

Week of March 30	
Monday	
<p style="text-align: center;"><u>Reading:</u></p> <p>Learning Goals Reading Sheet Phonics Reading Page (long o-o,oa,ow) Read "Go Wild" p. 72-81</p>	<p style="text-align: center;">Math:</p> <p>Lesson 8.1 pg 439 Fact Practice (flashcards, written, xtramath, etc.)</p>
Tuesday	
<p style="text-align: center;"><u>Reading:</u></p> <p>Learning Goals Reading Sheet Phonics Reading Page (long o-oe) Read "Go Wild" p. 72-81</p>	<p style="text-align: center;"><u>Math:</u></p> <p>Lesson 8.2 pg 444-445 Fact Practice (flashcards, written, xtramath, etc.)</p>
Wednesday	
<p style="text-align: center;"><u>Reading:</u></p> <p>Learning Goals Reading Sheet Phonics Reading Page (review both) Read story in weekly packet - The Toad Comprehension page</p>	<p style="text-align: center;">Math:</p> <p>Lesson 8.3 pg 450-451 Fact Practice (flashcards, written, xtramath, etc.)</p>
Thursday	
<p style="text-align: center;"><u>Reading:</u></p> <p>Learning Goals Reading Sheet Phonics Reading Page (review both) Read story in weekly packet - The Bud</p>	<p style="text-align: center;">Math:</p> <p>Lesson 8.3 pg 452 (Mid-Chapter checkpoint) Fact Practice (flashcards, written, xtramath, etc.)</p>
Friday	
<p style="text-align: center;"><u>Reading:</u></p> <p>Learning Goals Reading Sheet Phonics Reading Page (review both) Writing page - 3 sentences</p>	<p style="text-align: center;">Math:</p> <p>Lesson 8.4 pg 459-460 Fact Practice (flashcards, written, xtramath, etc.)</p>

My Learning Goals • Unit 4 Week 3

Put a check next to the goals you complete.

Word Work

- Understand the sounds in words
- Read and spell words with long *o:o, oa, ow, oe*
- Read *find, food, more, over, start, warm*
- Read words with open syllables
- Write letters: *Pp*

Comprehension

- Ask and answer questions
- Identify main idea and key details

Writing/Grammar

- Plan and draft a poem
- Understand and use the words *go* and *do*
- Use text evidence to respond to text

Speaking and Listening

- Have collaborative conversations and present ideas

Vocabulary

- Learn and use vocabulary words
- Identify and use word categories

Research and Inquiry

- Research how animals move, eat, and live

Long o (o, oa, ow)

Read Words

no	not	rod	road	bat	boat
no	so	go	gold	sold	fold
toad	road	load	loaf	loan	moan
mow	sow	low	glow	grow	crow
me	soap	seat	blow	toast	greet

The old boat is so slow.

No one will loan me a coat.

The oats grow in a row.

The toad and the goat are in the road.

Write Words

___o	___oat	___ow
___o	___oat	___ow
___o	___oad	___ow
___old	___oad	___ow

Name _____ Date _____

Practice
Reproducible
PH78

Long o (oe)

Read Words

hoe doe goes aloe floe
toe foe Joe Moe oboe
roe rose read bake sprang
home moan mow soap meet

I hit my toe.

There was a doe on the road.

Kim used a hoe in the dirt.

Joe and I went to the show.

Write Words

____oe ____oe ____oe ____oe

The Toad



There once was a toad on a boat.

He wanted to see if he could float.

He said, "One, two, three," and then he jumped in.

Whoa, the toad was soaked! He swam and swam but he did not float! He kicked and kicked and went back to the boat. He sat on the edge and he went,

"Croak, croak!"



① At the beginning, where was the toad?

② What did the toad want to know?

③ What did the toad do at the end?

Comprehension: Main Idea and Key Details

What's the Big Idea?

Let's read the story together. Next we'll choose a title for the story. Then we'll go back and underline the details in the story.

Many squirrels are born in the early part of spring.

When it is born, a squirrel is very small. It is only about one inch long.

It can not see until it is at least six weeks old.

The squirrel's tail helps it run up and down the branches of trees.

Squirrels eat nuts, seeds, and fruit.

They live in nests.



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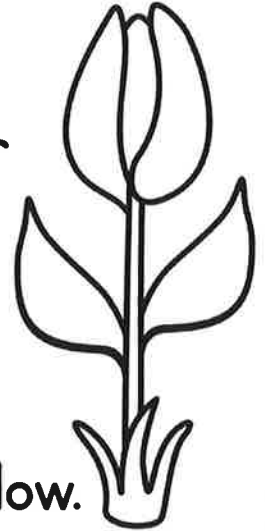
A good title for this story is:

- A. The Life of Squirrels
- B. What Squirrels Eat
- C. When Squirrels Can See

Answer: A

The Bud

Tim had a bud. He did not know how to make it grow. His mom said, "Give it water and sun." Tim put the plant in the window. He gave it water every day. It was slow, but it started to grow! The flower was yellow.



Tim was so happy. He showed his friends. "Now I know how to make a bud grow!"



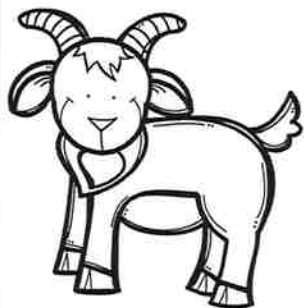
① What problem did Tim have?

② What did the bud need to grow?

③ How did Tim feel at the end?

Name _____

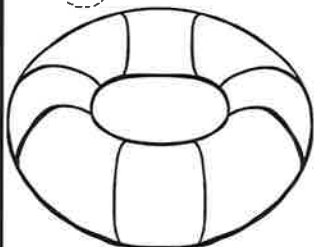
oa



goat



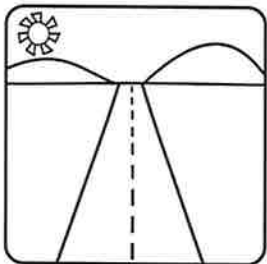
loaf



float



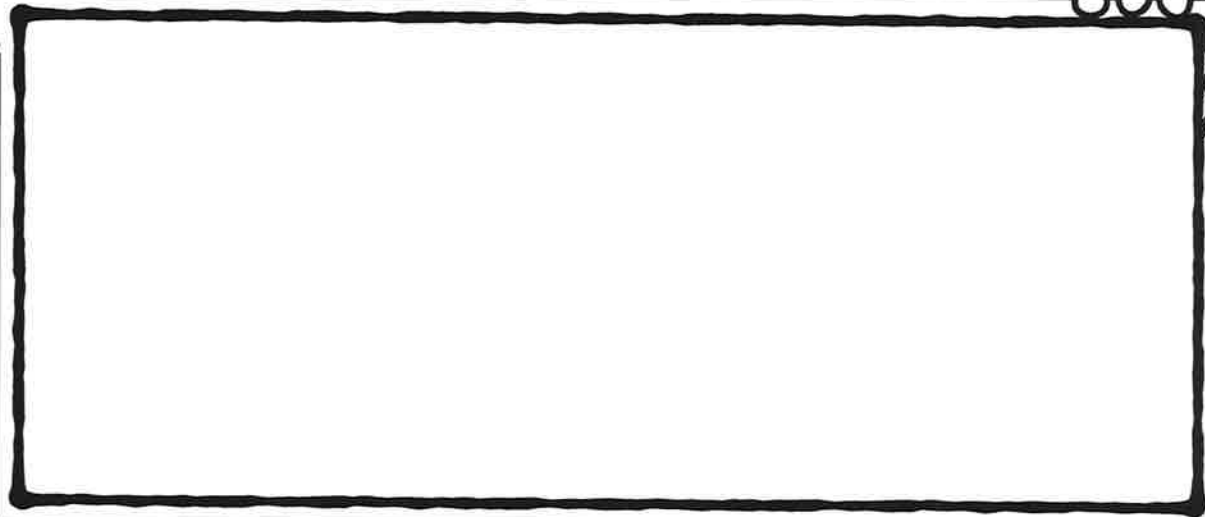
boat



road



coat



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line for letter height guidance.

Capital Letter

Finger Spaces

Punctuation

Draw a picture

Week of April 6

Monday

Reading:
Learning Goals Reading Sheet
Phonics Reading pg (long i-i, y, ie, igh)
Read "Creep Low, Fly High"
p. 102-111

Math:
Lesson 8.5 pg 462-463
Fact Practice (flashcards, written,
xtramath, etc.)

Tuesday

Reading:
Learning Goals Reading Sheet
Phonics Reading pg (long i-i, y, ie, igh)
Read "Creep Low, Fly High"
p. 102-111
Read story in packet - Spies in Ties

Math:
Lesson 8.7 pg 477-478
Fact Practice (flashcards, written,
xtramath, etc.)

Wednesday

Reading:
Learning Goals Reading Sheet
Phonics Reading Page (review)
Read story in packet -Day and Night
Comprehension page

Math:
Lesson 8.9 pg 489-490
Fact Practice (flashcards, written,
xtramath, etc.)

Thursday

Reading:
Learning Goals Reading Sheet
Phonics Reading Page (review)
Read story in packet - Why So Shy?
Writing page - 3 sentences

Math:
Lesson 8.10 pg 495-496
Fact Practice (flashcards, written,
xtramath, etc.)

Friday

No School

No School

My Learning Goals • Unit 4 Week 4

Put a check next to the goals you complete.

Word Work

- Understand the sounds in words
- Read and spell words with long *i*: *i, igh, y, ie*
- Read *caught, flew, know, laugh, listen, were*
- Read words with endings *-es, -ed, -ing*
- Write letters: *Zz*

Comprehension

- Visualize by creating pictures in your mind
- Tell about character points of view

Writing/Grammar

- Revise, edit, and publish a poem
- Understand and use the words *see* and *saw*
- Use text evidence to respond to text

Speaking and Listening

- Have collaborative conversations and present ideas

Vocabulary

- Learn and use vocabulary words
- Identify and use sentence clues

Research and Inquiry

- Research and write about insect features

Long i (i, y, ie, igh)

Read Words

my	by	fly	fry	try	cry
high	right	bright	might	night	fright
wild	mild	mind	find	kind	blind
tie	my	pies	flies	lie	fight
no	go	ship	shy	row	dry

I saw a bright light in the night.

You might be right.

What can fly high in the sky?

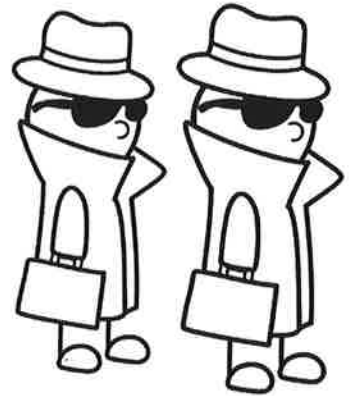
The child will try to tie his shoe.

Write Words

___ild	___y	___ight
___ild	___y	___ight
___ind	___y	___ight
___ie	___ie	___ie

The Spies in Ties

Last week, mom called two spies to help her. Someone had taken her pies! She asked everyone, but someone was telling a lie. The spies heard mom's cries and wanted to help.



The spies came to her house wearing ties. They looked up. They looked down. They looked all around. Finally, they found the pies. "Nobody was telling lies! We found the pies in the refrigerator!" Mom was so glad she called the spies in ties.



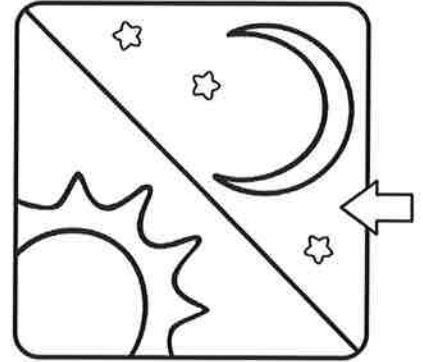
① What is the problem in the story?

② What were the spies wearing?

③ Where did the spies find the pies?

Day and Night

Day and night are very different. I like the day. During the day, the sun gives bright light. During the night, it is dark. The



moon and stars are high in the sky. They shine a low light. It is a beautiful sight. The night just might be my favorite time!



① When is there the brightest light?

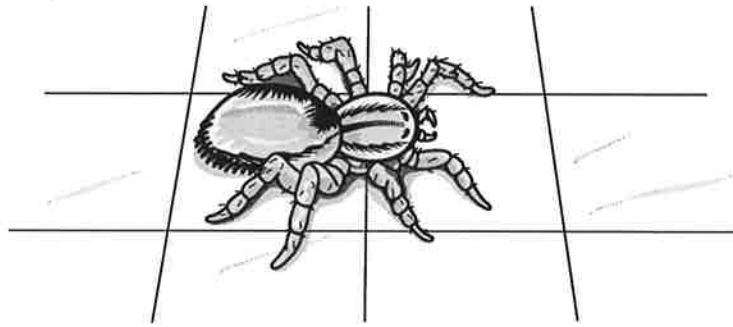
② What is high in the sky at night?

③ What do you like best, day or night?

Comprehension: Point of View

Insect Skit

Let's put on a short skit. Decide which character you want to be: Molly or Bobby. Then we will read our parts. Try to sound like the character really would sound. After we're done, we'll answer the questions together.



Molly: Oh, no! Bobby! Look out!

Bobby: Why? What's the matter?

Molly: Look down on the floor. There is a spider!

Bobby: That's okay. I am not afraid of insects.

Molly: Well, you aren't going to let it crawl on you, are you?

Bobby: No, silly. I'm going to move my foot. Then it will just crawl past me.

Molly: Eew. I'm leaving right now!

1. Who is afraid of spiders? How do you know?
2. Who is not afraid of spiders? How do you know?

y

long i

Name: _____

Why So Shy?

Ry the bear was so shy. "Don't be shy!" my dad told Ry. "I don't know why I am so shy. It makes me want to cry," said Ry. Dad told Ry he would teach her to not be shy. "When someone says, "Hi!" you should reply. When someone walks by, wave to them." Ry did what dad said. By July, she was no longer shy!



① How did being shy make Ry feel?

② Who taught Ry to not be shy?

③ In what month did Ry stop being shy?

