

# Week of April 14-18



## Learn from Home Recommended Daily Schedule for Students



The schedule and resources below are encouraged but not required

Before 8:00am	Wake-up & get your day started: *Wash hands with soap and water. Eat Breakfast & and Clean up Make Bed Hygiene Routine & Get dressed for the day
8:00-8:30	With parent permission and supervision, take a morning walk outside or do stretches inside your house.  *Wash hands with soap and water.
8:30-9:00	-Read a Book: If you don't have a "hard copy" book, here is an online option for K-2nd Graders to listen to a read aloud and discuss the story. <a href="https://www.getepic.com/students">https://www.getepic.com/students</a> <a href="https://hosted330.renlearn.com/277346/">https://hosted330.renlearn.com/277346/</a> These stories can be read multiple times with a focus on retell during the first listening, and then considering details, such as what characters did and why on Day 2 or 3 when listening again. Read and retell: What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part? -Enjoy your book! *Wash your hands with soap and water
9:00-9:30	<b>Recess</b> With parent permission and supervision, play outside: Stay Active. No Electronics! *Wash hands with soap and water
9:30-10:15	English Language Arts (Reading, Language)
10:15-11:00	Science/Social Studies (M,W,F) / Writing (T,TH)
11:00-11:30	Chores: • Go room by room and put things away. Your parents will love this! • If your parents say it is okay, sweep or vacuum a room in your house. • If your parents say it is okay, help your parents wipe counter tops, light switches, and door knobs throughout your house. *Wash your hands with soap and water.
11:30-12:00	Lunch: Eat lunch/clean up With parent permission and supervision, play outside: Work to be active! No electronics! *Wash your hands with soap and water.
12:00-12:45	Math- Complete each daily lesson. You can also utilize these websites: <a href="https://jr.brainpop.com/math/data/">https://jr.brainpop.com/math/data/</a> <a href="https://www.ixl.com/">https://www.ixl.com/</a> <a href="https://my.mheducation.com/login?logout=true">https://my.mheducation.com/login?logout=true</a>

12:45-1:30	<p><b><u>Creative Time/Music:</u></b>  Here are a Few Ideas  Directed Draw (Youtube search "Kids Art Hub")  Play with Legos  Play with Playdoh  <a href="http://www.smartmusic.com">SmartMusic</a> (www.smartmusic.com)- explore your inner musician  Do Puzzles  Paint  Craft of Choice</p> <p><b><u>Music Options for 4/14-4/20:</u></b></p> <ul style="list-style-type: none"> <li>● Body rhythm warm-up</li> <li>● Learn the chorus of "You're a Grand Old Flag"</li> <li>● Review the different composers and styles of music we have learned, using pictures and listening examples</li> <li>● Do a listening assessment to see if they can match the composer/style to listening sample</li> <li>● Go over answers</li> <li>● Practice "Don't Give Up On Me" with the moves students had learned</li> </ul> <p><b><u>4/20/20-4/24/20</u></b></p> <ul style="list-style-type: none"> <li>● Students will do a music/improv acting exercise, sound w/a movement</li> <li>● Talk about Musical Theater genre, do "Aladdin" genie dance and moves to "Friend Like Me"</li> <li>● Do quarter note rhythm cup activity to "Prince Ali"</li> <li>● Review the chorus of "You're a Grand Old Flag"</li> </ul>
1:30-2:15	Spelling

**Our mission is simple, "We will find a way for ALL students to learn!"**

# Monday, April 13

**Reading/AR tests - You can work on your AR goal from home!!**

20 minutes

## **Language Arts**

Vocabulary Page

Read the story Mysterious Tadpole by yourself, with help from an adult, or listen to it here :

<https://www.youtube.com/watch?v=tx97wYpQtAA>

Login to Journeys here:

<https://www-k6.thinkcentral.com/ePC/start.do>

## **Science/Social Studies**

TWIG: What is a Solid? What is a Liquid?

If online access: <https://www.go.twigeducation.com/covid19-us>

Paper Copy: Solid vs Liquid Pages 4 - 10 (Answer questions orally and complete activity)

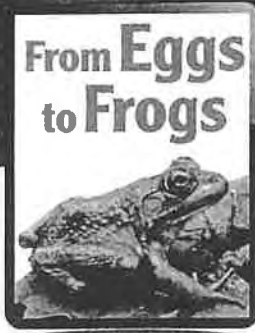
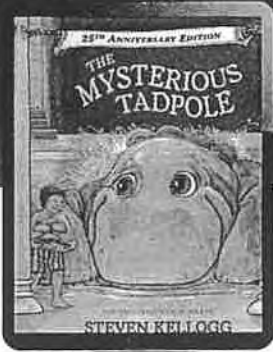
## **Math**

Data, Chapter 9 Lesson 1

## **Spelling Lesson 26**

Rainbow Write

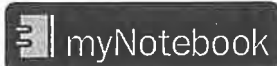
# Lesson 26



## Q LANGUAGE DETECTIVE

### Talk About Words

**Adjectives** describe how something looks, tastes, feels, sounds, or smells. Work with a partner. Find the Vocabulary words that are adjectives. Tell what each adjective describes in the sentence.



Add new words to **myWordList**. Use them in your speaking and writing.

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Use a Vocabulary word to tell about something you did.

1

## ordinary

An ostrich is not an ordinary bird. It runs quickly but cannot fly.



2

## control

This rider uses reins to stay in control of the camel.



3

**cage**

If you own an iguana, you can let it out of its cage.



4

**upset**

This animal is upset because it sees danger.



5

**sensible**

These sensible hippos are smart enough to roll in cool mud on a hot day.



6

**confused**

Jack was confused. He had never seen an animal like this before!



7

**training**

The training of a ferret takes time and patience.



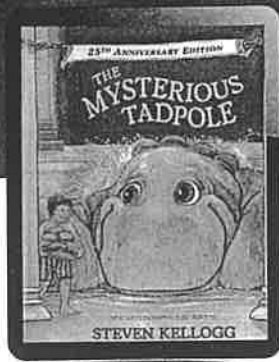
8

**suspiciously**

The wolf looked at the woman suspiciously. It does not trust her.



# ANCHOR TEXT



## ✓ GENRE

A **fantasy** is a story that could not happen in real life. As you read, look for:

- ▶ events that could not really happen
- ▶ characters that are not found in real life



MEET THE AUTHOR AND ILLUSTRATOR

## Steven Kellogg



More than twenty-five years ago, Steven Kellogg first wrote and illustrated

*The Mysterious Tadpole*. Then, for the book's big anniversary, he published a new version with different illustrations and words. The new version is the one you are about to read.



# THE MYSTERIOUS TADPOLE



written and illustrated by  
**Steven Kellogg**

## ESSENTIAL QUESTION

How do some animals  
change as they grow?

“Greetings, nephew!” cried Louis’s uncle McAllister.  
“I’ve brought a wee bit of Scotland for your birthday.”

“Thanks!” said Louis. “Look, Mom and Dad. It’s a  
TADPOLE!”

Louis named him Alphonse and promised to take very  
good care of him.







Louis took Alphonse to school for show-and-tell.

“Class, here we have a splendid example of a tadpole,” exclaimed Ms. Shelbert. “Let’s ask Louis to bring it back every week so we can watch it become a frog.”

Ms. Shelbert was amazed to see how quickly Alphonse grew.

“Maybe it’s because he only eats cheeseburgers,” said Louis.

When Alphonse became too big for his jar, Louis moved him to the kitchen sink. “He’s the perfect pet!” said Louis.



Louis and Alphonse loved to play games.

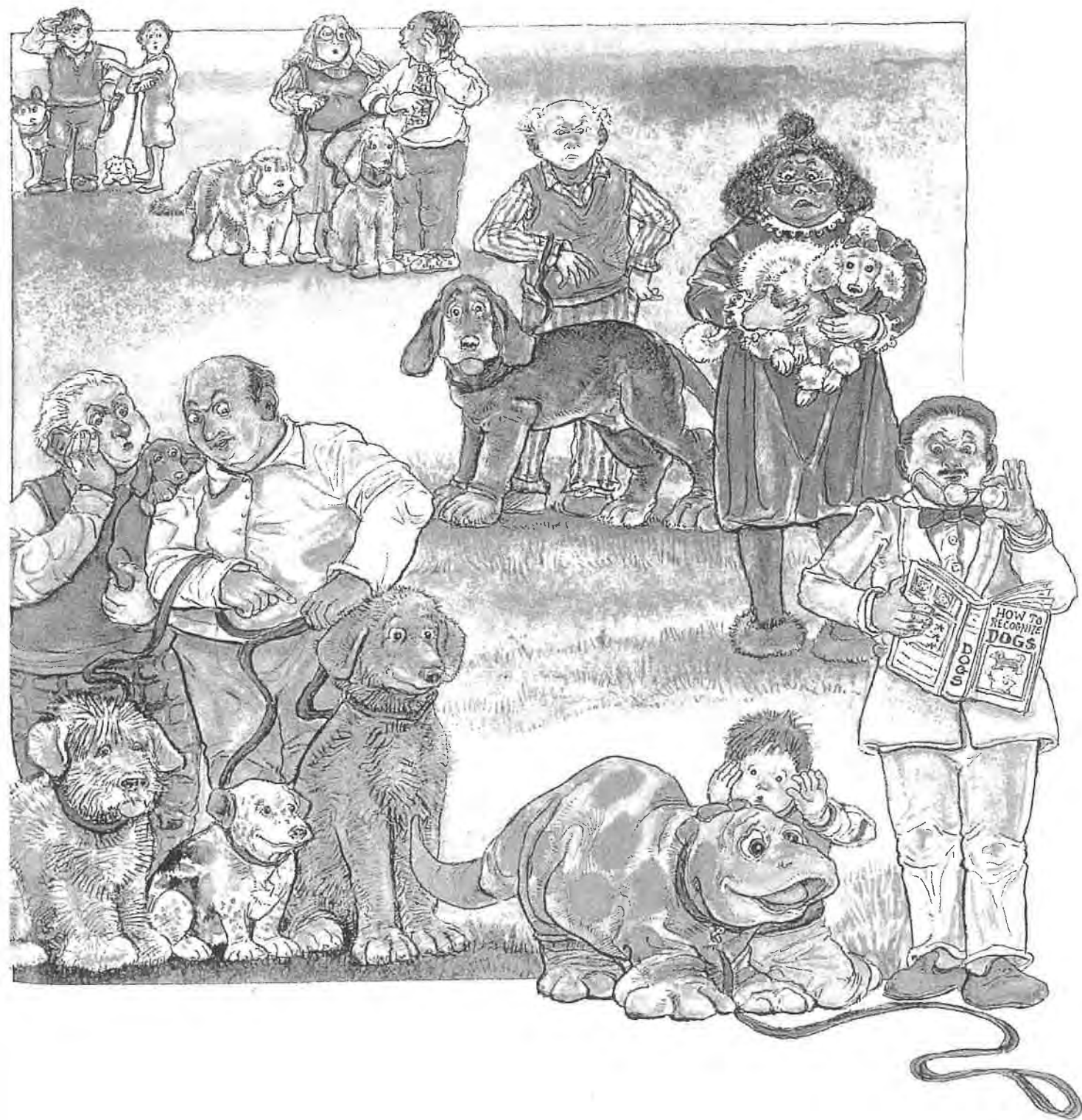
“Be careful, Louis,” said his mother. “The living room is not a soccer field. Something is going to get broken!”

