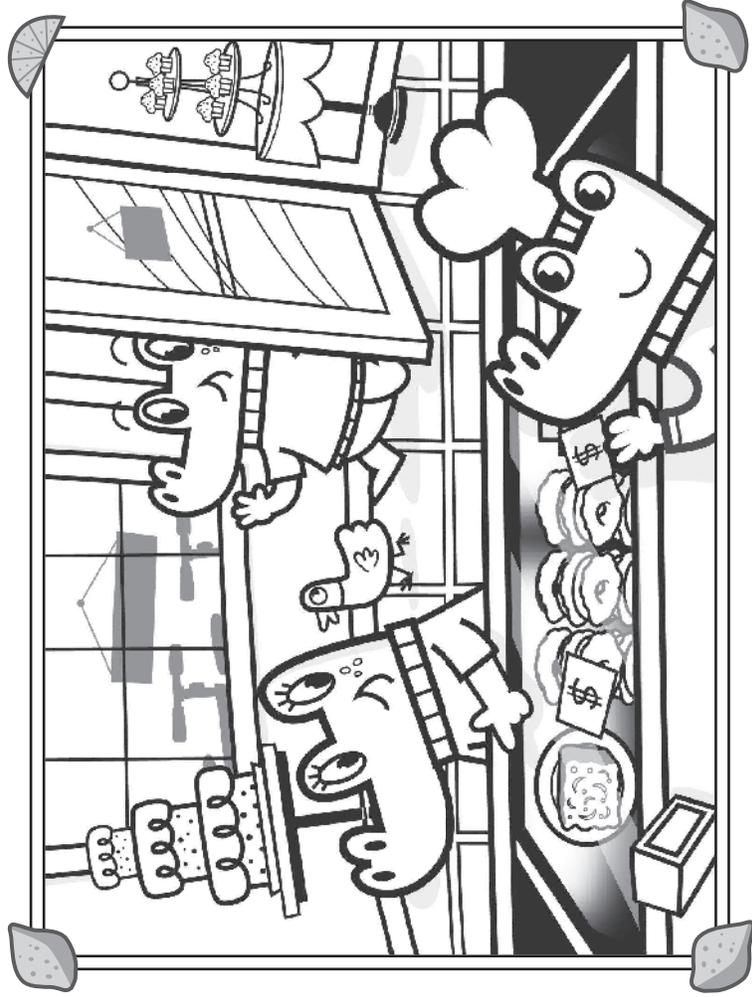
Word Hunt

Find these words in the story.

