



Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

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

*Office of Exceptional Student Education*

**Distance Learning Packet**  
**ASD Program**

**Autism Spectrum**  
**Disorders 6-12**

Weeks 1 – 9: April 14 – June 12, 2020

Students Rise. We all Rise

DPSCD does not discriminate based on race, color, national origin, sex, disability and/or religion

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# VOYAGER: Reading/Passport A

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



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

**Directions:**

- Parent/Guardian will discuss feelings with student (happy, sad, mean, and nice).
- Parent/Guardian will practice the letters: M-P-F-C-T-
- Parents will have students identify pictures on all pages in book (when they get to each page)
- Parents will lead Comprehension Activities

**Goals/Objectives:**

1. Students will be able to identify capital and lowercase letter.
2. Students will be able to correctly sound out words that start with the letters M-P-F-C-T-A-S-D
3. Students will be able to identify and discuss pictures of words that begin with the letters M-P-F-C-T-A-S-D
4. Students will be able to discuss and identify feelings
5. Students will be able to discuss, identify and participate in healthy activities
6. Student will be able to discuss, identify, assisting in preparing, and eat healthy foods

**Module:**

Adventure 1 and Adventure 2

**Topic:**

A Trip Inside Myself and What Does It Mean To Be

Healthy

**Materials Needed:**

Passport A Students Workbook and Learn at Home Document

	Activity	Do	Extend
Day 1	Lesson1	Pages 1-10	Learn from Home Activity
Day 2	Lesson1	Pages1 - 20	Learn from Home Activity
Day 3	Lesson 2	Pages 21-30	Learn from Home Activity
Day 4	Lesson 2	Pages 30-38	Learn from Home Activity
Day 5	Lesson 2	Pages 39-42	Learn from Home Activity

## Lesson 1 and Lesson 2

Objectives	<ol style="list-style-type: none"> <li>1. Students will be able to identify capital and lowercase letter</li> <li>2. Students will be able to correctly sound out words that start with letters M-P-F-C-T-A-S-D</li> <li>3. Students will be able to identify and discuss pictures of words that begin with the letters M-P-F-C-T-A-S-D</li> <li>4. Students will be able to discuss and identify feelings</li> <li>5. Students will be able to discuss, identify and participate in healthy activities</li> <li>6. Student will be able to discuss, identify, assisting in preparing, and eat healthy foods</li> </ol>
Video Link	Select a video or app from the Learn at Home Document
Guided Practice	Student will complete pages 1-42 of Passport A with guided support from a parent/guardian or family member. Student will complete Comprehensions Activity
Closing	Students will review this <b>week's assignments and</b> activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none"> <li>• Cooking or food preparation activity that corresponds with the lesson number and module.</li> <li>• Inside/Outside physical activity that corresponds with the lesson number and module.</li> </ul>
Intervention	<ul style="list-style-type: none"> <li>• Any activity from the district provide ESE Resources.</li> </ul>

### Comprehension Activities Week 1:

**Day 1: Show students how to talk about what they see.**

What do you see in the picture? (a boy and a glass of milk) We can look at pictures and talk about what is happening or what might happen. What do you think is happening in this picture? What do you think might happen? 2. Discuss how our feelings show in our faces and actions. How do you think the boy feels? (mad) How can you tell? (He is frowning.) 3. Why do you think the boy is mad? (Responses will vary.) Call on students to share a time when they felt mad. 4. Review the meanings of the faces in the top section of the page. (frowning face—mad, crying face—sad, smiling face—happy)

**Day 2: Read the following lines and have the students fill in the blanks. Pause to allow students to respond.**

I spilled my \_\_\_\_\_. (milk)  
I made a \_\_\_\_\_. (mess)  
It made me \_\_\_\_\_. (mad)  
I the milk \_\_\_\_\_. (mopped)  
The is gone \_\_\_\_\_. (mess)  
That makes me \_\_\_\_\_. (glad)

**Day 3: Show students how to complete the following sentences. Call on students to complete the sentences with their own experiences.**

I was mad when \_\_\_\_\_.  
I was sad when \_\_\_\_\_.  
I was surprised when \_\_\_\_\_.  
I was happy when \_\_\_\_\_.

**Day 4: Read the page to the students and talk about what they are thinking.**

One day, Maria found a purse outside. She was surprised when she looked inside the purse. Can you guess what was inside? (Pause.) There was money inside the purse. Maria ran to the house next door. She knocked on the door. A sad woman opened the door. Maria showed the woman what she found. The woman hugged Maria. The purse belonged to the woman. Can you guess what the woman did? (Pause.) She gave Maria a dollar bill. Maria smiled and the woman smiled too

**Day 5: Review the story that was read yesterday and have students fill in the blank.**

One day, Maria found a \_\_\_\_\_. (purse)  
She looked inside the purse and saw \_\_\_\_\_. (money)  
Maria ran \_\_\_\_\_. (next door)  
The purse belonged to a sad \_\_\_\_\_. (woman)  
The woman gave Maria a \_\_\_\_\_. (dollar bill)  
Maria and the woman \_\_\_\_\_. (smiled)



# Adventure 1

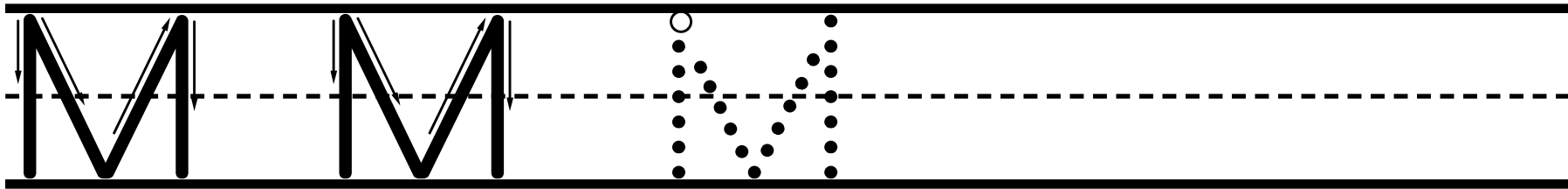
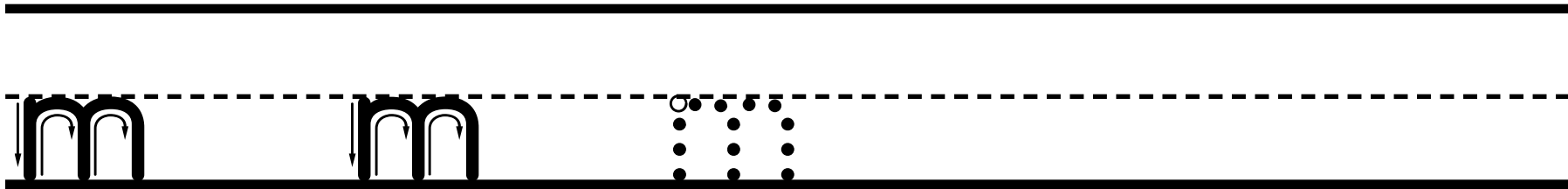
A Trip Inside Myself

How do you feel today?

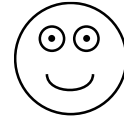




M m

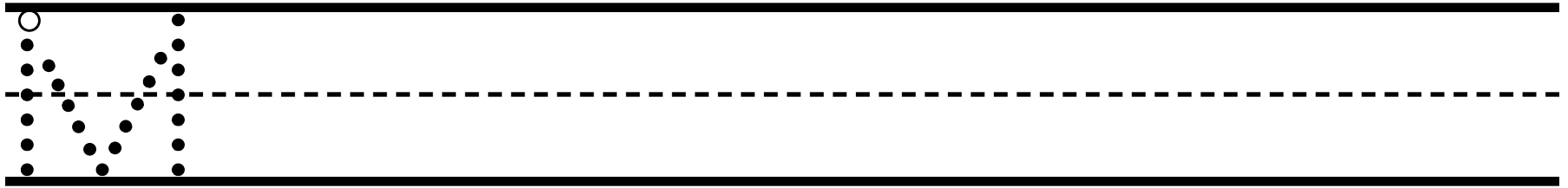
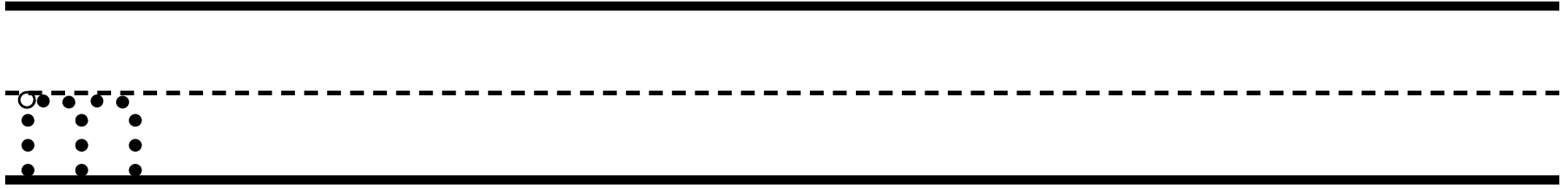








M m



# Looking for /mmm/

Circle the picture in each row that begins with /mmm/.

1



2



3



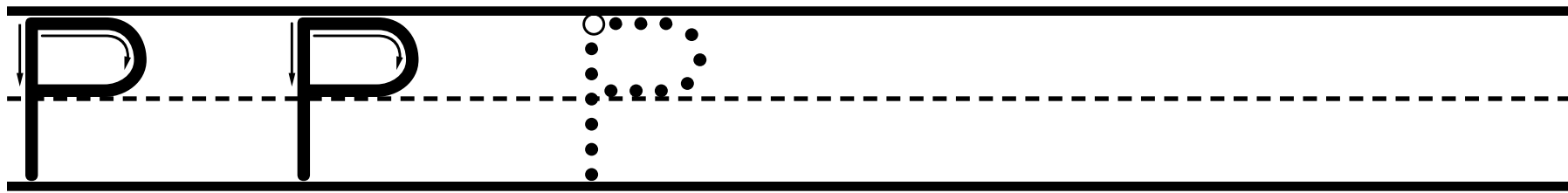
4







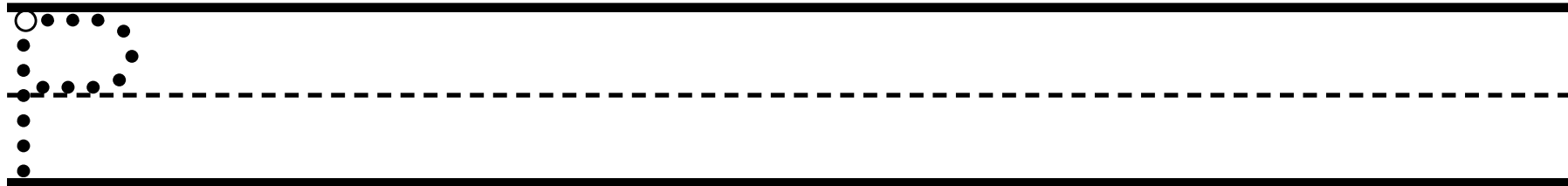
P p







P p

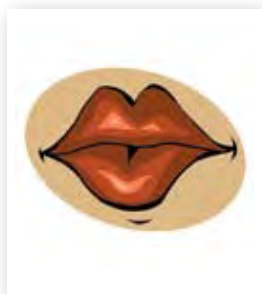




# Looking for /p/

Circle the picture in each row that begins with /p/.

1



2



3



4



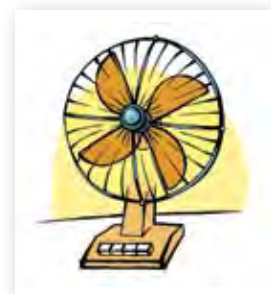
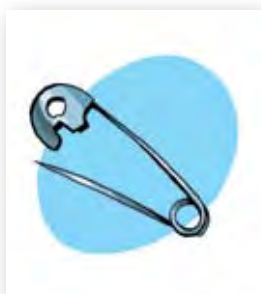
## Adventure Checkpoint

# Looking for /mmm/ and /p/

A. Circle the pictures that begin with /mmm/.



B. Circle the pictures that begin with /p/.



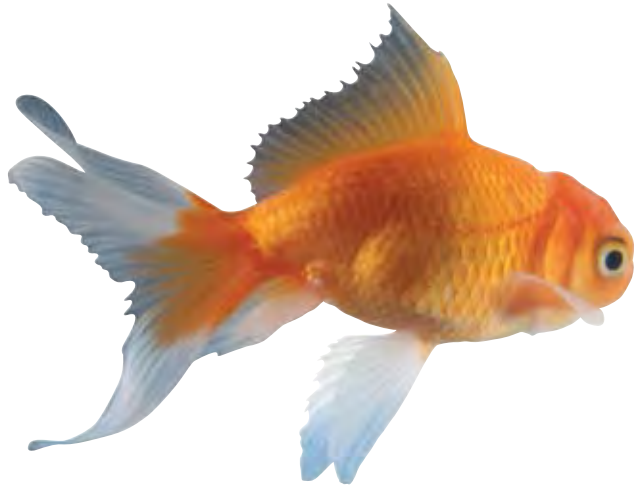


**Adventure Checkpoint**

# Mm and Pp Mix-Up

Write the letter of the first sound on each line.





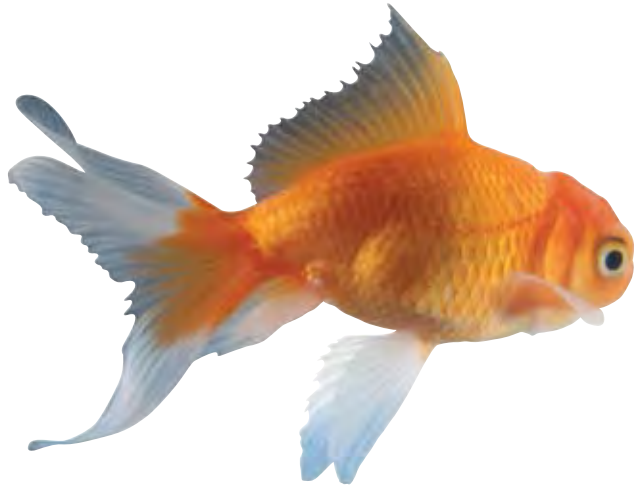
F f

f f f

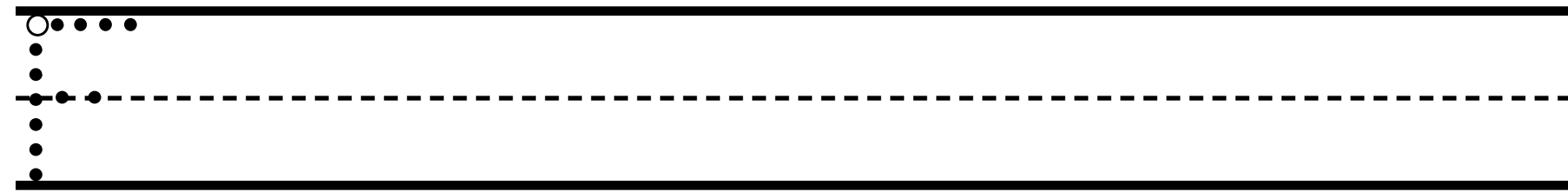
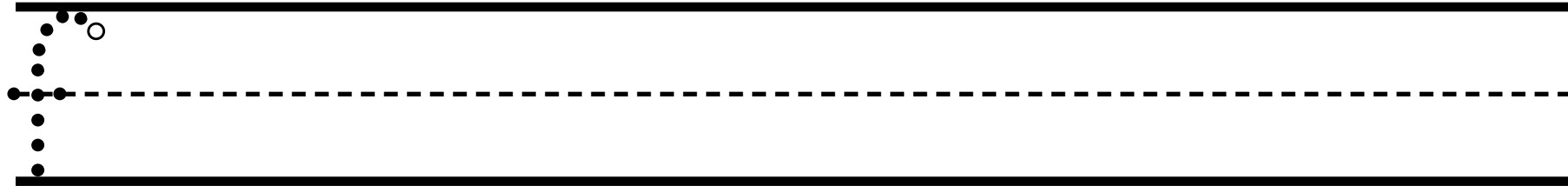
F F F







F f





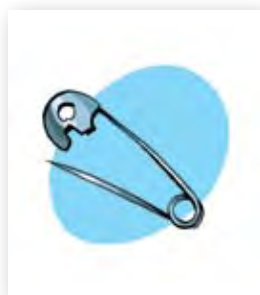
# Looking for /fff/

Circle the picture in each row that begins with /fff/.

1



2



3



4





C c

C C C

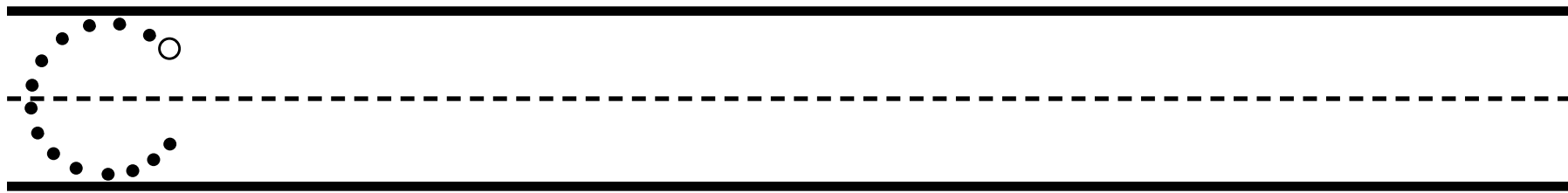
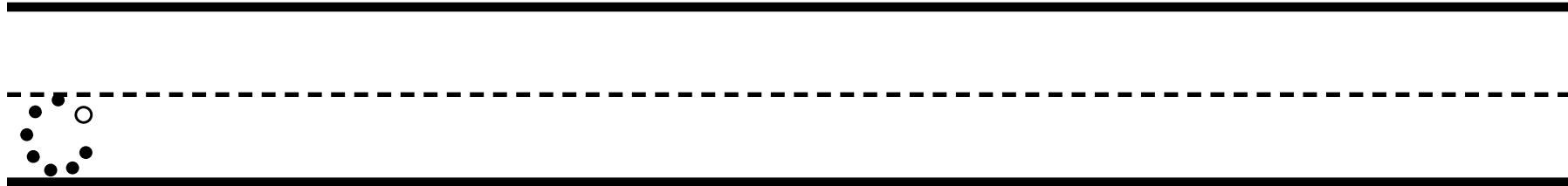
C C C





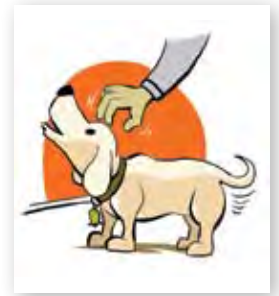
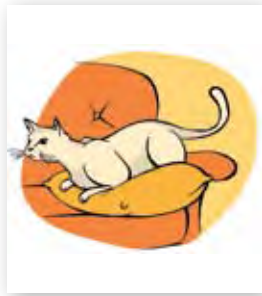


C c





# Hold-Up



# Cc, Ff, Mm, and Pp Mix-Up

Write the letter that makes the first sound under each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



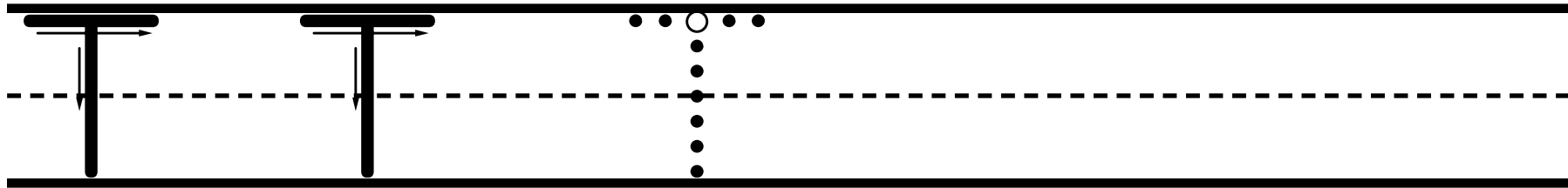
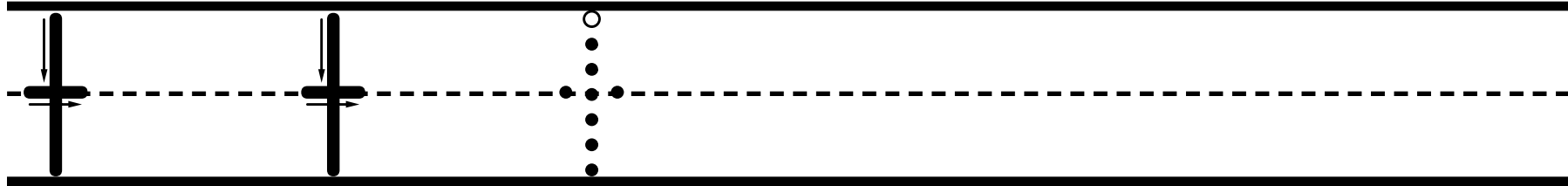
# Adventure 2

Away We Go!

What does it mean  
to be healthy?



T t





# Looking for /t/

Circle the picture in each row that begins with /t/.

1



2



3



4

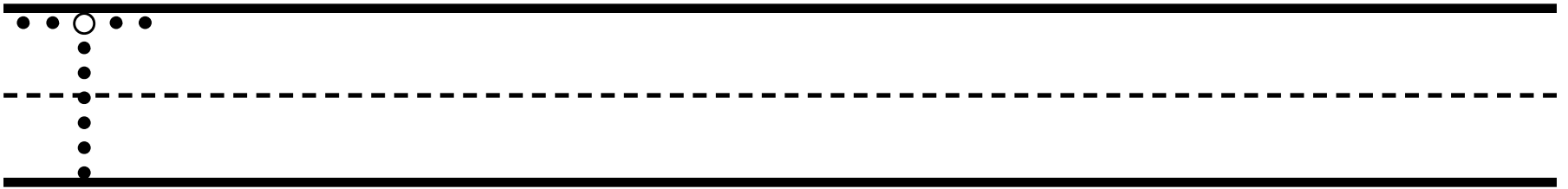
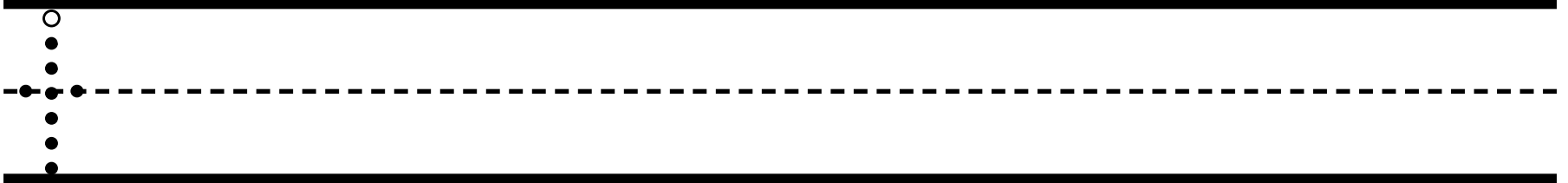








T t



# Hold-Up



10



5



A a

a a a

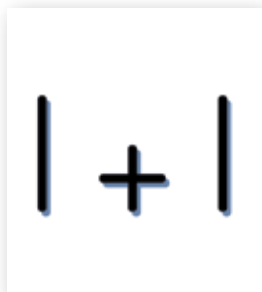
A A A



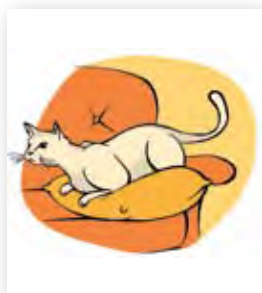
# Looking for /aaa/

Circle the picture in each row that begins with /aaa/.

1



2



3



4



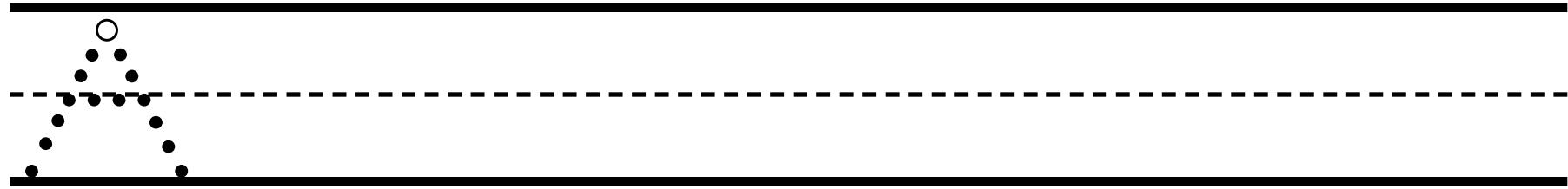
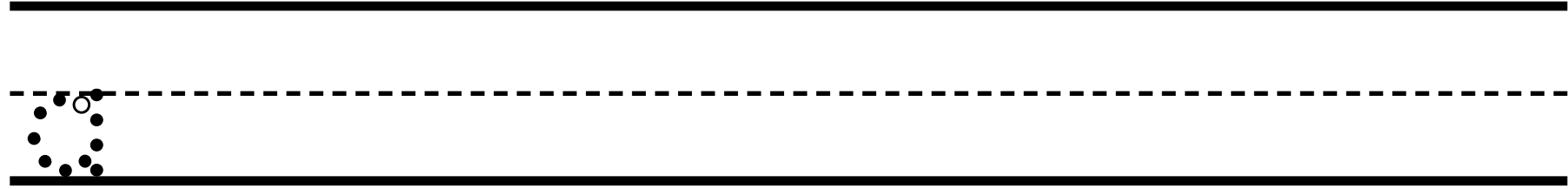








A a



# Letters and Sounds

A

a M t F p C

m P c A T f

## First Sounds

B

m f a t p c

# Letters and Sounds

A

c

f

C

P

m

t

a

M

p

T

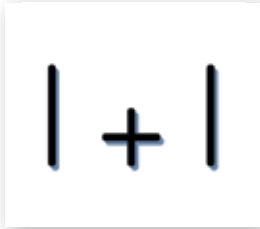
F



**Adventure Checkpoint**

# *Aa, Cc, Ff, Mm, Pp, and Tt* Mix-Up

Write the letter of the first sound on each line.





