

Week 10 – 5/25 – 5/29

- Letter: Long i

CC.K.R.F.1.d Print Concepts: Recognize and name all upper- and lowercase letters of the alphabet.

I can name all of the capital letters and lower case letters. [RF.K.1.d]

- Sight Words: put and want

CC.K.R.F.3.c Phonics and Word Recognition: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

I can read words like: the, of, to, you, she, my, is, are, do, and does. [RF.K.3c]

- Phonics Reader: Time to Tug

CC.K.R.F.4 Fluency: Read emergent-reader texts with purpose and understanding.

I can read and understand books. [RF.K.4]

- Shared Reading Journal:
How Many Ways Can You Move?
Old Woman, Old Woman

CC.K.R.I.1 Key Ideas and Details: With prompting and support, ask and answer questions about key details in a text.

I can ask and answer questions about a story. [RI.K.1]

I can retell a story. [RI.K.1]

I can retell a story with a new ending. [RI.K.1]

- Writing Journal

Choose a topic to write about. You can write about a person, a place, or something you like to do. Remember to start your sentence with a capital, use your letter sounds and sight words to write your sentences, and leave spaces between your words. When you are done writing, make sure your sentences make sense. Draw a detailed picture to match your sentences.

CC.K.L.2.d Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

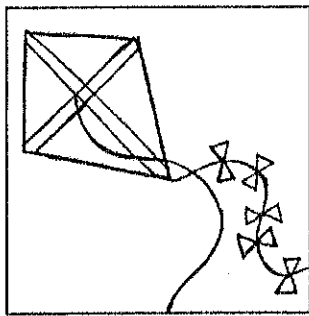
I can sound out short words and spell them. [L.K.2]

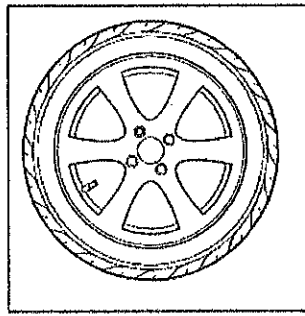
- Listen to a story on Vooks
- Weekly Assessment: Unit 10 Week 1
- Math: Subtraction - Topic 8

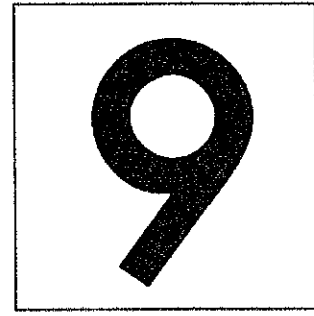
Operations and Algebraic Thinking K.OA Major Clusters • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.1–5)

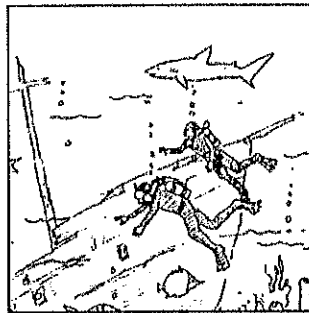
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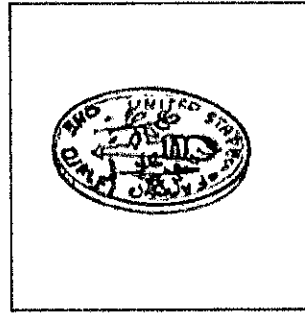
Phonics: Long i (final -e)

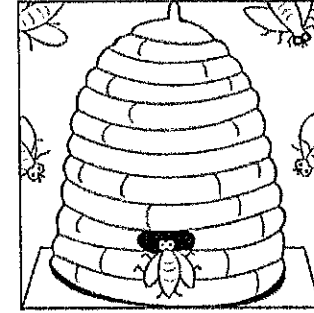












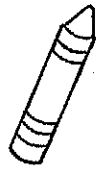
Directions: Trace the letters **i** and **e**. Say the name of each picture. Each picture has the /i/ sound made by **i** and **e**. Write the picture name under each picture.

