



READING

SECTIONS: KA-KE

NAME: _____

WEEK: 01/26-01/30

Reminders

- Please use the weekly learning discoveries as you read the short stories to help aid in exams at the end of the week.
- Homework is turned in every Friday inside the blue folder.
- Please complete 45 minutes of I-ready lessons that is due every Friday morning.
- Winnie the Pooh novel book due this week

TODO LIST

Monday:

- Complete Monday's Section WS
- Read Nuts, Not Rugs!
- Star Reading Test Prep WS 1
- Practice page Read and Spell WS

Tuesday:

- Complete Tuesday's Section WS
- Read Big Bugs
- Star Reading Test Prep WS 2

Wednesday:

- Complete Wednesday's Section WS
- Star Reading Test Prep WS 3
- Practice page Read and Spell WS

Thursday:

- Complete Thursday's Section WS
- Star Reading Test Prep WS 4
- Spelling Words WS
- Complete I-ready minutes - graded Friday morning.

Weekly Assessment(s):

- Module / Unit Assessment (weekly learning discoveries)
- Sight Word Test (students read the sight word on their own aloud).
- Spelling Word Test
- Weekly Text Reading Comprehension test

WEEKLY LEARNING DISCOVERIES:

Character Clues

Use picture and text clues to notice how characters

act



speak



think



feel



Characters

the people, animals, or creatures in a story



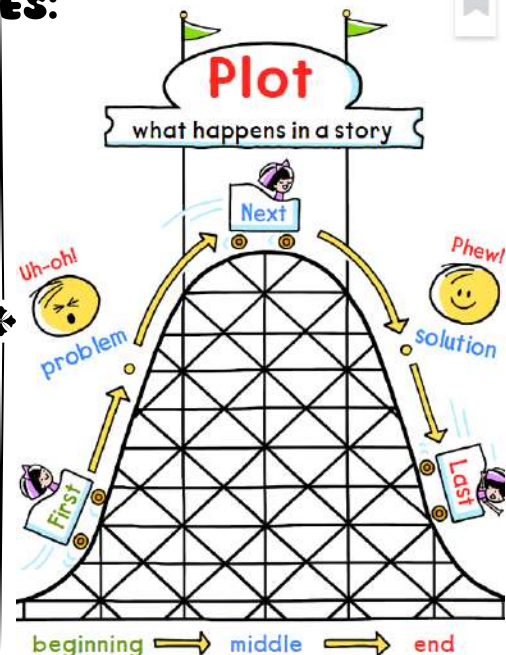
Setting

where and when a story takes place



Plot

what happens in a story



MODULE 5 - WEEK 1

Essential Question:

What does it mean to try hard?

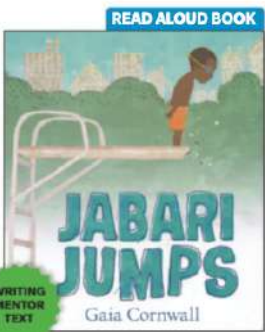
Weekly Texts :

Reading Comprehension Skill:

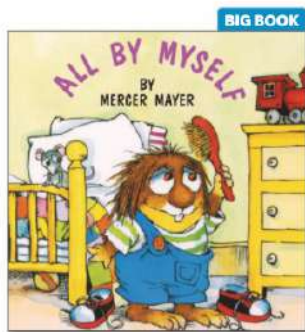
Make and Check Predictions

Reading Comprehension strategy:

Analyze Characters, recall plot



Genre: Fiction
Lexile® Measure: AD490L
Guided Reading Level: L



Genre: Fiction
Lexile® Measure: AD230L
Guided Reading Level: E

Spelling Words:

bug, nut, rug, bun, cup

Phonics:

Vowel: Uu

Writing:

Narrative Writing

Grammar:

Pronouns / Complete Sentences

Vocabulary:

important, scared, surprise

HFV & Sight Words:

but, look, up, want

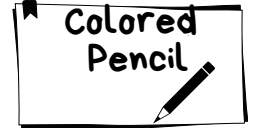
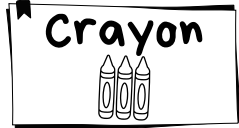
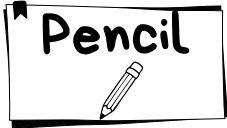
(these are the words they will be tested on)

Name: _____

FIVE WAYS!



