This story won the outdoor book award and addresses the reader in second person. Jellyfish depend on ocean currents to move them from place to place and to bring them food. Chemicals protect them by stinging at a touch from friend or foe. Some can produce food inside their bodies, but most are fed by chance. They are of every size. Some are named; some are undiscovered. They are beautiful. They eat. They grow. They exist. Scientists are fascinated by them and children will be too throughout the pages of this book. They can study them and touch the pictures and not be hurt.

Monday
______ Practice spelling words. (Find fun ideas for practicing listed on our website.)
______ Practice target vocabulary– millions, choices, drift, simple, weaker, wrapped, disgusting, decide
______ Review sounds and past high-frequency/sight words on skill sheet.
______ Read or be read to. Minutes read:__________ (Books, fluency passages, etc.)

Tuesday
______ Practice spelling words.
______ Practice target vocabulary words if not yet memorized.
______ Read, “Jellies: The Life of Jellyfish”
______ Math review page: (Look in green folder)
______ Read or be read to. Minutes read:________

Wednesday
______ Practice spelling words.
______ Practice high-frequency/sight words if not yet memorized.
______ Read, “Jellies: The Life of Jellyfish”
______ Math review page: (Look in green folder Wednesday)
______ Read or be read to. Minutes read:________

Thursday
______ Practice spelling words.
______ target vocabulary words if not yet memorized.
______ Read, “Jellies: The Life of Jellyfish”
______ Read or be read to. Minutes read:________

The spelling test and reading/vocabulary word test will be on Friday, October 30th.

+ Minutes of reading on: Friday:_______ Saturday:_______ Sunday:_______

Total minutes read this week:_____________ (Please total all minutes read during the week.)

Research has shown that the single most influential factor in creating successful readers is the amount of time they spend reading. Reading is a skill that improves only with repeated practice. The more children read, the more they are able to read. Make it a goal to read for at least 15 to 20 minutes every day.
Rather than memorizing a specific list of words, focus on learning the spelling rule so that your child can spell any word that fits this rule. Use the week’s fluency passages to help you study, as well as the ideas listed on our website. Help your child become a problem solver when it comes to spelling by asking questions such as, “If you can spell ring, how do you spell sing? That’s right! You just change the first letter because they rhyme!”

This week’s spelling / phonics pattern: contractions

Spelling words for test (Plus the two review words and two optional challenge words):

<table>
<thead>
<tr>
<th>I’m</th>
<th>don’t</th>
<th>isn’t</th>
<th>can’t</th>
<th>we’ll</th>
<th>it’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ve</td>
<td>didn’t</td>
<td>you’re</td>
<td>that’s</td>
<td>wasn’t</td>
<td>you’re</td>
</tr>
</tbody>
</table>

Your child should also be able to spell these “Review Words.”

us    She gave us the prize.
them  I would love to go with them.

Your child will be given the opportunity to write one more word that follows the spelling pattern and harder “High-Frequency” words. This is optional for those students who are interested in a challenge. Do not worry about studying these words unless the “cvc” words are easy and automatic for your child. There is no grade penalty for trying

Challenge words:

These words follow the same rule as above.

Examples of the kinds of challenge words your child will see:

They’re wouldn’t†
Skill Review Sheet

The skill sheet reviews previously learned sounds, sight words, contractions, inflections, etc.
This week’s new sounds, words, etc. will be reviewed on next week’s skill sheet.

Please study any parts of this skill sheet that are not yet automatic and easy for your child. If the sight words are still difficult for your child, focus on mastering those before moving down to the contractions, color/number words, etc.

Blends, Digraphs, Word Parts, etc.: Practice reading these word parts.

| ai       | ode       | ung      | ee       | ur       | ow       | ch       | ame      | old      | oll      | igh      | tch      |
| age      | dge       | ine      | ea       | ow       | (both sounds) | one      | ong      | ore      | ube      |          |          |
| ace      | ild       | ing      | ake      | ite      | oa       | ce       | ci       | ink      | ate      | sh       | ice      |
| ike      | ind       | qu       | ute      | ay       |          |          |          |          |          |          |          |

Letter/Sound Long Vowels

a_e (cage, game, rake, skate, tape, vane) i_e (kite, mice, nine, prize, slide, vine) o_e (globe, hose, nose, note, rope, stone) u_e (cube, flue, mule, tube,)

Initial and Final Blends: Practice reading these consonant blends.

| _mp (as in lamp) | sl__ (as in slide) | cl__ (as in clock) |
| __nk (as in bank) | fr __(as in frog) | fl __(as in flag) |
| cr__ (as in crab) | __nd (as in land) | pl__ (as in plant) |
| bl__ (as in block) | br__ (as in brown) | tr__ (as in truck) |
| __nt (as in tent) | __ft (as in gift) | dr__ (as in drum) |
| __st (as in nest) | __sk (as in desk) | gr__ (as in grass) |
| gl__ (as in glad) | pr__ (as in present) | __lk (as in milk) |

Sight Words: Students should be able to read these words automatically, without sounding them out.