Name _____

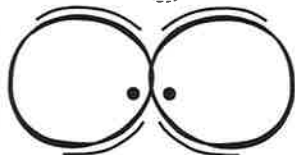
igh



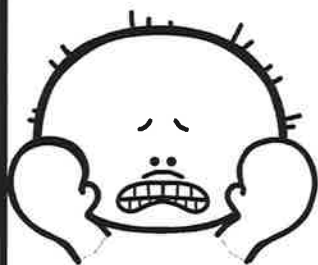
night



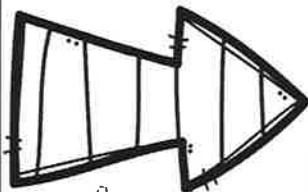
high



sight



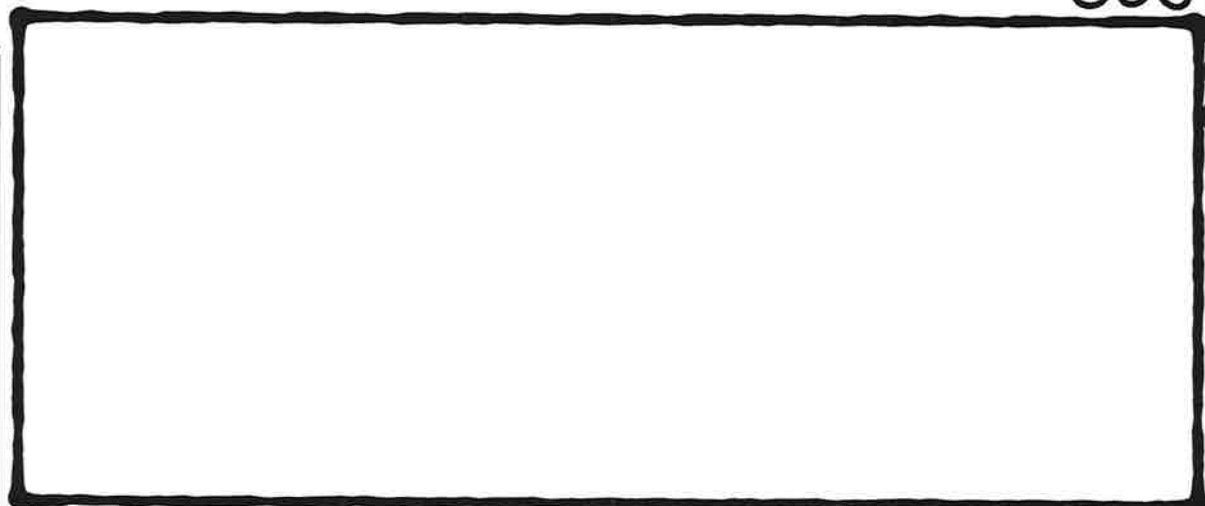
fright



right



light



Handwriting practice area with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).

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Capital Letter

Finger Spaces

Punctuation

Draw a picture

Week of April 13

Monday

No School

No School

Tuesday

Reading:

Learning Goals Reading Sheet
Phonics Reading pg (long e-y, ey, ie)
Read "A Buddy-to-Be"
p. 134-141

Math:

Lesson 9.1 Enrichment wksht.
Fact Practice (flashcards, written,
xtramath, etc.)

Wednesday

Reading:

Learning Goals Reading Sheet
Phonics Reading pg (long e-y, ey, ie)
Read "A Buddy-to-Be"
p. 134-141

Math:

Lesson 9.4 pg 535-536 using paperclip
chain (copy included)
Fact Practice (flashcards, written,
xtramath, etc.)

Thursday

Reading:

Learning Goals Reading Sheet
Phonics Reading pg (long e-y, ey, ie)
Read story in packet -Holly's Happy
Pets
Comprehension Page

Math:

Lesson 9.5 pg 540 & 542 (mid chapt.
checkpoint and back of
practice/homework)
Fact Practice (flashcards, written,
xtramath, etc.)

Friday

Reading:

Learning Goals Reading Sheet
Phonics Reading pg (long e-y, ey, ie)
Writing page - 3 sentences

Math:

Lesson 9.6 pg 544-545
Fact Practice (flashcards, written,
xtramath, etc.)

My Learning Goals • Unit 4 Week 5

Put a check next to the goals you complete.

Word Work

- Understand the sounds in words
- Read and spell words with long e: *y, ey*
- Read *found, hard, near, woman, would, write*
- Read compound words
- Write letters: *Mm*

Comprehension

- Visualize by creating pictures in your mind
- Find sequence in texts

Writing/Grammar

- Understand and use adverbs that tell when
- Use text evidence to respond to text

Speaking and Listening

- Have collaborative conversations and present ideas

Vocabulary

- Learn and use vocabulary words
- Identify and use root words

Research and Inquiry

- Research and write about people who care for animals

Long e (y, ey, ie)

Read Words

niece piece chief thief brief shriek
me we be key meat need
funny happy silly floppy baggy sleepy
pie piece nice niece peace piece
my sigh sight light fright key

My niece has a key.
May I have a piece of pie?
We like to play on the field.
Did the chief shriek?

Write Words

___e ___iece ___ief
___e ___iece ___ief
___e ___ield ___ief
___e ___ey ___riek

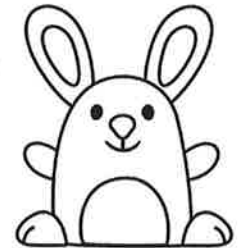
y

long e

Name: _____

Holly's Happy Pets

Holly has two pets. She has a puppy and a bunny. Her puppy is fluffy and her bunny has floppy ears. Holly likes to take her pets to play in the grass. They are so silly. Her puppy runs quickly. Her bunny gladly follows him. Her pets are so happy to spend their sunny day outside!



① What two pets does Holly have?

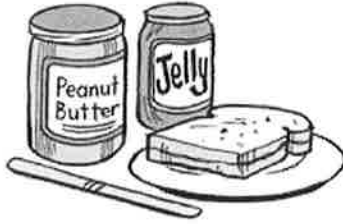
② What does her puppy do in the grass?

③ Why are Holly's pets happy?

Comprehension: Sequence

Make a Sandwich!

Let's read the directions for making a peanut butter and jelly sandwich. Then we'll complete the sentences below.



How to Make a Peanut Butter and Jelly Sandwich

Directions: Take two slices of bread and place them side by side. Next, spread some peanut butter on one slice of bread. Then, spread some jelly on the other slice. After this, place the two slices of bread together.



First, place two _____.

Next, spread the _____.

Then, spread the _____.

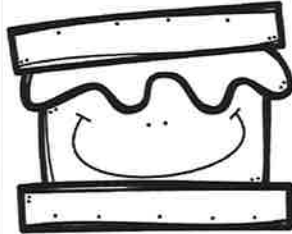
Last, place the _____.

