

# Week of April 20-24



## 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 20

## **Reading/AR tests**

20 minutes

## **Language Arts**

Watch Irregular Plurals Video via Google Classroom (optional)

Read and answer From Eggs to Frogs pages 122-125

## **Science/Social Studies**

Twig: Can you Unbake a Cake?

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

If not pages: Pages 21-23 (Answer questions orally and complete activity)

## **Math**

Data, Chapter 9 Lesson 5

## **Spelling Lesson 27**

Rainbow Write

**Background** A life cycle is the different parts of a living thing's life. A life cycle goes from the time an animal is born to the time it is an adult.

**Setting a Purpose** Read to learn about the life cycle of a frog.

# From Eggs to Frogs



**1 Read** Underline the sentence that tells what a tadpole looks like.

## From Egg to Tadpole

Many frogs start life as an egg that hatches in an ordinary pond. The young are called tadpoles. You may look at them suspiciously and feel confused. Why? Tadpoles look like tiny fish, not frogs.

**2 Read** Underline a sentence that tells where a tadpole lives and how it breathes.

## From Tadpole to Frog

A tadpole has a tail but no legs. It uses its tail to stay in control as it swims. A tadpole lives underwater and breathes through **gills**. As a tadpole grows, it begins to look like a frog. A frog has legs and lungs but no tail. A frog lives out of water part of the time.

**gills:**

a tadpole  
swimming



**3 Reread** Reread page 123. Find out two ways that a frog is different from a tadpole. Write them below.

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**4 Read** Circle the part of the diagram that shows how a frog's life starts.

**1** A frog lays lots of eggs.



**2** Tadpoles hatch from the eggs.



**3** The tadpole grows legs. Lungs develop. The tail shrinks.



**4** The tadpole has become a frog.



**5 Reread** Reread the diagram. What part of the frog's life cycle comes after a tadpole hatches?

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Some animals care for their young and teach them how to find food. A tadpole gets no training from its parents. It is able to find its own food.

### Frogs as Pets

It is a good idea to keep your frog in a fish tank, not a cage. Put water in the tank and rocks for the frog to climb on. **Sensible** owners handle their frogs gently so the frogs do not become upset. They give their frogs water, plants, and the good food they need.

**sensible:**

### SHORT RESPONSE

**Cite Text Evidence** Reread pages 122–125. How does the diagram of the life cycle of a frog help you understand the text? Write it below.

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## Can You Unbake A Cake?

You will think about and investigate chemical and physical processes in objects and whether or not they are reversible.

### You will:

Understand that chemical changes are usually irreversible and physical changes are usually reversible.

### You will use:

Digital

- Changing Properties video  
<https://www.twigsciencetools.com/video/changing-properties-VVNFTIRXRTlwMTg1>

## Instructions

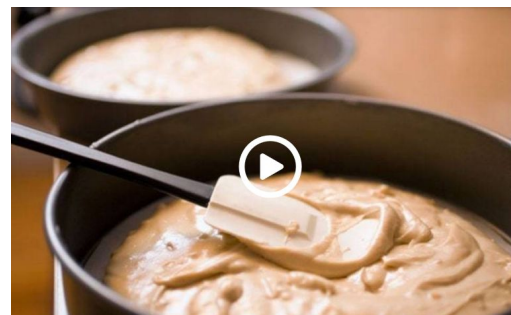
1. Answer the following questions.
  - What happens to water when it freezes? Is this a reversible process?
  - What happens to wood when it is burned? Is this a reversible process?
  - Can you explain why burning is not a reversible process?





- Why do you think one of these processes is reversible but the other is not?

2. Watch the [Changing Properties video](#).





3. Consider a range of cooked foods you like to eat. Imagine them before and after they have been cooked. Write down their properties before and after they've been cooked.

4. Complete the following worksheet by highlighting whether the action and its result is a reversible or irreversible change. Explain what happens.



## Reversible and irreversible changes

Action	Result	Reversible or irreversible?	What happens?
Mixing water with sand and cement			
Lighting a candle			
Pumping air into a balloon			
Heating chocolate			
Stirring sugar into tea			
Setting off a firework			
Heating wax and pouring it into a mold			
Mixing eggs, flour, butter and sugar and heating in an oven			
Setting fire to wood			

Name \_\_\_\_\_

# My Homework

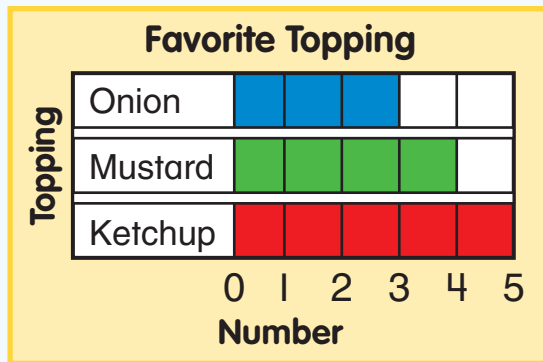
## Lesson 5

## Analyze Bar Graphs

### Homework Helper

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

You can answer questions using the data from a bar graph.



How many students were surveyed?

12 students were surveyed.

## Practice

Use the bar graph to answer the questions.

1. How many people voted for mustard?

\_\_\_\_\_

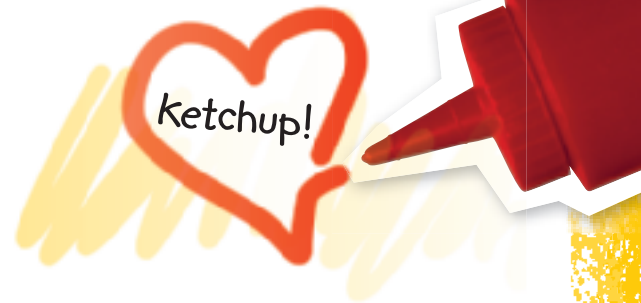
2. What topping do most people like?

\_\_\_\_\_

3. Which topping is liked the least?

\_\_\_\_\_

4. How many people like mustard or onion? \_\_\_\_\_



Use the bar graph to answer the questions.