Directions: Write your spelling words five different ways for each row.



| | | | | |
|----|--|--|--|--|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |

Hello, Family!

Over the next month, our class will explore what it means to try hard. We will read books about kids who are taking on new challenges—from jumping off a diving board to learning to ride a bike.

Children will work hard to write stories and make connections to their own experiences.

We will learn about a young boy who makes a difference by raising money to buy wheelchairs for people in need. Then as a class, we will collaborate on a project to make a difference at our school.

Bring It Home









Here are some ideas for practicing the skills we are learning at school.

| | | | | | | | | | | | | | | | | | |
|---|---|------|------|------|------|-----|-----|------|-----|------|------|-----|----|----|------|----|-----|
| MEETING AND GREETING | BIG IDEA WORDS | | | | | | | | | | | | | | | | |
| <p>Show your child how to meet and greet people. Encourage your child to shake hands, make eye contact, and use this language:</p> <ul style="list-style-type: none"> • <i>Hello. My name is ____.</i> • <i>Nice to meet you.</i> • <i>How are you? Fine, thank you.</i> | <p>Reinforce these important topic words when you are reading or talking with your child:</p> <p style="text-align: center;">practice proud success</p> | | | | | | | | | | | | | | | | |
| WORD PLAY | WORDS TO KNOW | | | | | | | | | | | | | | | | |
| <p>Play with sounds, letters, and words to help develop skills that are important for reading:</p> <ul style="list-style-type: none"> • Sing songs that rhyme and ask your child to tell you more words that rhyme. • Ask your child to find letters or words around town—on street signs, in stores, anywhere! • Say words and ask your child to tell you the beginning or end sound. | <p>Practice reading and spelling these words that children will see a lot in books they read:</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td>but</td> <td>for</td> <td>have</td> <td>help</td> </tr> <tr> <td>her</td> <td>him</td> <td>look</td> <td>six</td> </tr> <tr> <td>some</td> <td>they</td> <td>too</td> <td>up</td> </tr> <tr> <td>us</td> <td>want</td> <td>we</td> <td>yes</td> </tr> </tbody> </table> | but | for | have | help | her | him | look | six | some | they | too | up | us | want | we | yes |
| but | for | have | help | | | | | | | | | | | | | | |
| her | him | look | six | | | | | | | | | | | | | | |
| some | they | too | up | | | | | | | | | | | | | | |
| us | want | we | yes | | | | | | | | | | | | | | |
| LET'S READ TOGETHER | STORY WRITING | | | | | | | | | | | | | | | | |
| <p>Make a special time and place to read with your child every day. While you read, ask:</p> <ul style="list-style-type: none"> • <i>What do you think will happen next? Why?</i> • <i>What happens in the beginning/middle/end?</i> • <i>What do you think the word ____ means? How do you know?</i> | <p>Support your child to write stories that have a beginning, middle, and end:</p> <ul style="list-style-type: none"> • Have your child tell you a story about something that happened during the day. Ask: <i>What happened first/next/last?</i> • Tell your child stories about different times when you felt unsure or when you didn't give up. Make sure to share a lot of details! | | | | | | | | | | | | | | | | |

Name _____

Read and Spell









Read and spell these words to be a better reader.

| | | |
|--|--|--|
|  Read it. <p>but</p> |  Trace it. <p>but</p> |  Write it. <hr/> <hr style="border-top: 1px dashed;"/> <hr/> |
|  Read it. <p>look</p> |  Trace it. <p>look</p> |  Write it. <hr/> <hr style="border-top: 1px dashed;"/> <hr/> |
|  Color them. <p>but look</p> | | |
|  Circle them. <p>but good but look</p> <p>look but lot ten</p> <p>be had look but</p> | | |

Name _____

Read and Spell

Read and spell these words to be a better reader.

| | | |
|---|--|--|
|  Read it. <p style="font-size: 2em; text-align: center;">up</p> |  Trace it. <p style="font-size: 2em; text-align: center;">up</p> |  Write it. <hr/> <hr style="border-top: 1px dashed;"/> <hr/> |
|  Read it. <p style="font-size: 2em; text-align: center;">want</p> |  Trace it. <p style="font-size: 2em; text-align: center;">want</p> |  Write it. <hr/> <hr style="border-top: 1px dashed;"/> <hr/> |
|  Color them. <p style="font-size: 3em; text-align: center;">up want</p> | | |
|  Circle them. <p style="font-size: 1.5em; text-align: center;"> up up look want his do want be but want good up </p> | | |

Name: _____

Weekly Language Review - Q1:5

Week of: _____

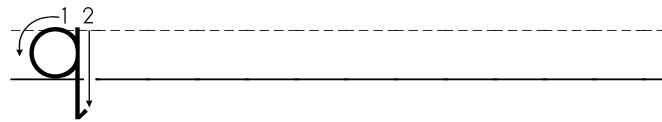
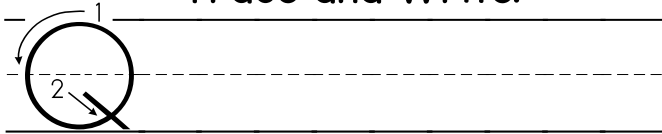
Monday

Read and Check.

with they

his I

Trace and Write.



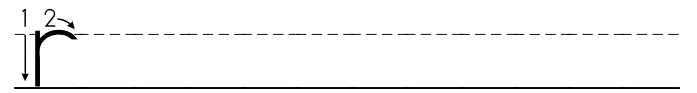
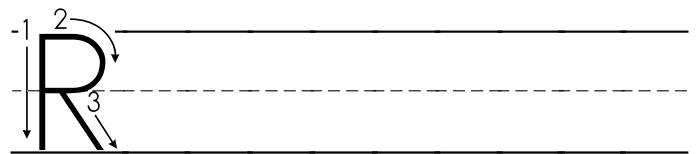
Tuesday

Find and circle this week's words.

he they she his I with

I his me with my they

Trace and Write.



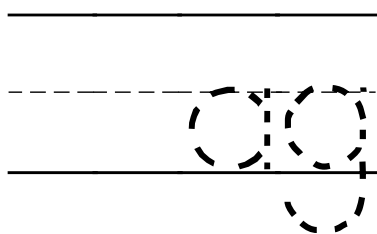
Circle objects starting with Q.



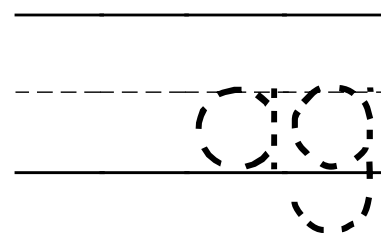
Circle objects starting with R.



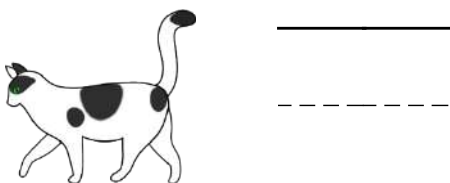
Write a word that rhymes with BAG.



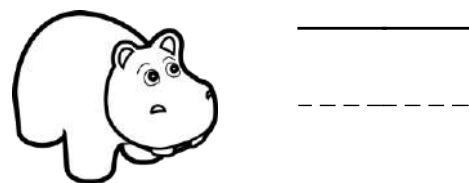
Write a word that rhymes with BAG.



How many syllables in CAT?



How many syllables in HIPPO?



Wednesday

Trace and Write.

with

his

Trace and Write.

S

S

Circle objects starting with S.



Circle all the BODY PARTS.



How many syllables in BIRD?



Thursday

Trace and Write.

they

I

Trace and Write.

T

T

Circle objects starting with T.



Circle all the ANIMALS.



How many syllables TABLE?

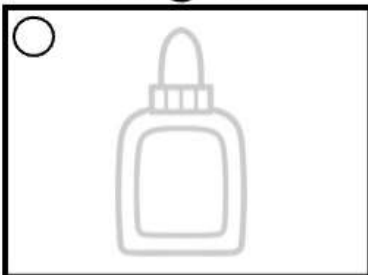




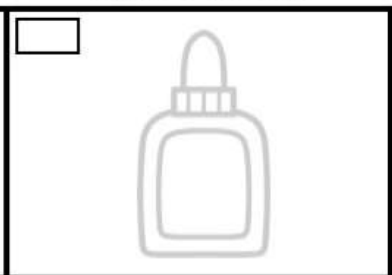
Name: _____

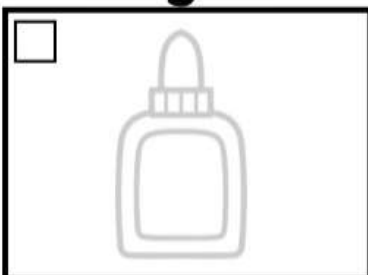

STAR/MKAS

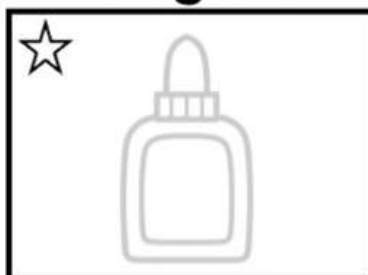

Test Prep Practice

Put out the words. Look at the shape in the top left corner. Those are a clue. Count the letters and glue the longer word on the "longest" side and the shorter word on the "shortest" side. For the last section, choose two of your own words and write the longer word in the "longest" box.