will

said

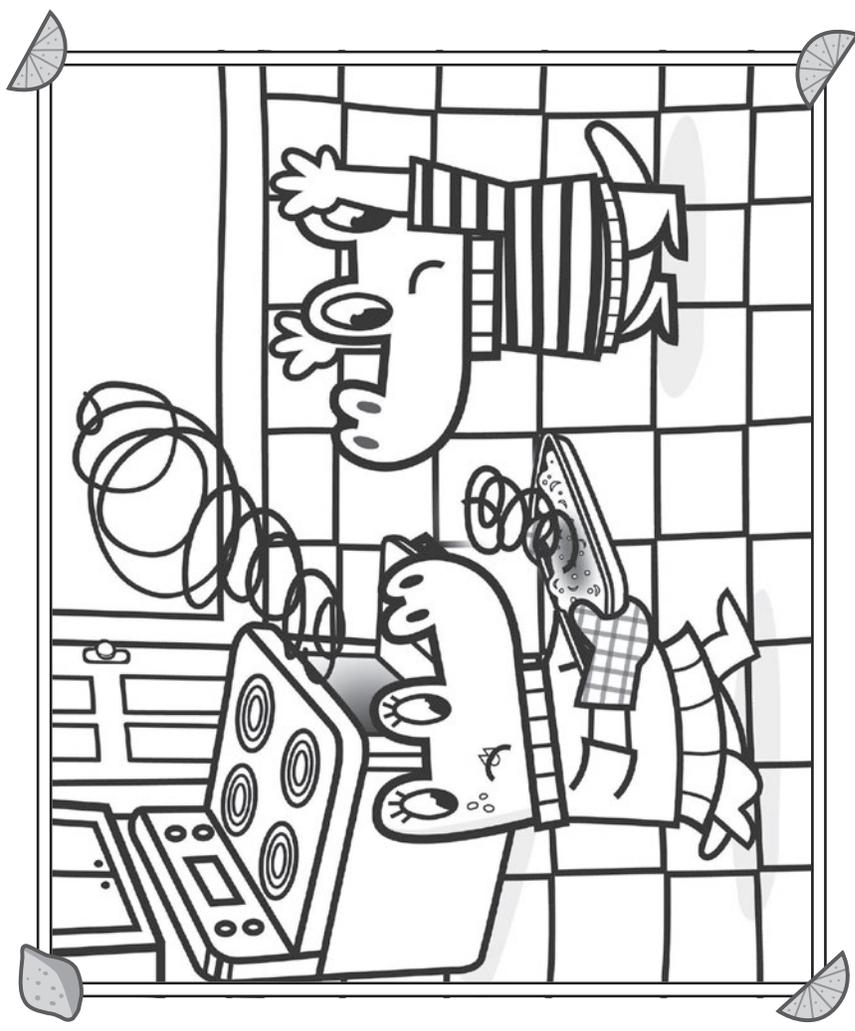
your



At the bake shop, Kate picks
lime cake.

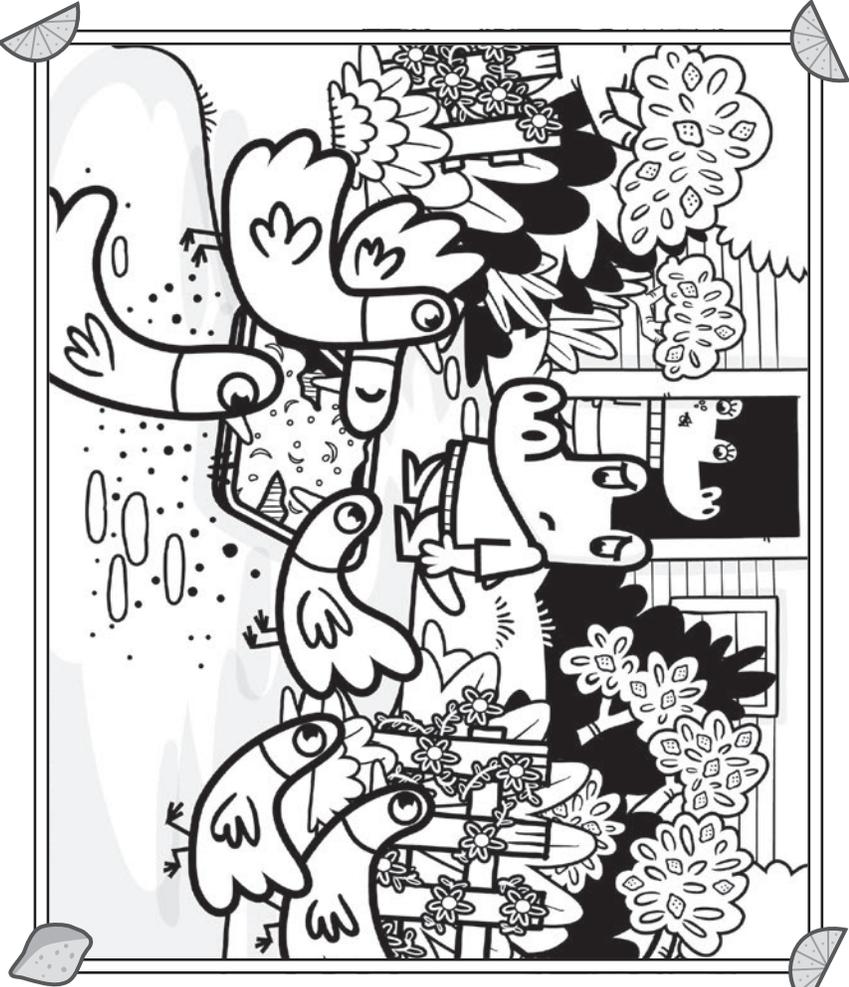
“Same for me!” yells Mike.

At last! They ate lime cake.



