

Target Vocabulary *highlight in dialogue

yarn	spinning	weave	duplicate
strands	dye	sharpen	delicious

Dialogue:

The Sweater

Max: The teacher said we need to make something with yarn.

Molly: That sounds fun. What are you going to knit?

Max: I don't know. I really don't like weaving.

Molly: Maybe you can duplicate one of the teacher's ideas.

Max: He said we can't copy him. Wait, I have a better idea! I can buy a white sweater and dye it a different color.

Molly: Are you sure that will be okay?

Max: I can add some colorful strands of yarn to the shirt.

Molly: You can use the strands to show a spinning top on your sweater.

Max: Good idea Molly! I'll draw a picture of a delicious spinning pizza!

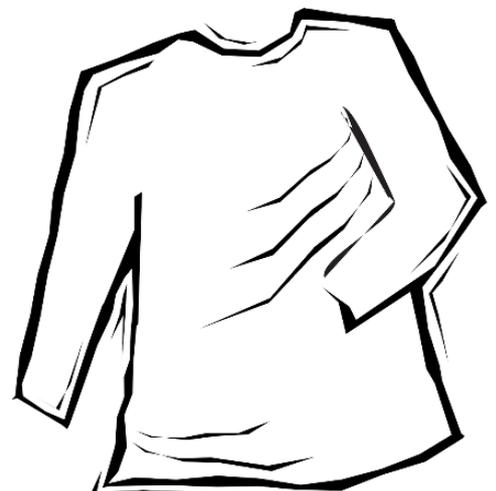
First I need to sharpen my pencil.

Discussion questions:

What does Max need to do?

Can he copy the teacher? _____

What would you put on your sweater? Draw it!

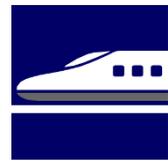


Grammar: Irregular Verbs**Past Simple Verbs**

We usually add -ed to verbs in the past simple. However, for some verbs, we do not add -ed. These verbs are called *irregular verbs*.

Read the sentences. **Find** the irregular verbs.

My friend went to Japan last summer. She said it was really fun. She swam in the ocean and ate lots of delicious food. They took a train from Tokyo and saw Mount Fuji. She thought it was the best trip ever.



Write the irregular verbs from the story next to their base words.

go

went

say

be (is)

swim

eat

take

see

think

Your Turn: Write your own sentence with an irregular verb.

Fluency and Phonics: Suffixes -y, -ly, -ful

Add -y, -ly, or -ful to each base word.

Then write the part of speech for the new word. (N / V / adj. / adv.)

Use the new words to complete the sentences.



helpful	adj.
hope_____	_____
thank_____	_____
wish_____	_____
use_____	_____
pain_____	_____
mouth_____	_____
sad_____	_____
slow_____	_____
kind_____	_____
safe_____	_____
weak_____	_____
wind_____	_____
rain_____	_____

The weather is usually _____ and _____ if there is a typhoon.

She _____ helped the old man walk _____ across the road.

A pencil is _____ for doing homework.

They walked _____ and _____ after their team lost the big game.

Don't talk if you're eating a _____ of food.

His arm felt _____ after he fell down.

The sick child walked _____ up the stairs.

The students are _____ they won't have any homework.

Her mom was _____ that she cleaned up the table after dinner.

JOURNEYS

Decodable Readers

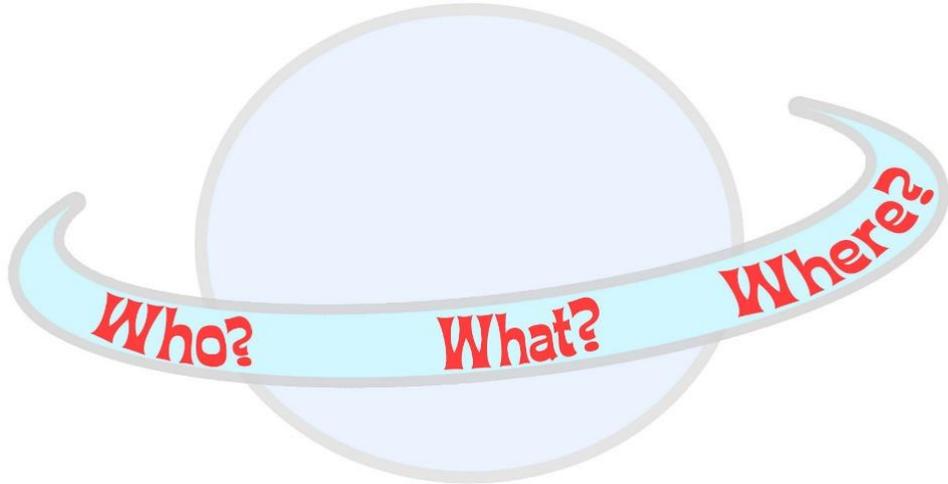
Phonic

Sounds



Four horizontal lines for writing, with large, faint downward-pointing arrows in the background.

Story Title:



Story Title:

Four horizontal lines for writing, with large, faint upward-pointing arrows in the background.

Phonic

Sounds



Dictation:

A long horizontal line with a dashed line underneath it, intended for dictation practice.

Mind Map: Determiners with countable & uncountable nouns

NO, ANY, SOME, MANY, MUCH, ALL.

Read. Then draw.

I have some ice cream.



There are many students.



She has no money.



They don't have much water.



She knows all of _____

Can I eat some _____

Writing and Conversation: Have you ever...?



Have you ever...?

START	been to Japan _____ _____	lost an eraser _____ _____
seen a turtle _____ _____	received a gift _____ _____	swam in the ocean _____ _____
eaten stinky tofu _____ _____	flown in an airplane _____ _____	watched a funny movie _____ _____
read an English book _____ _____	bought something expensive _____ _____	played basketball _____ _____
failed a quiz _____ _____	broken a bone _____ _____	FINISH

Yes, I have. / Yes, I have been to Japan.

No, I haven't. / No, I have never been to Japan.



Parent's Signature

Teacher's Stamp: