

## Homework for the week of April 13th

	LA	Math
Monday	<p style="text-align: center;">-----NON -INSTRUCTIONAL DAY-----</p> <p>If you celebrated 'Good Friday' you can choose to do Friday's lessons today.</p> <p>You may choose to do some work from the Extension Activities page today.</p>	
Tuesday	<p>Review slides 1 to 11 in the powerpoint posted.</p> <p>Complete Task 1 from Slides (slide 11 from the powerpoint). Record answers in your workbook.</p>	<p>Math 'check in' worksheet to be completed.</p>
Wednesday	<p>Refer to slides and complete Task 2 (PDF inserted at the end of this letter). Record answers in your workbook.</p> <p>(Optional-Raz Kids reading- 15 min)</p>	<p>Watch Lesson on Shapes and Area</p> <p>(Optional IXL: X.5 - X.8)</p>
Thursday	<p>Complete Task 3 (PDF inserted at the end of this letter). Record answers in your workbook.</p> <p>(Optional-Raz Kids reading- 15 min)</p>	<p>Jump Pages on Shape and Area: P.195-197</p>
Friday	<p>Complete Task 4 (PDF inserted at the end of this letter). Record answers in your workbook.</p> <p>(Optional-Raz Kids reading- 15 min)</p>	<p>Watch Lesson on Multiplying to Find Area</p> <p>Jump Math Pages - 202-203</p>

- You do NOT have to print off any of the work for this week. If blank spaces need to be filled in on a sheet, please organize your work neatly in a notebook or on a piece of lined paper. Just place a title at the top, date your page, and carefully number your questions.

## Instructions ( April 13th):

### Literacy

**LA-** This week's assignment is available through a powerpoint presentation. Please read carefully and listen to the audio that goes with each slide (turn your volume on). The assignments and expectations are also provided near the end of the presentation. The first task is expected to be completed in students' workbooks. The following 3 tasks have a worksheet that is provided at the bottom of this document.

**Raz Kids-** Raz Kids for this week is **optional**, but is still recommended for students to increase their reading fluency. Log into Raz Kids and read a book of your choice for 15 minutes. FYI - We can see who has been reading!! Teachers can see how many minutes you are reading and check out your comprehension scores!

**Spelling:** Spelling lists will now be optional, as we intend to integrate spelling practice in our ELA assignments. Find each week's spelling list under the "Extension Activities". We will do the same practice where students choose one square from the tic tac toe board and write out your chosen 5 spelling words using the instructions in the square ( e.g. Silly writing - write the words out in silly writing). Do 5 spelling words each time you do spelling, so by the end of the week you will have completed all 15.

Write these in a notebook or on a piece of lined paper. (Do this only 3 times over this week - Monday, Wednesday and Friday).

Optional: Parents, feel free to give your child a spelling test at the end of the week to monitor their knowledge.

### Math

**Math check-in page-** Please allow students to complete this page without parent help so we can see if they are understanding the work. Just write the answers in a notebook if you are unable to print this page out.

#### **Jump Math**

- There will be a YouTube video lesson posted to fully explain the concepts.
- In addition to that lesson, there may be a quick video from Ms. Farrish in which she tries to address common misunderstandings and adds further clarification. This can be used if you need more help understanding the math, or as a quick review for students who are already familiar with the concepts.
  - Students can complete the assigned pages in their Jump Math book once they have reviewed the concepts.
  - You will notice that we skip over some pages in the Jump Math book. Students can complete the skipped pages as **optional** extensions. We are trying to focus time on teaching essential concepts going forward.

