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. 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,

April Imperio
Executive Director K-12 Literacy & Early Learning
Distance Learning Reading Log

<table>
<thead>
<tr>
<th>Book Title &amp; Author</th>
<th>Date/# Pages Read</th>
<th>Reading Notes</th>
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<tbody>
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</table>
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**

<table>
<thead>
<tr>
<th>Across</th>
<th>Against</th>
<th>Although</th>
<th>America</th>
<th>Animal</th>
<th>Another</th>
</tr>
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<tbody>
<tr>
<td>Any</td>
<td>Anymore</td>
<td>Anywhere</td>
<td>Available</td>
<td>Away</td>
<td>Before</td>
</tr>
<tr>
<td>Between</td>
<td>Birthday</td>
<td>Brought</td>
<td>Circle</td>
<td>Clothes</td>
<td>Colors</td>
</tr>
<tr>
<td>Community</td>
<td>Different</td>
<td>Doesn’t</td>
<td>Don’t</td>
<td>Down</td>
<td>Eight</td>
</tr>
<tr>
<td>Enough</td>
<td>Entire</td>
<td>Even</td>
<td>Everybody</td>
<td>Everyday</td>
<td>Everyone</td>
</tr>
<tr>
<td>Favorite</td>
<td>Finally</td>
<td>Find</td>
<td>Found</td>
<td>Frequent</td>
<td>Friends</td>
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<td>Great</td>
<td>Guess</td>
<td>Hello</td>
<td>He’d</td>
<td>House</td>
<td>Indoor</td>
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<tr>
<td>Inside</td>
<td>Isn’t</td>
<td>It’ll</td>
<td>It’s</td>
<td>I’d</td>
<td>I’ve</td>
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<td>Large</td>
<td>Let’s</td>
<td>Live</td>
<td>Material</td>
<td>Meant</td>
<td>Might</td>
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<td>New</td>
<td>None</td>
<td>Off</td>
<td>Once</td>
<td>Only</td>
<td>Open</td>
</tr>
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<td>Orange</td>
<td>Our</td>
<td>Own</td>
<td>O’clock</td>
<td>Part</td>
<td>People</td>
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<tr>
<td>Person</td>
<td>Piece</td>
<td>Place</td>
<td>Process</td>
<td>Purpose</td>
<td>Question</td>
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<tr>
<td>Ready</td>
<td>Receive</td>
<td>Right</td>
<td>School</td>
<td>She’s</td>
<td>Similar</td>
</tr>
<tr>
<td>Small</td>
<td>Strange</td>
<td>Supposed</td>
<td>Sure</td>
<td>Surprise</td>
<td>That’s</td>
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<tr>
<td>Their</td>
<td>There’s</td>
<td>They’ll</td>
<td>They’ve</td>
<td>Things</td>
<td>Those</td>
</tr>
<tr>
<td>Throughout</td>
<td>Tonight</td>
<td>Too</td>
<td>Tree</td>
<td>Two</td>
<td>Used</td>
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<tr>
<td>Usually</td>
<td>Walk</td>
<td>Weather</td>
<td>Weird</td>
<td>We’d</td>
<td>We’ll</td>
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<td>We’re</td>
<td>We’ve</td>
<td>Where’s</td>
<td>Whole</td>
<td>Won</td>
<td>World</td>
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<td>Years</td>
<td>Yellow</td>
<td>Yourself</td>
<td>You’d</td>
<td>You’re</td>
</tr>
<tr>
<td>You’ve</td>
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</table>
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

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

www.detroitk12.org/youtube
Weekly Decodable Text
Lesson 1

Fun with Gum
Cycle 16 Decodable
Student Reader

The sun is up.

The rat can see the bus.
He is in the bus.
Chip is in the bus.

The gum is fun!

Chip and the rat run.
# Lesson 1

<table>
<thead>
<tr>
<th>Target</th>
</tr>
</thead>
</table>
| • I can read the decodable text “Fun with Gum”  
• I can retell the events from the story “Fun with Gum.”  
• Using evidence from the text, I can answer questions about the story |

<table>
<thead>
<tr>
<th>Text, Materials, Video Name</th>
</tr>
</thead>
</table>
| Fun with Gum (Cycle 16 Decodable Reader)  
Pencil, highlighter, crayon, Reading Comprehension Activity Sheet, Cycle 16 Decodable Reader  
Watch Video ELA_GK_W1_L1 |

<table>
<thead>
<tr>
<th>Daily Routines</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Lesson</th>
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</table>
| Follow along with your virtual teacher or with a family member, caregiver, or friend.  
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. |

<table>
<thead>
<tr>
<th>Activity</th>
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</table>
| With your family member, caregiver, or friend, complete the following activity:  
1. Read the Cycle 16 Decodable Reader “Fun with Gum” two times.  
2. Be on the lookout for high-frequency words “the,” “is,” “up,” “see,” “he” and “in.”  
3. Use a highlighter or crayon to circle high-frequency words you find in the story.  
4. After you read the text two times, answer the questions on the reading comprehension activity sheet. |

<table>
<thead>
<tr>
<th>Closing</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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.
   - Snow
   - Sun
   - Rain

2. Where does the story take place? Circle your answer.
   - Airplane
   - Bus
   - House

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.

- Bus
- Rat
- Cat
- Airplane
Lesson 2

| Target | • I can identify the name and sound for consonants and short vowels.  
• I can identify the initial, middle and final sounds in CVC (consonant-vowel-consonant) words. |
| --- | --- |
| Text, Materials, Video Name | Pencil, CVC Word Work Activity Sheet, Letter Sound Cards (to review letters and sound)  
Watch Video ELA_GK_W1_L2 |
| Daily Routines | 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. |
| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver. 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. |
| Activity | With your family member, or caregiver, complete the following activity:  
1. Review the Sound Cards for the letters, “o”, “m”, “r”, “t”, “p”, “d”,  
“g”, “h”, “s”, “b”, “sh”, and “ch”  
2. Say the first word in the Word Bank, “mop”  
3. Thumb-tap the word as shown in the video (Tapping your index finger to thumb, middle finger to thumb and ring finger to thumb) m-o-p  
4. Identify the first sound in the word and write the letter in the first box on the chart  
5. Say the word “mop” again. Identify the middle sound in “mop” and write the letter in the middle box.  
6. Say the word “mop” again. Identify the final sound in “mop” and write that letter in the last box.  
7. 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. |
| Closing | • 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.
Student Activity Lesson 2
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.

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<th>Word Bank</th>
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<td>mop</td>
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<tr>
<td>pot</td>
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<tr>
<td>top</td>
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<table>
<thead>
<tr>
<th>Beginning Sound</th>
<th>Middle Sound</th>
<th>Final Sound</th>
<th>Draw a Picture</th>
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<tbody>
<tr>
<td>m</td>
<td>o</td>
<td>p</td>
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</table>

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Student Activity Lesson 2
Letter Sound Cards

bear  ch  dog  goose

house  mountain  octopus  parrot

parrot  rabbit  snake  sh

tern  jellyfish
## Lesson 3

| Target | • I can use clues from the poem to identify two mystery words.  
• I can write sentences using high-frequency words. |
|---|---|
| Text, Materials, Video Name | 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 |
| Daily Routines | 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. |
| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend:  
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.  
1. An adult will read the Poem “Today” aloud  
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. *(Answer Key: or and for)* |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
1. Review the two high-frequency words found in the poem  
2. Read the Decodable Reader, “Fun with Gum” again and be on the lookout for high-frequency words in the text  
3. Complete the High-Frequency Word Sentences Activity Sheet and Handwriting Practice |
| Closing | • 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. |
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!
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.
Student Activity Lesson 3

High-Frequency Word Handwriting Practice

or
or
for
for

Look for a cat or dog.

