

Name: \_\_\_\_\_

# READING HOMEWORK & NEWSLETTER

1D

April 28- May 2, 2025

1E

## Homework:

- Practice reading and writing the spelling words and **sight** words.
- Complete the attached worksheets and turn in on **Friday**.
- Complete 45 minutes of iReady every week!
  - Scholars who are not completing 45 minutes minimum will lose points.
- **Extra practice for STAR reading test available on Seesaw (due Monday)**

## Assessments:

- 4/30/25 Module 6 Sight Word Quiz
- 4/30/25 Social Studies TEST
- 5/1/25 Module 6 Comprehension Test
- 5/2/25 Spelling Test  
(Students should be able to spell the sight words along with spelling words.)

## Important Reminders

- Please make sure your child has working headphones and is bringing headphones to school every day.

## Important Dates

- ELA FAST -STAR Testing  
May 12-16, 2025
- Please make sure your child comes to school every day and on time (especially during testing.)
- Please make sure iPads are charged.

# HMH Module 6:

Celebrate America

Week 3

Essential Question: What holidays and symbols tell about our country?

## Reading Skills

**Captions** are words or sentences about a picture.

**Chapter headings** organize the information by chapter.

**Text Features**

Authors choose text and graphic features to help explain ideas or to help readers locate information.

**Italic text** is leaning to the right. It means pay attention or read with more feeling.

Text can be in different sizes. **Bigger text** is usually more important than smaller text.

**Create Mental Images**

When you create mental images, you make pictures in your mind to help you remember what you read.

**Words from the Text**

- soccer game
- sunny
- ball

**Diagram:** A central figure of a girl reading a book is surrounded by thought bubbles containing 'pictures', 'sounds', 'tastes', and 'smells'. A box lists words from the text: 'soccer game', 'sunny', and 'ball'.

**Story Structure**

Stories often have a similar structure. Authors organize stories in a way that will entertain readers.

**BEGINNING**  
In the beginning, the characters face a problem.

**MIDDLE**  
The middle is made up of events that happen as the characters try to solve the problem.

**END**  
The end tells the resolution, or how the characters solve the problem.

All of these parts make up a story's plot.

**ELEMENTS of POETRY**

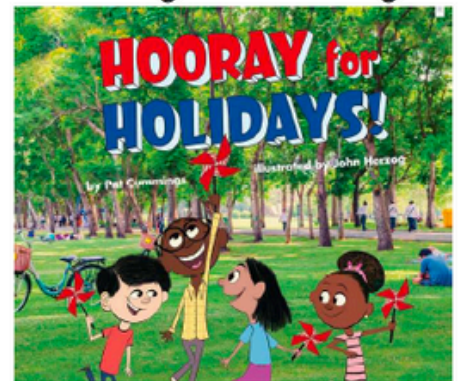
**RHYTHM**  
The words in a poem have a beat when you read them, like music!

**RHyme**  
Words end with the same sound or sounds.

**DESCRIBING WORDS**  
Words tell how things look, sound, feel, smell, and taste. They help you picture what the poet sees in his or her mind.

**Diagram:** A puzzle piece shape containing definitions for RHYTHM, RHyme, and DESCRIBING WORDS. Rhyme examples: CAT, SAT, MAT. Icons for look, sound, feel, smell, and taste.

## Weekly HMH Story:



## Spelling Words:

Phonics - Long e vowel team patterns

- |         |            |
|---------|------------|
| 1. team | 8. mean    |
| 2. be   | 9. see     |
| 3. read | 10. she    |
| 4. feet | 11. peanut |
| 5. tree | 12. fear   |
| 6. keep | 13. below  |
| 7. eat  | 14. clean  |

## Sight Words:

Practice reading these words each night.

