

Week 9 – 5/18 – 5/22

- Letter: Long O

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: Review my, to, of, and what

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: A Home For Moles

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:
Bear Needs Help
What Do I Want?

CC.K.R.L.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 what I read. [RL.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 9 Week 3
- Math: addition and 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)

Cool Treat

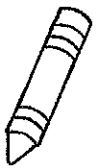
Long and Short Vowels

Color the pictures by their vowel sounds.

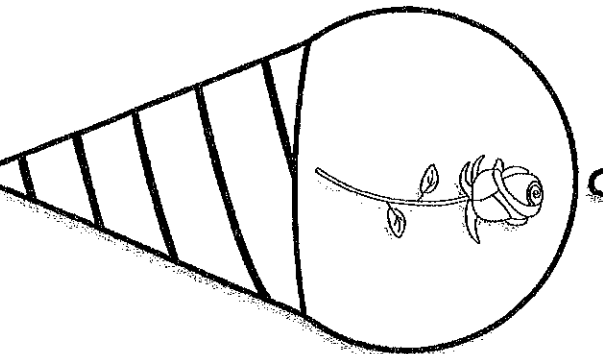
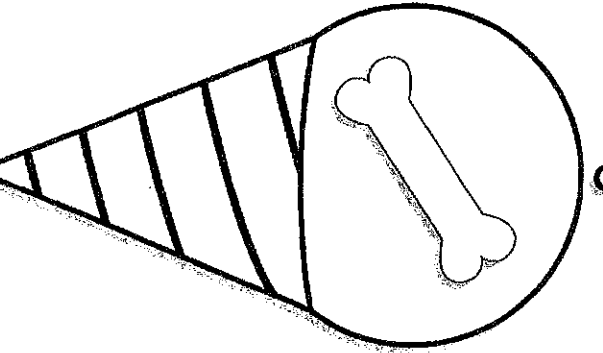
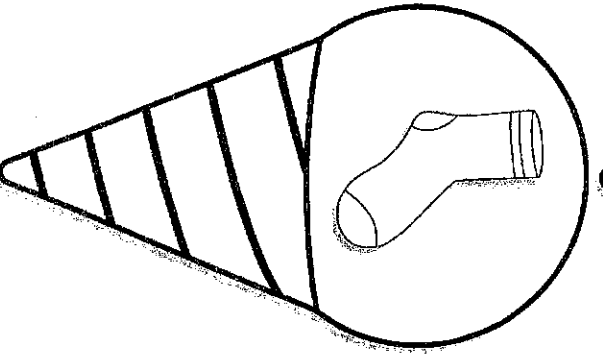
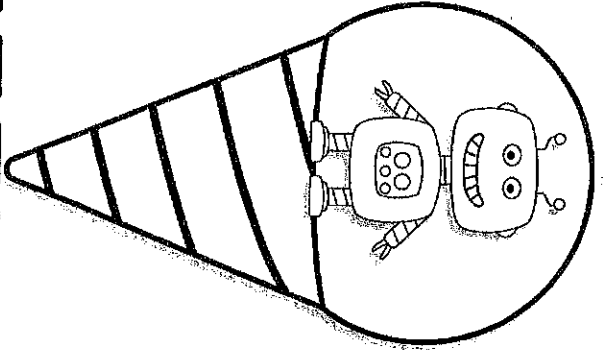
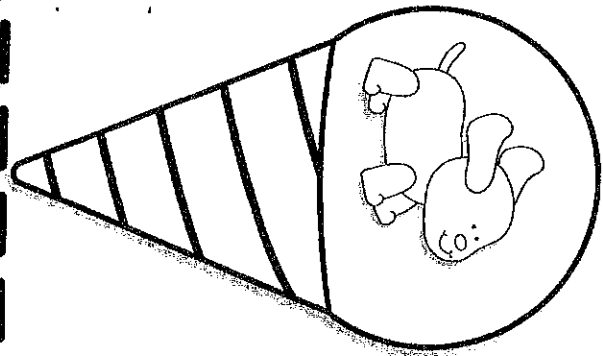
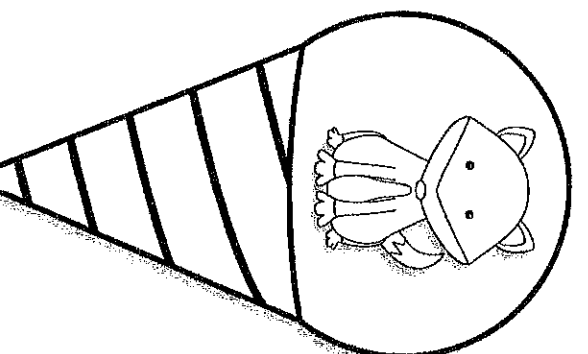
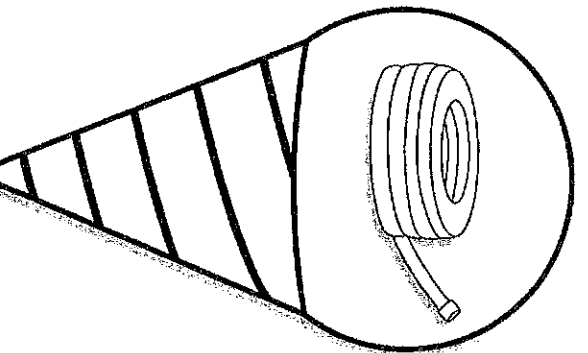
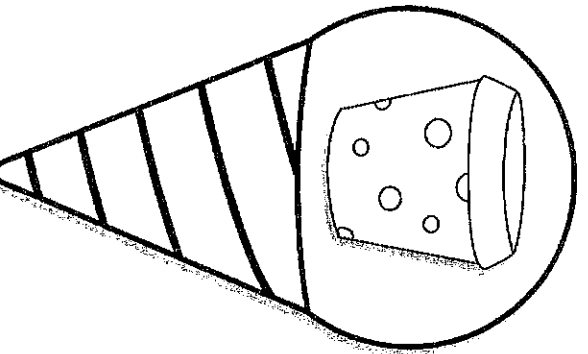
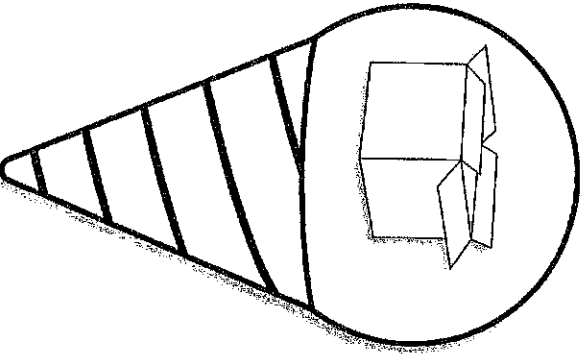
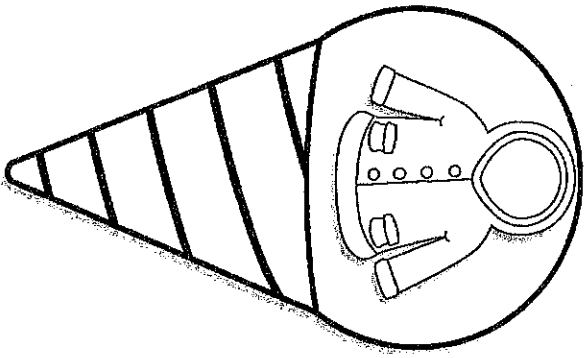