And she was right. That same day the soccer ball slammed into Aunt Tabitha’s antique lamp.

“This tadpole is out of control,” said Louis’s mother. “Something must be done.”

“It won’t happen again,” promised Louis. “I’ll take Alphonse to obedience school.”

The only animals at the obedience school were dogs.  
Some of their owners stared at Alphonse suspiciously.  
“Pretend you’re a dog,” whispered Louis.  
Alphonse tried to bark, but it sounded like a burp.





“Hold on a minute,” said the trainer. “What kind of dog is this?”

“He’s a hairless spotted water spaniel from Scotland,” explained Louis.



Alphonse quickly learned to SIT, STAY, and RETRIEVE. He graduated at the top of his class.

“My parents will be very pleased,” said Louis.





But Louis's parents were not pleased when Alphonse outgrew the sink and had to be moved to the bathtub.

"This shower is too crowded," complained Louis's father.

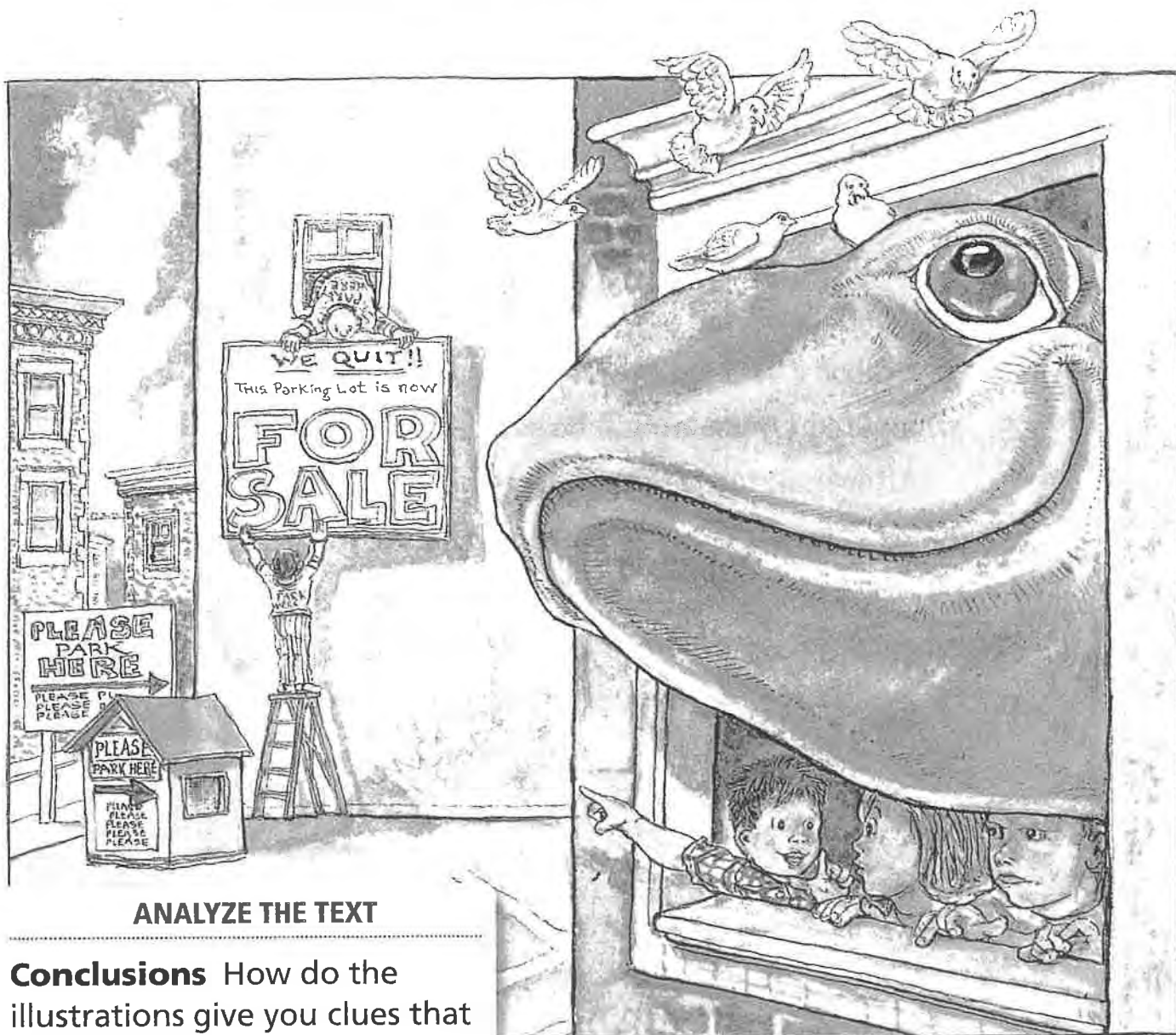
"This bathroom is a mess," moaned Louis's mother.

At least Louis's classmates enjoyed Alphonse, who was still making weekly visits.

"Wow! Show-and-tell is more fun than recess!" they yelled.

But one day Ms. Shelbert decided that Alphonse was not turning into an ordinary frog. She asked Louis to stop bringing him to school.





### ANALYZE THE TEXT

**Conclusions** How do the illustrations give you clues that Alphonse is not a tadpole?

By the time summer vacation arrived, Alphonse had outgrown the bathtub.

“We could buy the parking lot next door and build him a swimming pool,” suggested Louis.

“Be sensible,” declared Louis’s parents. “Swimming pools are expensive. We’re sorry, Louis, but this situation has become impossible. Tomorrow you will have to take your tadpole to the zoo.”

“But I can’t put my friend in a cage!” cried Louis.

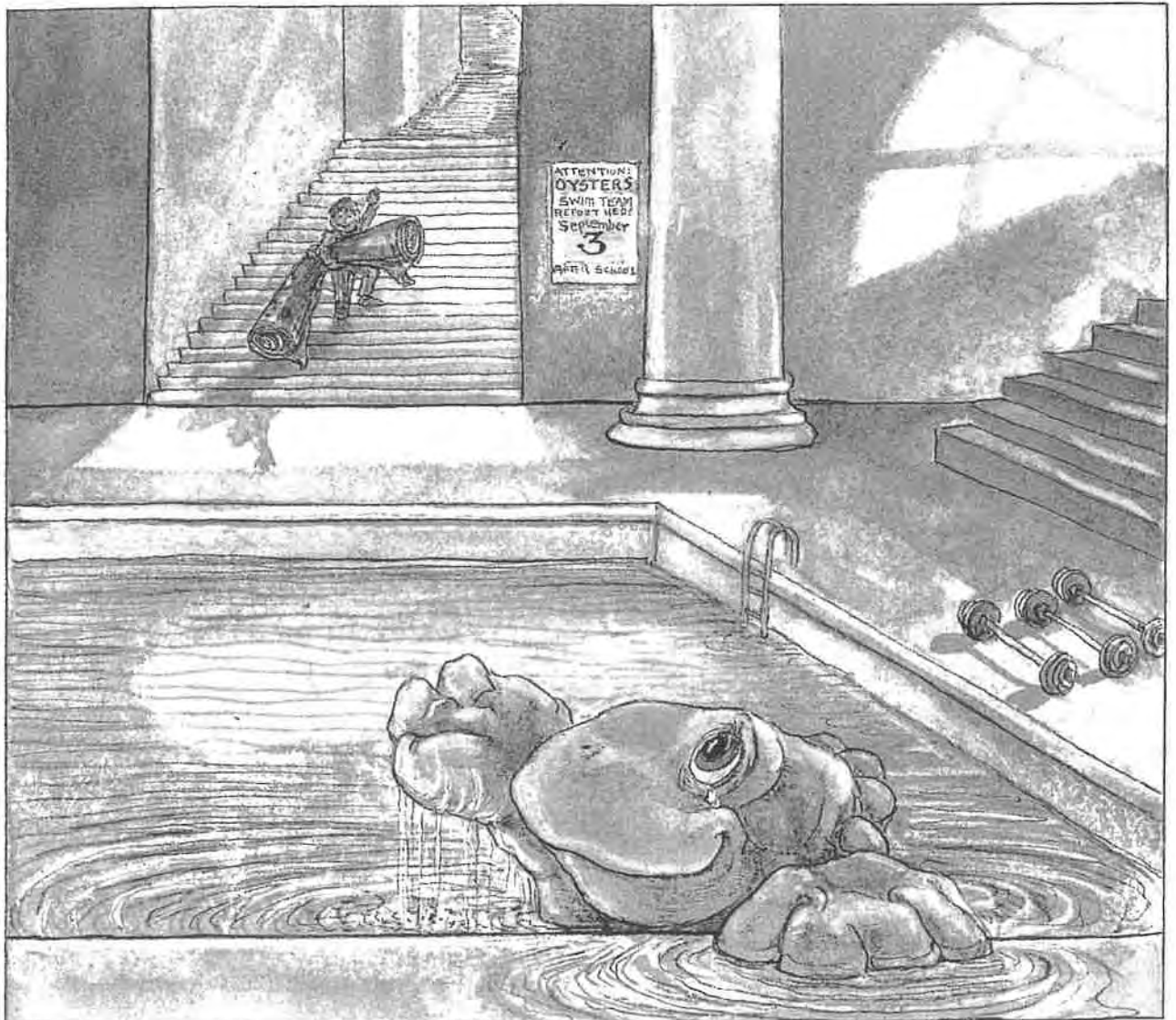


That night Louis was very sad—until he remembered that the gym in the nearby high school had a swimming pool.

Louis hid Alphonse under a carpet and smuggled him inside.

“Nobody uses this place during the summer,” whispered Louis. “You’ll be safe here.”

After making sure that Alphonse felt at home, Louis said good-bye. “I’ll be back tomorrow with a big pile of cheeseburgers,” he promised.