5. How many people have April birthdays?

\_\_\_\_\_

6. How many birthdays are in February and March?

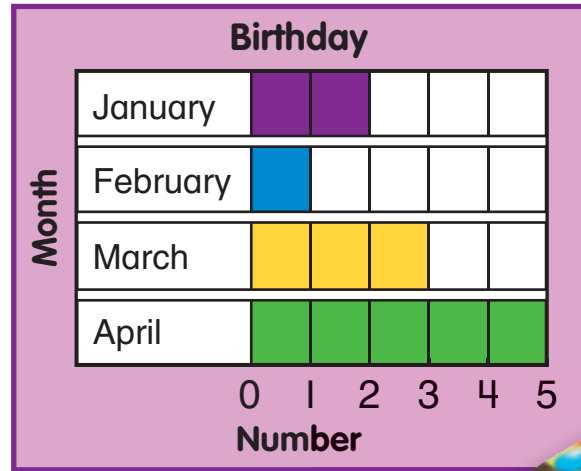
\_\_\_\_\_

7. How many people were surveyed in all?

\_\_\_\_\_

8. Four more people answered the survey. They all had February birthdays. Which month has the most birthdays now?

\_\_\_\_\_

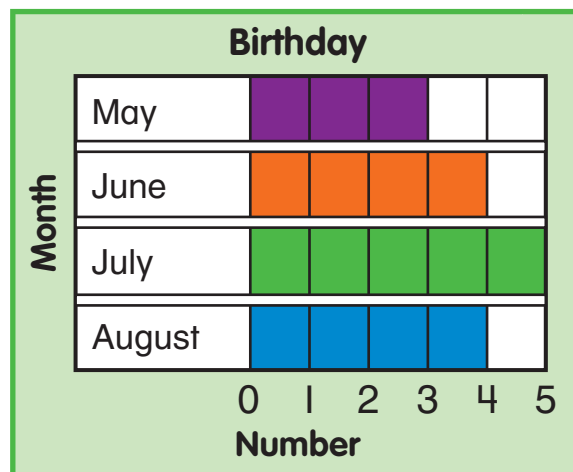


## Test Practice

9. How many birthdays are in May and August?

8                      7  
                     

4                      3  
                     



**Math at Home** Ask your child how he or she analyzed the bar graphs on this page.

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. took

9. stood

2. books

10. shook

3. foot

11. crook

4. hoof

12. cookbook

5. cook

13. look

6. nook

14. good

7. hood

15. crooked

8. wood

16. bookcase

# Tuesday, April 21

## **Reading/AR tests**

20 minutes

## **Language Arts**

Irregular Plurals Memory Game (cut the cards and match)

## **Writing**

Answer the writing prompt: How to Make your Favorite Snack!

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

## **Math**

Data, Chapter 9 Lesson 6

## **Spelling Lesson 27**

“OO” or Not?





**Goose**

**Geese**

**Person**

**People**

**Teeth**

**Tooth**

**Men**

**Man**



**Mouse**

**Mice**

**Fish**

**Fish**

**Wife**

**Wives**

**Foot**

**Feet**



**Loaf**

**Loaves**

**Ox**

**Oxen**

**Woman**

**Women**

**Child**

**Children**



**Shelf**

**Shelves**

**Sheep**

**Sheep**

**Moose**

**Moose**

**Dice**

**Die**





**Cactus**

**Cacti**

**Deer**

**Deer**

**Wolf**

**Wolves**

**Life**

**Lives**



**Elf**

**Elves**

**Lice**

**Louse**

**Leaf**

**Leaves**

**Knife**

**Knives**



Please write about how to make your favorite snack.

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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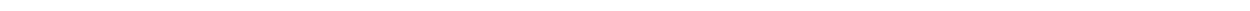
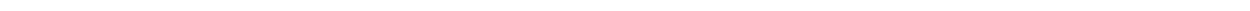
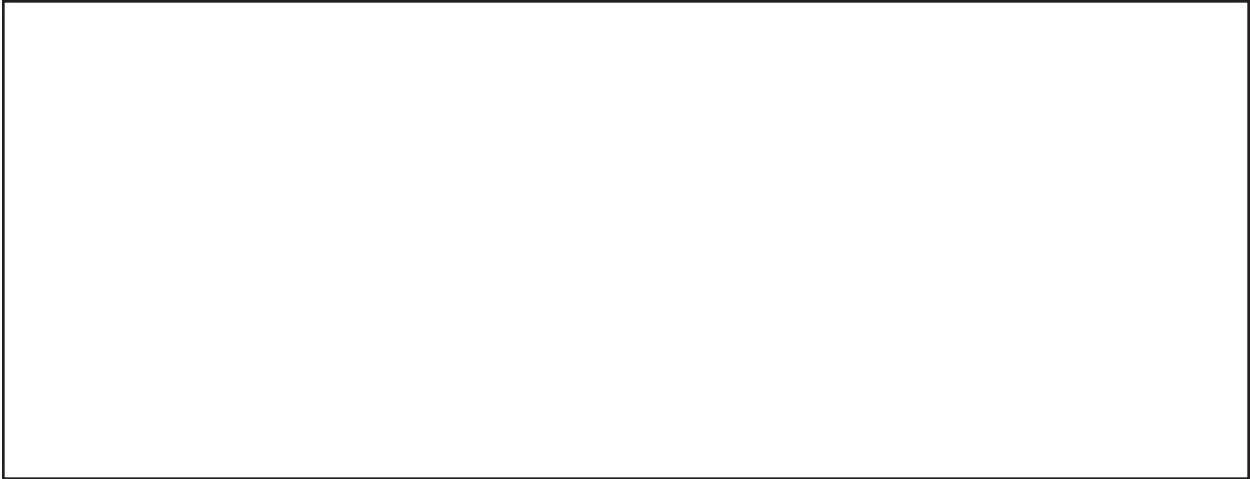
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Name .....

# My Homework

## Lesson 6

## Problem Solving: Make a Table



Each hen lays the same number of eggs.  
 1 hen lays 3 eggs. Two hens lay 6 eggs.  
 Three hens lay 9 eggs. How many eggs will  
 6 hens lay?

**1 Understand** Underline what you know.  
Circle what you need to find.

**2 Plan** How will I solve the problem?

**3 Solve** I will make a table.  
 Each hen lays 3 eggs.  
 So, 6 hens will lay  
 18 eggs.

Hens	Eggs
1	3
2	6
3	9
4	12
5	15
6	18

**4 Check** Is my answer reasonable?



## Problem Solving

**Underline what you know. Circle what you need to find.**

1. Four turtles fit in one tank. Jose has 3 tanks.  
How many turtles can he have?

\_\_\_\_\_ turtles

2. Nine children want to feed the birds. They each have 2 bags of seed. How many bags of seed are there in all?

\_\_\_\_\_ bags

3. Shandra is giving a snack bag to each of her 4 friends. She puts 4 pear slices in each bag. How many pear slices are there in all?

\_\_\_\_\_ pear slices

4. Eight children are making snowmen. Each snowman needs 3 snowballs. How many snowballs do the children need in all?

\_\_\_\_\_ snowballs

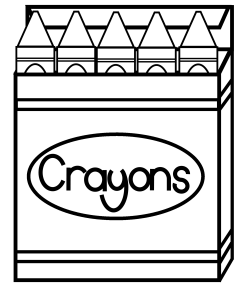


**Math at Home** Have your child make a table to show how many meals he or she eats in a week.



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

# "OO" OR NOT?



**Directions:** Color the word if it contains the "oo" sound as in "book". If it does not contain the "oo" sound as in "book", do NOT color the word.

pool	hoof	loot	wood
hook	spool	woof	crook
cook	football	cookie	food
cocoon	took	look	shook
stood	hood	noon	roof
tooth	nook	notebook	unhook
root	bookmark	brook	moon
wooden	boot	good	foot
footprint	soon	too	pool

# Wednesday, April 22

## **Reading/AR tests**

20 minutes

## **Language Arts**

Irregular Plurals Homework Page

Optional : Log into EPIC and pick any frog book to enjoy! Gail Gibbons writes a great one titled, *Frogs*.

## **Science/Social Studies**

Twig: What Materials are Most Suitable For Building Structures?

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

If not pages: Pages 24-27 (Answer questions orally and complete activity)

## **Math**

Data, Chapter 9 Lesson 7

## **Spelling Lesson 27**

Spelling Skill Practice

## Irregular Plural Nouns

Change the underlined singular noun in each sentence into a plural.

