

Week 11 - 6/1 - 6/5

- Letter: Long **u**

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: saw and this

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: Use a Mule

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:
What Makes a Soccer Ball Fly?
What Can a Magnet Do?

C.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]

- Weekly Assessment: Unit 10 Week 2
- Math: Topic 8 (addition and subtraction)

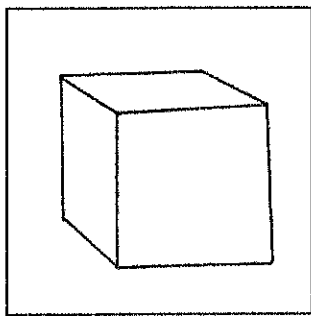
Operations and Algebraic Thinking K.OA Major Clusters • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.1-5)

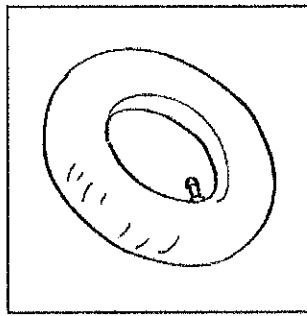
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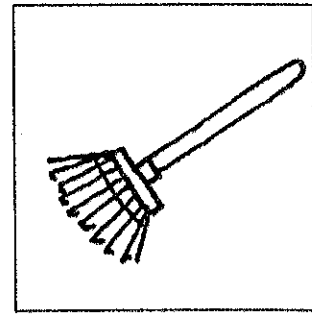
Phonics: Long u (final -e)

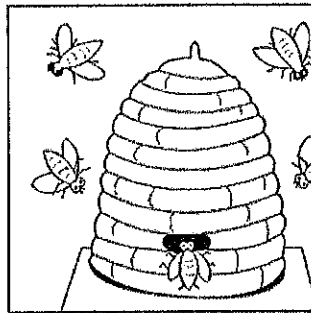
u

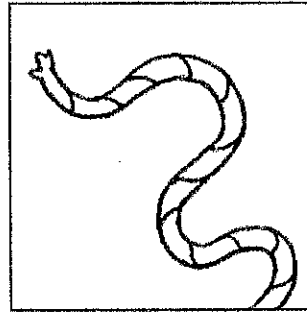
e

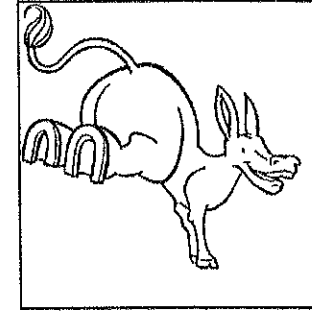








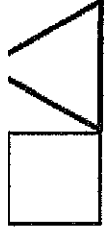




Directions: Trace the letters **u** and **e**. Say the name of each picture. Color each picture whose name has the /yoo/ sound made by **u** and **e**. Write the picture name under each picture with the /yoo/ sound.

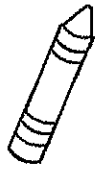
Cool Treat Long and Short Vowels

Color the pictures by their vowel sounds.