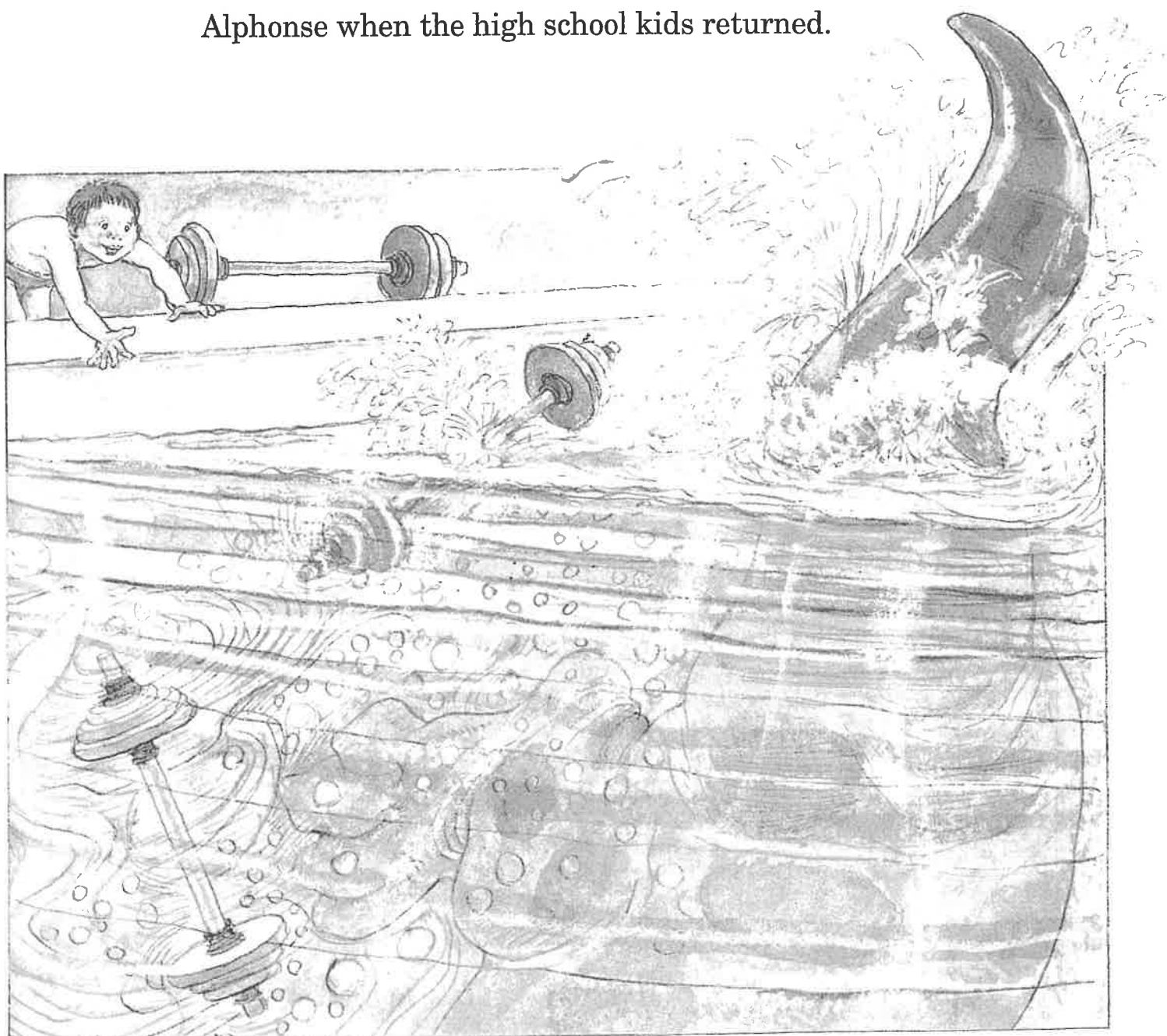
Louis came every afternoon to play with Alphonse.  
In the mornings he earned the money for the  
cheeseburgers by delivering newspapers.

The training continued as well.

Louis would say, "Alphonse, RETRIEVE!"

And Alphonse would succeed every time.

As summer vacation passed, Louis became more  
and more worried about what would happen to  
Alphonse when the high school kids returned.



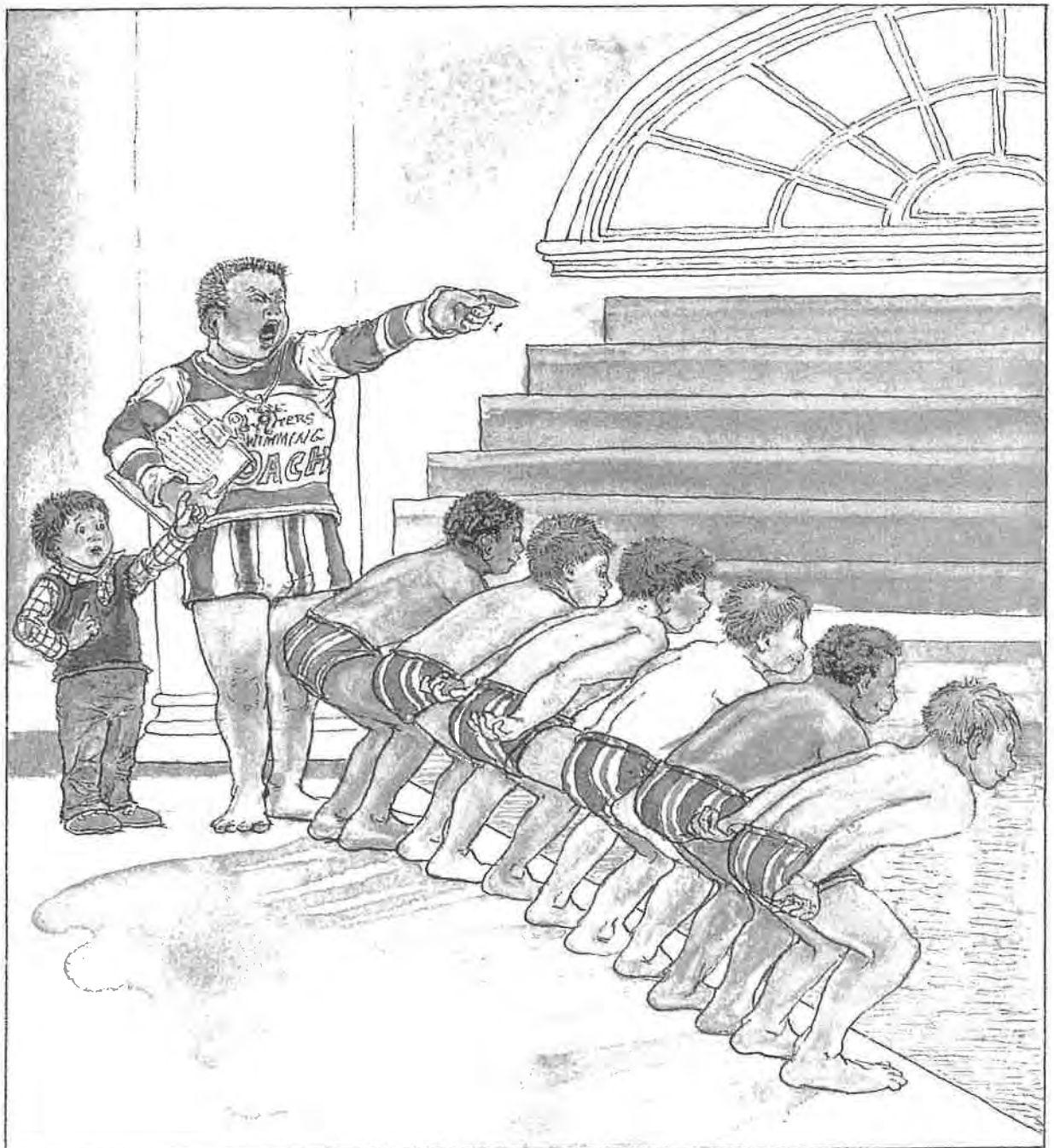
After his first day of classes Louis ran to the high school, and found the gym bustling with activity. The swim team was heading for the pool.

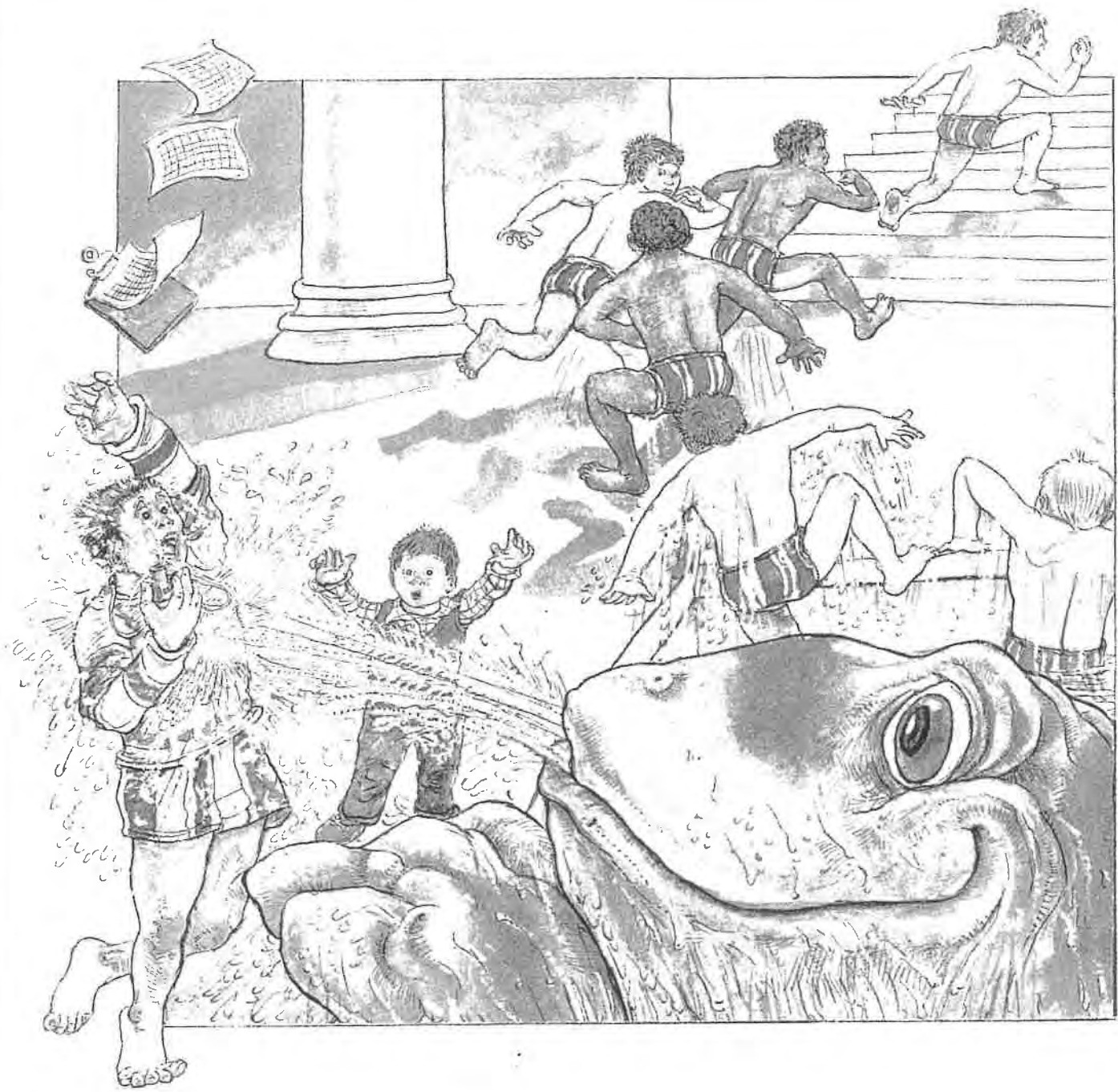
“STOP!” cried Louis.

