

Reading/ ELA

Grade K





Dear DPSCD Parents and Guardians,

Welcome to the Weekly Distance Learning packet! This packet is designed to be utilized for student learning during this extended school closure. Within this document, you will find ten weeks' worth of ELA/Literacy lessons for your child. Each week contains lessons that should be completed daily during the school week. The lessons should take approximately one hour each day to complete and each lesson has a direct instruction video that will offer a read-aloud of the text and launch students into the day's lessons. Videos can be accessed on the District's YouTube channel and by searching the video title under each lesson on [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube). Within this packet, there is a weekly decodable text, lesson directions, and a lesson activity. Each week is designed for kids to watch a video, read a decodable text or engage in a reading activity, and complete a lesson activity. Classroom teachers will support students with these daily lessons and activities in their virtual classrooms or through phone calls.

As a reminder, if additional support is needed, classroom teachers will be available to support students via virtual classroom or phone conversations. The lessons were designed to ensure that families and students can complete the activities on their own if needed and follow a consistent structure of daily routines, whole group lesson, activity, and closing. The whole group lesson is designed to replicate what your child would be doing with their teacher if they were still in their physical classroom and learning the foundational skills of reading. Our youngest students must continue to learn how to decode code words to become fluent readers.

Please know that your family's needs are very important to us and we appreciate your dedication to your child's academic success.

Best regards,

A handwritten signature in black ink that reads "April Imperio".

April Imperio

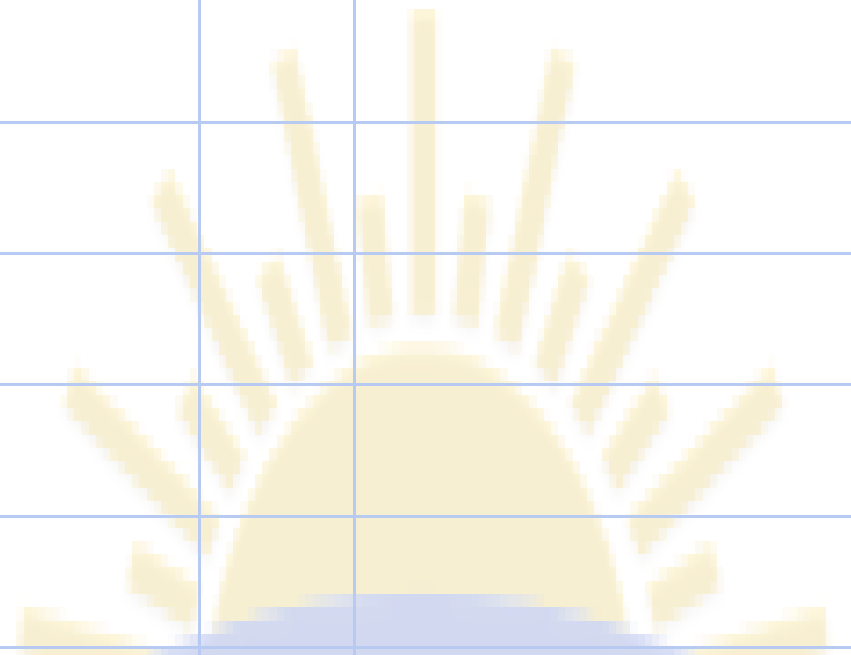
Executive Director K-12 Literacy & Early Learning

\_\_\_\_\_’s

# Distance Learning Reading Log

Book Title & Author	Date/# Pages Read	Reading Notes
1.		
2.		
3.		
4.		
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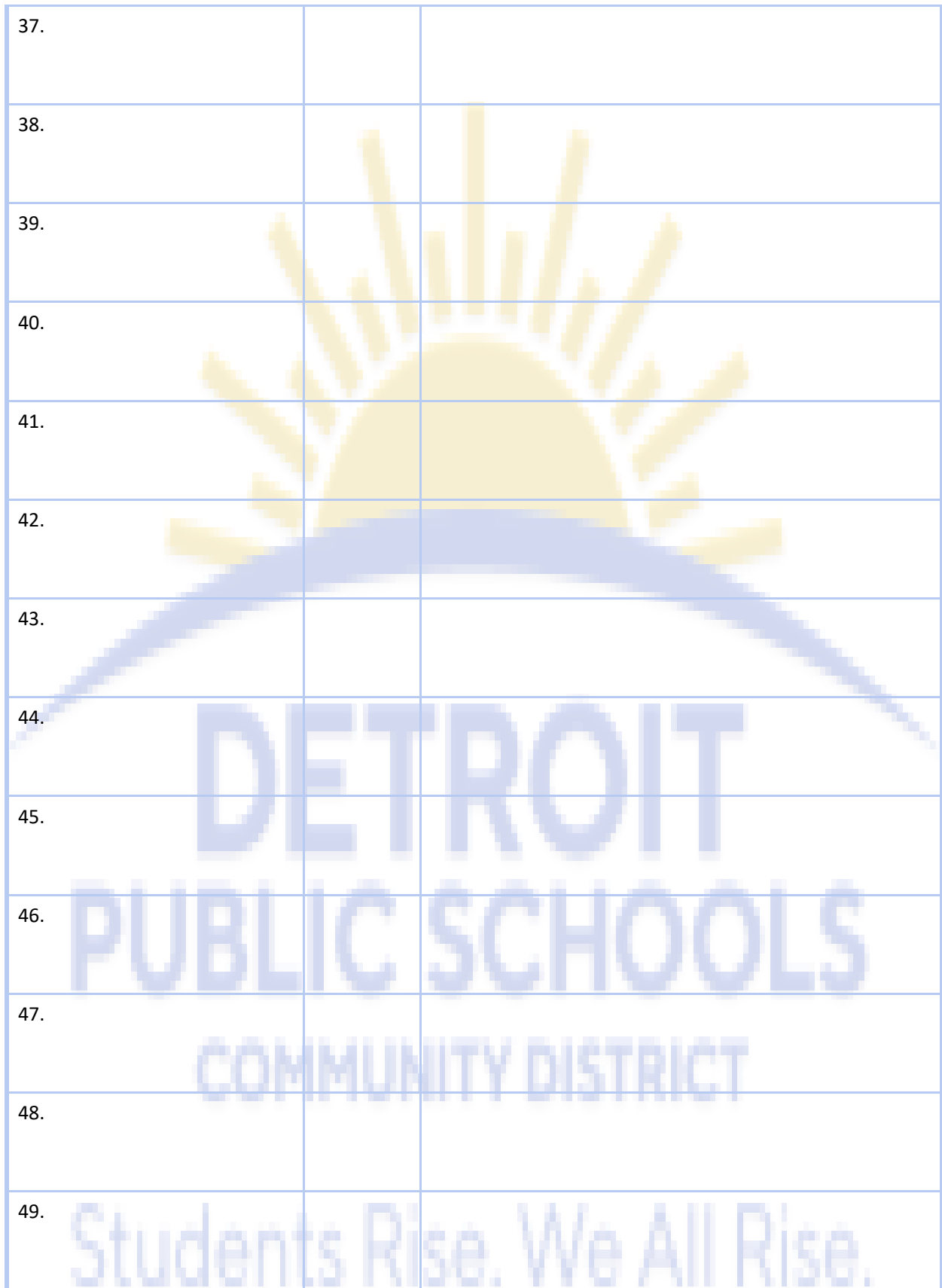
DETROIT  
PUBLIC SCHOOLS  
COMMUNITY DISTRICT

Students Rise. We All Rise.

24.		
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48.		
49.		



Practice reading these words weekly. Read it, write it, say it!



## K-2 High Frequency Word List

### Kindergarten

a	about	all	am	an	and	are	at	be	big
but	by	can	do	for	from	go	had	has	have
he	her	his	I	if	in	is	it	like	look
me	no	not	of	on	one	or	said	see	she
that	the	then	there	they	this	to	was	we	were
what	when	will	with	you					

### First Grade

a lot	after	again	ago	also	always
around	as	ask	back	because	been
began	behind	both	by	bye	called
come	could	day	did	does	each
eat	every	first	fly	fun	get
give	gone	good	got	help	here
him	himself	how	into	its	just
knew	know	laugh	let	little	long
made	make	man	many	may	more
most	much	must	my	next	now
old	other	out	over	play	put
read	really	red	same	saw	say
says	should	so	some	sometimes	soon
still	stop	such	take	than	thank
them	these	think	three	through	time
today	together	under	up	us	use
very	want	watch	way	went	where
which	who	why	work	would	yes
yet	your				

## K-2 High Frequency Word List

### Second Grade

across	against	although	America	animal	another
any	anymore	anywhere	available	away	before
between	birthday	brought	circle	clothes	colors
community	different	doesn't	don't	down	eight
enough	entire	even	everybody	everyday	everyone
favorite	finally	find	found	frequent	friends
great	guess	hello	he'd	house	indoor
inside	isn't	it'll	it's	I'd	I've
large	let's	live	material	meant	might
new	none	off	once	only	open
orange	our	own	o'clock	part	people
person	piece	place	process	purpose	question
ready	receive	right	school	she's	similar
small	strange	supposed	sure	surprise	that's
their	there's	they'll	they've	things	those
throughout	tonight	too	tree	two	used
usually	walk	weather	weird	we'd	we'll
we're	we've	where's	whole	won	world
wrong	years	yellow	yourself	you'd	you're
you've					





# Grade K ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



## Week of 4/13/20 to 4/17/20

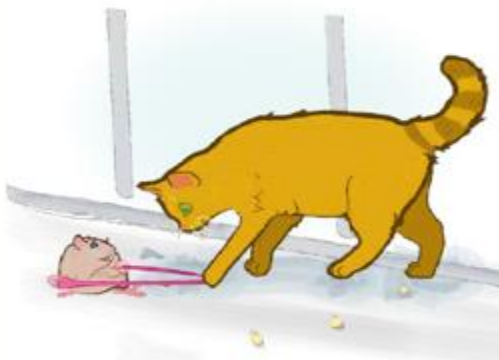

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** "O" and "o"
- HFW:** "or" and "for"
- Materials Needed:** Pencil, crayons, highlighter, scissors and glue



	Watch	Read	Do
<b>Day 1</b>	ELA_GK_W1_L1	Fun with Gum	Reading Comprehension Activity
<b>Day 2</b>	ELA_GK_W1_L2	Fun with Gum	Making CVC Words
<b>Day 3</b>	ELA_GK_W1_L3	Fun with Gum	High Frequency Word Practice
<b>Day 4</b>	ELA_GK_W1_L4	Fun with Gum	Rime Patterns
<b>Day 5</b>	ELA_GK_W1_L5	Fun with Gum	Chaining Words

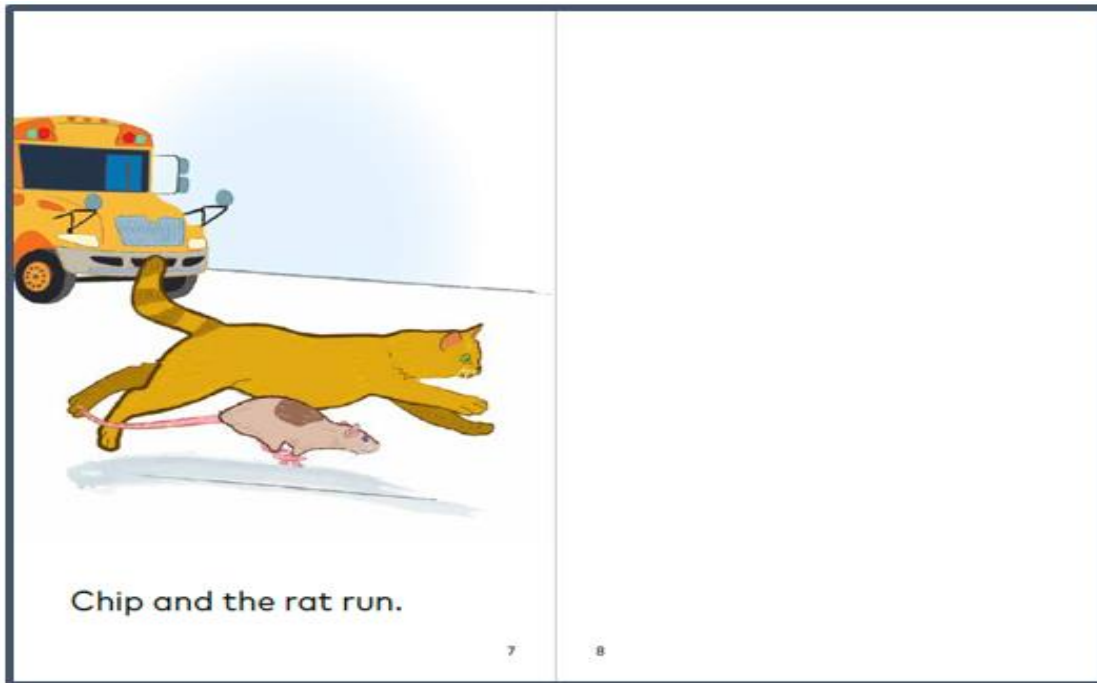
[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

# Weekly Decodable Text

## Lesson 1

<p><b>Fun with Gum</b></p> <p>Cycle 16 Decodable Student Reader</p>  <p>2</p>	 <p>The sun is up.</p> <p>2</p>
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 <p>The rat can see the bus.</p> <p>3</p>	 <p>He is in the bus.</p> <p>4</p>
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# Lesson 1

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can read the decodable text “Fun with Gum”</li> <li>• I can retell the events from the story “Fun with Gum.”</li> <li>• Using evidence from the text, I can answer questions about the story</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Fun with Gum (Cycle 16 Decodable Reader) Pencil, highlighter, crayon, Reading Comprehension Activity Sheet, Cycle 16 Decodable Reader Watch Video ELA_GK_W1_L1</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today you will read the Decodable Reader, “Fun with Gum.” You will read the story at least two times. After you have read, you will then retell the story in your own words and answer a few reading comprehension questions.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the Cycle 16 Decodable Reader “Fun with Gum” two times.</li> <li>2. Be on the lookout for high-frequency words “<b>the</b>,” “<b>is</b>,” “<b>up</b>,” “<b>see</b>,” “<b>he</b>” and “<b>in</b>.”</li> <li>3. Use a highlighter or crayon to circle high-frequency words you find in the story.</li> <li>4. After you read the text two times, answer the questions on the reading comprehension activity sheet.</li> </ol>
<b>Closing</b>	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</p>

# Student Activity Lesson 1

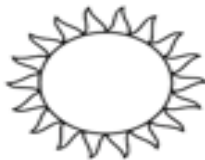
## Reading Comprehension Questions

Name: \_\_\_\_\_

### "Fun with Gum"

#### Reading Comprehension Activity Sheet

1. What was the weather like in the story? Circle your answer.



2. Where does the story take place? Circle your answer.



3. Who were the characters on the bus?

\_\_\_\_\_

4. What do Chip and the rat find on the bus?

a) mud

b) gum

c) bug

5. **Retell** the story in your own words to a partner using the pictures below.