1. Only your left foot is sore, but both of my \_\_\_\_\_ hurt!
2. My cat ate a mouse, but your dog ate many \_\_\_\_\_.
3. One knife is dirty, but we have some more clean \_\_\_\_\_.
4. One woman is inside, but three \_\_\_\_\_ are outside.
5. She is an only child, but his family has six \_\_\_\_\_.
6. There is one die missing from the game. It needs two \_\_\_\_\_.
7. The ox is plowing the field alone without any other \_\_\_\_\_.

Change the underlined plural noun in each sentence into a singular noun.

8. Two men were running past, and one \_\_\_\_\_ was walking.
9. I have two black scarves and a brown \_\_\_\_\_.
10. Mark has lost three teeth, but I have only lost one \_\_\_\_\_.
11. Most people turned in their homework, but one \_\_\_\_\_ forgot.
12. I have one fish, but you have five \_\_\_\_\_.
13. I saw two black geese and one white \_\_\_\_\_.
14. Two sheep were eating grass and one \_\_\_\_\_ was laying down.



# What Materials Are Most Suitable For Building Structures?

You will explore the properties of solids by using different materials to build a bridge.

## You will:

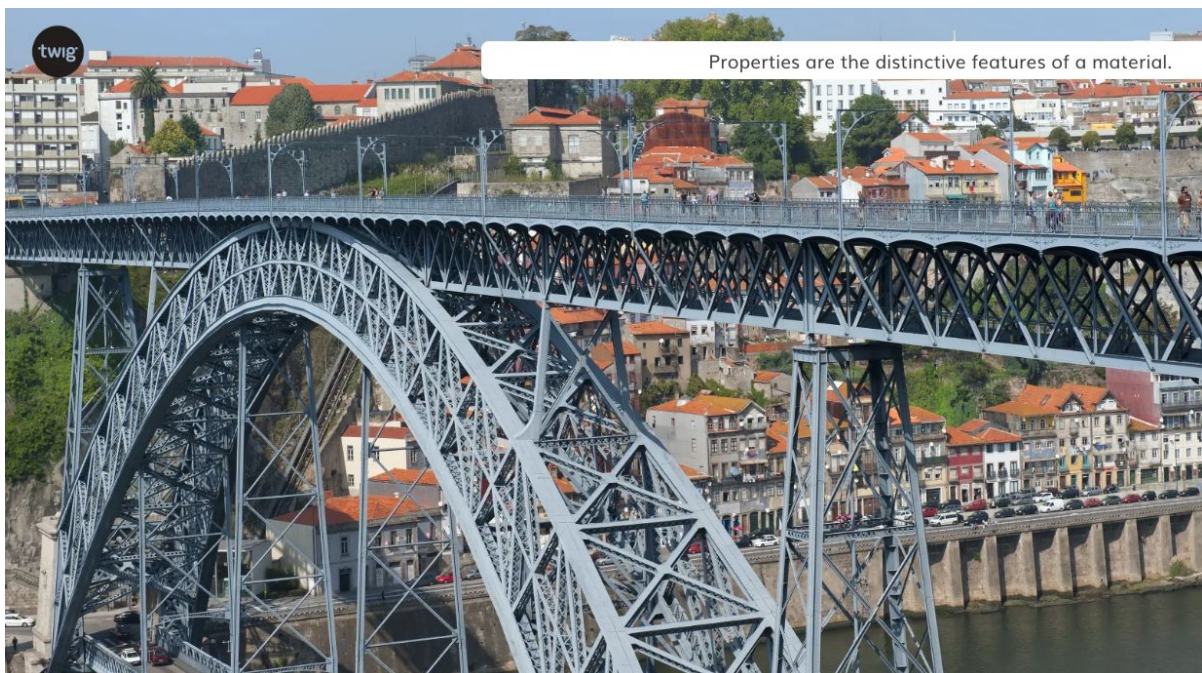
Understand that some solids have properties that make them more suitable for building structures.

## You will use:

### Materials

- A variety of materials to build with such as: hard gum candy, cocktail sticks, straws, dried spaghetti, marshmallows, raw jello cubes, pieces of chocolate
- Scotch tape

## Instructions









An understanding of properties is useful when selecting materials for a specific function.

2. Look at the selection of materials you have collected. You are going to use these to build a bridge. Consider the properties of each material and think carefully about which you will use. For example, you may choose cocktail sticks for the pillars as they are strong and flexible.

Select the materials you think have the right properties for your structure. Then, spend 15 minutes building your bridge.

3. After you have finished making your bridge, answer the following questions:
  - Which materials did you use and why?



- What properties does each material have? How does this make it suitable?
  
  
  
  
  
  
  
  
  
  
- Does your bridge stand up? Would it remain standing if you added weight to it?

4. Draw a picture of your bridge and label the materials you used.

Name .....

# My Homework

Lesson 7

Make Line Plots

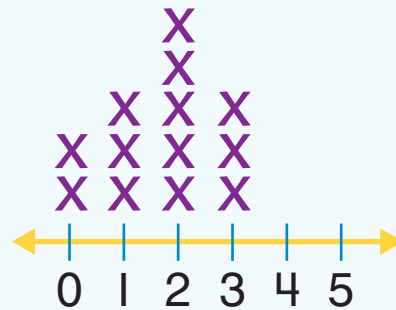
## Homework Helper



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

You can use data from a tally chart to make a line plot. Line plots show how often a certain number occurs in data.

Sports	Tally
0	
1	
2	
3	



## Practice

Use the tally chart to make a line plot.

1.

Siblings	Tally
0	
1	
2	
3	



Play ball!

Use the tally chart to make a line plot.

2.

Second Grade Classes	Tally
1	
2	
3	
4	



3.

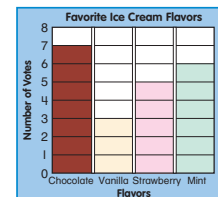
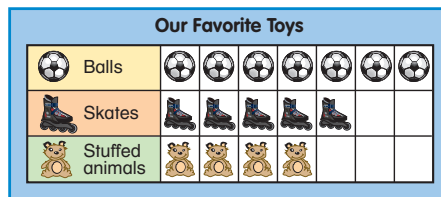
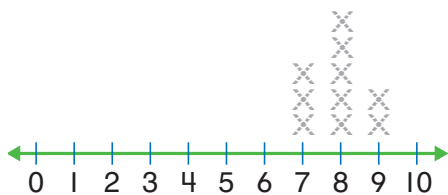
Swings	Tally
5	
6	
7	
8	



## Vocabulary Check



4. Circle the **line plot**.



**Math at Home** Help your child take a survey of the ages of his or her cousins. Have your child make a line plot to show the data.