Is this for mom or dad?
## Lesson 4

| Target | I can match words that rhyme by the sounds I hear.  
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<thead>
<tr>
<th></th>
<th>I can say and make a new rhyming word by changing the first sound.</th>
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</thead>
</table>
| Text, Materials, Video Name | Fun with Gum (Cycle 16 Decodable Reader)  
Pencil, scissors and glue  
Watch Video ELA_GK_W1_L4 |
| Daily Routines | 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. |
| Whole Group Lesson | 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!”  
1. Students should listen for rhyming words during the “Popcorn” poem read aloud.  
2. Circle, highlight or underline the rhyming pairs in the text |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
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. |
| Closing | 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. |
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!
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
Lesson 5

Target • I can add or change a sound in a one-syllable spoken word to make a new word.

Text, Materials, Video
Name "Fun with Gum"
Decodable Reader
Pencil and Chaining Words Activity Sheet
ELA_GK_W1_L5

Daily Routines
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.

Whole Group Lesson
Follow along with your virtual teacher or with a family member, caregiver, or friend.
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.

Activity
With your family member, caregiver, or friend, complete the following activity:
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.

Closing ● 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.

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**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.

<table>
<thead>
<tr>
<th>-ot</th>
<th>-og</th>
<th>-ock</th>
<th>-un</th>
<th>-ug</th>
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<tbody>
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</table>
# 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.

<table>
<thead>
<tr>
<th>First word</th>
<th>Chain 1</th>
<th>Chain 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>mop</td>
<td>[ ] ot</td>
<td>[ ] ot</td>
</tr>
<tr>
<td>hop</td>
<td>[ ] op</td>
<td>[ ] op</td>
</tr>
<tr>
<td>cob</td>
<td>[ ] ob</td>
<td>[ ] ob</td>
</tr>
<tr>
<td>jog</td>
<td>[ ] og</td>
<td>[ ] og</td>
</tr>
</tbody>
</table>
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

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

www.detroitk12.org/youtube
The Mop is a Dog!
Cycle 17 Decodable Student Reader

The dog is not a mop!

Chip and Josh can see the dog.

Josh can not run.
The dog is not big.

The dog can wag and sit.

And the dog can yip and yap!
# Lesson 6

| Target | • I can read the decodable text “The Dog is a Mop!”
• I can retell the events from the story “The Dog is a Mop!”
• Using evidence from the text, I can answer questions about the story |
|---|---|
| Text, Materials, Video Name | 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 |
| Daily Routines | 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. |
| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend. 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. |
| Activity | With your family member, caregiver, or friend, complete the following activity:

1. Read the Cycle 17 Decodable Reader “The Dog is a Mop!” two times.
2. Be on the lookout for high-frequency words “the,” “a,” “and,” “is,” “see,” and “can.”
3. Use a highlighter or crayon to circle high-frequency words you find in the story.
4. After you read the text two times, answer the questions on the reading comprehension activity sheet. |
| Closing | 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. |
“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

| Target | • I can identify the name and sound for consonants and short vowels.  
• I can identify the initial, final, and middle sounds in CVC (consonant- vowel-consonant) words. |
|---|---|
| Text, Materials, Video Name | “The Mop is a Dog” (Cycle 17 decodable reader)  
Pencil, CVC Word Building and Sentence Writing Activity sheets  
Watch Video ELA_GK_W2_L7 |
| Daily Routines | 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. |
| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend.  
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. |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
1. Review the short vowel sound “e” as in elephant  
2. Look at the first picture on the Word Building Activity sheet  
3. Thumb-tap the word as shown in the video (Tapping your index finger to thumb, middle finger to thumb and ring finger to thumb) w-e-t  
4. Identify the first sound in the word and write the letter in the first box.  
5. Say the word “wet” again. Identify the middle sound in “wet” and write the letter in the middle box.  
6. Say the word “wet” again. Identify the final sound in “wet” and write the letter in the last box.  
7. Repeat until you have completed all the pictures shown.  
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. |
| Closing | • 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. |
CVC Word Building

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

1. [Image of a person and a raindrop]
2. [Image of a banana]
3. [Image of the number 10]
4. [Image of a basketball hoop]
5. [Image of a bed]
6. [Image of a group of people]
Student Activity Lesson 7

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.

Name:

CVC Word Pictued: Picture of a person getting wet

CVC Word Pictued: Picture of a fish

CVC Word Pictued: Number 10

CVC Word Pictued: Picture of a basketball hoop

CVC Word Pictued: Picture of a bed

CVC Word Pictued: Picture of a group of people
# Lesson 8

## Target
- I can use clues from the poem to identify two mystery words.
- I can write sentences using high-frequency words.

## Text, Materials, Video Name
| 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 |

## Daily Routines
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.

## Whole Group Lesson
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.
1. An adult will read the Poem “I Can Be Anything” aloud.
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. (Answer Key: be and by)

## Activity
With your family member, caregiver, or friend, complete the following activity:

1. Review the two high-frequency words found in the poem.
2. Re-read the Decodable Reader, “The Dog is a Mop!” and be on the lookout for high-frequency words in the text.
3. Complete the High-Frequency Word Sentences Activity Sheet and Handwriting Practice.

## Closing
- 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.
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!
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.
Name: ________________________________

High-Frequency Word Handwriting Practice

be
be
by
by
That will be fun!

Run by the park.
### Lesson 9

| Target | • I can match words that rhyme by the sounds I hear.  
• I can say a new rhyming word by changing the first sound. |
|---|---|
| **Text, Materials, Video Name** | The Dog is a Mop! (Cycle 17 Decodable Reader)  
Pencil, scissors and glue  
Watch Video ELA_GK_W2_L9 |
| **Daily Routines** | 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. |
| **Whole Group Lesson** | 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”.  
1. Students should listen for rhyming words during the “Jumping on the Bed” poem read aloud.  
2. Circle, highlight or underline the rhyming pairs in the text |
| **Activity** | With your family member, caregiver, or friend, complete the following activity:  
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. |
| **Closing** | • 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. |
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.*

<table>
<thead>
<tr>
<th>tag</th>
<th>sad</th>
<th>chop</th>
<th>nap</th>
</tr>
</thead>
<tbody>
<tr>
<td>bee</td>
<td>sun</td>
<td>pen</td>
<td>bag</td>
</tr>
<tr>
<td>shell</td>
<td>cap</td>
<td>mug</td>
<td>bat</td>
</tr>
<tr>
<td>stop</td>
<td>run</td>
<td>barn</td>
<td>hug</td>
</tr>
<tr>
<td>dig</td>
<td>tree</td>
<td>pig</td>
<td>hat</td>
</tr>
<tr>
<td>hen</td>
<td>mad</td>
<td>bell</td>
<td>yarn</td>
</tr>
</tbody>
</table>
Name: ______________________

Read the words. Match the rhyming words.

![Images of tag and bag]

<table>
<thead>
<tr>
<th>tag</th>
<th>bag</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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

__________________________________________
## Lesson 10

<table>
<thead>
<tr>
<th>Target</th>
<th>I can add or change a sound in a one-syllable spoken word to make a new word.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text, Materials, Video Name</td>
<td>Pencil, chaining chart, handwriting paper Watch Video ELA_GK_W2_L10</td>
</tr>
<tr>
<td>Daily Routines</td>
<td>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.</td>
</tr>
<tr>
<td>Whole Group Lesson</td>
<td>Follow along with your virtual teacher or with a family member, caregiver, or friend. 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 first letter of the word to create a new word.</td>
</tr>
<tr>
<td>Activity</td>
<td>With your family member, caregiver, or friend, complete the following activity: 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.</td>
</tr>
<tr>
<td>Closing</td>
<td>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.</td>
</tr>
</tbody>
</table>
# 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.