S s

S s

S s

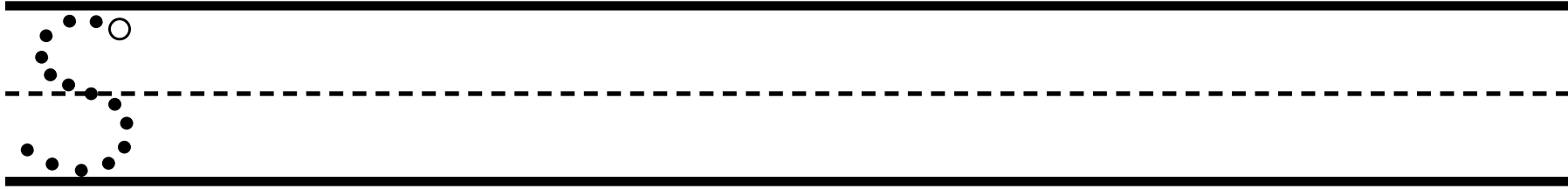
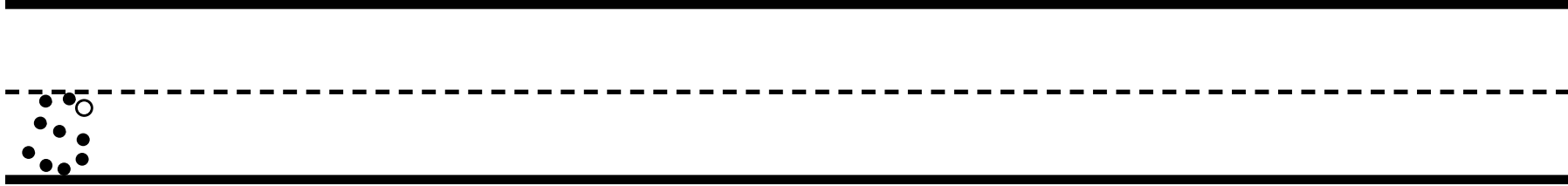








S s



# Letters and Sounds

a

S

c

F

t

A

C

p

s

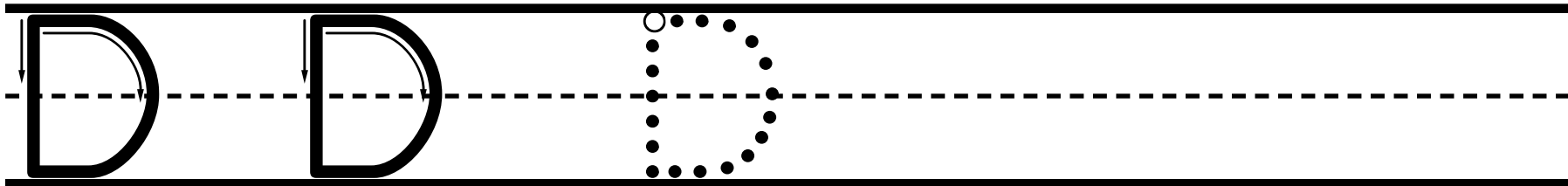
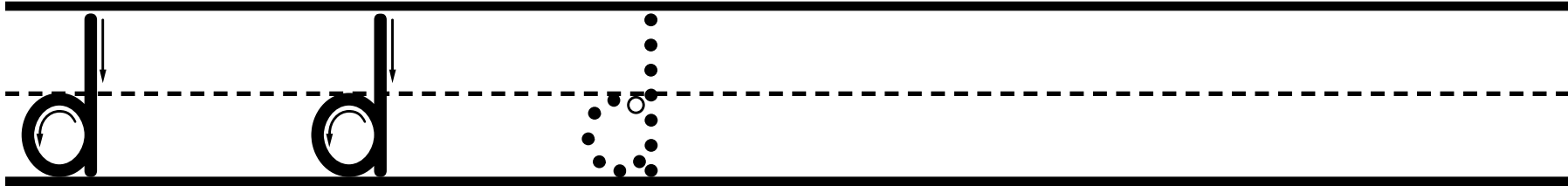
T

f

P



D d





# Looking for /d/

Circle the pictures that begin with /d/.

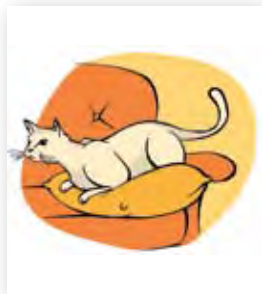
1



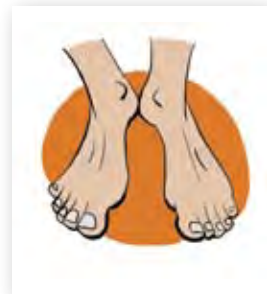
2



3



4

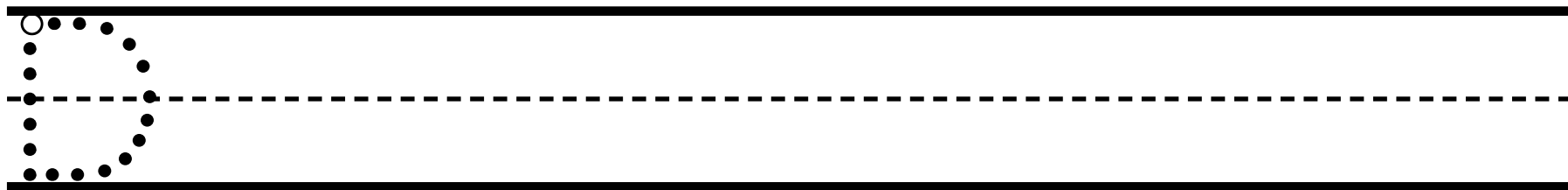
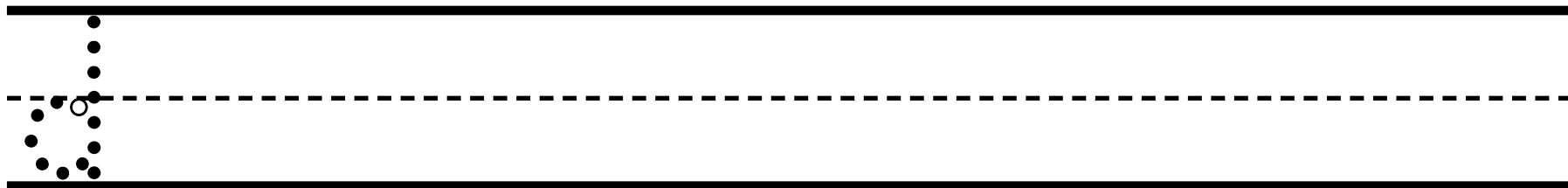








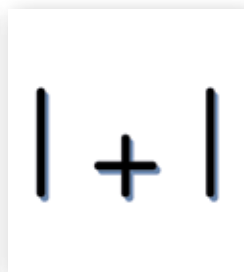
D d





# Aa, Cc, Dd, Ss, and Tt Mix-Up

Write the letter of the first sound under each picture.





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## *Office of Exceptional Student Education*

# Distance Learning Packet

## MiCI Program

# Reading K-8

Week 2: April 20 – 24, 2020

Students Rise. We all Rise

# VOYAGER: Reading/Passport A

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



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

**Directions:**

- Parent/Guardian will discuss school related activities (reading math, music, gym, recess, playground, carpet time etc.)
- Parent/Guardian will practice writing, sounding, pronunciation and identifying the following letter: I-N-G-L-B-R
- Parents will lead activities that support the week’s objectives Parents will have students identify pictures on all pages in book (when they get to each page)
- Parents will lead comprehension activities

**Goals/Objectives:**

the

1. Students will be able to identify capital and lowercase letter.
2. Students will be able to correctly sound out words that start with letters I-N-G-L-B-R
3. Students will be able to identify and discuss pictures of words that begin with the letters I-N-G-L-B-R
4. Students will be able to discuss school related activities, school friends, their favorite things about school, and not so favorite things about school, appropriate school behavior, and how to be a school leader
5. Students will be able to discuss: trips to the zoo, what they like about the zoo, and what they may not like about the zoo
6. Student will be able to identify and pronounces zoo animals, items you can buy at the zoo, people who work at the zoo
7. Students will be able to answer when, what, and how questions about the zoo and school

**Module:**

Adventure 3 and Adventure 4

**Topic:**

School Walk about and Destination Zoo

**Materials Needed:**

Passport A Students Workbook and Learn at Home Document

	Activity	Do	Extend
Day 1	Lesson 3	Pages 43-53	Learn from Home Activity
Day 2	Lesson 3	Pages 54-64	Learn from Home Activity
Day 3	Lesson 4	Pages 65-71	Learn from Home Activity
Day 4	Lesson 4	Pages 73-77	Learn from Home Activity
Day 5	Lesson 4	Pages 78-84	Learn from Home Activity



## Lesson 3 and Lesson 4

Objectives	<ol style="list-style-type: none"> <li>1. Students will be able to identify capital and lowercase letter.</li> <li>2. Students will be able to correctly sound out words that start with letters: I-N-G-L-B-R</li> <li>3. Students will be able to identify and discuss pictures of words that begin with the letters I-N-G-L-B-R</li> <li>4. Students will be able to discuss school related activities, school friends, their favorite things about school, and not so favorite things about school, appropriate school behavior, and how to be a school leader</li> <li>5. Students will be able to discuss: trips to the zoo, what they like about the zoo, and what they may not like about the zoo</li> <li>6. Student will be able to identify and pronounces zoo animals, items you can buy at the zoo, people who work at the zoo</li> <li>7. Students will be able to answer when, what, and how questions about the zoo and school</li> </ol>
Video Link	Select a video or app from the Learn at Home Document
Guided Practice	Student will complete pages 43-84 of Passport A with guided support from a parent/guardian or family member
Closing	Students will review this week's assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none"> <li>• Art activities incorporating zoo animals</li> <li>• Virtual playdates with classmates</li> <li>• Contact Detroit Zoo and inquire about virtual activities for students</li> <li>• Inside/Outside physical activity that corresponds with the lesson number and module.</li> </ul>
Intervention	<ul style="list-style-type: none"> <li>• Any activity from the district provide ESE Resources.</li> </ul>

## Comprehension Activities (Week 2):

**Day 1:** Read the poem, and have students choose pictures for the lines.

First, listen while I read the entire poem.

Polly had a \_\_\_\_\_. (pizza)

She put it in a \_\_\_\_\_. (pan)

A \_\_\_\_\_ ate Polly's \_\_\_\_\_. (pig, pizza) Polly turned and ran.

**Day 2:** Read the poem and have students draw a picture to match the poem.

Polly had a pretty purse. The purse was pink and purple. Polly had a shiny penny. She put it in her purse. A puppy pulled on Polly's purse. It pulled the purse to pieces. Guess what's left of Polly's purse. It's the shiny \_\_\_\_\_. (penny)

**Day 3:** Review lessons from last week and first 2 days of this week to check for comprehension

- Reteach specific lessons (from previous lesson) to provide an increased number of opportunities for multiple responses and correction procedures.
- Include additional examples and vary the sequence of letter sounds or words.

**Day 4:** Review letter identification for letters I and N

Let's review the names of the letters we have learned. Show i and I. Place them side by side. What are the names of these letters? (n and capital N) What is the sound for these letters? Have students draw a picture of objects that start with I and N.

**Day 5:** Review the story that was read yesterday and have students fill in the blank.

Let's review the names of the letters we have learned. Show b and B. Place them side by side.

What are the names of these letters? (r and capital R) What is the sound for these letters? Have students draw a picture of objects that start with B and R.

# Adventure 3

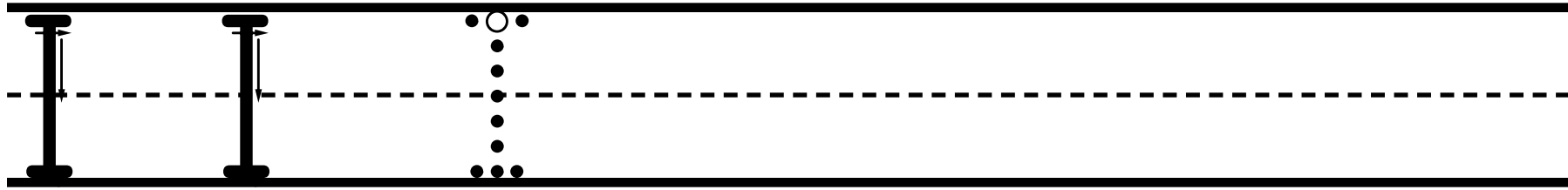
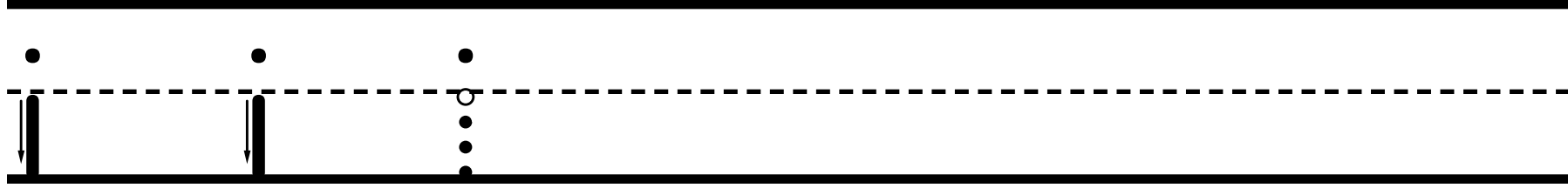
## School Walk-About

How does my school help me?





I i



# Looking for /iii/

Circle the pictures that begin with /iii/.

1



2



3



4



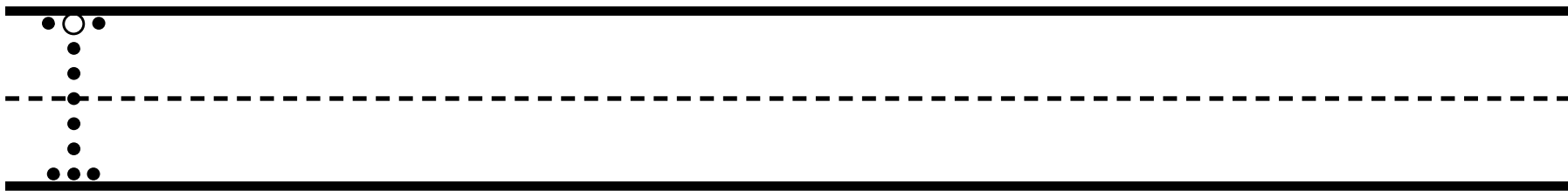
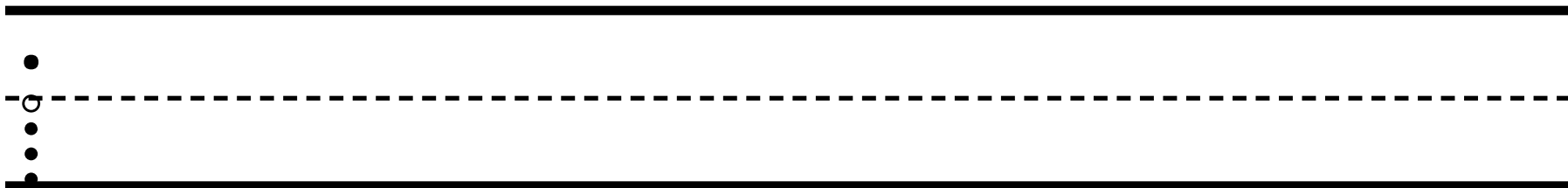






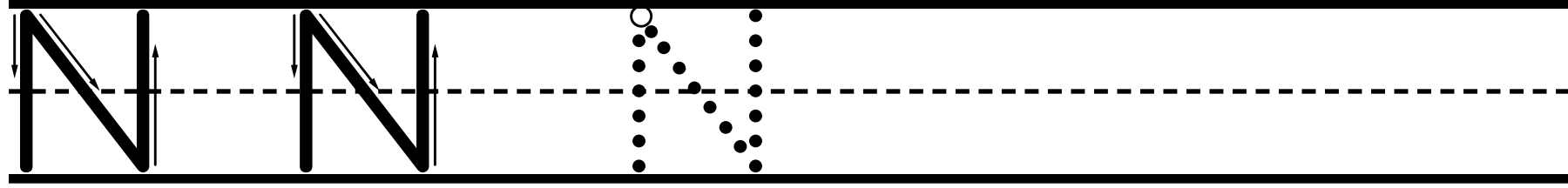
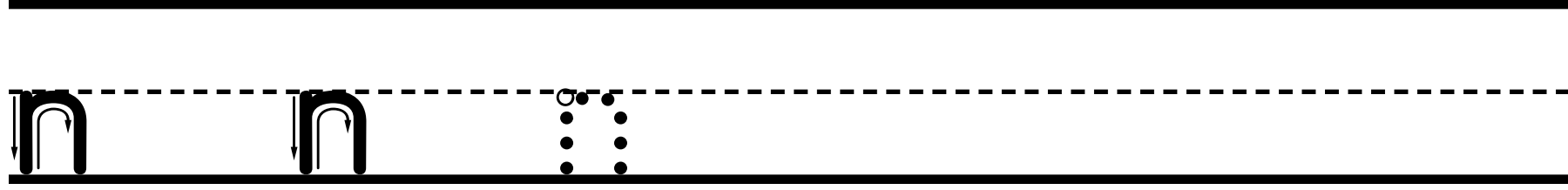


I i





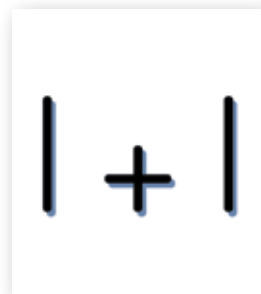
N n



# Looking for /nnn/

Circle the pictures that begin with /nnn/.

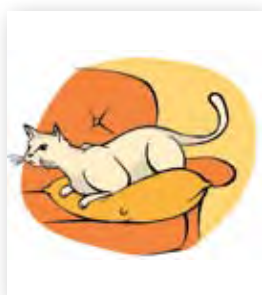
1



2



3

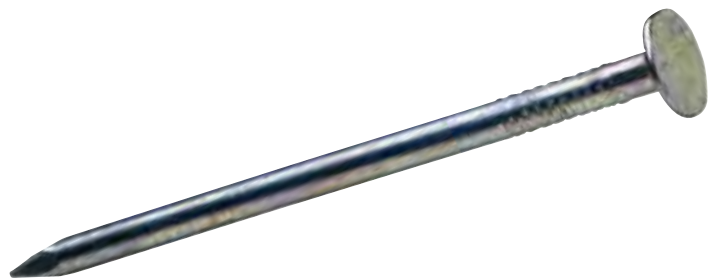


4

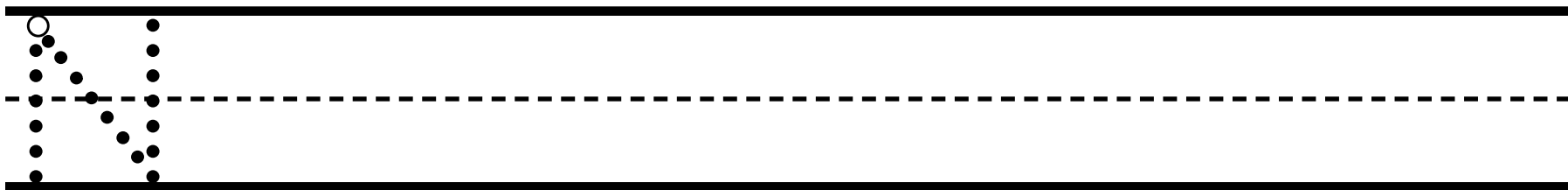
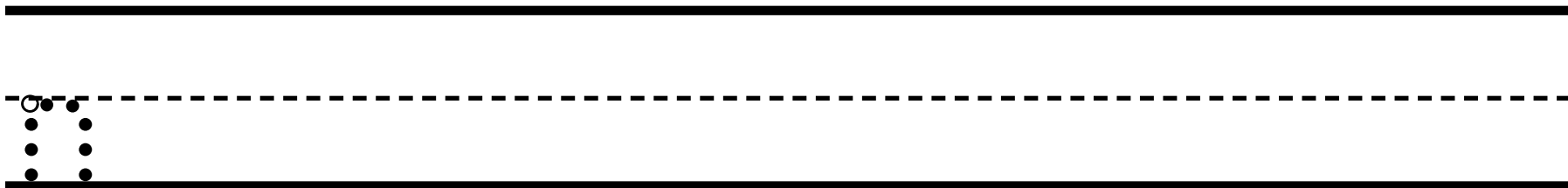








N n





# Letters and Sounds

n d s t

A f a D

i P F N

T I s p



**Adventure Checkpoint**

# First-Sound Cross Out

Cross out the picture in each row that does *not* begin with the letter.

i



n



d



s





G g

g g g

G G G

# Looking for /g/

Circle the pictures that begin with /g/.

1



2



3



4

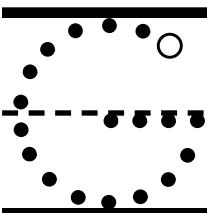
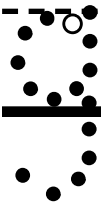








G g





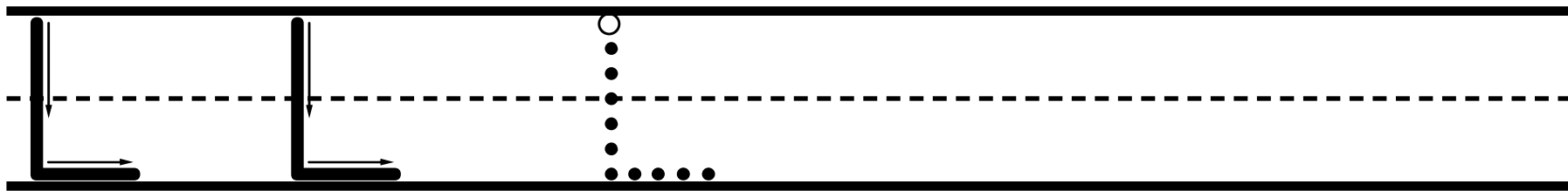
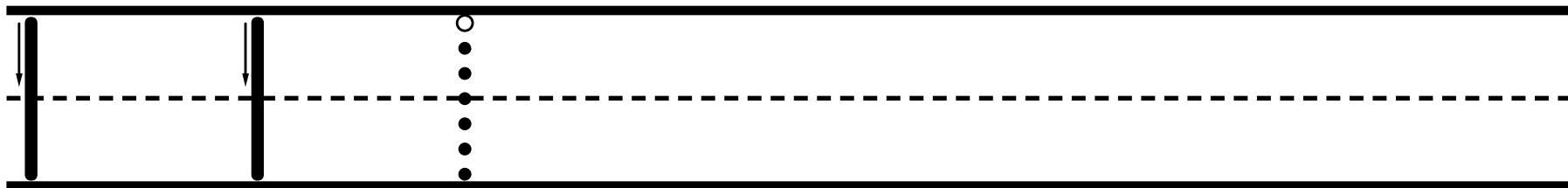
# Looking for the Last Sound







L I



# Looking for the Last Sound











L I

L I

L I

# Looking for /lll/

Circle the pictures that begin with /lll/.

1



2



3



4



# dD, iI, nN, gG, and lL Mix-Up

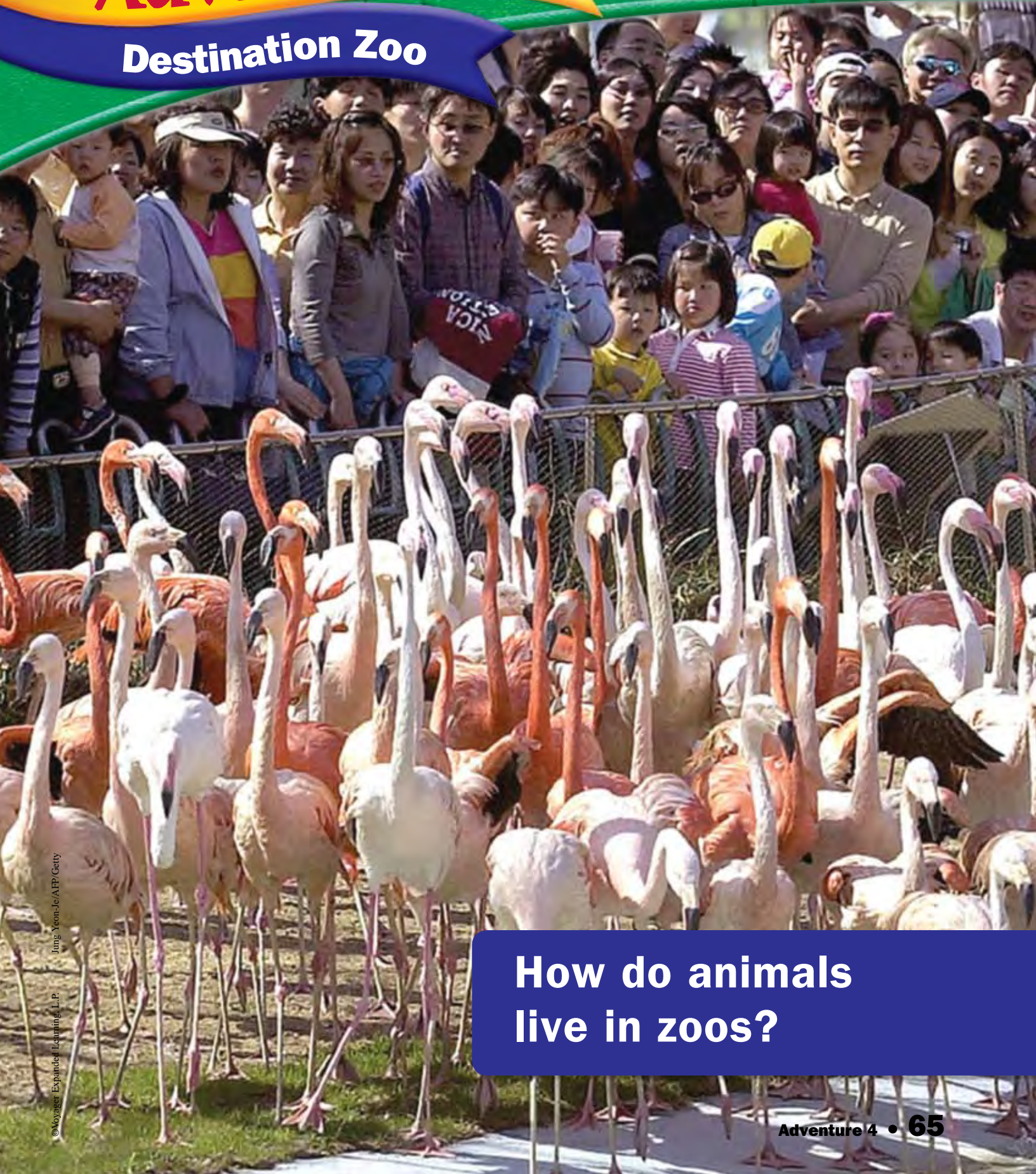
Write the letter of the first sound under each picture.





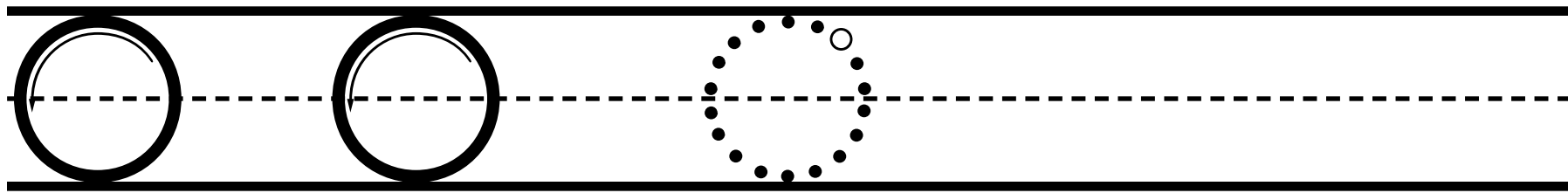
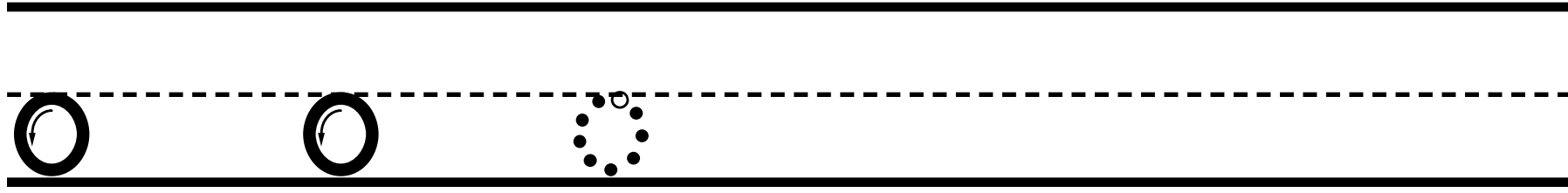
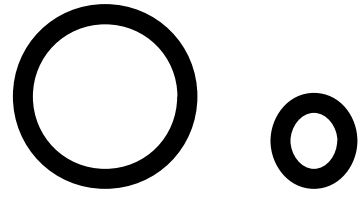
# Adventure 4

## Destination Zoo



**How do animals  
live in zoos?**





# Looking for /ooo/

Circle the pictures that begin with /ooo/.

1



2



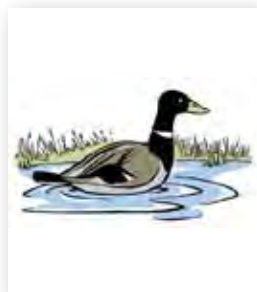
3



4

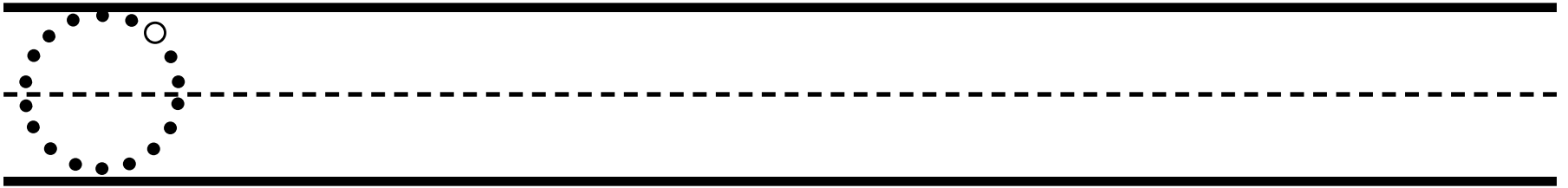
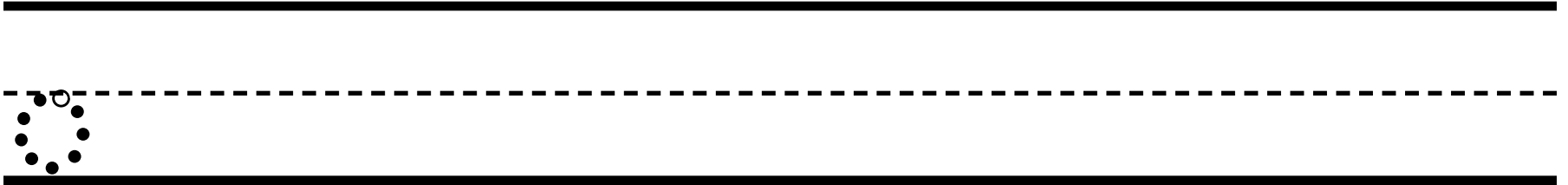
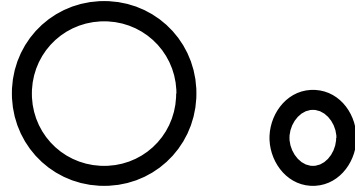


5



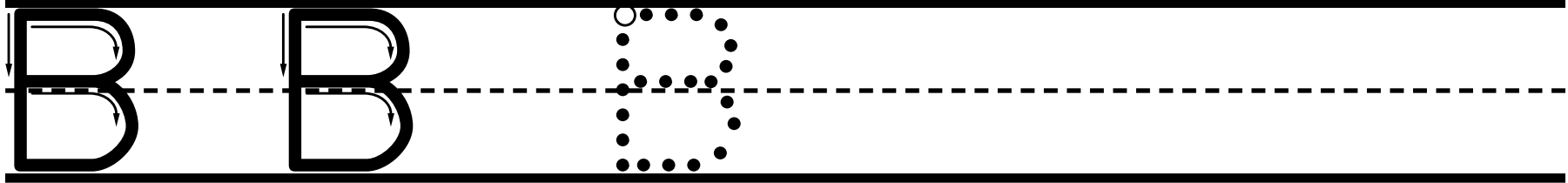
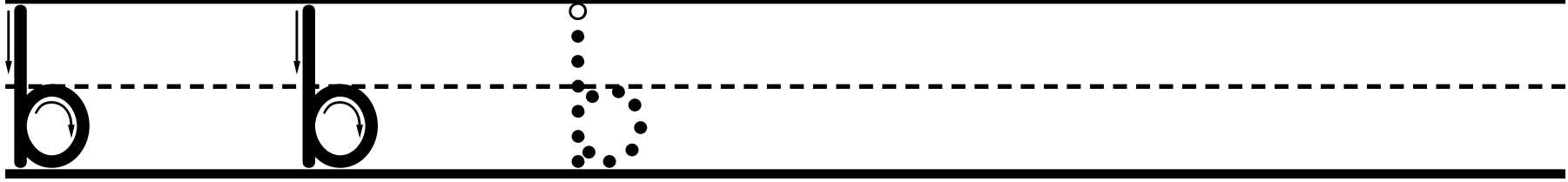








B b





# Looking for /b/

Circle the pictures that begin with /b/.

1



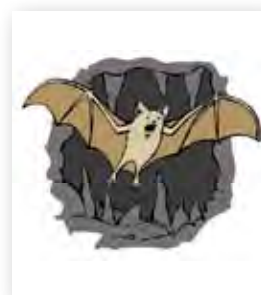
2



3



4





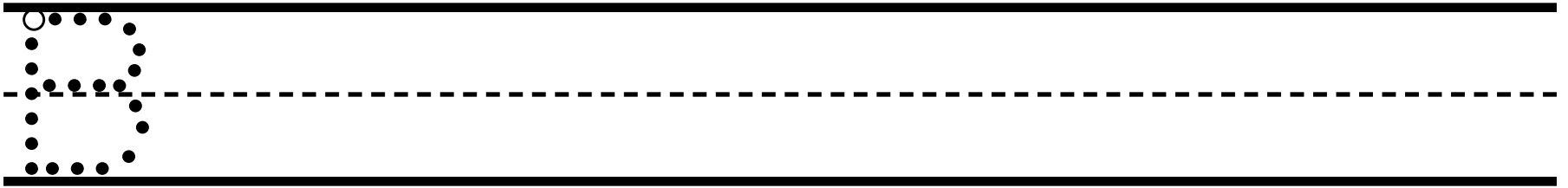
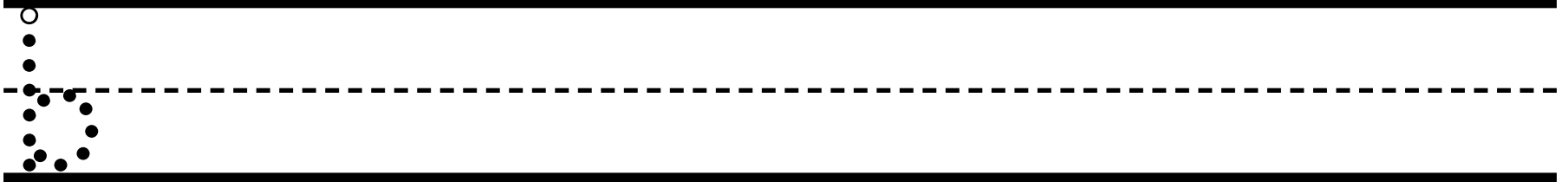


©Voyager Expanded Learning, L.P. Chip Somodevilla/Getty





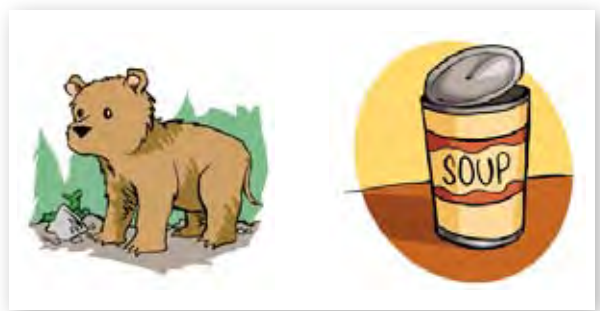
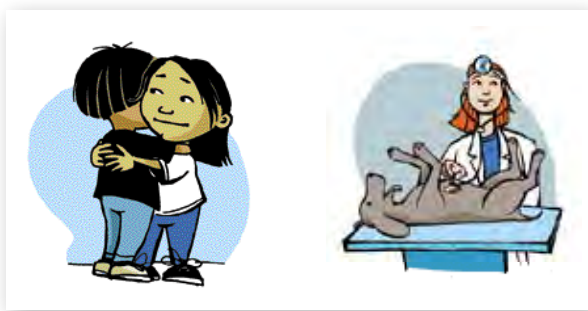
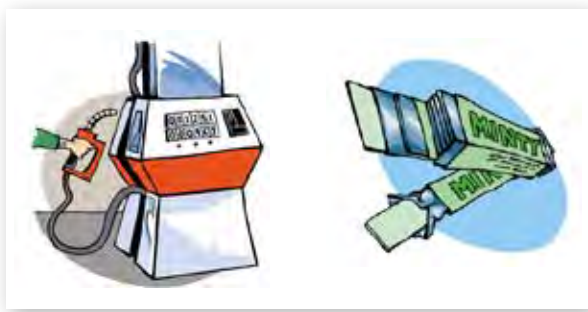
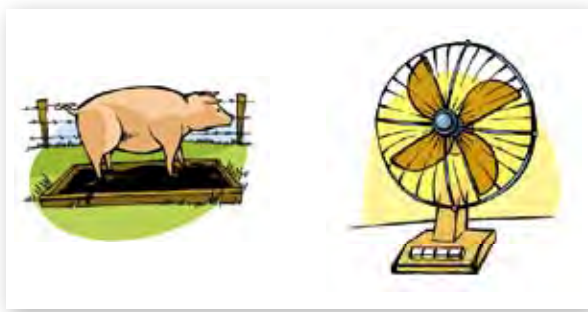
B b





Adventure Checkpoint

# Looking for the Last Sound



Adventure Checkpoint

# Say the Word

m a n

a m

f i n

s a t

i n

f a n

l i t

o n



R r

r r r

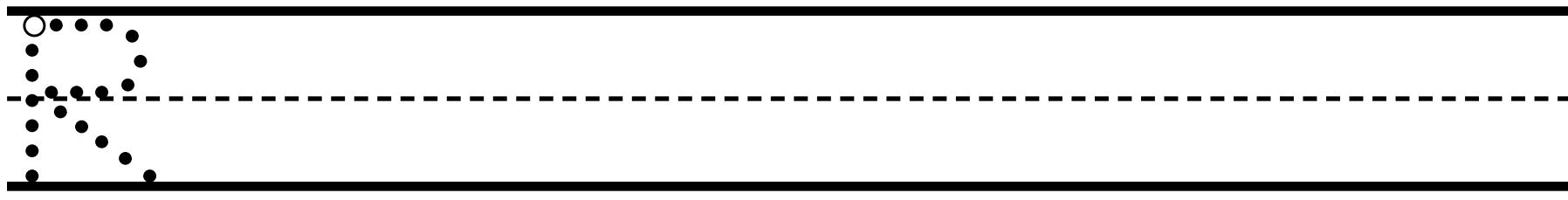
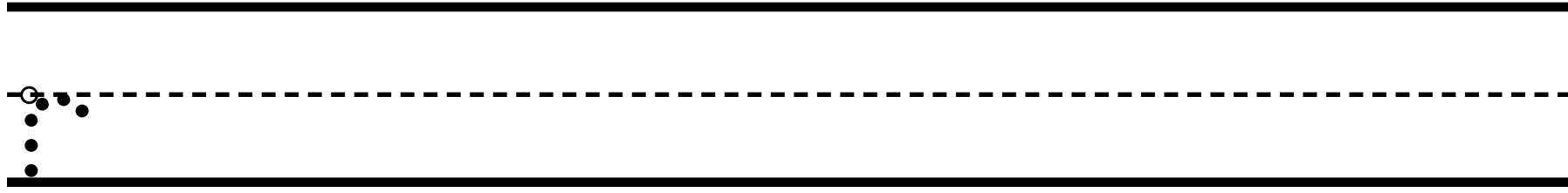
R R R







R r





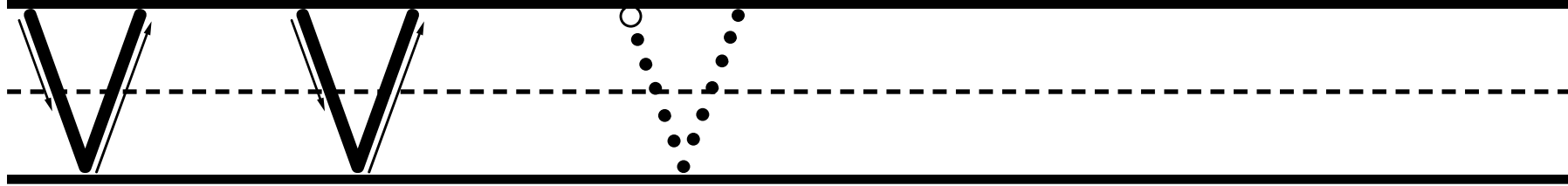
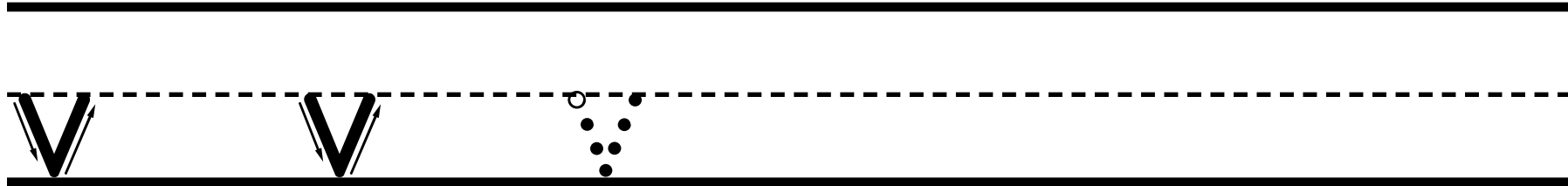
# Grocery Shop for /rrr/

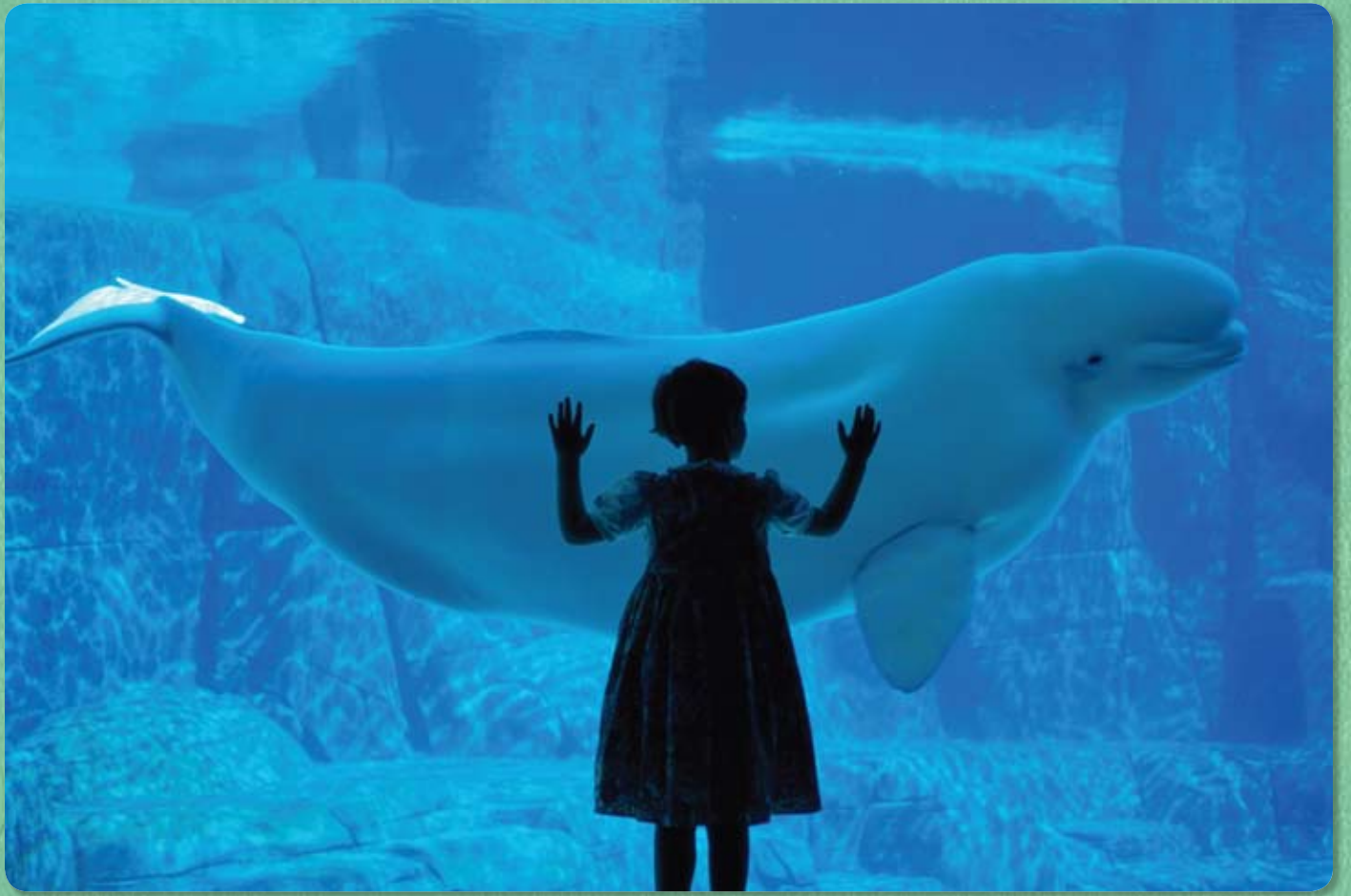






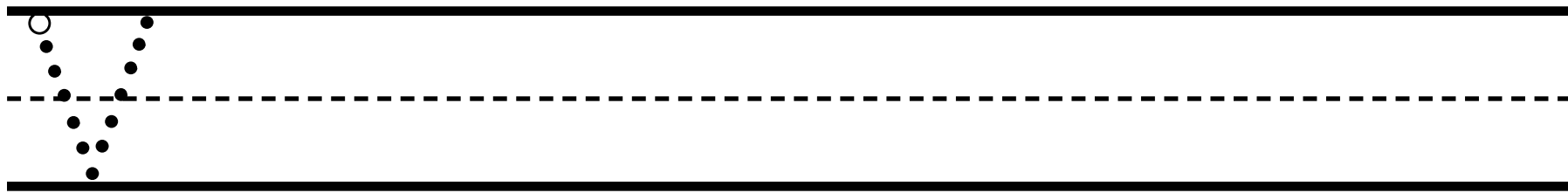
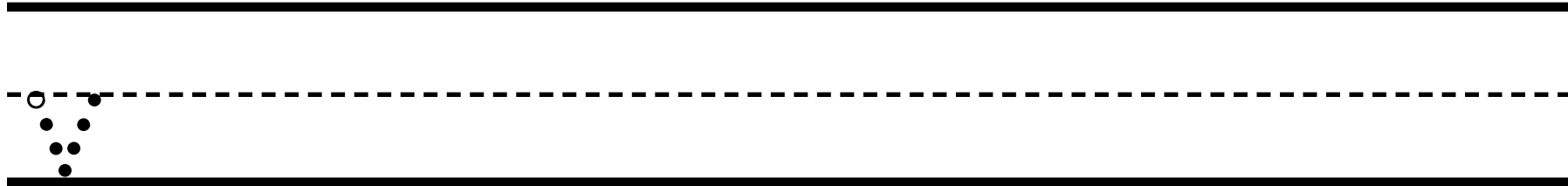
V v





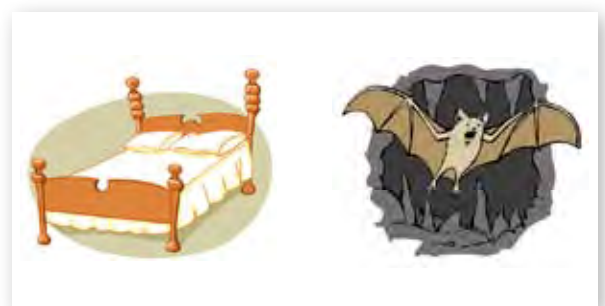
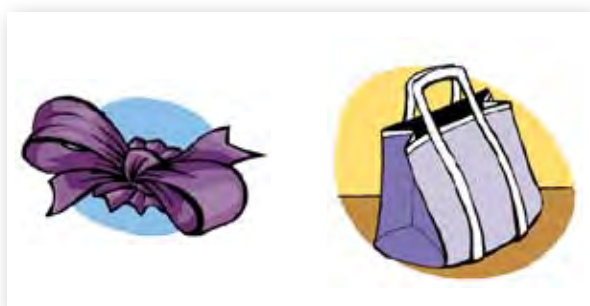
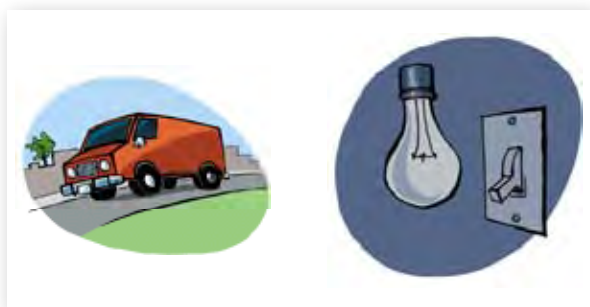
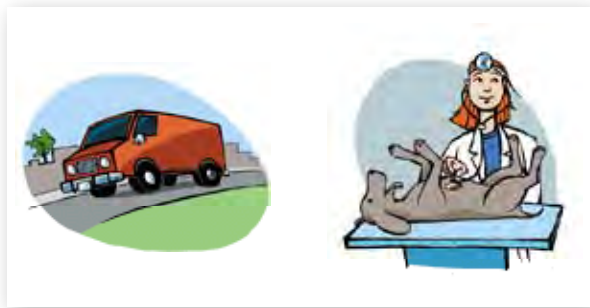


V v





# Looking for the Last Sound



# Reading Words

lad

Sam

fib

at

am

fad

lip

sob

on

sit

Nan

nap

Ron

lot

nip



Office of Exceptional Student Education

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

## *Office of Exceptional Student Education*

# Distance Learning Packet

## MiCI Program

# Reading K-8

Week 3: April 27 – May 1, 2020

Students Rise. We all Rise

DPSCD does not discriminate based on race, color, national origin, sex, disability and/or religion

Contact Compliance for more information at (313) 240-4377 or [detroitk12.org/admin/compliance](http://detroitk12.org/admin/compliance).



# VOYAGER: Reading/Passport A

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



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

Directions:

- Parent/Guardian will discuss houses, apartments, barns, trailer homes, and boats
- Parent/Guardian will practice writing, sounding, pronunciation and identifying the following letter: H-E-J-Z-W-U and K
- Parents will lead activities that support the week's objectives

Target:

Goals/Objectives:

1. Students will be able to identify capital and lowercase letter.
2. Students will be able to correctly sound out words that start with the letters H-E-J-Z-W-U and K
3. Students will be able to identify and discuss pictures of words that begin with the letters H-E-J-Z-W-U and K
4. Students will be able to discuss the different places where people and animals live: houses, apartments, boats, barns, etc.,
5. Students will be able to discuss the difference between a house and an apartment.
6. Student will be able to identify place where people live verses places where animals live
7. Students will be able identify rhyming words
8. Students will be able to create a bag of vocabulary words

Module:

Adventure 5 and Adventure 6

Topic:

Come on In! and Sights and Sounds of Nature

Materials Needed:

Passport A Students Workbook and Learn at Home Document

	Activity	Do	Extend
Day 1	Lesson 5	Pages 85-90	Learn from Home Activity
Day 2	Lesson 5	Pages 91-95	Learn from Home Activity
Day 3	Lesson 5	Pages 96-102	Learn from Home Activity
Day 4	Lesson 6	Pages 103-111	Learn from Home Activity
Day 5	Lesson 6	Pages 112-124	Learn from Home Activity

## Lesson 5 and Lesson 6

Objectives	<ol style="list-style-type: none"> <li>1. Students will be able to identify capital and lowercase letter.</li> <li>2. Students will be able to correctly sound out words that start with letters H-E-J-Z-W-U and K</li> <li>3. Students will be able to identify and discuss pictures of words that begin with the letters H-E-J-Z-W-U and K</li> <li>4. Students will be able to discuss the different places where people and animals live: houses, apartments, boats, barns, etc.,</li> <li>5. Students will be able to discuss the difference between a house and an apartment.</li> <li>6. Student will be able to identify place where people live verses places where animals live</li> <li>7. Students will be able identify rhyming words</li> <li>8. Students will be able to create a bag of vocabulary words</li> </ol>
Video Link	Select a video or app from the Learn at Home Document
Guided Practice	Student will complete pages 85-124 of Passport A with guided support from a parent/guardian or family member
Closing	Students will review this <b>week's assignments and</b> activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none"> <li>• Social Distance walk in the neighborhood with parent/guardian the physical and describe the difference in the homes on the block, identify items and sounds of nature</li> <li>• Nature Walk Hunt on the block</li> <li>• Inside/Outside physical activity that corresponds with the lesson number and module.</li> </ul>
Intervention	<ul style="list-style-type: none"> <li>• Any activity from the district provide ESE Resources.</li> </ul>

## Comprehension Activities (Week 3):

**Day 1:** Say the below /fff/ sound names in parts and clap for each part. Have students say the picture names and clap for each part, then say the parts fast.

- F-an. (Clap two times.) I'll say it fast: fan. (Point to the picture.)
- F-eet. (Clap two times.) I'll say it fast: feet. (Point to the picture.)
- F-in. (Clap two times.) I'll say it fast: fin. (Point to the picture.)
- F-ire. (Clap two times.) I'll say it fast: fire. (Point to the picture.)
- F-ox. (Clap two times.) I'll say it fast: fox. (Point to the picture.)

**Day 2:** Read the below sentences and have students answer the questions that follow.

Frankie sees the thing now. It isn't big or mean. It's just a little fish. It takes a look at Frankie. Then the little fish quickly swims away.

**Questions:**

What did Frankie see in the water? (a little fish)

How does Frankie feel? (surprised)

Why do you think Frankie feels surprised? (He thought there was a big, mean fish with teeth in the water, but it was only a little fish.)

How do you think the little fish feels about Frankie? (It might be scared.)

How can you tell? (It swam away quickly).

**Day 3:** Write the words shadow, pond, fish, teeth on a large piece of paper. Read the words and have students repeat. Say: I will read some sentences about the story. The reread the sentences from yesterday. You will tell me which words from the story belong in the sentences.

Frankie saw a \_\_\_\_\_ in the \_\_\_\_\_. (shadow, pond)

He thought it was a big, mean \_\_\_\_\_. (fish)

Frankie thought its' \_\_\_\_\_ would show. (teeth)

A little \_\_\_\_\_ was in the water. (fish)

**Day 4:** Read the sentences and have the students answer the questions that follow.

Big fish, little fish, I can find you. I count on my fingers. There you are, one and two. Here's a friend for you. Now there are three. Big fish, little fish, the friend is me!

To see or discover something is to \_\_\_\_\_ it. (find)

I like to play with my best \_\_\_\_\_. (friend)

An animal that lives in water is a \_\_\_\_\_. (fish)

I have five \_\_\_\_\_ each of my hands. (fingers)



**Day 5:** Read the sentences to the students and have them answer the questions that follow:

**Part 1** Cathy and Carl wait for Grandpa to pick them up after school. Cathy and Carl talk about their day at school. "How was your day?" asked Cathy. **Part 2** "I had a cup of juice and a cookie after lunch. Then, I climbed on the jungle gym with my friends. It was fun!" **Part 3** "How was your day?" asked Carl. "I was cold. I left my coat at home and could not play outside. It was not fun!"

**Questions:**

Have students name the different feelings described in the story and tell which person felt that way. (happy— Carl, mad—Cathy)

Why do you think Cathy felt mad?

Why do you think Carl felt happy?

Ask students to recall times when they had similar feelings.

Use examples from the story to discuss ways to deal with mad feelings.

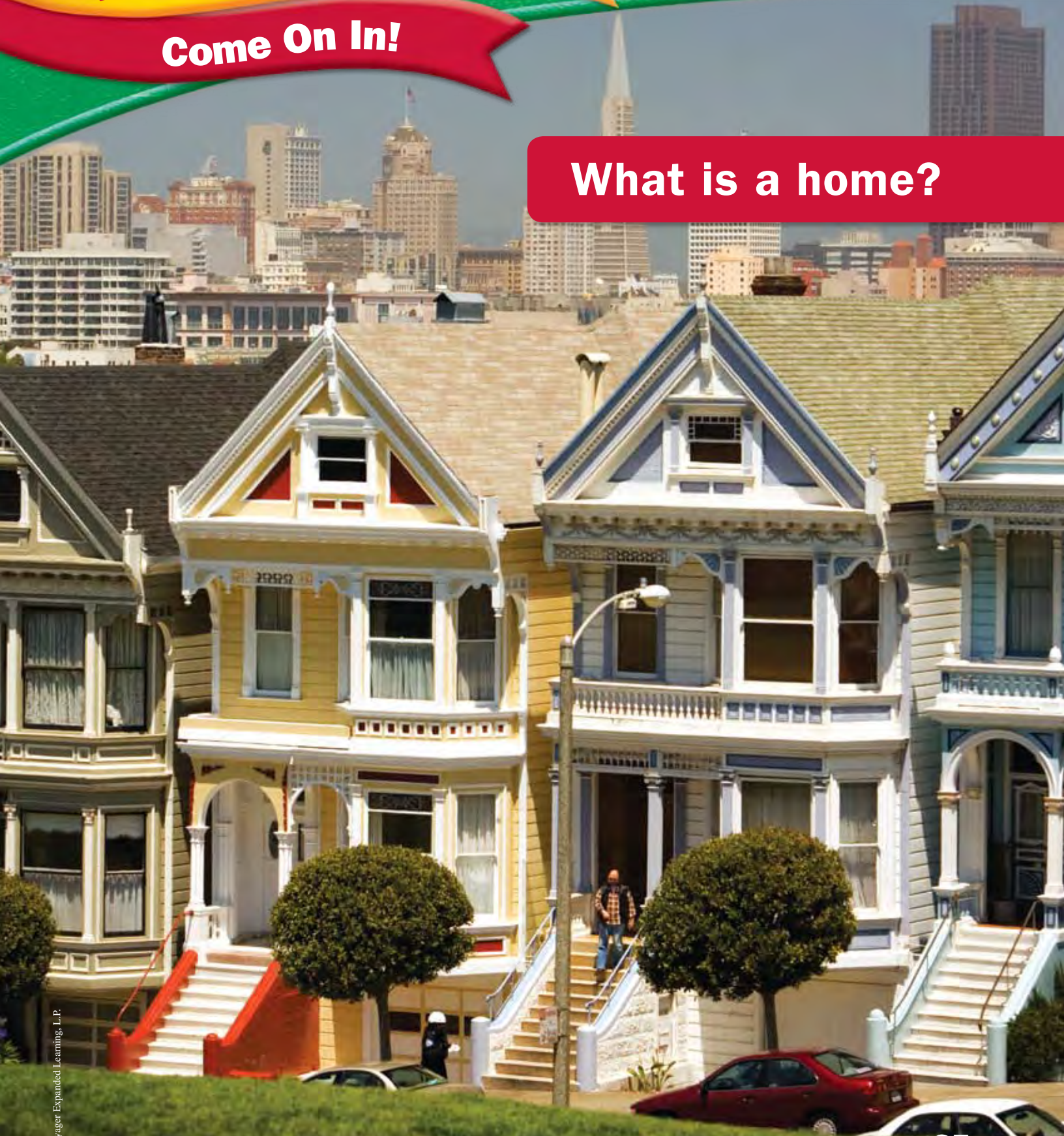
What can Cathy do next time so she won't feel mad? (She can remember to bring her coat to school so she can play outside.)

What can you do when you feel mad? (Responses will vary.)

# Adventure 5

Come On In!

What is a home?



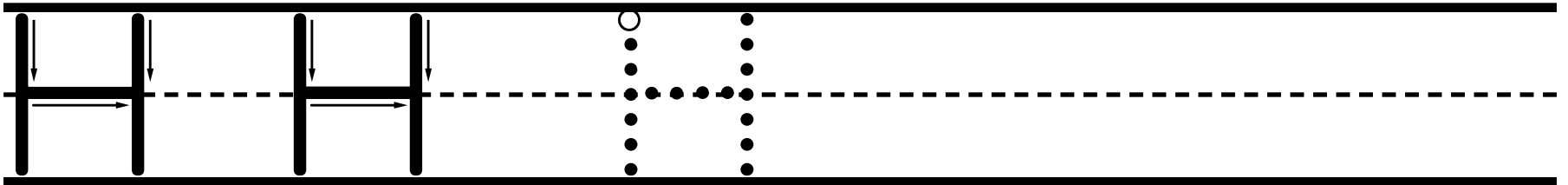
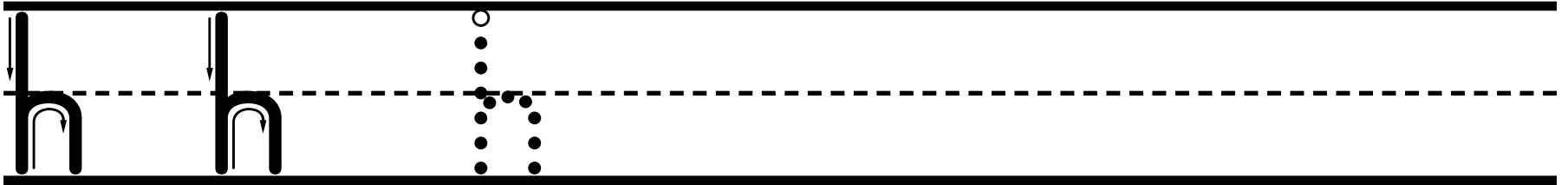








H h

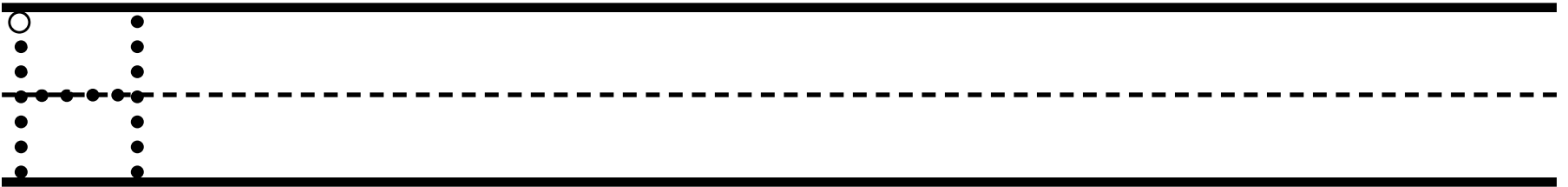
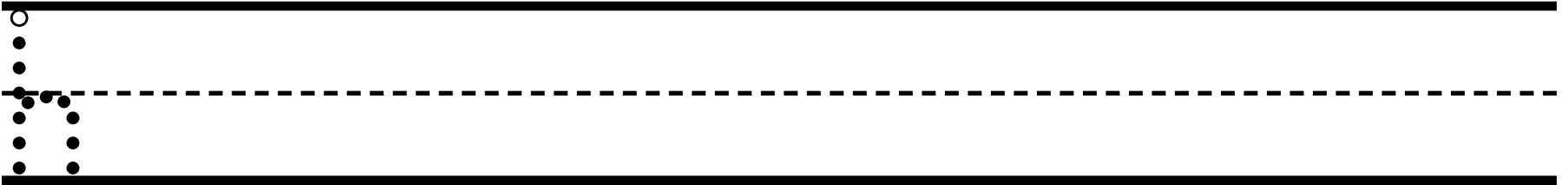








H h





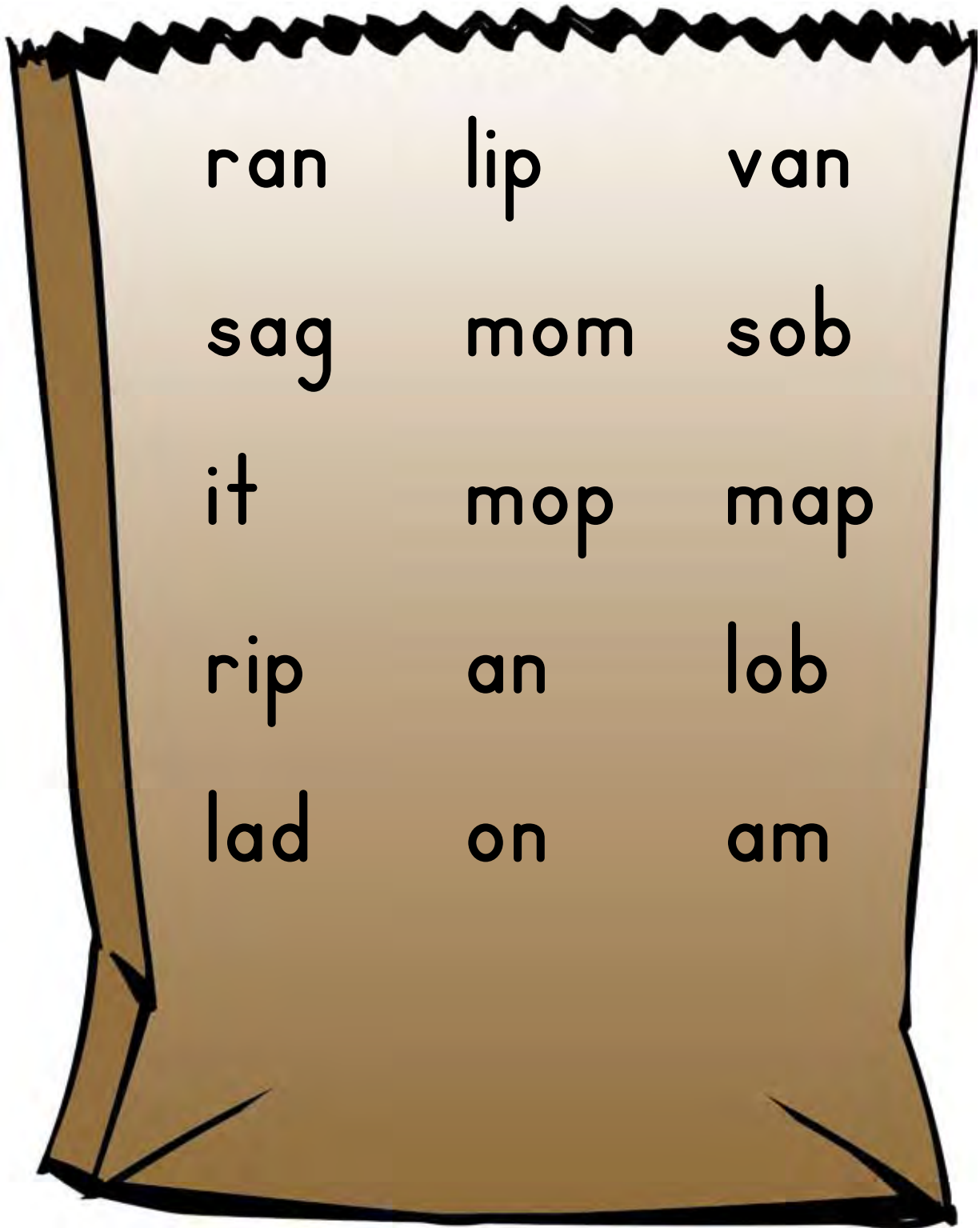
Adventure Checkpoint

# First-Sound Cross Out

Cross out the picture in each row that does *not* begin with /hhh/.



# Brown Bag Review



ran

lip

van

sag

mom

sob

it

mop

map

rip

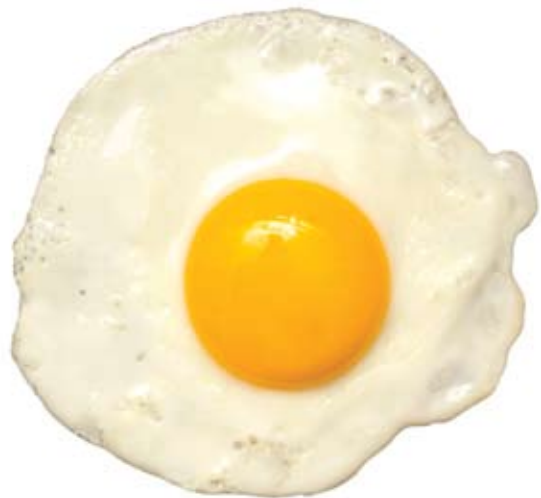
an

lob

lad

on

am



E e

Handwriting practice line for lowercase letter 'e'. It consists of a solid top line, a dashed middle line, and a solid bottom line. From left to right, it contains: a lowercase 'e' with a curved arrow showing the stroke direction; a lowercase 'e' with a vertical line through its center and a curved arrow; and a dotted lowercase 'e' for tracing.

Handwriting practice line for uppercase letter 'E'. It consists of a solid top line, a dashed middle line, and a solid bottom line. From left to right, it contains: an uppercase 'E' with arrows showing the stroke order (vertical down, top horizontal right, bottom horizontal right); an uppercase 'E' with arrows showing the stroke order; and a dotted uppercase 'E' for tracing.



# Say the Word

a m

m a t

a t



i t

s a t

i n



m a n

i f

n a p



l a p

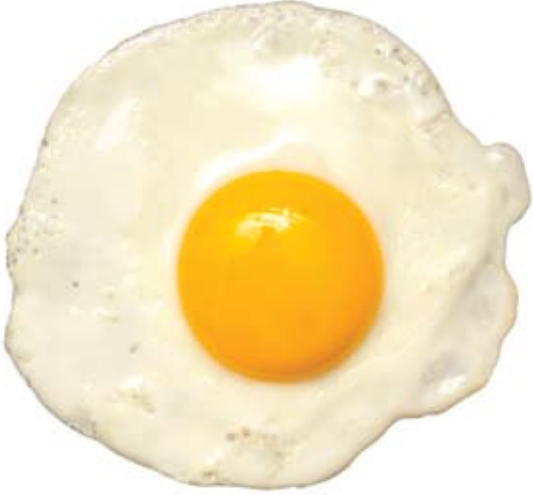
m a d

o n

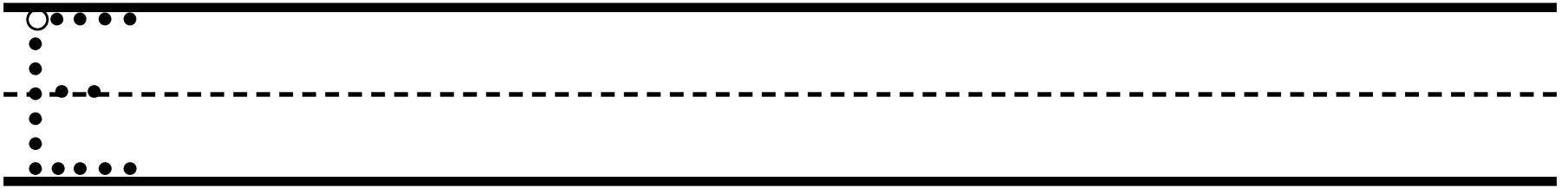
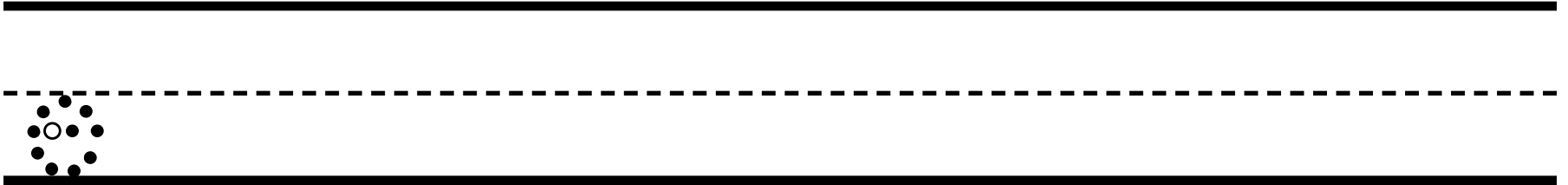








E e





# Say the Word

f i n

m a d

f a n



i n

s a t

l i t



m o m

n o t

o n



a t

l a d

S a m





J j

j j j

J J J

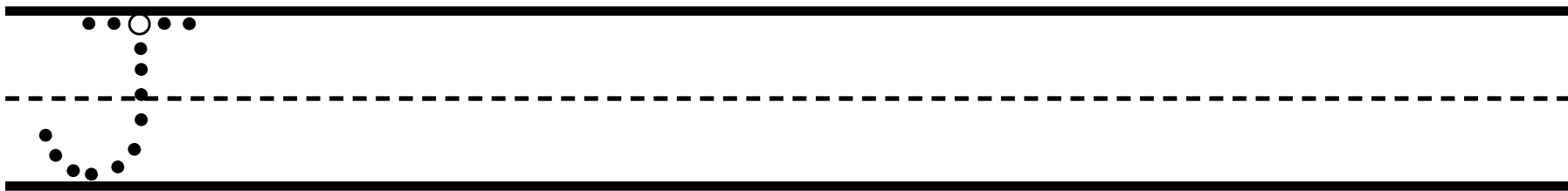
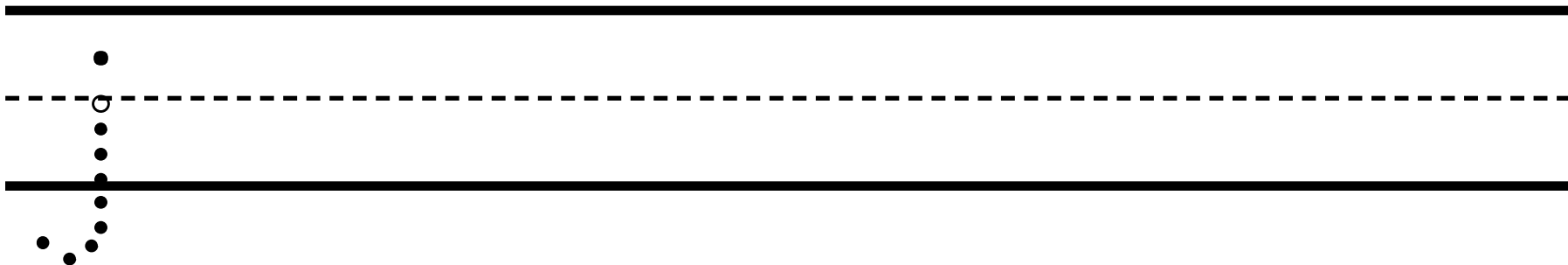




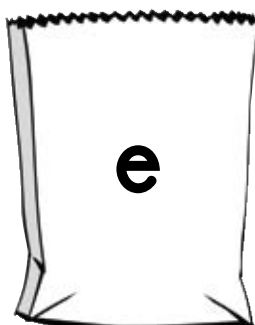
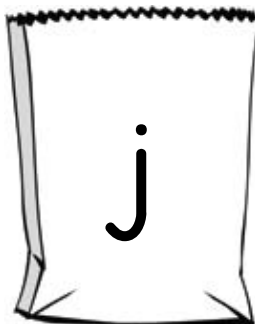
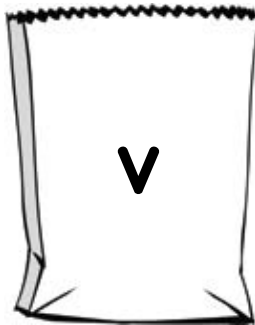
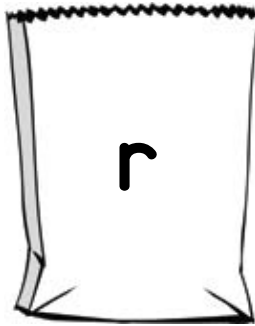




J j



# Clap and Say



# Letter Sounds

a c R h D r

C i n H N O

G b o J g E

e I B d j A



# Reading Words

yes      how      about      rip

leg      rig      mop      log

nod      fat      on      mom

fog      sat      lab      nip

Sid      in      rag      if

red      beg      led



# Adventure 6

Sights and Sounds of Nature

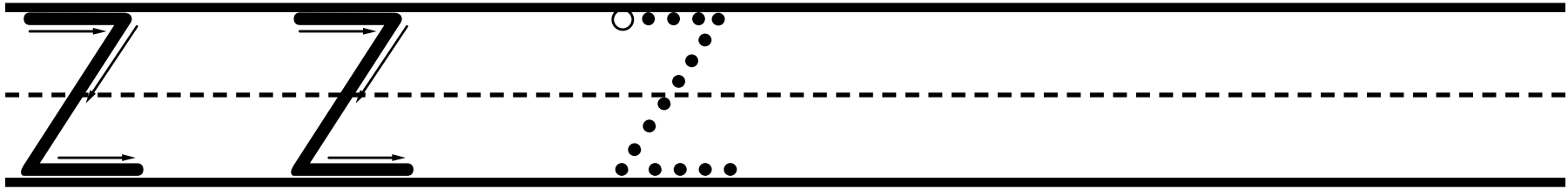
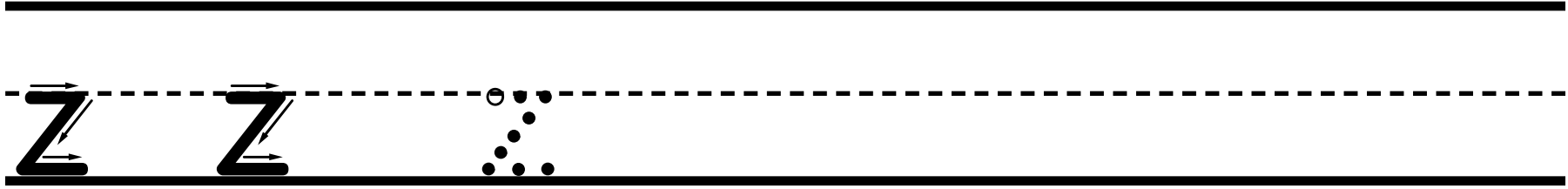


What can I discover  
in nature?