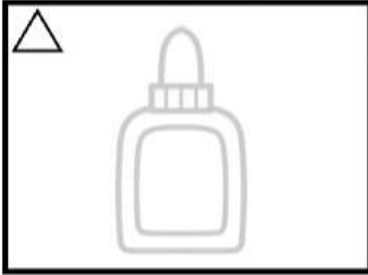

| | |
|--|---|
| longest | shortest |
|  |  |

| | |
|--|---|
| longest | shortest |
|  |  |











| | |
|--|---|
| longest | shortest |
|  |  |

| | |
|--|---|
| longest | shortest |
|  |  |

Write your own.

| | |
|--|---|
| longest | shortest |
|  |  |

| | |
|----------------|-----------------|
| longest | shortest |
| | |

| | | | | |
|--|--|--|--|---|
|  just |  tree |  it |  up |  still |
|  cut |  not |  he |  met |  sleep |

Name: _____

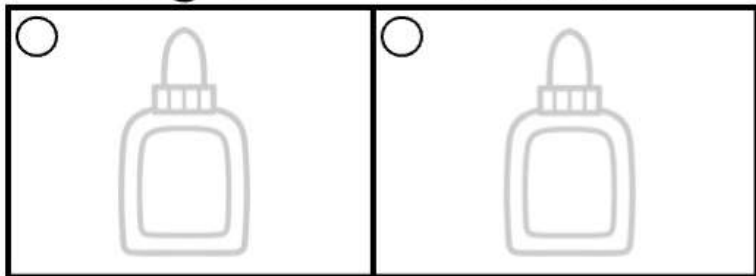
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STAR/MKAS