## Lesson 2

<b>Target</b>	<ul style="list-style-type: none"> <li>I can identify the name and sound for consonants and short vowels.</li> <li>I can identify the initial, middle and final sounds in CVC (<b>c</b>onsonant-<b>v</b>owel-<b>c</b>onsonant) words.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Pencil, CVC Word Work Activity Sheet, Letter Sound Cards (to review letters and sound) Watch Video ELA_GK_W1_L2</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver.</p> <p>Today, we will practice reading words that have the short vowel sounds that say “o” as in octopus. We will practice saying words that have the short “o” vowel sound in the middle with different beginning and ending sounds.</p>
<b>Activity</b>	<p>With your family member, or caregiver, complete the following activity:</p> <ol style="list-style-type: none"> <li>Review the Sound Cards for the letters, “o”, “m”, “r”, “t”, “p”, “d”, “g”, “h”, “s”, “b”, “sh”, and “ch”</li> <li>Say the first word in the Word Bank, “<b>mop</b>”</li> <li>Thumb-tap the word as shown in the video (<i>Tapping your index finger to thumb, middle finger to thumb and ring finger to thumb</i>) m-o-p</li> <li>Identify the first sound in the word and write the letter in the first box on the chart</li> <li>Say the word “mop” again. Identify the middle sound in “mop” and write the letter in the middle box.</li> <li>Say the word “mop” again. Identify the final sound in “mop” and write that letter in the last box.</li> <li>Repeat until you have completed all the words in the Word Bank. Remember, some words have two letters that make one sound like “sh” and “ch”. These sounds would go in one box together.</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it</li> </ul>



	on your Distant Learning Reading Log.
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# Student Activity Lesson 2

## CVC Word Work


Name: \_\_\_\_\_

### CVC Word Work

**Directions:** Read the words in the Word Bank. Tap out each letter sound you hear and write it in the box. Draw a picture of the word.



Word Bank		
mop	hot	hog
pot	hop	dot
top	cob	log

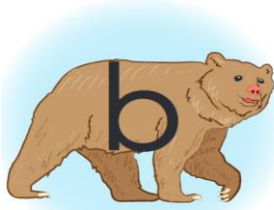
Beginning Sound	Middle Sound	Final Sound	Draw a Picture
m	o	p	



## Student Activity Lesson 2

### Letter Sound Cards

Lowercase b



bear



ch

Lowercase d



dog

Lowercase g



goose

Lowercase h



house

Lowercase m



mountain

Lowercase o



octopus

Lowercase p



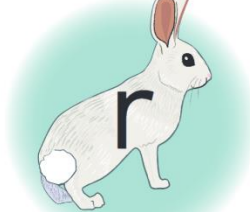
parrot

Lowercase p



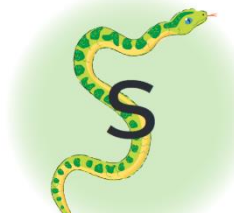
parrot

Lowercase r



rabbit

Lowercase s



snake

Lowercase sh



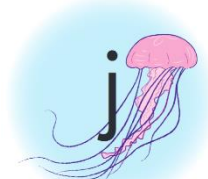
sh

Lowercase t



tern

Lowercase j



jellyfish

## Lesson 3

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use clues from the poem to identify two mystery words.</li> <li>• I can write sentences using high-frequency words.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Poem: "Today" and "Fun with Gum" (Cycle 16 decodable reader) Pencil, highlighter, High-Frequency Word Sentences and Handwriting Practice Sheet Watch Video ELA_GK_W1_L3</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>Today someone will read the poem, "Today" with you. There are two mystery high-frequency words hiding in the poem. Here are two clues to help you with your hunt: One word starts with the letter "o" and has two letters. The other word starts with the letter "f" and has three letters.</p> <ol style="list-style-type: none"> <li>1. An adult will read the Poem "Today" aloud</li> <li>2. Student should highlight or circle the mystery words in the poem that they hear or read. The mystery word will be repetitive in the poem. (<i>Answer Key: or and for</i>)</li> </ol>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Review the two high-frequency words found in the poem</li> <li>2. Read the Decodable Reader, "Fun with Gum" again and be on the lookout for high-frequency words in the text</li> <li>3. Complete the High-Frequency Word Sentences Activity Sheet and Handwriting Practice</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>



## Adult Read Aloud to Student

### Lesson 3

#### Poem: "Today"

I don't know what to do today.

Should I stay or should I play?

If I stay, I have to mop, and if I play, I get to hop.

I could go for a walk or ask my dad for a long  
talk.

I could sit down and read a book, or ask my mom  
to help me cook.

Too many choices for me to say which is best.

I don't know what I ought to do, maybe I should  
just ask you!

## Student Activity Lesson 3

Name: \_\_\_\_\_

### High-Frequency Word Sentences

Directions: Use the high-frequency words in the Word Bank to complete the sentences.

Word Bank	
or	for



1. Do you like gum \_\_\_\_\_ toys?
2. Is the gum for me \_\_\_\_\_ you?
3. The gum is \_\_\_\_\_ mom.

Write your own sentences using the two words from the Word Bank and draw a picture.

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## Student Activity Lesson 3

Name: \_\_\_\_\_



### High-Frequency Word Handwriting Practice

or

or

for

for

Look for a cat or dog.

\_\_\_\_\_

Is this for mom or dad?

\_\_\_\_\_

## Lesson 4

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can match words that rhyme by the sounds I hear.</li> <li>• I can say and make a new rhyming word by changing the first sound.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Fun with Gum (Cycle 16 Decodable Reader) Pencil, scissors and glue Watch Video ELA_GK_W1_L4</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today you will use rhyming ending sounds to fill in the missing words of a poem named “Popcorn!”.</p> <ol style="list-style-type: none"> <li>1. Students should listen for rhyming words during the “Popcorn” poem read aloud.</li> <li>2. Circle, highlight or underline the rhyming pairs in the text</li> </ol>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the words on the Pictures Cards sheet. If you have scissors and glue, cut the squares on the pictures sheet, organize them by ending sound, and paste them on the Picture Sorting sheet. If you don’t have scissors and glue, write the name of the rhyming word under the correct ending sound.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>



## Adult Read Aloud to Student Lesson 4

### Interactive Poem: "Popcorn!"

#### Popcorn!

Popcorn pops when it is hot.

Pop-pop-pop, the sound of hopping in a pot!

Quick! Put a lid on the top.

If we don't, we'll need a mop.

I want to help by doing this job.

Much better than eating corn on the cob!

# Student Activity Lesson 4

Name: \_\_\_\_\_

## Picture Cards

Directions: Read each picture card and cut them out. Sort and glue the rhyming patterns on the Picture Sorting Sheet.



Log



Sun



Run



Dog



Pot



Lock



Plug



Shot



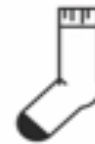
Bun



Frog



Clock



Sock



Mug



Dot



Rug



Bug





# Student Activity Lesson 4

Name: \_\_\_\_\_



## Picture Sorting Sheet

**Directions:** Read each picture card. Listen for the words that have the same ending sound. Glue the picture cards in the correct space on the chart.

<b>-ot</b>	<b>-og</b>	<b>-ock</b>	<b>-un</b>	<b>-ug</b>

# Student Activity Lesson 5

Name: \_\_\_\_\_

## Chaining Words

Directions: Use the consonant letters shown below to change the beginning sound in the chaining boxes to create new words. Write your new words on the lines provided.

b c d f g h j k l m  
n p r s t v w y z

First word	Chain ∞	Chain ∞
mop →	□ ot	□ ot
hop →	□ op	□ op
cob →	□ ob	□ ob
jog →	□ og	□ og

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# Grade K ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



## Week of 4/20/20 to 4/24/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** "E" and "e"
- HFW:** "be" and "by"
- Materials Needed:** Pencil, scissors, crayons, highlighter, scissors, glue

	Watch	Read	Do
<b>Day 1</b>	ELA_GK_W2_L6	The Mop is a Dog!	Reading Comprehension Activity
<b>Day 2</b>	ELA_GK_W2_L7	The Mop is a Dog!	Making CVC Words
<b>Day 3</b>	ELA_GK_W2_L8	The Mop is a Dog!	High Frequency Word Practice
<b>Day 4</b>	ELA_GK_W2_L9	The Mop is a Dog!	Matching Rhyming Words
<b>Day 5</b>	ELA_GK_W2_L10	The Mop is a Dog!	Chaining Words

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

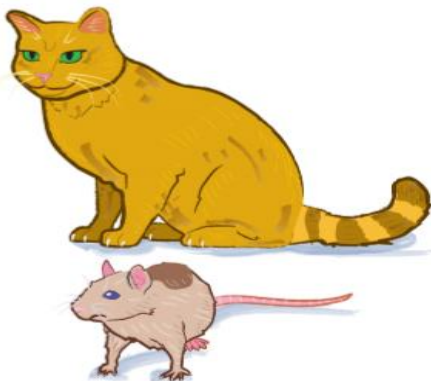
## Weekly Decodable Text

### The Mop is a Dog!

Cycle 17 Decodable  
Student Reader



2 The dog is not a mop!



3 Chip and Josh can see  
the dog.



4 Josh can not run.



The dog is not big.

5



The dog can wag and sit.

6



And the dog can yip  
and yap!

7

## Lesson 6

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can read the decodable text “The Dog is a Mop!”</li> <li>• I can retell the events from the story “The Dog is a Mop!”</li> <li>• Using evidence from the text, I can answer questions about the story</li> </ul>
<b>Text, Materials, Video Name</b>	<p>The Dog is a Mop! (Cycle 17 Decodable Reader) Pencil, highlighter, crayon, Reading Comprehension Activity Sheet, Cycle 17 Decodable Reader Watch Video ELA_GK_W2_L6</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today you will read the Decodable Reader, “The Dog is a Mop.” You will read the story at least two times. After you have read, you will then retell the story in your own words and answer a few reading comprehension questions.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the Cycle 17 Decodable Reader “The Dog is a Mop!” two times.</li> <li>2. Be on the lookout for high-frequency words “<b>the</b>,” “<b>a</b>,” “<b>and</b>,” “<b>is</b>,” “<b>see</b>,” and “<b>can</b>.”</li> <li>3. Use a highlighter or crayon to circle high-frequency words you find in the story.</li> <li>4. After you read the text two times, answer the questions on the reading comprehension activity sheet.</li> </ol>
<b>Closing</b>	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</p>

# Student Activity Lesson 6

## Reading Comprehension Questions

Name: \_\_\_\_\_

### “The Dog is a Mop!”

Reading Comprehension Activity Sheet

1. Who were the characters in the story? Circle your answers.



2. Josh can not \_\_\_\_\_.

- a) nap      b) sit      c) run

3. The dog is not \_\_\_\_\_.

- a) little      b) big      c) fat

4. The dog can \_\_\_\_\_ and \_\_\_\_\_.

5. **Retell** the story to a partner in your own words using the pictures below.





## Lesson 7

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can identify the name and sound for consonants and short vowels.</li> <li>• I can identify the initial, final, and middle sounds in CVC (consonant- vowel-consonant) words.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"The Mop is a Dog" (Cycle 17 decodable reader) Pencil, CVC Word Building and Sentence Writing Activity sheets Watch Video ELA_GK_W2_L7</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we will practice reading words that have the short vowel sounds that say "e" as in elephant. We will practice saying words that have the short "e" vowel sound in the middle with different beginning and ending sounds.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Review the short vowel sound "e" as in elephant</li> <li>2. Look at the first picture on the Word Building Activity sheet</li> <li>3. Thumb-tap the word as shown in the video (<i>Tapping your index finger to thumb, middle finger to thumb and ring finger to thumb</i>) w-e-t</li> <li>4. Identify the first sound in the word and write the letter in the first box.</li> <li>5. Say the word "wet" again. Identify the middle sound in "wet" and write the letter in the middle box.</li> <li>6. Say the word "wet" again. Identify the final sound in "wet" and write the letter in the last box.</li> <li>7. Repeat until you have completed all the pictures shown.</li> <li>8. Next, try writing short and simple sentence using the words you built in the first activity. Use the CVC Sentence Writing Activity Sheet to begin this task.</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

# Student Activity Lesson 7

Name: \_\_\_\_\_

## CVC Word Building

Directions: Look at the pictures below. Tap out the sounds you hear and write them in the boxes to build words.



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10

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## Student Activity Lesson 7

Name: \_\_\_\_\_

### **CVC Sentence Writing**

Directions: Write a sentence using the CVC word pictured. Remember, all sentences begin with a capital letter and end with a punctuation mark.



**10**



## Lesson 8

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use clues from the poem to identify two mystery words.</li> <li>• I can write sentences using high-frequency words.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Poem: “I Can Be Anything” and “The Dog is a Mop” (Cycle 17 decodable reader)  Pencil, highlighter, High-Frequency Word Sentences and Handwriting Practice Sheet  Watch Video ELA_GK_W2_L8</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Today someone will read the poem, “I Can Be Anything” with you. There are two mystery high-frequency words hiding in the poem. Here are two clues to help you with your hunt: both words start with the letter “b” and have two letters.</p> <ol style="list-style-type: none"> <li>1. An adult will read the Poem “I Can Be Anything” aloud</li> <li>2. Student should highlight or circle the mystery words in the poem that they hear or read. The mystery word will be repetitive in the poem. (<i>Answer Key: be and by</i>)</li> </ol>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Review the two high-frequency words found in the poem</li> <li>2. Re-read the Decodable Reader, “The Dog is a Mop!” and be on the lookout for high-frequency words in the text</li> <li>3. Complete the High-Frequency Word Sentences Activity Sheet and Handwriting Practice</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>



## Adult Read Aloud to Student

### Lesson 8

#### Poem: "I Can Be Anything"

I can be a dentist or a vet,  
I would be the best ever, you bet!  
I can be a dancer or maybe even  
sing,  
By the time I'm grown, I can be  
anything!

Keep people safe by night or day,  
"There's a kind firefighter," they'd  
say.  
I can invent a new kind of swing,  
By the time I'm grown, I can be  
anything!

## Student Activity Lesson 8

Name: \_\_\_\_\_

### High-Frequency Word Sentences

**Directions:** Use the high-frequency words in the Word Bank to complete the sentences.

Word Bank	
be	by



1. We ran \_\_\_\_\_ the dog.
2. The dog will \_\_\_\_\_ mad!
3. The dog will \_\_\_\_\_ in the bed.

Write your own sentences using the two words from the Word Bank and draw a picture.

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## Student Activity Lesson 8

Name: \_\_\_\_\_

### High-Frequency Word Handwriting Practice

be

be

by

by

That will be fun!

Run by the park.