Name _____

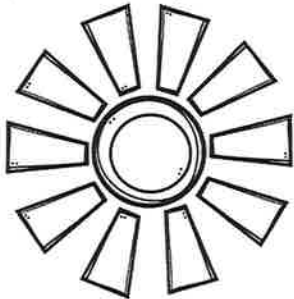
Y (long e)



puppy



happy



sunny



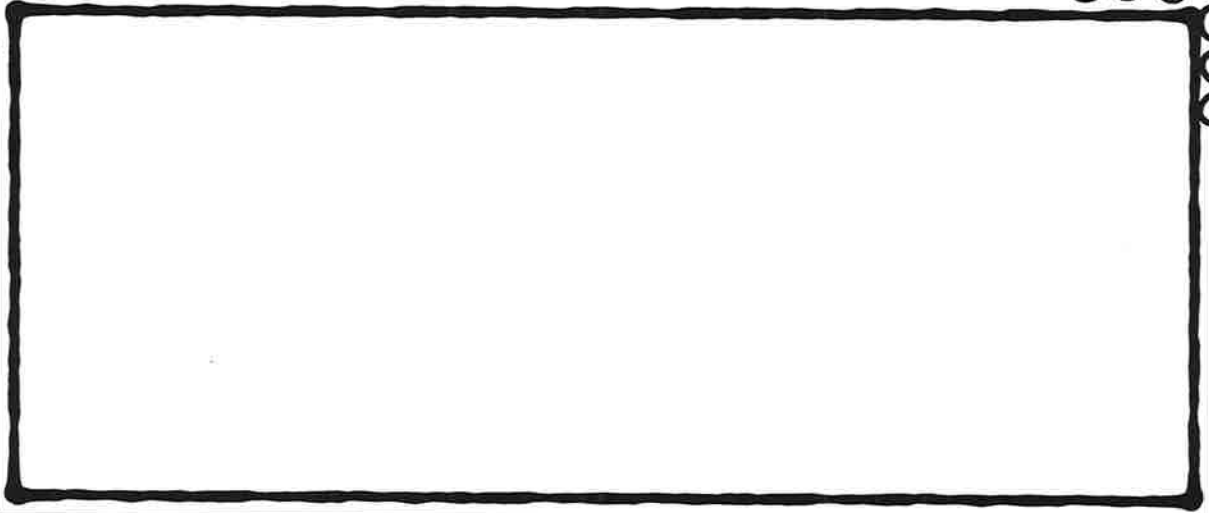
funny



family



bunny



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated six times.

Capital Letter

Finger Spaces

Punctuation

Draw a picture

Week of April 20

Monday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading pg (r-controlled vowel ar) Read "A Barn Full of Hats" p. 12-21</p>	<p><u>Math:</u> Lesson 9.7 p. 549-551 Fact Practice (flashcards, written, xtramath, etc.)</p>
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Tuesday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading pg (r-controlled vowel ar) Read "A Barn Full of Hats" p. 12-21</p>	<p><u>Math:</u> Lesson 9.8 p. 555-557 Fact Practice (flashcards, written, xtramath, etc.)</p>
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Wednesday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading pg (r-controlled vowel ar) Read story in packet - Barb the Shark</p>	<p><u>Math:</u> Lesson 10.1 pg 579-580 Fact Practice (flashcards, written, xtramath, etc.)</p>
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Thursday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading pg (r-controlled vowel ar) Read story in packet - The Farm Comprehension Page</p>	<p><u>Math:</u> Lesson 10.2 enrichment wkst. & p.586 Fact Practice (flashcards, written, xtramath, etc.)</p>
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Friday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading pg (r-controlled vowel ar) Writing page - 3 sentences</p>	<p><u>Math:</u> Lesson 10.3 pg 591-592 Fact Practice (flashcards, written, xtramath, etc.)</p>
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My Learning Goals • Unit 5 Week 1

Put a check next to the goals you complete.

Word Work

- Understand the sounds in words
- Read and spell words with *ar*
- Read *four, large, none, only, put, round*
- Read plural words
- Write letters: *Hh*

Comprehension

- Make and confirm predictions
- Tell about character points of view

Writing/Grammar

- Understand and use words that join
- Use text evidence to respond to text

Speaking and Listening

- Have collaborative conversations and present ideas

Vocabulary

- Learn and use vocabulary words
- Use context clues for words with multiple meanings

Research and Inquiry

- Research and write about classifying objects

r-Controlled Vowel /är/ (ar)

Read Words

car arm harm mark scar scarf
 bar jar part arch starch march
 art start dart card charge large
 far farm star barn hard shark
 tar barns yard parks Mark smart

This dart is sharp.

Carl saw a large farm.

Park the car in the barn.

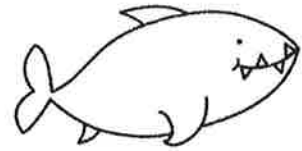
Star has a scar on her arm.



Write Words

_____ar	_____ard	_____arm
_____ar	_____ark	_____arm
_____ar	_____ard	_____art
_____ar	_____arch	_____art

Name _____

BARB THE SHARK

Barb the shark found herself in a park in the dark. She looked at the stars to try to figure out how to get home. She knew she was far so she rented a large car. On the way home she stopped by a yard and heard a bark. Barb the shark asked Mark the dog how to get home. Mark said, "It's not hard! You don't have to go far! It's just past the big red barn." Barb the shark found the big barn that was next to the ocean. In the ocean was a large barge that Barb called home.

1. What was the problem in this story?

2. Why did Barb rent a car?

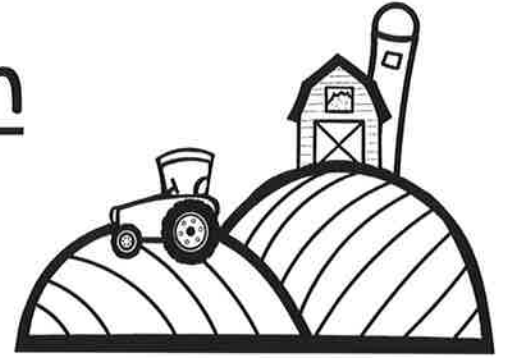
3. Have you ever been lost? Explain

4. Circle all of the /ar/ words.

ar

Name: _____

The Farm



We went to visit the farm.

We spent a long time in the car

because the farm was far away. We started our visit by looking at the barn. There were so many animals in the barn. Next, we played in the yard. It was as big as a park! Then, we learned how to take care of the animals. We felt so smart

after our visit to the farm!



① What was the first thing they looked at?

② How big was the yard?

③ Why do you think they felt smart?

Comprehension: Point of View

Who Said It?

Think about the author's point of view as I read this story. Then we'll answer the questions together.

My sister Dena seemed very upset. She just sat on her bed with her head in her hands. She kept looking at a book. I knocked on her opened door to announce myself. "Is something wrong?" I asked. "You seem very upset."



"Nita, I have to come up with an idea for my book report. I just can't think of anything to make my book report exciting," Dena explained.

"What have you thought of so far?" I asked. Dena told me her ideas, and we both agreed they should be more exciting.

Suddenly I had an idea. "I've got it. I'll be right back," I said.

When I came back, I had a paper bag on each hand. "Let's make puppets for your report," I said. "You can do a puppet show."

"What a great idea!" Dena said. Dena gave me a big hug and thanked me.

1. Who are the characters in the story? _____
2. Where does the story take place? _____
3. Who had a problem? _____
4. How did Dena feel about her sister Nita helping her?