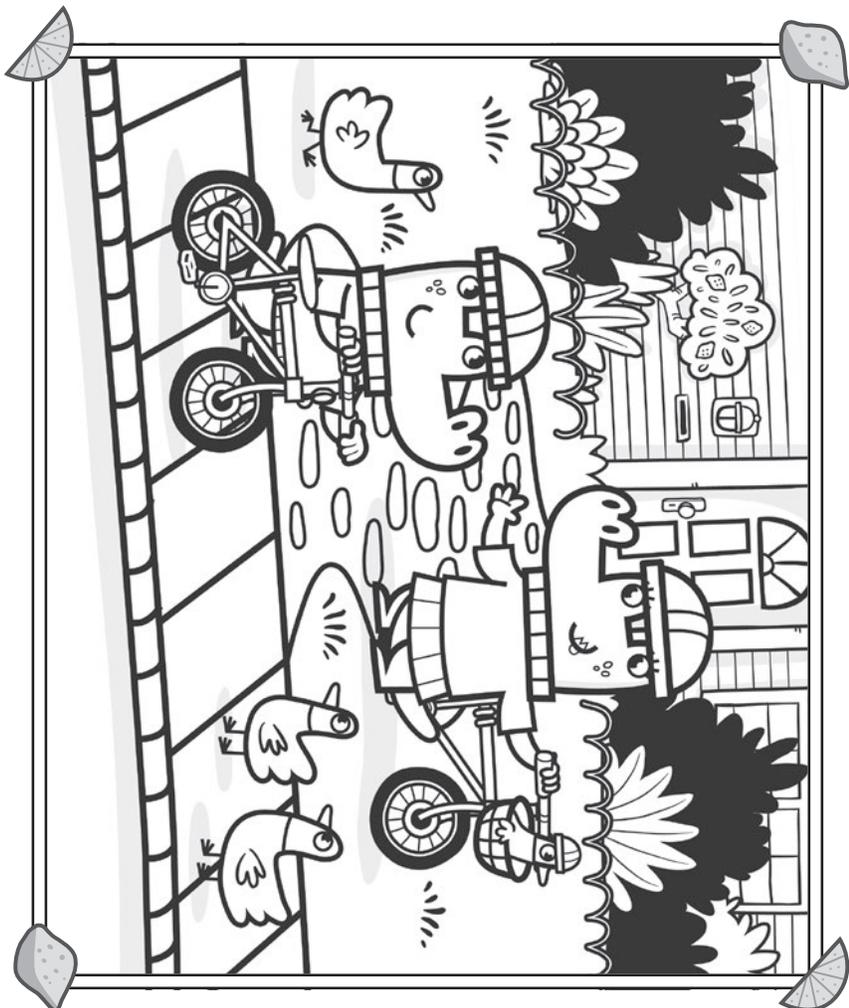
At last! Kate slides out the
lime cake. But it is in a
bad state!

Fold



Mike gave it to the hens.
Pecki! Pecki! Pecki!
Six white hens ate it up.

4



“Hop on your bike, Mike,”
said Kate. “We can ride
to the bake shop.”

5



-Fold-

This book belongs to

“I know Kate likes limes,”
said Mike. “I will bake lime
cake for Kate.”



Mike must get limes.
 So, Mike picks them.
 He stuffs them in a pine box.

**WORD
 WORK**



Speed Read

Read these words to be
 a better reader.