“On your mark!” bellowed the coach. “Get set!”

“Excuse me, sir,” said Louis.

“GO!” roared the coach.





Alphonse rose to the surface to welcome the swimmers.

“It’s a submarine from another planet!” shrieked the coach.

“Call the police! Call the Navy!”

“No, it’s only a tadpole,” said Louis. “He’s my pet.”

The coach was upset and confused.

“You have until tomorrow,” he cried, “to get that creature out of the pool!”

Louis telephoned his friend Ms. Seevers, the librarian, and asked for her help.

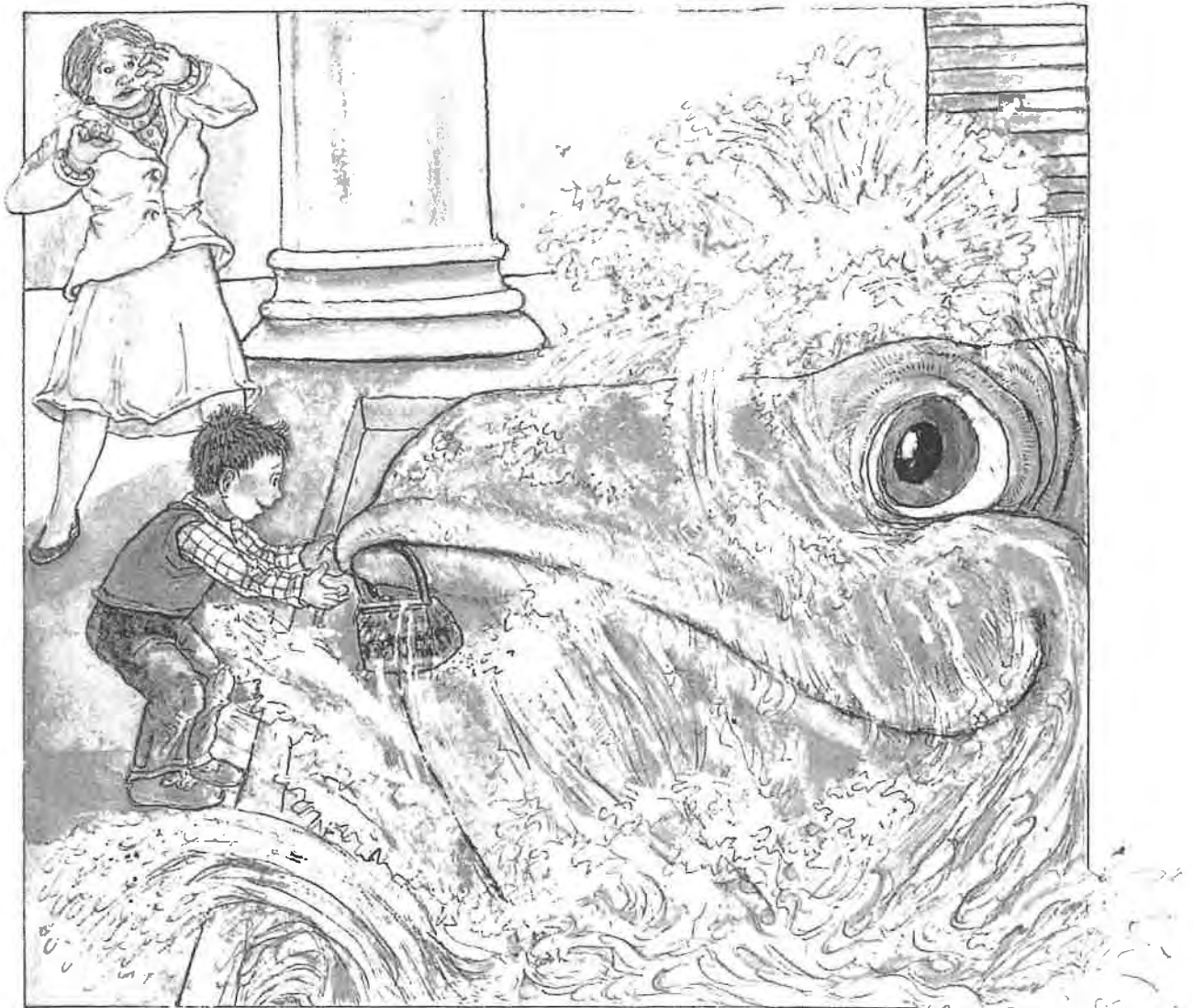
“I’ll be right there!” she said.

Ms. Seevers rushed to meet Louis at the high school. When she saw Alphonse, she was so startled that she dropped her purse into the water.

“RETRIEVE!” said Louis. And Alphonse did.

“Where did this astounding animal come from?” cried Ms. Seevers.

“He was a birthday gift from my uncle,” Louis replied.







Ms. Seevers telephoned Uncle McAllister.

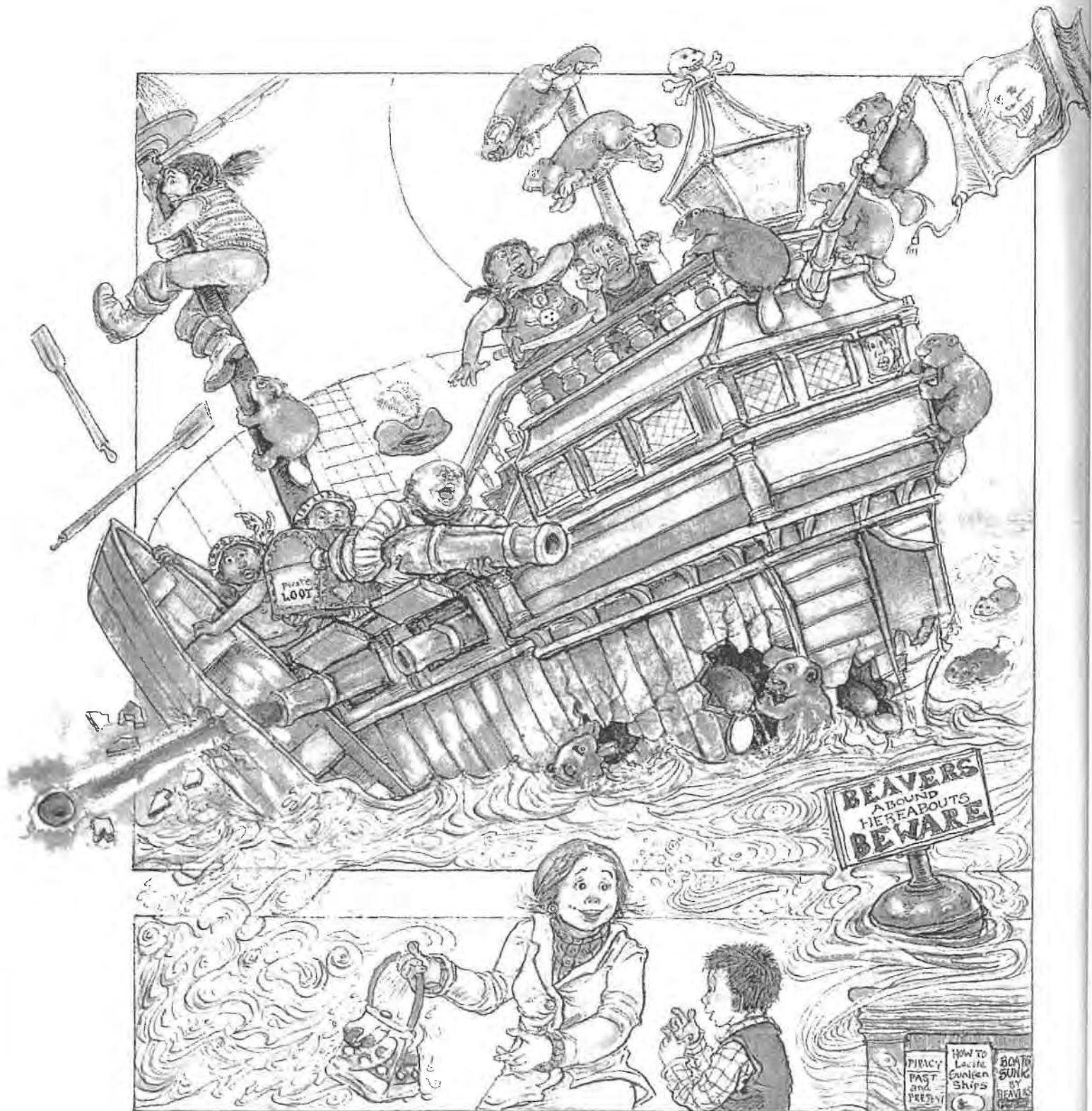
“Oh, the wee tadpole?” he said. “Why, he came from the lake nearby. It’s the one folks call Loch Ness.”

“Brace yourself, Louis!” Ms. Seevers said. “I believe your uncle found the Loch Ness monster!”

“I don’t care!” cried Louis. “Alphonse is my friend and I love him.” He pleaded with Ms. Seevers to help him raise enough money to buy the parking lot so he could build a big swimming pool for Alphonse.



Suddenly Ms. Seevers had an idea. “Long ago a pirate ship sank in the harbor,” she said. “No one has ever been able to find it—or its treasure chest. But perhaps we can!”





The next morning they drove to the harbor and rented a boat.

“This is a treasure chest,” cried Louis. “RETRIEVE!”

Alphonse disappeared under the water and returned with the chest! It was filled with gold and jewels.

“Let’s buy the parking lot and get to work!” cried Ms. Seevers.



Louis's parents were shocked to see a construction crew in the parking lot.

"Louis!" they cried. "What in the world is going on here?"

"Alphonse found a pirate treasure ship," explained Louis. "And we used part of our gold to buy you this present."