5. How does Nita feel about her younger sister? How do you know?

Name _____

ar



barn



bark



card



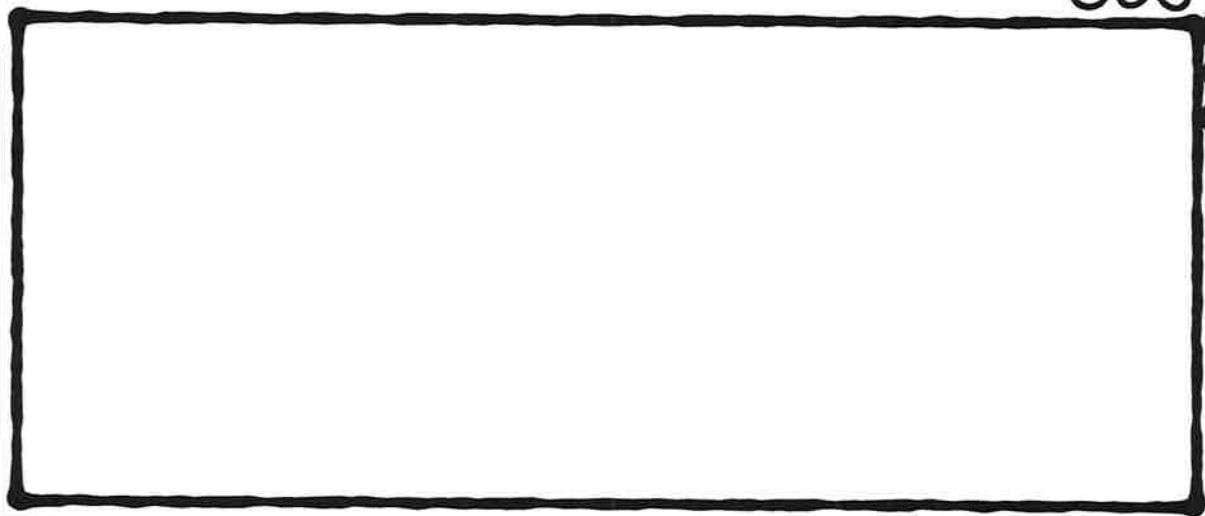
star



cart



scarf



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are seven sets of these lines for practice.

Capital Letter

Finger Spaces

Punctuation

Draw a picture

Week of April 27

Monday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading pg (r-controlled vowels ir, ur, er, or) Read "A Bird Named Fern" p. 42-51</p>	<p><u>Math:</u> Lesson 10.4 pg 596 (Mid-Chapter checkpoint) Fact Practice (flashcards, written, xtramath, etc.)</p>
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Tuesday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading pg (r-controlled vowels ir, ur, er, or) Read "A Bird Named Fern" p. 42-51</p>	<p><u>Math:</u> Lesson 10.5 pg 603-604 Fact Practice (flashcards, written, xtramath, etc.)</p>
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Wednesday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading Page (review) Read story in packet -Germs Comprehension page</p>	<p><u>Math:</u> Lesson 10.6 pg 605-606 Fact Practice (flashcards, written, xtramath, etc.)</p>
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Thursday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading Page (review) Read story in packet -Mirna's Skirt, and Borris the Horse</p>	<p><u>Math:</u> Lesson 10.7 pg 615-616 Fact Practice (flashcards, written, xtramath, etc.)</p>
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Friday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading pg (review) Read story in packet -Last Saturday Writing - 3 sentences</p>	<p><u>Math:</u> Lesson 12.1 reteach/enrichment wkst. Fact Practice (flashcards, written, xtramath, etc.)</p>
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My Learning Goals • Unit 5 Week 2

Put a check next to the goals you complete.

Word Work

- Understand the sounds in words
- Read and spell words with *or, ir, ur, er*
- Read *another, climb, full, great, poor, through*
- Read words with ending *-er*
- Write letters: *Kk*

Comprehension

- Make and confirm predictions
- Identify cause and effect

Writing/Grammar

- Understand and use adjectives
- Use text evidence to respond to text

Speaking and Listening

- Have collaborative conversations and present ideas

Vocabulary

- Learn and use vocabulary words
- Identify and understand shades of meaning

Research and Inquiry

- Research and write about phases of the moon

r-Controlled Vowels /ûr/ (ir, ur, er, or)

Read Words

her fern jerk verb clerk perch
 fir firm first stir dirt shirt
 fur curl blur turn nurse purse
 warm worm world worth burn herd
 skit skirt hut hurt stern stain

Bert gives a hurt bird a worm.

The cat purrs on the curb.

Fern is first in line.

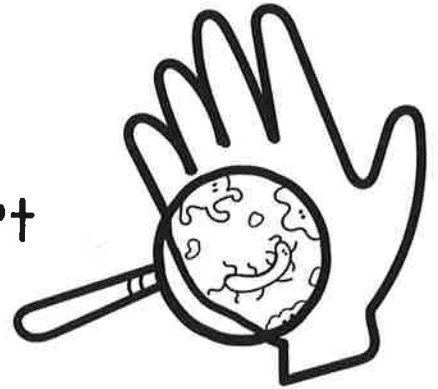
She got dirt on her skirt.



Write Words

_____ur	_____ir	_____orm
_____ur	_____ir	_____er
_____urn	_____irt	_____erk
_____urn	_____irt	_____ern

Germs



Germs are everywhere! You can't see them. They are on your hands.

If you touch walls, they are there. If you serve food, they are there. Do you want to get rid of germs? You need to wash your hands with soap.

We use hand sanitizer. We like to say, "One pump per person!" Goodbye germs!



① Where are germs?

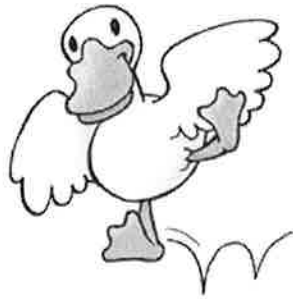
② What is one way to get rid of germs?

③ What can you say while getting hand sanitizer?

Comprehension: Cause and Effect

The Duck

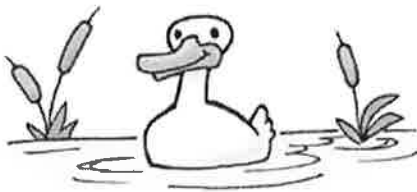
You know a **cause** is what makes something happen. An **effect** is what happens. Let's look at the pictures below. What animal do you see? What is the animal doing? I'll read the sentences, then you fill in the missing word to tell what the duck can do.



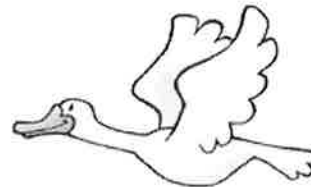
1. This duck can stand on one foot. Because she can stand on one foot, she can _____.



2. Because she can hop, she can get to the _____.



3. Because she can get to the pond, she can _____.



4. The duck wants to get out of the pond. Because she has wings, she can _____.

Mirna's Skirt



This is Mirna. Mirna is in third grade. She got a new skirt. It was beautiful. The first time Mirna put on her new skirt she started to twirl. The skirt swirled around her. Then a bird flew by and dropped dirt on her skirt. Mirna was so sad. "Chirp, chirp," said the bird. I can't believe that bird got dirt on Mirna's skirt!



① What grade is Mirna in?

② What did Mirna get that she was proud of?

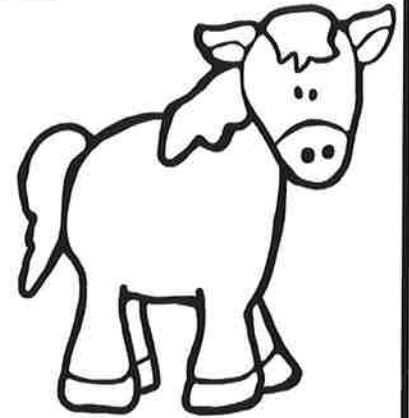
③ How did Mirna's skirt get dirty?

or

Name: _____

Borris the Horse

This is Borris. Borris is my horse.
He was born two years ago. My mom
and dad got him for me. He is short,
but that is because he is still growing.