- |          |          |
|----------|----------|
| 1. carry | 5. goes  |
| 2. draw  | 6. may   |
| 3. eight | 7. seven |
| 4. even  | 8. shows |

## Vocabulary:

Big Idea Words: participate, appreciate, duty

Vocabulary Skill: Words about actions

Story Vocabulary: celebrate, Constitution, parade, share, tradition

Fluency

Expression

Writing

Personal  
Narrative

Grammar

compound  
sentences



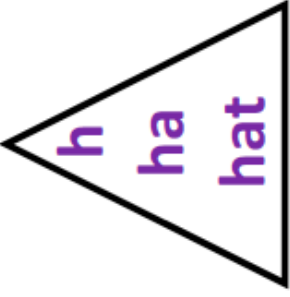
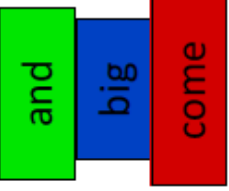






Social Studies

Symbols of America  
and Florida



# Spelling Choice Board

Sight  
Words  
Too

<p><u>Draw a Picture</u> Draw a picture to go with each of your words.</p> 	<p><u>Small, Medium, Large</u>  that that that</p>	<p><u>Magic Words</u> Write your words using a white crayon. Color over it with marker.</p> 	<p><u>Pyramid Words</u></p> 	<p><u>ABC Order</u> Write your words in alphabetical order.</p> 
<p><u>Silly Story</u> Write a silly story using all of your words.</p> 	<p><u>Rainbow Write</u> Use at least 3 colors to write each word.</p> 	<p><u>Rhyme Time</u> Write a rhyming word for each of your words. <u>Your word:</u> can <u>Rhyming word:</u> fan</p>	<p><u>Hidden Picture</u> Hide your words in a picture.</p> 	<p><u>Fancy Words</u> Write your words in a fancy style.</p> <p>you what have</p>
<p><u>Pattern Write</u> Write your word in a pattern with 2 colors.</p> 	<p><u>Forwards and Backwards</u> Write your words forwards and backwards. what → tahw</p>	<p><u>Opposite Hand</u> Write your words with your opposite hand.</p> 	<p><u>Type it Up</u> Use your computer to type your words in any font. came from where</p>	<p><u>Dot Words</u> Write your words and then dot over them.</p> 

## Module 6 Sight Word Quiz

another

gave

house

over

own

read

water

white

always

began

better

gives

hurt

shall

should

things

carry

draw

eight

even

goes

may

seven

shows



# Suffixes

(-ful & -less)

Name: \_\_\_\_\_

Correctly fill in the sentences below with the -ful or -less words from the box

careless

painless

helpful

worthless

useless

wonderful

hopeful

1. The fireworks were \_\_\_\_\_ and dazzling to see.
2. I am \_\_\_\_\_ that everything will turn out just fine.
3. Thank-you for being \_\_\_\_\_ and picking your toys up.
4. The broken bike was \_\_\_\_\_ because it wouldn't even pedal.
5. Take your time and don't be \_\_\_\_\_ on your homework.
6. Even though there was blood, the scrape on my knee was \_\_\_\_\_.
7. The broken glass was \_\_\_\_\_ and not worth anything.



# Using Conjunctions

A conjunction is a word that is used to combine sentences, phrases, or words.

Writers will often use conjunctions to combine two short sentences into one longer sentence.

The three most common conjunctions are and, but, and or.

two short sentences: C.J. wanted to go skateboarding with his friends.  
It was raining outside.

one longer sentence: C.J. wanted to go skateboarding with his friends, but it was raining outside.

When your new sentence contains two complete sentences, use a comma before the conjunction.



Combine each pair of sentences with the conjunction in parenthesis to make a new sentence.

1. My pet goat will eat almost anything. He likes vegetables best. (but)

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2. My family lives in the country. We have a lot of land. (and)

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3. We could go to the playground. We could go to the movies. (or)

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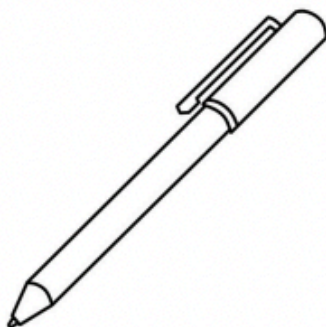
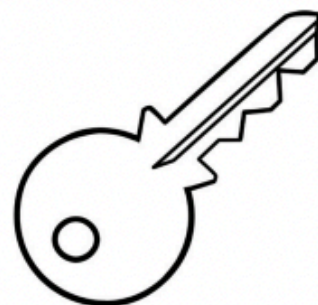
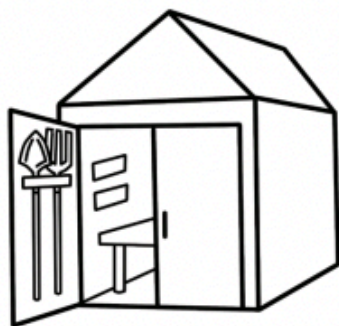
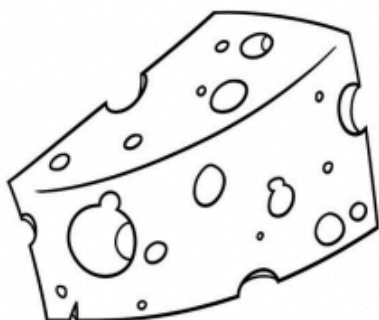
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## Long-E and Short-E Words