<table>
<thead>
<tr>
<th>First word</th>
<th>Chain</th>
<th>Chain</th>
</tr>
</thead>
<tbody>
<tr>
<td>hen</td>
<td>en</td>
<td>en</td>
</tr>
<tr>
<td>pet</td>
<td>et</td>
<td>et</td>
</tr>
<tr>
<td>beg</td>
<td>eg</td>
<td>eg</td>
</tr>
<tr>
<td>led</td>
<td>ed</td>
<td>ed</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Day</th>
<th>Watch</th>
<th>Read</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>ELA_GK_W3_L11</td>
<td>Josh’s New Home</td>
<td>Reading Comprehension Activity</td>
</tr>
<tr>
<td>Day 2</td>
<td>ELA_GK_W3_L12</td>
<td>Josh’s New Home</td>
<td>Making Words</td>
</tr>
<tr>
<td>Day 3</td>
<td>ELA_GK_W3_L13</td>
<td>Josh’s New Home</td>
<td>High Frequency Word Practice</td>
</tr>
<tr>
<td>Day 4</td>
<td>ELA_GK_W3_L14</td>
<td>Josh’s New Home</td>
<td>Matching Rhyming Words</td>
</tr>
<tr>
<td>Day 5</td>
<td>ELA_GK_W3_L15</td>
<td>Josh’s New Home</td>
<td>Chaining Words</td>
</tr>
</tbody>
</table>

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)
Josh's New Home

The rug is red.

Ben can see a bed.

Ben is by the bed.
Josh and Ben sit and chat in the den.

Josh fed Ben a nut and jam.

The rug is wet!
Lesson 11

| Target | I can read the decodable text “Josh’s New Home”
| I can retell the events from the story “Josh’s New Home”
| Using evidence from the text, I can answer questions about the story |

| Text, Materials, Video Name |
| “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 |

| Daily Routines |
| 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. |

| Whole Group Lesson |
| Follow along with your virtual teacher or with a family member, caregiver, or friend. 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. |

| Activity |
| With your family member, caregiver, or friend, complete the following activity: |

1. Read the Cycle 18 Decodable Reader “Josh's New Home” two times. |

2. Be on the lookout for high-frequency words “the,” “by,” “and,” “is,” “see,” and “can.” |

3. Use a highlighter or crayon to circle high-frequency words you find in the story. |

4. After you read the text two times, answer the questions on the reading comprehension activity sheet. |

| Closing |
| 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. |
Student Activity Lesson 11

“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

<table>
<thead>
<tr>
<th>Target</th>
</tr>
</thead>
</table>
| • I can identify the name and sound for consonants and short vowels.  
• I can identify the initial, final, and middle sounds in CVC (consonant-vowel-consonant) words. |

<table>
<thead>
<tr>
<th>Text, Materials, Video Name</th>
</tr>
</thead>
</table>
| “Josh’s New Home” (Cycle 18 decodable reader)  
Pencil, CVC Word Building and Word Match Activity sheets, Watch Video ELA_GK_W3_L12 |

<table>
<thead>
<tr>
<th>Daily Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Lesson</th>
</tr>
</thead>
</table>
| Follow along with your virtual teacher or with a family member, caregiver, or friend.  
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. |

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
</table>
| With your family member, caregiver, or friend, complete the following activity:  
5. Review the short vowels: a, e, i, o, u  
6. Look at the first picture on the Word Building Activity sheet  
3. Thumb-tap the word like we did in the video. w-e-b  
4. Identify the first sound in the word and write the letter on the first line.  
5. Say the word “web” again. Identify the middle sound in “web” and write the letter on the middle line.  
6. Say the word “web” again. Identify the final sound in “web” and write the letter on the last line.  
7. Repeat until you have completed all the words on the page.  
8. Next, move on to the Word Match Activity sheet and match the correct word with the picture. |

<table>
<thead>
<tr>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>
Student Activity Lesson 12

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

<table>
<thead>
<tr>
<th>Short Vowel Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
</tr>
</tbody>
</table>

|         |         |         |         |         |
|         |         |         |         |         |
|         |         |         |         |         |
|         |         |         |         |         |
|         |         |         |         |         |
|         |         |         |         |         |
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.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>nap</td>
</tr>
<tr>
<td>sun</td>
</tr>
</tbody>
</table>

---

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

---
**Lesson 13**

| **Target** | • I can use clues from the poem to identify three mystery words.  
• I can write sentences using high-frequency words. |
| --- | --- |
| **Text, Materials, Video Name** | 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 |
| **Daily Routines** | 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. |
| **Whole Group Lesson** | 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.  
1. An adult will read the Poem “Where are the Vowels” aloud  
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. *(Answer Key: are, will, with)* |
| **Activity** | With your family member, caregiver, or friend, complete the following activity:  
1. Review the two high-frequency words found in the poem  
2. Re-read the Decodable Reader, Josh’s New Home” and be on the lookout for high-frequency words in the text  
3. Complete the High-Frequency Word Sentences Activity Sheet and Handwriting Practice |
| **Closing** | • 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. |
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

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.
Student Activity Lesson 13

Name:__________________________

High-Frequency Word Handwriting Practice

are

will

with

We are with you!

Will the bug nap?
## Lesson 14

| Target       | I can match words that rhyme by the sounds I hear.  
<table>
<thead>
<tr>
<th></th>
<th>I can say a new rhyming word changing the first sound.</th>
</tr>
</thead>
</table>
| Text, Materials, Video Name | Josh’s New Home (Cycle 18 Decodable Reader)  
Pencil  
Watch Video ELA_GK_W3_L14 |
| Daily Routines | 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. |
| Whole Group Lesson | 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”. |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
1. Read the words in the first column  
2. Find the matching rhyming picture pair and circle it  
3. Next, try to write simple sentences using the pictures shown on the Rhyming Sentences Sheet |
| Closing | 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. |
**Student Activity Lesson 14**

**Rhyming Words Match!**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>fox</strong></td>
<td></td>
</tr>
<tr>
<td><strong>dig</strong></td>
<td></td>
</tr>
<tr>
<td><strong>fan</strong></td>
<td></td>
</tr>
<tr>
<td><strong>hen</strong></td>
<td></td>
</tr>
<tr>
<td><strong>frog</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Rug</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Student Activity Lesson 14

## Rhyming Sentences

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="fox" /></td>
<td>fox</td>
</tr>
<tr>
<td><img src="image" alt="dig" /></td>
<td>dig</td>
</tr>
<tr>
<td><img src="image" alt="fan" /></td>
<td>fan</td>
</tr>
<tr>
<td><img src="image" alt="hen" /></td>
<td>hen</td>
</tr>
<tr>
<td><img src="image" alt="frog" /></td>
<td>frog</td>
</tr>
<tr>
<td><img src="image" alt="rug" /></td>
<td>rug</td>
</tr>
</tbody>
</table>
Lesson 15

<table>
<thead>
<tr>
<th>Target</th>
<th>I can add or change a sound in a one-syllable spoken word to make a new word.</th>
</tr>
</thead>
</table>
| **Text, Materials, Video Name** | “Josh’s New Home”  
Pencil, Chaining Words Activity Sheet  
Watch Video ELA_GK_W3_L15 |
| **Daily Routines** | 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. |
| **Whole Group Lesson** | Follow along with your virtual teacher or with a family member, caregiver, or friend.  
Create a new word by switching one of the letter sounds with a different letter. Change the last letter of the word to create a new word. |
| **Activity** | With your family member, caregiver, or friend, complete the following activity:  
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. |
| **Closing** | 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. |
# 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.

---

<table>
<thead>
<tr>
<th>First word</th>
<th>Chain</th>
<th>Chain</th>
</tr>
</thead>
<tbody>
<tr>
<td>rad</td>
<td>ra</td>
<td>ra</td>
</tr>
<tr>
<td>rib</td>
<td>ro</td>
<td>no</td>
</tr>
<tr>
<td>nub</td>
<td>nu</td>
<td>ne</td>
</tr>
</tbody>
</table>

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Now, write a sentence using one of the new words you chained.
Grade K ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Watch</th>
<th>Read</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>ELA_GK_W4_L16</td>
<td>Chip Can’t Nap</td>
<td>Reading Comprehension Activity</td>
</tr>
<tr>
<td>Day 2</td>
<td>ELA_GK_W4_L17</td>
<td>Chip Can’t Nap</td>
<td>High Frequency Word Practice</td>
</tr>
<tr>
<td>Day 3</td>
<td>ELA_GK_W4_L18</td>
<td>Chip Can’t Nap</td>
<td>Interactive Writing</td>
</tr>
<tr>
<td>Day 4</td>
<td>ELA_GK_W4_L19</td>
<td>Chip Can’t Nap</td>
<td>Word sort</td>
</tr>
<tr>
<td>Day 5</td>
<td>ELA_GK_W4_L20</td>
<td>Chip Can’t Nap</td>
<td>Word sort</td>
</tr>
</tbody>
</table>

www.detroitk12.org/youtube
Chip Can’t Nap!
Cycle 19 Decodable
Student Reader

Chip has a bed by the shop.