Cool Treat Long and Short Vowels

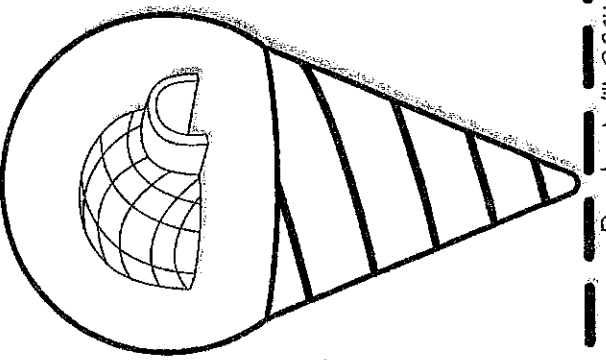
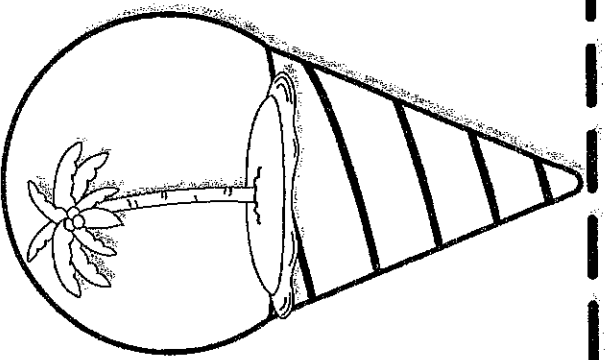
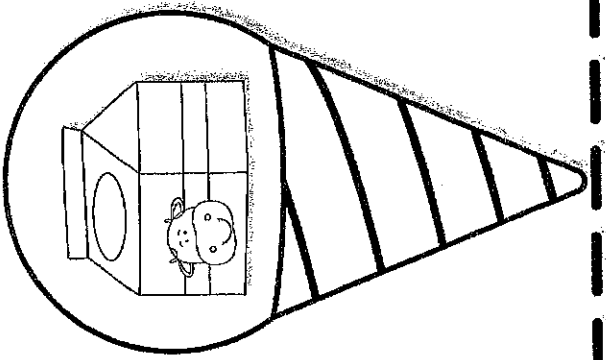
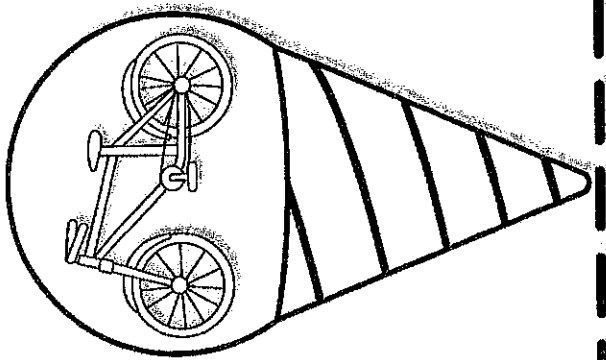
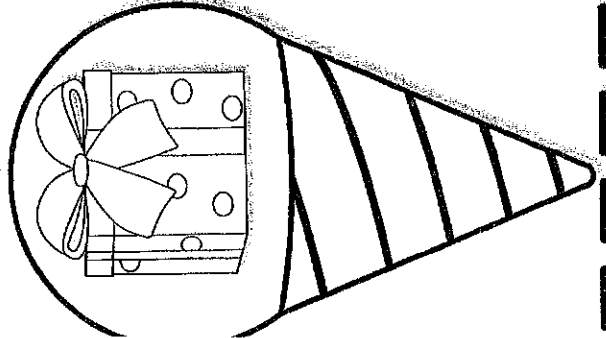
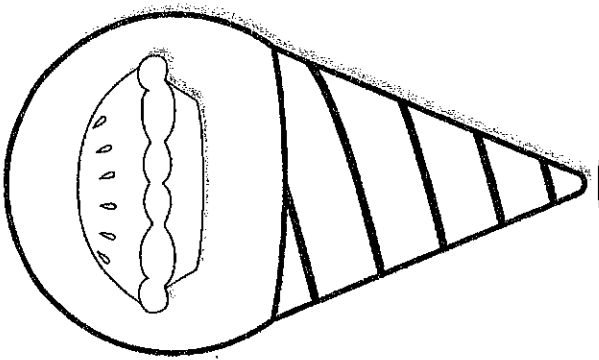
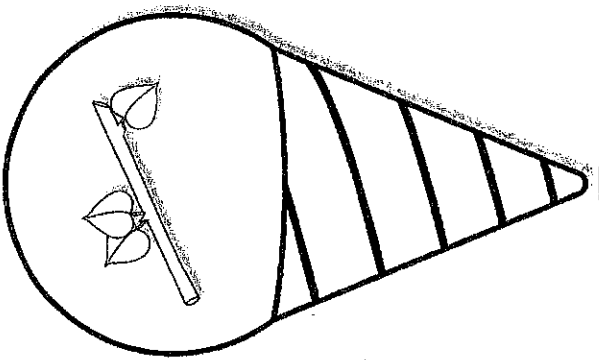
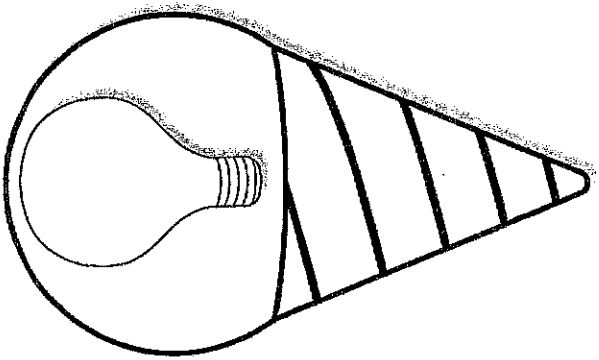
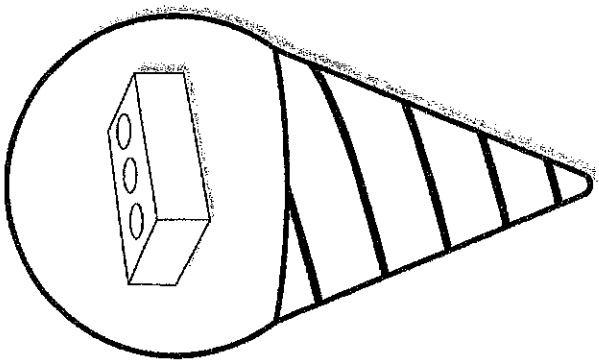
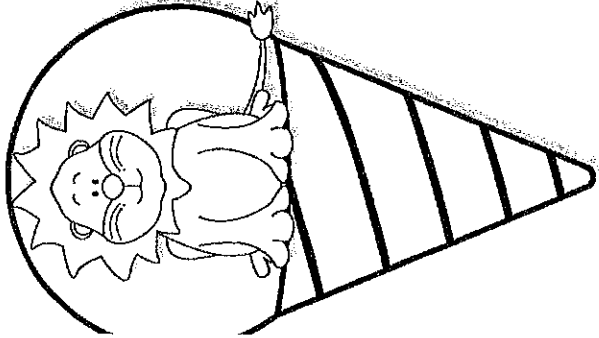
Color the pictures by their vowel sounds.

Long i = red

Short i = blue



Name: _____



Name: _____ Date: _____

High-Frequency Words

put

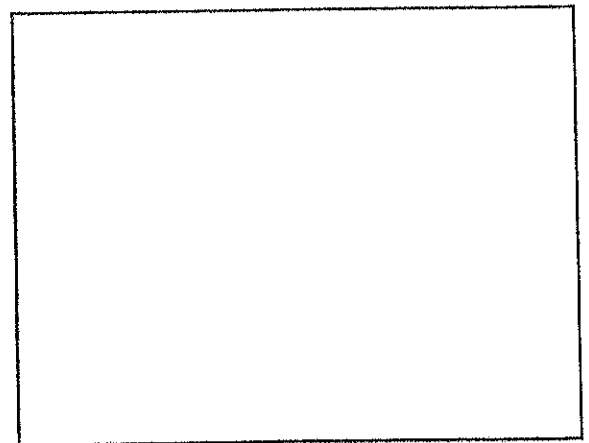
want

1. We _____ to dive in the lake.

2. Did you _____ the bike in the hut?

3. Mike and Rose _____ to go on
a hike.

4. I _____ the cat
on my lap.

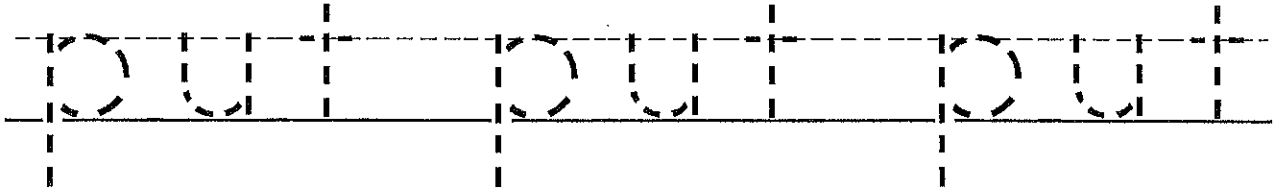
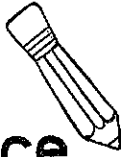


Directions: Trace the high-frequency words **put** and **want**. Then write one of the words to complete each sentence. Draw a picture for one sentence.

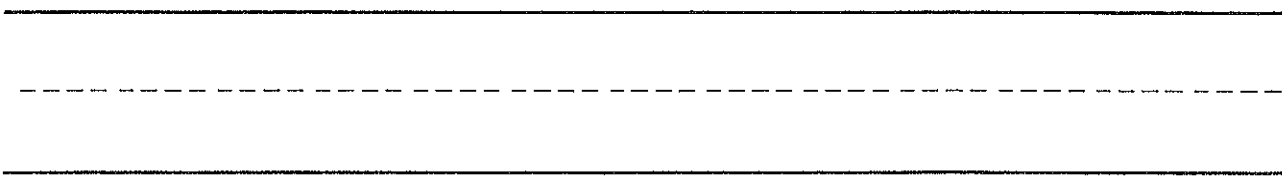
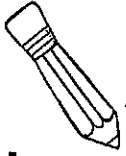
Name _____

put

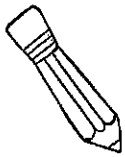
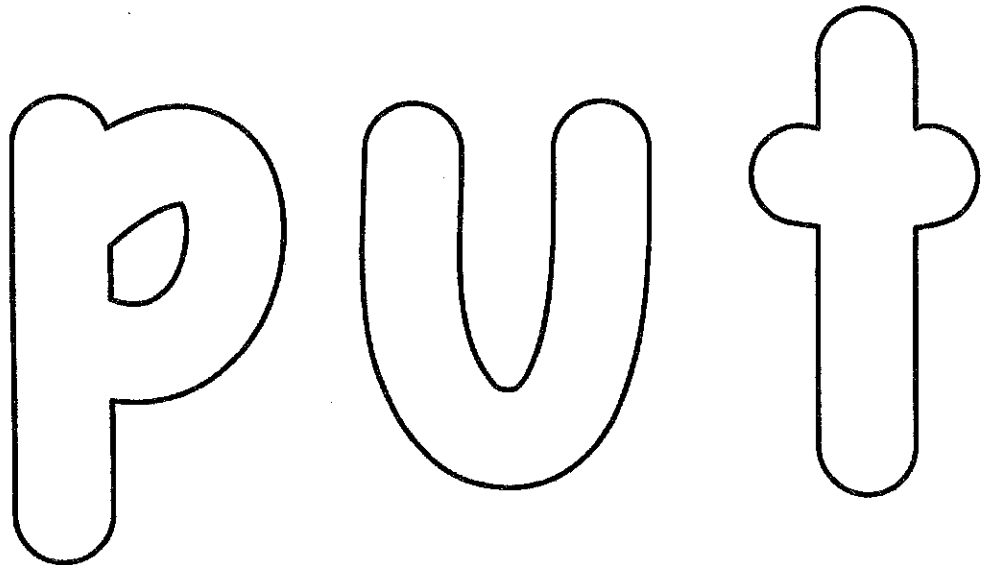
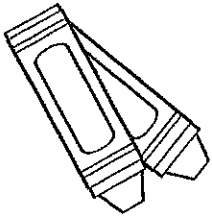
Trace
It



