

Reading Class Assignments

Please complete the following assignments:



1. Complete the Unit Pages attached to practice your word parts.
2. Attached you will find various readings. Please practice reading each passage. *(1 passage per day)*
 - a. First, read the passage as a whole silently.
 - b. Then, read the passage out loud.
 - c. Now, you will time yourself for a minute. Complete your minute timing at least once a day with one passage, marking how many words you read per minute each time.
 - d. Complete the chart with the date, name of the passage read, and the number of words read in a minute.
3. Attached you will find a "high-frequency" word activity. Please practice reading and spelling the high frequency words given.

Please e-mail me if you have any questions!

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High Frequency Word Practice

Directions:

Below please find a list of high frequency words that the students will practice both reading and spelling. These are words that are often seen or spelled when both reading and writing.

(The list can be split into smaller parts as a strategy, for example splitting the words into groups of five at a time to work on.)

Materials needed:

Index cards or paper cut into pieces

Marker

Part 1:

1. Please create one flashcard per high frequency word.
2. Practice reading and spelling each word.
 - a. Strategy: Trace over the marker with pencil saying each letter in the word and then erase it saying each letter as you erase left to right when practicing spelling the word
 - b. Using the other side of the index card can be helpful, as you can copy the word multiple times when practicing your spelling.

High Frequency Words

1. Toward
2. Often
3. Place
4. Once
5. Above
6. Write
7. Right
8. Their
9. There
10. Sure

Add bonus letters to words that need them. Star bonus letters. Box all welded sounds.

dil [*]	milk	club	nip
ca [*] l	stal	that	quiz
vat	hal	sped	shel
pas	fuz	mis	cros
gap	ches	buf	shut
dres	swift	staf	cob
rap	tal	gulf	snif
con	bal	flos	quil
thug	golf	mif	dul
mes	shop	whip	stres
bel	muf	huf	flos
mal	bas	bras	buf
shred	chug	draft	fal
cuf	skul	shack	slot

Read the words. Box the "welded" sounds with **ng** or **nk** letter combinations (**ing**, etc.).

shrink

lung

plant

strong

plug

skunk

grind

brand

stink

swing

slug

chill

grunt

fang

gang

trunk

draft

brag

blog

stuck

string

black

yank

blank

tank

mink

twig

bring

chunk

hung

flung

cliff

Write the words with boxed sounds on the lines below.

ng words

nk words

Math Test Pangs

Jess had much to do and the task was big. When the bell rang, she had to be set for the next class. She had a big math test, and she felt that she did not get all of it. On her last quiz, she got stuck and had to get some help.

Jess did not stress, but she did ask kids to stop the chat. They did not mind and went into the hall. Jess had to think. She had to cram for the test. She had a list and did one thing, then the next. When the bell rang, she felt a quick pang in her gut, but she did not shrink from the task at hand. Jess was all set for the math test.

In the math class, Jess got the test. She held it and then went blank. Then she had to stop and think. At last she got a pen. She had to trust what she did to get set for this test. She did her best and in the end, she did not do a bad job at all. In fact, she got stuck on just one spot. As she left the class, Jess was glad that the math test went so well.

Read the word. "Scoop" baseword and circle suffix. Write the baseword and suffix.

crashes = $\begin{matrix} \text{Baseword} & + & \text{Suffix} \\ \text{crash} & + & \text{es} \end{matrix}$

shifts = _____ + _____

sprints = _____ + _____

inches = _____ + _____

blesses = _____ + _____

skunks = _____ + _____

splashes = _____ + _____

grunts = _____ + _____

folds = _____ + _____

munches = _____ + _____

blinks = _____ + _____

quills = _____ + _____

brushes = _____ + _____

swings = _____ + _____

drafts = _____ + _____

squints = _____ + _____

cuffs = _____ + _____

crunches = _____ + _____

blinds = _____ + _____

stands = _____ + _____

shrinks = _____ + _____

presses = _____ + _____

twists = _____ + _____

stresses = _____ + _____

"Scoop" or underline the baseword and circle the suffix in each word below. Read the word. Mark the suffix with /t/, /d/, or /ed/ depending on the sound.

/t/
blinked

rested

bonked

/d/
smelled

punched

scripted

/ed/
insisted

willed

stamped

passed

stalled

lumped

bonded

thrilled

puffed

dumped

shifted

trusted

stamped

clenched

swished

called

trashed

plucked

shocked

pinched

crunched

thanked

melted

skilled

quilted

winked

stocked

banged

filled

dashed

blocked

fluffed

listed

filmed

camped

blended

The “Big One”

Brad did not think that it was the best day for fishing, but still, he called Bill. They had the day off and Bill was glad to go with Brad. They were the two kids who did the most fishing, but they did not catch many fish. Both of them were together when Brad’s dad got the “Big One”. That was such a thrill. The fish was twenty inches long! Brad and Bill also wished to catch such a grand fish, but they had not had the luck yet.

On this day, Brad and Bill went toward that old spot on the pond. Brad was standing up in the small boat to send out the fishing line. Brad trusted that the boat would not tip, but it did. Bill blocked Brad’s fall, but still he fell in the pond with his fishing rod. When he got back in the boat, he was a wet mess! At the end of the day, Bill had one sunfish, but that was it. They were still glad to have had the day off and to spend it fishing together even if they didn’t get a thing.

who here what when which
by where why try

whom today head again day

Stan the Frog

Brad has a pet frog whom he calls Stan. Stan swims in the pond and hops on the grass. Stan is soft and fat from the moths he both hunts and traps.

Brad thinks that Stan has the best jump of all the frogs here in the pond. He brags to his pals that Stan could pass a jump test. Brad plans to help Stan jump as tall as a big stack of twigs. What can Brad do to help Stan get to the top? He prods Stan with a small stick. Then Brad yells, "Jump!"

When Stan jumps his best, Brad lets him rest on the black sand which is by the pond. Now, Stan is not up to the task for this drill today. He hops past the twigs to a spot where the grass is tall.

Stan hunts the bugs for a snack. Brad asks, "Why will you not jump for me?" Stan just licks his lips and tilts his head. Brad then drops his stick in the sand. He thinks he should let Stan have a long rest. He will try again the next day.