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

# Spelling Skill Practice

took	books	foot	hoof
cook	nook	hood	wood
stood	shook	crook	cookbook
look	good	crooked	bookcase

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

stood, shook, took: \_\_\_\_\_

nook, hood, wood: \_\_\_\_\_

cook, crook, good: \_\_\_\_\_

foot, hoof, books: \_\_\_\_\_

look, cookbook, crooked: \_\_\_\_\_

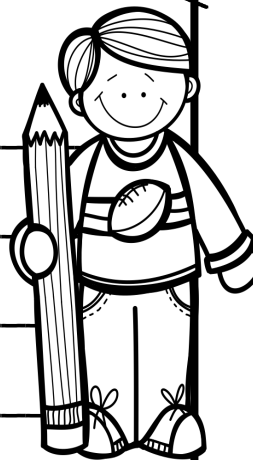
Directions: Write each word three times.

shook: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

crook: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

books: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

stood: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



Directions: Write each word again and underline the "oo" sound.

books: \_\_\_\_\_

stood: \_\_\_\_\_

hoof: \_\_\_\_\_

crook: \_\_\_\_\_

wood: \_\_\_\_\_

nook: \_\_\_\_\_

# Thursday, April 23

## **Reading/AR tests**

20 minutes

## **Language Arts**

Irregular Plurals Booklet

Read the Scholastic News: Too Dry for a Toad?

Complete the Compare Two Life Cycles sheet

## **Writing**

Answer the writing prompt: How to Play your Favorite Game!

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

## **Math**

Data, Chapter 9 Lesson 8

## **Spelling Lesson 27**

Trace, Copy, Rewrite



# Irregular Plurals Book

**by:** \_\_\_\_\_

Directions: Write the plural form of each word. Use it in a sentence, and draw a picture to go with your sentence.

# Irregular Plurals Book

**by:** \_\_\_\_\_

Directions: Write the plural form of each word. Use it in a sentence, and draw a picture to go with your sentence.



Singular: Child

Plural: \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

Singular: Man

Plural: \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

Singular: Child

Plural: \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

Singular: Man

Plural: \_\_\_\_\_

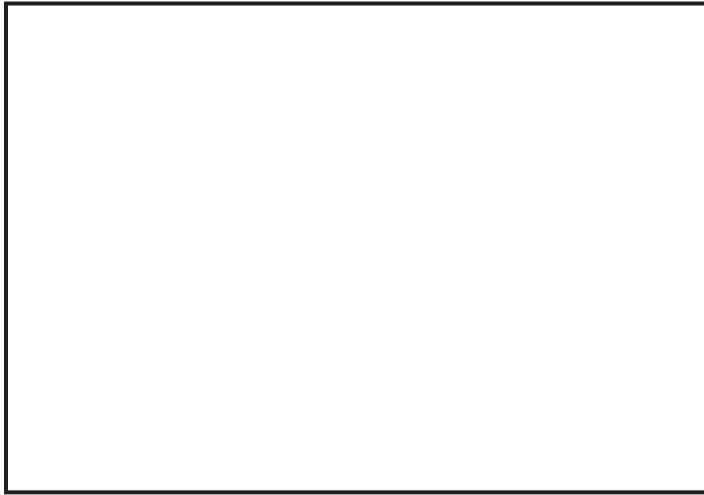


\_\_\_\_\_

\_\_\_\_\_

Singular: Woman

Plural: \_\_\_\_\_

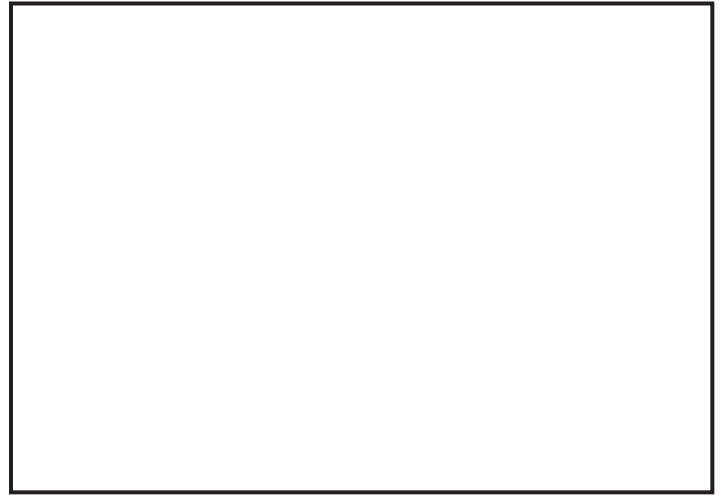


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Singular: Person

Plural: \_\_\_\_\_



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Singular: Woman

Plural: \_\_\_\_\_

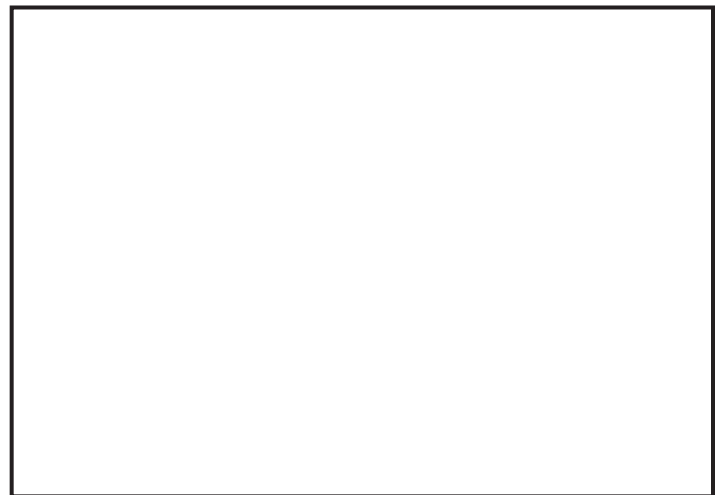


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Singular: Person

Plural: \_\_\_\_\_

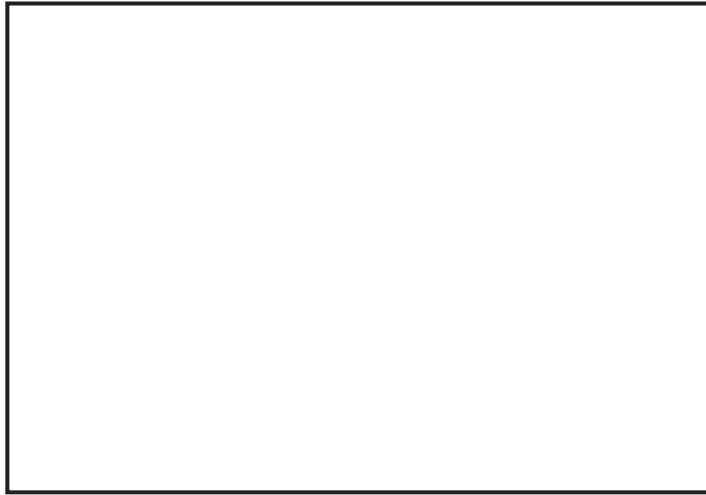


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Singular: Foot

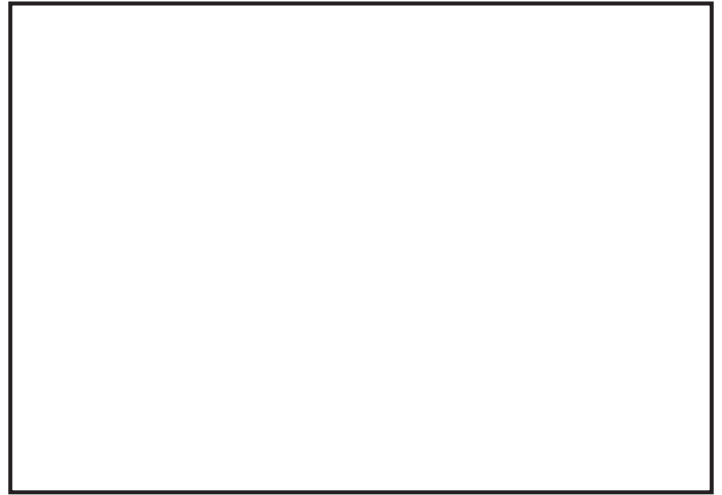
Plural: \_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

