

Week 12 – 6/8 – 6/10

- Letter: Long e

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 Word review: Review put, this, saw, 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: Can He See Me?

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:
We Like Bikes
Riding a Roller Coaster

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 3
- Math: Topic 8 (addition and subtraction)

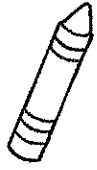
Operations and Algebraic Thinking K.OA Major Clusters • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.1–5)

Cool Treat Long and Short Vowels

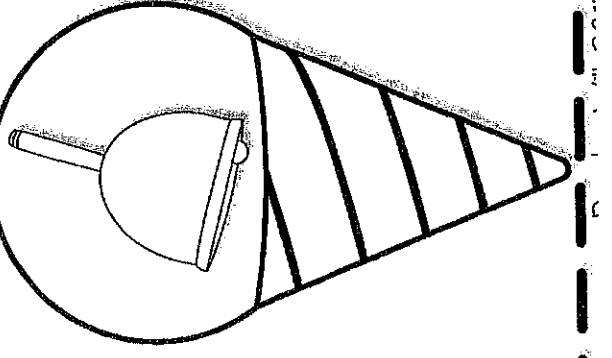
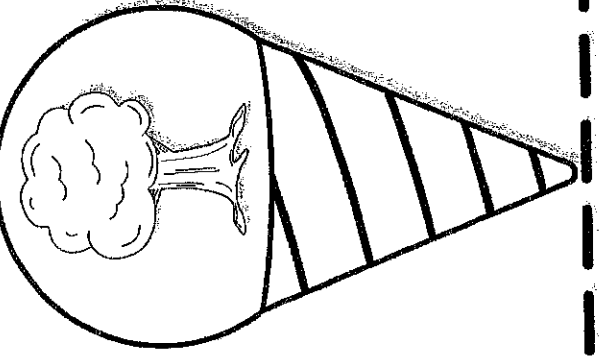
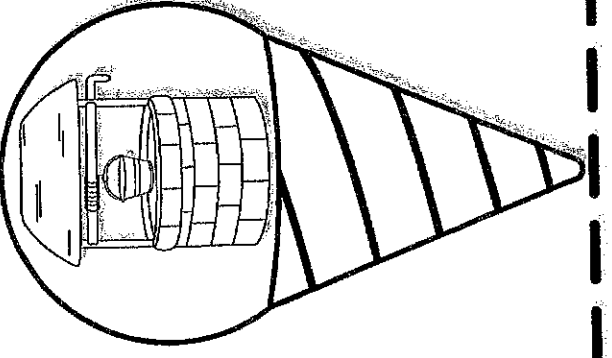
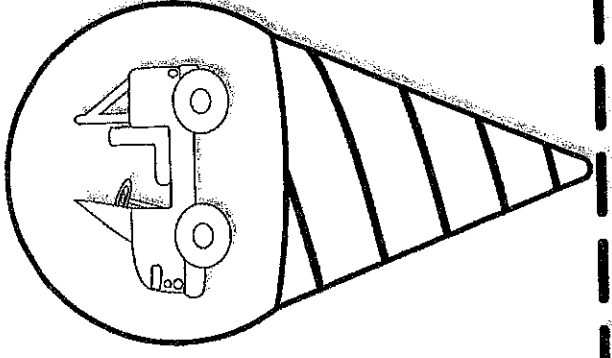
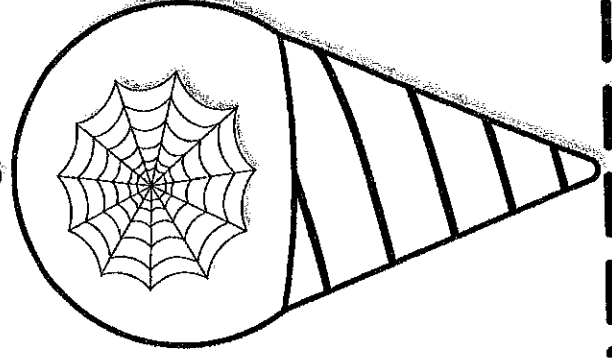
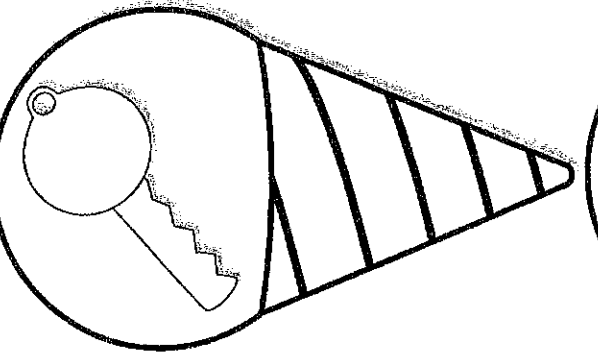
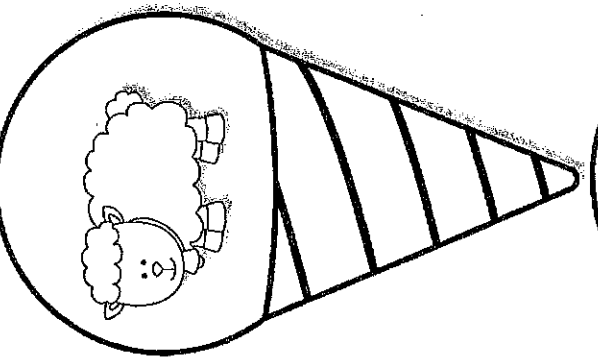
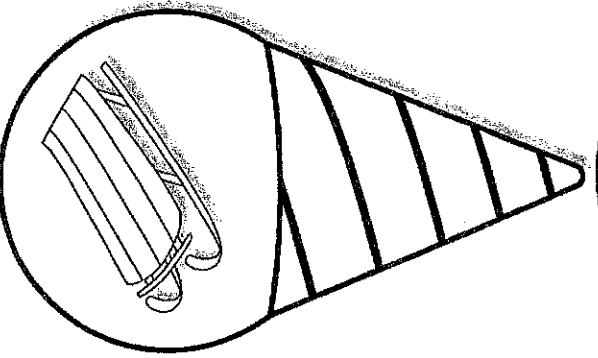
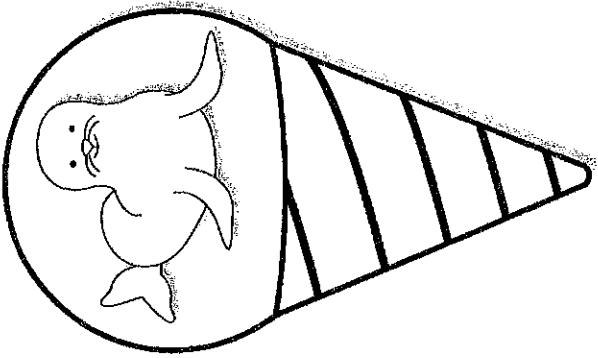
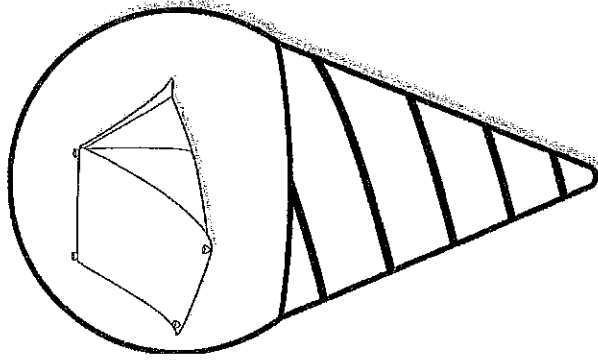
Color the pictures by their vowel sounds.