## Lesson 9

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can match words that rhyme by the sounds I hear.</li> <li>• I can say a new rhyming word by changing the first sound.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>The Dog is a Mop! (Cycle 17 Decodable Reader) Pencil, scissors and glue Watch Video ELA_GK_W2_L9</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today you will use rhyming ending sounds to fill in the missing words of a poem named “Jumping on the Bed”.</p> <ol style="list-style-type: none"> <li>1. Students should listen for rhyming words during the “Jumping on the Bed” poem read aloud.</li> <li>2. Circle, highlight or underline the rhyming pairs in the text</li> </ol>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the words on the Rhyming Pictures cards. If you have scissors and glue, cut the squares out on the pictures sheet, match the pictures that rhyme, and paste them on the Rhyming Match sheet.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>





## Adult Read Aloud to Student

### Lesson 9

### Interactive Poem: "Jumping on the Bed"

#### Jumping on the Bed

My mom says not to jump on the bed  
But I did, and now my leg is red!  
I jumped up on top  
And I did not stop.  
It was a bad fall and my feet were not set  
I wish under my bed, I had a big net.  
If I had a net, it would have saved me,  
By now I'd feel better, and better I'd be!

## Student Activity Lesson 9

Directions: Cut the picture cards out. Sort the cards into rhyming pairs and glue them on your work mat.



tag



sad



chop



nap



bee



sun



pen



bag



shell



cap



mug



bat



stop



run



barn



hug



dig



tree



pig



hat



hen



mad



bell

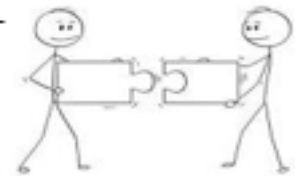


yarn





# Student Activity Lesson 9

Name: \_\_\_\_\_



## Rhyming Words Match!

 tag	 bag		

Write a sentence below using one of the rhyming pairs you found.

\_\_\_\_\_

## Lesson 10

<b>Target</b>	<ul style="list-style-type: none"> <li>I can add or change a sound in a one-syllable spoken word to make a new word.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Pencil, chaining chart, handwriting paper Watch Video ELA_GK_W2_L10</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will be chaining words. Chaining is when you create a new word by switching one of the letter sounds with a different letter. In this activity, we will change the <u>first</u> letter of the word to create a new word.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Look at the first word in each column. Change the beginning sound to make a chain of two new words. Use the consonant letters provided on the activity sheet to help you think of new words. You will also practice writing each word neatly on the handwriting lines on the sheet.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

# Student Activity Lesson 10

Name: \_\_\_\_\_

## Chaining Words

Directions: Use the consonant letters shown below to change the beginning sound in the chaining boxes to create new words. Write your new words on the lines provided.

b c d f g h j k l m  
n p r s t v w y z

First word	Chain ∞	Chain ∞
h en	→ [ ] en	→ [ ] en
p et	→ [ ] et	→ [ ] et
b eg	→ [ ] eg	→ [ ] eg
l ed	→ [ ] ed	→ [ ] ed

_____	_____
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_____	_____
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_____	_____
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_____	_____
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_____	_____
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# Grade K ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



## Week of 4/27/20 to 5/1/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Short vowel review: a, e, i, o, u
- HFW:** "are," "with" and "will"
- Materials Needed:** Pencil, crayons, highlighter, scissors, glue

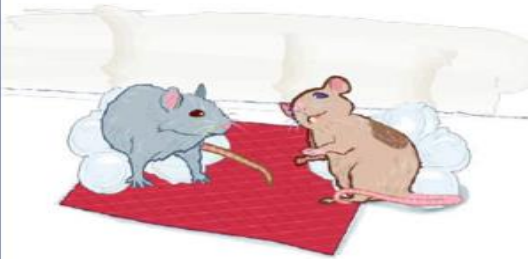
	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_GK_W3_L11	Josh's New Home	Reading Comprehension Activity
<b>Day 2</b>	ELA_GK_W3_L12	Josh's New Home	Making Words
<b>Day 3</b>	ELA_GK_W3_L13	Josh's New Home	High Frequency Word Practice
<b>Day 4</b>	ELA_GK_W3_L14	Josh's New Home	Matching Rhyming Words
<b>Day 5</b>	ELA_GK_W3_L15	Josh's New Home	Chaining Words

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

## Weekly Decodable Text

### Josh's New Home

Cycle 18 Decodable  
Student Reader



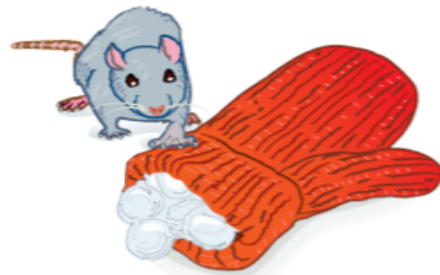
The rug is red.

2



Ben can see a bed.

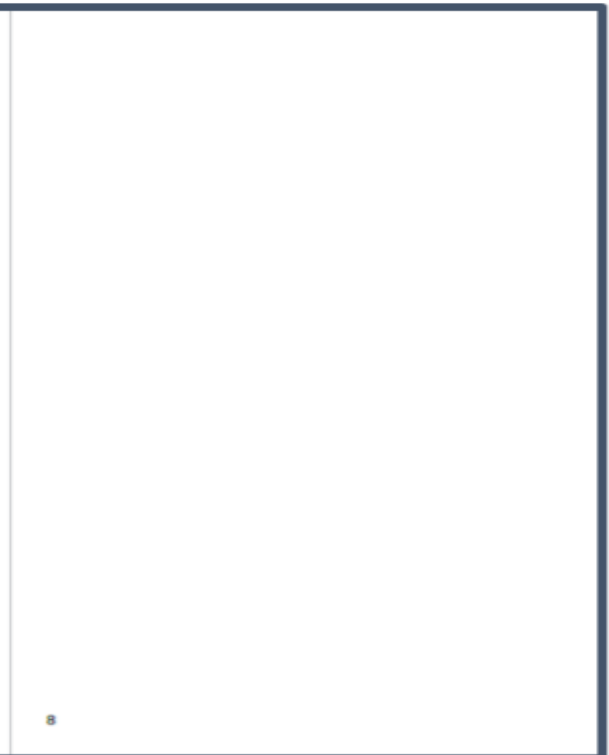
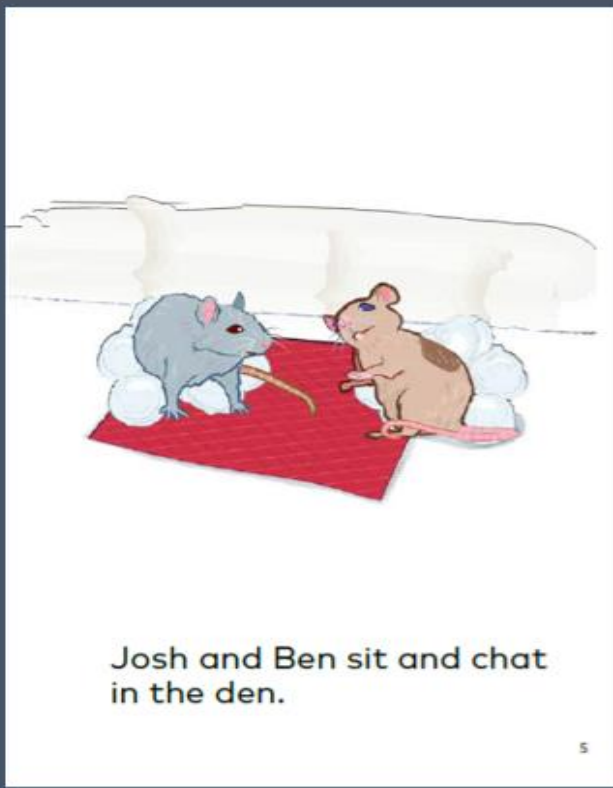
3



Ben is by the bed.

4





## Lesson 11

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can read the decodable text “Josh’s New Home”</li> <li>• I can retell the events from the story “Josh’s New Home”</li> <li>• Using evidence from the text, I can answer questions about the story</li> </ul>
<b>Text, Materials, Video Name</b>	<p>“Josh’s New Home” (Cycle 18 Decodable Reader) Pencil, highlighter, crayon, Reading Comprehension Activity Sheet, Cycle 17 Decodable Reader Watch Video ELA_GK_W3_L11</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today you will read the Decodable Reader, “Josh’s New Home.” You will read the story at least two times. After you have read, you will then retell the story in your own words and answer a few reading comprehension questions.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the Cycle 18 Decodable Reader “Josh’s New Home” two times.</li> <li>2. Be on the lookout for high-frequency words “<b>the</b>,” “<b>by</b>,” “<b>and</b>,” “<b>is</b>,” “<b>see</b>,” and “<b>can</b>.”</li> <li>3. Use a highlighter or crayon to circle high-frequency words you find in the story.</li> <li>4. After you read the text two times, answer the questions on the reading comprehension activity sheet.</li> </ol>
<b>Closing</b>	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</p>

## Student Activity Lesson 11

Name: \_\_\_\_\_

### “Josh’s New Home” Reading Comprehension Activity Sheet

1. What color was the rug? Circle your answer.

- a) blue      b) green      c) red

2. Ben was by the \_\_\_\_\_. Circle your answer.



3. What does the word “**chat**” mean? Circle your answer.



4. Josh fed Ben \_\_\_\_\_ and \_\_\_\_\_.

- a) cake and ice cream  
b) cheese and crackers  
c) nuts and jam

5. **Retell** the story to a partner using the pictures below.



## Lesson 12






<b>Target</b>	<ul style="list-style-type: none"> <li>• I can identify the name and sound for consonants and short vowels.</li> <li>• I can identify the initial, final, and middle sounds in CVC (consonant- vowel-consonant) words.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>“Josh’s New Home” (Cycle 18 decodable reader) Pencil, CVC Word Building and Word Match Activity sheets, Watch Video ELA_GK_W3_L12</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today, we will practice reading words that have short vowel sounds a, e, i, o, or u. We will practice saying words with different short vowels sounds in the middle and different beginning and ending sounds to build CVC words.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>5. Review the short vowels: a, e, i, o, u</li> <li>6. Look at the first picture on the Word Building Activity sheet</li> <li>3. Thumb-tap the word like we did in the video. w-e-b</li> <li>4. Identify the first sound in the word and write the letter on the first line.</li> <li>5. Say the word “web” again. Identify the middle sound in “web” and write the letter on the middle line.</li> <li>6. Say the word “web” again. Identify the final sound in “web” and write the letter on the last line.</li> <li>7. Repeat until you have completed all the words on the page.</li> <li>8. Next, move on to the Word Match Activity sheet and match the correct word with the picture.</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>









## Student Activity Lesson 12

Name: \_\_\_\_\_

### Word Building

Directions: Look at the pictures below. Tap out the sounds you hear and write them on the lines.

Short Vowel Sounds				
 a	 e	 i	 o	 u

 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

## Student Activity Lesson 12

Name: \_\_\_\_\_

### Word Match

Directions: Tap out and read the words in the Word Bank. Write the correct word under the pictures.

Word Bank		
nap	fish	ten
sun	pan	mop



\_\_\_\_\_  
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\_\_\_\_\_



\_\_\_\_\_  
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\_\_\_\_\_



\_\_\_\_\_  
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\_\_\_\_\_  
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\_\_\_\_\_



\_\_\_\_\_  
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\_\_\_\_\_

Write a sentence using one of the words from the Word Bank.

\_\_\_\_\_  
-----  
\_\_\_\_\_

## Lesson 13

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use clues from the poem to identify three mystery words.</li> <li>• I can write sentences using high-frequency words.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Poem: “Where Are the Vowels” and “Josh’s New Home” (Cycle 18 decodable reader)  Pencil, highlighter, High-Frequency Word Sentences and Handwriting Practice Sheet  Watch Video ELA_GK_W2_L8</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Today someone will read the poem, “Where are the Vowels” with you. There are three mystery high-frequency words hiding in the poem. Here are three clues to help you with your hunt: one word starts with the letter “a” and has three letters, the next work starts with the letter “w” and has three letters and the last word begins with “w” and has four letters. .</p> <ol style="list-style-type: none"> <li>1. An adult will read the Poem “Where are the Vowels“ aloud</li> <li>2. Student should highlight or circle the mystery words in the poem that they hear or read. The mystery word will be repetitive in the poem. (<i>Answer Key: are, will, with</i>)</li> </ol>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Review the two high-frequency words found in the poem</li> <li>2. Re-read the Decodable Reader, “Josh’s New Home” and be on the lookout for high-frequency words in the text</li> <li>3. Complete the High-Frequency Word Sentences Activity Sheet and Handwriting Practice</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>



## Adult Read Aloud to Student Lesson 13

### Poem: "Where Are the Vowels?"

I asked my mom,

"Will you help me? Are the vowels with you?"

My mom said,

"They are not with me. Are they with your sister?"

I asked my sister,

"Will you help me? Are the vowels with you?"

My sister said,

"They are not with me. Are they with the dog?"

I asked my dog,

"Will you help me? Are the vowels with you?"

The dog just looked at me funny.

Now I am worried. I don't know what to do.

Hey, will YOU help me? Are the vowels with YOU?



## Student Activity Lesson 13

Name: \_\_\_\_\_

### High-Frequency Word Sentences

**Directions:** Use the high-frequency words in the Word Bank to complete the sentences.

Word Bank		
are	will	with



1. Can I go \_\_\_\_\_ you?
2. We \_\_\_\_\_ all go home.
3. \_\_\_\_\_ Chip and Josh home?

Write your own sentences using the three words from the Word Bank and draw a picture.

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## Student Activity Lesson 13

Name: \_\_\_\_\_

### High-Frequency Word Handwriting Practice

are

will

with

We are with you!

\_\_\_\_\_

Will the bug nap?

\_\_\_\_\_

## Lesson 14

























<b>Target</b>	<ul style="list-style-type: none"> <li>• I can match words that rhyme by the sounds I hear.</li> <li>• I can say a new rhyming word changing the first sound.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Josh's New Home (Cycle 18 Decodable Reader) Pencil Watch Video ELA_GK_W3_L14</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today you will be learning about rhyming ending sounds to fill in the missing words of a poem named "The Day the Vowels Went Home".</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the words in the first column</li> <li>2. Find the matching rhyming picture pair and circle it</li> <li>3. Next, try to write simple sentences using the pictures shown on the Rhyming Sentences Sheet</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 14

Name: \_\_\_\_\_

### Rhyming Words Match!

Directions: Read the picture name in the box. Circle the matching rhyming word.

 fox			
 dig			
 fan			
 hen			
 frog			
 Rug			

## Student Activity Lesson 14

Name: \_\_\_\_\_

### Rhyming Sentences

Directions: Write a rhyming sentence using the picture shown in the box.



fox



dig



fan



hen



frog



rug

## Lesson 15

<b>Target</b>	<ul style="list-style-type: none"> <li>I can add or change a sound in a one-syllable spoken word to make a new word.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"Josh's New Home" Pencil, Chaining Words Activity Sheet Watch Video ELA_GK_W3_L15</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Create a new word by switching one of the letter sounds with a different letter. Change the <u>last letter</u> of the word to create a <u>new</u> word.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Look at the first word in each column. Change the ending sound to make a chain of new words. Use the consonant letters above the chaining chart to fill-in the box. Practice writing each word on the handwriting lines provided.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>



# Student Activity Lesson 15

Name: \_\_\_\_\_

## Chaining Words

Directions: Use the consonant letters shown below to change the ending sound in the chaining boxes to create new words. Write your new words on the lines provided.

b c d f g h j k l m  
n p r s t v w y z

First word	Chain 	Chain 
ra <span style="border: 1px solid black; padding: 2px;">d</span> →	ra <span style="border: 1px solid black; display: inline-block; width: 40px; height: 25px; vertical-align: middle;"></span> →	ra <span style="border: 1px solid black; display: inline-block; width: 40px; height: 25px; vertical-align: middle;"></span>
ri <span style="border: 1px solid black; padding: 2px;">b</span> →	ro <span style="border: 1px solid black; display: inline-block; width: 40px; height: 25px; vertical-align: middle;"></span> →	no <span style="border: 1px solid black; display: inline-block; width: 40px; height: 25px; vertical-align: middle;"></span>
nu <span style="border: 1px solid black; padding: 2px;">b</span> →	nu <span style="border: 1px solid black; display: inline-block; width: 40px; height: 25px; vertical-align: middle;"></span> →	ne <span style="border: 1px solid black; display: inline-block; width: 40px; height: 25px; vertical-align: middle;"></span>


Now, write a sentence using one of the new words you chained.

# Grade K ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



## Week of 5/4/20 to 5/8/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Digraphs with "ch," "sh," "th"
- HFW:** "of," "have" and "from"
- Materials Needed:** Pencil, scissors, crayons, highlighter, scissors, glue

	Watch	Read	Do
<b>Day 1</b>	ELA_GK_W4_L16	Chip Can't Nap	Reading Comprehension Activity
<b>Day 2</b>	ELA_GK_W4_L17	Chip Can't Nap	High Frequency Word Practice
<b>Day 3</b>	ELA_GK_W4_L18	Chip Can't Nap	Interactive Writing
<b>Day 4</b>	ELA_GK_W4_L19	Chip Can't Nap	Word sort
<b>Day 5</b>	ELA_GK_W4_L20	Chip Can't Nap	Word sort

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)



## Weekly Decodable Text

### Chip Can't Nap!

Cycle 19 Decodable  
Student Reader



Chip has a bed by the shop.

2



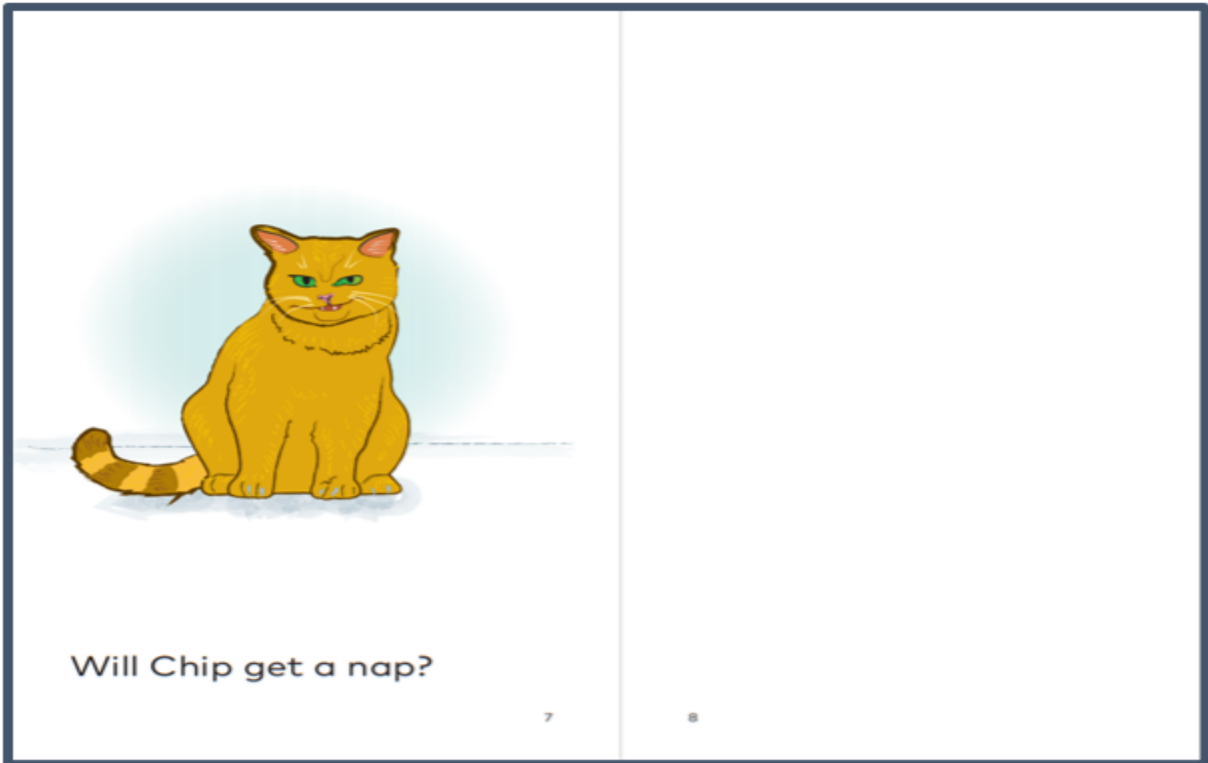
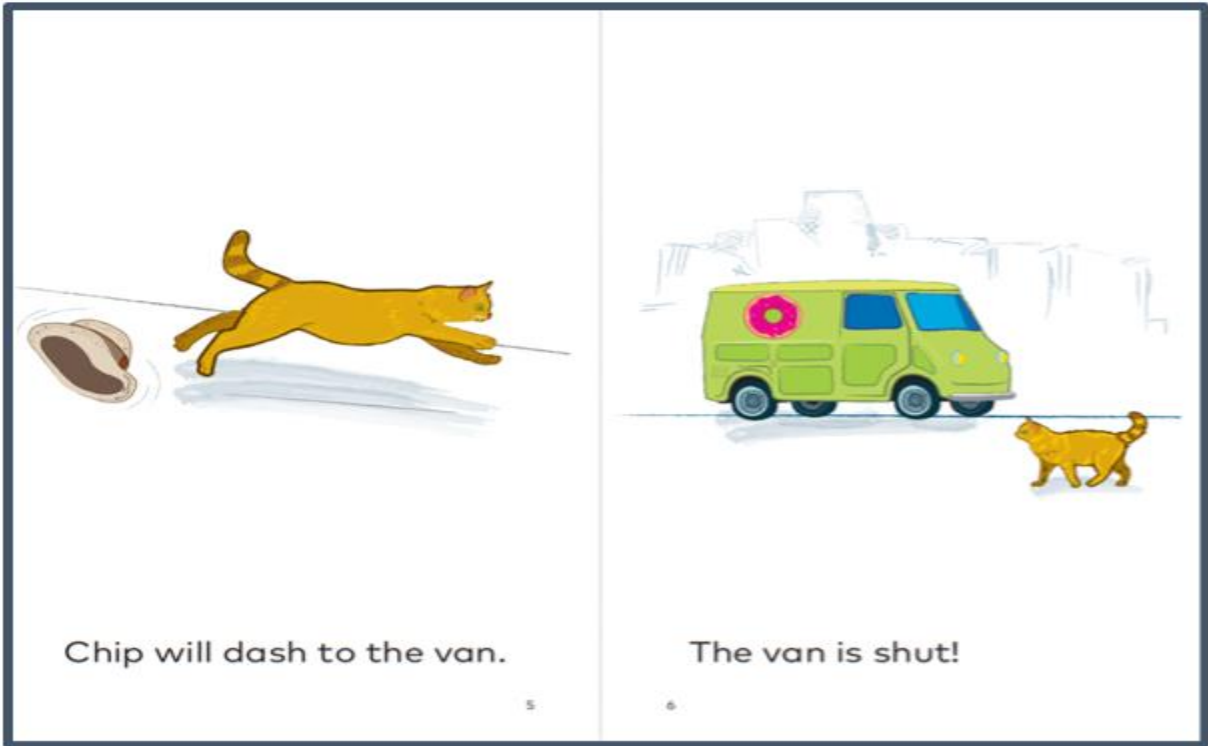
Thud! Bash!

3



The cab will not hush! Chip  
can not nap.

4



## Lesson 16

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can read the decodable text “Chip Can’t Nap”</li> <li>• I can retell the events from the story “Chip Can’t Nap”</li> <li>• Using evidence from the text, I can answer questions about the story</li> </ul>
<b>Text, Materials, Video Name</b>	<p>“Chip Can’t Nap” (Cycle 19 Decodable Reader) Pencil, highlighter, crayons, Reading Comprehension Activity Sheet, Cycle 19 Decodable Reader Watch Video ELA_GK_W4_L16</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today you will read the Decodable Reader, “Chip Can’t Nap.” You will read the story at least two times. After you have read, you will then retell the story in your own words and answer a few reading comprehension questions.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the Cycle 19 Decodable Reader “Chip Can’t Nap” two times.</li> <li>2. Be on the lookout for high-frequency words “<b>has</b>,” “<b>a</b>,” “<b>by</b>,” “<b>the</b>,” “<b>too</b>,” and “<b>is</b>.”</li> <li>3. Use a highlighter or crayon to circle high-frequency words you find in the story.</li> <li>4. After you read the text two times, answer the questions on the reading comprehension activity sheet.</li> </ol>
<b>Closing</b>	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</p>

## Student Activity Lesson 16

### “Chip Can’t Nap”

#### Reading Comprehension Activity Sheet

1. Chip has a bed by the \_\_\_\_\_ . Circle your answer.

- a) ship      b) shop      c) shed

2. Why can’t Chip nap? Circle your answer.



3. What does the word “dash” mean in the story? Circle your answer.



4. The van is \_\_\_\_\_ . Circle your answer.

- a) chop  
b) thud  
c) shut

5. Put these pictures in sequential order 1-4. Then in your own words **retell** the story to a partner from the beginning to the end.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Lesson 17

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use clues from the poem to identify three mystery words.</li> <li>• I can write sentences using high-frequency words.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Pencil, highlighter, Writing Activity Sheets Watch Video ELA_GK_W4_L17</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>You will learn three new high-frequency words today: <b>of</b>, <b>have</b> and <b>from</b></p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the sentences on the activity sheet</li> <li>2. Fill-in the blanks using the new high-frequency words of the week</li> <li>3. Use the handwriting sheet to practice writing and spelling our words</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

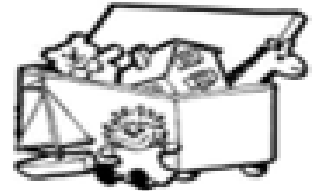
## Student Activity Lesson 17

Name: \_\_\_\_\_

### High-Frequency Word Sentences

Directions: Use the high-frequency words in the Word Bank to complete the sentences.

Word Bank		
of	have	from



1. I \_\_\_\_\_ a lot of toys at home.
2. My toys are \_\_\_\_\_ the toy store.
3. Some toys are made \_\_\_\_\_ wood.

Write your own sentences using the words from the Word Bank and draw a picture.

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## Student Activity Lesson 17

Name: \_\_\_\_\_



### High-Frequency Word Handwriting Practice

of

have

from

One of us will go.

\_\_\_\_\_

I have a hot pot!

\_\_\_\_\_

Don't run from me.

\_\_\_\_\_

## Lesson 18

<b>Target</b>	<ul style="list-style-type: none"> <li>I can use what I know about letter sounds to read and write words in a sentence.</li> <li>I can write a sentence with correct capitalization and punctuation rules.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>“Chip Can’t Nap” (Cycle 19 decodable reader) Pencil, Interactive Sentence Writing Activity sheet, decodable reader, Watch Video ELA_GK_W4_L18</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today, we will write sentences like the sentences in our decodable reader! In our books, the sentences match the picture. Today, we will write short and simple sentences that match pictures too.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>Look at the first picture and sentence on the Activity sheet</li> <li>Read the first scrambled sentence aloud</li> <li>Say “Does that sentence make sense?” (No)</li> <li>Point out the capital letters and punctuation marks</li> <li>Say, “How is this sentence really supposed to be read?” or “What can we do to make this sentence correct?”</li> <li>Listen to your student’s response and guide them on how to unscramble the sentence</li> <li>Since you did the first sentence with your student, let them try to figure out how to unscramble the second sentence</li> <li>Students work to complete the entire activity</li> <li>Parents can guide and support as needed throughout this activity</li> <li>Be sure you reinforce good handwriting habits as your student write their sentences</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>



## Student Activity Lesson 18

Name: \_\_\_\_\_ **Interactive Writing**

**Directions:** Read the words in each box. Unscramble the sentence and re-write the correct sentence on the line. Be sure you have good handwriting and don't forget sentences start with a capital letter and end with a punctuation mark. (. ! ?)



I

wet.

am

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---



ran.

dog

The

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The

box!

big

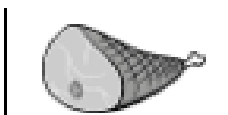
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ham

The

hot!

is

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---



fat

see

I

the

pig.

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## Student Activity Lesson 18

Name: \_\_\_\_\_

### Interactive Writing

**Directions:** Re-read your decodable reader. Write short and simple sentences that match the pictures. Be sure to use high-frequency word and CVC words. Practice good handwriting and don't forget sentences start with a capital letter and end with a punctuation mark. (. ! ?)

1.

Chip naps in the hat.



2.



3.



4.



## Lesson 19




<b>Target</b>	<ul style="list-style-type: none"> <li>• I can sort words with the same sound pattern</li> <li>• I can add or change a sound in a one-syllable spoken word to make a new word.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>“Chip Can’t Nap” Pencil, Sound Sorting Activity Sheet Watch Video ELA_GK_W4_L19</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today will specifically focus on the /ch/, /sh/ and /th/ sounds to chain three lists of words.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the /ch/, /sh/ and /th/ word cards aloud. Cut the word cards out and sort them into the correct column on the Sorting Activity Sheet. Check over your choices and then glue the word cards to the paper to confirm your answers. Lastly, tap out and read all three list of words to a partner.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 19

Name: \_\_\_\_\_

**Directions:** Read all of the word cards below before cutting. Next, sort, cut and paste the word cards into the correct sound category on the chart.