Singular: Tooth

Plural: \_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

Singular: Foot

Plural: \_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

Singular: Tooth

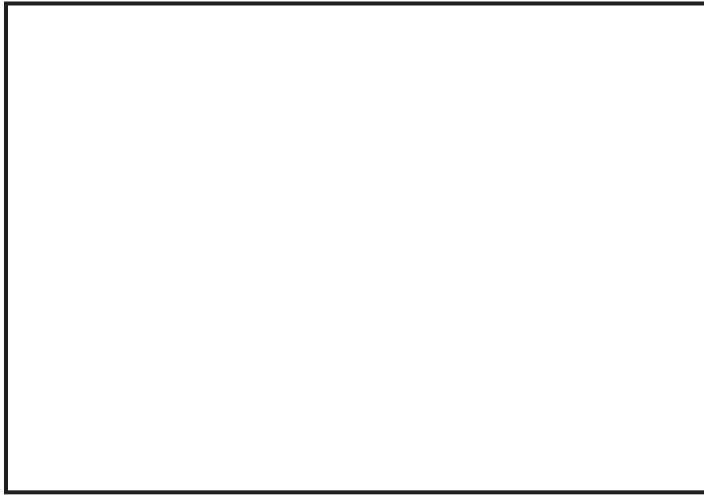
Plural: \_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

Singular: Fish

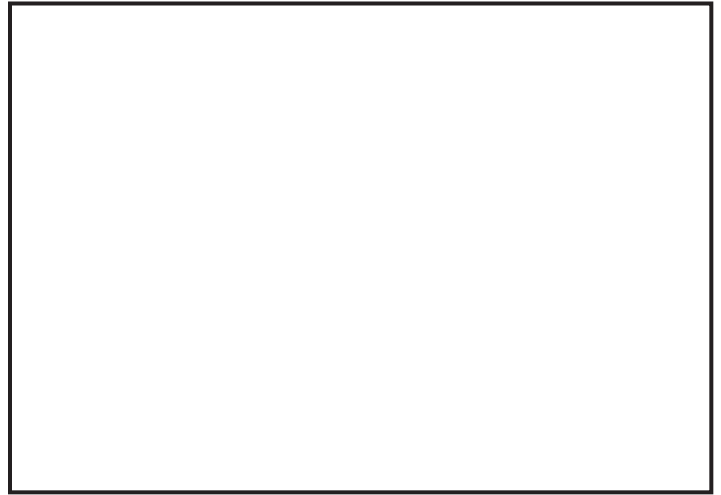
Plural: \_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

Singular: Ox

Plural: \_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

Singular: Fish

Plural: \_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

Singular: Ox

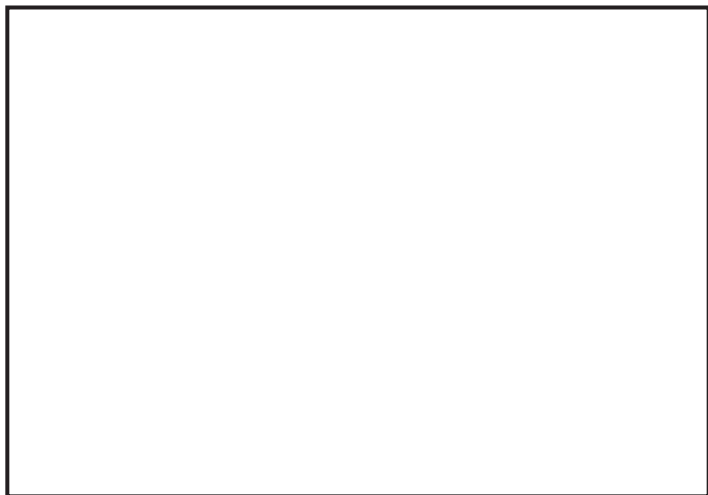
Plural: \_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

Singular: Mouse

Plural: \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

Singular: Goose

Plural: \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

Singular: Mouse

Plural: \_\_\_\_\_

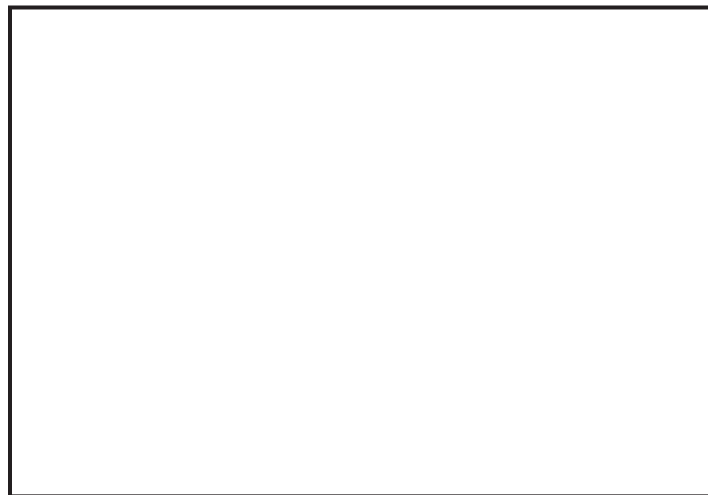


\_\_\_\_\_

\_\_\_\_\_

Singular: Goose

Plural: \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



SCHOLASTIC

# News

My Weekly Reader™

Vol. 70 No. 7 ISSN 0736-055X  
April 2014 • Edition 2

Go to [www.scholastic.com/sn2](http://www.scholastic.com/sn2)  
for toad videos, Common  
Core activities, and Spanish  
editions.



## Too Dry for a Toad?

**This spadefoot toad lives in the desert. It almost never rains there. But the toad can't go through its life cycle without water. How does it survive? It races against the desert sun.**





Male toads puff up their throats and call to female toads. This tells them it's time to lay eggs.



# Ready, Set, Grow!

It's another hot, dry day in the desert. The bright sun beats down.

A spadefoot toad rests under the ground. It spends most of the day buried in the sand, where the temperature is cooler. It waits there until the time is right for it to come out.

Right now, the desert is quiet and still. But things are about to change.

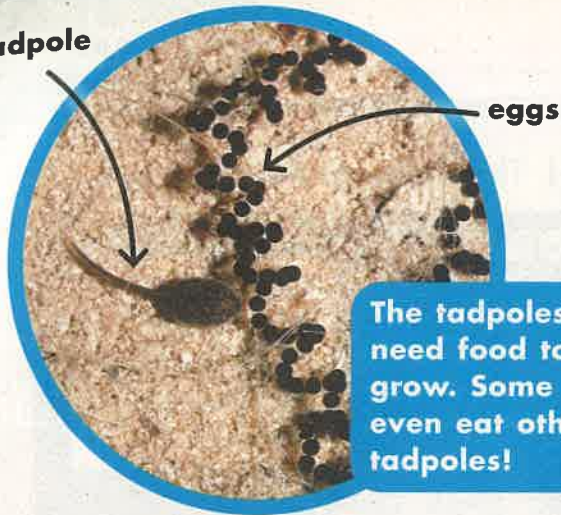
## Desert Rain

Suddenly, a storm rolls in. Rain starts to pour. The water flows over the desert and forms little pools and streams.

