1st Grade- Week 3

Dear Parent/Guardian,

During Week 3, your child will review a variety of skills, including the <u>oo</u> and <u>u</u> sound that you hear in <u>book</u>, high-frequency words, sequencing, inflectional endings *–ed*, and *–ing*, and charts.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:

https://classroommagazines.scholastic.com/support/learnathome.html https://www.education.com https://www.abcya.com http://www.sheppardsoftware.com https://www.funbrain.com/ https://www.starfall.com/

| | Week 3 At A Glance | | | |
|---------------------------|-------------------------------|--|--|--|
| Day 1 | Read for 20 minutes | | | |
| | Phonics Page 141 | | | |
| Day 2 | Read for 20 minutes | | | |
| | High Frequency Words Page 142 | | | |
| Day 3 | Read for 20 minutes | | | |
| | Comprehension Page 147 | | | |
| Day 4 | Read for 20 minutes | | | |
| | Inflectional Endings Page 148 | | | |
| Day 5 Read for 20 minutes | | | | |
| | Text Feature Page 149 | | | |

Name.

The letters \underline{oo} and \underline{u} can make the middle sound you hear in **book**.

Circle the word in each group that has the same middle sound you hear in took. Write the word.

| I. (hook) | rope | nut | hook |
|----------------|-------|-------|------|
| 2. shake | shook | stop | · |
| 3. fun | flop | full | · |
| 4. foot | tune | fudge | · |
| 5. rush | patch | push | |

Copyright © The McGraw-Hill Companies, Inc.

Beginning/Intermediate Read the first row of words. Guide children to identify *hook* as having the same middle sound as *took*. Encourage partners to continue with items 2-5, saying the words aloud and writing the answer. Then have children listen to the **Sound Pronunciation Audio**.

Grade 1 Unit 3 • Week 5 **141** Name _

Complete each sentence. Use one of the words in the box.

| | done | soon | every | after | work | buy |
|----|-----------|------------|-------|----------------------|-------|---|
| ١. | Matt will | I | buy | – – – a hat. (| | A., |
| 2. | Now she | | | | | |
| 3. | They will | l go to th | | | | hool. |
| 4. | There is | | | to | o do. | |
| 5. | There ar | e dots o | | | | |
| 6. | He will w | ake the | | | A 13 | and |

Copyright © The McGraw-Hill Companies, Inc.

Name

Put the following sentences in order. Use "The Food We Eat" to help you. Write 1, 2, 3, and 4 next to the sentences to put them in order.

_____ Next, trucks take crops to a shop.



___ Last, the family eats.



_____ First, the farm grows beans and grapes.

_____ Then, the family buys the food.





Beginning/Intermediate Pair children of different language abilities to reread the selection. Point to the pictures. Model using the selection to tell which event comes first. Guide partners to sequence the rest of the events. Then have them take turns retelling the selection aloud.

Name_

When you add -<u>ed</u> or -<u>ing</u> to the end of a word that ends with a vowel and a consonant, double the last consonant.

```
drop + ed = drop + p + ed = dropped
drop + ing = drop + p + ing = dropping
```

A. Add -ed to each word. Write the new word.

| ١. | tag | tagged | 2. stop | | | |
|---|---|--------|----------------|-------------------------|--|--|
| | grab | | 4. slam | | | |
| В. | B. Add -ing to each word. Write the new word. | | | | | |
| 5. | hug | | 6. plan | Copyright © The McGraw- | | |
| 7. | drip | | 8. skip | III Companies, Inc. | | |
| C. Write a sentence using a word you wrote above. | | | | | | |
| 9. | | | | | | |

Beginning/Intermediate Review inflectional endings using the instructional box. Model completing item I. Read the word *tag*, and model how double the *g* and add *ed*. Say *tagged*. Guide partners to complete items 2-8. Then have them use the new words in oral sentences.

Name

A chart provides information in an organized way.

A. Use the chart to compare different foods. Answer the questions.

| Food Colors | | | |
|-----------------|--------------|--------------|--|
| Red | Yellow | Green | |
| apple tomato | lemon butter | lime peas | |
| | | | |

I. Circle the two foods that are green.

| | lemon | peas | lime |
|----|---------------|--------------|------|
| 2. | What color is | a lemon? | |

B. Think of other foods that are red, yellow, or green. Add their names to the chart.