Borris likes to eat corn, but the vet told me it is not
good for him. Borris has worn a saddle before. We
used it to practice for the parade. I can't wait to
ride Borris in the parade!



① What is the horse's name?

② What did he say about Borris' size?

③ Where will he ride Borris?

Last Saturday



It was my turn to help mom bake a cake. She pulled the pan from the oven. I touched it.



“Ouch! That hurt!” I said. I burned my finger. We went to the doctor and a nurse helped me. The nurse said, “This is a small burn. We are going to help you and then it is someone else’s turn.” After the doctor, we went to church.



① What happened to the author’s finger?

② Who helped the author?

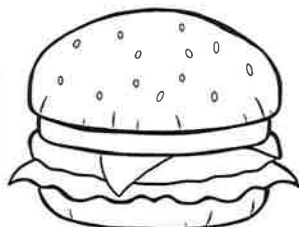
③ Where did they go after the doctor?

Name _____

ur



curls



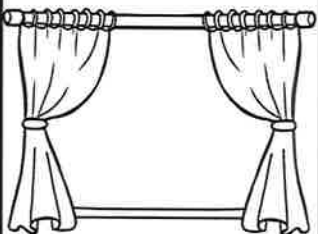
burger



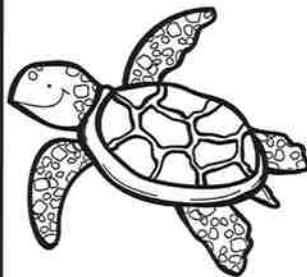
purse



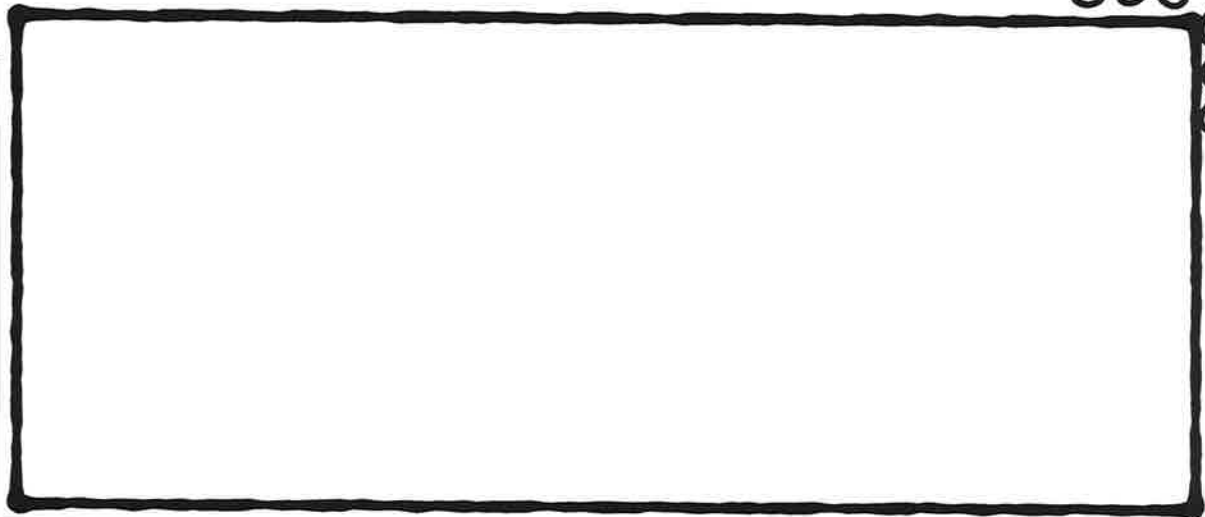
surf



curtain



turtle



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

Capital Letter

Finger Spaces

Punctuation

Draw a picture

Week of May 4

Monday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading pg (r-controlled vowel -or) Read "The Story of a Robot Inventor" p. 72-81</p>	<p><u>Math:</u> Lesson 12.2 pg 678-679 Fact Practice (flashcards, written, xtramath, etc.)</p>
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Tuesday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading pg (r-controlled vowel -ore, oar) Read "The Story of a Robot Inventor" p. 72-81</p>	<p><u>Math:</u> Lesson 12.3 reteach/enrichment page Fact Practice (flashcards, written, xtramath, etc.)</p>
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Wednesday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading Page (review both) Read story in packet -Soccer Comprehension page</p>	<p><u>Math:</u> Lesson 12.7 pg 707/708 Fact Practice (flashcards, written, xtramath, etc.)</p>
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Thursday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading Page (review both) Read story in packet - With the Lions</p>	<p><u>Math:</u> Lesson 12.8 pg 714-715 Fact Practice (flashcards, written, xtramath, etc.)</p>
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Friday

<p><u>Reading:</u> Learning Goals Reading Sheet Phonics Reading Page (review both) Writing - 3 sentences</p>	<p><u>Math:</u> Lesson 12.9 pg 720-721 Fact Practice (flashcards, written, xtramath, etc.)</p>
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My Learning Goals • Unit 5 Week 3

Put a check next to the goals you complete.

Word Work

- Understand the sounds in words
- Read and spell words with *or, ore, oar*
- Read *began, better, guess, learn, right, sure*
- Read abbreviations
- Write letters: *Rr*

Comprehension

- Ask and answer questions
- Find problems and solutions in texts

Writing/Grammar

- Understand and use adjectives that compare
- Use text evidence to respond to text

Speaking and Listening

- Have collaborative conversations and present ideas

Vocabulary

- Learn and use vocabulary words
- Identify and use prefixes

Research and Inquiry

- Research facts about a person you read about this week

r-Controlled Vowel /ôr/ (or)

Read Words

fort forth sort snort sport horn
 worn corn torn thorn pork fork
 cork lord form storm north or
 fur for fir scar shirt short
 barn born farm firm perch porch

Mort likes sports.

The cow snorts and shakes its horns.

Eat your corn with a fork.

Norm has torn his shirt.

Write Words

____or	____orm	____ort
____ord	____ork	____ort
____ord	____ork	____orn
____orm	____ork	____orn

Name _____ Date _____

Practice
Reproducible
PH90

***r*-Controlled Vowels /ôr/ (ore, oar)**

Read Words

more pore score core store
boar roar soar oar uproar
shore oar born spore worn
cork chore for before stork

My chore is going to the store.

We saw a boar at the farm.

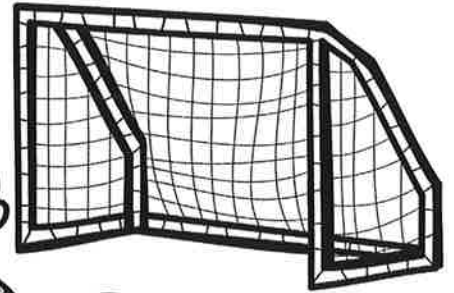
Jack gave me more corn.

I heard the lion roar.

Write Words

_____ore _____ore _____ore _____ore
_____oar _____oar _____oar _____oar

Soccer



Last weekend I played a soccer game. Our field was near the shore. It was nice and cool outside. My team wore our uniforms. Before our game started, we had a meeting. Then we started to play. I scored a goal! I wanted to play more, but we had to take turns. After the game I was so sore!