### /ch/, /sh/, /th/ Sound Sort

 <b>ch</b>	 <b>sh</b>	 <b>th</b>



chip	math	shop	chin
wash	chop	with	ship
bath	fish	wish	path



## Lesson 20

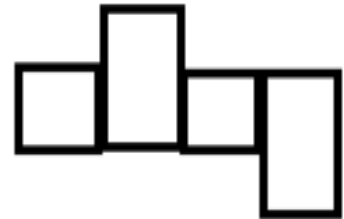
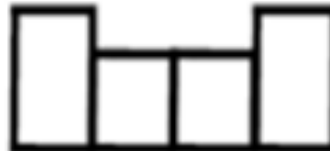
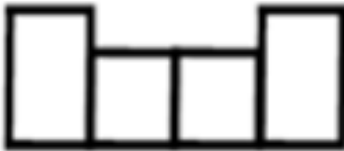
<b>Target</b>	<ul style="list-style-type: none"> <li>I can identify the letter sounds I hear in words</li> <li>I can write the letters for the sounds I hear to spell out words</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Chip Can't Nap (Cycle 19 Decodable Reader) Pencil Watch Video ELA_GK_W4_L20</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today you will spell words by tapping out the letter sounds we know and write them down.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>We will practice spelling words by thinking of the letter sounds we hear and write them down. Look at the first picture on the activity sheet. It is a fish. Tap out the sounds to spell /f/ /i/ /sh/ then write your letters in the boxes provided. Lastly, you will write two sentences.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 20

Name: \_\_\_\_\_

**Directions:** Identify the pictures aloud. Tap out the sounds to spell the picture words using the letter boxes.

### /ch/, /sh/, /th/ Word Building



Write two sentences using the words you spelled above.

\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

# Grade K ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



## Week of 5/11/20 to 5/15/20



- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Spelling Patterns: -an and -am
- HFW:** "there," "they" and "were"
- Materials Needed:** Pencil, scissors, crayons, highlighter,



	Watch	Read	Do
<b>Day 1</b>	ELA_GK_W5_L21	Josh Takes a Bath	Reading Comprehension Activity
<b>Day 2</b>	ELA_GK_W5_L22	Josh Takes a Bath	High Frequency Word Practice
<b>Day 3</b>	ELA_GK_W5_L23	Josh Takes a Bath	Interactive Writing
<b>Day 4</b>	ELA_GK_W5_L24	Josh Takes a Bath	Word Sort
<b>Day 5</b>	ELA_GK_W5_L25	Josh Takes a Bath	Chaining Words

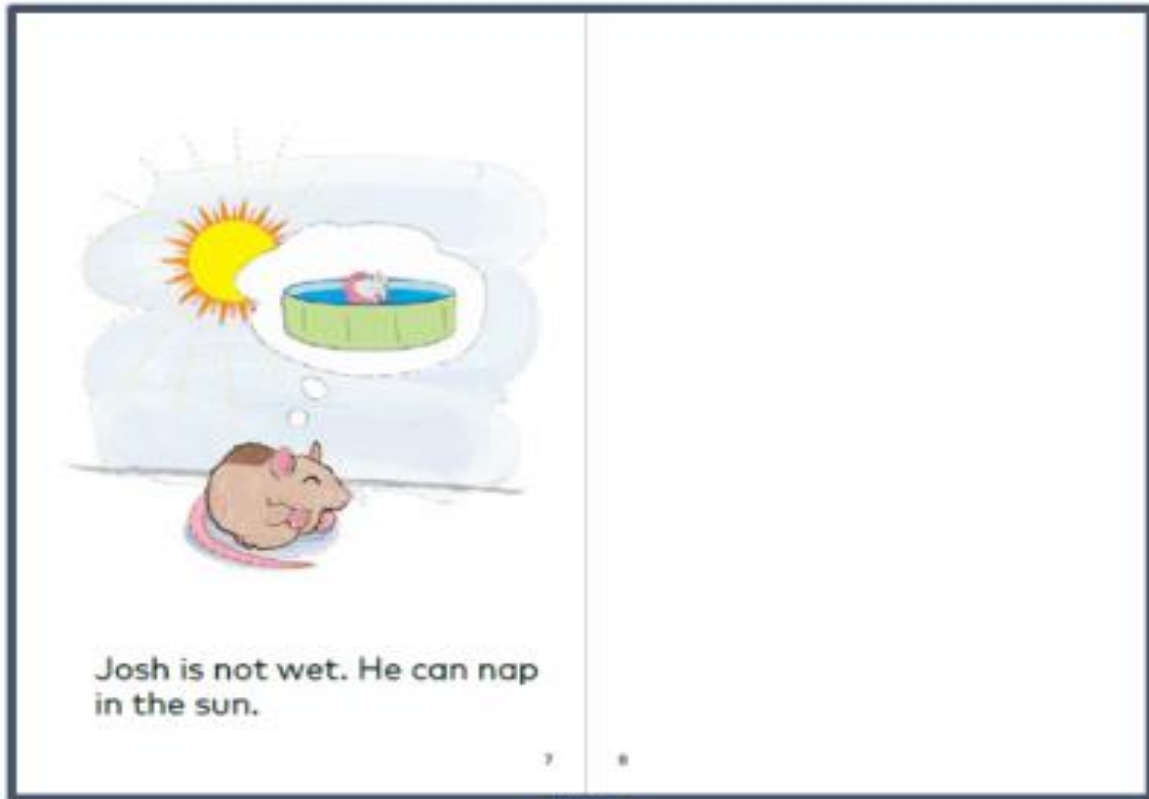
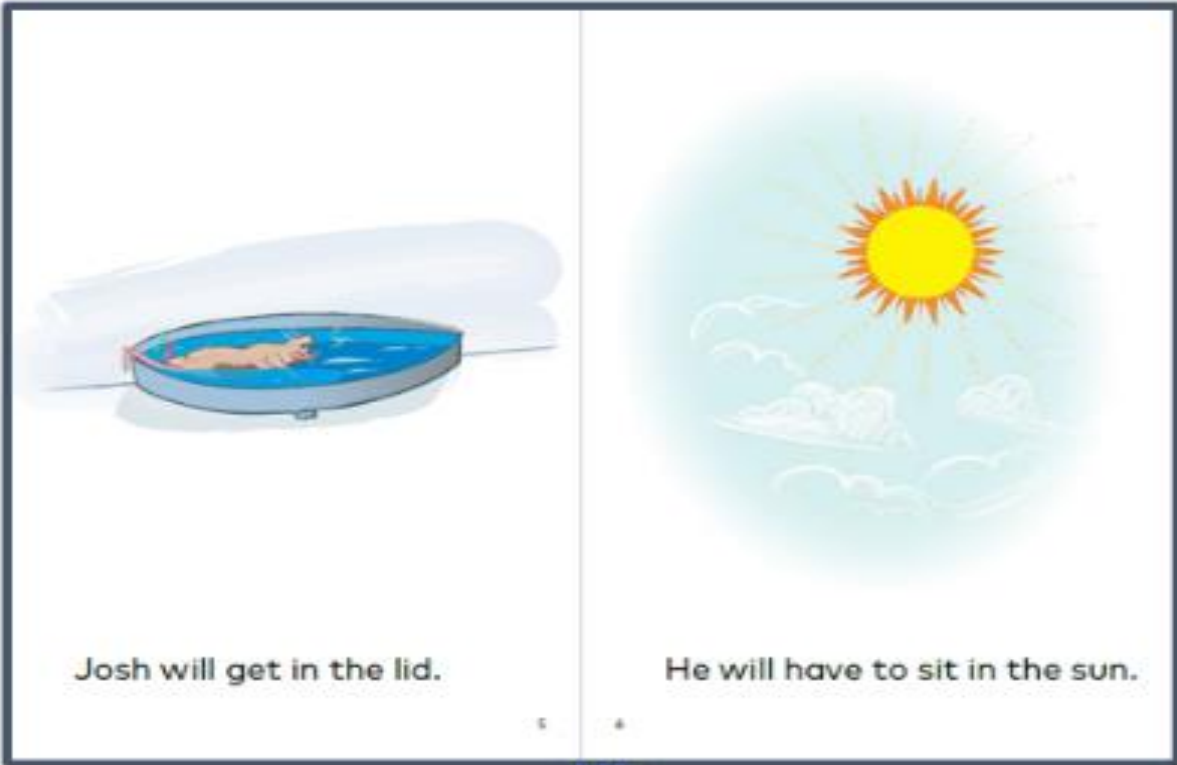
[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)



## Weekly Decodable Text

<p><b>Josh Takes a Bath</b></p> <p>Cycle 20 Decodable Student Reader</p>  <p>A yellow bathtub with four legs and a green oval mat on the floor. A small brown dog with white spots is sitting on the floor next to the mat.</p>	 <p>A dog is shown from the back, completely covered in brown mud. The dog's face is also covered in mud, and its tongue is sticking out.</p> <p>Josh is in the mud.</p> <p>2</p>
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 <p>A yellow bathtub with four legs and a green oval mat on the floor. A small brown dog with white spots is sitting on the floor next to the mat.</p> <p>The tub is big. He can not get in.</p> <p>3</p>	 <p>A small brown dog with white spots is sitting on the floor next to a tall glass of blue water.</p> <p>The cup is not a bath tub. He can not fit.</p> <p>4</p>
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## Lesson 21

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can read the decodable text "Josh Takes a Bath"</li> <li>• I can retell the events from the story "Josh Takes a Bath "</li> <li>• Using evidence from the text, I can answer questions about the story "Josh Takes a Bath"</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Josh Takes a Bath (Cycle 20 Decodable Reader) Pencil, highlighter, Cycle 20 Decodable Reader, Reading Comprehension Activity Sheet Watch Video ELA_GK_W5_L21</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today you will read the Decodable Reader, "Josh Takes a Bath" After you have read the story at least 2 times then you will retell the story in your own words and answer a few reading comprehension questions.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 20 Decodable Reader "Josh Takes a Bath" two times. Be on the lookout for high-frequency words "is," "in," "the," "he," "will," "a," "see" and "have." Circle or use a highlighter to highlight the high-frequency words you find. After you read the text two times, answer the questions on the reading comprehension activity sheet.</p>
<b>Closing</b>	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</p>

## Student Activity Lesson 21

Name: \_\_\_\_\_

### “Josh Takes a Bath” Reading Comprehension Activity Sheet

1. Josh was in the \_\_\_\_\_. Circle your answer.



2. What was too **big** for Josh to get into? Circle your answer.

a) tub

b) car

c) bag

3. Josh took a bath in a \_\_\_\_\_. Circle your answer.

a. pool

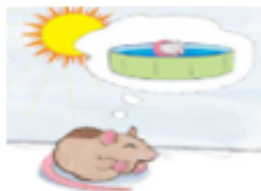
b. lid

c. box

4. How did Josh get dry? Circle your answer.



5. What did Josh do after he was dry from his bath? Circle your answer.



a) Take a nap

b) Get in mud

c) Drink water

6. **Retell** this story in your own words to a partner.

## Lesson 22

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use clues from the poem to identify three mystery words.</li> <li>• I can write sentences using high-frequency words.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Pencil, highlighter, Writing Activity Sheets Watch Video ELA_GK_W5_L22</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>You will learn three new high-frequency words today: <b>where, they</b> and <b>there</b></p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the sentences on the activity sheet</li> <li>2. Fill-in the blanks using the new high-frequency words of the week</li> <li>3. Use the handwriting sheet to practice writing and spelling our words</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 22

Name: \_\_\_\_\_

### High-Frequency Word Sentences

Directions: Use the high-frequency words in the Word Bank to complete the sentences.

Word Bank		
where	they	there



1. \_\_\_\_\_ is a big mud puddle!
2. \_\_\_\_\_ did it come from?
3. Should \_\_\_\_\_ get in the mud?

Write your own sentences using the words from the Word Bank and draw a picture.

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## Student Activity Lesson 22

Name: \_\_\_\_\_



### High-Frequency Word Handwriting Practice

there

where

they

Where is it?

\_\_\_\_\_

There they are!

\_\_\_\_\_

They can play now.

\_\_\_\_\_

## Lesson 23

<b>Target</b>	<ul style="list-style-type: none"> <li>I can use what I know about letter sounds to read, spell and write words in a sentence.</li> <li>I can write a sentence with correct capitalization and punctuation rules.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>“Josh Takes a Bath” (Cycle 20 decodable reader) Pencil, Interactive Sentence Writing Activity sheet, decodable reader, Watch Video ELA_GK_W5_L23</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today, we will write sentences like the sentences in our decodable reader! In our books, the sentences match the picture. Today, we will write short and simple sentences that match pictures too.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>Look at the first picture and sentence on the Activity sheet</li> <li>Read the first scrambled sentence aloud</li> <li>Say “Does that sentence make sense?” (No)</li> <li>Point out the capital letters and punctuation marks</li> <li>Say, “How is this sentence really supposed to be read?” or “What can we do to make this sentence correct?”</li> <li>Listen to your student’s response and guide them on how to unscramble the sentence</li> <li>Since you did the first sentence with your student, let them try to figure out how to unscramble the second sentence</li> <li>Students work to complete the entire activity</li> <li>Parents can guide and support as needed throughout this activity</li> <li>Be sure you reinforce good handwriting habits as your student write their sentences</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>



## Student Activity Lesson 23

Name: \_\_\_\_\_

### Interactive Writing

**Directions:** Re-read your decodable reader. Write short and simple sentences that match the pictures. Be sure to use high-frequency word and CVC words. Practice good handwriting and don't forget sentences start with a capital letter and end with a punctuation mark. (. ! ?)

1.

Josh is in the mud.



2.



3.



4.



## Student Activity Lesson 23

Name: \_\_\_\_\_ **Interactive Writing**

**Directions:** Read the words in each box. Unscramble the sentence and re-write the correct sentence on the line. Be sure you have good handwriting and don't forget sentences start with a capital letter and end with a punctuation mark. (. ! ?)

	see	books.	I
---	-----	--------	---

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	hot!	It	is
---	------	----	----

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	I	sit.	will
---	---	------	------


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	My	red.	hat	is
---	----	------	-----	----

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	is	big	the	Where	bag?
---	----	-----	-----	-------	------

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## Lesson 24

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can sort words with the same sound pattern</li> <li>• I can add or change a sound in a one-syllable spoken word to make a new word.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>“Josh Takes a Bath” Pencil, Sound Sorting Activity Sheet Watch Video ELA_GK_W5_L24</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today will specifically focus on the -an and -am spelling pattern to chain words.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read and tap out the -an and -am words on the Word Sort Activity sheet. Write the words into the correct spelling pattern category on the chart. Next, choose 3 words to illustrate and label.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 24

Name: \_\_\_\_\_

**Directions:** Read all the words in the boxes. Next, write the words into the correct spelling pattern category on the chart.