Thud! Bash!

The cab will not hush! Chip can not nap.
Chip will dash to the van.

The van is shut!

Will Chip get a nap?
# Lesson 16

| **Target** | - I can read the decodable text “Chip Can’t Nap”
- I can retell the events from the story “Chip Can’t Nap”
- Using evidence from the text, I can answer questions about the story |
| **Text, Materials, Video Name** | “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 |
| **Daily Routines** | 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. |
| **Whole Group Lesson** | Follow along with your virtual teacher or with a family member, caregiver, or friend.  
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. |
| **Activity** | With your family member, caregiver, or friend, complete the following activity:  
1. Read the Cycle 19 Decodable Reader “Chip Can’t Nap” two times.  
2. Be on the lookout for high-frequency words “has,” “a,” “by,” “the,” “too,” and “is.”  
3. Use a highlighter or crayon to circle high-frequency words you find in the story.  
4. After you read the text two times, answer the questions on the reading comprehension activity sheet. |
| **Closing** | 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. |
“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

| Target | • I can use clues from the poem to identify three mystery words.  
| • I can write sentences using high-frequency words. |
|---|---|
| Text, Materials, Video Name | Pencil, highlighter, Writing Activity Sheets  
Watch Video ELA_GK_W4_L17 |
| Daily Routines | 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. |
| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend:  
You will learn three new high-frequency words today: **of**, **have** and **from** |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
1. Read the sentences on the activity sheet  
2. Fill-in the blanks using the new high-frequency words of the week  
3. Use the handwriting sheet to practice writing and spelling our words |
| Closing | • 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. |
Student Activity Lesson 17

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.
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

| Target |  
|--------|---
| • I can use what I know about letter sounds to read and write words in a sentence.  
• I can write a sentence with correct capitalization and punctuation rules. |

| Text, Materials, Video Name | “Chip Can’t Nap” (Cycle 19 decodable reader)  
Pencil, Interactive Sentence Writing Activity sheet, decodable reader, Watch Video ELA_GK_W4_L18 |

| Daily Routines | 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. |

| Whole Group Lesson | 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. |

<table>
<thead>
<tr>
<th>Activity</th>
<th>With your family member, caregiver, or friend, complete the following activity:</th>
</tr>
</thead>
</table>
| 1. Look at the first picture and sentence on the Activity sheet  
2. Read the first scrambled sentence aloud  
3. Say “Does that sentence make sense?” (No)  
4. Point out the capital letters and punctuation marks  
5. Say, “How is this sentence really supposed to be read?” or “What can we do to make this sentence correct?”  
6. Listen to your student’s response and guide them on how to unscramble the sentence  
7. Since you did the first sentence with your student, let them try to figure out how to unscramble the second sentence  
8. Students work to complete the entire activity  
9. Parents can guide and support as needed throughout this activity  
10. Be sure you reinforce good handwriting habits as your student write their sentences |

| Closing |  
|--------|---|
| • 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. |
Student Activity Lesson 18

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. (.,!?)

1. I wet. am

2. ran. dog The

3. The box! big

4. ham The hot! is

5. fat see I the pig.
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

| Target                                                                 | • I can sort words with the same sound pattern  
|                                                                     | • I can add or change a sound in a one-syllable spoken word to make a new word. |
| Text, Materials, Video Name | “Chip Can’t Nap”  
|                          | Pencil, Sound Sorting Activity Sheet  
|                          | Watch Video ELA_GK_W4_L19 |
| Daily Routines            | 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. |
| Whole Group Lesson        | Follow along with your virtual teacher or with a family member, caregiver, or friend.  
|                          | Today will specifically focus on the /ch/, /sh/ and /th/ sounds to chain three lists of words. |
| Activity                  | With your family member, caregiver, or friend, complete the following activity:  
|                          | 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. |
| Closing                   | • 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. |
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

<table>
<thead>
<tr>
<th>ch</th>
<th>sh</th>
<th>th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Page 75 of 172
# Lesson 20

<table>
<thead>
<tr>
<th>Target</th>
</tr>
</thead>
</table>
| • I can identify the letter sounds I hear in words  
• I can write the letters for the sounds I hear to spell out words |

### Text, Materials, Video Name

- Chip Can’t Nap (Cycle 19 Decodable Reader)  
- Pencil  
- Watch Video ELA_GK_W4_L20

### Daily Routines

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.

### Whole Group Lesson

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.

### Activity

With your family member, caregiver, or friend, complete the following activity:

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.

### Closing

- 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.
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.
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,

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

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)
Josh Takes a Bath

Josh is in the mud.

The tub is big. He can not get in.

The cup is not a bath tub. He can not fit.
Josh will get in the lid. He will have to sit in the sun.

Josh is not wet. He can nap in the sun.
### Lesson 21

<table>
<thead>
<tr>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can read the decodable text &quot;Josh Takes a Bath&quot;</td>
</tr>
<tr>
<td>• I can retell the events from the story &quot;Josh Takes a Bath&quot;</td>
</tr>
<tr>
<td>• Using evidence from the text, I can answer questions about the story &quot;Josh Takes a Bath&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text, Materials, Video Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josh Takes a Bath (Cycle 20 Decodable Reader)</td>
</tr>
<tr>
<td>Pencil, highlighter, Cycle 20 Decodable Reader, Reading Comprehension Activity Sheet</td>
</tr>
<tr>
<td>Watch Video ELA_GK_W5_L21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Daily Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow along with your virtual teacher or with a family member, caregiver, or friend. Today you will read the Decodable Reader, &quot;Josh Takes a Bath&quot; 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>With your family member, caregiver, or friend, complete the following activity: 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Student Activity Lesson 21

“Josh Takes a Bath”
Reading Comprehension Activity Sheet

1. Josh was in the ________________. Circle your answer.
   ![Options: plants, house, spider]

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

   ![Options: cloud, tissue box, sun]

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

| Target                                                                 | I can use clues from the poem to identify three mystery words.  
<table>
<thead>
<tr>
<th></th>
<th>I can write sentences using high-frequency words.</th>
</tr>
</thead>
</table>
| **Text, Materials, Video Name**                                       | Pencil, highlighter, Writing Activity Sheets  
|                                                                      | Watch Video ELA_GK_W5_L22                        |
| **Daily Routines**                                                    | 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. |
| **Whole Group Lesson**                                                | Follow along with your virtual teacher or with a family member, caregiver, or friend:  
|                                                                      | You will learn three new high-frequency words today: **where**, **they** and **there** |
| **Activity**                                                          | With your family member, caregiver, or friend, complete the following activity:  
|                                                                      | 1. Read the sentences on the activity sheet  
|                                                                      | 2. Fill-in the blanks using the new high-frequency words of the week  
|                                                                      | 3. Use the handwriting sheet to practice writing and spelling our words |
| **Closing**                                                           | 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. |
Student Activity Lesson 22

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.
High-Frequency Word Handwriting Practice

there
where
they
Where is it?

There they are!
They can play now.
## Lesson 23

| **Target** | • I can use what I know about letter sounds to read, spell and write words in a sentence.  
• I can write a sentence with correct capitalization and punctuation rules. |
| --- | --- |
| **Text, Materials, Video Name** | “Josh Takes a Bath” (Cycle 20 decodable reader)  
Pencil, Interactive Sentence Writing Activity sheet, decodable reader, Watch Video ELA_GK_W5_L23 |
| **Daily Routines** | 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. |
| **Whole Group Lesson** | 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. |
| **Activity** | With your family member, caregiver, or friend, complete the following activity:  
1. Look at the first picture and sentence on the Activity sheet  
2. Read the first scrambled sentence aloud  
3. Say “Does that sentence make sense?” (No)  
4. Point out the capital letters and punctuation marks  
5. Say, “How is this sentence really supposed to be read?” or “What can we do to make this sentence correct?”  
6. Listen to your student’s response and guide them on how to unscramble the sentence  
7. Since you did the first sentence with your student, let them try to figure out how to unscramble the second sentence  
8. Students work to complete the entire activity  
9. Parents can guide and support as needed throughout this activity  
10. Be sure you reinforce good handwriting habits as your student write their sentences |
| **Closing** | • 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. |
**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. (. ! ?)

<table>
<thead>
<tr>
<th>1.</th>
<th></th>
<th><img src="image1.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Josh is in the mud.</td>
<td></td>
<td><img src="image2.png" alt="Image" /></td>
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</table>

<table>
<thead>
<tr>
<th>2.</th>
<th></th>
<th><img src="image3.png" alt="Image" /></th>
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<td></td>
<td></td>
<td><img src="image4.png" alt="Image" /></td>
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<tbody>
<tr>
<td></td>
<td></td>
<td><img src="image6.png" alt="Image" /></td>
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<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
</tbody>
</table>
**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. (. ! ?)

<table>
<thead>
<tr>
<th>see</th>
<th>books.</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot!</td>
<td>It</td>
<td>is</td>
</tr>
<tr>
<td>I</td>
<td>sit.</td>
<td>will</td>
</tr>
<tr>
<td>My</td>
<td>red.</td>
<td>hat</td>
</tr>
<tr>
<td>is</td>
<td>big</td>
<td>the</td>
</tr>
</tbody>
</table>
## Lesson 24

| Target | • I can sort words with the same sound pattern  
• I can add or change a sound in a one-syllable spoken word to make a new word. |
| --- | --- |
| Text, Materials, Video Name | “Josh Takes a Bath”  
Pencil, Sound Sorting Activity Sheet  
Watch Video ELA_GK_W5_L24 |
| Daily Routines | 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. |
| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend.  
Today will specifically focus on the -an and -am spelling pattern to chain words. |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
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. |
| Closing | • 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. |
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

<table>
<thead>
<tr>
<th>an</th>
<th>am</th>
</tr>
</thead>
<tbody>
<tr>
<td>pan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>am</th>
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<td>ran</td>
</tr>
<tr>
<td>bam</td>
<td></td>
<td>fan</td>
</tr>
<tr>
<td>ham</td>
<td></td>
<td>plan</td>
</tr>
</tbody>
</table>

Directions: Draw a picture of three words from the chart. Label your pictures.
### Lesson 25

| **Target** | • I can identify the letter sounds I hear in words  
• I can write the letters for the sounds I hear to spell out words |
| --- | --- |
| **Text, Materials, Video Name** | Josh Takes a Bath (Cycle 20 Decodable Reader)  
Pencil  
Watch Video ELA_GK_W5_L25 |
| **Daily Routines** | 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. |
| **Whole Group Lesson** | 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. |
| **Activity** | With your family member, caregiver, or friend, complete the following activity:  

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. |
| **Closing** | • 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. |
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.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Picture 3</th>
<th>Picture 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>
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,

<table>
<thead>
<tr>
<th>Day</th>
<th>Watch</th>
<th>Read</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ELA_GK_W6_L26</td>
<td>Josh and Chip at the Farm</td>
<td>Reading Comprehension Activity</td>
</tr>
<tr>
<td>2</td>
<td>ELA_GK_W6_L27</td>
<td>Josh and Chip at the Farm</td>
<td>High Frequency Word Practice</td>
</tr>
<tr>
<td>3</td>
<td>ELA_GK_W6_L28</td>
<td>Josh and Chip at the Farm</td>
<td>Interactive Writing</td>
</tr>
<tr>
<td>4</td>
<td>ELA_GK_W6_L29</td>
<td>Josh and Chip at the Farm</td>
<td>Word Sort</td>
</tr>
<tr>
<td>5</td>
<td>ELA_GK_W6_L3o</td>
<td>Josh and Chip at the Farm</td>
<td>Chaining Words</td>
</tr>
</tbody>
</table>

www.detroitk12.org/youtube
Josh and Chip at the Farm

Cycle 21 Decodable Student Reader

Josh and Chip get in a bus.

Where are they?

A cat is there. They chat with the cat.
They see a pig in a pen. There is a lot of mud!

They see a hen. And a rat!

They get on the bus.
###Lesson 26

| Target | • I can read the decodable text "Josh and Chip at the Farm"
• I can retell the events from the story "Josh and Chip at the Farm"
• Using evidence from the text, I can answer questions about the story "Josh and Chip at the Farm" |
| --- | --- |
| Text, Materials, Video Name | "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 |
| Daily Routines | 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. |
| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend. 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. |
| Activity | With your family member, caregiver, or friend, complete the following activity: Read the Cycle 21 Decodable Reader "Josh and Chip at the Farm" two times. Be on the lookout for high-frequency words "where," "they," and "are." 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. |
| Closing | 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. |
“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.

   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

| Target | • I can use clues from the poem to identify three mystery words.  
• I can write sentences using high-frequency words. |
| --- | --- |
| Text, Materials, Video Name | Pencil, highlighter, Writing Activity Sheets  
Watch Video ELA_GK_W6_L27 |
| Daily Routines | 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. |
| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend:  
You will learn three new high-frequency words today: **we**, **all** and **one** |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
1. Read the sentences on the activity sheet  
2. Fill-in the blanks using the new high-frequency words of the week  
3. Use the handwriting sheet to practice writing and spelling our words |
| Closing | • 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. |
Student Activity Lesson 27

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

<table>
<thead>
<tr>
<th>Word Bank</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>we</td>
<td>all</td>
</tr>
<tr>
<td></td>
<td>one</td>
</tr>
</tbody>
</table>

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.
High-Frequency Word Handwriting Practice

we
all
one

We all had fun!

I see one bug.
## Lesson 28

| Target | • I can use what I know about letter sounds to read, spell and write words in a sentence.  
• I can write a sentence with correct capitalization and punctuation rules. |
| --- | --- |
| **Text, Materials, Video Name** | "Josh and Chip at the Farm" (Cycle 21 decodable reader)  
Pencil, Interactive Sentence Writing Activity sheet, decodable reader,  
Watch Video ELA_GK_W6_L28 |
| **Daily Routines** | 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. |
| **Whole Group Lesson** | 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. |
| **Activity** | With your family member, caregiver, or friend, complete the following activity:  
1. Look at the first picture and sentence on the Activity sheet  
2. Read the first scrambled sentence aloud  
3. Say “Does that sentence make sense?” (No)  
4. Point out the capital letters and punctuation marks  
5. Say, “How is this sentence really supposed to be read?” or “What can we do to make this sentence correct?”  
6. Listen to your student’s response and guide them on how to unscramble the sentence  
7. Since you did the first sentence with your student, let them try to figure out how to unscramble the second sentence  
8. Students work to complete the entire activity  
9. Parents can guide and support as needed throughout this activity  
10. Be sure you reinforce good handwriting habits as your student write their sentences |
| **Closing** | 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. |
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 am sad.

cat. fat The

dug He up. it

on the Get jet.