Louis's parents were shocked once again. "Tickets for a vacation cruise to Hawaii!" they gasped.

"And," said Louis, "you don't have to worry about us, because Granny has agreed to baby-sit." They hugged Louis. They kissed Alphonse.

"How soon can we leave?" they cried.

"Immediately," said Louis.





By the time Louis's parents returned, the swimming pool was being enjoyed by everyone in the city.

A week later Louis said, "Alphonse, tomorrow is my birthday, which means that you've been my best friend for a whole year."

The next day Uncle McAllister arrived for the party.

"Greetings, Louis my lad!" he exclaimed. "I've come with a curious stone from the hills of Scotland. Happy Birthday!"

"Wow! Thanks!" said Louis. Suddenly the stone began to tremble and crack . . .

#### ANALYZE THE TEXT

**Story Structure** How is the problem with Alphonse solved? What problem might the new birthday gift cause?

Name: \_\_\_\_\_

# Vocabulary Lists

Directions: Describe things that relate to each vocabulary word.

List two ORDINARY things that happen each day

1. \_\_\_\_\_
2. \_\_\_\_\_

List two things you can't CONTROL:

1. \_\_\_\_\_
2. \_\_\_\_\_

List two animals that should be kept in a GAGE:

1. \_\_\_\_\_
2. \_\_\_\_\_

List things that have made you feel CONFUSED in the past:

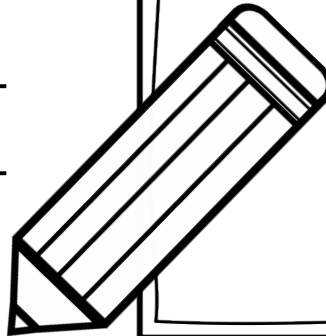
1. \_\_\_\_\_
2. \_\_\_\_\_

List two reasons why someone might have to go to TRAINING:

1. \_\_\_\_\_
2. \_\_\_\_\_

Draw a picture of an UPSET person:

Draw a picture of a SUSPICIOUS-looking person:



Draw a picture of the SENSIBLE thing to do on a cold day.





# What Is A Solid And What Is A Liquid?

You will sort a number of items into groups of solids or liquids.

## You will:

Understand that solids have a fixed shape and liquids do not have a fixed shape.

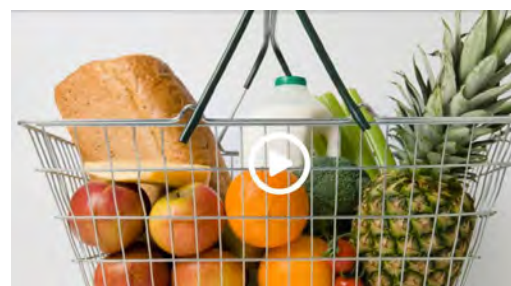
## You will use:

Digital

- [Supermarket Solids and Liquids video](https://www.twigsciencetools.com/video/supermarket-solids-and-liquids-VVNFTIRXRTMwMDYw)  
<https://www.twigsciencetools.com/video/supermarket-solids-and-liquids-VVNFTIRXRTMwMDYw>

## Instructions

1. Play the [Supermarket Solids and Liquids video](https://www.twigsciencetools.com/video/supermarket-solids-and-liquids-VVNFTIRXRTMwMDYw) until 00:40 and then pause it.



2. Answer the following questions.
  - What solids did you see in the video?
  
  
  
  
  
  
  
  
  
  
  - How did you know they were solids?

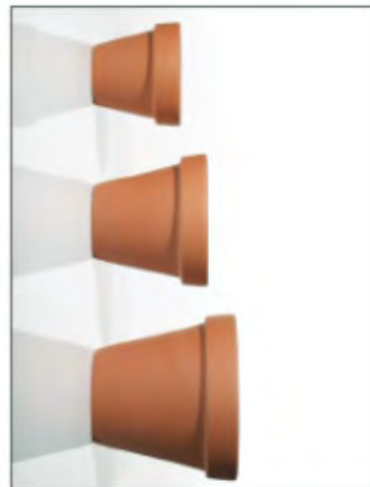














5. Answer the following questions.

- How did you decide which were solids and which were liquids?
- How are solids different to liquids?
- What do all the solids have in common?
- What do all the liquids have in common?

Name .....

# My Homework

Lesson 1




Take a Survey

## Homework Helper



Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

A tally chart shows the results of a survey.

Favorite Vegetable	Tally	Total
 Carrot		6
 Broccoli		3
 Corn		8

### Helpful Hint

| means 1.

||||| means 5.

## Practice

Ask 10 people their favorite exercise. Use tally marks to record the data.

Use the data in the chart to answer the questions.

Favorite Exercise	Tally	Total
Jump Rope		
Run		
Dance		
Play Baseball		

1. How many people like to run and dance? \_\_\_\_\_

2. Do more people like to run and play baseball or dance and jump rope? \_\_\_\_\_



Ask 10 people their favorite snack. Use tally marks to record the data.

Use the data in the chart to answer the questions.

Favorite Snack	Tally	Total
Fruit		
Chips		
Cookies		
Carrot Sticks		

3. What snack do people like the most? \_\_\_\_\_
4. How many people like healthful snacks the most? \_\_\_\_\_

Ask 10 people their favorite juice flavor. Use tally marks to record the data.

Use the data in the chart to answer the questions.

Favorite Juice	Tally	Total
Apple		
Orange		
Cranberry		
Tomato		

5. What juice do people like the least? \_\_\_\_\_
6. How many people like cranberry juice and apple juice in all? \_\_\_\_\_



## Vocabulary Check



Circle the word that matches the definition.

7. Numbers or symbols that show information.

tally marks

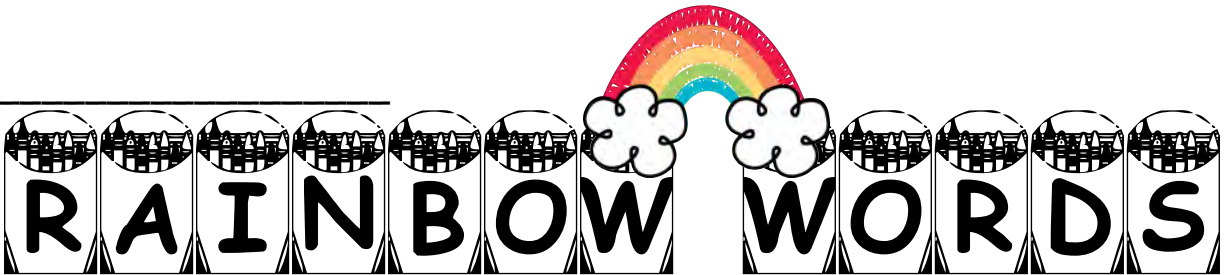
survey

data



**Math at Home** Help your child to create a survey that they can give to family members.

Name: \_\_\_\_\_



Directions: Trace over each spelling word with three different colored pencils, markers, or pens. You can also trace the word three times with your pencil.

1. root

9. stew

2. crew

10. boost

3. spoon

11. scoop

4. few

12. flew

5. bloom

13. zoo

6. grew

14. noon

7. room

15. shampoo

8. you

16. balloon

# Tuesday, April 14

## **Reading/AR tests**

20 minutes

## **Language Arts**

Vocabulary Page

Read the story Mysterious Tadpole by yourself, with help from an adult, or listen to it here :

<https://www.youtube.com/watch?v=tx97wYpQtAA>

Login to Journeys here:

<https://www-k6.thinkcentral.com/ePC/start.do>

## **Writing**

Answer the writing prompt: How to Brush Your Teeth!

\*Your job is to teach someone, step by step, how to do something! Be specific and creative!

## **Math**

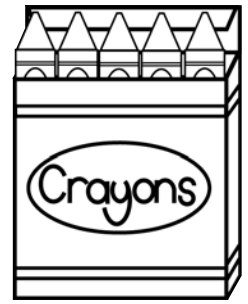
Data, Chapter 9 Lesson 2

## **Spelling Lesson 26**

Spelling Word Sort

Name: \_\_\_\_\_

# Vocabulary Pictures



Directions: Draw a picture to show your understanding of each vocabulary word.

Draw a picture of a cat that is not ORDINARY:

Draw a picture of something you can CONTROL a dog with:

Draw a picture of an animal that should be kept in a CAGE:

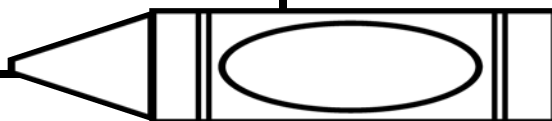
Draw a picture of a person who is UPSET:

Draw a picture of something SENSIBLE you should wear outside:

Draw a picture of a CONFUSED face:

Draw a picture of an animal that might have to go through TRAINING:

Draw a picture of someone acting SUSPICIOUSLY:





Please write about how to brush your teeth.

Remember to give your writing a title.

Remember a topic sentence - it tells what you are writing about.

Tell what you need.

Tell each step - in order.

Use linking words - first, then, secondly, next, last, finally.

Don't forget to start every sentence with a capital.

Check to see if you used correct punctuation. (. ? !)

Give your paper a good ending.

Name: \_\_\_\_\_ #: \_\_\_\_\_

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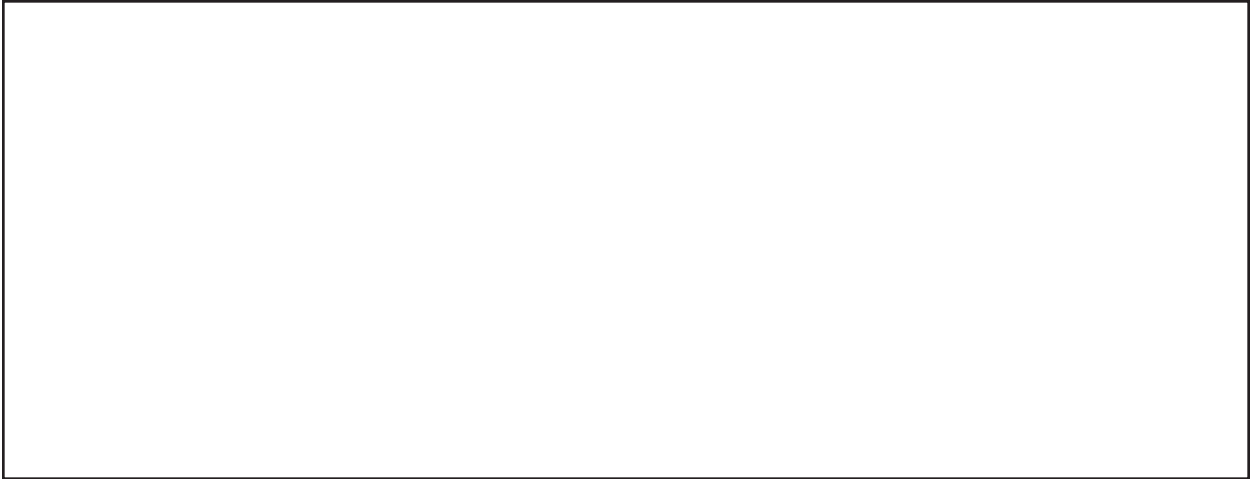
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Name .....