Because better go me old really right they was you afraid dark for kept many might own show why would before my eye open few people happy starts high yellow air car cried funny he pictures pretty told try windows both cold eat green little long we by
Jellies

The Life of a Jellyfish

By: Twig C. George

If you were a jellyfish you would have two choices: to go up or to go down. That’s it. Two. You would not have a brain, so you could not decide what to have for breakfast or where to go for lunch.

The ocean currents would carry you along from place to place. In this way you could travel hundreds of miles. Food might pass by you and get caught in your tentacles. Or not.

Sea turtles, dolphins, and whale sharks would try to eat you. You wouldn’t worry about it because you couldn’t. You would just float on.

You would protect yourself with millions of tiny, mechanical cells that, when touched by another animal, release a chemical and sting. Like a bow and arrow. You would not know if you were stinging a friend or an enemy. You would not even know what a friend or an enemy was!

Jellyfish sting for protection and to catch food. That’s all. They don’t hunt and they can’t chase. They just bump and sting. Bump and sting.

Some jellyfish sting gently. Some jellyfish have a sting so powerful that they are more dangerous than a cobra. These are the Australian box jellies.

Jellyfish are so simple that they look like plastic trash floating in the sea. When an animal eats a jellyfish it stays healthy and strong. When an animal eats plastic it gets weaker and weaker and eventually dies.

Some jellyfish lie on the shallow bottom in clear, warm seas and grow their own food. These are called upside-down jellyfish. Once they have eaten small bits of
algae, just once, they can grow more inside their bodies by sitting in the sun. They are their own greenhouses and grocery stores all wrapped up in one.

To be a jellyfish you need to be shaped like a bell, with at least one mouth, and tentacles. Many animals called jellyfish are really something else. The Portuguese man-of-war is not a real jellyfish. It has an air-filled bubble instead of water-filled bell. Jellyfish are almost all water and a little protein. They look slimy and Disgusting when they wash up on the beach.

In the sea, jellyfish are beautiful. There are jellyfish as big as basketballs with long red tentacles called West Coast sea nettles.

There are tiny, elegant jellyfish that look like a blizzard of snowflakes.

There are jellyfish that grow so big that they are as long as a blue whale. They are called Arctic lion’s mane jellyfish. They pulse and drift. They eat and reproduce. They live and die. All without a brain or a heart.

Someday you might be very lucky and see an ocean full of jellyfish. And, since you have a brain and a heart, you would know you were seeing something unforgettable.

Comprehension Questions to Discuss Together:

1. What is strange about how jellyfish move around?
2. Why does the author want you to imagine you are a jellyfish?
3. Why can’t jellyfish move from side to side?
4. What does the author say about jellyfish that wash up on the beach?
5. Some of this story is based on facts and others opinion. Can you find an example of each?
How We Made Reading Fun This Week:

___My loved-one read this story to me. I told them my favorite part!
___We “echo-read” this story. (Parent reads sentence, child reads the same sentence)
___We took turns reading! (Parent reads one sentence, child reads the next!)
___I circled all of the words that I knew how to read without help. We counted them up together.
___I found all of my “need to know” words in the story and read those sentences perfectly.
___I put rectangles around the words I didn’t know. I practiced reading those words!
___I read this story all-by myself to my family or friends.
___I read this story all-by-myself to my pets, dolls, or toys.
___I read this story in a sill way (e.g. baby voice, monster voice, upside-down, singing it, etc.)
___I played “Hide and Seek” story! (Write story on 3x5 cards. Hide them. Find and read them. Put them in order)
___(Other)___________________________________
Target Vocabulary / Sight Words

Target vocabulary words, and sight words, are words that students need to recognize automatically as they read the story. They may/or may not fit standard spelling rules. The more words children recognize automatically, the better they understand what they are reading because they can focus on the meaning of the text rather than trying to sound out every word. Students need to be able to say each word on this list, within 3 seconds, without trying to sound it out.

<table>
<thead>
<tr>
<th>Words for last week “How Chipmunk Got His Stripes”</th>
<th>Words for this week “Jellies: The Life of a Jellyfish”</th>
</tr>
</thead>
<tbody>
<tr>
<td>tunnel</td>
<td>millions</td>
</tr>
<tr>
<td>curled</td>
<td>choices</td>
</tr>
<tr>
<td>height</td>
<td>drift</td>
</tr>
<tr>
<td>direction</td>
<td>simple</td>
</tr>
<tr>
<td>toward</td>
<td>weaker</td>
</tr>
<tr>
<td>healed</td>
<td>wrapped</td>
</tr>
<tr>
<td>brag</td>
<td>disgusting</td>
</tr>
<tr>
<td>teased</td>
<td>decide</td>
</tr>
</tbody>
</table>

In addition to playing memorization games, use the suggestions below to study the meaning and usage of any of the new words your child doesn’t already know (not checked off):

- Cut out the words above or, for more practice, have your child write them on index cards.
- Ask your child to make up original sentences using the new words.
- Ask your child to say at least one word that rhymes with each of the new words.

While you study next week’s new words, please continue to study any words from previous weeks that are not yet memorized and review words from past stories.