

Homework for the week of April 6th

	LA	Math
Monday	Spelling Words- Tic tac toe (5 words) - 15 min Raz Kids reading- 15 min	Fill out Multiplication Chart (or copy onto paper and fill out) - 20 min IXL Lesson G.1 - 10 min
Tuesday	Writing - Make a list of the things you like about being at home and learning from home and then a sentence or two describing how you feel about learning from home - 15 min	Arrays- Watch lessons Jump pages: 169-171 - 45 min If you need more practice with this you can do IXL lesson E.5-E.7 (OPTIONAL)
Wednesday	Spelling Words- (5 words) Tic Tac Toe - 15 min Raz Kids reading- 15 min	Concepts in Multiplication - Watch lessons Jump Pages: 176 - 177 - 30min
Thursday	Spelling Words- (5 words) Tic Tac Toe - 15 min Writing - Make a list of the things you miss about going to school every day and then write a sentence or two describing your feelings. - 15 min	Multiplication charts 2- Watch lessons Do jump pages p 189-190 -30min IXL lesson G.2 (OPTIONAL)
Friday	Reading Comprehension Sheet #1 -15 min Raz Kids reading- 15 min (OPTIONAL) - spelling quiz Parents: read each word aloud and give your child time to write it. Review + correct spelling afterwards.	Concepts in multiplication 2- Watch Lessons Do Jump pages p193-194 - 30min

- 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:

Literacy

Spelling: Using spelling list 17, 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.

Raz Kids- 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!

Reading comprehension- Read the short passage and answer the questions on a printed copy of the worksheet OR in your notebook (or paper).

Writing Lists - Students are brainstorming a list of things they like about working from home (Tuesday) and the things they miss about school (on Thursday). This is a point form list and not a paragraph. They will then write a short response (a couple of sentences) about how they feel. Write in a notebook or on a lined piece of paper.

Math

Note: for some students, the lessons will be a review of concepts already introduced

Multiplication Chart- Either print off **OR** copy the chart onto paper. Please fill out the highlighted section which is up to 5X5. Feel free to use objects such as pencil crayons or marbles to illustrate groups of numbers and skip counting as a tool to complete this cart. Filling out the rest of the chart is extension work.

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

Jump Math

- There will be a YouTube video lesson posted to fully explain the concepts.
- In addition to that lesson, there will 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.

1	2	3	4	5	6	7
Word	Sentence	# Syllables	Say to Spell	Say syllable	Segment...	... Finger Spell & Cue
						Write
1. approach	Do not approach a strange dog.	2	ăp pröch	/ăp/ /pröch/	/a-p/ /p-r-oa-ch/	Use two-letter /ō/ that may NOT be used at the end of English words.
	<i>ap pr<u>oa</u>ch</i>					
	31.1 Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Underline the /ō/. Underline the /ch/.					
	Vocabulary			Part of Speech		Plural / Past Tense
	ad- toward, add proach near			V, N		approached, approaches
2. manage	Joe will manage the project.	2	măn äj	/măn/ /äj/	/m-a-n/ /a-g-e/	Use /g-j/. Silent final E.
	<i>man ä<u>g</u>e</i>					
	Put a line over the /ä/. /ä-ä-ä/ said a long sound. 31.1 Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. 12.1 The vowel says its long sound because of the E. 12.3 The C says /s/ and the G says /j/ because of the E.					
	manu hand -age noun suffix			V		managed
3. chocolate	Let's make a chocolate cake.	3	chök ö lǟt	/chök/ /ö/ /lǟt/	/ch-o-c/ /o/ /l-a-t-e/	Use /k-s/. Silent final E.
	<i>choc ö /ä<u>t</u>e</i>					
	Underline the /ch/. 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Put a line over the /ö/. /ö-ö-ö/ said a long sound. 4A E O U usually say their long sounds at the end of the syllable. Put a line over the /ä/. /ä-ä-ä/ said a long sound. 31.1 Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Double underline the silent final E. 12.1 The vowel says its long sound because of the E.					
				N, Adj		chocolates
4. value	What is the value of that item?	2	väl ü	/väl/ /ü/	/v-a-l/ /u-e/	Silent final E.
	<i>val ü<u>e</u></i>					
	Put a line over the /ü/. /ü-ü-ö-ü/ said a long sound. Double underline the silent final E. 12.2 English words do not end in V or U.					
				N, V		values, valued
5. express	I like to express my ideas through art.	2	ëks prëss	/ëks/ /prëss/	/e-x/ /p-r-e-s-s/	Use /s-z/. Use /s-z/.
	<i>ex press</i>					
	30 We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally other letters also are doubled.					
	ex- out, up press press			Adj, V, Adv, N		expressed, expresses
6. detect	The sensor will detect the carbon monoxide levels.	2	dē tēkt	/dē/ /tēkt/	/d-e/ /t-e-c-t/	Use /k-s/.
	<i>dē t<u>e</u>ct</i>					
	Put a line over the /ē/. /ē-ē/ said a long sound. 4A E O U usually say their long sounds at the end of the syllable. 31.1 Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. 1C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/.					
	de- away from, out of tect to cover			V		detected
7. voice	She has a great voice.	1	vois	/vois/ /v-oi-c-e/		Use /oi/ that may NOT be used at the end of English words. Use /k-s/. Silent final E.
	<i>vo<u>i</u>ce</i>					
	Underline the /oi/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. 12.3 The C says /s/ and the G says /j/ because of the E.					
				N, V, Adj		voices, voiced