Test Prep Practice

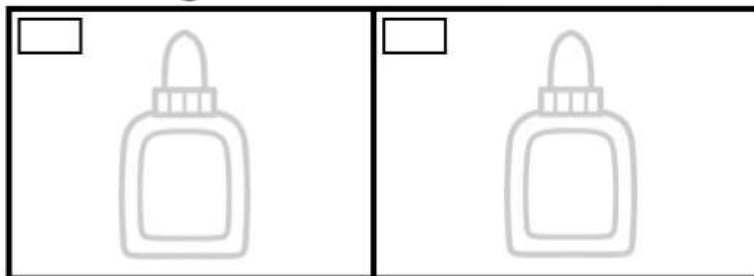
longest

shortest



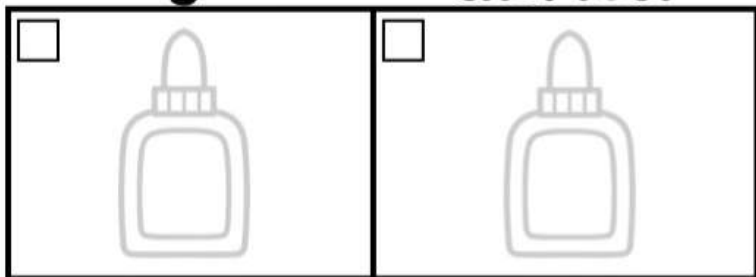
longest

shortest



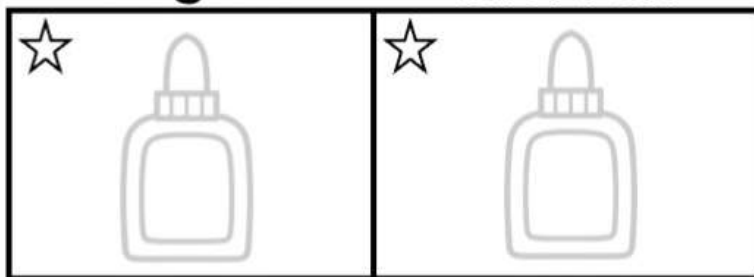
longest

shortest



longest

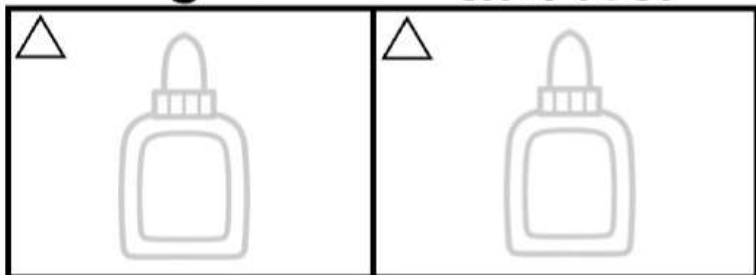
shortest



Write your own.

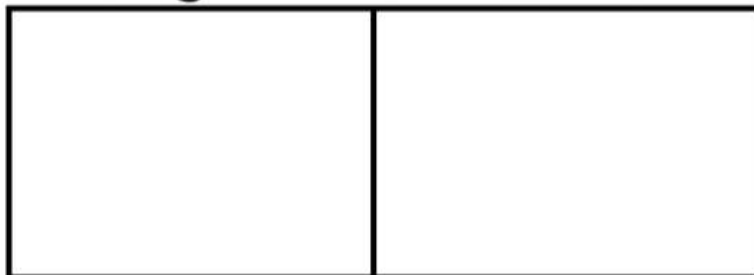
longest

shortest



longest

shortest



hum



not



like



in



ran



two



tests



pals



read



no

Name: _____

Look at the boxes. Color in the box that is the longest.

STAR/MKAS

Test Prep Practice

free red on

let left little

yes truck pen

mark slide will

ant plug fly

treat pick my

it up blue

cook cup sound

rates bun lock

which the yes

Name: _____

Look at the boxes. Color in the box that is the longest.

STAR/MKAS

Test Prep Practice

tag said is

that letter who

word has so

two see duck

how grip tad

brush rim frog

trick and raft

ram drop crack

pin chip grand

she crab tip

Big Bugs

by Sarah Rehman
illustrated by Nathalie Beauvois



Fold

This book belongs to

“Gus! Look up, Gus!”



Fold

“Sit, Gus! Sit on the mat.”
Gus sat.

**WORD
WORK**



Speed Read

Read these words.