Long o = orange

Short o = green

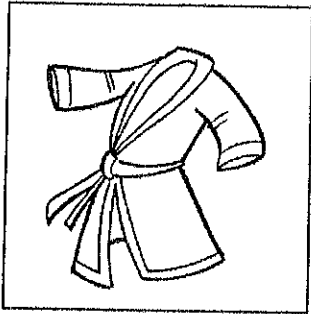


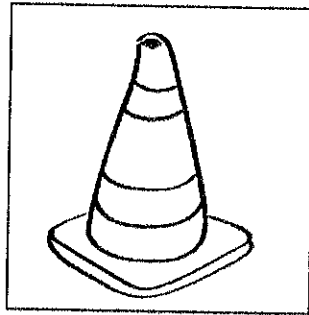
Name: _____

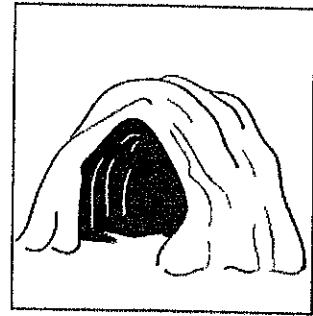


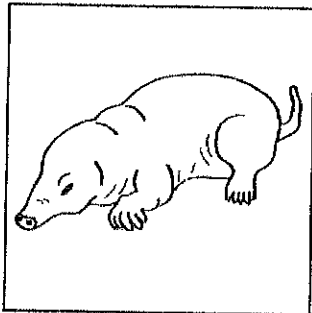
Name: _____ Date: _____

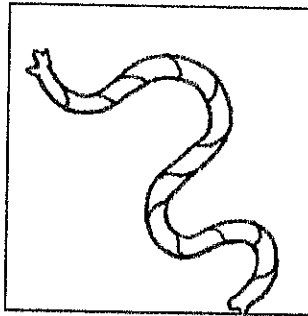
Phonics: Long o (final -e)