# My Homework

## Lesson 2

### Make Picture Graphs

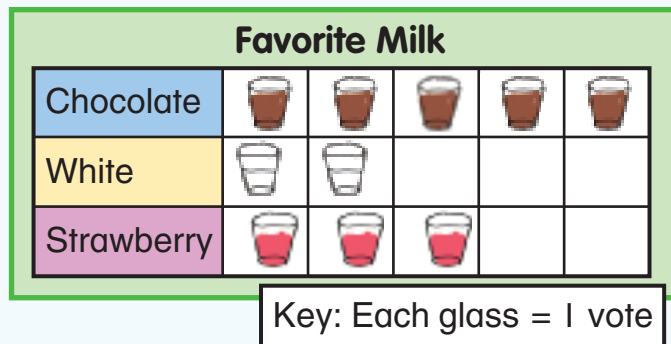
### Homework Helper



Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

You can use data from a tally chart to make a picture graph.

Favorite Milk	Tally	Total
Chocolate		5
White		2
Strawberry		3

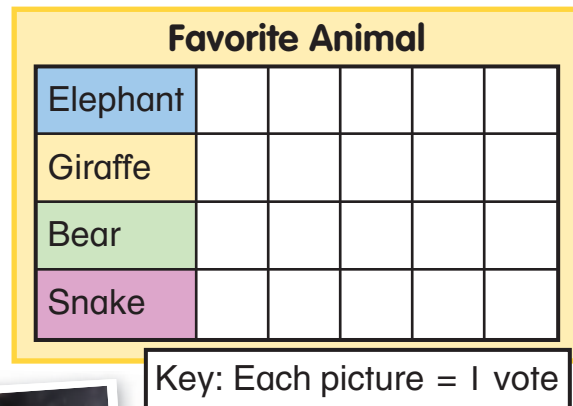


## Practice

Use the tally chart to make a picture graph.

1.

Favorite Animal	Tally	Total
Elephant		4
Giraffe		5
Bear		4
Snake		3







Copyright © The McGraw-Hill Companies, Inc. JGI/Jamie Grill/Blend Images/Getty Images



Use the tally chart to make a picture graph.

2.

Favorite Cookie	Tally	Total
 Chocolate Chip		4
 Peanut Butter		5
 Oatmeal Raisin		4
 Sugar		3

Favorite Cookie

Chocolate Chip					
Peanut Butter					
Oatmeal Raisin					
Sugar					

Key: Each cookie = 1 vote

## Vocabulary Check















Circle the picture that matches the word.

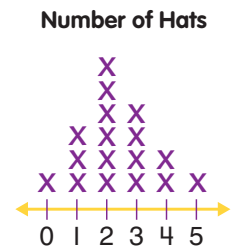
3. **picture graph**

Type of Book	Tally	Total
Scary		
Funny		
Sports		

Favorite Pet

Fish						
Dog						
Cat						

Key: Each animal picture = 1 vote




**Math at Home** Construct a large picture graph. Have your family graph their favorite dinner.

Name: \_\_\_\_\_

# SPELLING WORD SORT

root	crew	spoon	few
bloom	grew	room	you
stew	boost	scoop	flew
zoo	noon	shampoo	balloon

Directions: Sort the spelling words from above into the correct column.

Words with ew	Words with oo	Words with ou
		

Directions: Fill in each blank with a spelling word from the boxes above.

1. I can't wait for the flowers to \_\_\_\_\_.
2. I would like a \_\_\_\_\_ pieces of candy.
3. We put carrots and potatoes in the \_\_\_\_\_.
4. I would like one \_\_\_\_\_ of ice cream.
5. We saw some giraffes at the \_\_\_\_\_ last weekend.
6. My toys are all in my \_\_\_\_\_.
7. We go to lunch at \_\_\_\_\_.
8. I had to eat my soup with a \_\_\_\_\_.
9. I needed a \_\_\_\_\_ to see over the fence.
10. Would \_\_\_\_\_ like to go to the park with me?



# Wednesday, April 15

## **Reading/AR tests**

20 minutes

## **Language Arts**

Text Dependent page

Use your anthology (online at Journeys) to answer the questions in complete sentences.

Login to Journeys here:

<https://www-k6.thinkcentral.com/ePC/start.do>

## **Science/Social Studies**

TWIG: Why do Substances Change State?

If online access: <https://www.go.twigeducation.com/covid19-us>

If not: Pages: 11-14 (Answer questions orally and complete activity)

## **Math**

Data, Chapter 9 Lesson 3

## **Spelling Lesson 26**

Spelling Skills Practice

Name: \_\_\_\_\_

# Text-Dependent Questions

**Directions:** Answer the comprehension questions from “The Mysterious Tadpole” by looking in your book for the answers.

Why does Ms. Shelbert ask Louis to bring Alphonse back to school each week? (page 387)

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Why did Louis’s mother think the tadpole was out of control? (page 388)

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What happened after Alphonse outgrew the sink? (page 391)

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Why did Ms. Shelbert ask Louis to stop bringing Alphonse to school? (page 392)

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How did Louis earn money for Alphonse’s cheeseburgers? (page 395)

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How did they get enough money to build a swimming pool in the parking lot? (page 401)

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# Why Do Substances Change State?

You will watch a video about what happens to substances as they change state, and complete A worksheet.

## You will:

Understand and be able to explain what happens to the molecules in a substance as it changes state.

## You will use:

Digital

- [Changing States video](https://www.twigsciencetools.com/video/changing-state-VVNFTIBSTTAwMTcy)  
<https://www.twigsciencetools.com/video/changing-state-VVNFTIBSTTAwMTcy>

## Instructions

1. Answer the following questions:
  - What are the three states of matter?
  - Describe the properties of each of the states of matter.
  - How does water become ice?



- What happens when water is heated?
- Can you explain the processes of melting, evaporating, condensing and freezing?

2. Watch the Changing State video.



3. Answer the following questions:

- How can matter be changed from one state to another?
- What happens when solids are heated?
- How does a solid turn into a liquid?



- What is this process called?
  
- What happens to liquid water when it is heated to 100°C?
  
- What is this process called?

4. Complete the following worksheet by naming the process that is occurring, the states that are involved, and the name of the substance in each state.



# Changing states of water



## Clothes drying

Process: \_\_\_\_\_  
States of matter: \_\_\_\_\_  
Substances: \_\_\_\_\_



## Icicles forming

Process: \_\_\_\_\_  
States of matter: \_\_\_\_\_  
Substances: \_\_\_\_\_



## Clouds forming

Process: \_\_\_\_\_  
States of matter: \_\_\_\_\_  
Substances: \_\_\_\_\_



## A kettle boiling

Process: \_\_\_\_\_  
States of matter: \_\_\_\_\_  
Substances: \_\_\_\_\_



## Ice cream in the Sun

Process: \_\_\_\_\_  
States of matter: \_\_\_\_\_  
Substances: \_\_\_\_\_



## An ice-cold drink

Inside the glass	Process: _____
	States of matter: _____
	Substances: _____
Outside the glass	Process: _____
	States of matter: _____
	Substances: _____



Name \_\_\_\_\_

# My Homework

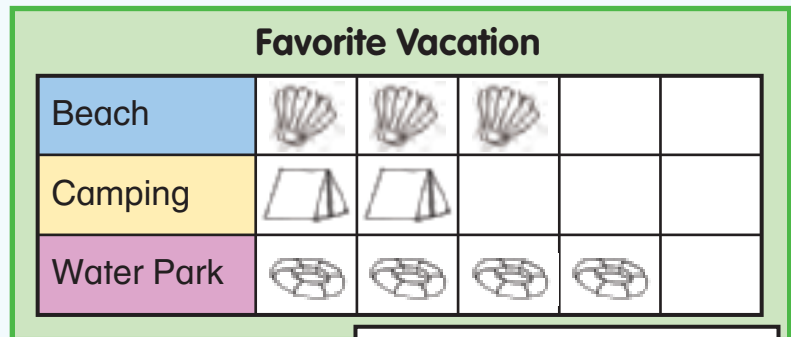
## Lesson 3

## Analyze Picture Graphs

### Homework Helper

Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

You can use the data from a picture graph to answer questions.



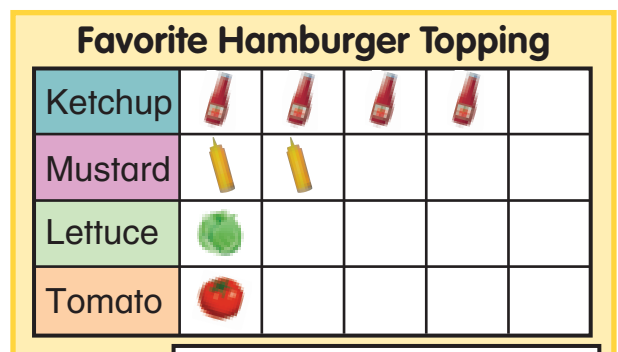
Key: Each picture = 1 vote

Which vacation got the most votes? water park

## Practice













Use the data from the graph to answer the questions.

- How many people voted?  
\_\_\_\_\_
- Which topping got the most votes? \_\_\_\_\_
- Which two toppings got the least votes? \_\_\_\_\_
- How many people like ketchup or tomato? \_\_\_\_\_



Key: Each picture = 1 vote

Use the data from the graph to answer the questions.

Favorite Sandwich					
Peanut butter and jelly					
Turkey					
Grilled cheese					
Peanut butter					

Key: Each sandwich = 1 vote



- How many people voted for turkey or grilled cheese? \_\_\_\_\_
- Maria voted for peanut butter. She really wanted to vote for peanut butter and jelly. How would that change the picture graph?

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## Test Practice

- In the graph above, how many more people like grilled cheese than turkey?

1

2

4

7



**Math at Home** Create a picture graph for your child about your family's favorite activities. Ask your child questions about the data on the graph.