Z z





# Say the Word

f i b

l a d

S a m



f a d

l i p

s o b



N a n

n a p

o n



s i t

l o t

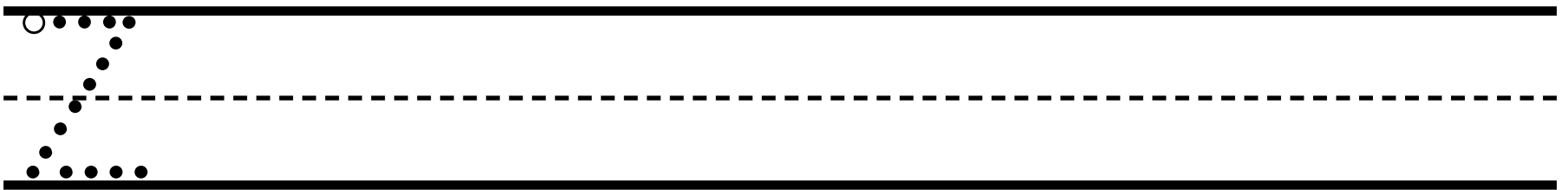
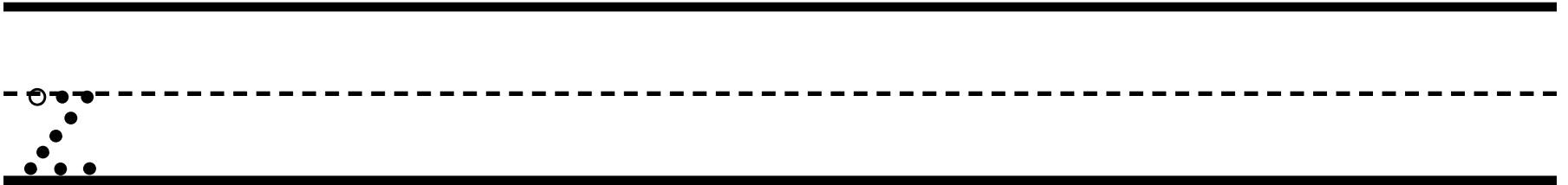
n i p







Z z





# Say the Word

R o n

s o b

a n



l o b

r a n

s a g



v a n

m a p

a m



m o m

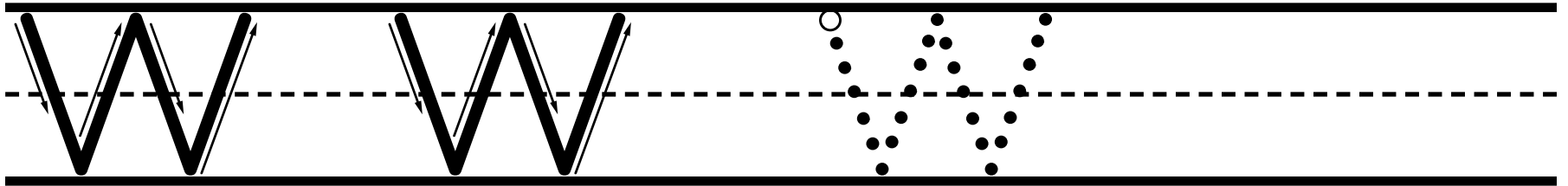
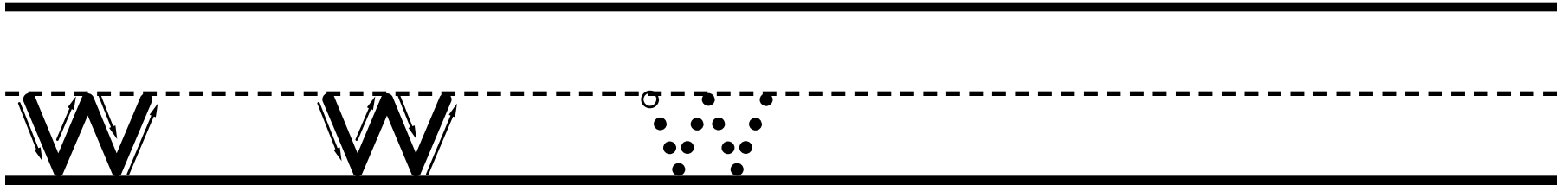
r a t

i t





W w

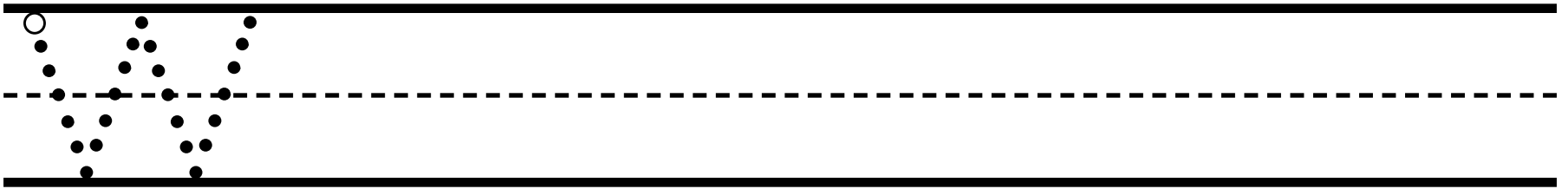
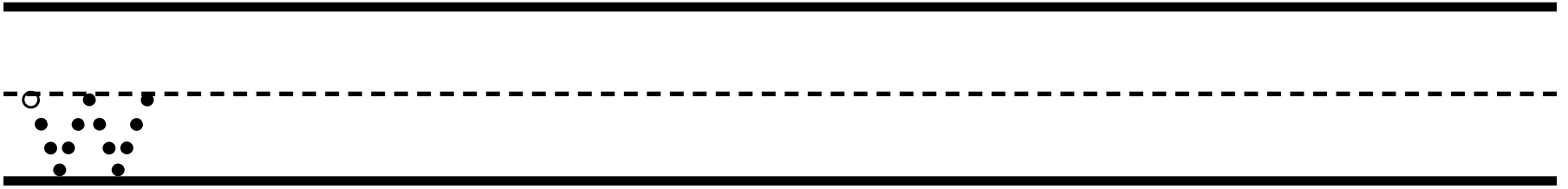




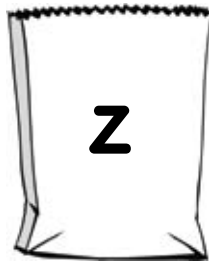
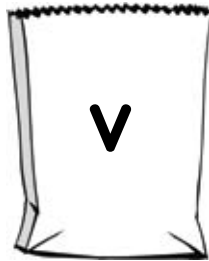
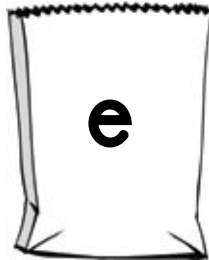
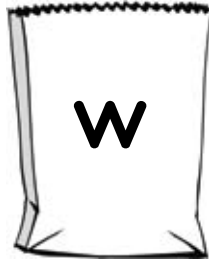




W w



# Clap and Say



Adventure Checkpoint

# Beginning Sound Match

w



z



j



e



h



v



r



l





Adventure Checkpoint

# Sounds and Words

w

j

h

in

rag

e

lit

v

r

b

fin

l

o

g

sob

nip

if

i

lob

d

a

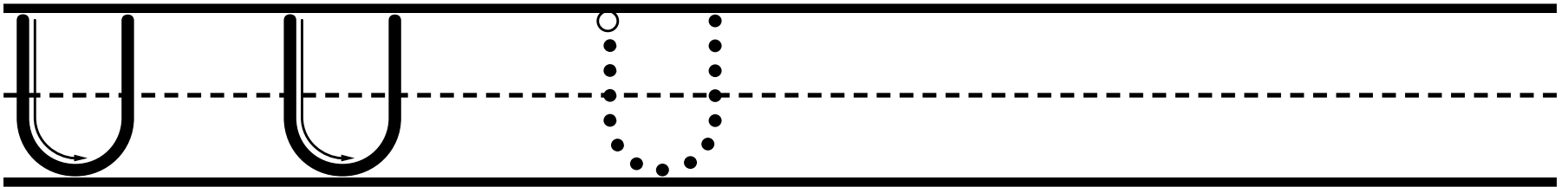
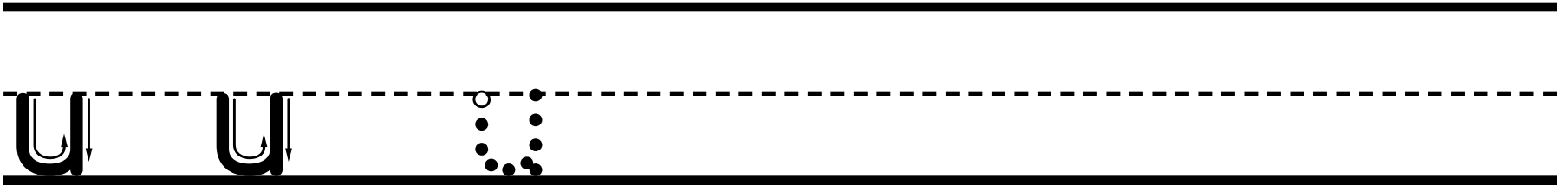
map

jog

on



U u



# Say the Word

t o p

r u g

n a p



s a n d

i t

r a n



a m

n e s t

s o b



p a n

r i b

s i p

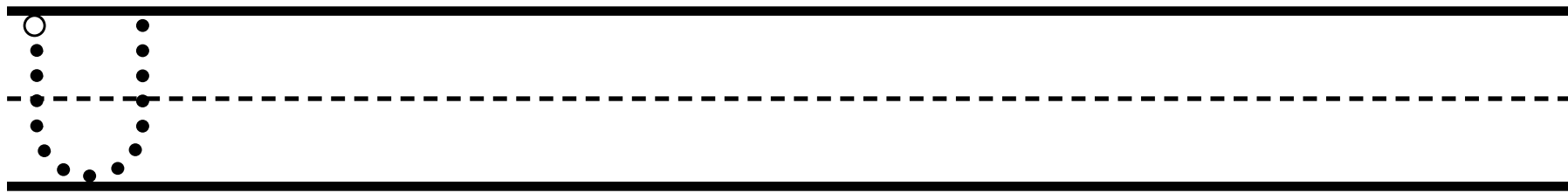
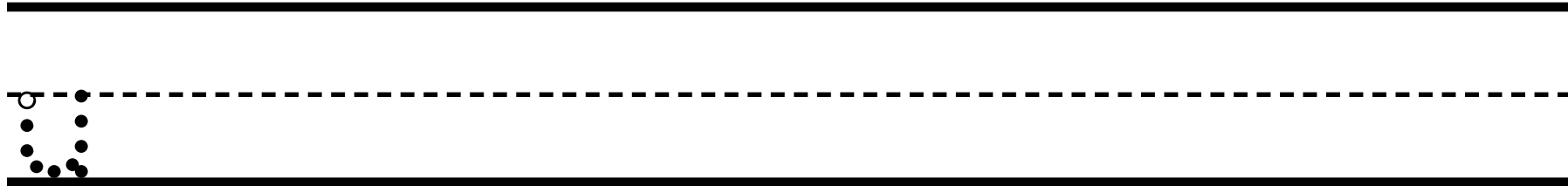






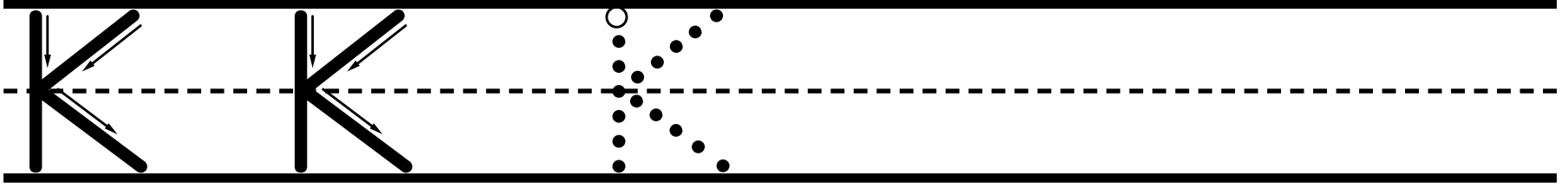
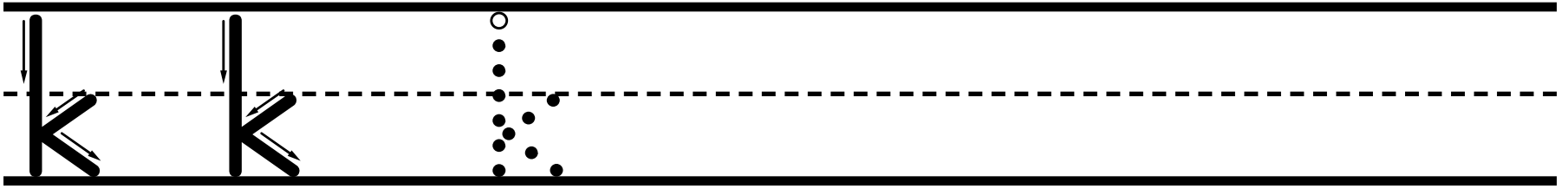


U u





K k





# Say the Word

an

lob

ran

sag

van

am

map

mom

rat

sob

it

lip

rap

rim

rot

lad

mop

on

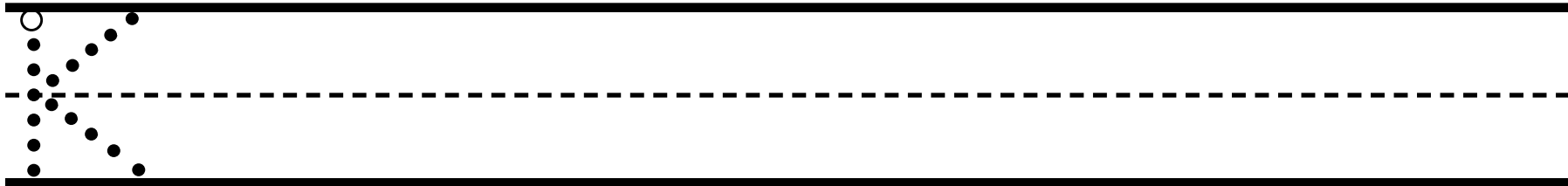
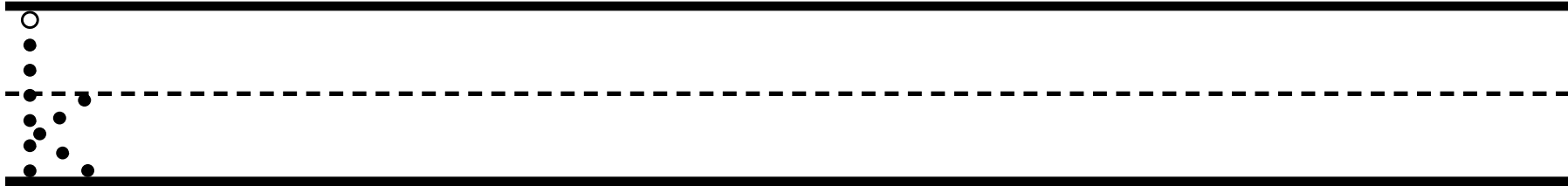
rig

rip



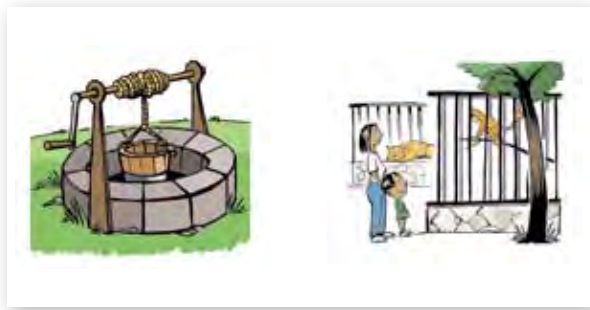
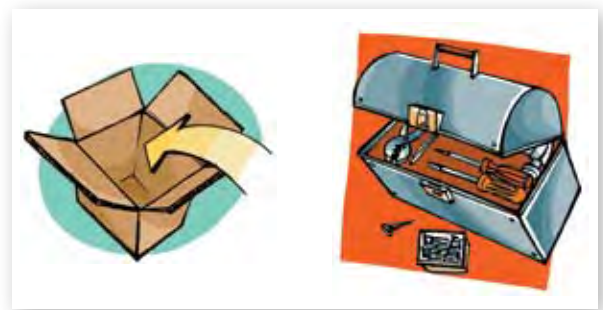
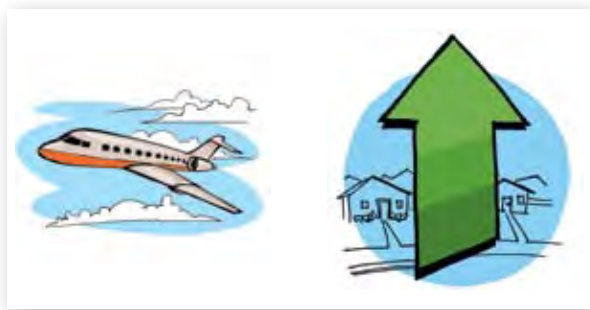


K k





# Which Word Has More Sounds?



# Brown Bag Review

nest sand it ran

nip fast sob zip

at van mast land

mat am last lip

rot wet rag ramp

lit fin lab top



Office of Exceptional Student Education

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## *Office of Exceptional Student Education*

# Distance Learning Packet

## MiCI Program

# Reading K-8

Weeks 4 - 6: May 4 – 22, 2020

Students Rise. We all Rise

DPSCD does not discriminate based on race, color, national origin, sex, disability and/or religion

Contact Compliance for more information at (313) 240-4377 or [detroitk12.org/admin/compliance](http://detroitk12.org/admin/compliance).



# VOYAGER: Reading/Passport B

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 5/04/20 to 5/08/20

- Directions:
- Parents/Guardians will engage in reading activities, identify letters and words, review feelings with student (happy, sad, mean, and nice) and complete adventure wrap-ups.

Voyager Passport is organized into 10-lesson units called Adventures. Each Adventure begins with an Adventure Starter that introduces the content and connects what students know with what they will learn. At the end of 10 lessons, there is a culminating activity with the Adventure Checkpoint Map where every reader is stamped successful!!!

**Goals/Objectives:** Parents and students will mainly focus on letter sounds and sight words and Who/Where/When questions based on the text. Families will also work on writing out sight words for spelling purposes.

**Modules:** Adventure 1 (ADV 1) and Adventure 2 (ADV 2)

**Topic:** Voyage Into Me & Ready, Set, Go.

**Materials Needed:** Passport B Students Workbook and Learn at Home Document, Pencil, Crayons and Pen.

**Target:**

1. Students will mainly focus on letter sounds and sight words
2. Students will be able to correctly *sound out* words that with the letters A, S, M, T, I, R, F, N, O, D, L, B, G, C, H, E
3. Students will be able to identify and discuss pictures with *sight words* “a, it, the, to, said, do, he, so, go, they we, be, my, by, for” (See page B8)
4. Students will be able to compare fiction/nonfiction, retell main events and identify cause/effect.

Week 4	Activity	Do	Extend
Day 1 (ADV 1)	Lesson 1 - Lesson 4	Pages 1-13	Learn from Home Activity
Day 2	Lesson 5 - Lesson 10	Pages 14-29	Learn from Home Activity
Day 3 (ADV 2)	Lesson 1 - Lesson 3	Pages 30-37	Learn from Home Activity
Day 4	Lesson 4 - Lesson 7	Pages 38-49	Learn from Home Activity
Day 5	Lesson 8 - Lesson 10	Pages 50-57	Learn from Home Activity

## Adventure 1 and Adventure 2 (5/4/20 – 5/8/20)

Objectives	<ol style="list-style-type: none"> <li>1. Students will mainly focus on letter sounds and sight words</li> <li>2. Students will be able to correctly <i>sound out</i> words that with the letters A, S, M, T, I, R, F, N, O, D, L, B, G, C, H, E</li> <li>3. Students will be able to identify and discuss pictures with <i>sight words</i> such as “a, is, the, to, said, do, he, so, go, they we, be, my, by, for”.</li> <li>4. Students will be able to compare fiction/nonfiction, retell main events and identify cause/effect.</li> <li>5. Students will be able to discuss and identify feelings</li> <li>6. Students will be able to discuss written sounds from the lessons.</li> <li>7. Students will be able to participate in indoor/outdoor activities identifying pictures from story and text.</li> <li>8. Complete Adventure Center by brainstorming words beginning with introduced sounds and drawing a matching picture using Pencil, Pen, and Crayons*</li> </ol>
Video Link	Select a video or app from the Learn at Home Document
Guided Practice	Students will complete pages 1-57 of Passport B with guided support from a parent/guardian or family member
Closing	Students will review this <b>week's assignments and</b> activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none"> <li>• Drawing or coloring activity that corresponds with the lesson number and modules target sounds and sight words.</li> <li>• Inside/Outside physical activity that corresponds with identifying pictures from the story and text.</li> </ul>
Intervention	<ul style="list-style-type: none"> <li>• Complete Vocabulary Log on pg. B3 or any activity from the district provided ESE Resources.</li> </ul>

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

**Modules:** Adventure 3 (ADV 3) and Adventure 4 (ADV 4).  
**Topic:** Community Cruise & Wondering in the Wild  
**Materials Needed:** Passport B Students Workbook and Learn at Home Document, Pencil, Crayons and Pen.

### Target:

1. Students will mainly focus on letter sounds, phoneme blends and sight words
2. Students will be able to correctly sound out words that with the letters W, P, K, V, J, U, X, Y, S, Z, SH, SN, SP, SC, SK.
3. Students will be able to identify and discuss pictures with sight words “you, your, from, have, are, could, would, of, see, come, some, good, one, once” (See page B9)
4. Students will be able to rhyme, categorize (Animals: cat, dog, bird) and make predictions (“what will happen next?”).
5. Students will be able to sequence what happened “first, then, last”.
6. Students will be able to write sounds from the lessons and start to put in words (P – U – SH = Push; Sh – A – Ck = Shack).
7. Students will be able to participate in indoor/outdoor activities identifying pictures from story and text.
8. Complete Adventure Centers using Pencil, Pen, and Crayons\*.

Week 5	Activity	Do	Extend
Day 1 (ADV 3)	Lesson 1 - Lesson 4	Pages 58-69	Learn from Home Activity
Day 2	Lesson 5 - Lesson 10	Pages 70-85	Learn from Home Activity
Day 3 (ADV 4)	Lesson 1 - Lesson 3	Pages 86-93	Learn from Home Activity
Day 4	Lesson 4 - Lesson 7	Pages 94-105	Learn from Home Activity
Day 5	Lesson 8 - Lesson 10	Pages 106-113	Learn from Home Activity



## Adventure 3 and Adventure 4 (5/11/20 – 5/15/20)

Objectives	<ol style="list-style-type: none"> <li>1. Students will mainly focus on letter sounds, phoneme blends and sight words</li> <li>2. Students will be able to correctly sound out words that with the letters W, P, K, V, J, U, X, Y, S, Z, SH, SN, SP, SC, SK.</li> <li>3. Students will be able to identify and discuss pictures with sight words “you, your, from, have, are, could, would, of, see, come, some, good, one, once”.</li> <li>4. Students will be able to rhyme, categorize (Animals: cat, dog, bird) and make predictions about stories and events (“what will happen next?”)</li> <li>5. Students will be able to sequence what happened “first, then, last”.</li> <li>6. Students will be able to write sounds from the lessons and start to put in words (P – U – SH = Push; Sh – A – Ck = Shack).</li> <li>7. Students will be able to participate in indoor/outdoor activities identifying pictures from story and text.</li> <li>8. Complete Adventure Center by brainstorming words beginning with introduced sounds and drawing a matching picture using Pencil, Pen, and Crayons*</li> </ol>
Video Link	Select a video or app from the Learn at Home Document
Guided Practice	Students will complete pages 58-113 of Passport B with guided support from a parent/guardian or family member
Closing	Students will review this week’s assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none"> <li>• Drawing or coloring activity that corresponds with the lesson number and modules target sounds and sight words.</li> <li>• Inside/Outside physical activity that corresponds with identifying pictures from the story and text related to things in the community and in the wild.</li> </ul>
Intervention	<ul style="list-style-type: none"> <li>• Complete Vocabulary Log on pg. B4 or any activity from the district provided ESE Resources.</li> </ul>

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

**Modules:** Adventure 5 (ADV 5) and Adventure 6 (ADV 6).  
**Topic:** Visiting Relatives & Buzzing Around  
**Materials Needed:** Passport B Students Workbook and Learn at Home Document, Pencil, Crayons and Pen.

**Target:**

1. Students will focus on a few letter sounds, and mainly phoneme blends and sight words.
2. Students will be able to correctly sound out words that with the letters L, S, TH, CL, FL, PL, SL, BR, TR, CR, FR; words with endings est, er, ed.
3. Students will be able to identify and discuss pictures with sight words “her, little, how, now, want, friend, what, any, many, around, about” (See page B10).
4. Students will be able to generate questions and answers, determine problems and solutions
5. Students will be able to identify and analyze characters within the story”.
6. Students will be able to identify and name action words “ing” (throwing, clapping, flipping, crying, sleeping, rocking).
7. Students will be able to determine opposite words “antonyms” (walk/run, sleep/awake) and words that mean the same “synonyms” (hop/jump, smile/laugh).
8. Students will be able to participate in indoor/outdoor activities identifying pictures from story and text.
9. Complete Adventure Centers using Pencil, Pen, and Crayons\*.

Week 6	Activity	Do	Extend
Day 1 (ADV 5)	Lesson 1 - Lesson 4	Pages 114-125	Learn from Home Activity
Day 2	Lesson 5 - Lesson 10	Pages 126-141	Learn from Home Activity
Day 3 (ADV 6)	Lesson 1 - Lesson 3	Pages 142-149	Learn from Home Activity
Day 4	Lesson 4 - Lesson 7	Pages 150-161	Learn from Home Activity
Day 5	Lesson 8 - Lesson 10	Pages 162-168	Learn from Home Activity

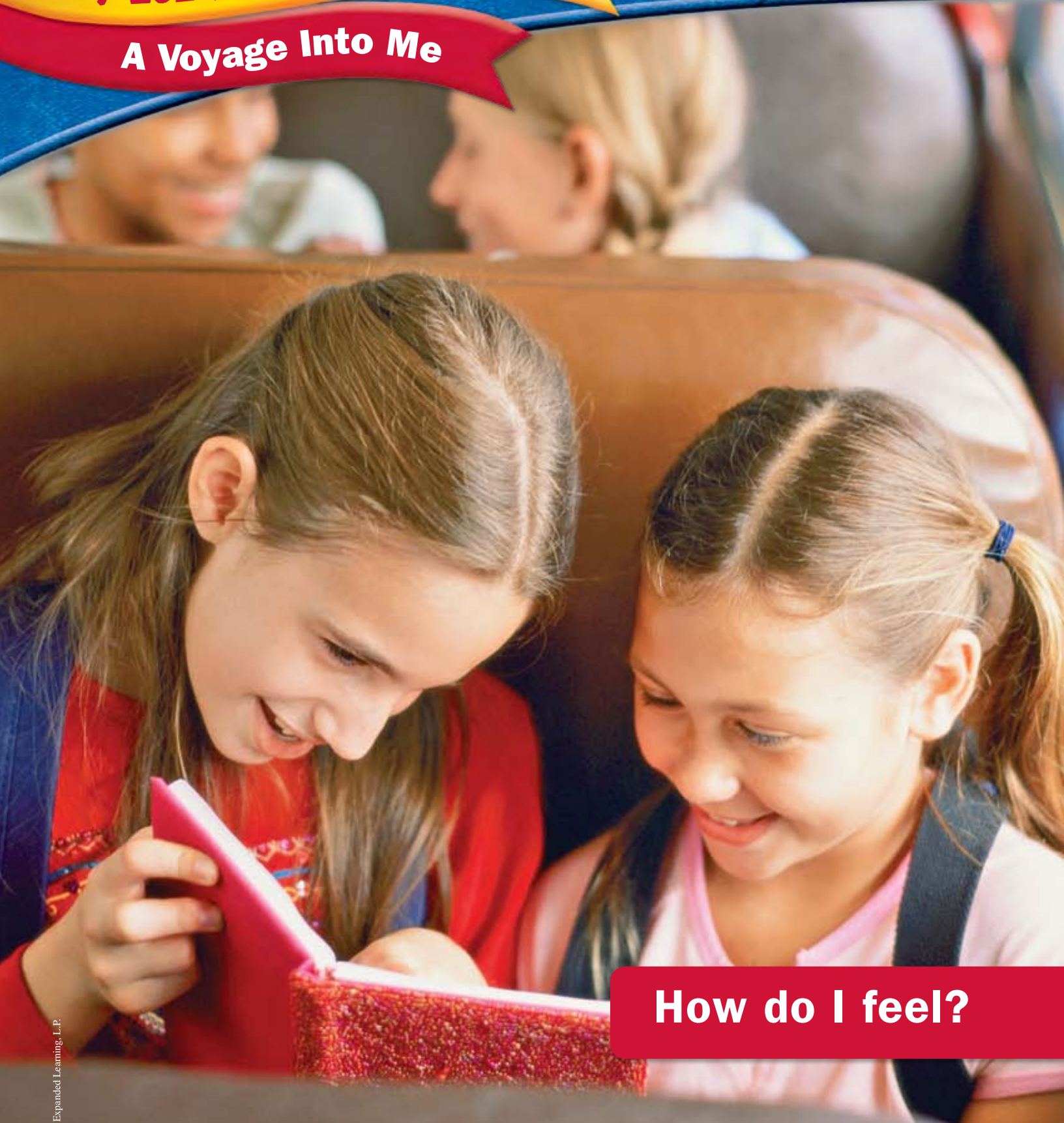
## Adventure 5 and Adventure 6 (5/18/20 – 5/22/20)

Objectives	<ol style="list-style-type: none"> <li>1. Students will focus on a few letter sounds, and mainly phoneme blends and sight words.</li> <li>2. Students will be able to correctly sound out words that with the letters L, S, TH, CL, FL, PL, SL, BR, TR, CR, FR; words with endings est, er, ed.</li> <li>3. Students will be able to identify and discuss pictures with sight words "her, little, how, now, want, friend, what, any, many, around, about".</li> <li>4. Students will be able to generate questions and answers, determine problems and solutions</li> <li>5. Students will be able to identify and analyze characters within the story".</li> <li>6. Students will be able to identify and name action words (throwing, clapping, flipping, crying, sleeping, rocking).</li> <li>7. Students will be able to determine opposite words (walk/run, sleep/awake) and words that mean the same (hop/jump, smile/laugh).</li> <li>8. Students will be able to participate in indoor/outdoor activities identifying pictures from story and text.</li> <li>9. Complete Adventure Centers using Pencil, Pen, and Crayons*.</li> </ol>
Video Link	Select a video or app from the Learn at Home Document
Guided Practice	Students will complete pages 114-168 of Passport B with guided support from a parent/guardian or family member
Closing	Students will review this week's assignments and activities. They will discuss their like, dislikes, and recommendations for new activities.
Extend	<ul style="list-style-type: none"> <li>• Drawing or coloring activity that corresponds with the lesson number and modules target sounds and sight words.</li> <li>• Inside/Outside physical activity that corresponds with identifying pictures from the story and text.</li> </ul>
Intervention	<ul style="list-style-type: none"> <li>• Complete Timed Reading Log, Vocabulary log on pg. B5 or any activity from the district provided ESE Resources list.</li> </ul>



# Adventure 1

## A Voyage Into Me

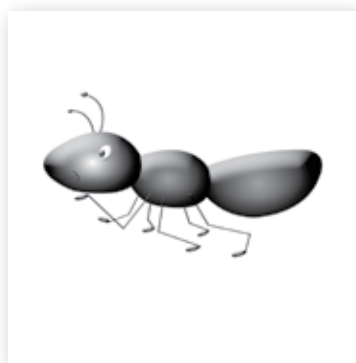
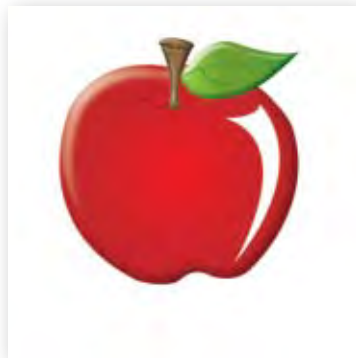


How do I feel?