Put hot the down! pot
### 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. (., ! ?)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image1" alt="Picture" /></td>
</tr>
<tr>
<td></td>
<td><strong>Chip and Josh get on the bus.</strong></td>
</tr>
<tr>
<td>2.</td>
<td><img src="image2" alt="Picture" /></td>
</tr>
<tr>
<td>3.</td>
<td><img src="image3" alt="Picture" /></td>
</tr>
<tr>
<td>4.</td>
<td><img src="image4" alt="Picture" /></td>
</tr>
</tbody>
</table>
## Lesson 29

| **Target** | • I can sort words with the same sound pattern  
• I can add or change a sound in a one-syllable spoken word to make a new word. |
| **Text, Materials, Video Name** | “Josh and Chip at the Farm”  
Pencil, Sound Sorting Activity Sheet  
Watch Video ELA_GK_W6_L29 |
| **Daily Routines** | 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. |
| **Whole Group Lesson** | 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 chain words. |
| **Activity** | With your family member, caregiver, or friend, complete the following activity:  
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. |
| **Closing** | • 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. |
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

ink

ank

Next, pick one word and write a sentence.

- Cut Here

pink  bank  prank  blink

sank  sink  link  tank

yank  thank  wink  stink
Lesson 30

| Target | • I can identify the letter sounds I hear in words  
|        | • I can write the letters for the sounds I hear to spell out words  
<table>
<thead>
<tr>
<th></th>
<th>• I can match words to pictures</th>
</tr>
</thead>
</table>
| Text, Materials, Video Name | Josh and Chip at the Farm (Cycle 21 Decodable Reader)  
Pencil  
Watch Video ELA_GK_W6_L30 |
| Daily Routines | 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. |
| Whole Group Lesson | 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. |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
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. |
| Closing | • 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. |
**Student Activity Lesson 30**

Name: ______________________

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

<table>
<thead>
<tr>
<th>Read it</th>
<th>Write it</th>
<th>Match it</th>
</tr>
</thead>
<tbody>
<tr>
<td>pink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>link</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>think</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drink</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Images of skunk, thinking, drink, bottle, chain]
### Student Activity Lesson 30

**Name:**

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

<table>
<thead>
<tr>
<th>Read it</th>
<th>Write it</th>
<th>Match it</th>
</tr>
</thead>
<tbody>
<tr>
<td>bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Grade K ELA/Reading

## WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

### 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,

<table>
<thead>
<tr>
<th></th>
<th>Watch</th>
<th>Read</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>ELA_GK_W7_L31</td>
<td>The Bowling Alley</td>
<td>Reading Comprehension Activity</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td>ELA_GK_W7_L32</td>
<td>The Bowling Alley</td>
<td>High Frequency Word Practice</td>
</tr>
<tr>
<td><strong>Day 3</strong></td>
<td>ELA_GK_W7_L33</td>
<td>The Bowling Alley</td>
<td>Interactive Writing</td>
</tr>
<tr>
<td><strong>Day 4</strong></td>
<td>ELA_GK_W7_L34</td>
<td>The Bowling Alley</td>
<td>Word Sort</td>
</tr>
<tr>
<td><strong>Day 5</strong></td>
<td>ELA_GK_W7_L35</td>
<td>The Bowling Alley</td>
<td>Word Sort</td>
</tr>
</tbody>
</table>

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

The Bowling “Alley”
Cycle 22 Decodable Student Reader

Josh can see a pin by the can.

What is it for? Is it a jug?

Chip can hit one pin.

Page 116 of 172
Josh can hit two. Will Josh win?

Chip can hit four. Will he hit them all?

The pin will tip. Will Chip win?
## Lesson 31

| Target | I can read the decodable text "The Bowling Alley"
|        | I can retell the events from the story "The Bowling Alley"
|        | Using evidence from the text, I can answer questions about the story "The Bowling Alley"

| Text, Materials, Video Name | "The Bowling Alley" (Cycle 22 Decodable Reader)
Pencil, highlighter, Cycle 22 Decodable Reader, Reading Comprehension Activity Sheet
Watch Video ELA_GK_W7_L31

| Daily Routines | 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.

| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend.

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.

| Activity | With your family member, caregiver, or friend, complete the following activity:

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.

| Closing | 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.
“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

| Target | • I can use clues from the poem to identify three mystery words.  
<table>
<thead>
<tr>
<th></th>
<th>• I can write sentences using high-frequency words.</th>
</tr>
</thead>
</table>
| Text, Materials, Video Name | Pencil, highlighter, Writing Activity Sheets  
Watch Video ELA_GK_W7_L32 |
| Daily Routines | 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. |
| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend:  
You will learn three new high-frequency words today: **but, no and not** |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
1. Read the sentences on the activity sheet  
2. Fill-in the blanks using the new high-frequency words of the week  
3. Use the handwriting sheet to practice writing and spelling our words |
| Closing | • 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. |
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.
Student Activity Lesson 32

High-Frequency Word Handwriting Practice

no
not
but
I did not run.
No pets in here.
# Lesson 33

| **Target** | I can use what I know about letter sounds to read sentences.  
I can create illustrations that matches with sentences |
|-----------|---------------------------------------------------------------|
| **Text, Materials, Video Name** | "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 |
| **Daily Routines** | 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. |
| **Whole Group Lesson** | 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? |
| **Activity** | With your family member, caregiver, or friend, complete the following activity: ?  
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. |
| **Closing** | 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. |
# Student Activity Lesson 33

**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!

<table>
<thead>
<tr>
<th>Read it</th>
<th>Draw it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chip can hit one pin.</td>
<td>![Drawing of a cat and pins]</td>
</tr>
<tr>
<td>2. Josh has a ball.</td>
<td></td>
</tr>
<tr>
<td>3. Chip and Josh sit on the pin.</td>
<td></td>
</tr>
<tr>
<td>4. Josh eats a snack.</td>
<td></td>
</tr>
<tr>
<td>5. Chip takes a nap.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 34

| Target          | • I can sort words with the same sound pattern  
<table>
<thead>
<tr>
<th></th>
<th>• I can add or change a sound in a one-syllable spoken word to make a new word.</th>
</tr>
</thead>
</table>
| Text, Materials, Video Name | “The Bowling Alley”  
Pencil, Sound Sorting Activity Sheet  
Watch Video ELA_GK_W7_L34 |
| Daily Routines  | 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. |
| Whole Group Lesson | 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. |
| Activity        | With your family member, caregiver, or friend, complete the following activity:  
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. |
| Closing         | • 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. |
### Word Sound Sort

<table>
<thead>
<tr>
<th>-ll</th>
<th>-ss</th>
<th>-zz</th>
<th>-ff</th>
</tr>
</thead>
<tbody>
<tr>
<td>will</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>will</td>
<td>boss</td>
<td>call</td>
<td>fluff</td>
</tr>
<tr>
<td>chess</td>
<td>fizz</td>
<td>cuff</td>
<td>fall</td>
</tr>
<tr>
<td>buzz</td>
<td>puff</td>
<td>ball</td>
<td>toss</td>
</tr>
</tbody>
</table>

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

**Directions:** Draw a picture of three words from the chart. Label your pictures.
Lesson 35

| Target | • I can identify the letter sounds I hear in words  
• I can write the letters for the sounds I hear to spell out words  
• I can match words to pictures |
|---|---|
| Text, Materials, Video Name | The Bowling Alley (Cycle 2 Decodable Reader)  
Pencil  
Watch Video ELA_GK_W7_L35 |
| Daily Routines | 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. |
| Whole Group Lesson | 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. |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
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, |
| Closing | • 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. |
**Student Activity Lesson 35**

**Words with Double Consonant Endings**

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

<table>
<thead>
<tr>
<th>Double Consonant Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ll</td>
</tr>
</tbody>
</table>


Write a sentence using one of the words from above.

---
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

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

www.detroitk12.org/youtube
**Time to Bake**

Cycle 23 Decodable Student Reader

Jib and jab. Rub a dub.

Bash and dash. And then a thud!

Bam and jam. Chop and cut.
The pot is big and the lid is shut.

The ham is hot and the dog will fuss.

Yip and yap and then a hush.
### Lesson 36

| Target | - I can read the decodable text "Time to Bake"
- I can retell the events from the story "Time to Bake"
- Using evidence from the text, I can answer questions about the story "Time to Bake"

| Text, Materials, Video Name | "Time to Bake" (Cycle 23 Decodable Reader)
Pencil, highlighter, Cycle 23 Decodable Reader, Reading Comprehension Activity Sheet
Watch Video ELA_GK_W8_L36

| Daily Routines | 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.

| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend.

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.

| Activity | With your family member, caregiver, or friend, complete the following activity:

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.

| Closing | 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.
Student Activity Lesson 36

“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

| Target | • I can use clues from the poem to identify three mystery words.  
|        | • I can write sentences using high-frequency words. |
| Text, Materials, Video Name | Pencil, highlighter, Writing Activity Sheets  
| Watch Video ELA_GK_W8_L37 |
| Daily Routines | 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. |
| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend:  
|                   | You will learn three new high-frequency words today: **when**, **then** and **what** |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
| 1. Read the sentences on the activity sheet  
| 2. Fill-in the blanks using the new high-frequency words of the week  
| 3. Use the handwriting sheet to practice writing and spelling our words |
| Closing | • 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. |
High-Frequency Word Sentences

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

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>when</td>
</tr>
<tr>
<td>then</td>
</tr>
<tr>
<td>what</td>
</tr>
</tbody>
</table>

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

High-Frequency Word Handwriting Practice

what
when
then

What do I chop?

Read then write.

When can I bake?
Lesson 38

| Target | I can use what I know about letter sounds to read sentences.  
|        | I can create illustrations that matches with sentences |

| Text, Materials, Video Name | "Time to Bake" (Cycle 23 decodable reader)  
Pencil, Read it and Then Draw it Activity sheet, decodable reader,  
Watch Video ELA_GK_W8_L38 |

| Daily Routines | 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. |

| Whole Group Lesson | 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? |

| Activity | With your family member, caregiver, or friend, complete the following activity: ?  
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. |

| Closing | 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. |
## 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!

<table>
<thead>
<tr>
<th>Read it</th>
<th>Draw it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>The pot is hot!</strong></td>
<td>![Drawing of a pot on a stove]</td>
</tr>
<tr>
<td>2. <strong>The dog is on a log.</strong></td>
<td></td>
</tr>
<tr>
<td>3. <strong>My mop is wet!</strong></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Look! A rat is on the mat.</strong></td>
<td></td>
</tr>
<tr>
<td>5. <strong>A red hat is on the cat.</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 39

<table>
<thead>
<tr>
<th>Target</th>
</tr>
</thead>
</table>
| • I can make new words by changing one letter sound.  
| • I can read and spell one syllable words using what I know about letters and sounds.  
| • I can read and spell one syllable words that have the magic “e” at the end.  |

<table>
<thead>
<tr>
<th>Text, Materials, Video Name</th>
</tr>
</thead>
</table>
| “Time to Bake”  
| Pencil, Sound Sorting Activity Sheet  
| Watch Video ELA_GK_W8_L39  |

<table>
<thead>
<tr>
<th>Daily Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Lesson</th>
</tr>
</thead>
</table>
| Follow along with your virtual teacher or with a family member, caregiver, or friend.  
| 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.  |

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
</table>
| With your family member, caregiver, or friend, complete the following activity:  
| 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.  |

<table>
<thead>
<tr>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Build it</th>
<th>Write it</th>
<th>Draw it</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ake</td>
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<td>__ake</td>
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<td>__ake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__ake</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a sentence using one of the words from above.
# Student Activity Lesson 39

**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.

<table>
<thead>
<tr>
<th>Build it</th>
<th>Write it</th>
<th>Draw it</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_ike</td>
<td></td>
<td></td>
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<tr>
<td>_ike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_ike</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write a sentence using one of the words from above.

__________________________
## Lesson 40

<table>
<thead>
<tr>
<th>Target</th>
</tr>
</thead>
</table>
| • I can identify the letter sounds I hear in words  
• I can write the letters for the sounds I hear to spell out words  
• I can match words to pictures |

<table>
<thead>
<tr>
<th>Text, Materials, Video Name</th>
</tr>
</thead>
</table>
| Time to Bake (Cycle 23 Decodable Reader)  
Pencil  
Watch Video ELA_GK_W8_L40 |

<table>
<thead>
<tr>
<th>Daily Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
</table>
| With your family member, caregiver, or friend, complete the following activity:  
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. |

<table>
<thead>
<tr>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>
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

bug  mug  hug

hog  dog  log

bat  rat  cat

web  vet  wet

bad  sad  dad

Bed  Ted  led

ran  van  can

sit  see  sun
Grade K ELA/Reading
WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

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

<table>
<thead>
<tr>
<th>Watch</th>
<th>Read</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>ELA_GK_W9_L41</td>
<td>The Mystery Moth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Comprehension Activity</td>
</tr>
<tr>
<td>Day 2</td>
<td>ELA_GK_W9_L42</td>
<td>The Mystery Moth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High Frequency Word Practice</td>
</tr>
<tr>
<td>Day 3</td>
<td>ELA_GK_W9_L43</td>
<td>The Mystery Moth</td>
</tr>
<tr>
<td>Day 4</td>
<td>ELA_GK_W9_L44</td>
<td>The Mystery Moth</td>
</tr>
<tr>
<td>Day 5</td>
<td>ELA_GK_W9_L45</td>
<td>The Mystery Moth</td>
</tr>
</tbody>
</table>

www.detroitk12.org/youtube
The Mystery Moth

Is it a jet? Or a bug?

No, it is a moth.

She can zip and dip. Will Chip get the moth?
She is on top of the dog.  
She is off the dog.  
She is on the wig!

Will she rip the web? Yes!

Will Chip get to see her?  
Where is she?
Lesson 41

| Target | • I can read the decodable text "The Mystery Moth"
• I can retell the events from the story "The Mystery Moth"
• Using evidence from the text, I can answer questions about the story "The Mystery Moth"

| Text, Materials, Video Name | "The Mystery Moth" (Cycle 24 Decodable Reader)
Pencil, highlighter, Cycle 24 Decodable Reader, Reading Comprehension Activity Sheet
Watch Video ELA_GK_W9_L41

| Daily Routines | 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.

| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend.

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.

| Activity | With your family member, caregiver, or friend, complete the following activity:

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.

| Closing | 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.
“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.
   ![Tree]  ![Bird]  ![Person]

4. Will she rip the _________________. Circle your answer.
   ![Spider Web]  ![Dress]  ![Paper]

5. What word rhymes with rip?
   a. mud  b. red  c. zip

6. Retell this story in your own words to a partner.
Lesson 42

<table>
<thead>
<tr>
<th>Target</th>
</tr>
</thead>
</table>
| • I can use clues from the poem to identify three mystery words.  
• I can write sentences using high-frequency words. |

<table>
<thead>
<tr>
<th>Text, Materials, Video Name</th>
</tr>
</thead>
</table>
| Pencil, highlighter, Writing Activity Sheets  
Watch Video ELA_GK_W9_L42 |

<table>
<thead>
<tr>
<th>Daily Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Lesson</th>
</tr>
</thead>
</table>
| Follow along with your virtual teacher or with a family member, caregiver, or friend:  
You will learn three new high-frequency words today: you, said and were |

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
</table>
| With your family member, caregiver, or friend, complete the following activity:  
1. Read the sentences on the activity sheet  
2. Fill-in the blanks using the new high-frequency words of the week  
3. Use the handwriting sheet to practice writing and spelling our words |

<table>
<thead>
<tr>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>
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.
High-Frequency Word Handwriting Practice

you

said

were

I said have fun!

You were so good.
# Lesson 43

| **Target** | • I can use what I know about letter sounds to read sentences.  
• I can create illustrations that match with sentences |
| --- | --- |
| **Text, Materials, Video** | **Name**

"The Mystery Moth" (Cycle 23 decodable reader)  
Pencil, Read it and Then Draw it Activity sheet, decodable reader,  
Watch Video ELA_GK_W9_L43 |
| **Daily Routines** | 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. |
| **Whole Group Lesson** | 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? |
| **Activity** | With your family member, caregiver, or friend, complete the following activity:  
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. |
| **Closing** | • 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. |
Student Activity Lesson 43

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!

