

**"The Ugly Vegetables"**

**April 1<sup>st</sup> - 19<sup>th</sup>**

**Language Arts Assessment Calendar**

<u>Monday 4/1</u>  20 mins Reading <input type="checkbox"/>	<u>Tuesday 4/2</u>  20 mins Reading <input type="checkbox"/>	<u>Wednesday 4/3</u>  20 mins Reading <input type="checkbox"/>	<u>Thursday 4/4</u>  20 mins Reading <input type="checkbox"/>	<u>Friday 4/5</u> Phonics Test  20 mins Reading <input type="checkbox"/>
<u>Monday 4/8</u>  20 mins Reading <input type="checkbox"/>	<u>Tuesday 4/9</u>  20 mins Reading <input type="checkbox"/>	<u>Wednesday 4/10</u> Sight Word Flash & Vocabulary Definitions Test  20 mins Reading <input type="checkbox"/>	<u>Thursday 4/11</u> Written Spelling Test  20 mins Reading <input type="checkbox"/>	<u>Friday 4/12</u> Grammar Test Common/Proper Nouns & Sentences  20 mins Reading <input type="checkbox"/>
<u>Monday 4/15</u>  20 mins Reading <input type="checkbox"/>	<u>Tuesday 4/16</u> Comprehension Test The Ugly Vegetables  20 mins Reading <input type="checkbox"/>	<u>Wednesday 4/17</u> Homophones Test  20 mins Reading <input type="checkbox"/>	<u>Thursday 4/18</u>  2 Hour Early Release	<u>Friday 4/19</u> <b>NO SCHOOL</b> <b>Easter Break</b>

**Please initial each box to let me know that your child read aloud for 20 minutes each night.**

\*\*\*\* Stated testing schedules/routines are subject to change due to days missed or schedule changes during the school year.\*\*\*\*

*The Ugly Vegetables*, our next realistic fiction story, will help us answer the question "What helps you make decisions about a character?" A little girl learns about her neighbors when she plants a garden. We will do some exploring of planting vegetables ourselves.

**\*\*Please encourage your child to remember to bring home their reading textbook and Library book each weeknight. Please note the AR news on the back.**

**Reading:** Reading Comprehension skill we will be drawing conclusions-use details to figure out more about the text (SOL 2.8 & 2.9) and the target strategy will be to analyze or evaluate- tell how you feel about the text and why (SOL 2.8 & 2.9)  
[TEST Tuesday 4/15].

**Vocabulary:** Please notice our Vocabulary and High-Frequency Words on the back of the newsletter.  
[Sight Word & Definitions TEST Wednesday 4/10].  
**\*\*\*Study words and definitions each night\*\*\***

Students will also learn what **homophones** are identify some common homophones.  
**TEST Wednesday 4/17**

**Grammar:** Students will learn to identify and use common and proper nouns correctly. They will need to know that a noun is a word that names a person, animal, place, or thing. A proper noun is the special names of people, places, or things (p.222). As well, students will continue to work on identifying and creating complete declarative (statement), exclamatory (excitement), and interrogative (question) sentences. They should be able to name the subject and predicate of a sentence. They should also know the 3 rules for writing complete sentences.  
**\*\*Review textbook pages: 30, 58, 82, 350, 378, 118, & 222. (SOL 2.13).**  
[TEST Friday 4/12]

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## Spelling Words/Fundations Unit 10

**NEW: Double vowel syllable: ai and ay (long a vowel sound)**

**REVIEW:** R-Controlled Syllable & Open syllable & y as a vowel: long vowel sounds

Vowel-Consonant-e syllable: long vowel sounds for silent e spelling patterns

Two-syllable words made from combinations of Closed Syllable, Closed Syllable Exception, or Vowel-Consonant-e Syllable & Open Syllable

- |            |            |          |           |           |
|------------|------------|----------|-----------|-----------|
| 1. fainted | 4. explain | 7. pay   | 10. day   | 13. pray  |
| 2. replay  | 5. crane   | 8. rain  | 11. say   | 14. plain |
| 3. trays   | 6. paint   | 9. train | 12. spray | 15. plane |

### Sentence Dictation:

1. I thought his painting of the school was great!
2. We had to wait in the rain when the train was delayed.

Phonics Test: Friday 4/6  
Spelling Homework due: Friday 4/6  
Written Test: Thursday 4/11

### Vocabulary Words and Definitions:

**blooming:** having flowers

**muscles:** parts of the body used to help you move and do things

**nodded:** moved the head up and down

**plain:** simple, not fancy

**scent:** a smell

**shovels:** garden tools used for lifting dirt and soil

**tough:** hard, thick on the outside

**wrinkled:** folded up in a messy way; crumpled

### High-Frequency

#### Words:

air	pictures
car	pretty
cried	told
funny	try
he	window

### Accelerated Reader News

The overall goal of this program is to engage children in good literature that develops reading fluency, an avid reader, and a lifelong love of reading.

***Please remind your student to bring their library book to school each day.***

(AR Goal: 30 points by Friday, April 26th.)

**Please encourage your child to use their AR reading time at school wisely.**