# Word Works

## Initial Sound Identification

A



## Letter and Sound Identification

B

a A

## Sight Word

C

is



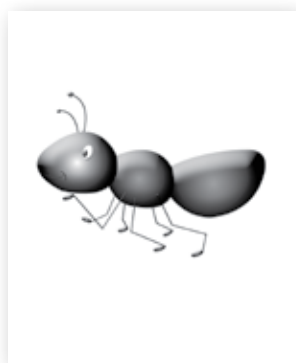
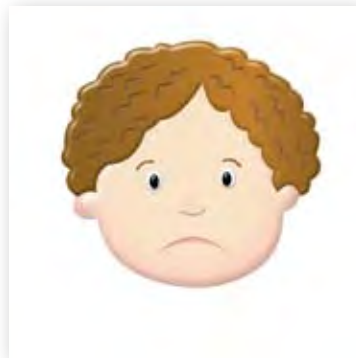




# Word Works

## Initial Sound Identification

A



## Letter and Sound Identification

B

s a S A

## Sight Words

C

a

is a



Sam is







A  !  
Sam is .





Sam is



# Word Works

## Word Reading

A

Sam am

## Sight Words

B

the

is a the





1



2



3



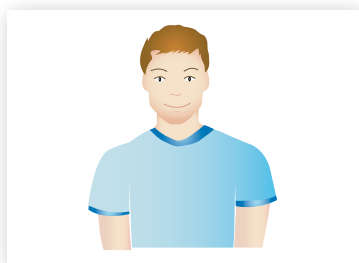
Sam is \_\_\_\_\_.



# Word Works

## Final Sound Identification

A



## Letter and Sound Identification

B

m S t M

a s T A

## Word Reading

C

at Sam am mat

## Sight Words

D

the is a



Fun in the Rain  
Sam sat.





The mat is **wet**.





Sam is  .

# Quick Check

## Letter and Sound Identification

**A**

1. M a s

2. t s m

3. A S M

4. a s T

5. S M T

6. t m a

## Word Reading

**B**

1. Sam am at

2. mat sat am

3. at mat Sam

4. mat at am

5. sat am Sam

6. am mat sat

## Sight Words

**C**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

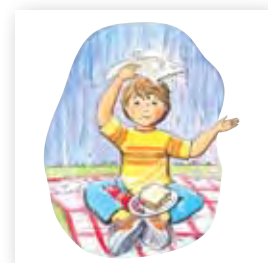
# Comprehension Check

Fun in the Rain

Sam sat.



The mat is wet.



Sam is



Write another sentence for the story. Draw a picture.

---

---



# Word Works

## Letter and Sound Identification

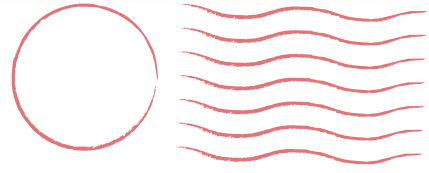
**A** i M I t s  
a S m T A

## Word Reading

**B** sit mat Sam  
am sat Tim

## Sight Words

**C** to  
is the a to



To: Tim

It is \_\_\_\_\_.

Sam



# Word Works

## Letter and Sound Identification

A

S t R s A T

a M I m i r

## Word Reading

B

am

it

Tim

sit

mat

rat

Sam

ram

## Sight Words

C

said

to is the a said





Tim is







Tim said, "Sit."





“It is fun!” Tim said.



# Word Works

## Word Reading

A

fit

fat

sat

mat

sit

rat

if

Tim

## Sight Words

B

do

said

to

is

a

the

do



**Do it, Tam!**



# Word Works

## Letter and Sound Identification

A

i

t

n

I

f

a

R

m

F

r

## Word Reading

B

Nat

ran

fin

tin

sat

rim

fat

mat

## Sight Words

C

do

the

is

to

a

said





A Real Team

Do it, Nat!



Tam ran.



Tam hit the rim!



# Quick Check

## Letter and Sound Identification

**A**

1. i f R

2. F r a

3. r n I

4. N m a

5. r s I

6. f t M

## Word Reading

**B**

1. rat sat fit

2. fan sat Nan

3. fan man sit

4. ram fin rim

5. man tan an

6. tin Tim fin

## Sight Words

**C**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

# Adventure 2

Ready, Set, Go!



How can we have fun  
and stay healthy?



# Word Works

## Word Reading

A

not tan ran Ron

mat rot rat fit

## Sight Words

B

I

is to do said the a I

## Sentence Reading

C

The rat is fat.

I ran to Ron.

Do it!



# Exercise!



Rat is not fit. I am fit!



# Word Works

## Letter and Sound Identification

**A** N m T a t d o D

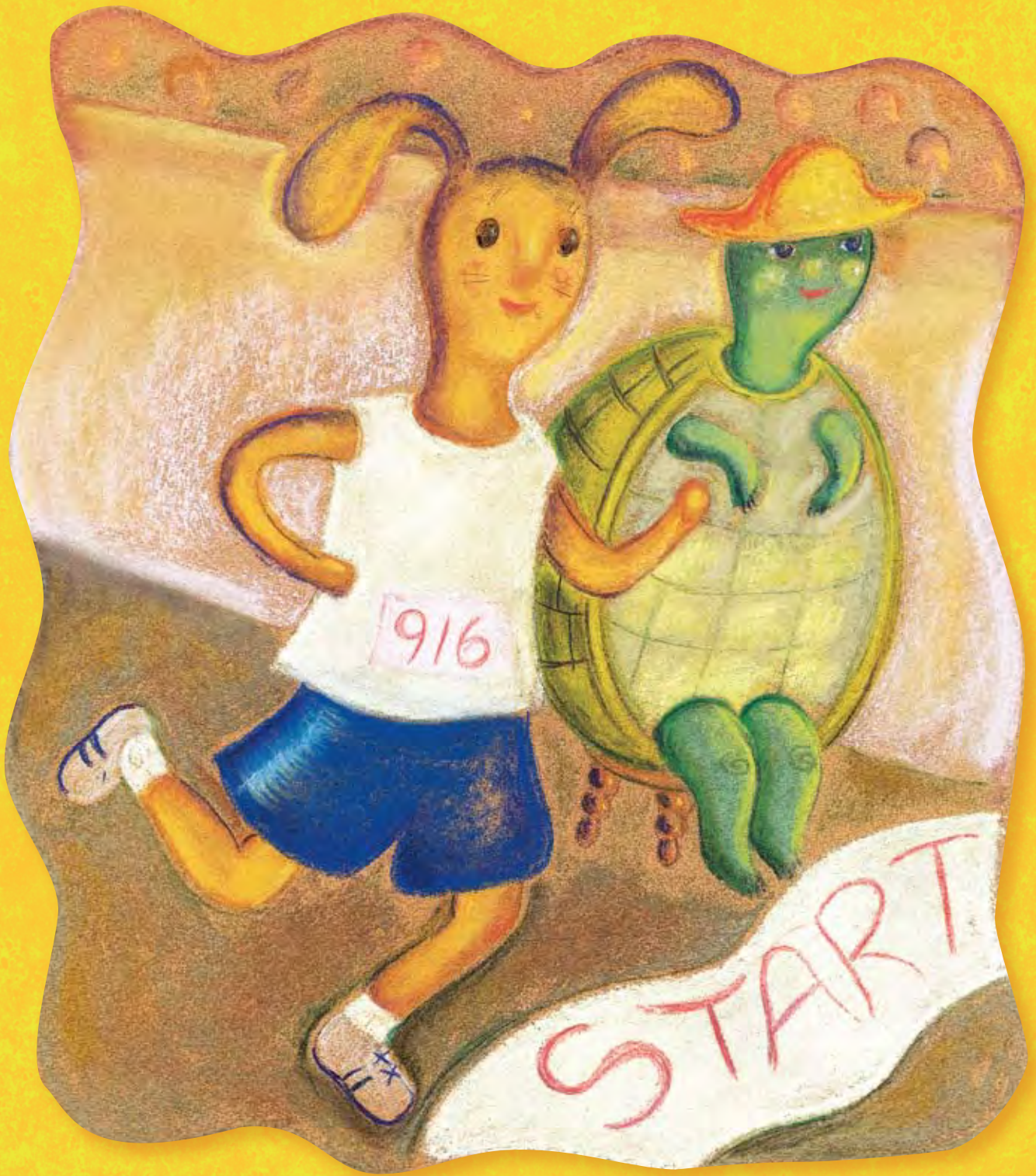
## Word Reading

**B** dot fan dim rat  
rim did mad am

## Sight Words

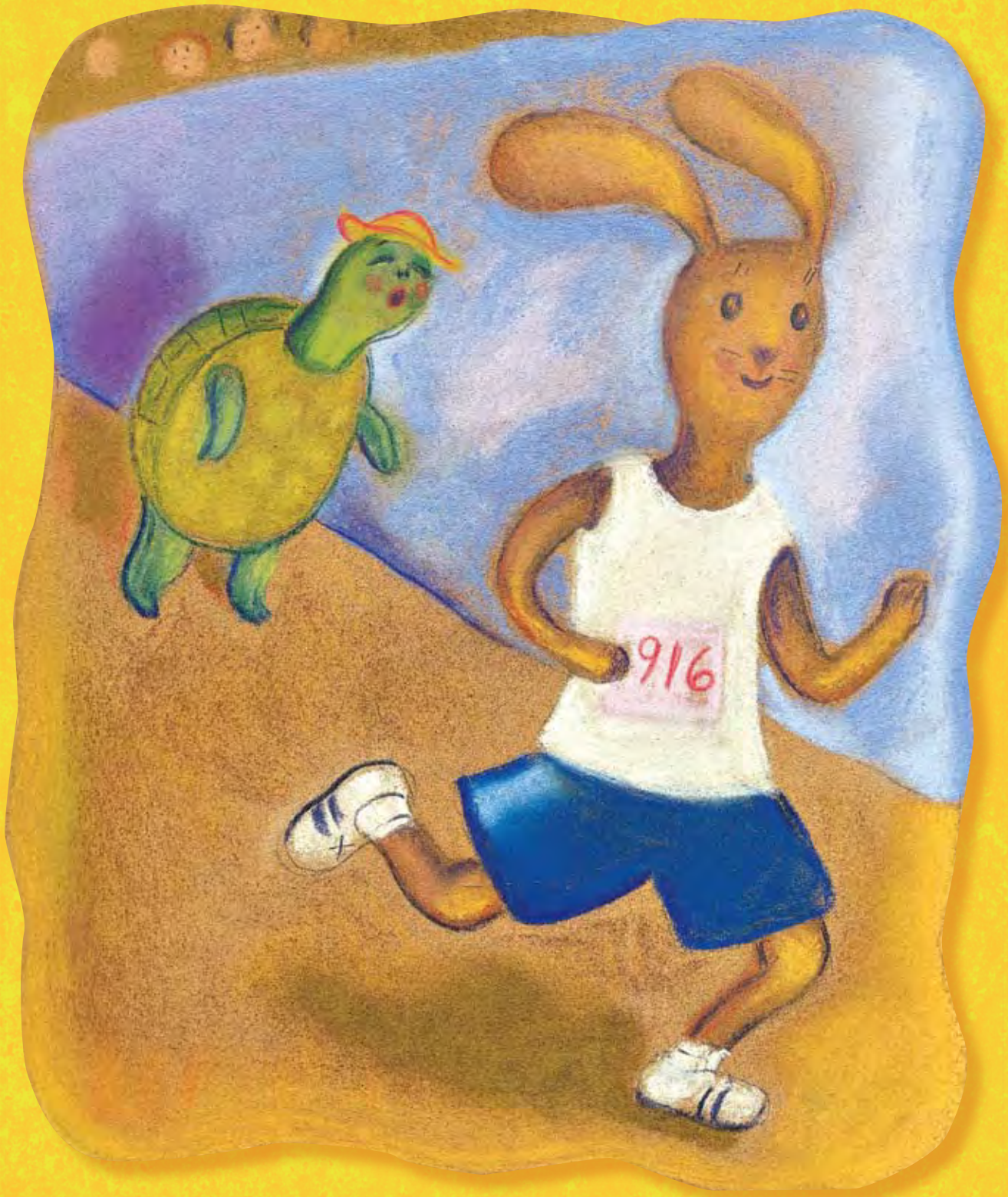
**C** he we be  
do the a said is I he





The Race  
Don did not sit.





Don ran.





He ran to the man.



# Word Works

## Word Reading

**A** lid mill did fit lot  
sit man mat fill

## Sight Words

**B** for  
the he said we is for

## Sentence Reading

**C** He did it for Sal.  
I ran to the mat.  
“Sit!” said the man.





- Lin's List
- Peas 
  - Carrots 
  - Broccoli 
  - Onion 
  - Potato 

Lin did a **list**.  
The lid did not fit!

# Word Works

## Letter and Sound Identification

A

g L o d G a M t

## Word Reading

B

got gill lit dog sill Don mom

## Sight Words

C

we be I said to for a





It is on the sill.







Gil got it for Mom.







It is good.



# Quick Check

## Letter and Sound Identification

**A**

1. D a s

2. o i m

3. A S L

4. a g o

5. l G T

6. i d a

## Word Reading

**B**

1. not did lid

2. got lid lot

3. at tan man

4. dog got dig

5. sat log lot

6. dot fit sit

## Sight Words

**C**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



# Comprehension Check

Draw lines to match the sentences to the pictures.

## The Race

Don did not sit.



Don ran.



He ran to the man.



Write another sentence for the story. Draw a picture.

---

---

# Word Works

## Word Reading

A

fell let get mom  
did net fog red

## Sight Words

B

so go

I for he do be the so go

## Sentence Reading

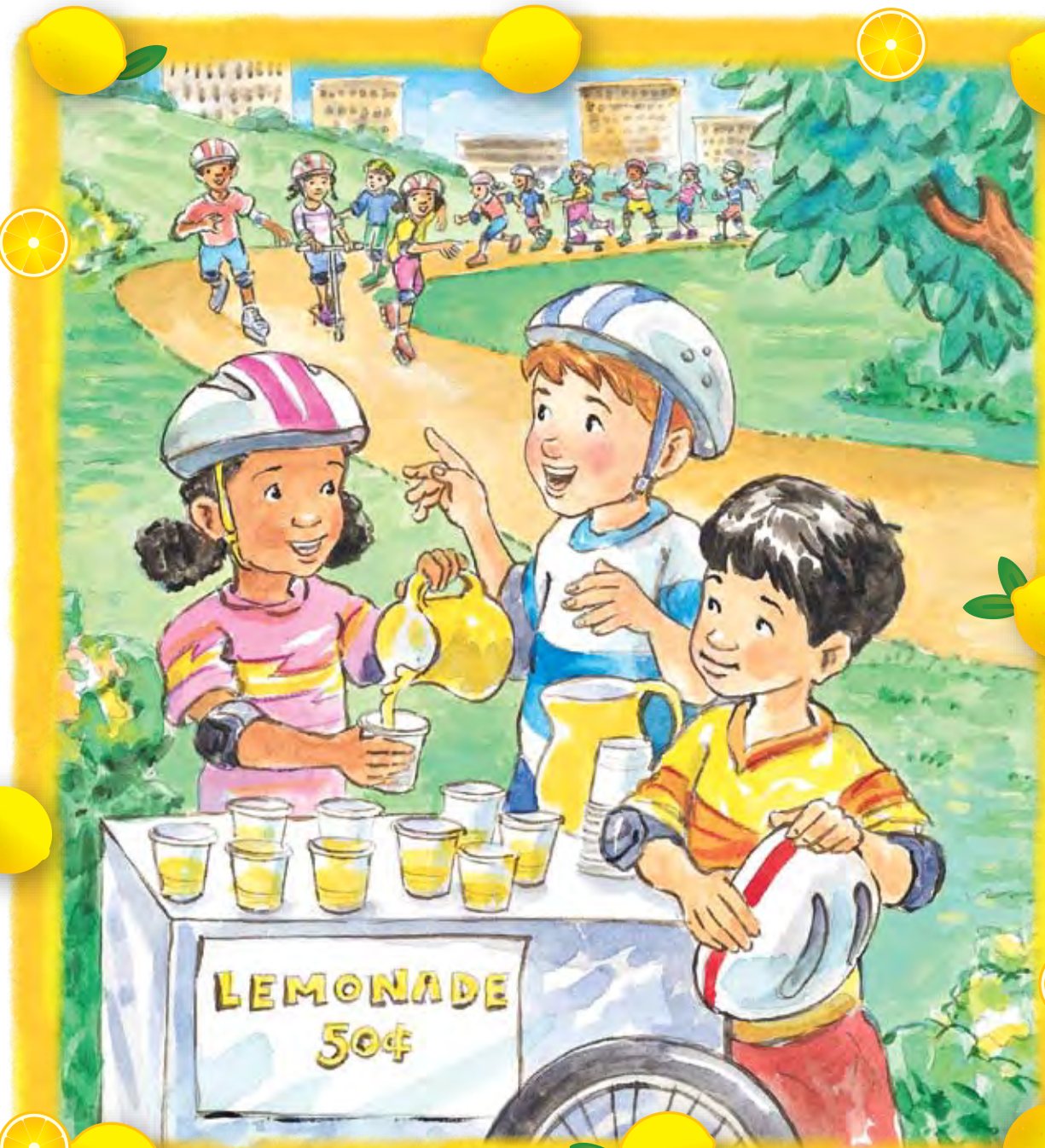
C

He got the red lid.

Do we get to go?

Sam got a net for the man.





“Nell, fill it,” said Al.  
Nell said, “Get ten!”  
We sell a lot.

# Word Works

## Letter and Sound Identification

**A** C t F c o d s D

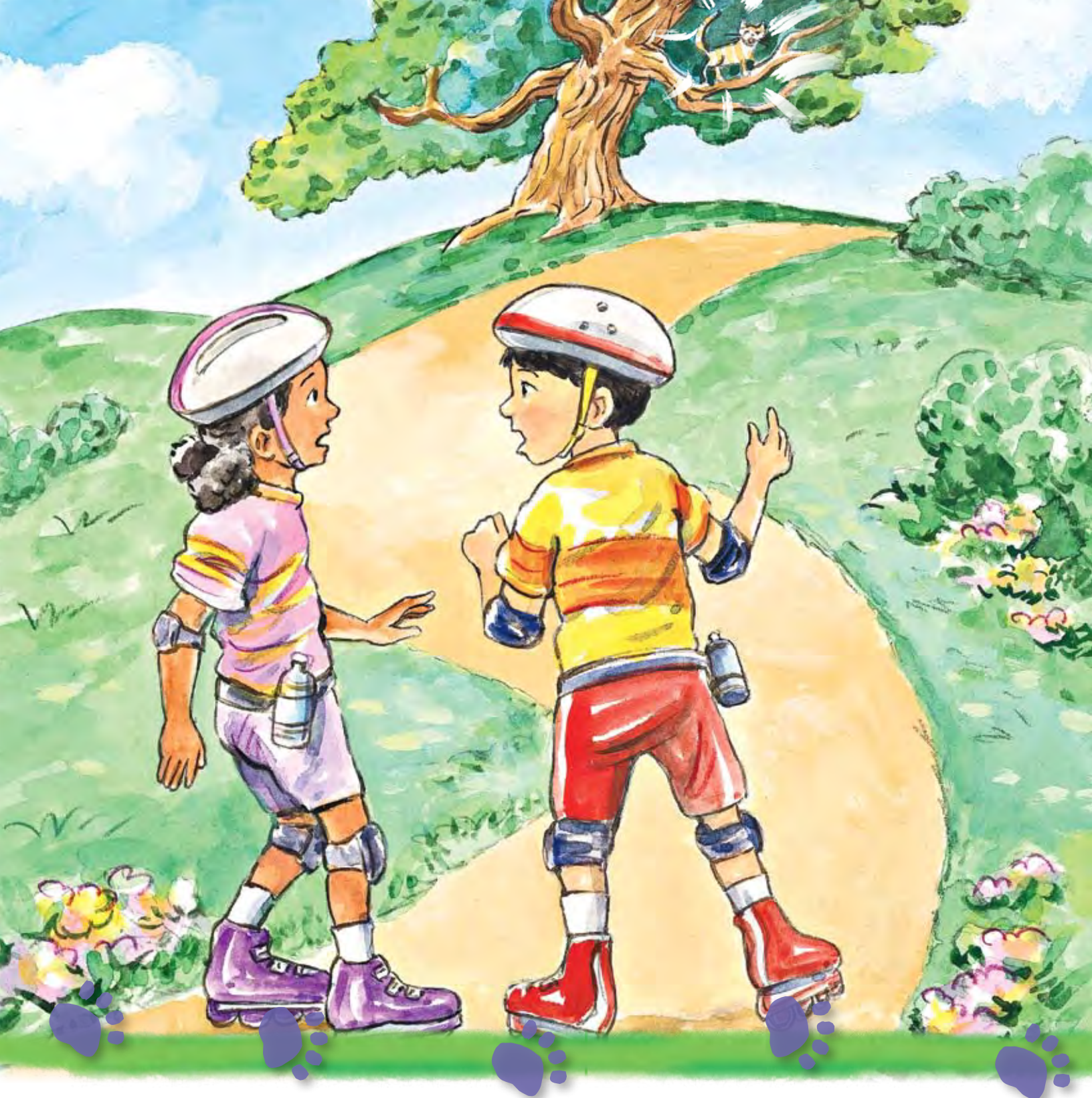
## Word Reading

**B** cat men it set  
fill on cat lid

## Sight Words

**C** they  
for said the is he they





# Can They Save the Cat?

It is a cat!





Al said, "Get set. Go!"





They can sit.

# Word Works

## Word Reading

A

hid fig get lot

hat can hill fin

## Sight Words

B

my by

go I said for to do by my

## Sentence Reading

C

Go set the lid by the tin can.

"The doll is for Nell," said Gil.

The man sat by a log on the hill.





Hal is in the rig.  
It is big!



Hal is on the cot.  
Rest a lot.