### Word Sound Sort

an	am
pan	

pan	ram	van	ran
yam	can	bam	fan
clam	ban	ham	plan

**Directions:** Draw a picture of three words from the chart. Label your pictures.

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## Lesson 25

<b>Target</b>	<ul style="list-style-type: none"> <li>I can identify the letter sounds I hear in words</li> <li>I can write the letters for the sounds I hear to spell out words</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Josh Takes a Bath (Cycle 20 Decodable Reader) Pencil Watch Video ELA_GK_W5_L25</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today you will spell words by tapping out the letter sounds you know and then write them down.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>We will practice spelling words by thinking of the letter sounds we hear and then write them down. Look at the first picture on the activity sheet. It is a ham. Tap out the sounds to spell /h/ /a/ /m/ then write your letters on the lines provided. Lastly, you will think of two more -an and -am words to add to the chart.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 25

Name: \_\_\_\_\_

### Let's Build Words With -an / -am

Directions: Look at the pictures below. Tap out the sounds you hear and write them on the lines.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Next, think of two more -an and -am words to add to the spaces below. Make sure you draw your pictures and spell out the word.



# Grade K ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos





## Week of 5/18/20 to 5/22/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Spelling Patterns: -ink and -ank
- HFW:** “we,” “all” and “one”
- Materials Needed:** Pencil, scissors, crayons, highlighter,

	Watch	Read	Do
<b>Day 1</b>	ELA_GK_W6_L26	Josh and Chip at the Farm	Reading Comprehension Activity
<b>Day 2</b>	ELA_GK_W6_L27	Josh and Chip at the Farm	High Frequency Word Practice
<b>Day 3</b>	ELA_GK_W6_L28	Josh and Chip at the Farm	Interactive Writing
<b>Day 4</b>	ELA_GK_W6_L29	Josh and Chip at the Farm	Word Sort
<b>Day 5</b>	ELA_GK_W6_L30	Josh and Chip at the Farm	Chaining Words

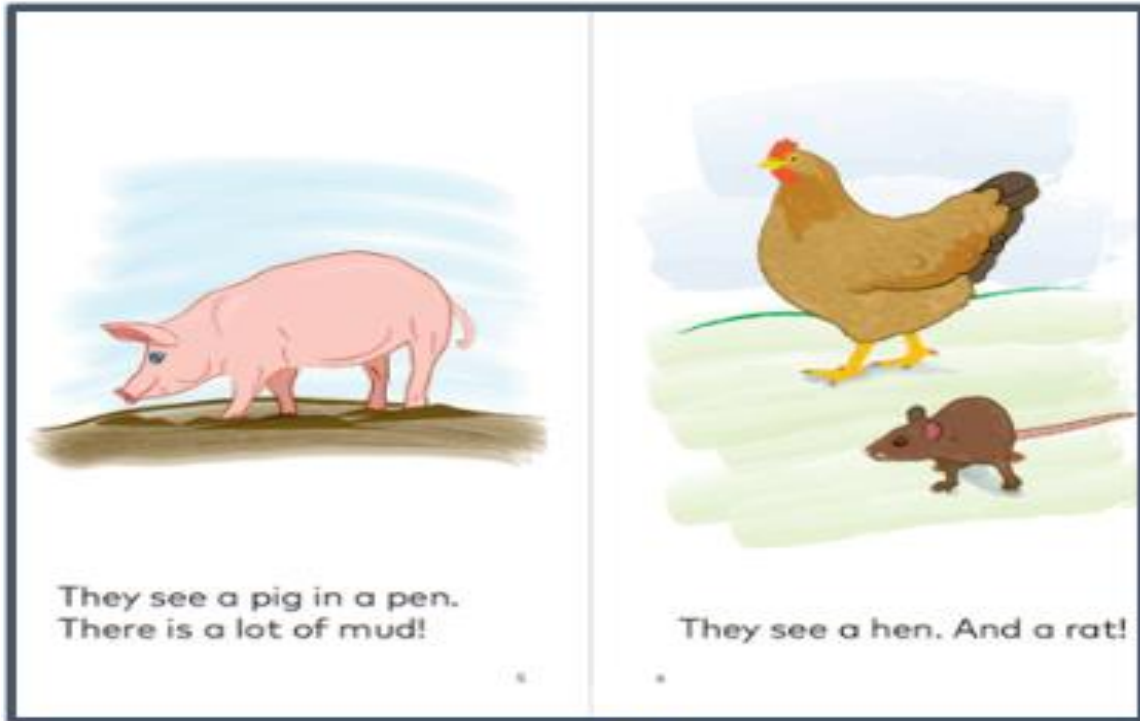
[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

## Weekly Decodable Text

<p><b>Josh and Chip at the Farm</b></p> <p>Cycle 21 Decodable Student Reader</p> 	 <p>Josh and Chip get in a bus.</p> <p>2</p>
--	--

 <p>Where are they?</p> <p>3</p>	 <p>A cat is there. They chat with the cat.</p> <p>4</p>
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## Lesson 26

<b>Target</b>	<ul style="list-style-type: none"> <li>I can read the decodable text "Josh and Chip at the Farm"</li> <li>I can retell the events from the story "Josh and Chip at the Farm"</li> <li>Using evidence from the text, I can answer questions about the story "Josh and Chip at the Farm"</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"Josh and Chip at the Farm" (Cycle 21 Decodable Reader) Pencil, highlighter, Cycle 21 Decodable Reader, Reading Comprehension Activity Sheet Watch Video ELA_GK_W6_L26</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today you will read the Decodable Reader, "Josh and Chip at the Farm" After you have read the story at least 2 times then you will retell the story in your own words and answer a few reading comprehension questions.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 21 Decodable Reader "Josh and Chip at the Farm" two times. Be on the lookout for high-frequency words "<b>where</b>," "<b>they</b>," and "<b>are</b>." Circle or use a highlighter to highlight the high-frequency words you find. After you read the text two times, answer the questions on the reading comprehension activity sheet.</p>
<b>Closing</b>	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</p>

## Student Activity Lesson 26

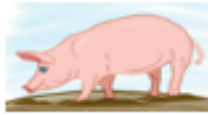
Name: \_\_\_\_\_

### “Josh and Chip at the Farm” Reading Comprehension Activity Sheet

1. How did Josh and Chip get to the farm? Circle your answer.

- a) car                      b) truck                      c) bus

2. What was the **first** animal Josh and Chip saw? Circle your answer.



3. Write down all the animals Josh and Chip saw at the farm.

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____

4. What did Josh and Chip do with the cat? Circle your answer.

- a. run  
b. chat  
c. nap

5. The \_\_\_\_\_ was in a pen with a lot of mud. Circle your answer.



6. **Retell** this story in your own words to a partner.

## Lesson 27

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use clues from the poem to identify three mystery words.</li> <li>• I can write sentences using high-frequency words.</li> </ul>
<b>Text, Materials, Video Name</b>	Pencil, highlighter, Writing Activity Sheets Watch Video ELA_GK_W6_L27
<b>Daily Routines</b>	Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>You will learn three new high-frequency words today: <b>we</b>, <b>all</b> and <b>one</b></p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the sentences on the activity sheet</li> <li>2. Fill-in the blanks using the new high-frequency words of the week</li> <li>3. Use the handwriting sheet to practice writing and spelling our words</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 27

Name: \_\_\_\_\_

### High-Frequency Word Sentences

Directions: Use the high-frequency words in the Word Bank to complete the sentences.

Word Bank		
we	all	one



1. \_\_\_\_\_ are at the farm!
2. I saw \_\_\_\_\_ big pig.
3. We \_\_\_\_\_ fed the cow.

Write three sentences using the high-frequency words in the Word Bank and draw a picture.

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## Student Activity Lesson 27

Name: \_\_\_\_\_



### High-Frequency Word Handwriting Practice

we

all

one

We all had fun!

\_\_\_\_\_

I see one bug.

\_\_\_\_\_


## Lesson 28

<b>Target</b>	<ul style="list-style-type: none"> <li>I can use what I know about letter sounds to read, spell and write words in a sentence.</li> <li>I can write a sentence with correct capitalization and punctuation rules.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"Josh and Chip at the Farm" (Cycle 21 decodable reader) Pencil, Interactive Sentence Writing Activity sheet, decodable reader, Watch Video ELA_GK_W6_L28</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today, we will write sentences like the sentences in our decodable reader! In our books, the sentences match the picture. Today, we will write short and simple sentences that match pictures too.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>Look at the first picture and sentence on the Activity sheet</li> <li>Read the first scrambled sentence aloud</li> <li>Say "Does that sentence make sense?" (No)</li> <li>Point out the capital letters and punctuation marks</li> <li>Say, "How is this sentence really supposed to be read?" or "What can we do to make this sentence correct?"</li> <li>Listen to your student's response and guide them on how to unscramble the sentence</li> <li>Since you did the first sentence with your student, let them try to figure out how to unscramble the second sentence</li> <li>Students work to complete the entire activity</li> <li>Parents can guide and support as needed throughout this activity</li> <li>Be sure you reinforce good handwriting habits as your student write their sentences</li> </ol>
<b>Closing</b>	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</p>

## Student Activity Lesson 28

Name: \_\_\_\_\_ **Interactive Writing**

**Directions:** Read the words in each box. Unscramble the sentence and re-write the correct sentence on the line. Be sure you have good handwriting and don't forget sentences start with a capital letter and end with a punctuation mark. (. ! ?)

	I	sad.	am
---	---	------	----

---



---



---

	cat.	fat	The
---	------	-----	-----


---



---



---

	dug	He	up.	it
---	-----	----	-----	----

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	on	the	Get	jet.
---	----	-----	-----	------


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	Put	hot	the	down!	pot
---	-----	-----	-----	-------	-----

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## Student Activity Lesson 28

Name: \_\_\_\_\_

### Interactive Writing

**Directions:** Re-read your decodable reader. Write short and simple sentences that match the pictures. Be sure to use high-frequency word and CVC words. Practice good handwriting and don't forget sentences start with a capital letter and end with a punctuation mark. (. ! ?)

1.

Chip and Josh get on the bus.



2.



3.



4.



## Lesson 29

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can sort words with the same sound pattern</li> <li>• I can add or change a sound in a one-syllable spoken word to make a new word.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>“Josh and Chip at the Farm” Pencil, Sound Sorting Activity Sheet Watch Video ELA_GK_W6_L29</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will specifically focus on the -ink and -ank spelling pattern to chain words.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the -ink and -ank word cards aloud. Cut the word cards out and sort them into the correct column on the Sorting Activity Sheet. Check over your choices and then glue the word cards to the paper to confirm your answers. Lastly, read the two lists of words to a partner.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>





## Student Activity Lesson 29

Name: \_\_\_\_\_

**Directions:** Read **all** of the word cards below before cutting. Next, sort, cut and paste the word cards into the correct sound category on the chart.

### Word Sound Sort

 <b>ink</b>	 <b>ank</b>

Next, pick one word and write a sentence.

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-Cut Here -

<b>pink</b>	<b>bank</b>	<b>prank</b>	<b>blink</b>
<b>sank</b>	<b>sink</b>	<b>link</b>	<b>tank</b>
<b>yank</b>	<b>thank</b>	<b>wink</b>	<b>stink</b>



## Lesson 30

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can identify the letter sounds I hear in words</li> <li>• I can write the letters for the sounds I hear to spell out words</li> <li>• I can match words to pictures</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Josh and Chip at the Farm (Cycle 21 Decodable Reader) Pencil Watch Video ELA_GK_W6_L30</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today we will specifically focus on the -ink and -ank spelling pattern to match words with pictures.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word in the first box. Next, write the word neatly on the line. Lastly, cut out the pictures and paste them in the correct word box.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>



## Student Activity Lesson 30

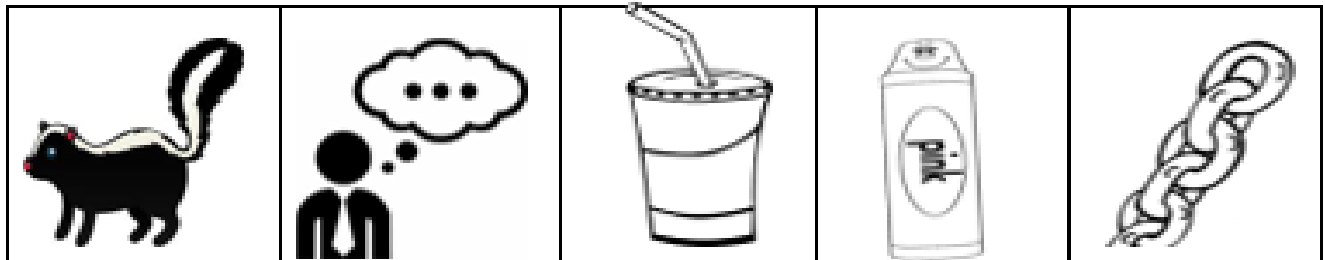
Name: \_\_\_\_\_

Directions: Read the word. Write the word neatly. Cut and paste the pictures.

Read it	Write it	Match it
pink	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px dashed black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	
link	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px dashed black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	
stink	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px dashed black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	
think	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px dashed black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	
drink	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px dashed black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>	



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## Student Activity Lesson 30

Name: \_\_\_\_\_

Directions: Read the word. Write the word neatly. Cut and paste the pictures.

Read it	Write it	Match it
<b>bank</b>	_____ ----- _____	
<b>tank</b>	_____ ----- _____	
<b>sank</b>	_____ ----- _____	
<b>yank</b>	_____ ----- _____	
<b>prank</b>	_____ ----- _____	



-----Cut Here-----





# Grade K ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos





## Week of 5/25/20 to 5/29/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Double Consonant Endings: -ll, -zz, -ss, -ff
- HFW:** "but," "not" and "no"
- Materials Needed:** Pencil, scissors, crayons, highlighter,

	Watch	Read	Do
<b>Day 1</b>	ELA_GK_W7_L31	The Bowling Alley	Reading Comprehension Activity
<b>Day 2</b>	ELA_GK_W7_L32	The Bowling Alley	High Frequency Word Practice
<b>Day 3</b>	ELA_GK_W7_L33	The Bowling Alley	Interactive Writing
<b>Day 4</b>	ELA_GK_W7_L34	The Bowling Alley	Word Sort
<b>Day 5</b>	ELA_GK_W7_L35	The Bowling Alley	Word Sort

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

## Weekly Decodable Text

<p><b>The Bowling "Alley"</b></p> <p>Cycle 22 Decodable Student Reader</p>  <p>1</p>	 <p>Josh can see a pin by the can.</p> <p>2</p>
--	---

 <p>3</p>	 <p>4</p> <p>Chip can hit one pin.</p>
--	--



Josh can hit two.  
Will Josh win?

5



Chip can hit four. Will he  
hit them all?

6



The pin will tip. Will  
Chip win?