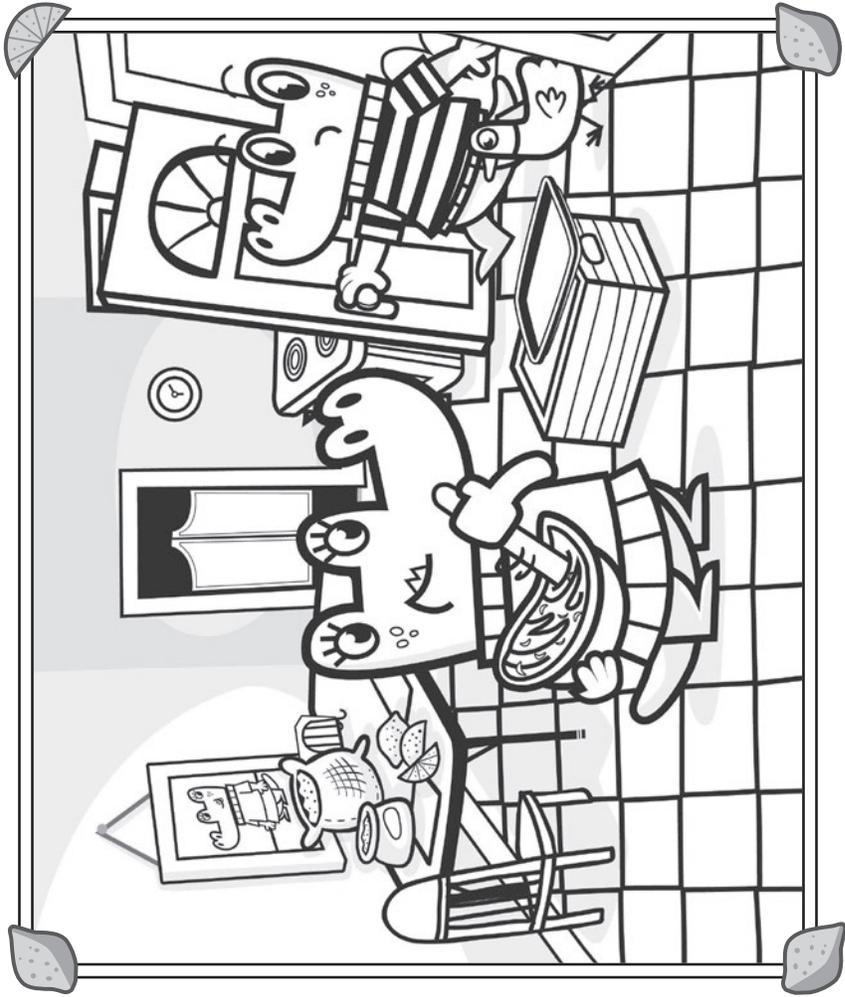
so that out
 take same know



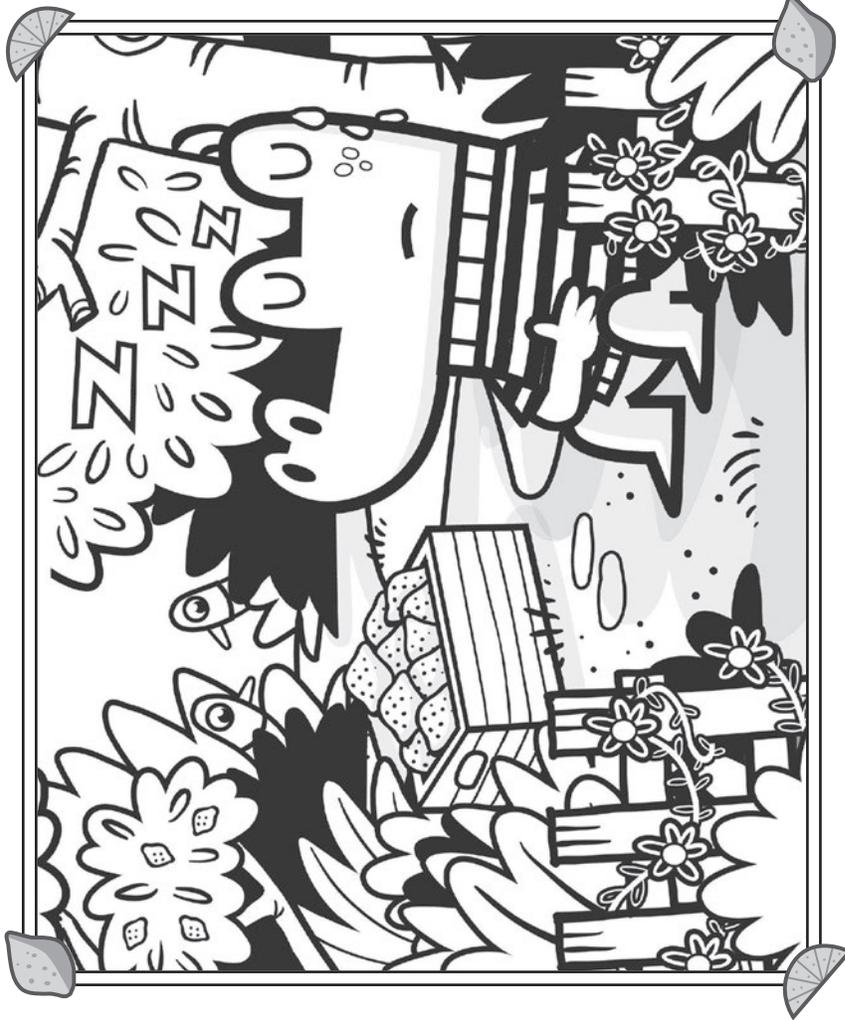
Picture Hunt

Find these pictures in the story.