# Word Works

## Letter and Sound Identification

**A** b h c B l o E f

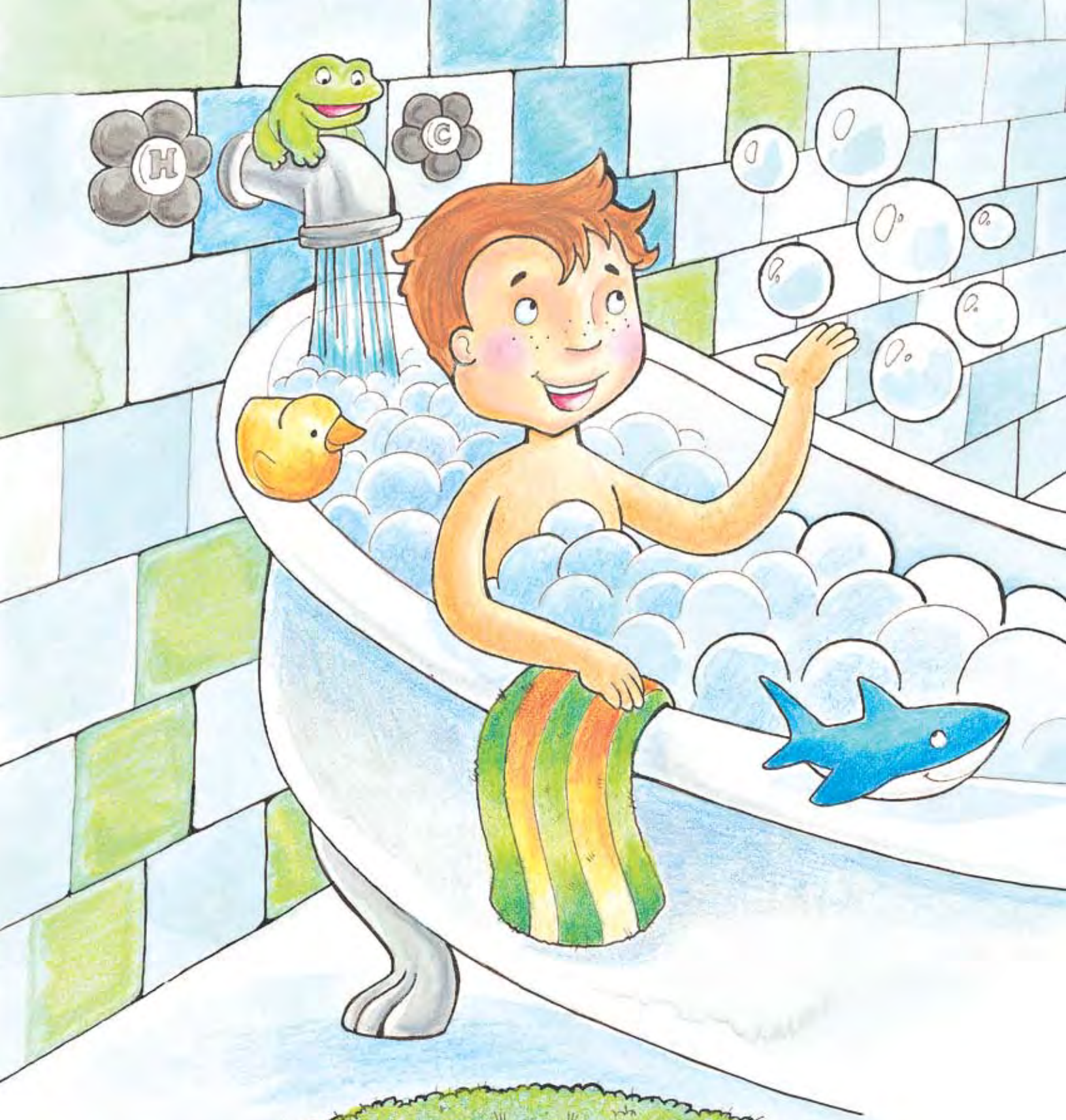
## Word Reading

**B** bed can rig sit  
bell hat not bit

## Sight Words

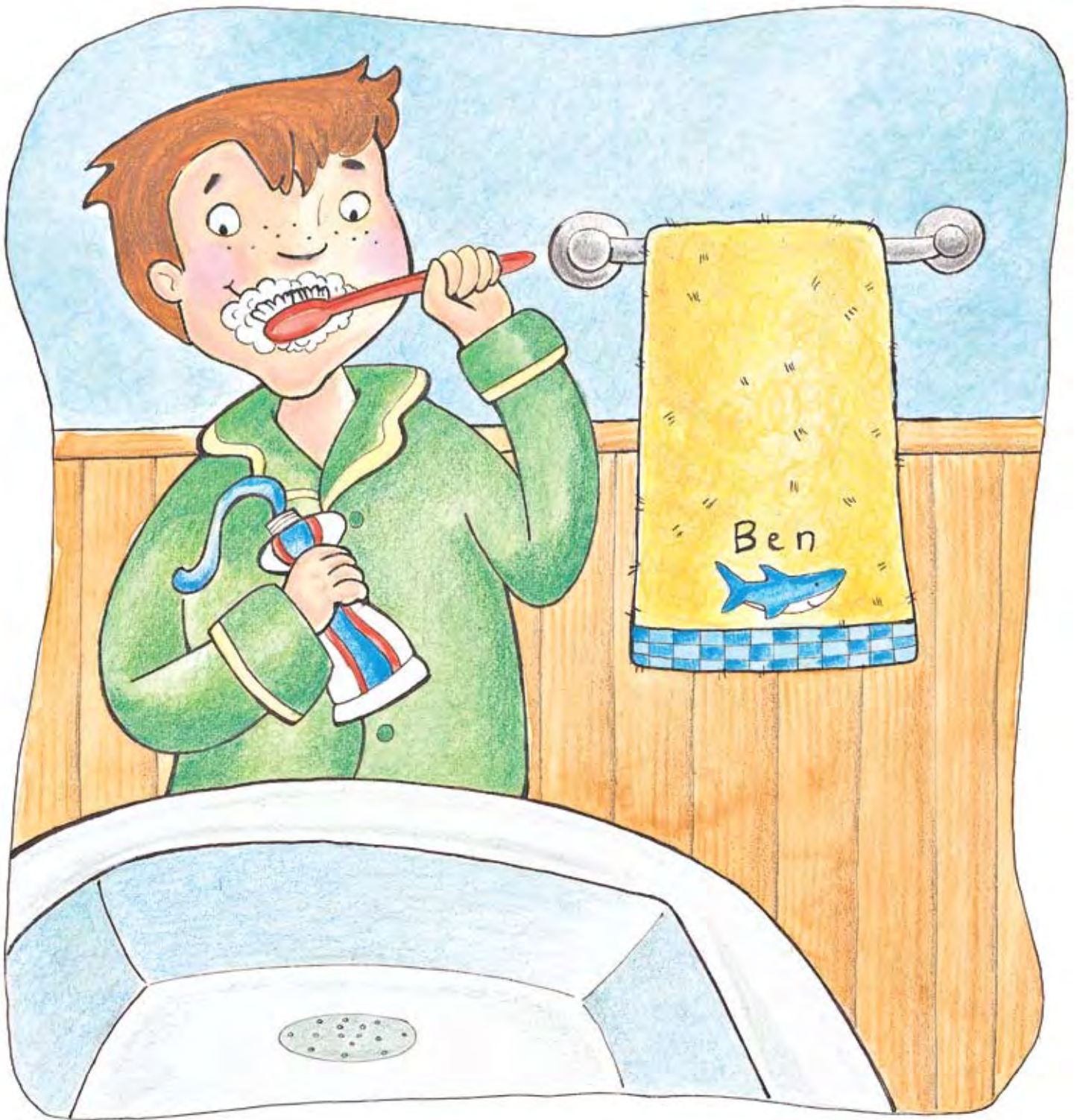
**C** they we he for  
do to my go





Ben can wash.





Ben can brush.





Ben said,  
“Can I fit in my bed?”



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## *Office of Exceptional Student Education*

# Distance Learning Packet

## MiCI Program

# Reading K-8

Week 7: May 26– 29, 2020

Students Rise. We all Rise

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# VOYAGER: Reading/Passport C

## WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



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

Directions: Adventure 1: A Friendship Tour, maps out 10 lessons promoting friendship using questions to activate prior knowledge, graphic organizers to display relationships and decoding words.  
<Complete 1 Lesson a day unless otherwise noted>

Target Goal/Objective(s) Retrieve information from reading comprehension text and the ability to use phonic knowledge and skills to help decode words.

Module Adventure 1: A Friendship Tour  
Topic What do family and friends do together?  
Lessons 1 - 10

Materials Needed: Voyager Passport C Student Book, Pencil, Paper

	Activity	Do	Extend
Day 1	Lesson 1	Text Connection and Concept Map pg. 1	Learn from home activity <a href="https://youtu.be/vp0DXZ2aAVk">https://youtu.be/vp0DXZ2aAVk</a>
Day 2	Lesson 2	Word Works pg. 2	Learn from home activity
Day 3	Lesson 3	Read Sam and the Family pg. 3 & Word Works pg. 4	Learn from home activity
Day 4	Lesson 4	Read Circus Fun pgs. 5 - 7	Learn from home activity
Day 5	Lesson 5	Word Works pg. 8	Learn from home activity

Commented [BG1]: Gave 1 example

## Lesson 1

Objective	Activate prior knowledge and extend text connections to real life examples.
Video Link	<a href="https://youtu.be/vp0DXZ2aAVk">https://youtu.be/vp0DXZ2aAVk</a> - Graphic Organizers
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	Review graphic organizer and discuss outcome
Extend	Resources for additional practice: <a href="https://youtu.be/vhkk51N3EQc">https://youtu.be/vhkk51N3EQc</a>
Intervention	<p><b>Text Connections:</b> Turn to page 1 in the Student Book and look at the picture of the children playing pyramid together.</p> <p>Ask the following questions: 1. What are the children doing? 2. Do you think they are friends? 3. Do your friends and family live close or far away? 4. When do you see your family or friends?</p> <p>Concept Map: What do family and friends do together?</p> <p>Draw a concept map graphic organizer on your sheet of paper, similar to the one provided in the link below. Name some things you like to do with friends and family members.</p> <p>Center circle: Family and Friends</p> <p><a href="#">Concept map template 1</a></p>

**Commented [BG2]:** All of this is meant to be an example for consideration.



## Lesson 2

Objective	Learn how to decode words and spell phonetically regular words.
Video Link	<a href="https://youtu.be/3zJJ1S6-rMc">https://youtu.be/3zJJ1S6-rMc</a> - Sight Word Rap
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	Select and spell favorite sight word(s)
Extend	<a href="https://youtu.be/Bja9hPEl2oA">https://youtu.be/Bja9hPEl2oA</a> - Sight Words for Children – High Frequency
Intervention	<p>Introduce words in Word Reading A and use letter sounds to help read the words.</p> <ul style="list-style-type: none"> <li>• What is the first word? - fan, fat, man, mat, Nan, Nat, ran, sat, tan</li> </ul> <p>Introduce Sight Words B – to, the, on, you, it</p> <ul style="list-style-type: none"> <li>• Point to the first word in the first row</li> <li>• Read aloud and repeat</li> <li>• Student read aloud and repeat for fluency and accuracy</li> </ul> <p>Introduce Sentence Reading C - recognize the use of the previous Sight Words B.</p> <ul style="list-style-type: none"> <li>• Point to the sentence in the first row</li> <li>• Read aloud and repeat</li> <li>• Student read aloud and repeat for fluency</li> </ul>

### Lesson 3

Objective	Apply comprehension monitoring strategies during and after reading.
Video Link	<a href="https://youtu.be/K731qicwYcY?list=PLLxDwKxHx1yKC2UoFwgiUAoZyrgYiDsGB">https://youtu.be/K731qicwYcY?list=PLLxDwKxHx1yKC2UoFwgiUAoZyrgYiDsGB</a> - Comprehension strategies
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	Check for understanding Sam and the Family (summarize)
Extend	<p>Sentence Scramble. Arrange words into sentences.</p> <ul style="list-style-type: none"> <li>• Write a sentence from the passage Sam and the Family on a sheet of paper.</li> <li>• Cut or tear the sentence into individual words.</li> <li>• Trade your words with a family member. Reassemble the scrambled words into sentences.</li> <li>• Repeat with more sentences.</li> </ul>
Intervention	<p>Read the passage, then write a new ending. (Sam and the Family pg. 4)</p> <ol style="list-style-type: none"> <li>1. Reread the passage and think of a new ending.</li> <li>2. Would you have a character do something differently?</li> <li>3. Can you think of a surprise?</li> <li>4. Write your new ending on paper.</li> <li>5. Share your new ending with a family member, caregiver, or friend.</li> </ol> <p>Word Works</p> <p>Letter and Sound Identification A</p> <ul style="list-style-type: none"> <li>• Identify the letter and sound for each letter</li> <li>• Read aloud together</li> <li>• Student will practice each letter independently</li> </ul>



	<p>Word Reading B</p> <ul style="list-style-type: none"><li>• Introduce words (model reading aloud)</li><li>• Student will use letter sounds they know to help read the words</li><li>• What is the first word?</li></ul> <p>Sight Words C - for, they, are, to, the, on, you, it</p> <ul style="list-style-type: none"><li>• Point to the first word in the first row</li><li>• Read aloud and repeat</li><li>• Student read aloud and repeat for fluency and accuracy</li></ul>
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## Lesson 4

Objective	Apply comprehension monitoring strategies during and after reading.
Video Link	<a href="https://youtu.be/IFAkR0i0OeQ">https://youtu.be/IFAkR0i0OeQ</a> - Story Elements (Character and Setting)
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	Ask student to provide examples of characters and settings from any story or cartoon.
Extend	<a href="https://youtu.be/NnK-iPF-8TI">https://youtu.be/NnK-iPF-8TI</a> - Story Elements (Character and Setting)
Intervention	<p>Read Circus Fun and preview the image and text. Focus on character and setting.</p> <p>Ask the following questions as it relates to character and setting:</p> <ul style="list-style-type: none"><li>• Which characters sat on the bus?</li><li>• Did the characters fit on the bus?</li><li>• Why is Sam sad?</li><li>• Did the bus have gas?</li><li>• What is the setting of the story?</li></ul>



## Lesson 5

Objective	Learn how to decode words and spell phonetically regular words.
Video Link	<a href="https://sightwords.com/sight-words/dolch">Dolch Sight Words List   Sight Words: Teach Your Child to Read</a> <a href="https://sightwords.com/sight-words/dolch">https://sightwords.com/sight-words/dolch</a>
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	Create sentences using Sight Words B
Extend	<p>Point to the first word in the first row Word Reading A.</p> <p>Some letters in this word may not make the sounds you know. I'll read this word.</p> <ul style="list-style-type: none"> <li>• This word is beg.</li> <li>• What is this word? (beg)</li> <li>• <b>Let's read the word again.</b> (beg)</li> <li>• <b>Let's spell the word.</b> (b-e-g)</li> <li>• What is the word? (beg)</li> <li>• Repeat with the remaining words in the first row.</li> </ul>
Intervention	<p>Introduce words in Word Reading A and use letter sounds to help read the words.</p> <ul style="list-style-type: none"> <li>• What is the first word? - beg, met, red, set, hen, fed, hot, sob, not, hog, cot, log</li> </ul> <p>Introduce Sight Words B – said, his, was, as, you, they, for, are, the</p> <ul style="list-style-type: none"> <li>• Point to the first word in the first row</li> <li>• Read aloud and repeat</li> <li>• Student read aloud and repeat for fluency and accuracy</li> </ul>

	<p>Introduce Sentence Reading C - recognize the use of the previous Sight Words B.</p>
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- Point to the sentence in the first row
- Read aloud and repeat
- Student read aloud and repeat for fluency



# Adventure 1

## A Friendship Tour



What do family and friends do together?



# Word Works

## Word Reading

A

fan fat man mat  
Nan Nat ran sat tan

## Sight Words

B

to the on you it

## Sentence Reading

C

Nat sat on the tan mat.

You ran to it.

The fat ram ran to the man.





## Sam and the Family

Sam ran to Nan. Sam ran to Mom. Sam sat on the mat. Sam ran out.

Nat ran to Sam and Dad. “You are it, Sam,” said Nat.



# Word Works

## Letter and Sound Identification

**A**

d

D

l

g

I

A

a

i

## Word Reading

**B**

dig

mad

fit

and

sad

sat

man

lid

lit

## Sight Words

**C**

for

they

are

to

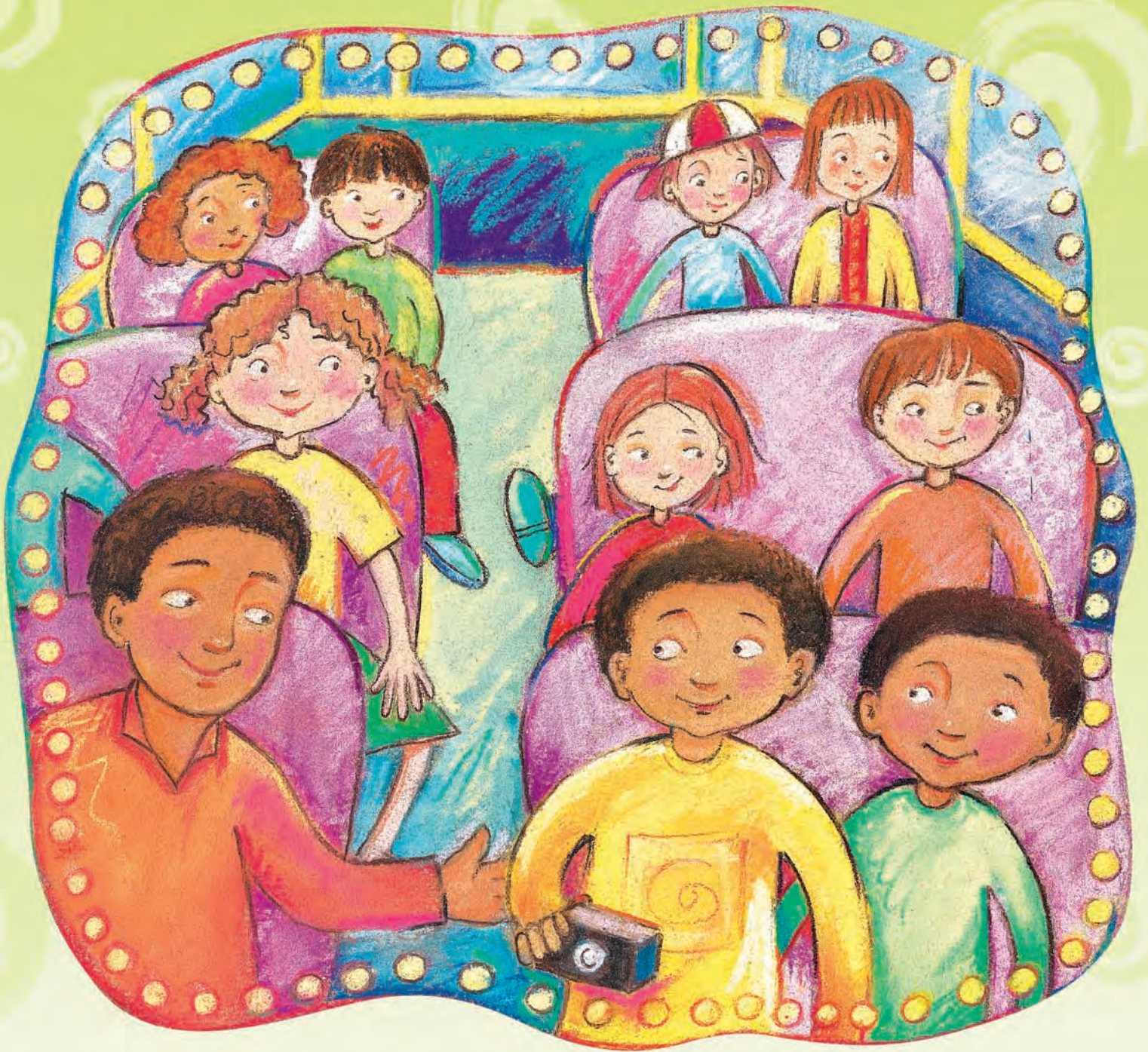
the

on

you

it

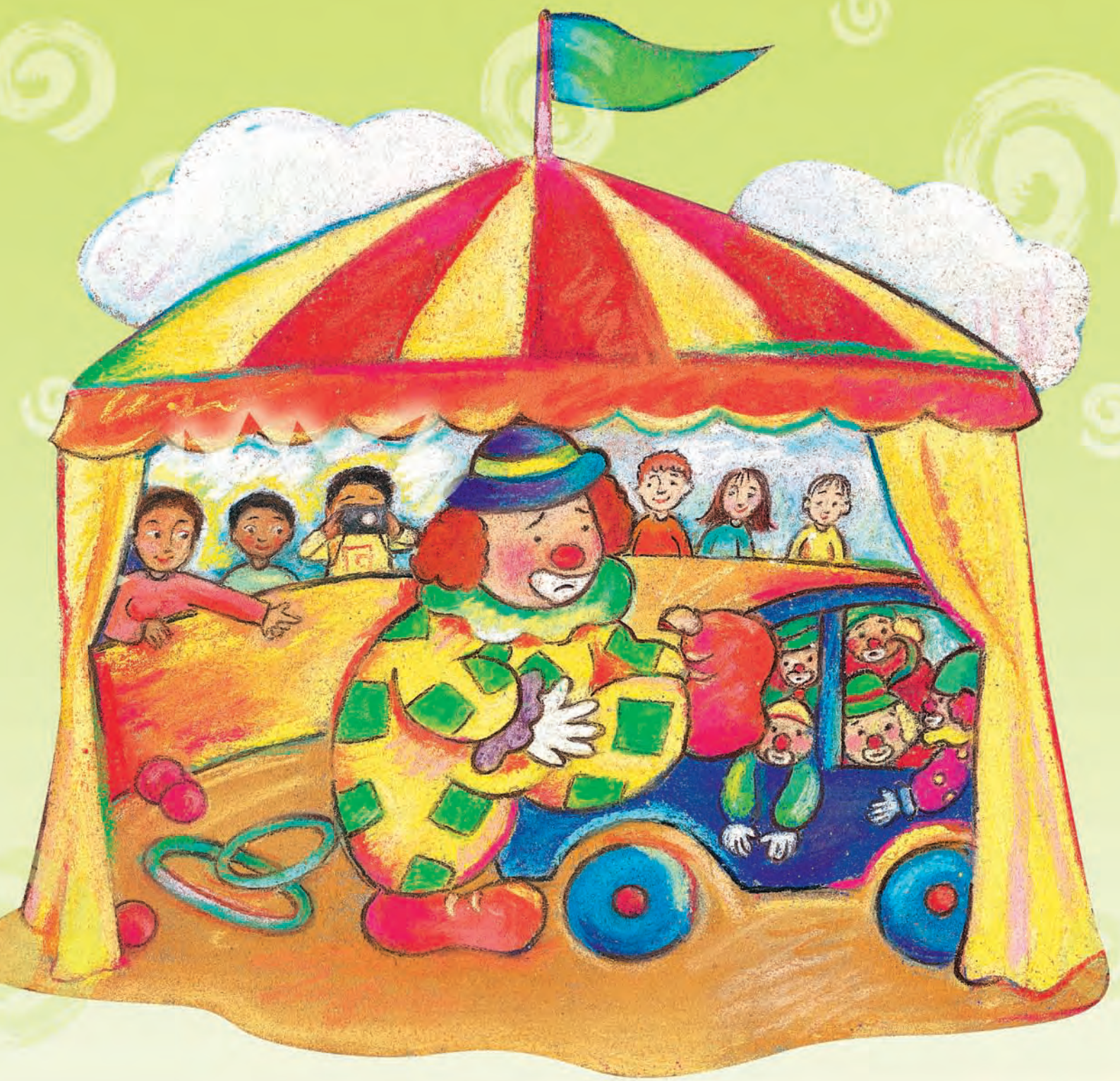




## Circus Fun

Dad, Sam, and Gil sat on the bus. They fit on it.





“Sam, the fat man is sad,” said Dad.





They did fit, but it did not have gas!



# Word Works

## Word Reading

**A** beg met red set hen fed  
hot sob not hog cot log

## Sight Words

**B** said his was as  
you they for are the

## Sentence Reading

**C** Bob fed his hen.  
The hog was not on a log.  
They said, “Get in!”



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## *Office of Exceptional Student Education*

# Distance Learning Packet

## MiCI Program

# Reading K-8

Week 8: June 1 – 5, 2020

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# VOYAGER: Reading/Passport C

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 6/01/20 to 6/05/20

Directions: Adventure 1: A Friendship Tour, maps out 10 lessons promoting friendship using questions to activate prior knowledge, graphic organizers to display relationships and decoding words.  
<Complete 1 Lesson a day unless otherwise noted>

Target Goal/Objective Retrieve information from reading comprehension text and the ability to use phonic knowledge and skills to help decode words.

Module Adventure 1: A Friendship Tour  
Topic What do family and friends do together?  
Lessons 1 - 10

Materials Needed: Voyager Passport C Student Book, Pencil, Paper

	Activity	Do	Extend
Day 1	Lesson 1	Word Works pg. 10 A Pet Party Passage pg. 11-13	Learn from home activity
Day 2	Lesson 2	Quick Check pg. 14 Comprehension Check pg. 15	Learn from home activity
Day 3	Lesson 3	Word Works pg. 16 Tad and Gus Help pg. 17	Learn from home activity
Day 4	Lesson 4	Word Works pg. 18 The List Pg. 19-21	Learn from home activity
Day 5	Lesson 5	Word Works pg. 22 On Top of a Hill pg. 23	Learn from home activity

## Lesson 1

Objective	Activate prior knowledge and extend text connections to real life examples.
Video Link	<a href="https://youtu.be/Bja9hPEI2oA">https://youtu.be/Bja9hPEI2oA</a> - Sight Words for Children – High Frequency
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	Reread the story Then have your student describe the characters. What do you know about the character Kim?
Extend	<p>Before you read A Pet Party Story pg. 11-13</p> <p>Discuss the following:</p> <p>Pets are a lot of fun, but also hard work. We have to take care of our pets. We have to train them, too. When we train a pet, we teach it. We usually train animals so they will be good pets. We teach them to sit and come to us when called. We can also train animals to do fun tricks like roll over, fetch a bone, or even catch a ball. What would happen if you did not train a pet?</p>
Intervention	<p>Letter and Sound Identification (3 min.) Pg. 10</p> <ul style="list-style-type: none"> <li>• Introduce u</li> <li>• Write the letter u on a piece of paper.</li> <li>• Say: This letter is u.</li> <li>• What is this letter? (u)</li> <li>• The sound for u is /u/ as in umpire.</li> <li>• What is the sound for u? (/u/ as in umpire)</li> <li>• Repeat with capital U. Say the letter name and sound for u and U.</li> </ul> <p>Word Reading (4 min.)</p> <ul style="list-style-type: none"> <li>• Introduce Words with u and Initial Consonant Blends</li> <li>• Direct students to Set B.</li> <li>• Write the word mud.</li> <li>• First, I'll say each sound in the word. Point to each letter and connect the sounds as you stretch the word. /M/ /u/ /d/.</li> <li>• Now slide the word back together. Slide your finger under the word as you say the word. Mud.</li> <li>• Now segment and blend the words in Set B.</li> </ul>



- Underline the initial blends in the second row to help read the words.

Sight Words (3 min.)

- Introduce he, that, with
- Go to Set C.
- Point to the first word in the first row.
- Some letters in this word may not make the sounds you know.
- This word is he.
- What is this word? (he)
- Read the word again. (he)
- Spell the word. (h-e)
- What is the word? (he)
- Repeat with the remaining words in the first row.

## Lesson 2

Objective	Learn how to decode words and spell phonetically regular words.
Video Link	
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	Continue practicing missed sight words using the word cards you create.
Extend	<p>Comprehension Check (15 min.)</p> <ul style="list-style-type: none"> <li>• Read "A Pet Party" on page 15.</li> <li>• Then draw lines to match the sentences to the pictures.</li> <li>• Then write another sentence for the story and draw a picture.</li> </ul>
Intervention	<p>Quick Check (10 min.) pg. 14</p> <p>Letter and Sound Identification</p> <ul style="list-style-type: none"> <li>• Say the letters with me.</li> <li>• I will say a sound.</li> <li>• You draw a circle around the letter that makes the sound.</li> <li>• Ready? Listen, /w/ as in walrus.</li> <li>• Wait about 2 seconds, then continue in the same way with the remaining boxes.</li> <li>• Box 2: /g/ as in gorilla</li> <li>• Box 3: /k/ as in key</li> <li>• Box 4: /i/ as in inch</li> <li>• Box 5: /t/ as in train</li> <li>• Box 6: /h/ as in horse</li> <li>• Box 7: /o/ as in otter</li> <li>• Box 8: /a/ as in ant</li> <li>• Box 9: /u/ as in up</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>• Now you will read words.</li> <li>• I will say a word.</li> <li>• You draw a circle around the word.</li> <li>• Ready? Listen, flop.</li> <li>• Wait about 5 seconds, then continue in the same way with the remaining boxes.</li> <li>• Box 2: cup</li> <li>• Box 3: hop</li> <li>• Box 4: dig</li> <li>• Box 5: set</li> </ul>



- Box 6: drop
- Box 7: crib
- Box 8: slap
- Box 9: plan

#### Sight Words

- Student will partner with a family member to make a check next to the words read correctly.
- Students should circle the words read incorrectly or that take more than 2 seconds to read.
- Instruct students to spell, then say the circled words.
- Have student reread the list again until all words in the list are read correctly and quickly.
- Have student read the list of sight words to you.
- If time is an issue, have students read only the circled words to you.
- RETEACH. Have student make word cards for all circled words. Have students practice the words and place them in a word bank to practice daily.