big are got
look on not



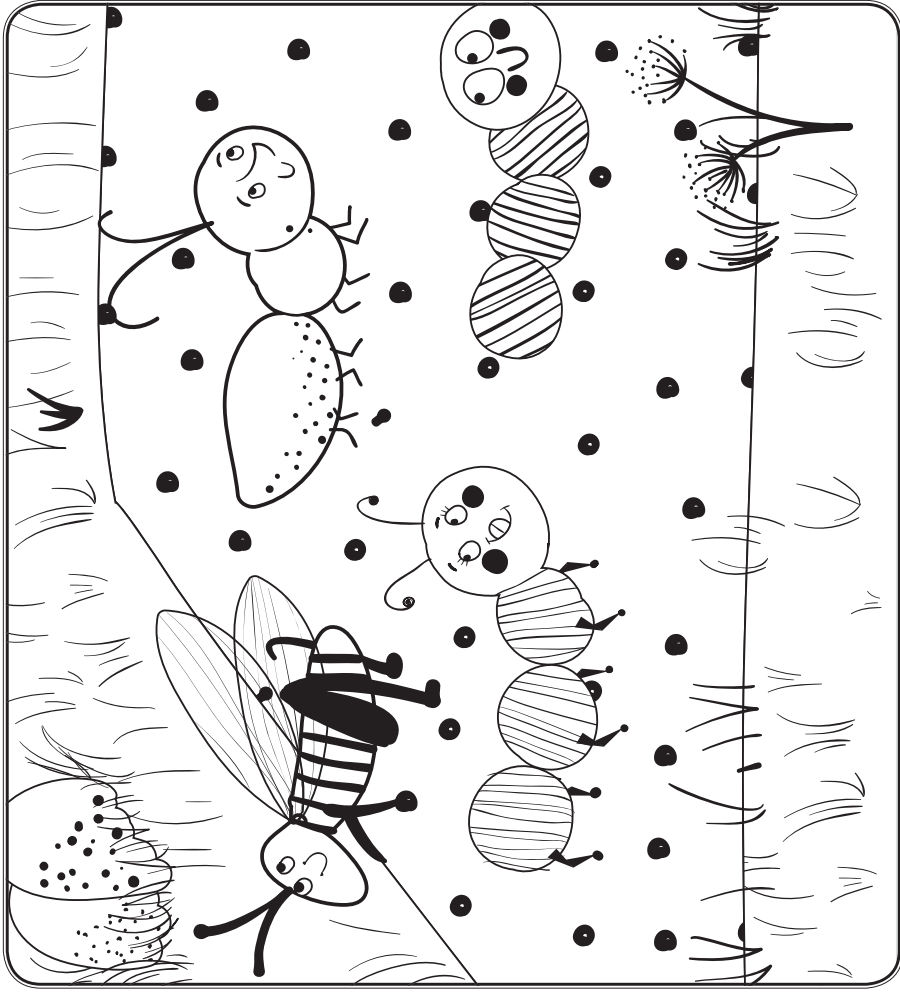
Picture Hunt

Find these pictures in the story.

bun cup bug



“Look, Gus! Hot dogs
and buns!”



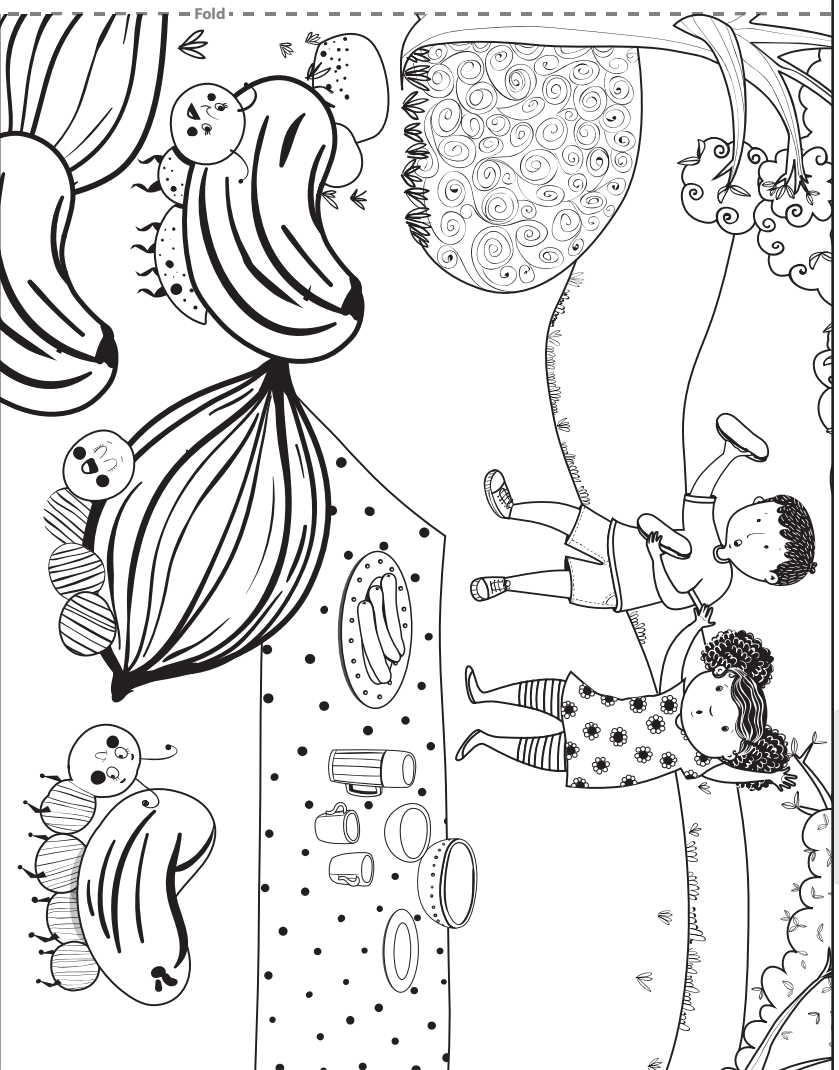
Bugs are on the mat.
Big bugs.



“Look, Gus! Big bugs!”

Pam and Gus got up.

“Run, Gus! Run!”



“No, big bugs!”

“Not the figs!”

“Not the nuts!”

Nuts, Not Rugs!

by Sarah Rehman
illustrated by Nathalie Beauvois



This book belongs to

Gus has rugs. Lots!
But I want nuts. Lots!