7

8

## Lesson 31

<b>Target</b>	<ul style="list-style-type: none"> <li>I can read the decodable text "The Bowling Alley"</li> <li>I can retell the events from the story "The Bowling Alley"</li> <li>Using evidence from the text, I can answer questions about the story "The Bowling Alley"</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"The Bowling Alley" (Cycle 22 Decodable Reader) Pencil, highlighter, Cycle 22 Decodable Reader, Reading Comprehension Activity Sheet Watch Video ELA_GK_W7_L31</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today you will read the Decodable Reader, "The Bowling Alley" After you have read the story at least 2 times then you will retell the story in your own words and answer a few reading comprehension questions.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 22 Decodable Reader "The Bowling Alley" two times. Be on the lookout for high-frequency words "see," "a," "by," "the," "is," "it," "one," "he," "will," "see" and "all." Circle or use a highlighter to highlight the high-frequency words you find. After you read the text two times, answer the questions on the reading comprehension activity sheet.</p>
<b>Closing</b>	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</p>

## Student Activity Lesson 31

Name: \_\_\_\_\_

### “The Bowling Alley” Reading Comprehension Activity Sheet

1. Circle **all** the characters in the story.



2. Josh and Chip \_\_\_\_\_ the pins. Circle your answer.  
a) Kick      b) lick      c) hit

3. Write the number words found in the story.

_____	_____
-----	-----
_____	_____
_____	_____
-----	-----
_____	_____

4. What does the word **tip** mean in the story? Circle your answer.  
a. break  
b. fall over  
c. stand

5. **Retell** this story in your own words to a partner.



## Lesson 32

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use clues from the poem to identify three mystery words.</li> <li>• I can write sentences using high-frequency words.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Pencil, highlighter, Writing Activity Sheets Watch Video ELA_GK_W7_L32</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>You will learn three new high-frequency words today: <b>but, no and not</b></p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the sentences on the activity sheet</li> <li>2. Fill-in the blanks using the new high-frequency words of the week</li> <li>3. Use the handwriting sheet to practice writing and spelling our words</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

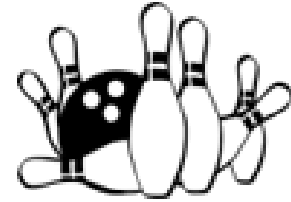
## Student Activity Lesson 32

Name: \_\_\_\_\_

### High-Frequency Word Sentences

Directions: Use the high-frequency words in the Word Bank to complete the sentences.

Word Bank		
but	no	not



1. Do \_\_\_\_\_ hit the pin.
2. I will go to the pin shop \_\_\_\_\_ not now.
3. \_\_\_\_\_, you have to roll it fast!

Write your own sentences using two of the words from the Word Bank and draw a picture.

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## Student Activity Lesson 32

Name: \_\_\_\_\_



### High-Frequency Word Handwriting Practice

no

not

but

I did not run.

\_\_\_\_\_

No pets in here.

\_\_\_\_\_

## Lesson 33

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use what I know about letter sounds to read sentences.</li> <li>• I can create illustrations that matches with sentences</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"The Bowling Alley" (Cycle 22 decodable reader) Pencil, Read it and Then Draw it Writing Activity sheet, decodable reader, Watch Video ELA_GK_W7_L33</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today, we will read and write sentences like the sentences in our decodable reader! In our books, the sentences match the pictures. Why do you think this is important?</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity: ?</p> <p>Today, we will read simple sentences aloud and draw illustrations to match the words in the sentence. Students will work to complete the entire activity worksheet. Parents can guide and support as needed throughout this activity.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>


## Student Activity Lesson 33

Name: \_\_\_\_\_

### Interactive Writing

# Read it and Then Draw it!

**Directions:** Re-read your decodable reader. Next, read the sentences below aloud. Think about what the sentence says and draw a matching picture. Try your best and have fun!

Read it	Draw it
1.  <u>Chip</u> <u>can</u> <u>hit</u> <u>one</u> <u>pin</u> .	
2.  <u>Josh</u> <u>has</u> <u>a</u> <u>ball</u> .	
3.  <u>Chip</u> <u>and</u> <u>Josh</u> <u>sit</u> <u>on</u> <u>the</u> <u>pin</u> .	
4.  <u>Josh</u> <u>eats</u> <u>a</u> <u>snack</u> .	
5.  <u>Chip</u> <u>takes</u> <u>a</u> <u>nap</u> .	

## Lesson 34

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can sort words with the same sound pattern</li> <li>• I can add or change a sound in a one-syllable spoken word to make a new word.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>“The Bowling Alley” Pencil, Sound Sorting Activity Sheet Watch Video ELA_GK_W7_L34</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today we will specifically focus on words with the double consonant endings: -ll, -zz, -ss and -ff.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the double consonant word cards aloud. Think about which category the word card belongs in. Write the word in the correct double consonant ending category on the chart. Lastly, read the completed chart to a partner.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 34

Name: \_\_\_\_\_

**Directions:** Read all the words in the boxes. Next, **write** the words into the correct spelling pattern category on the chart.

### Word Sound Sort

<b>-ll</b>	<b>-ss</b>	<b>-zz</b>	<b>-ff</b>
will			

<b>will</b>	<b>boss</b>	<b>call</b>	<b>fluff</b>
<b>chess</b>	<b>fizz</b>	<b>cuff</b>	<b>fall</b>
<b>buzz</b>	<b>puff</b>	<b>ball</b>	<b>toss</b>

**Directions:** Draw a picture of three words from the chart. Label your pictures.

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## Lesson 35

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can identify the letter sounds I hear in words</li> <li>• I can write the letters for the sounds I hear to spell out words</li> <li>• I can match words to pictures</li> </ul>
<b>Text, Materials, Video Name</b>	<p>The Bowling Alley (Cycle 22 Decodable Reader) Pencil Watch Video ELA_GK_W7_L35</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today we will specifically focus on words with the double consonant endings: -ll, -zz, -ss and -ff.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>We will practice spelling words by thinking of the letter sounds we hear and then write them down. Look at the first picture on the activity sheet. It is a buzz. Tap out the sounds to spell /b/ /u/ /zz/ then write your letters on the lines provided. Lastly, you write one sentence using one of the words you spelled in the first part of the activity,</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>



## Student Activity Lesson 35

Name: \_\_\_\_\_

### Words with Double Consonant Endings

Directions: Look at the pictures below. Tap out the sounds you hear and write them on the lines.

Double Consonant Endings			
-ll	-ss	-zz	-ff



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Write a sentence using one of the words from above.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Grade K ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



## Week of 6/1/20 to 6/5/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Long vowels /a/ and /i/
- HFW:** “what” “when” and “then”
- Materials Needed:** Pencil, scissors, glue, crayons, highlighter

	Watch	Read	Do
<b>Day 1</b>	ELA_GK_W8_L36	Time to Bake	Reading Comprehension Activity
<b>Day 2</b>	ELA_GK_W8_L37	Time to Bake	High Frequency Word Practice
<b>Day 3</b>	ELA_GK_W8_L38	Time to Bake	Interactive Writing
<b>Day 4</b>	ELA_GK_W8_L39	Time to Bake	Chaining Words
<b>Day 5</b>	ELA_GK_W8_L40	Time to Bake	CVC Word Practice

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

# Weekly Decodable Text

## Time to Bake

Cycle 23 Decodable  
Student Reader



Jib and jab. Rub a dub.

2



Bash and dash. And  
then a thud!

3



Bam and jam. Chop and cut.

4



The pot is big and  
the lid is shut.

5



The ham is hot and the  
dog will fuss.

6



Yip and yap and then a hush.

7

8

## Lesson 36

<b>Target</b>	<ul style="list-style-type: none"> <li>I can read the decodable text "Time to Bake"</li> <li>I can retell the events from the story "Time to Bake"</li> <li>Using evidence from the text, I can answer questions about the story "Time to Bake"</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"Time to Bake" (Cycle 23 Decodable Reader) Pencil, highlighter, Cycle 23 Decodable Reader, Reading Comprehension Activity Sheet Watch Video ELA_GK_W8_L36</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today you will read the Decodable Reader, "Time to Bake" After you have read the story at least 2 times then you will retell the story in your own words and answer a few reading comprehension questions.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 23 Decodable Reader "Time to Bake" two times. Be on the lookout for high-frequency words "and," "a," "in," "the," and "is." Circle or use a highlighter to highlight the high-frequency words you find. After you read the text two times, answer the questions on the reading comprehension activity sheet.</p>
<b>Closing</b>	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</p>

## Student Activity Lesson 36

Name: \_\_\_\_\_

### “Time to Bake” Reading Comprehension Activity Sheet

1. Circle **all** the characters in the story.



2. Chop and \_\_\_\_\_. Circle your answer.  
a) bam      b) cut      c) rub

3. The \_\_\_\_\_ is big and the lid is shut. Circle your answer.



4. The ham is \_\_\_\_\_. Circle your answer.  
a) Hot      b) cold      c) big

5. What does the word **hush** mean in the story? Circle your answer.

- a. loud
- b. quiet

6. **Retell** this story in your own words to a partner.

## Lesson 37

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use clues from the poem to identify three mystery words.</li> <li>• I can write sentences using high-frequency words.</li> </ul>
<b>Text, Materials, Video Name</b>	Pencil, highlighter, Writing Activity Sheets Watch Video ELA_GK_W8_L37
<b>Daily Routines</b>	Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>You will learn three new high-frequency words today: <b>when, then</b> and <b>what</b></p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the sentences on the activity sheet</li> <li>2. Fill-in the blanks using the new high-frequency words of the week</li> <li>3. Use the handwriting sheet to practice writing and spelling our words</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 37

Name: \_\_\_\_\_

### High-Frequency Word Sentences

Directions: Use the high-frequency words in the Word Bank to complete the sentences.

Word Bank		
when	then	what



1. \_\_\_\_\_ will we bake?
2. We can make cake and \_\_\_\_\_ cookies.
3. \_\_\_\_\_ do I need?
4. \_\_\_\_\_ can I start?
5. Put the eggs in \_\_\_\_\_ mix.

Write your own sentences using two of the words from the Word Bank and draw a picture.

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## Student Activity Lesson 37

Name: \_\_\_\_\_



### High-Frequency Word Handwriting Practice

what

when

then

What do I chop?

\_\_\_\_\_

Read then write.

\_\_\_\_\_

When can I bake?

\_\_\_\_\_

## Lesson 38

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use what I know about letter sounds to read sentences.</li> <li>• I can create illustrations that matches with sentences</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"Time to Bake" (Cycle 23 decodable reader) Pencil, Read it and Then Draw it Activity sheet, decodable reader, Watch Video ELA_GK_W8_L38</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today, we will read and write sentences like the sentences in our decodable reader! In our books, the sentences match the pictures. Why do you think this is important?</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity: ?</p> <p>Today, we will read simple sentences aloud and draw illustrations to match the words in the sentence. Students will work to complete the entire activity worksheet. Parents can guide and support as needed throughout this activity.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>


## Student Activity Lesson 38

Name: \_\_\_\_\_

### Interactive Writing

# Read it and Then Draw it!

**Directions:** Re-read your decodable reader. Next, read the sentences below aloud. Think about what the sentence says and draw a matching picture. Try your best and have fun!

Read it	Draw it
1. <u>The pot is hot!</u>	
2. <u>The dog is on a log.</u>	
3. <u>My mop is wet!</u>	
4. <u>Look! A rat is on the mat.</u>	
5. <u>A red hat is on the cat.</u>	

## Lesson 39

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can make new words by changing one letter sound.</li> <li>• I can read and spell one syllable words using what I know about letters and sounds.</li> <li>• I can read and spell one syllable words that have the magic “e” at the end.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>“Time to Bake” Pencil, Sound Sorting Activity Sheet Watch Video ELA_GK_W8_L39</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Create a new word by switching one of the letter sounds with a different letter. Change the first letter of the word to create a new word.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Fill in the blank with a consonant letter of your choice to create the first word. Move along to the next row and change the beginning sound to a different letter creating a new word. As you work to complete the activity sheet you will have a chain of new words with the same ending but different beginning sounds. Write the new words on the line and draw an illustration to match.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 39

Name: \_\_\_\_\_

### Chaining Words

Directions: Use the consonant letters shown below to change the beginning sound to make new words. Write your new words on the lines provided and draw a picture of it.

**b c d f g h j k l m**  
**n p r s t v w y z**

Build it	Write it	Draw it
<b>__ake</b>	_____ ----- _____	
<b>__ake</b>	_____ ----- _____	
<b>__ake</b>	_____ ----- _____	
<b>__ake</b>	_____ ----- _____	
<b>__ake</b>	_____ ----- _____	

Write a sentence using one of the words from above.

\_\_\_\_\_  
-----  
\_\_\_\_\_

## Student Activity Lesson 39

Name: \_\_\_\_\_

### Chaining Words

Directions: Use the consonant letters shown below to change the beginning sound to make new words. Write your new words on the lines provided and draw a picture of it.

**b c d f g h j k l m**  
**n p r s t v w y z**

Build it	Write it	Draw it
<b>__ike</b>	_____ ----- _____	
<b>__ike</b>	_____ ----- _____	
<b>__ike</b>	_____ ----- _____	
<b>__ike</b>	_____ ----- _____	
<b>__ike</b>	_____ ----- _____	

Write a sentence using one of the words from above.

\_\_\_\_\_  
-----

## Lesson 40

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can identify the letter sounds I hear in words</li> <li>• I can write the letters for the sounds I hear to spell out words</li> <li>• I can match words to pictures</li> </ul>
<b>Text, Materials, Video Name</b>	<p>Time to Bake (Cycle 23 Decodable Reader) Pencil Watch Video ELA_GK_W8_L40</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today you will identify pictures and read words by tapping out the letter sounds you know and then write them down.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>We will practice reading words by thinking of the letter sounds we hear and then write them down. Look at the first picture on the activity sheet. It is a cap. Tap out the sounds to spell /c/ /a/ /p/. Circle the correct answer choice and then write your letters on the lines provided.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 40

Name: \_\_\_\_\_

### Word Fun!

Directions: Look at the picture. Say and tap out the letter sounds. Circle the correct word and write it on the line.



rap tap cap

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bug mug hug

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hog dog log

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---

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bat rat cat

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---

---



web vet wet

---

---

---



bad sad dad

---

---

---



Bed Ted led

---

---

---



ran van can

---

---

---



sit see sun

---

---

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# Grade K ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos





## Week of 6/8/20 to 6/12/20



- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** Long vowels /o/ and /u/
- HFW:** “you” “said” and “were”
- Materials Needed:** Pencil, scissors, glue, crayons, highlighter

	Watch	Read	Do
<b>Day 1</b>	ELA_GK_W9_L41	The Mystery Moth	Reading Comprehension Activity
<b>Day 2</b>	ELA_GK_W9_L42	The Mystery Moth	High Frequency Word Practice
<b>Day 3</b>	ELA_GK_W9_L43	The Mystery Moth	Interactive Writing
<b>Day 4</b>	ELA_GK_W9_L44	The Mystery Moth	Chaining Words
<b>Day 5</b>	ELA_GK_W9_L45	The Mystery Moth	CVC Word Practice

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

## Weekly Decodable Text

<p><b>The Mystery Moth</b></p> <p>Cycle 24 Decodable Student Reader</p> 	 <p>Is it a jet? Or a bug?</p> <p>2</p>
---	---

 <p>No, it is a moth.</p> <p>3</p>	 <p>She can zip and dip. Will Chip get the moth?</p> <p>4</p>
---	---



She is on top of the dog.  
She is off the dog.  
She is on the wig!