Objective	Apply comprehension monitoring strategies during and after reading.
Video Link	
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	Discuss the importance of chores and how to help around the house.
Extend	<p>Phonemic Awareness (2 min.)</p> <p>Medial Sound Identification</p> <ul style="list-style-type: none"> <li>• I will say the middle sound in a word.</li> <li>• The word is top. Say top. (top)</li> <li>• The middle sound in top is /o/.</li> <li>• <b>Say the middle sound in top. (/o/)</b>It's your turn.</li> <li>• The word is ran. Say ran. (ran)</li> <li>• Say the middle sound in ran. (/a/)</li> <li>• Repeat with the other words in the box.</li> </ul> <p>Read Tad and Gus Help pg. 17</p> <ul style="list-style-type: none"> <li>• Look at the pictures</li> <li>• Gus and Tad want to help out at home.</li> <li>• We sometimes call these specific jobs we do at home chores.</li> <li>• What is the specific chore the boys are doing in the picture?</li> <li>• What are some other chores you can do around the house?</li> </ul>
Intervention	<p>Word Reading (5 min.)Review</p> <ul style="list-style-type: none"> <li>• Have students turn to page 16 in the Student Book.</li> <li>• Direct them to Set A.</li> <li>• Write the word pass.</li> <li>• Tell students that when words have the double consonants at the end of the word, the letters make one sound.</li> <li>• <b>First, I'll say each sound in the word.</b></li> <li>• Point to each letter and connect the sounds as you stretch the word. /P/ /a/ /s/.</li> <li>• <b>Now I'll slide the word</b> back together.</li> <li>• Slide your finger under the word as you say the word. Pass.</li> <li>• Segment and blend the words in Set A.</li> <li>• Have student(s) read the list of words in a way that sounds like natural speech to build fluency.</li> </ul> <p>Sight Words (6 min.)</p> <ul style="list-style-type: none"> <li>• Introduce we, be, put, do</li> <li>• Direct students to the first word in Set B.</li> <li>• Some letters in this word may not make the sounds you know.</li> </ul>



- I'll read this word.
- This word is we.
- What is this word? (we)
- Let's spell the word. (w-e)
- What is the word? (we)
- Repeat with the remaining words in the first row.

#### Sentence Reading

- Choral read each sentence
- Student should reread the sentences in a way that sounds like natural speech to build fluency.
- Student should reread the sentences with a partner for accuracy, then read them again for speed.

Objective	Apply comprehension monitoring strategies during and after reading.
Video Link	
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	<p>Have students answer questions about the passage they read.</p> <ul style="list-style-type: none"> <li>• What was happening in the story?(Dad and the boys were working.)</li> <li>• Who were the characters in the story? (Dad, Gus, and Tad) Who lifts? (Tad)</li> <li>• Who sorts? (Gus)</li> <li>• Have student(s) write or illustrate how they help their family at home.</li> </ul>
Extend	<p>Read The List pg. 19-21</p> <p>In the last lesson, we read a story about Gus and Tad.</p> <ul style="list-style-type: none"> <li>• How were they helping around the house? (They were doing laundry.)</li> <li>• Have students turn to page 19 in the Student Book and look at the pictures for the passage.</li> <li>• Today, we will read "The List." Look at the pictures.</li> <li>• Where are Gus and Tad helping this time? (outside, in the yard)</li> <li>• What kind of list do you think is in this story?(list of chores, list of things to do around the house)</li> </ul>
Intervention	<p>Letter and Sound Identification (2 min.)</p> <ul style="list-style-type: none"> <li>• Introduce Final Blends</li> <li>• Write the letters m and p on a sheet of paper.</li> <li>• The letters m and p together make the consonant blend /mp/ that we hear at the end of the word bump.</li> <li>• Write bump on a sheet of paper.</li> <li>• Underline the consonant blend mp.</li> <li>• Point to the letters and say the sounds in bump. /B/ /u/ /mp/.</li> <li>• Say the sounds</li> <li>• There are many different consonant blends that occur at the end of a word.</li> <li>• Repeat with the final consonant blends nd (land, send) and st (last, best).</li> </ul> <p>Word Reading (3 min.)</p> <ul style="list-style-type: none"> <li>• Introduce Words with Final Blends</li> </ul>



- Write the word best.
- First, say each sound in the word
- Point to each letter and connect the sounds as you stretch the word. /B/ /e/ /st/.
- **Now I'll slide the word back together.**
- Slide your finger under the word as you say the word. Best.
- Have student(s) segment and blend the words in Set B.
- Have students read the list of words in a way that sounds like natural speech to build fluency.

Sight Words (3 min.)

- Introduce have, your, from, or, one
- Point to the first word in Set C.
- Some letters in this word may not make the sounds you know.
- **I'll read this word.**
- This word is have.
- What is this word? (have)
- **Let's spell the word. (h-a-v-e)**
- What is the word? (have)
- Repeat with the remaining words in the first row.

## Lesson 5

Objective	Learn how to decode words and spell phonetically regular words.
Video Link	
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	
Extend	<p>Read the story On Top of a Hill pg. 23</p> <ul style="list-style-type: none"> <li>• What is the boy doing in the pictures?(playing in the snow, having fun, stomping)</li> <li>• What is the girl doing? (pulling a sled, playing in the snow) Where do you think they are going? (up a hill)</li> <li>• What do you think will happen in this story? (They will go sledding.)</li> </ul>
Intervention	<p>Word Reading (5 min.)</p> <ul style="list-style-type: none"> <li>• Introduce Words with Initial and Final Blends</li> <li>• Have students turn to page 22 in the Student Book.</li> <li>• Direct them to Set A.</li> <li>• Write the word melt.</li> <li>• <b>First, I'll say each sound in the word.</b></li> <li>• Point to each letter and connect the sounds as you stretch the word. /M/ /e/ /lt/.</li> <li>• Remind students to practice saying the sounds in the consonant blends together to help read the word.</li> </ul>

- Now I'll slide the word back together.
- Slide your finger under the word as you say the word. Melt.

#### Sight Words (6 min.)

- Introduce this, of, what, were
- Direct students to the first word in Set B.
- Some letters in this word may not make sounds you know.
- I'll read this word. This word is this.
- What is the word? (this)
- Let's read the word again. (this)
- Let's spell the word. ( t-h-i-s)
- What is the word? (this)
- Repeat with the words in the row.

#### Sentence Reading

- Direct students to Set C.
- Have student(s) point to the first sentence.
- Choral read each sentence with student(s).
- Have student(s) reread the sentences in a way that sounds like natural speech to build fluency.
- Have student(s) reread the sentences with a partner for accuracy, then read them again for speed.



# Word Works

## Letter and Sound Identification

**A**

u      w      p      k      v  
U      e      b      P      K

## Word Reading

**B**

mud      cup      bus      plus  
slip      grab      step      drop

## Sight Words

**C**

he      that      with  
was      as      for      are      said





## A Pet Party

Kim let Pug flip on the step. Pug has a vest.





Ben had to grab his pet. His pet can skip fast!





The dog can spin on a spot. A pet party is fun!

# Quick Check

## Letter and Sound Identification

**A**

1. w a b	2. t u g	3. k o M
4. i a e	5. S e T	6. h a e
7. o i u	8. a e i	9. i o u

## Word Reading

**B**

1. fin flap flop	2. cup skip cap	3. him hip hop
4. dug dig dog	5. sat sit set	6. drop grip drip
7. cram crib crab	8. spot slip slap	9. pan plan pet

## Sight Words

**C**

___ the	___ as	___ on	___ was
___ they	___ you	___ with	___ are
___ it	___ to	___ said	___ his
___ for	___ he	___ that	



# Comprehension Check

Draw lines to match the sentences to the pictures.

## A Pet Party

Kim let Pug flip on the step.  
Pug has a vest.



Ben had to grab his pet.  
His pet can skip fast!



The dog can spin on a spot.  
A pet party is fun!



Write another sentence for the story. Draw a picture to go with your sentence.

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# Word Works

## Word Reading

A

pass

yell

zip

stiff

jet

buzz

box

rug

## Sight Words

B

we

be

put

do

said

they

or

you

that

## Sentence Reading

C

He will put on the cap.

His jet will be red.

“We can help you do a lot,” they said.

We can run to the box.



## Tad and Gus Help

“We can help Mom. Get the big box of Zap,” said Tad.

“Do not put in a lot,” said Gus.

“Yes, fill up the cup,” said Tad.

They had to fix the problem fast!



# Word Works

## Letter and Sound Identification

**A**

st

sl

sk

sp

dr

fr

gr

br

## Word Reading

**B**

best

belt

hunt

band

jump

lift

lost

help

## Sight Words

**C**

have

your

from

or

one

put

do

we

you

his

be





## The List

“Time to help a lot. I have a big list,”  
said Dad.





“I can trim,” said Dad. “Tad can lift. Gus can sort.”





“The tan belt and red hat are your gift!”  
said Dad.

# Word Works

## Word Reading

A

melt

skid

draft

sport

blast

flop

stomp

## Sight Words

B

this

of

what

were

from

on

or

your

one

## Sentence Reading

C

Is this a red sled or a pink one?

The sun will melt what is in the glass.

What is your best sport?

Were you thinking of me?





## On Top of a Hill

Meg and I have fun. I stomp and slip.  
Meg will tug the sled. This is a big hill.

I start. The sled can go fast. Plop! Meg is  
a good pal.



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## *Office of Exceptional Student Education*

# Distance Learning Packet

## MiCI Program

# Reading K-8

Week 9: June 8 – 12, 2020

Students Rise. We all Rise

DPSCD does not discriminate based on race, color, national origin, sex, disability and/or religion

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# VOYAGER: Reading/Passport C

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



## Week of 6/08/20 to 6/12/20

Directions: Adventure 1: A Friendship Tour, maps out 10 lessons promoting friendship using questions to activate prior knowledge, graphic organizers to display relationships and decoding words.  
<Complete 1 Lesson a day unless otherwise noted>

Target Goal/Objective Retrieve information from reading comprehension text and the ability to use phonic knowledge and skills to help decode words.

Module Adventure 1: A Friendship Tour  
Topic What do family and friends do together?  
Lessons 1 - 10

Materials Needed: Voyager Passport C Student Book, Pencil, Paper

	Activity	Do	Extend
Day 1	Lesson 1	Word Works pg. 24 Family Day pgs. 25-27	Learn from home activity
Day 2	Lesson 2	Quick Check pg. 28	Learn from home activity
Day 3	Lesson 3	Adventure Wrap-Up Complete Adventure Map Individual Activities	Learn from home activity
Day 4	Lesson 4	Adventure 2 pg. 30-31 Right Choice	Learn from home activity
Day 5	Lesson 5	Listen to the Sounds pg. 31	Learn from home activity

## Lesson 1

Objective	Activate prior knowledge and extend text connections to real life examples.
Video Link	
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	Check for understanding – Family Day Who are the characters? What is the setting?
Extend	<p>Make Inferences</p> <ul style="list-style-type: none"> <li>• Tell students that when they look at pictures and read words, they can understand most of the story.</li> <li>• Explain that they can understand more when they think about what they already know.</li> <li>• Think about what you know and answer the questions.</li> <li>• Why did the people come to the park? <i>Comprehension</i> (to have fun, to spend time with their families)</li> <li>• What do you think the Beck and Ross families will do next? <i>Comprehension</i> (eat with the Vang family)</li> <li>• The Vang family took a pack to the park. Why did they do that? <i>Comprehension</i> (They brought food. They will have a picnic and eat outside.)</li> </ul>
Intervention	<p>Letter and Sound Identification (2 min.) pg. 24</p> <ul style="list-style-type: none"> <li>• Introduce ck</li> <li>• Write the letters c and k on a sheet of paper.</li> <li>• The letters c and k together make the sound /k/, like we hear at the end of the word rock.</li> <li>• What is the sound? (/k/)</li> <li>• We call letter combinations that make one sound digraphs.</li> <li>• Write the word rock on a sheet of paper.</li> <li>• Underline the consonant blend ck.</li> <li>• Point to the letters and say the sounds in rock. /R/ /o/ /k/.</li> <li>• Have student(s) say the sounds with you.</li> <li>• Repeat with the remaining words in the box.</li> <li>• Then have student(s) read the ck words.</li> </ul> <p>Word Reading (5 min.)</p>



- Introduce Words with ck
- Direct student(s) to Set B. Write the word black.
- First, say each sound in the word.
- Point to each letter and say the sounds as you stretch the word. /B/ /a/ /k/.
- Now slide the word back together.
- Slide your finger under the word as you say the word black.
- Have student(s) segment and blend the words in Set B.
- Have students read the list of words in a way that sounds like natural speech to build fluency.

#### Sight Words (3 min.)

- Review Direct students to Set C.
- **Let's read these words quickly.**
- What is the first word? (this)
- Repeat with the remaining words.
- Have student(s) read the list of words in a way that sounds like natural speech to build fluency.

#### Before Reading Family Day (3 min.)

- Preview Image and Text
- Have students look at the pictures on pages 25 to 27 in the Student Book and tell what they see.
- How many families are there? (three)
- What do you think the story might be about? (families doing something together)
- **The title of this story is "Family Day."**
- What does this tell about the story? (It will have something to do with families.)
- Proceed with reading Family Day pgs. 25-27

## Lesson 2

Objective	Learn how to decode words and spell phonetically regular words.
Video Link	
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	Check the letter sounds and review letter sound identification
Extend	
Intervention	<p>Quick Check (20 min.) pg. 28 Letter and Sound Identification</p> <ul style="list-style-type: none"> <li>• Assess students as a group or individually.</li> <li>• Have student(s) turn to page 28 in the Student Book.</li> <li>• Direct them to Set A.</li> <li>• Touch Box 1. Say the letters with me.</li> <li>• I will say a sound(s).</li> <li>• You draw a circle around the letter(s) that stands for that sound(s).</li> <li>• Ready? Listen, /a/ as in apple.</li> <li>• Wait about 2 seconds, then continue in the same way with the remaining boxes.</li> <li>• I will say a sound(s). You draw a circle around the letter(s) that stands for the sound(s).</li> <li>• Box 2: /u/ as in umpire</li> <li>• Box 3: /o/ as in otter</li> <li>• Box 4: /y/ as in yo-yo</li> <li>• Box 5: /g/ as in go</li> <li>• Box 6: /sm/ as in small</li> <li>• Box 7: /sl/ as in slip</li> <li>• Box 8: /gr/ as in grade</li> <li>• Box 9: /k/ at the end of back</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>• Direct student(s) to Set B. Touch Box 1.</li> <li>• Now you will read words. I will say a word.</li> <li>• You draw a circle around the word. Ready?</li> <li>• Listen, pack.</li> <li>• Wait about 5 seconds, then continue in the same way with the remaining boxes.</li> <li>• Box 2: stomp</li> </ul>



- Box 3: grab
- Box 4: stick
- Box 5: clam
- Box 6: bump
- Box 7: snack
- Box 8: band
- Box 9: lift

#### Sight Words

- Direct students to Set C.
- Have students read the list of words quickly.
- Place a check next to the words read correctly.
- Student(s) should circle the words read incorrectly or that take the partner more than 2 seconds to read.
- Instruct student(s) to spell, then say the circled words.
- Have student(s) reread the list until all words in the list are read correctly and quickly.
- Have individual student(s) read the list of sight words to you.

## Lesson 3

Objective	Apply comprehension monitoring strategies during and after reading.
Video Link	
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	Select a letter sound to review and check for phonemic awareness
Extend	<p>Who Makes you happy?</p> <p>Express feelings in a drawing. Materials: Paper and pencil</p> <ol style="list-style-type: none"> <li>1. Draw a simple happy face at the top of your paper.</li> <li>2. Then draw a picture of a person who makes you happy.</li> <li>3. If you can, write the person's name and some words that describe him or her.</li> <li>4. Share the drawing with your family member</li> <li>5. Explaining the person and why he or she makes you happy.</li> </ol>
Intervention	<p>Adventure Wrap-Up (5 min.)</p> <ul style="list-style-type: none"> <li>• During this Adventure, we learned about what families and friends do together.</li> <li>• What is a fun thing you and your family do together?</li> <li>• Have student(s) tell about their fun adventures.</li> <li>• Complete the Adventure Checkpoint Map to track their own progress.</li> </ul> <p>Find that Sound</p> <p>Brainstorm words that include specific sounds or letter combinations. Materials: Write letters on small square pieces of paper.</p> <ol style="list-style-type: none"> <li>1. Place all the letter squares face down on the table.</li> <li>2. One of you will select a square and turn it over.</li> <li>3. Give an example of a word that includes that letter's sound, whether at the beginning, middle, or end.</li> <li>4. If you're correct, turn the square back over. (If incorrect, offer to help.)</li> <li>5. Your partner will now select a square and repeat the steps.</li> </ol>



## Lesson 4

Objective	Learn how to decode words and spell phonetically regular words.
Video Link	
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	<ul style="list-style-type: none"> <li>• Write bag on a sheet of paper.</li> <li>• What do I put at the end of this word to make it plural? (s)</li> <li>• Write guess on a sheet of paper.</li> <li>• What do I put at the end of this word to make it plural? (es) Why do I put -es at the end of guess and not at the end of bag? (When a word ends in an s or x, you have to add -es to make it plural.)</li> </ul>
Extend	<ul style="list-style-type: none"> <li>• Have student(s) turn to page 30 in the Student Book.</li> <li>• Direct them to Set A.</li> <li>• Have student(s) read and build on the new words.</li> <li>• Then, have student(s) use each word in a sentence.</li> </ul>
Intervention	<p>Word Building (5 min.) pg. 30</p> <ul style="list-style-type: none"> <li>• Adding -s and -es to Words</li> <li>• Explain how adding -s or -es to words changes words from singular to plural.</li> <li>• Write the word cat on a sheet of paper.</li> <li>• What is the word? (cat)</li> <li>• Write the word cat again.</li> <li>• If we add -s to cat, we get the word cats.</li> <li>• Add -s to make cats.</li> <li>• What is the word? (cats)</li> <li>• Adding -s to words often means more than one, which is called plural.</li> <li>• My cat went out to play with the other cats on our street.</li> <li>• Write the word bus on a sheet of paper.</li> <li>• What is the word? (bus)</li> <li>• If a word ends in s or x, you make it plural by adding -es.</li> <li>• Write the word bus again and add -es.</li> <li>• For example, the plural of bus is buses. We ride one bus to school. It took five buses to take all the students to the zoo.</li> </ul> <p>Sight Words (6 min.)</p>

- Introduce make, use, out
- Direct student(s) to Set B.
- Point to the first word.
- Some letters in this word may not make the sounds you know.
- I'll read this word. This word is make.
- What is this word? (make)
- Let's read the word again. (make)
- Let's spell the word. (m-a-k-e)
- What is the word? (make)
- Repeat with the other words in the first row.

#### Sentence Reading

- Direct student(s) to Set C.
- Choral read each sentence with student(s).
- Have students reread the sentences in a way that sounds like natural speech to build fluency.
- Have student(s) reread the sentences with for accuracy, then read them again for speed.

## Lesson 5

Objective	Apply comprehension monitoring strategies during and after reading.
Video Link	
Guided Practice	With a family member, caregiver, or friend, complete the recommended lessons as indicated.
Closing	<p>Write sounds on a sheet of paper.</p> <ul style="list-style-type: none"> <li>• Say sounds and have students repeat it.</li> <li>• What sound does a dog make? (woof, bark, ruff)</li> <li>• Write ears on a sheet of paper.</li> <li>• Say ears and have student(s) repeat it.</li> <li>• Where are your ears? Students should point to their ears. We hear sounds with our ears.</li> </ul>
Extend	<p>Adding -s and -es Materials: letter squares</p> <ul style="list-style-type: none"> <li>• Have student(s) use letter squares to build words and then add -s and -es.</li> <li>• Instruct student(s) to write the words they make on a sheet of paper.</li> <li>• Then, have them use each word in a sentence.</li> </ul>
Intervention	<p>Before Reading (3 min.) pg. 31 Building Background Knowledge</p> <ul style="list-style-type: none"> <li>• What kind of sounds do you hear when you're outside?</li> <li>• Do you hear bees buzz, cars honk, or kids squeal?</li> <li>• Have student(s) describe and imitate sounds they hear outside.</li> <li>• Have student(s) turn to page 31 in the Student Book.</li> <li>• We hear with our ears. Hearing is one of our senses. Seeing is another.</li> <li>• Look at the words in the story. These are sound words. Let's read the words.</li> <li>• Choral read the words with student(s).</li> <li>• What could be making these sounds? (Answers will vary.)</li> </ul>



During Reading (5 min.)

Facts and Details

- Choral read the passage with student(s).
- Then, ask student(s) to think about the sounds their ears might hear.
- Then have student(s) read the passage aloud.
- Which sounds are loud? (hitting drums, dogs barking)
- Which sounds do you think are soft? (strumming a song, bees buzzing)
- Have student(s) imitate the loud and soft sounds from the passage.

After Reading (2 min.)

Descriptive Language

Ask the students questions about the passage.

- What does the passage say that you can hear with your ears?  
*Knowledge* (sounds)
- What did you read about that makes sounds?
- What are those sounds? *Knowledge* (drums go rum tum tum; Fred strums; dogs bark; bees buzz; glasses clink)
- What musical instrument do you think Fred strums? *Application* (a guitar)
- What do you think it's like to listen to Fred strum the guitar?  
*Comprehension* (nice, soft, quiet, relaxing)

# Word Works

## Letter and Sound Identification

**A**

ck

br

fr

r

sk

a

e

i

o

u

## Word Reading

**B**

black

pack

clamp

skip

belt

snack

craft

## Sight Words

**C**

this

of

what

were

one

with

they





## Family Day

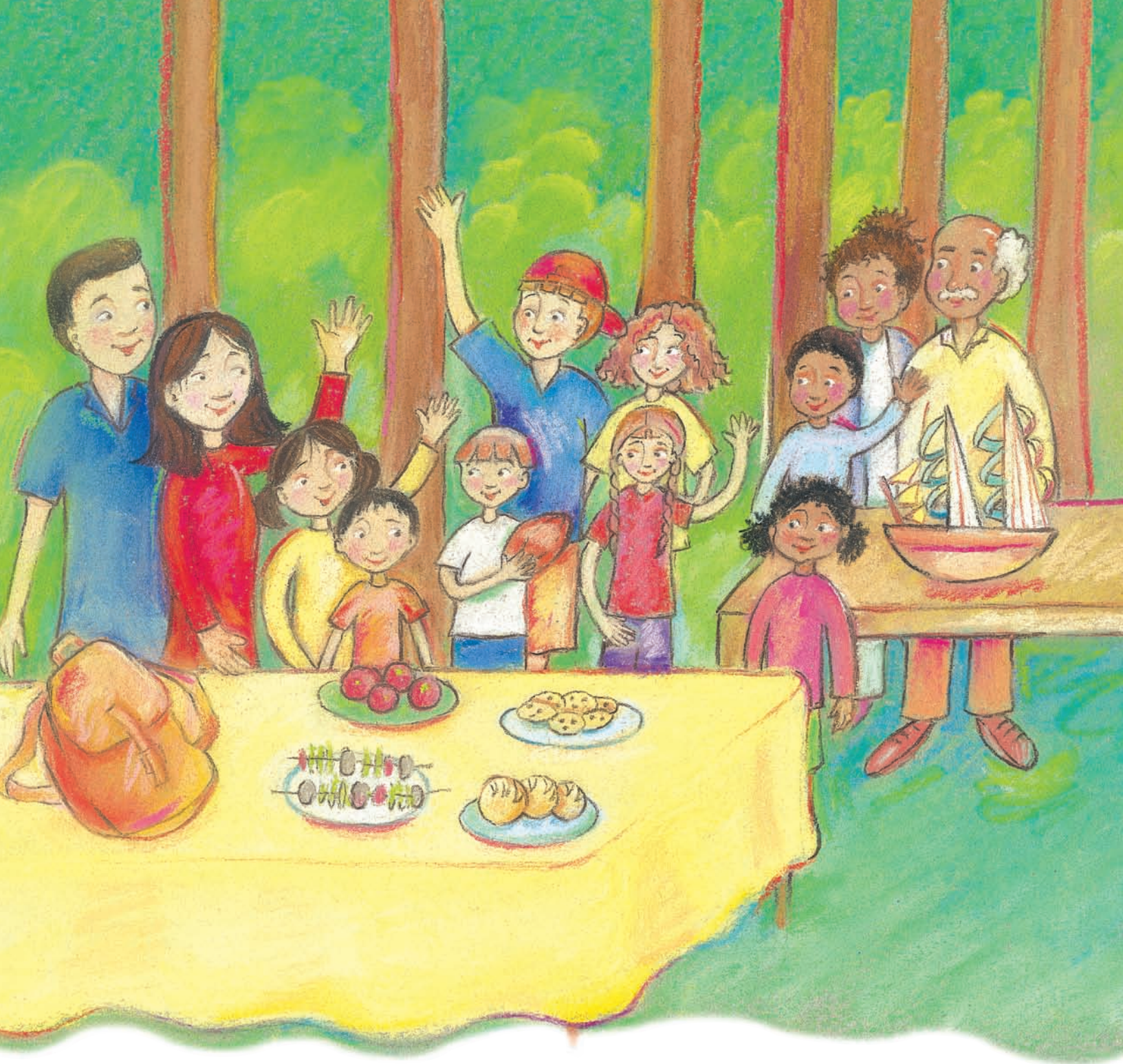
The Beck family can toss the ball at a park.





The Ross family can make a craft. Jack will snip and cut one stick.





The Vang family must lift the big pack.  
“Will you snack with us?” they ask.



# Quick Check

## Letter and Sound Identification

**A**

1. a e i	2. o e u	3. e i o
4. w y v	5. d g b	6. st sl sm
7. cl cr sl	8. gr gl dr	9. ck cr cl

## Word Reading

**B**

1. pack pick back	2. stump stamp stomp	3. grill grab grip
4. slick stick sick	5. clam slam cram	6. back bump dump
7. snack sack snap	8. brand bad band	9. lift lit left

## Sight Words

**C**

___ the	___ one	___ be	___ are
___ they	___ what	___ from	___ his
___ it	___ you	___ your	___ this
___ for	___ to	___ were	___ or
___ as	___ he	___ said	___ of
___ we	___ on	___ that	___ put
___ have	___ with	___ was	___ do



# Adventure 2

## Right Choice



What choices did you make today?

# Word Works

## Word Building

**A** dog class stick drum fan  
dogs classes sticks drums fans

## Sight Words

**B** make use out  
the your to they it with

## Sentence Reading

**C** The foxes get out of the dens.  
We use big sleds to drag the logs.  
They make lunches for many classes.