8. amaze	Did Lisa's story amaze you?	2	ā māz	/ā/ /māz/	/a/ /m-a-z-e/	Use /z/. Silent final E.
	<u>ā māze</u>					Put a line over the /ā/. /ā-ā-ā/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ā/. /ā-ā-ā/ said a long sound. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E.
				V		amazed
9. remove	We will remove the bad part.	2	rē möv	/rē/ /möv/	/r-e/ /m-o-v-e/	Use /ö-ö-ö/. Silent final E.
	<u>rē m ve</u>					Put a line over the /ē/. /ē-ē/ said a long sound. ⁴ A E O U usually say their long sounds at the end of the syllable. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put two dots over the /ö/. /ö-ö-ö/ said its broad sound. Double underline the silent final E. ^{12.2} English words do not end in V or U.
	re- again, back, backward			V, N		removed, removes
10. challenge	Are you prepared for the next challenge?	2	chäl lënj	/chäl/ /lënj/	/ch-a-l/ /l-e-n-g-e/	Use /g-j/. Silent final E.
	<u>chal lenge</u>					Underline the /ch/. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. ^{12.3} The C says /s/ and the G says /j/ because of the E.
				N, V, Adj		challenges, challenged
11. continue	She likes to eat and continue working.	3	kön t'n ü	/kön/ /t'n/ /ü/	/c-o-n/ /t-i-n/ /u-e/	Use /k-s/. Use /i-ī-ē-y/. Silent final E.
	<u>con tin ue</u>					¹ C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put a line over the /ü/. /ü-ü-ö-ü/ said a long sound. Double underline the silent final E. ^{12.2} English words do not end in V or U.
	con- with, together, completely			V		continued
12. worst	He is the worst singer in the choir.	1	werst	/werst/	/wor-s-t/	Use /s-z/.
	<u>worst</u>					Underline the /wer/.
				Adj, N, Adv		
13. average	The important lawyer sat in an average chair.	3	äv er äj	/äv/ /er/ /äj/	/a-v/ /er/ /a-g-e/	Use the /er/ of her. Use /g-j/. Silent final E.
	<u>av er äge</u>					Underline the /er/. Put a line over the /ä/. /ä-ä-ä/ said a long sound. ^{31.1} Any vowel may say one of the schwa sounds, /ü/ or /i/, in an unstressed syllable or unstressed word. Put a 2 over the /j/. /g-j/ said its second sound. Double underline the silent final E. ^{12.1} The vowel says its long sound because of the E. ^{12.3} The C says /s/ and the G says /j/ because of the E.
				N, Adj, V		averages, averaged
14. peace	An uneasy peace existed between the two nations.	1	pēs	/pēs/	/p-ea-c-e/	Use /ē-ē-ā/. Use /k-s/. Silent final E.
	<u>peace</u>					Underline the /ē/. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. ^{12.3} The C says /s/ and the G says /j/ because of the E.
				N, I		peace
15. serve	Which option will serve our customers best?	1	serv	/serv/	/s-er-v-e/	Use /s-z/. Use the /er/ of her. Silent final E.
	<u>serve</u>					Underline the /er/. Double underline the silent final E. ^{12.2} English words do not end in V or U.
				V, N		served, serves

SPELLING

TIC-TAC-TOE

Choose 3 squares to make a tic-tac-toe!
Complete the 3 activities that you chose and hand them in with the rest of your weekly homework!
One square on Monday, Wed., Fri.

Week of _____:

Write your words in alphabetical order.

Write your words in rainbow colors.

Write your words 3 times each.

Write your words with rhyming words next to them.

Write your words with bubble letters.

Write your words in **CAPITAL** letters.

Write your words with silly letters.

Write a sentence for each word.

Write your words with red vowels and blue consonants.

Name _____

Low Tide

Two children went with Aunt Susan to the beach. Aunt Susan knew the best time to go the beach. "We will arrive at the beach at low tide," Aunt Susan told the children as they rode in her red van. "Low tide at the beach is so much fun," Aunt Susan said, and she smiled.

Aunt Susan stopped her red van on Beach Avenue. Carefully, the three of them crossed the road. Then they all ran as fast as rabbits to the sand! "It is low tide," Aunt Susan shouted in the wind. "See how the ocean has pulled back from the shore? That is why you will find so many shells and rocks on the beach! The ocean gives you a chance at low tide," said Aunt Susan. "It is a chance to find treasures from the sea!"



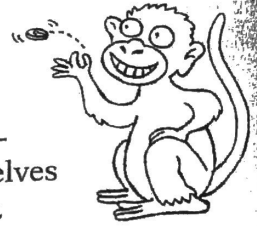
1. What is the best time to pick up shells and rocks at the beach? _____
2. How did the children get to the beach? _____
3. What is special about low tide? _____

4. What are some treasures from the sea? _____

5. What did they have to be careful about? _____

6. What did they do to show their excitement? _____
7. Write what you know about finding shells and rocks.

Multiplication Fact Chart



TIP Fill in the products *before* you reproduce this chart to provide children with a study guide. Or let children fill in the products themselves for practice, as an assessment, or as an ongoing record of mastery.

✖	0	1	2	3	4	5	6	7	8	9	10
0											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											