5



Will she rip the web? Yes!

6



Will Chip get to see her?  
Where is she?

7

8

## Lesson 41

<b>Target</b>	<ul style="list-style-type: none"> <li>I can read the decodable text "The Mystery Moth"</li> <li>I can retell the events from the story "The Mystery Moth"</li> <li>Using evidence from the text, I can answer questions about the story "The Mystery Moth"</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"The Mystery Moth" (Cycle 24 Decodable Reader) Pencil, highlighter, Cycle 24 Decodable Reader, Reading Comprehension Activity Sheet Watch Video ELA_GK_W9_L41</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today you will read the Decodable Reader, "The Mystery Moth." After you have read the story at least 2 times then you will retell the story in your own words and answer a few reading comprehension questions.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 24 Decodable Reader "The Mystery Moth" two times. Be on the lookout for high-frequency words "will," "on," "her," and "where." Circle or use a highlighter to highlight the high-frequency words you find. After you read the text two times, answer the questions on the reading comprehension activity sheet.</p>
<b>Closing</b>	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</p>

## Student Activity Lesson 41

Name: \_\_\_\_\_

### "The Mystery Moth" Reading Comprehension Activity Sheet

1. Where is the **setting** of the story? Circle your answer.

- a) store                      b) inside                      c) outside

2. What did Chip think the moth was? Circle your answer.

- a) jet                              b) pig                              c) dog

3. She is on the \_\_\_\_\_ . Circle your answer.



4. Will she rip the \_\_\_\_\_ . Circle your answer.



5. What word rhymes with **rip**? Circle your answer.

- a.mud  
b.red  
c.zip

6. **Retell** this story in your own words to a partner.

## Lesson 42

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use clues from the poem to identify three mystery words.</li> <li>• I can write sentences using high-frequency words.</li> </ul>
<b>Text, Materials, Video Name</b>	Pencil, highlighter, Writing Activity Sheets Watch Video ELA_GK_W9_L42
<b>Daily Routines</b>	Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>You will learn three new high-frequency words today: <b>you, said</b> and <b>were</b></p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the sentences on the activity sheet</li> <li>2. Fill-in the blanks using the new high-frequency words of the week</li> <li>3. Use the handwriting sheet to practice writing and spelling our words</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 42

Name: \_\_\_\_\_

### High-Frequency Word Sentences

**Directions:** Use the high-frequency words in the Word Bank to complete the sentences.

Word Bank		
you	said	were



1. Did \_\_\_\_\_ see the moth?
2. Where \_\_\_\_\_ you?
3. I \_\_\_\_\_ look at the big one!
4. Mom \_\_\_\_\_ do not hit it.

Write your own sentences using two words from the Word Bank and draw a picture.

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## Student Activity Lesson 42

Name: \_\_\_\_\_



### High-Frequency Word Handwriting Practice

you

said

were

I said have fun!

\_\_\_\_\_

You were so good.

\_\_\_\_\_



## Lesson 43

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use what I know about letter sounds to read sentences.</li> <li>• I can create illustrations that matches with sentences</li> </ul>
<b>Text, Materials, Video Name</b>	<p>""The Mystery Moth" (Cycle 23 decodable reader) Pencil, Read it and Then Draw it Activity sheet, decodable reader, Watch Video ELA_GK_W9_L43</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today, we will read and write sentences like the sentences in our decodable reader! In our books, the sentences match the pictures. Why do you think this is important?</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Today, we will read simple sentences aloud and draw illustrations to match the words in the sentence. Students will work to complete the entire activity worksheet. Parents can guide and support as needed throughout this activity.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>


## Student Activity Lesson 43

Name: \_\_\_\_\_

### Interactive Writing

# Read it and Then Draw it!

**Directions:** Re-read your decodable reader. Next, read the sentences below aloud. Think about what the sentence says and draw a matching picture. Try your best and have fun!

Read it	Draw it
1.  <u>The moth is in the web.</u>	
2.  <u>The pup wet the rug.</u>	
3.  <u>He ran to the bus.</u>	
4.  <u>My blue car needs gas.</u>	
5.  <u>Did you see the fat fish?</u>	

## Lesson 44

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can make new words by changing one letter sound.</li> <li>• I can read and spell one syllable words using what I know about letters and sounds.</li> <li>• I can read and spell one syllable words that have the magic “e” at the end.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>""The Mystery Moth Pencil, Sound Sorting Activity Sheet Watch Video ELA_GK_W9_L44</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Create a new word by switching one of the letter sounds with a different letter. Change the first letter of the word to create a new word.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Look at the first word in each column. Change the beginning sound to make a chain of two new words. Use the letters below the chaining chart. Practice writing each word on the handwriting paper.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>



# Student Activity Lesson 44

Name: \_\_\_\_\_

## Chaining Words

Directions: Use the consonant letters shown below to change the beginning sound in the chaining boxes to create new words. Write your new words on the lines provided.

b c d f g h j k l m  
n p r s t v w y z

First word	Chain 	Chain 
h ope →	□ ope →	□ ope
t one →	□ one →	□ one
w oke →	□ oke →	□ oke

<p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p>	<p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p> <p>-----</p> <p>_____</p>
--	--

Now, write a sentence using one of the new words you chained.

## Lesson 45

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can identify the letter sounds I hear in words</li> <li>• I can write the letters for the sounds I hear to spell out words</li> <li>• I can match words to pictures</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"The Mystery Moth (Cycle 24 Decodable Reader)</p> <p>Pencil</p> <p>Watch Video ELA_GK_W9_L45</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today you will identify pictures and read words by tapping out the letter sounds you know and then write them down.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>We will practice reading words by thinking of the letter sounds we hear and then write them down. Look at the first picture on the activity sheet. It is a bat. Tap out the sounds to spell /b/ /a/ /t/. Circle the correct answer choice and then write your letters on the lines provided.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 45

Name: \_\_\_\_\_

### Word Fun!

Directions: Look at the picture. Say and tap out the letter sounds. Circle the correct word and write it on the line.



bad bath bat

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---

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cry crab car

---

---

---



fish fill fed

---

---

---



bus but bee

---

---

---



cash cub can

---

---

---



big did bag

---

---

---



bank do dig

---

---

---



mop me mat

---

---

---



job jug jet

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---

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# Grade K ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily K-2 Videos



## Week of 6/15/20 to 6/19/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Letter Sounds:** r-controlled vowels
- HFW:** "she" "her" and "like"
- Materials Needed:** Pencil, scissors, glue, crayons, highlighter

	Watch	Read	Do
<b>Day 1</b>	ELA_GK_W10_L46	The Jazz Trio	Reading Comprehension Activity
<b>Day 2</b>	ELA_GK_W10_L47	The Jazz Trio	High Frequency Word Practice
<b>Day 3</b>	ELA_GK_W10_L48	The Jazz Trio	Interactive Writing
<b>Day 4</b>	ELA_GK_W10_L49	The Jazz Trio	Sentence Scramble
<b>Day 5</b>	ELA_GK_W10_L50	The Jazz Trio	Word Sorting

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

## Weekly Decodable Text

### The Jazz Trio

Cycle 25 Decodable  
Student Reader



Josh has a tin lid. He will tap it.

2



"Is that a bell?" said Chip.  
"What is it?"

3



"It is jazz," said Josh.

4





Chip has a pan. "Tap, tap,  
thud, thud."

5



Chip and Josh can tap and  
thud. Ben can hum.

6



"Jazz with you is such fun!"  
said Chip.

7

8

## Lesson 46

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can read the decodable text "The Mystery Moth"</li> <li>• I can retell the events from the story "The Mystery Moth"</li> <li>• Using evidence from the text, I can answer questions about the story "The Mystery Moth"</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"The Jazz Trio" (Cycle 24 Decodable Reader) Pencil, highlighter, Cycle 25 Decodable Reader, Reading Comprehension Activity Sheet ELA_GK_W10_L46</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend.</p> <p>Today you will read the Decodable Reader, "The Jazz Trio" After you have read the story at least 2 times then you will retell the story in your own words and answer a few reading comprehension questions.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the Cycle 24 Decodable Reader "The Mystery Moth" two times. Be on the lookout for high-frequency words "a," "and," "he," "is," "it," "will" and "said." Circle or use a highlighter to highlight the high-frequency words you find. After you read the text two times, answer the questions on the reading comprehension activity sheet.</p>
<b>Closing</b>	<p>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</p>

## Student Activity Lesson 46

Name: \_\_\_\_\_

### “The Jazz Trio” Reading Comprehension Activity Sheet

1. What did Josh **tap** to make Jazz? Circle your answer.



2. Chip said, “Is that a \_\_\_\_\_?” Circle your answer.

- a) horn      b) thud      c) bell

3. Chip taps a \_\_\_\_\_. Circle your answer.

- a) pan      b) desk      c) cup

4. What did Ben do in the story?

- a) hum  
b) nap  
c) run

5. What does the word **Jazz** mean in this story? Circle your answer.



6. **Retell** this story in your own words to a partner.

## Lesson 47

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use clues from the poem to identify three mystery words.</li> <li>• I can write sentences using high-frequency words.</li> </ul>
<b>Text, Materials, Video Name</b>	Pencil, highlighter, Writing Activity Sheets Watch Video ELA_GK_W10_L47
<b>Daily Routines</b>	Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend:</p> <p>You will learn three new high-frequency words today: <b>she, here</b> and <b>like</b></p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Read the sentences on the activity sheet</li> <li>2. Fill-in the blanks using the new high-frequency words of the week</li> <li>3. Use the handwriting sheet to practice writing and spelling our words</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 47

Name: \_\_\_\_\_

### High-Frequency Word Sentences

**Directions:** Use the high-frequency words in the Word Bank to complete the sentences.

Word Bank		
she	her	like



1. \_\_\_\_\_ loves to play Jazz.
2. I saw \_\_\_\_\_ foot tap the floor.
3. She would|\_\_\_\_\_ to dance with you.
4. \_\_\_\_\_ will have a lot of fun!

Write your own sentences using two words from the Word Bank and draw a picture.

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## Student Activity Lesson 47

Name: \_\_\_\_\_



### High-Frequency Word Handwriting Practice

she

her

like

I like her dress.

\_\_\_\_\_

She fed the dog.

\_\_\_\_\_

## Lesson 48

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can use what I know about letter sounds to read sentences.</li> <li>• I can create illustrations that matches with sentences</li> </ul>
<b>Text, Materials, Video Name</b>	<p>""The Jazz Trio" (Cycle 25 decodable reader) Pencil, Read it and Then Draw it Activity sheet, decodable reader, Watch Video ELA_GK_W10_L48</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today, we will read and write sentences like the sentences in our decodable reader! In our books, the sentences match the pictures. Why do you think this is important?</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity: ?</p> <p>Today, we will read simple sentences aloud and draw illustrations to match the words in the sentence. Students will work to complete the entire activity worksheet. Parents can guide and support as needed throughout this activity.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 48

Name: \_\_\_\_\_

### Interactive Writing



**Directions:** Re-read your decodable reader. Write short and simple sentences that match the pictures. Be sure to use high-frequency and CVC words. Practice good handwriting and don't forget sentences start with a capital letter and end with a punctuation mark. (. ! ?)

1.

They love Jazz.



2.



3.



4.





## Lesson 49

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can make new words by changing one letter sound.</li> <li>• I can read and spell one syllable words that have the magic “e” at the end.</li> </ul>
<b>Text, Materials, Video Name</b>	<p>“The Mystery Moth Pencil, Sound Sorting Activity Sheet Watch Video ELA_GK_W10_L49</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today, we will write sentences like the sentences in our decodable reader! In our books, the sentences match the picture. Today, we will write short and simple sentences that match pictures too.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <ol style="list-style-type: none"> <li>1. Look at the first picture and sentence on the Activity sheet</li> <li>2. Read the first scrambled sentence aloud</li> <li>3. Say “Does that sentence make sense?” (No)</li> <li>4. Point out the capital letters and punctuation marks</li> <li>5. Say, “How is this sentence really supposed to be read?” or “What can we do to make this sentence correct?”</li> <li>6. Listen to your student’s response and guide them on how to unscramble the sentence</li> <li>7. Since you did the first sentence with your student, let them try to figure out how to unscramble the second sentence</li> <li>8. Students work to complete the entire activity</li> <li>9. Parents can guide and support as needed</li> <li>10. Be sure you reinforce good handwriting habits as your student write their sentences</li> </ol>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 49

Name: \_\_\_\_\_ **Interactive Writing**

**Directions:** Read the words in each box. Unscramble the sentence and re-write the correct sentence on the line. Be sure you have good handwriting and don't forget sentences start with a capital letter and end with a punctuation mark. (. ! ?)



the

drum!

Stop



I

cash.

need



bee

buzz.

The

will



green.

The

is

tree

## Student Activity Lesson 49

Name: \_\_\_\_\_

**Directions:** Read all the words in the boxes. Next, write the words into the correct spelling pattern category on the chart.

### Word Sound Sort

-ar	-er	-ir	-or	-Ur
	fern			

fern	burn	verb	park
pork	germ	sport	bird
corn	dirt	turn	dark

**Directions:** Draw a picture of three words from the chart. Label your pictures.

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## Lesson 50

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can identify the letter sounds I hear in words</li> <li>• I can write the letters for the sounds I hear to spell out words</li> <li>• I can match words to pictures</li> </ul>
<b>Text, Materials, Video Name</b>	<p>"The Jazz Trio (Cycle 25 Decodable Reader)</p> <p>Pencil</p> <p>Watch Video ELA_GK_W10_L50</p>
<b>Daily Routines</b>	<p>Practice letters, sounds and high-frequency words with your virtual teacher or with a family member, caregiver, or friend. Also practice tapping-out letter sounds in words using the finger-to-thumb technique when reading.</p>
<b>Whole Group Lesson</b>	<p>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today we will specifically focus on the r-controlled vowels: -ar, -er, -ir, -or, -ur to match words with pictures.</p>
<b>Activity</b>	<p>With your family member, caregiver, or friend, complete the following activity:</p> <p>Read the word in the first box. Next, write the word neatly on the line. Lastly, cut out the pictures and paste them in the correct word box.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes and record it on your Distant Learning Reading Log.</li> </ul>

## Student Activity Lesson 50






Name: \_\_\_\_\_

Directions: Read the word. Write the word neatly. Cut and paste the pictures.

Read it	Write it	Match it
<b>park</b>	_____ ----- _____	
<b>germ</b>	_____ ----- _____	
<b>first</b>	_____ ----- _____	
<b>fork</b>	_____ ----- _____	
<b>hurt</b>	_____ ----- _____	

-----Cut Here-----



				
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