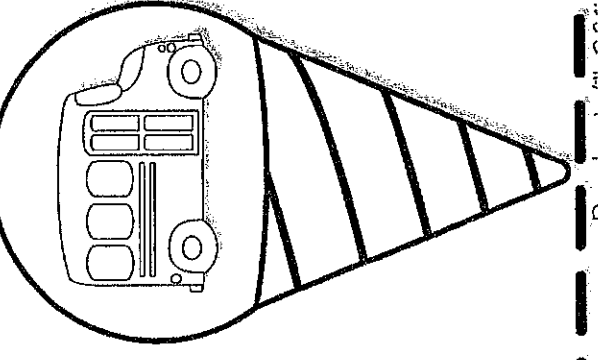
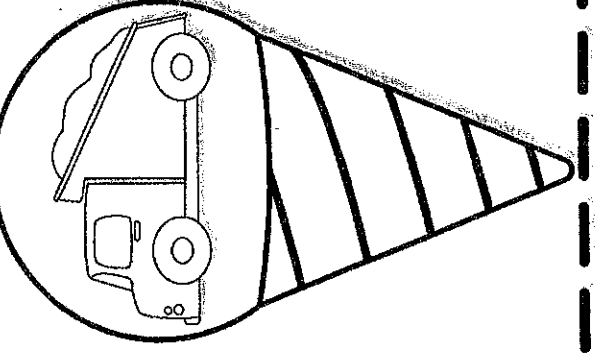
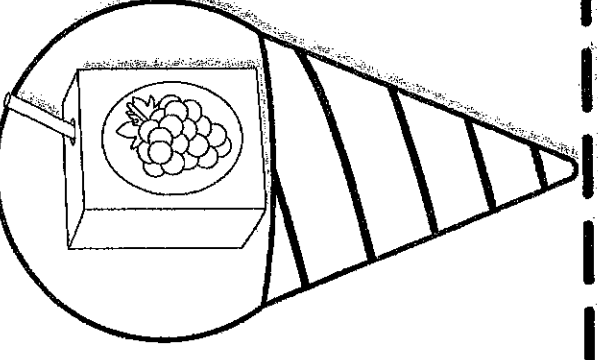
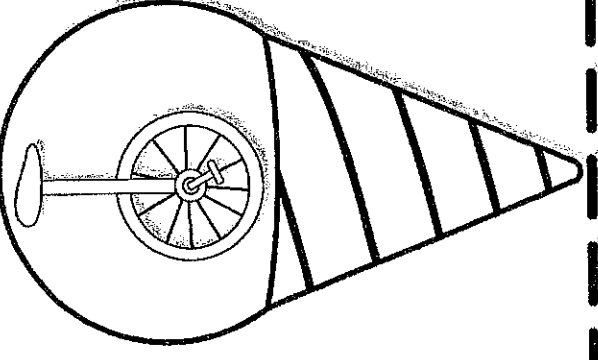
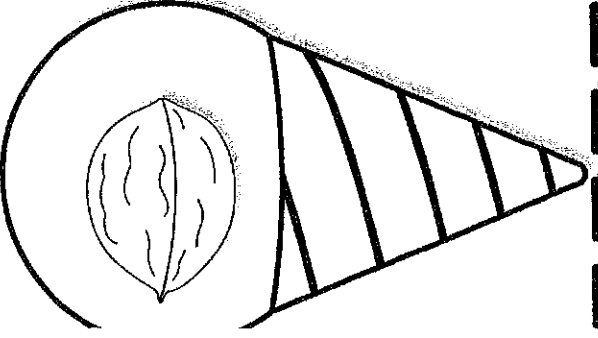
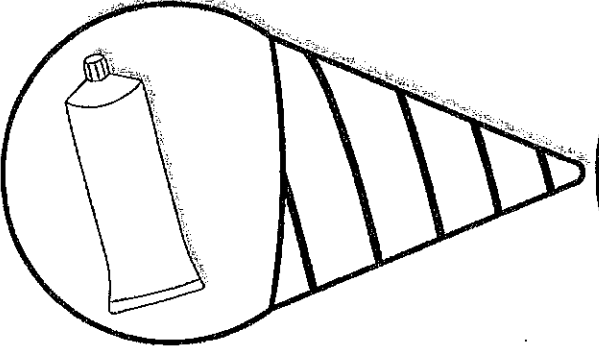
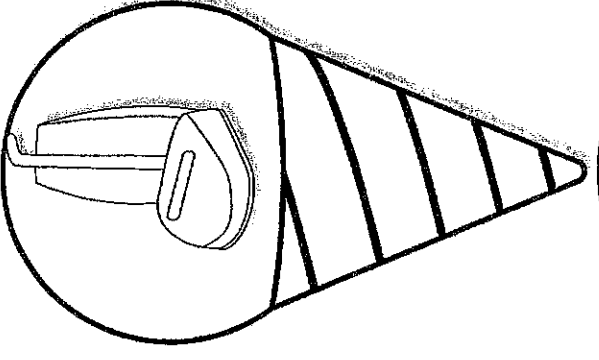
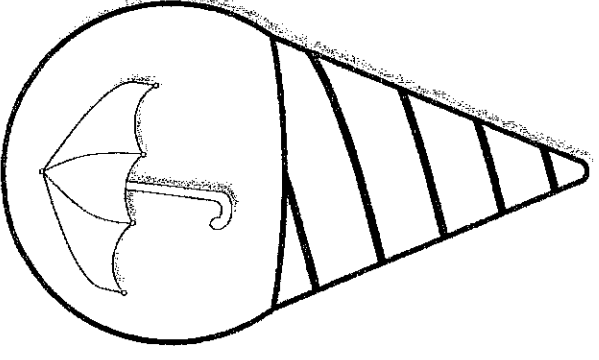
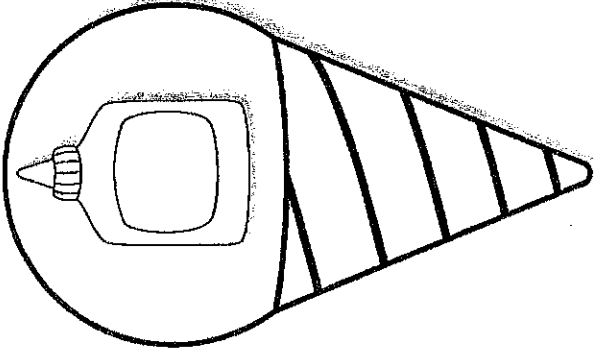
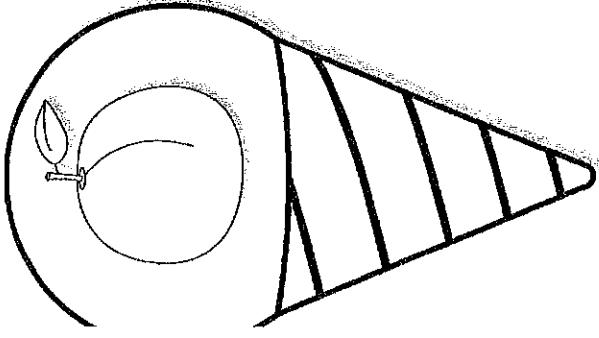