Gus has jugs. Tin jugs.
 But I want cups. Tin cups!

**WORD
 WORK**



Blend and Read

Read these words. What is the same?

Uu

rugs nuts buns
 cups fun



Word Hunt

Find these words in the story.

big has lots

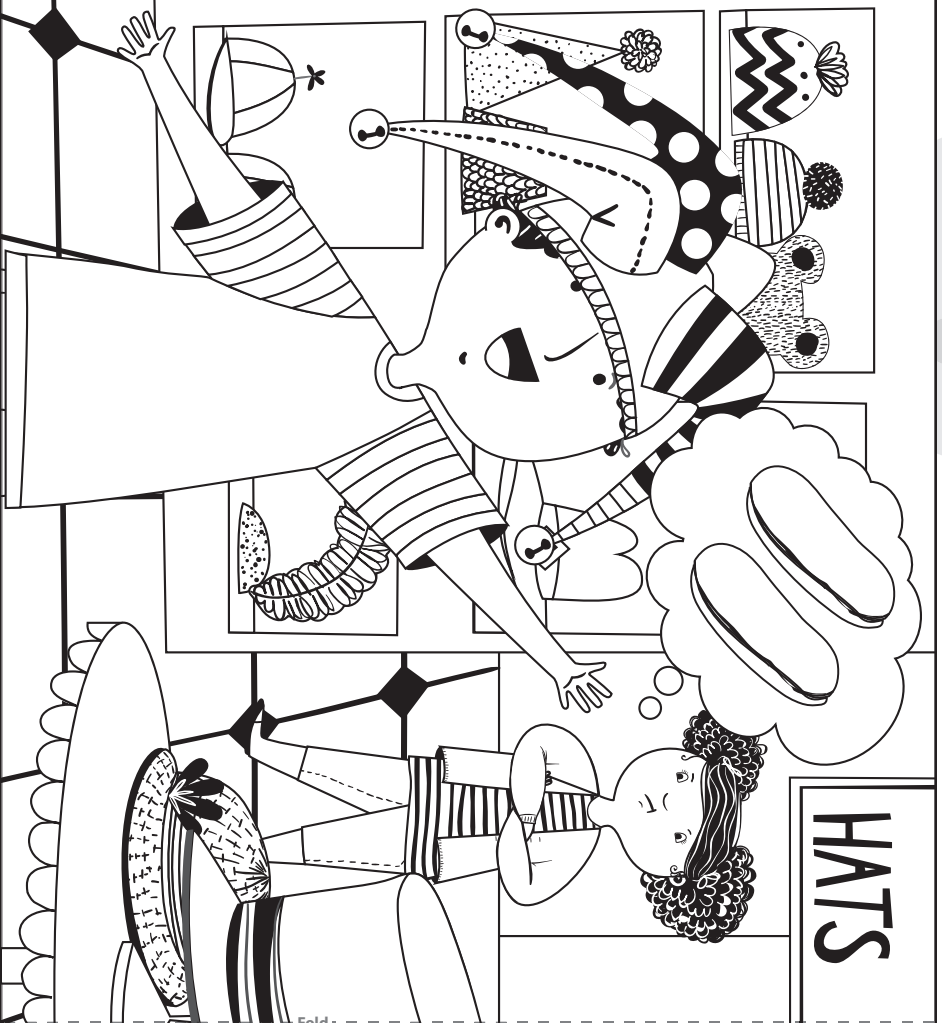


Gus has nuts, cups, figs,
and buns.
Gus did it!