Long e = yellow

Short e = green

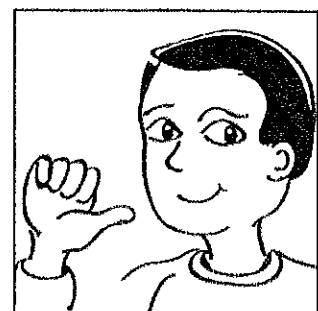
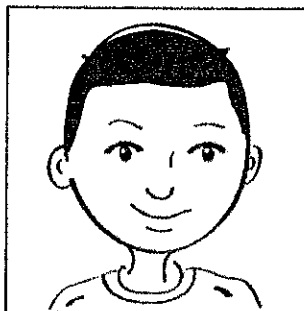
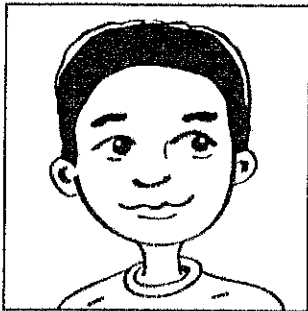


Name: _____



Name: _____ Date: _____

Phonics: Long e (final -e, e)



he

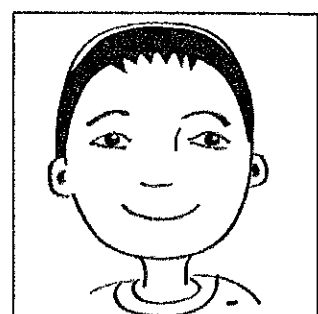
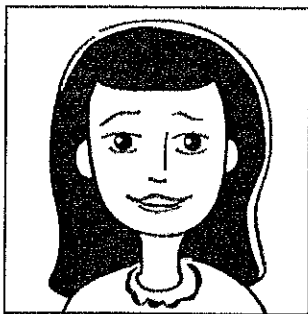
him

Jake

Zeke

me

my



it

she

we

you

Pete

Mike

Directions: Trace the letter. Look at each picture. Circle the word that describes the picture and has the /ēēē/ sound. Then color the pictures.

Name: _____ Date: _____

High-Frequency Words

put

this

saw

want

1. Jane _____ a bat in the cave.
2. Dad _____ a log on the fire.
3. What is the name of _____ dog?
4. We _____ to go on a hike.

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

- 2 Find the picture of the bell. Look at the numbers in the row: 7, 11, 15. Now look at the table of contents (on page 122). On which page of the book can you read more about legs? Circle the number of the page.
- 3 Find the picture of the truck. Look at the pictures in the row. The passage says your bones are connected with something like—what? Is it screws . . . tape . . . or rubber bands? Circle the answer.
- 4 Find the picture of the pencil. Look at the words in the row. The passage says the message goes “down through the spine.” Which word means the opposite of down? Circle the word.
- 5 Find the picture of the boot. Look at the pictures in the row. The passage says the brain sends a message. Sending a message is most like—what? Walking to the store . . . calling someone on the phone . . . or getting dressed? Circle the answer.

Reading Foundational Skills

Say: Now turn to the next page. I am going to ask some more questions.

Directions for pages 125 & 126.

- 6 Find the picture of the spoon. Look at the words in the row. Find the word line . . . line. Draw a circle around the word.
- 7 Find the picture of the banana. Look at the words in the row. Find the word mule . . . mule. Draw a circle around the word.
- 8 Find the picture of the chair. Look at the words in the row. Find the word he . . . he. Draw a circle around the word.
- 9 Find the picture of the mitten. Look at the words in the row. Listen: Send it to me. Find the word to . . . to. Draw a circle around the word.
- 10 Find the picture of the umbrella. Look at the words in the row. Listen: We saw a duck. Find the word saw . . . saw. Draw a circle around the word.



Name _____ Date _____

Reading Foundational Skills

6.



lone

line

lane

7.

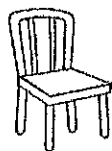


mole

mile

mule

8.



he

hi

ha

Name _____ Date _____



go

to

of



saw

two

she