**IXL-** Log onto IXL and do the assigned section. (Once again, teachers can track your progress online!!)

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

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

## Math Check-In

\*PLEASE COMPLETE ON YOUR OWN WITHOUT PARENT SUPPORT\*

1. Write the correct multiplication sentence for these arrays.



\_\_\_\_\_



\_\_\_\_\_

2. Draw an array AND write a multiplication sentence.

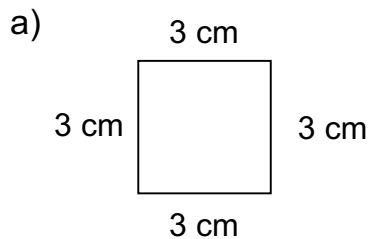
a) 3 rows    6 dots in each row

b) 4 rows    5 dots in each row

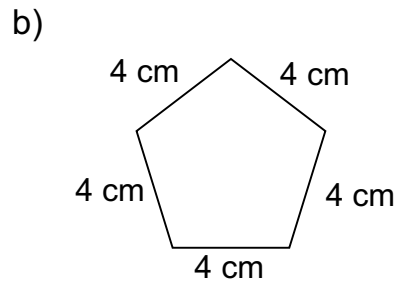
\_\_\_\_\_

\_\_\_\_\_

3. Write a multiplication sentence for perimeter. Then find the perimeter.



\_\_\_\_\_



\_\_\_\_\_

4. Sara bought 5 packages of pens. Each package contains 4 pens.  
How many pens did she buy?

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

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

5. Finish the multiplication chart.

×	1	2	3	4	5
1				4	
2	2				
3			9		
4					20
5		10			

6. Using the multiplication chart find the answers for the following:

a)  $4 \times 4 =$  \_\_\_\_\_

b)  $3 \times 2 =$  \_\_\_\_\_

c)  $5 \times 4 =$  \_\_\_\_\_

d)  $5 \times 3 =$  \_\_\_\_\_

## TASK 2

### What is General? What is Specific?

Good writers use specific details for descriptions. General words such as: *nice, big, awesome, pretty, scary*, etc. do not paint an effective word picture. In the pairs of descriptions below, identify the sentence that paints a word picture using specific details.

1. The kitten was so cute as she washed herself!

Her dainty, pink tongue darted out and she licked her paws. Then she reached up and scrubbed her head vigorously.

2. His rusty, old car limped into the driveway coughing and spluttering blue smoke.

He drove an old car.

3. The gold chain she wore gleamed softly and attached to it was a pearl pendant etched with delicate carvings.

She wore a beautiful, shiny necklace.

4. The old witch had an ugly face.

Wrinkles crisscrossed the witch's leathery face and her warty nose jutted out between fierce, beady eyes.

The house was old and looked scary.

Old rickety steps led up to a splintered front door with faded, peeling paint. Dark, menacing windows stared at us.

# TASK 3

**I am eagle. I fly in the early morning. I see my prey and I take him.  
(present tense)**

## I Am Eagle

I am Eagle, \_\_\_\_\_ (fly) silently in the early morning sky. The moon and stars have \_\_\_\_\_ away and the \_\_\_\_\_ light of dawn \_\_\_\_\_ across the countryside. I \_\_\_\_\_ (fly) and \_\_\_\_\_ (fly) on the air currents. My scream \_\_\_\_\_ the air as I \_\_\_\_\_ (look at) the ground below. When I \_\_\_\_\_ (see) a \_\_\_\_\_ creature \_\_\_\_\_ (run) below, I \_\_\_\_\_ toward the ground. I \_\_\_\_\_ the \_\_\_\_\_ gopher with my \_\_\_\_\_ talons. Ah! Breakfast!

Adjectives (describing words)	Verbs (action words)		
terrified	swoop	drift	fade
small	pierce	soar	spread
soft	spy	glide	scurry
pink	search	plunge	scramble
sharp	spot	dive	race
razor-sharp	scan	fills	travel
helpless	forage	penetrate	tiny
	snatch	grab	

## TASK 4

### SENTENCE STARTERS: For Sentence

Expansion

1. A bird sang.

2. The sun shone.

3. The book fell.

4. A man worked.

5. A child danced.

6. She ate.

7. He played.

8. They ran.

9. She called.