

Homework for the week of June 8th

	LA	Math
Monday	Reading comprehension sheet and reading for 15 min (book or Raz Kids)	NS3 – 66 Watch Lesson “Equal parts of shapes” & Workbook Pages: 59-60
Tuesday	Reading comprehension sheet and reading for 15 min (book or Raz Kids)	NS3 – 67 – Watch Lesson “Different Shapes, Same Fractions”
Wednesday	Use LA instructions and checklist included in the HW package for your LA Suggested paragraphs to do good copy of today: Introduction and setting	NS3 – 67 – Do Workbook pages: 61 62
Thursday	Write out/ type up good copy Suggested paragraphs to do good copy of today: character and event 1	NS3 – 69 – Watch Lesson “Comparing Fractions”
Friday	Write out/ type up good copy Suggested paragraphs to do good copy of today: event 2 and event 3	NS3 – 69 –Do Workbook pages: 65,66,67 Fraction check in posted today but Due Monday. (Do it either today or on Monday)

Math:

Optional IXL: Y1-Y12

Extra optional fraction pages on weebly under “Extension Activities” then “math”.

Instructions (June 8st):

Literacy

LA- follow the attached LA instructions and editing checklist to start working on good copy of story.

Raz Kids- Read a book or 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 continue to 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

Jump Math

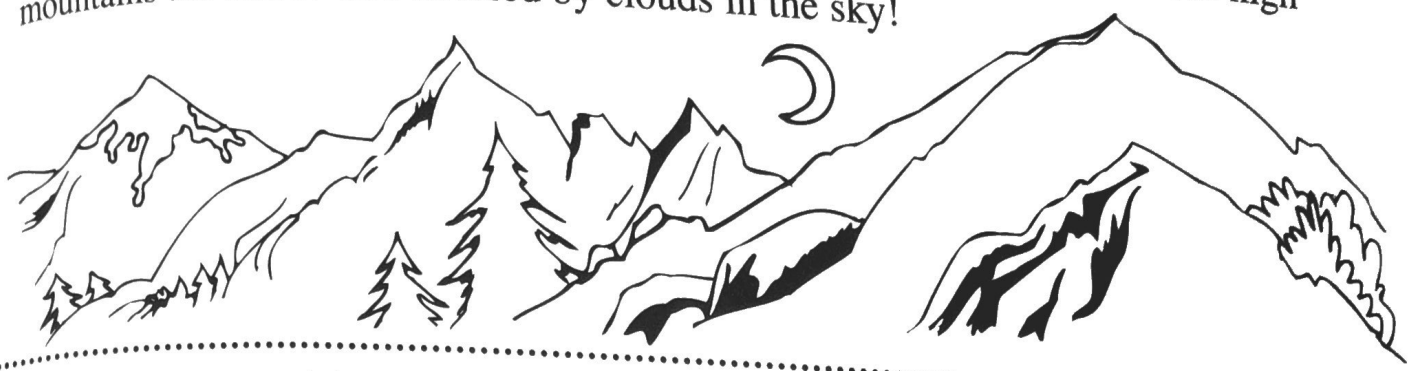
- There will be a YouTube video lesson posted to fully explain the concepts.
- In addition to that lesson, there may be a quick video from Ms. Farrish in which she tries to address common misunderstandings and adds further clarification. This can be used if you need more help understanding the math, 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 in preparation for grade 4.

IXL- optional this week: Log onto IXL and practice fraction skills.

Mountains

A mountain is larger than a hill. The top of a mountain is called a peak. Some mountain peaks are famous. Famous mountain peaks have names! Two famous peaks are Pikes Peak and Mount Everest. Pikes Peak is in the United States. Everest is a mountain peak in a country called Nepal. Nepal is near India.

Mountains are interesting because of their age. Many mountains are millions of years old. Mountains are also interesting because of their height. The height of a mountain tells how high it is. Some mountains are more than 25,000 feet high! These high mountains are sometimes covered by clouds in the sky!



1. What famous peak is near India? _____
2. What mountain peak is in North America? _____
3. Why do clouds cover some mountains? _____

4. What is the height of a very high mountain? _____
5. Why is a hill not called a mountain? _____

6. Some mountains are covered with grass or trees. Some mountains are covered with rocks. Some mountains are covered with ice. Some mountains are covered with snow. What kinds of mountains do you like best? Why?

Name _____

The Watchdog

A watchdog is a dog that has a big bark. A watchdog barks to scare away trouble. In this way, a watchdog protects the family. Sometimes, however, a watchdog barks too much. Our watchdog does that! Our watchdog barks at a bird. He even barks at a gentle butterfly!