Use a red crayon to color the pictures that have the /ĕ/ (short e) sound in their name.  
Use a blue crayon to color the pictures that have the /ē/ (long e) sound in their name.





Name: \_\_\_\_\_

## Words with EE and EA

The long e sound (/ē/) can be spelled with the letters ea or ee.

Words with /ē/ spelled ee: see, bee, seed

Words with /ē/ spelled ea: each, heat, tea

**Write a long e word to complete each sentence below. There's a clue to help you after each sentence.**

1. May I have a cookie, \_\_\_\_\_ ? ( p l - - s e )
2. It's almost time to \_\_\_\_\_ lunch. ( - - t )
3. There are two cars parked in the \_\_\_\_\_ . ( s t r - - t )
4. It's so nice to \_\_\_\_\_ you. ( m - - t )
5. We like to keep our bedroom nice and \_\_\_\_\_. ( n - - t )
6. There's a \_\_\_\_\_ growing in my flower garden. ( w - - d )
7. At the supermarket, I bought a nice, ripe \_\_\_\_\_. ( p - - c h )
8. The captain will \_\_\_\_\_ the boat into the harbor. ( s t - - r )



Name: \_\_\_\_\_



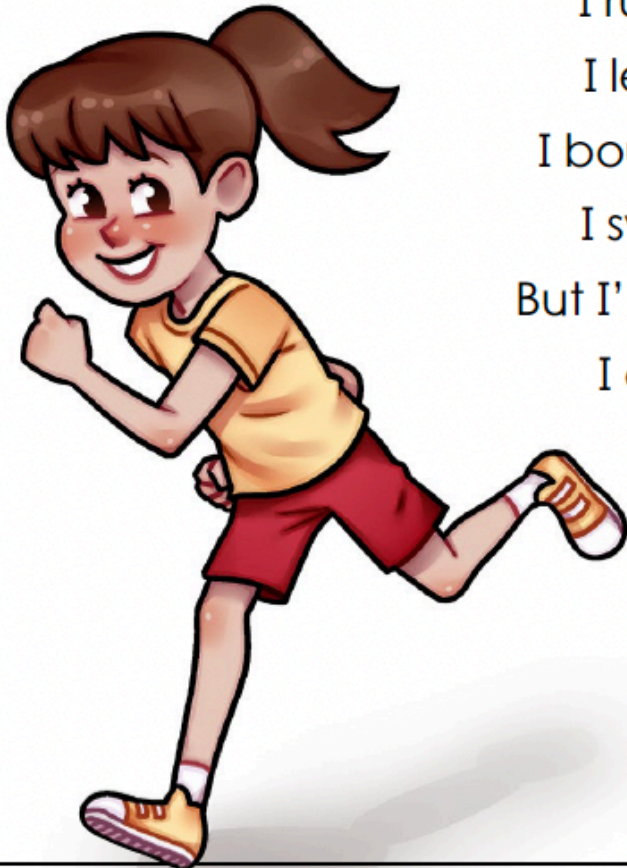
# Play

By Lill Pluta

I jump. I shake.  
I dance. I hop.  
I like to move.  
I cannot stop.

I scoot and roll  
across the floor.  
I spin in circles  
out the door.

I run outside.  
I leap. I skip.  
I bounce. I slide.  
I swing. I flip.  
But I'm still careful!  
I don't trip!



Name: \_\_\_\_\_



# Play

By Lill Pluta

List pairs of rhyming words from the poem.

\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

What do you do when you play?

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# Use a Pronoun

**Rule  
13**

Rewrite the sentences using pronouns for the underlined words.

We      He      They      She

1. Kay ate some cake.

\_\_\_\_\_

2. Jim and Hugo went to the lake.

\_\_\_\_\_

3. Bob has a red boat.

\_\_\_\_\_

4. Alice and I like to run.

\_\_\_\_\_