Name: \_\_\_\_\_

# Spelling Skill Practice

root	crew	spoon	few
bloom	grew	room	you
stew	boost	scoop	flew
zoo	noon	shampoo	balloon

Directions: Rearrange each group of three spelling words into alphabetical order.

bloom, boost, balloon: \_\_\_\_\_

stew, scoop, shampoo: \_\_\_\_\_

few, flew, grew: \_\_\_\_\_

room, zoo, you: \_\_\_\_\_

noon, root, spoon: \_\_\_\_\_

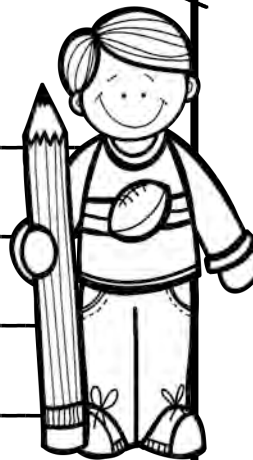
Directions: Write each word three times.

bloom: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

boost: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

spoon: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

scoop: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



Directions: Write a rhyming word for each word.

root: \_\_\_\_\_

boost: \_\_\_\_\_

crew: \_\_\_\_\_

noon: \_\_\_\_\_

spoon: \_\_\_\_\_

flew: \_\_\_\_\_

# Thursday, April 16

## **Reading/AR tests**

20 minutes

## **Language Arts**

Test Practice page

Use your anthology (online at Journeys) to answer the questions in complete sentences.

Login to Journeys here:

<https://www-k6.thinkcentral.com/ePC/start.do>

Draw a picture for the beginning, middle, and end, and retell the story to someone at home

## **Writing**

Answer the writing prompt: How to Make Your Bed!

\*Your job is to teach someone, step by step, how to do something! Be specific, use details, and creative!

## **Math**

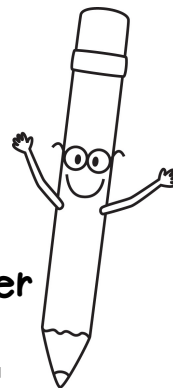
Data, Chapter 9 Check My Progress

## **Spelling Lesson 26**

Trace, Copy, Rewrite

Name: \_\_\_\_\_

# test practice



**Directions:** Answer the questions from "The Mysterious Tadpole" in complete sentences. Use the text to help you find evidence to answer each question.

1. What is one setting in the story?

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2. At the beginning of the story, why does Louis think Alphonse grows so quickly?

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3. Why does Louis tell Alphonse to pretend he is a dog?

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4. Who is this story mostly about?

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5. Why does Louis call Ms. Seevers instead of his parents when he needs help moving?

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6. How does Alphonse help solve the problem of finding a place for him to live?

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**BME**

**Beginning**

**Middle**

**End**

Please write about how to make your bed.

Remember to give your writing a title.

Remember a topic sentence - it tells what you are writing about.

Tell what you need.

Tell each step - in order.

Use linking words - first, then, secondly, next, last, finally.

Don't forget to start every sentence with a capital.

Check to see if you used correct punctuation. (. ? !)

Give your paper a good ending.

Name: \_\_\_\_\_ #: \_\_\_\_\_

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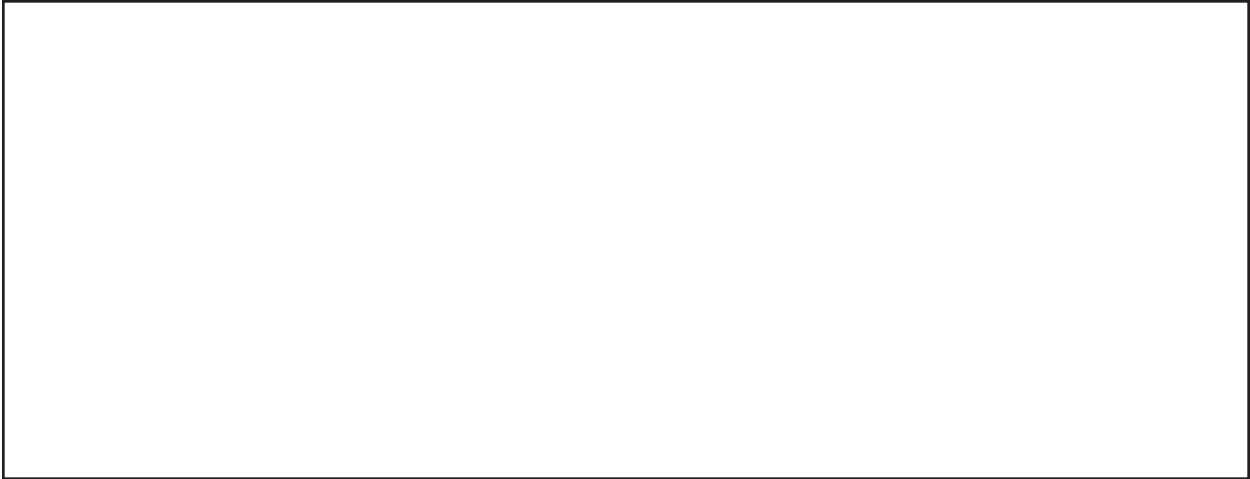
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Name \_\_\_\_\_

## Check My Progress *(Lessons 1 through 3)*

**Take a survey. Ask ten people their favorite fruit.  
Use tally marks to record the data.**

Favorite Fruit	Tally	Total
grapes		
oranges		
apples		
pineapples		
strawberries		

**Use the data in the chart to answer the questions.**

1. Which fruit do people like the most? \_\_\_\_\_
2. How many people like oranges and apples? \_\_\_\_\_
3. How many people like grapes? \_\_\_\_\_
4. Do more people like grapes or apples? \_\_\_\_\_  
How many more? \_\_\_\_\_
5. How many people like pineapples? \_\_\_\_\_
6. Do more people like pineapples or strawberries? \_\_\_\_\_  
How many more? \_\_\_\_\_

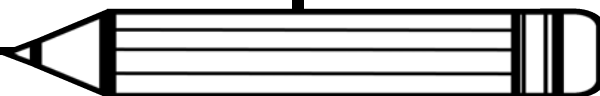


Name: \_\_\_\_\_

# Trace, Copy, Rewrite

Directions: Fold your paper along the black dotted line. Trace and copy one word at a time. Flip your paper over and rewrite each word without peeking.

Trace	Copy	Rewrite
root		
crew		
spoon		
few		
bloom		
grew		
room		
you		
stew		
boost		
scoop		
flew		
zoo		
noon		



# Friday, April 17

## **Reading/AR tests**

20 minutes

## **Language Arts**

Read the story Mysterious Tadpole by yourself, with help from an adult, or listen to it here :

<https://www.youtube.com/watch?v=tx97wYpQtAA>

Login to Journeys here:

<https://www-k6.thinkcentral.com/ePC/start.do>

***\*Log onto AR and take The Mysterious Tadpole Quiz :  
910219\****

## **Science/Social Studies**

Twig: Why do Things Melt?

If Online Access: <https://www.go.twigeducation.com/covid19-us>

If not pages: Pages 15-20 (Answer questions orally and complete activity)

Optional: Follow up activity - - Log onto EPIC and search for the book titled Why Did My Ice Pop Melt? Read and Enjoy!

## **Math**

Data, Chapter 9 Lesson 4

## **Spelling Lesson 26**

Spelling Test 26 ([Spelling City](#)) or on paper



## Why Do Things Melt?

You will paint pictures using ice cubes made of water and paint.

### You will:

Understand that melting is when a solid turns into a liquid.

### You will use:

#### Digital

- [Melting video](https://www.twigsciencetools.com/video/melting-VVNFTIRXRTMwMDYy)  
<https://www.twigsciencetools.com/video/melting-VVNFTIRXRTMwMDYy>

#### Materials

- Water
- Colored paints
- Ice cube tray
- Paintbrush
- Paint pots

### Prepare

The night before doing this lesson, ask a family member to help you prepare ice cube paints. Make different colored ice cubes by mixing water and paint in an ice cube tray, ensuring each cube is a different color. Put the ice cube tray in the freezer.

### Instructions

1. Answer the following questions.
  - Do you ever put ice in your drinks? What does the ice do to them?



- Do ice cubes stay the same or do they change?
- Do you know what ice is made of?
- Where is ice found on Earth?

2. Watch the Melting video about the Arctic, and what happens during the summer.



3. Answer the following questions.

- What happens to the snow and ice in the Arctic during the summer?
- What is melting?
- Where does the ice go when it melts?



- Which animals did you see in the video?

4. Put the ice cube paints you made into paint pots (get help from a family member if you need to). You are going to use them to paint pictures of animals.

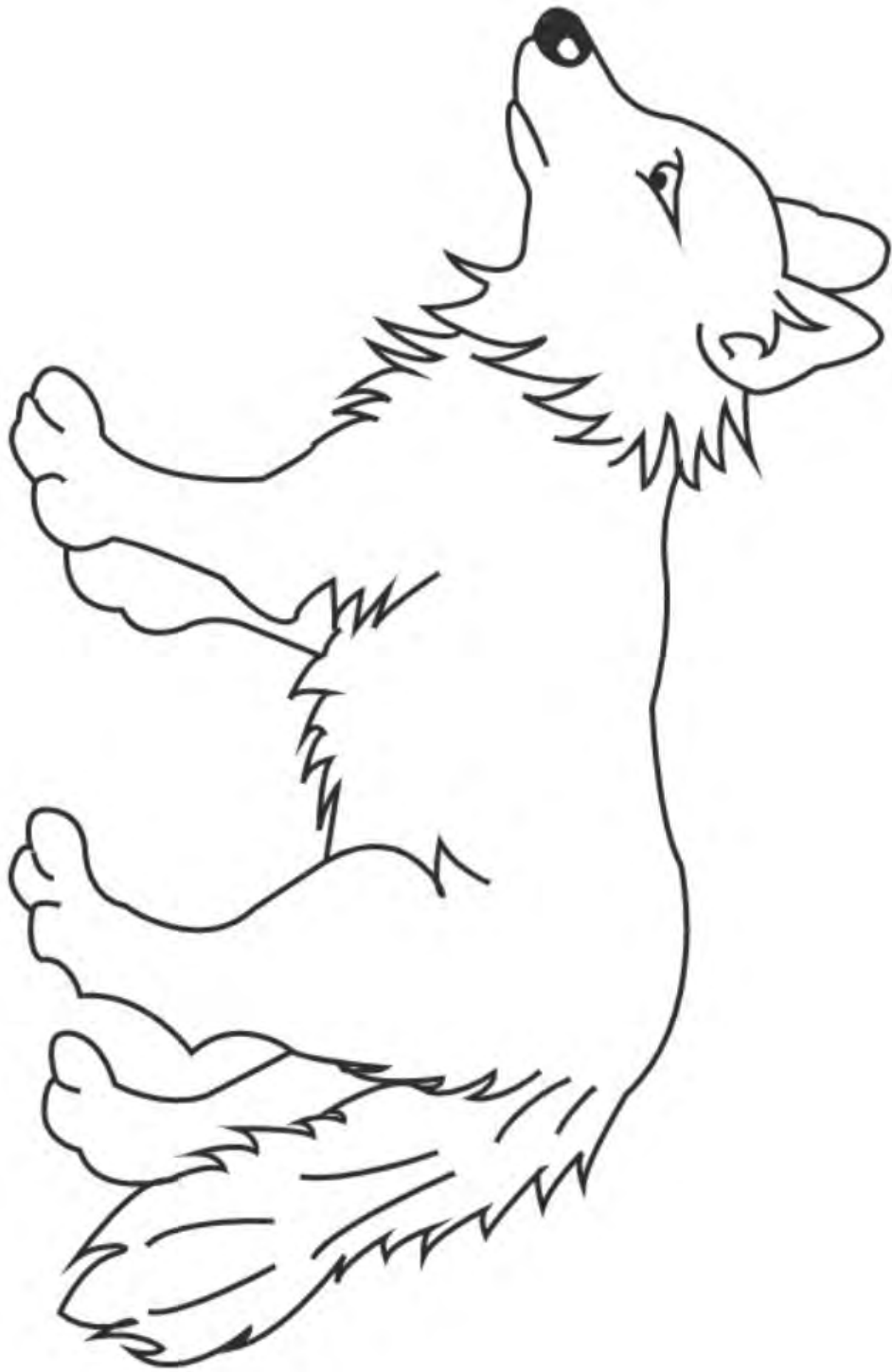
Answer the following question:

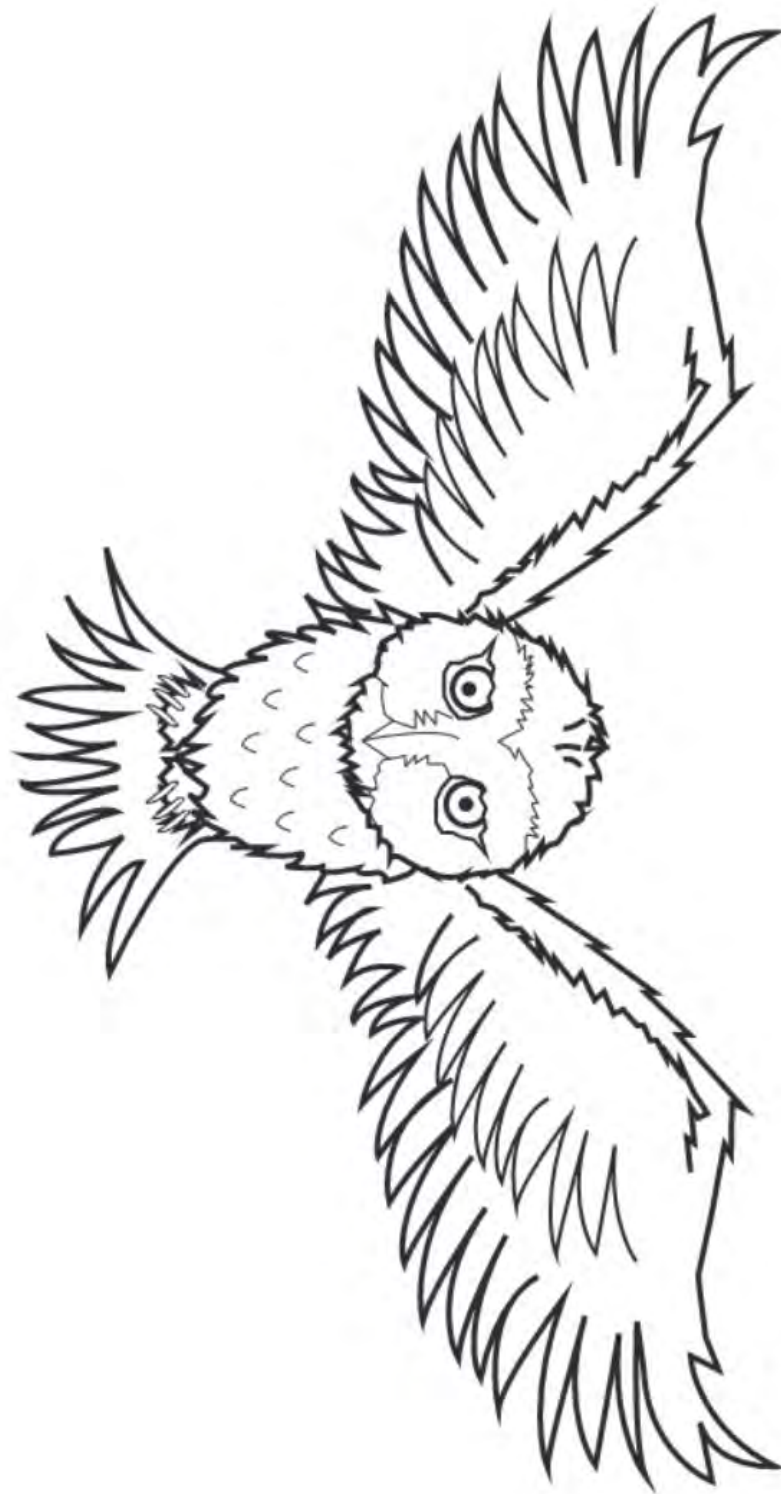
- How are you going to paint with these ice cube paints? Does something need to happen first?

When the paints are ready, use them to color in the following animal pictures.









Name \_\_\_\_\_

# My Homework

Lesson 4

Make Bar Graphs

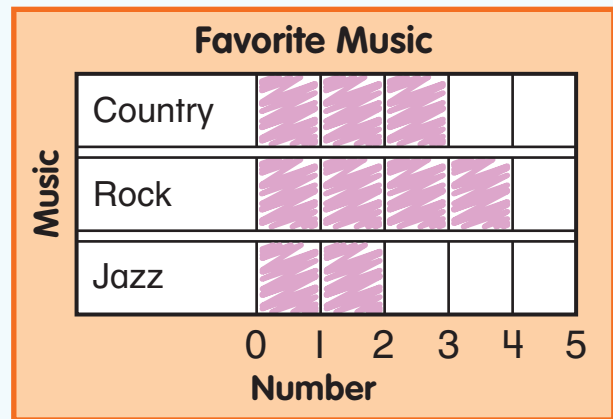
## Homework Helper



Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

You can use data from a tally chart to make a bar graph.

Favorite Music	Tally	Total
Country		3
Rock		4
Jazz		2



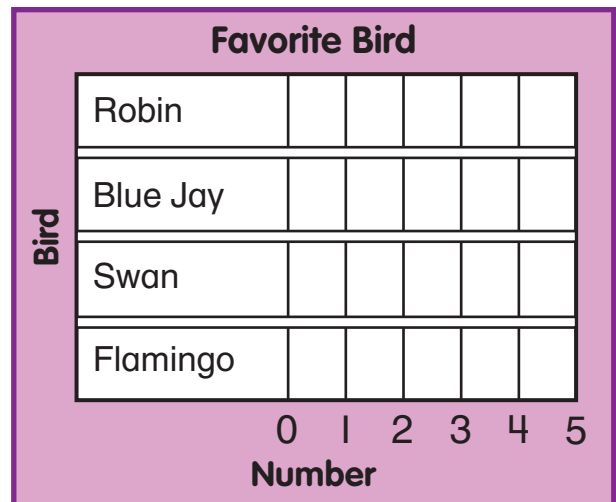
## Practice

Use the tally chart to make a bar graph.

**Helpful Hint**  
Color 1 box for each tally mark.

1.

Favorite Bird	Tally	Total
Robin		3
Blue Jay		2
Swan		4
Flamingo		5



I wonder what kind of birds we are?



Use the tally chart to make a bar graph.

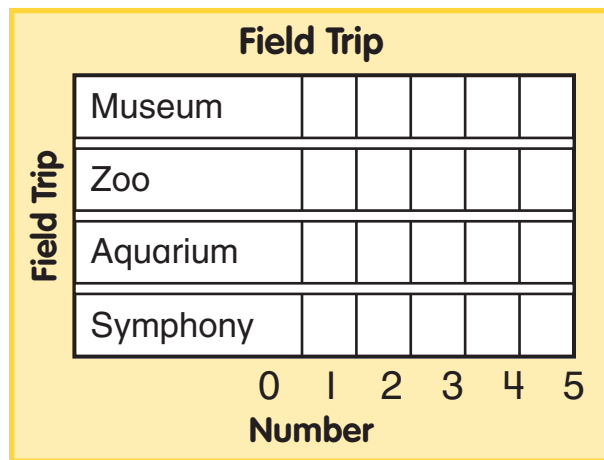
2.

Favorite Color	Tally	Total
Red		4
Blue		5
Pink		4
Green		2



Use the data to fill in the bar graph.

3. 15 people voted on their favorite field trip. 2 voted for the symphony. 5 voted for the zoo. The same number voted for the museum and the aquarium.

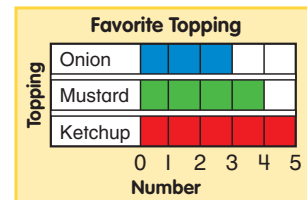
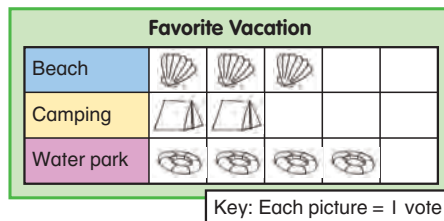


## Vocabulary Check



4. Circle the **bar graph**.

Favorite Milk	Tally	Total
Chocolate		5
White		2
Strawberry		3



**Math at Home** Help your child make a bar graph of the type of weather he or she sees for a week.

Name: \_\_\_\_\_ # \_\_\_\_\_

Date: \_\_\_\_\_

Score

# Spelling Test

1. \_\_\_\_\_  
-----  
\_\_\_\_\_

2. \_\_\_\_\_  
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\_\_\_\_\_

3. \_\_\_\_\_  
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\_\_\_\_\_

4. \_\_\_\_\_  
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\_\_\_\_\_

5. \_\_\_\_\_  
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\_\_\_\_\_

6. \_\_\_\_\_  
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\_\_\_\_\_

7. \_\_\_\_\_  
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\_\_\_\_\_

8. \_\_\_\_\_  
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\_\_\_\_\_

9. \_\_\_\_\_  
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\_\_\_\_\_

10. \_\_\_\_\_  
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\_\_\_\_\_

11. \_\_\_\_\_  
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\_\_\_\_\_

12. \_\_\_\_\_  
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\_\_\_\_\_

13. \_\_\_\_\_  
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\_\_\_\_\_

14. \_\_\_\_\_  
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\_\_\_\_\_

15. \_\_\_\_\_  
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\_\_\_\_\_

16. \_\_\_\_\_  
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\_\_\_\_\_