Long u = pink

Short u = yellow



name: _____



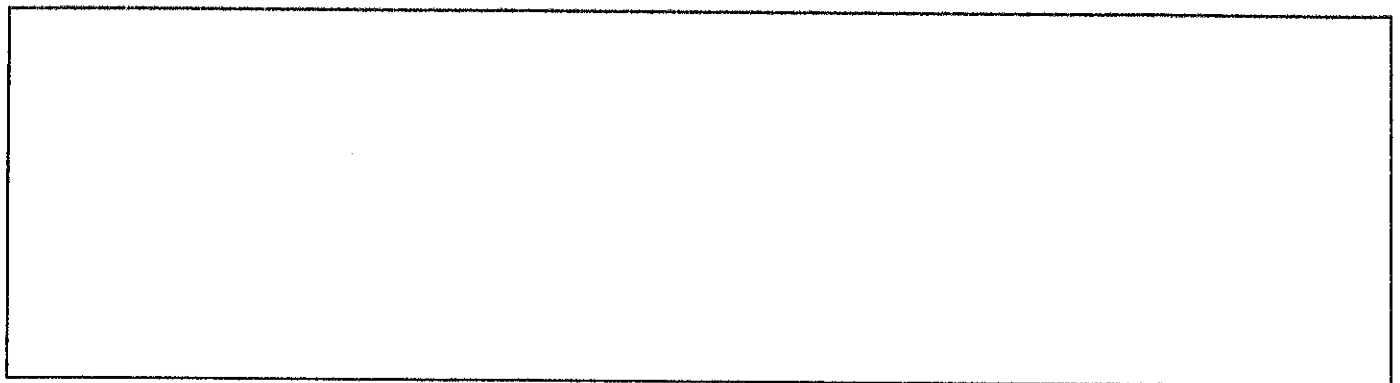
Name: _____ Date: _____

High-Frequency Words

saw

this

1. Kate _____ a cute dog in the van.
2. I like _____ red bike a lot!
3. Can you play _____ game with me?
4. Rose _____ Mike at the lake.

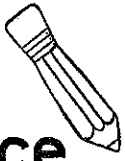


Directions: Trace the high-frequency words **saw** and **this**. Then write one of the words to complete each sentence. Draw a picture for one sentence.

Name _____

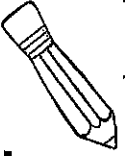


Trace
It

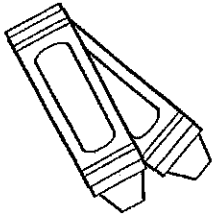


this this this

Write
It

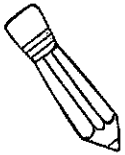


Color
It



this

Fill in the missing letters



t		i	
---	--	---	--

	h		s
--	---	--	---

		i	s
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t	h		
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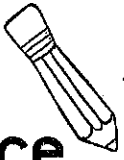
t			s
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	h	i	
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Name _____

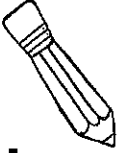


Trace
It

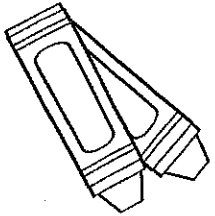


saw saw saw

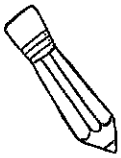
Write
It



Color
It



saw



Fill in the missing letters

		w
--	--	---

s	a	
---	---	--

s		w
---	--	---

	a	
--	---	--

s		
---	--	--

s	a	
---	---	--

Foundational Skills Assessment

Teacher's Name _____ Class _____ Date _____

Long *u* (*u_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.

cube

cub

fume

mule

He saw this rug.