① Where was the field where they played?

② What did he do when he played?

③ How did he feel after the game?

Comprehension: Problem and Solution

Matt and Jack, Emma and Ben

Let's read each story. Then we'll answer the questions together.

Matt and Jack wanted to buy a snack to share.
"Let's get some grapes," said Matt. "We can share them."

"I don't like grapes," said Jack. "Let's buy nuts."

"I can't eat nuts," said Matt.

The two boys walked all around the store. Then they saw something they both liked.

"Yum!" they said together. "We can get cupcakes!"



What is the problem? _____

What is the solution? _____

Answer: Problem—Matt and Jack can't agree on a snack they both like.
Solution—They both like cupcakes, so that's what they buy.

Emma and her brother Ben wanted to get Mom a gift. It was Mom's birthday.

"Do you have money for the gift?" Emma asked Ben.

"No," said Ben. "I spent all of my money on a new game." Emma did not have any money either.

"Maybe we can make money. We can rake some leaves," said Ben. But Mom's birthday was the next day. They did not have time.

Then Emma had a great idea. "We do not have to buy her a gift. We can make it for her."

Ben thought that was a great idea. So they painted a picture of their family. Mom loved her hand-made gift.



What is the problem? _____

What is the solution? _____

Answer: Problem—Emma and Ben have no money to buy Mom a gift.
Solution—They make her a gift.

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With the Lions



We got to go to a special class called *With the Lions* at the zoo.

They took us close to the lions.

It was safe because there were huge clear boards in between us and the lions. I got to see and hear the lions roar! We got to touch a piece of a lion's mane. It was coarse. The lion made a huge jump and soared through the air. It was so cool! 😊 😊 😊

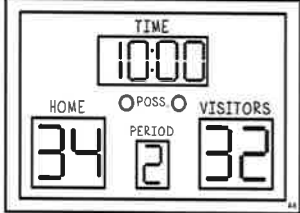
① What made the class safe?

② What sound did the lions make?

③ How did the author describe the lion's mane?

Name _____

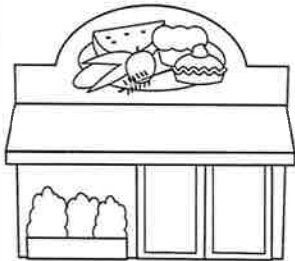
ore



score



core



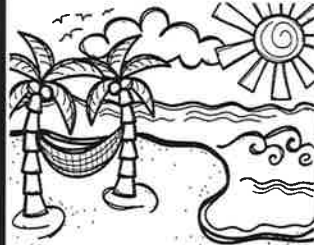
store



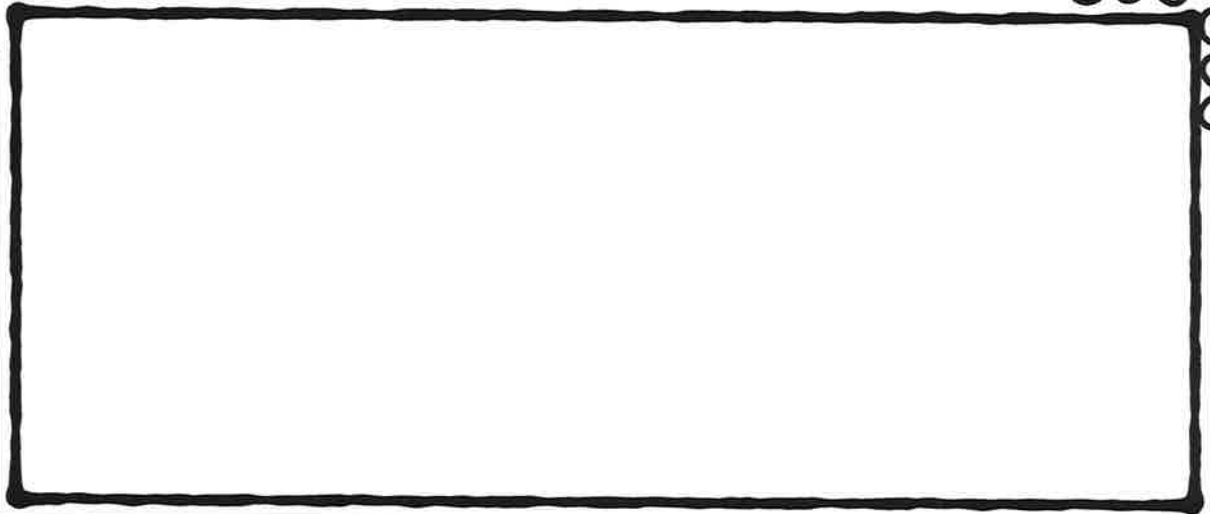
chore



snore



shore



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are seven sets of these lines for practice.

Capital Letter

Finger Spaces

Punctuation

Draw a picture

Week of May 11

Monday

Reading:
Learning Goals Reading Sheet
Phonics Reading pg (Diphthong -ou, ow)
Read "Now, What's That Sound?"
p. 102-111

Math:
Lesson 12.10 pg 726-727
Fact Practice (flashcards, written,
xtramath, etc.)

Tuesday

Reading:
Learning Goals Reading Sheet
Phonics Reading pg (Diphthong -ou, ow)
Read "Now, What's That Sound?"
p. 102-111

Math:
Lesson 11.1 reteach worksheet
(Think about things at home or in the real world that you
know in these shapes and record on back.)
Fact Practice (flashcards, written,
xtramath, etc.)

Wednesday

Reading:
Learning Goals Reading Sheet
Phonics Reading Page (review)
Read story in packet -Proud Mouse
Comprehension page

Math:
Graph 3D shapes using worksheet
Fact Practice (flashcards, written,
xtramath, etc.)

Thursday

Reading:
Learning Goals Reading Sheet
Phonics Reading Page (review)
Read story in packet - The Owl

Math:
Roll and Graph 3D shapes worksheet
Fact Practice (flashcards, written,
xtramath, etc.)

Friday

Reading:
Learning Goals Reading Sheet
Phonics Reading Page (review)
Writing - 3 Sentences

Math:
Build shapes using playdough,
marshmallows with toothpicks or
whatever you can use from home to
build them.

My Learning Goals • Unit 5 Week 4

Put a check next to the goals you complete.

Word Work

- Understand the sounds in words
- Read and spell words with *ou, ow*
- Read *color, early, instead, nothing, oh, thought*
- Read words with endings *-er, -est*
- Write letters: *Xx*

Comprehension

- Ask and answer questions
- Identify problem and solution

Writing/Grammar

- Plan and draft a procedural text
- Understand and use the words *a, an, this, and that*
- Use text evidence to respond to text

Speaking and Listening

- Have collaborative conversations and present ideas

Vocabulary

- Learn and use vocabulary words
- Identify and use suffixes

Research and Inquiry

- Research and write about objects that make sounds

Diphthong /ou/ (ou, ow)

Read Words

how howl owl growl down frown
 out shout pout pound sound house
 ground loud plow brow brown clown
 crown crowd crouch mouth south now
 chow gown spout sport pond pound
 pot pout town torn form mouse

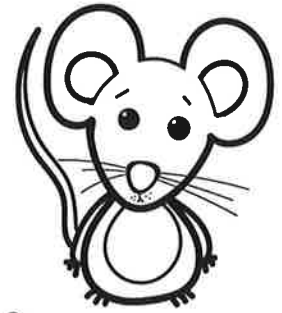
The dogs growl at the clown.
 That loud sound is a howl.
 Sam shouted that he found an owl.
 She sat on a brown couch.