The spadefoot toad hears the rain thumping on the sand over its head. Now the toad knows it's time to leave its underground home. The toad crawls up to the surface.

Just as suddenly as the rain started, it stops. The desert is different. The sand is wet and

tadpole



The tadpoles need food to grow. Some even eat other tadpoles!

covered in puddles. At last, there is water in the desert. But it won't be here for long.

### Egg Time

This is when the toad does something it can do only after the rain. It hops over to a pool. It lays hundreds of eggs in the water.

The eggs will hatch into tadpoles. The tadpoles will go through a **metamorphosis**. Their bodies will change. They will grow into adult toads.

### Life-Cycle Race

There is one problem. The tadpoles need water to live and grow. But the hot desert sun makes the puddles **evaporate** quickly. That means the water turns into gas and rises into the air. The

toads must go through their whole life cycle before the pools dry up!

Spadefoot toads have **adapted** to their dry habitat by having a very short life cycle. In ponds and swamps where it is always wet, it can take two months for tadpoles to become toads. But here, in the desert, some tadpoles can grow into toads in just eight days!

Many of the tadpoles will not survive. They will not turn into adults before the water dries up. But some lucky tadpoles will survive and become toads. They will go underground, where they will stay cool and safe. Then they will wait until it rains again to start the whole cycle over!

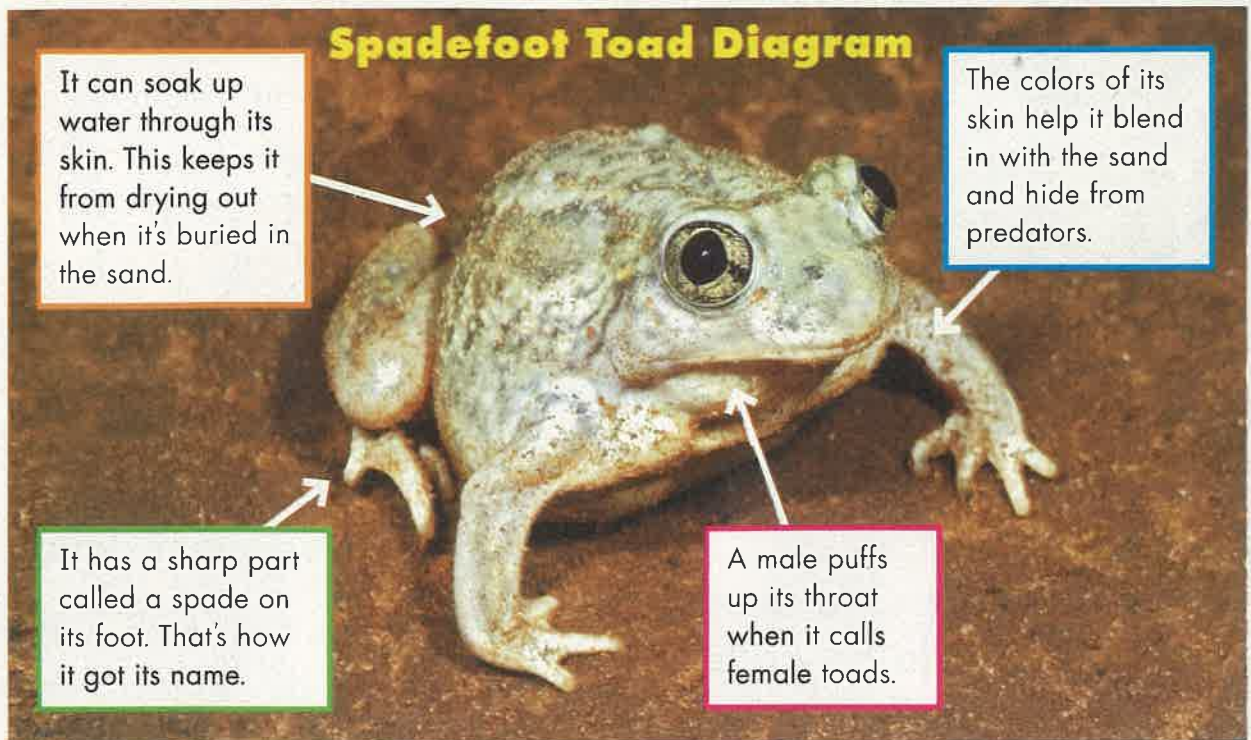
This spadefoot toad lives in a desert in Texas.





Name \_\_\_\_\_

Look at the diagram of a spadefoot toad. Then answer the questions.



- Where does the toad have a spade?
 

foot                       belly                       throat
- What part puffs up?
 

eyes                       nose                       throat
- What does the toad's skin soak up?
 

water                       sand                       leaves
- Which part helps the toad hide?
 

skin                       mouth                       eyes

**Bonus**

**Spade** is another word for shovel. What do you think the spade on the toad's foot helps it do?

\_\_\_\_\_



\_\_\_\_\_

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



# Compare Two Life Cycles

First, watch the video "The Life of a Frog" and answer the questions about a frog's life cycle. Next, read "Too Dry for a Toad?" and answer the questions about a spadefoot toad's life cycle.

 <b>Frog</b>	<b>Spadefoot Toad</b> 
Where does it live? _____ _____ _____	Where does it live? _____ _____ _____
Is it wet or dry there? _____ _____	Is it wet or dry there? _____ _____
Where does it lay its eggs? _____ _____	Where does it lay its eggs? _____ _____
Does it go through a metamorphosis? _____	Does it go through a metamorphosis? _____
How long does its life cycle take? _____ _____ _____	How long does its life cycle take? _____ _____ _____

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Please write about how to play your favorite game.

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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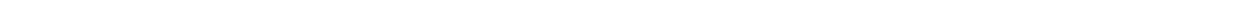
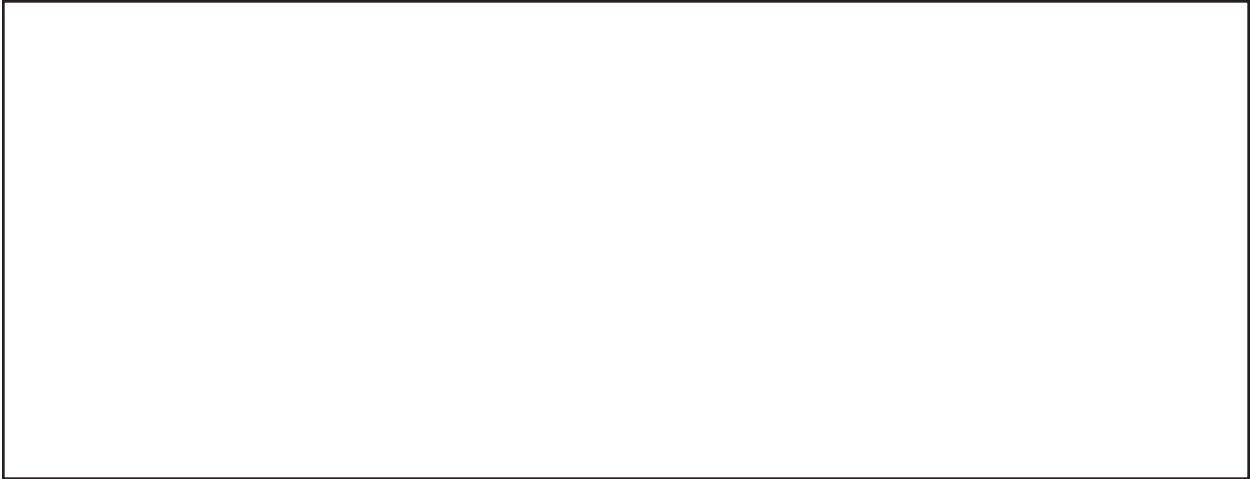
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Name .....