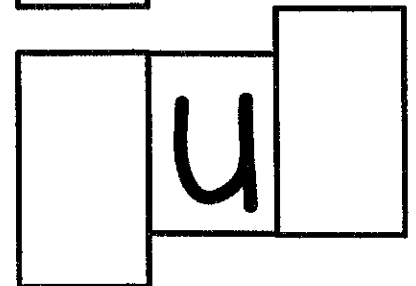
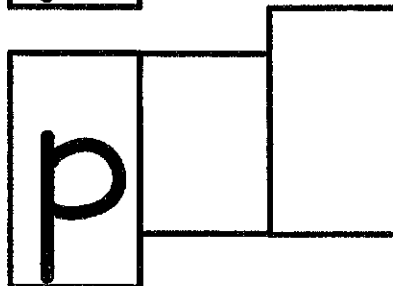
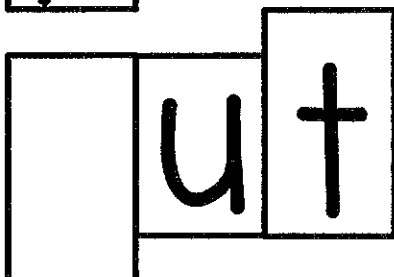
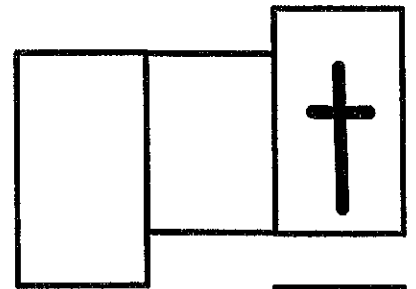
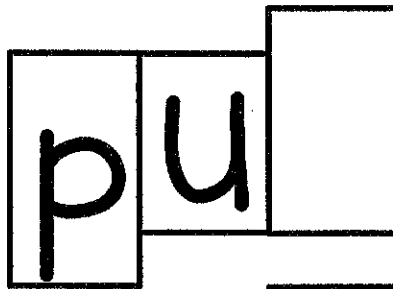
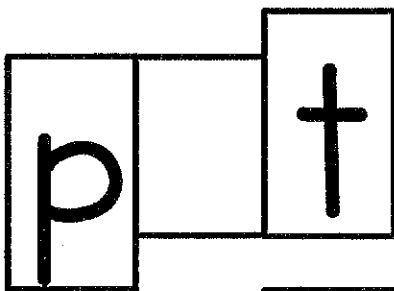
Write
It



Color
It



Fill in the missing letters



Name _____

want

Trace
It

want want want

Write
It

Color
It

want

Fill in the missing letters

an

w n

a t

w t

Words for the Phonics Reader Time To Tug - please practice reading

Time	tug	Jane	want
Dale	to	and	ride
is	it	pile	top
on	kids	take	ride
fine	van	the	not
go	Mike	put	wire
tire	fix	look	dive
kite	line	rise	can
see	what	a	at

Foundational Skills Assessment

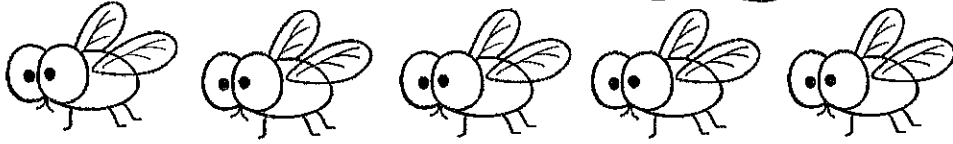
Teacher's Name _____ Class _____ Date _____

Long *i* (*i_e*) High-Frequency Words

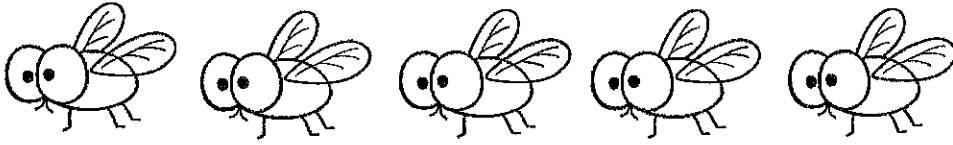
Directions: To assess or verify the child's reading foundational skills, ask the child to read the words in each row. Circle each word the child reads correctly.