shade cake lime vine

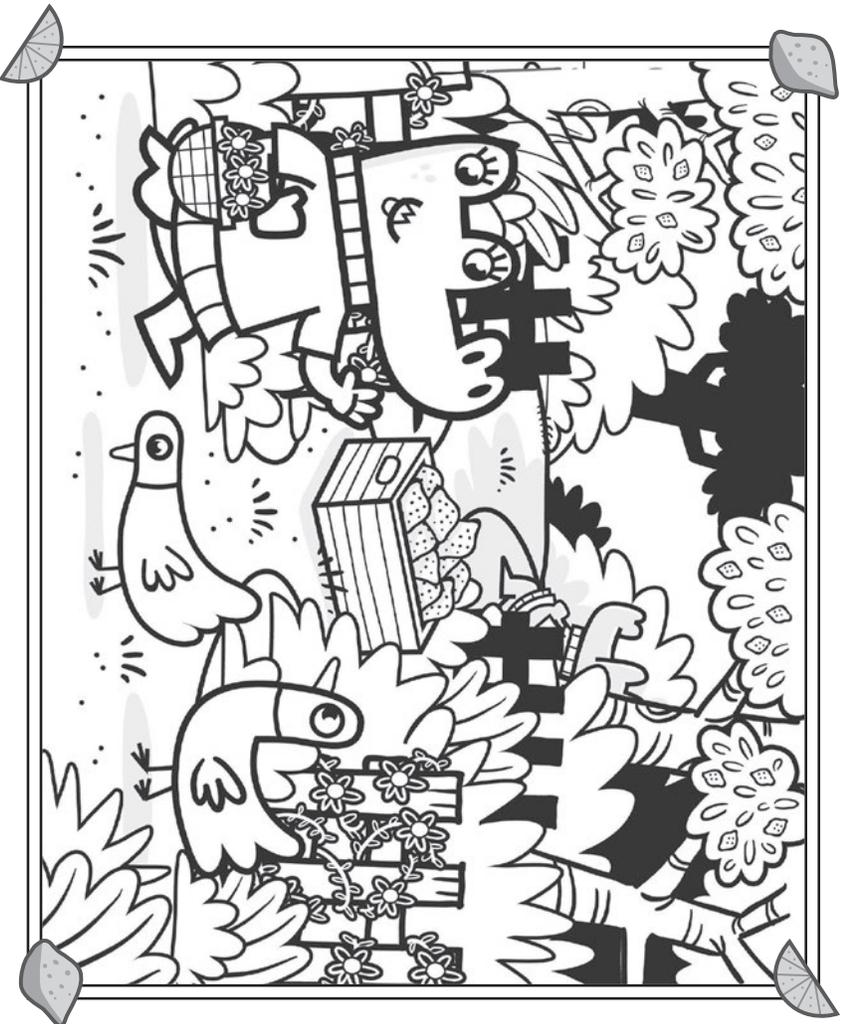


“Check it out, Mike!” yells Kate.
“I know you like limes. I will
bake you lime cake.”