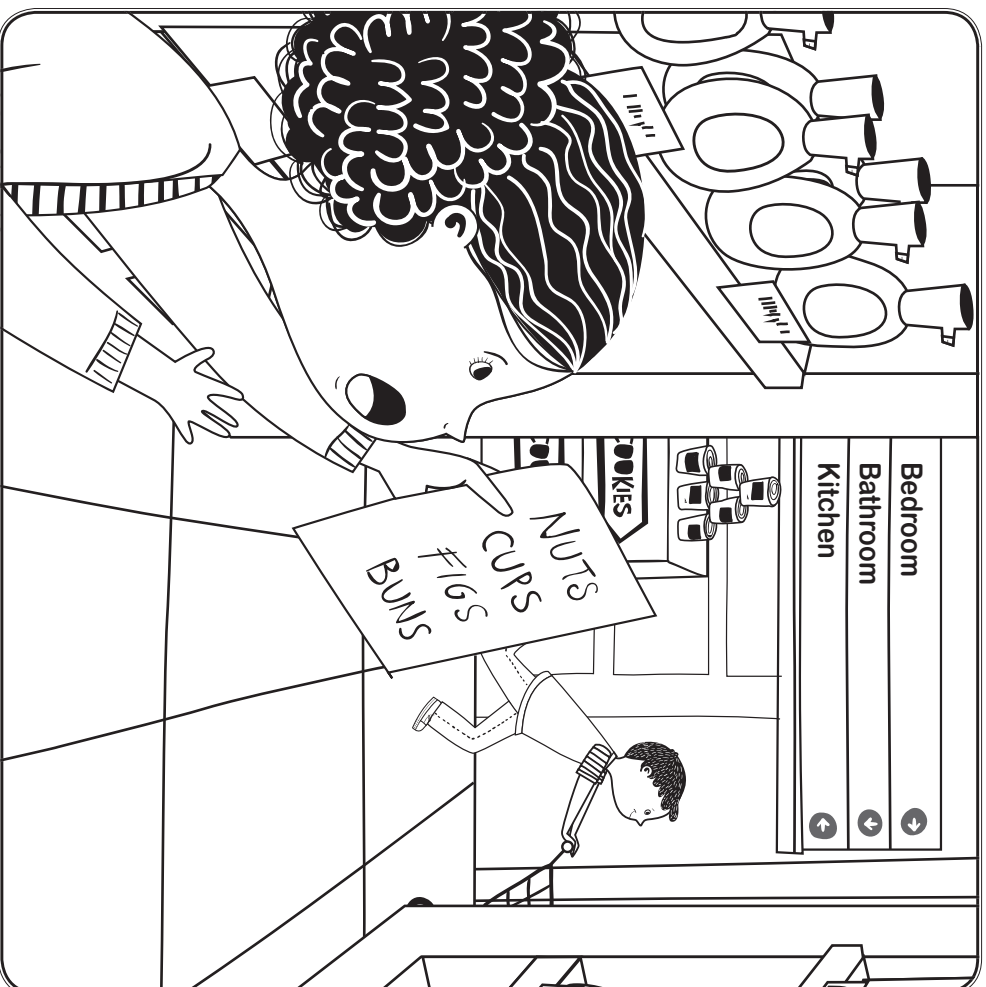
Gus has pups. Big pups.
But I want figs. Big figs!

Fold



Gus has hats. Fun hats.
 But I want buns. Hot dog buns!

4

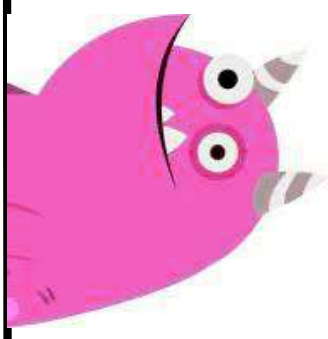
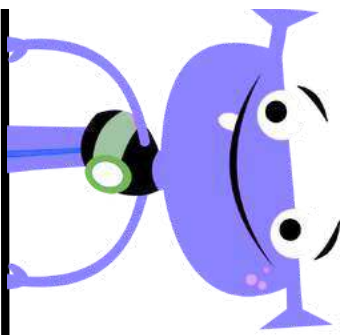


"Gus? Gus!"

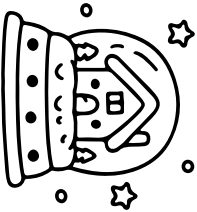
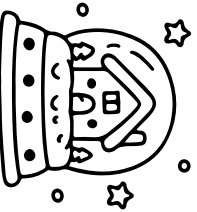
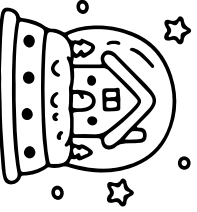
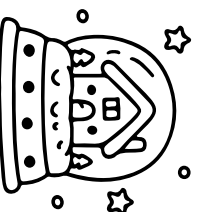
5

I READY weekly TRACKER

JANUARY



Color a picture for each day you complete your I-ready minutes

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY |
|--------|--|---|--|--|
| Week 1 | ✓ | ✓ | ✓ | ✓ |
| Week 2 | ✓ | ✓ | ✓ | ✓ |
| Week 3 | ✓ | ✓ | ✓ | ✓ |
| Week 4 |  |  |  |  |