# My Homework

## Lesson 8

### Analyze Line Plots

### Homework Helper



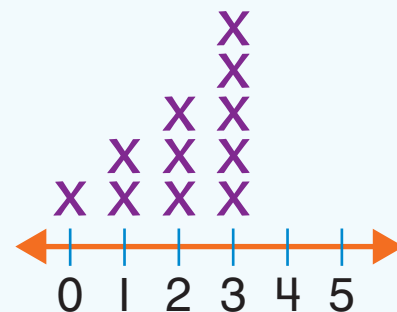
Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

You can answer questions from data in line plots.

How many friends have 3 dolls?

5 friends each have 3 dolls.

Number of Dolls



## Practice

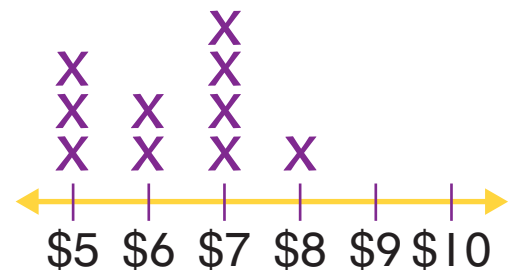
Use the data from the line plot to answer the questions.

1. How many people get \$5? \_\_\_\_\_

2. How much allowance do most people get?  
\_\_\_\_\_

3. How many people get more than \$6?  
\_\_\_\_\_

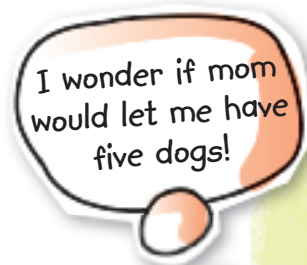
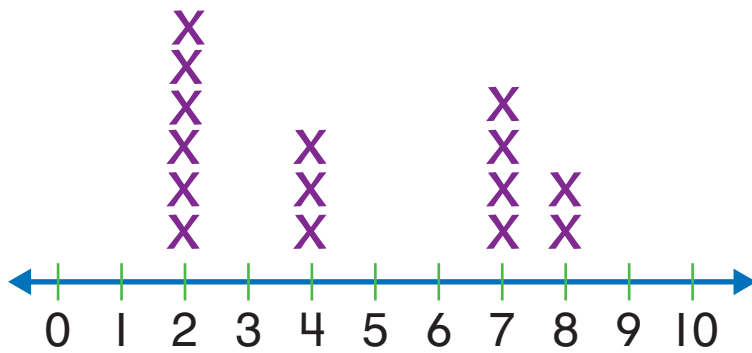
My Friends' Allowances





Use the data from the line plot to answer the questions.

### Number of Pennies



4. How many people found pennies?

\_\_\_\_\_

5. How many people found more than 5 pennies?

\_\_\_\_\_

6. How many people found less than 5 pennies?

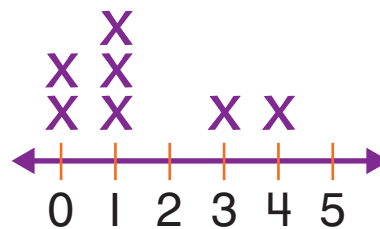
\_\_\_\_\_

## Test Practice

7. How many people have 5 dogs?

- |                       |                       |
|-----------------------|-----------------------|
| 3                     | 2                     |
| <input type="radio"/> | <input type="radio"/> |
| 1                     | 0                     |
| <input type="radio"/> | <input type="radio"/> |

### Number of Dogs



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**Math at Home** Make a line plot about the number of healthy food choices your child makes each day. Ask your child questions about the line plot at the end of a week.

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 that word without peeking.

Trace	Copy	Rewrite
took		
books		
foot		
hoof		
cook		
nook		
hood		
wood		
stood		
hook		
crook		
cookbook		
look		
good		





# Friday, April 24

## **Reading/AR tests**

20 minutes

## **Language Arts**

*Take Irregular Plurals Test*

## **Science/Social Studies**

Twig: How are Materials Grouped by their Properties?

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

If not pages: Pages 28-33 (Answer questions orally and complete activity)

## **Math**

Data, Chapter 9 Test ([MyMath](#))

## **Spelling Lesson 27**

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

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

**Write the plural for each of the following words:**

1. goose \_\_\_\_\_

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

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

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

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

**Write the singular for each of the following words:**

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

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

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

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

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



# How Are Materials Grouped By Their Properties?

You will identify and group objects by their properties and consider how this is useful in everyday life.

## You will:

Understand that materials can be grouped according to their properties, and that materials can fit into multiple groups as they often have multiple properties.

## You will use:

### Digital

- Buoyancy—Odd One Out video

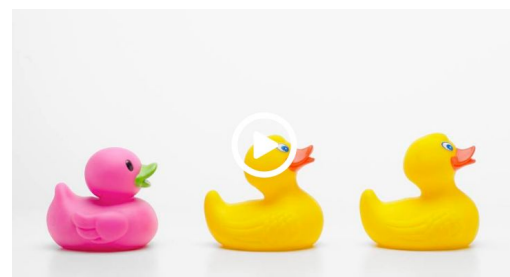
<https://www.twigsciencetools.com/video/properties-of-materials-odd-one-out-VVNFTIRXRTIwNDk1>

- Properties of Materials video

<https://www.twigsciencetools.com/video/properties-of-materials-VVNFTIRXRTIwNTgz>

## Instructions

1. Watch the Buoyancy—Odd One Out video about four different objects. Play it until 00:30 and then pause it.



2. Answer the following question.
  - Which is the odd one out? Explain why.

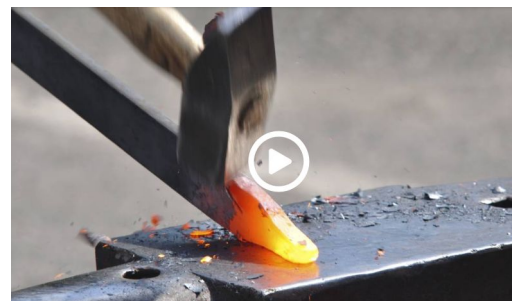


Play the rest of the video to see if you are right.

3. Answer the following questions.

- Can you think of any other objects that will float on water?
- What does it mean to group or classify something?
- What kinds of things can be grouped or classified?
- Can you give some examples of groups or classifications?
- Why might it be useful to group or classify things?