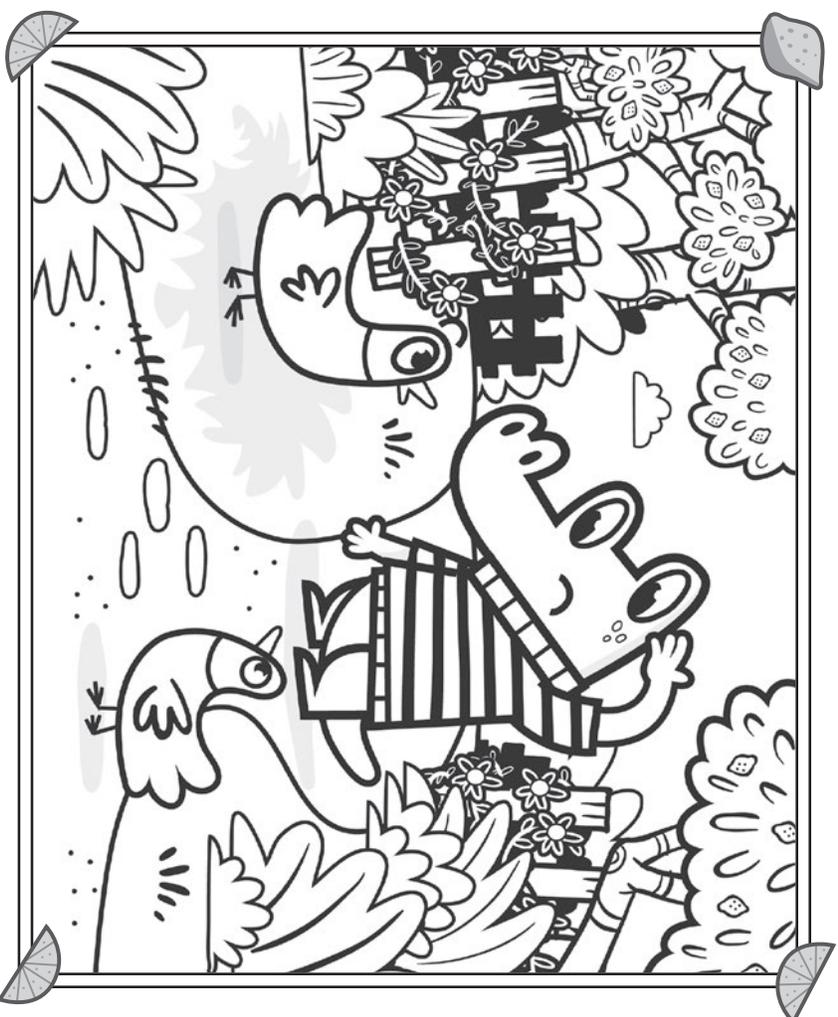
This job makes Mike hot.
Mike flops in the shade to
take a nap.

-Fold-



At the same time, Kate spots
the pine box.

“Limes! Yum!” yells Kate.



Mike wakes up at last.
“Where did that box go?
Did Kate take it?”

A P R I L

Sunday	Monday Segmenting	Tuesday Blending	Wednesday Deleting third sound	Thursday Substituting (The /t/ indicates sounds. Do not use letter names.)	Friday Segmenting and Blending	Saturday
	1 cusp, dusk, fact, heft, last	2 c-u-s-p d-u-s-k f-a-c-t h-e-f-t	3 cusp, dusk, fact, heft	4 The /d/ in dusk for /h/, the /c/ in fact for /s/, and the /h/ in heft for /l/	5 Segment: desk, pact, def't, rest, tent	6
7	8 lent, best, raft, gasp, task	9 l-e-n-t b-e-s-t r-a-f-t g-a-s-p	10 lent, best, raft, gasp	11 The /t/ in lent for /d/, the /s/ in best for /n/, and the /g/ in gasp for /l/	12 Blend: d-e-s-k p-a-c-t d-e-f-t r-e-s-t	13
14	15 act, left, test, rent, asp	16 a-c-t l-e-f-t t-e-s-t r-e-n-t	17 act, left, test, rent	18 The /c/ in act for /n/, the /f/ in left for /n/, and the /s/ in test for /n/	19 Segment: lent, best, raft, gasp, task	20
21	22 desk, pact, def't, rest, tent	23 d-e-s-k p-a-c-t d-e-f-t r-e-s-t	24 desk, pact, def't, rest	25 The /e/ in desk for /l/, the /c/ in pact for /s/, and the /f/ in def't for /n/	26 Blend: a-c-t l-e-f-t t-e-s-t r-e-n-t	27
28	29 font, bent, lamp, champ, hunt	30 f-o-n-t b-e-n-t l-a-m-p ch-a-m-p				