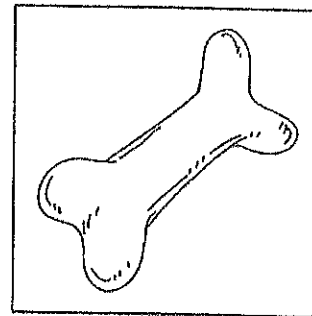












Directions: Trace the letters **o** and **e**. Say the name of each picture. Each picture has the /ō/ sound made by **o** and **e**. Write the picture name under each picture.

Name: _____ Date: _____

High-Frequency Words

my

to

of

what

1. Can _____ dog have a bone?
2. Rose has a lot _____ games.
3. _____ is in the big box?
4. Hope and Dave can jog _____ the lake.

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

Words for the Phonics Reader A Home for Moles - please practice reading

home	look	us	nose
for	hole	have	with
moles	it	get	like
here	is	we	go
come	hope	can	I
and	pole	my	a
rope	the	in	big
bags	let	poke	

Reading Foundational Skills

Say: Now I am going to ask some more questions.

Directions for pages 113-114

6. Find the picture of the spoon. Look at the words in the row. Find the word fix . . . fix. Draw a circle around the word.

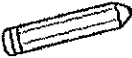
7. Find the picture of the banana. Look at the words in the row. Find the word zip . . . zip. Draw a circle around the word.

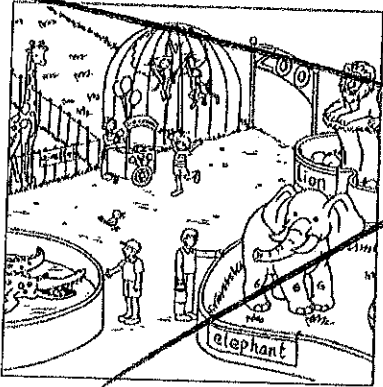
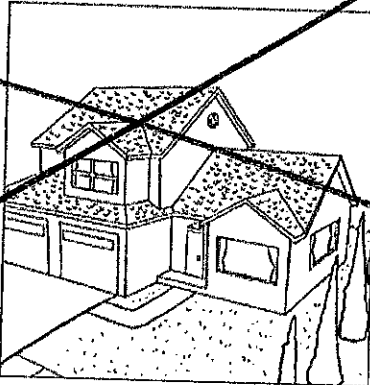
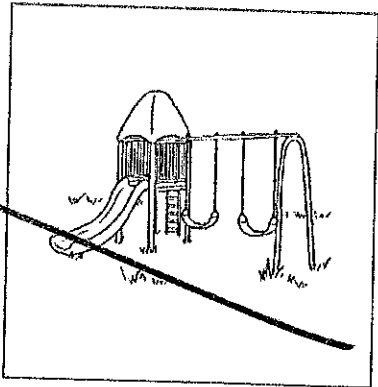
8. Find the picture of the chair. Look at the words in the row. Find the word tape . . . tape. Draw a circle around the word.


9. Find the picture of the mitten. Look at the words in the row. Find the word note . . . note. Draw a circle around the word.

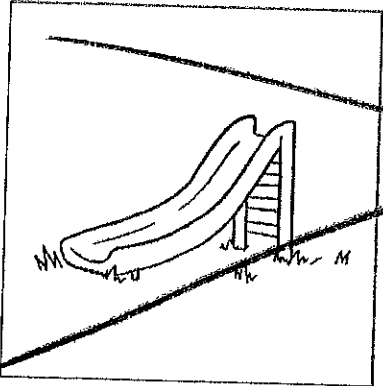
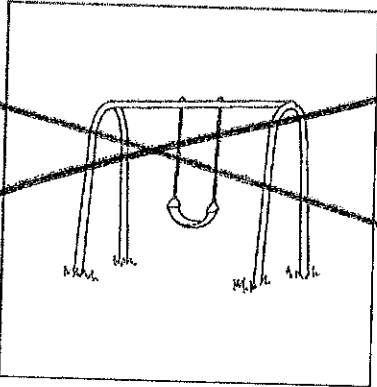
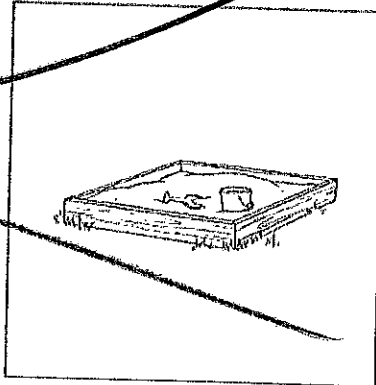
10. Find the picture of the umbrella. Look at the words in the row. Listen: What is your name? Find the word what . . . what. Draw a circle around the word.