4. Watch the [Properties of Materials video](#).





5. Answer the following questions:

- Why is glass a good material for building greenhouses?
- Which other materials mentioned in the video can be categorized as transparent?
- What other properties does glass have?
- What properties does wool have?
- What properties does steel have?
- What properties does rubber have?
- What material would you choose to build a bridge out of? Why?

6. Complete the following worksheet. Look around the room and select a number of different objects. Record in the chart what material(s) the objects are made from using appropriate descriptive words. You can find suggested words on the worksheet as well as the [Materials Key Words Cards](#) on the pages that follow.

## Describing materials

Here are some words that are useful in describing materials. Read them carefully and make sure you understand what each means. You may be able to think of some more.

Now think about the many different objects that you use each day. Complete the table, using as many suitable words as you can to give a really good description of each object.

Hard	Soft	Shiny
Dull	Fluffy	Stretchy
Flexible (bendy)	Rigid (not bendy)	Smooth
Rough	Transparent (see-through)	Opaque (not see-through)
Spongy	Heavy (for its size)	Light (for its size)
Natural	Man-made	

Object	Material	Description
Saucepan	Steel (metal)	Rigid, smooth, opaque, heavy, man-made



			
METAL	FABRIC/ TEXTILE	PLASTIC	WOOD
GLASS	MINERAL/ STONE	SHINY	MATT/DULL
HARD, HEAVY (FOR ITS SIZE)	SOFT LIGHT (FOR ITS SIZE)	BRITTLE	STRONG
		ROUGH	SMOOTH



			
TRANSPARENT	TRANSLUCENT	OPAQUE	WATERPROOF
POROUS/ PERMEABLE	MAGNETIC	NONMAGNETIC	BUOYANT
CONDUCTOR	INSULATOR	FLEXIBLE	RIGID
STRETCHY	ABSORBENT	NATURAL	SYNTHETIC/ ARTIFICIAL

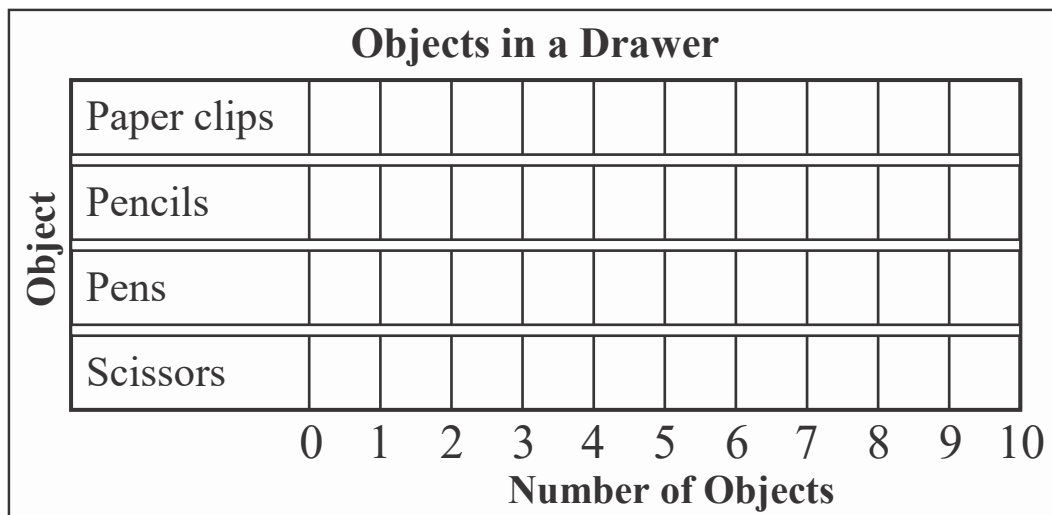


## Chapter Test, Form 3B

Complete the tally chart. Use the tally chart to make a bar graph.

1.

Objects in a Drawer		
Object	Tally	Total
Paper clips		
Pencils		
Pens		
Scissors		



2. How many more paper clips than pens are in the drawer?

\_\_\_\_\_

3. How many pencils and scissors are in the drawer?

\_\_\_\_\_

4. If someone takes 2 pens from the drawer, how many pens would be left? Write a number sentence to answer the question.

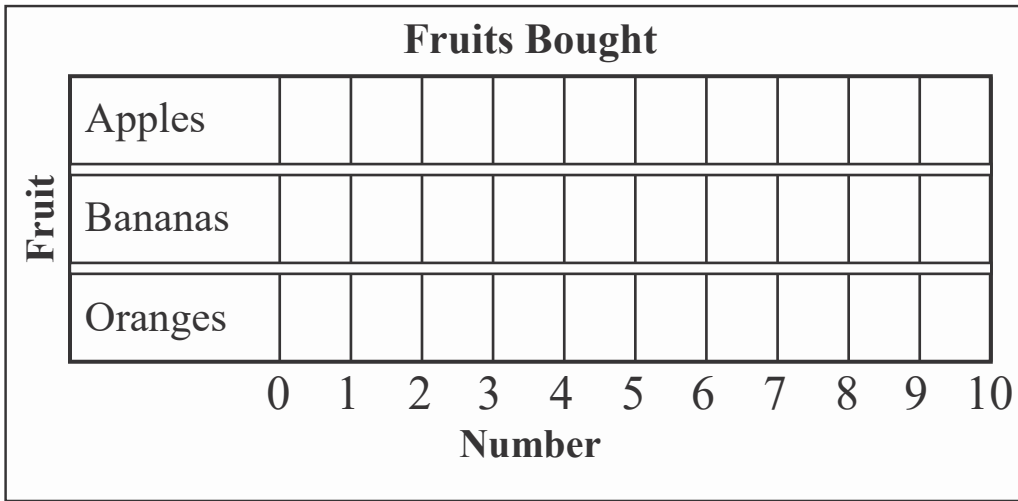
\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



## Chapter Test, Form 3B *(continued)*

**Fill in the bar graph. Use the bar graph to answer the questions.**

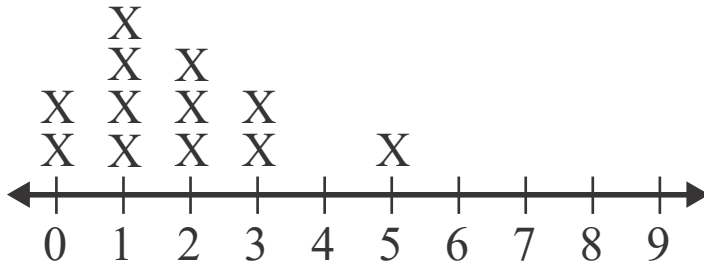
Addie, Lucy, and Charley are shopping for fruit. Addie buys 3 apples and 4 bananas. Lucy buys 5 oranges and 2 apples. Charley buys 5 bananas and 1 orange.



5. The fruit they bought the most of was \_\_\_\_\_.
6. How many total pieces of fruit were bought? \_\_\_\_\_

**Use the line plot to answer the questions.**

**Number of Sports Students Play**



7. How many students play 3 sports? \_\_\_\_\_
8. What is the most common number of sports students play? \_\_\_\_\_



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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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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\_\_\_\_\_