Write Words

____ out ____ own ____ ound
 ____ out ____ own ____ ound
 ____ outh ____ owl ____ ound
 ____ outh ____ owl ____ ound

Proud Mouse



“I am so proud of my house!” said the little mouse. Inside I have a couch and a round table. I have a

TV with great sound. Outside of my house I have a garden. My



garden is ready to sprout! “I am so proud of my little house!” shouted the mouse.



① What is the mouse proud of?

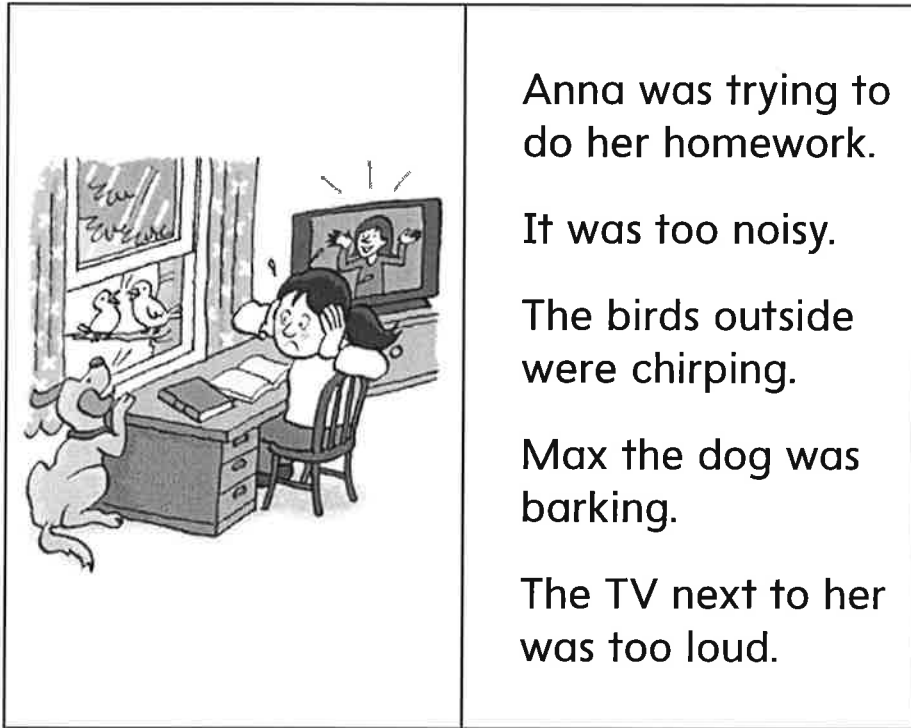
② What is inside the mouse's house?

③ What does the mouse say about her garden?

Comprehension: Problem and Solution

Anna's Problem

Read this story about Anna. Then we'll answer the questions together.



Anna was trying to do her homework.

It was too noisy.

The birds outside were chirping.

Max the dog was barking.

The TV next to her was too loud.

1. Who is the character in this story?
2. Where does the story take place?
3. What is happening in this story?
4. How can Anna solve her problem?

OW

Name: _____

The Owl

Wow! Look up at the owl. Look at how he can turn his head.

Look at his brown feathers!

“Do you think he will fly down?”

I said. No, the owl will not fly down. “I think I can hear him howl,” I said. No, owls do not howl. Owls

hoot! Can you hear him?



① What can owls do with their heads?

② What color is the owl?

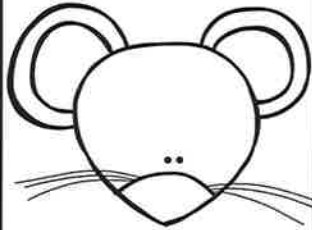
③ What type of sound do owls make?

Name _____

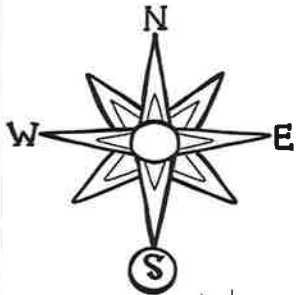
ou



bounce



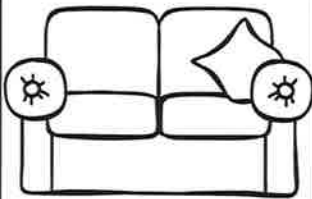
mouse



south



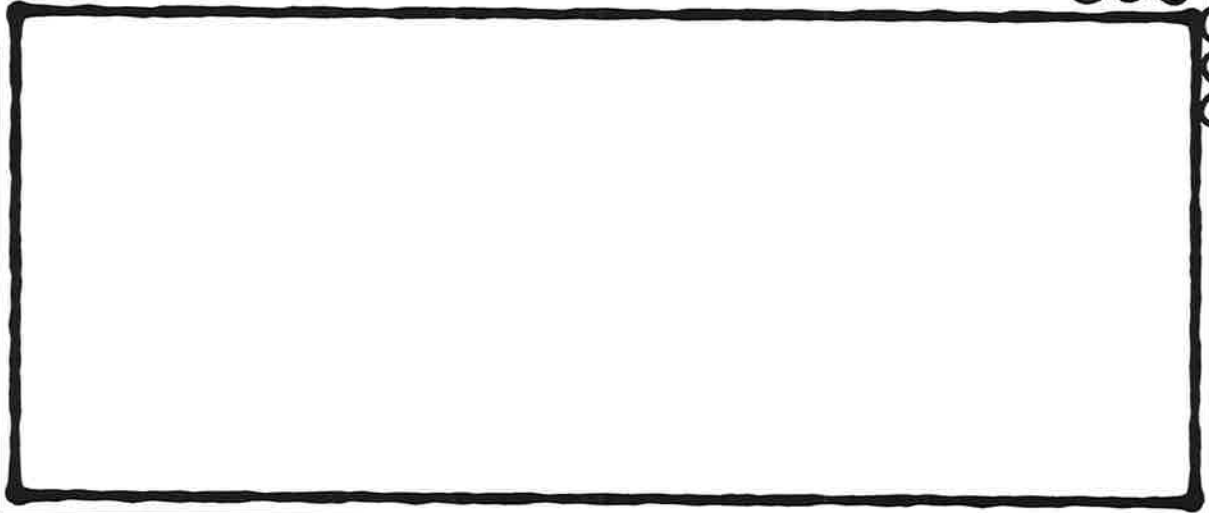
count



couch



sprout



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.

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Capital Letter

Finger Spaces

Punctuation

Draw a picture

Week of May 18

Monday

Reading:
Testing
Please continue to read!!!

Math:
Testing
Please continue to practice math facts

Tuesday

Reading:
Testing
Please continue to read!!!

Math:
Testing
Please continue to practice math facts

Wednesday

Reading:
Testing
Please continue to read!!!

Math:
Testing
Please continue to practice math facts

Thursday

Reading:
Testing
Please continue to read!!!

Math:
Testing
Please continue to practice math facts

Friday

No School

No School