<table>
<thead>
<tr>
<th>Read it</th>
<th>Draw it</th>
</tr>
</thead>
<tbody>
<tr>
<td>The moth is in the web.</td>
<td></td>
</tr>
<tr>
<td>The pup wet the rug.</td>
<td></td>
</tr>
<tr>
<td>He ran to the bus.</td>
<td></td>
</tr>
<tr>
<td>My blue car needs gas.</td>
<td></td>
</tr>
<tr>
<td>Did you see the fat fish?</td>
<td></td>
</tr>
</tbody>
</table>
## Lesson 44

| Target | • I can make new words by changing one letter sound.  
• I can read and spell one syllable words using what I know about letters and sounds.  
• I can read and spell one syllable words that have the magic “e” at the end. |
| --- | --- |
| Text, Materials, Video Name | "The Mystery Moth  
Pencil, Sound Sorting Activity Sheet  
Watch Video ELA_GK_W9_L44 |
| Daily Routines | 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. |
| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend.  
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. |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
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. |
| Closing | • 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. |
# 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.

<table>
<thead>
<tr>
<th>First word</th>
<th>Chain</th>
<th>Chain</th>
</tr>
</thead>
<tbody>
<tr>
<td>hope</td>
<td>ope</td>
<td>ope</td>
</tr>
<tr>
<td>tone</td>
<td>one</td>
<td>one</td>
</tr>
<tr>
<td>woke</td>
<td>oke</td>
<td>oke</td>
</tr>
</tbody>
</table>

Now, write a sentence using one of the new words you chained.
## Lesson 45

| Target | • I can identify the letter sounds I hear in words  
|        | • I can write the letters for the sounds I hear to spell out words  
|        | • I can match words to pictures  
| Text, Materials, Video Name | "The Mystery Moth (Cycle 24 Decodable Reader)
Pencil
Watch Video ELA_GK_W9_L45  
| Daily Routines | 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.  
| Whole Group Lesson | 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.  
| Activity | With your family member, caregiver, or friend, complete the following activity:  
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.  
| Closing | • 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.
Student Activity Lesson 45

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  cry  crab  car  fish  fill  fed

bus  but  bee  cash  cub  can  big  did  bag

bank  do  dig  mop  me  mat  job  jug  jet
Grade K ELA/Reading
WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

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

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

www.detroitk12.org/youtube
The Jazz Trio

Josh has a tin lid. He will tap it.

“Is that a bell?” said Chip. “What is it?”

“It is jazz,” said Josh.
Chip has a pan. “Tap, tap, thud, thud.”

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

“Jazz with you is such fun!” said Chip.
## Lesson 46

| Target               | I can read the decodable text “The Mystery Moth”  
|                      | I can retell the events from the story “The Mystery Moth”  
|                      | Using evidence from the text, I can answer questions about the story “The Mystery Moth” |

| Text, Materials, Video Name | “The Jazz Trio” (Cycle 24 Decodable Reader)  
|                            | Pencil, highlighter, Cycle 25 Decodable Reader, Reading Comprehension Activity Sheet  
|                            | ELA_GK_W10_L46 |

| Daily Routines | 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. |

| Whole Group Lesson | Follow along with your virtual teacher or with a family member, caregiver, or friend.  
|                   | 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. |

| Activity | With your family member, caregiver, or friend, complete the following activity:  
|          | 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. |

| Closing | 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. |
Student Activity Lesson 46

“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

| Target                                                                 | • I can use clues from the poem to identify three mystery words.  
<table>
<thead>
<tr>
<th></th>
<th>• I can write sentences using high-frequency words.</th>
</tr>
</thead>
</table>
| Text, Materials, Video Name                                           | Pencil, highlighter, Writing Activity Sheets       
|                                                                      | Watch Video ELA_GK_W10_L47                          |
| Daily Routines                                                        | 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. |
| Whole Group Lesson                                                    | Follow along with your virtual teacher or with a family member, caregiver, or friend:  
|                                                                      | You will learn three new high-frequency words today: **she, here and like** |
| Activity                                                              | With your family member, caregiver, or friend, complete the following activity:  
|                                                                      | 1. Read the sentences on the activity sheet  
|                                                                      | 2. Fill-in the blanks using the new high-frequency words of the week  
|                                                                      | 3. Use the handwriting sheet to practice writing and spelling our words |
| Closing                                                               | • 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. |
Student Activity Lesson 47

Name: ____________________________

High-Frequency Word Sentences

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

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>she</td>
</tr>
<tr>
<td>her</td>
</tr>
<tr>
<td>like</td>
</tr>
</tbody>
</table>

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.
Name: ______________________________

High-Frequency Word Handwriting Practice

she

her

like

I like her dress.

She fed the dog.
Lesson 48

| Target | • I can use what I know about letter sounds to read sentences.  
<table>
<thead>
<tr>
<th></th>
<th>• I can create illustrations that matches with sentences</th>
</tr>
</thead>
</table>
| Text, Materials, Video Name | "The Jazz Trio" (Cycle 25 decodable reader)  
Pencil, Read it and Then Draw it Activity sheet, decodable reader, Watch Video ELA_GK_W10_L48 |
| Daily Routines | 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. |
| Whole Group Lesson | 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? |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
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. |
| Closing | • 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. |
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

Target

- I can make new words by changing one letter sound.
- I can read and spell one syllable words that have the magic “e” at the end.

Text, Materials, Video Name

"The Mystery Moth
Pencil, Sound Sorting Activity Sheet
Watch Video ELA_GK_W10_L49

Daily Routines

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.

Whole Group Lesson

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.

Activity

With your family member, caregiver, or friend, complete the following activity:

1. Look at the first picture and sentence on the Activity sheet
2. Read the first scrambled sentence aloud
3. Say “Does that sentence make sense?” (No)
4. Point out the capital letters and punctuation marks
5. Say, “How is this sentence really supposed to be read?” or “What can we do to make this sentence correct?”
6. Listen to your student’s response and guide them on how to unscramble the sentence
7. Since you did the first sentence with your student, let them try to figure out how to unscramble the second sentence
8. Students work to complete the entire activity
9. Parents can guide and support as needed
10. Be sure you reinforce good handwriting habits as your student write their sentences

Closing

- 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.
Student Activity Lesson 49

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. (. ! ?)

1. the
drum!
Stop

2. I
cash.
need

3. bee
buzz.
The
will

4. 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

<table>
<thead>
<tr>
<th>fern</th>
<th>burn</th>
<th>verb</th>
<th>park</th>
</tr>
</thead>
<tbody>
<tr>
<td>pork</td>
<td>germ</td>
<td>sport</td>
<td>bird</td>
</tr>
<tr>
<td>corn</td>
<td>dirt</td>
<td>turn</td>
<td>dark</td>
</tr>
</tbody>
</table>

Directions: Draw a picture of three words from the chart. Label your pictures.
**Lesson 50**

| Target | • I can identify the letter sounds I hear in words  
• I can write the letters for the sounds I hear to spell out words  
• I can match words to pictures |
| --- | --- |
| Text, Materials, Video Name | "The Jazz Trio (Cycle 25 Decodable Reader)  
Pencil  
Watch Video ELA_GK_W10_L50 |
| Daily Routines | 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. |
| Whole Group Lesson | 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. |
| Activity | With your family member, caregiver, or friend, complete the following activity:  
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>| Closing | • 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>
<table>
<thead>
<tr>
<th>Read it</th>
<th>Write it</th>
<th>Match it</th>
</tr>
</thead>
<tbody>
<tr>
<td>park</td>
<td></td>
<td></td>
</tr>
<tr>
<td>germ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>first</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hurt</td>
<td></td>
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</table>