4. 

~~  ~~

5. 

~~  ~~

Start with number 6.

6. 

fin **fix** **fit**



7.

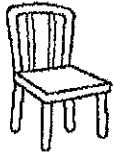


zip

hip

rip

8.



tap

tote

tape

9.



not

note

net

10.



what

with

wall



Take Away From 8



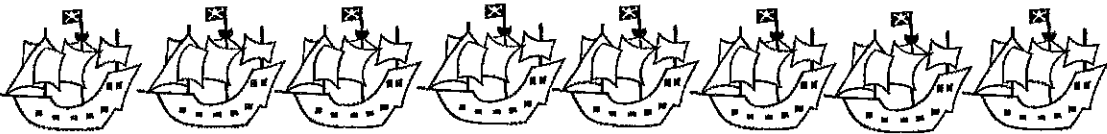
$$\underline{\quad} - 2 =$$



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



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



$$\underline{\quad} - 8 =$$



$$\underline{\quad} - 1 =$$

Take Away From 9



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



$$\underline{\quad} - 8 = \square$$



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

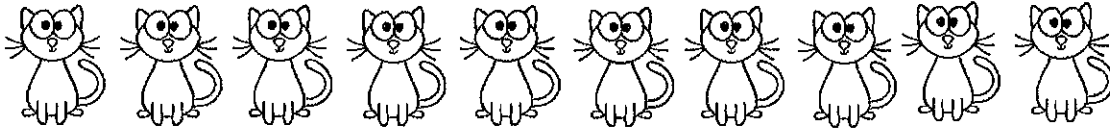


$$\underline{\quad} - 7 = \square$$

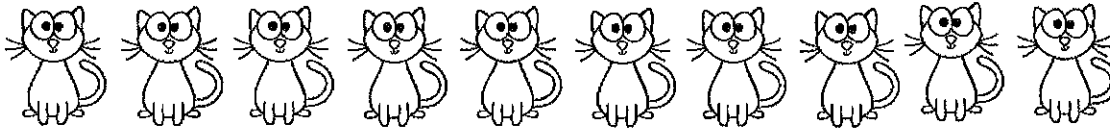


$$\underline{\quad} - 3 = \square$$

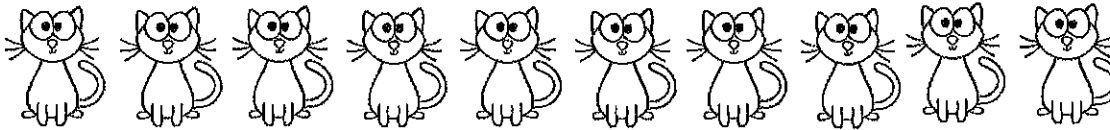
Take Away From 10



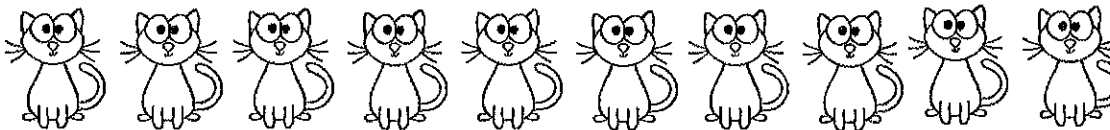
$$\underline{\quad} - 0 = \square$$



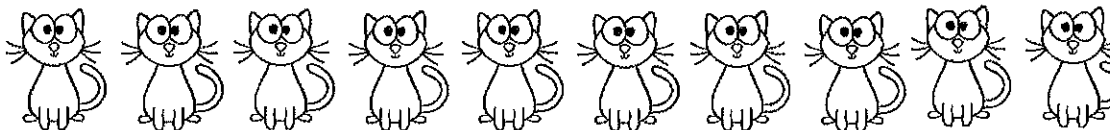
$$\underline{\quad} - 5 = \square$$



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



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



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