kite	kit	hive	ride
put	want		

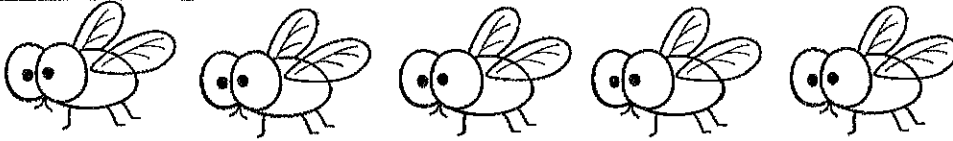
Take Away From 5



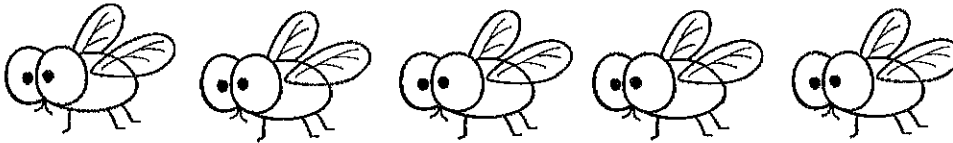
$$\underline{\quad} - 3 = \square$$



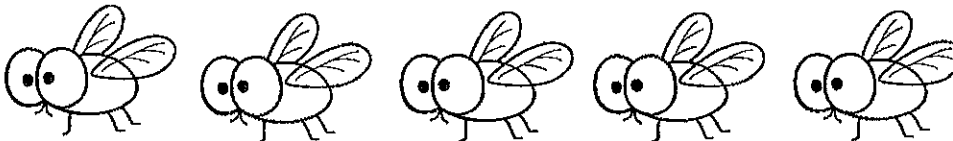
$$\underline{\quad} - 4 = \square$$



$$\underline{\quad} - 0 = \square$$



$$\underline{\quad} - 2 = \square$$



$$\underline{\quad} - 5 = \square$$

Take Away From 6



$$\underline{\quad} - 6 = \square$$



$$\underline{\quad} - 5 = \square$$



$$\underline{\quad} - 3 = \square$$



$$\underline{\quad} - 4 = \square$$

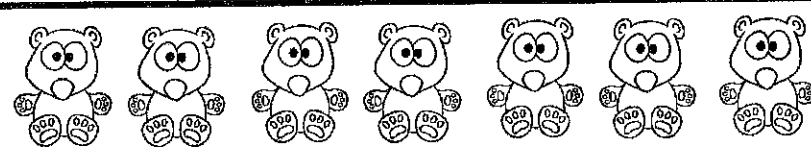


$$\underline{\quad} - 0 = \square$$

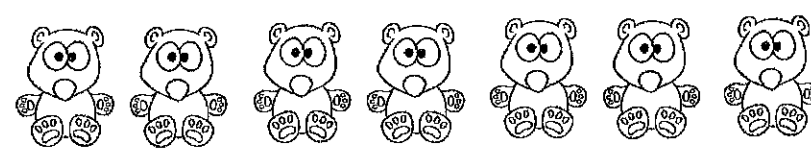
Take Away From 7



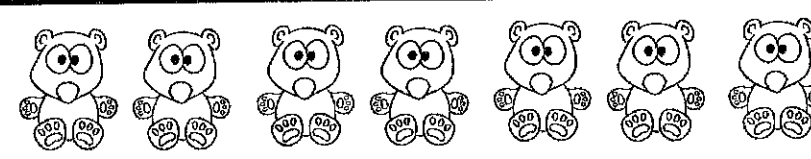
$$\underline{\quad} - 5 = \square$$



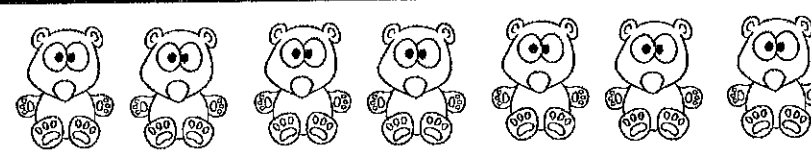
$$\underline{\quad} - 4 = \square$$



$$\underline{\quad} - 3 = \square$$



$$\underline{\quad} - 7 = \square$$



$$\underline{\quad} - 0 = \square$$