*Our family has a watchdog;
His name is Mr. Sparks.
He watches out for trouble,
Then barks and barks and barks!*



*We know our dog protects us
At our home and at the parks,
But when he barks too often
We must silence Mr. Sparks!*

1. What are the two jobs of a watchdog? _____

2. When should a watchdog not bark? _____
3. Why shouldn't a watchdog bark at a butterfly? _____

4. What two words in the poem rhyme with *Mr. Sparks*? _____
5. What do you think the word *silence* means? _____

6. Write how you would keep a watchdog from barking too much.

LA instructions and checklist for you story

Story Steps

- 1) Review teacher feedback and make edits.
- 2) Read your paragraphs out loud. (Do the sentences make sense? Are they on topic? Do the sentences flow with the paragraph?)
- 3) Use your paragraph checklists below; is your story missing anything?
- 4) Do your paragraphs flow with your story? (Do they match your story and flow naturally?)
- 5) Improve your work. Add any extra details or juicy words.
- 6) Start writing your good copy. Make sure you use an indent at the start of the paragraph and double space your writing. Begin to write out (double spaced) or type up (on computer) a good copy of your story. You can use your lined notebook or print out the lines paged provided in the HW package.
- 7) Follow the suggested outline for writing out your good copy.

Paragraph Checklists:

Parts of the story:

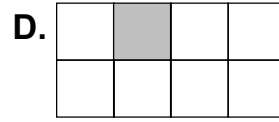
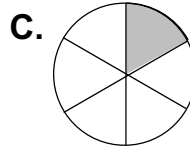
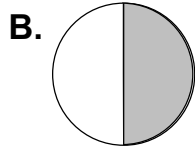
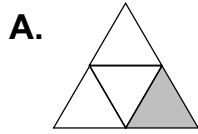
- ___ 1. I have an introduction paragraph
- ___ 2. I have described the setting of my story
- ___ 3. I have described the characters in my story
- ___ 4. I have a detailed paragraph with my event 1
- ___ 5. I have a detailed paragraph with my event 2
- ___ 6. I have a detailed paragraph with my event 3
- ___ 7. I have a concluding paragraph to my story

Revising and Editing:

- ___ 1. I have double spaced my work (if printing in notebook or on paper)
- ___ 2. I remembered to indent all of my paragraphs and dialogue and to print neatly against the margin.
- ___ 3. The sentences make sense'
- ___ 4. The tense is kept the same throughout my writing (past or present)
- ___ 5. I have replaced the *boring and jail* words with strong verbs and juicy adjectives.
- ___ 6. I have written against the red margin (if using lined paper with red margin)
- ___ 7. All of my sentences start with a capital letter.
- ___ 8. I used capital letters on proper nouns.
- ___ 9. I have punctuation at the end of each sentence. (. ? !)
- ___ 10. I checked my words for correct spelling.

Fractions Unit Review June 15th

1. Match the shaded part with the unit fraction.



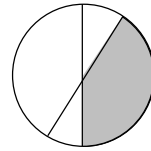
a) one eighth

b) one sixth

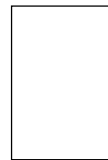
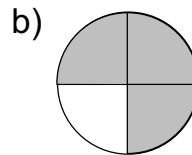
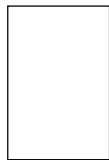
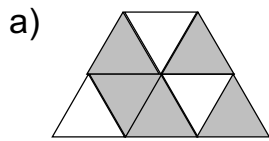
c) one fourth

d) one half

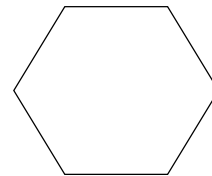
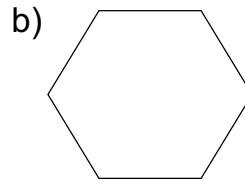
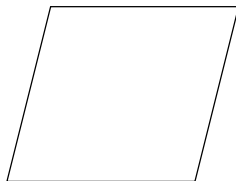
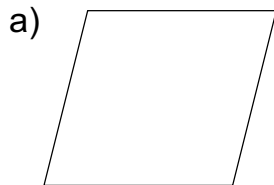
2. Explain why the picture does not show one fourth.



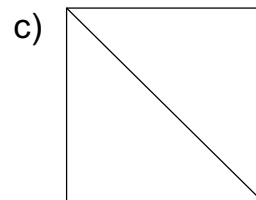
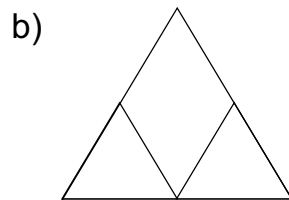
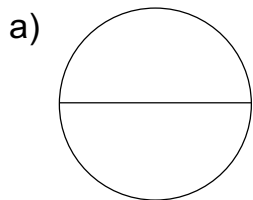
3. Write the fraction shown by the shaded parts.



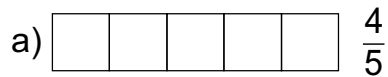
4. Shade $\frac{1}{2}$ of the shape in two different ways.



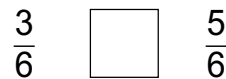
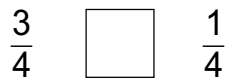
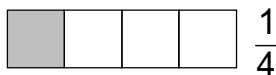
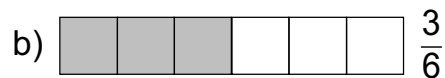
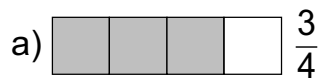
5. Add a line to the picture to make four equal parts.



6. Shade the fraction of the strip.

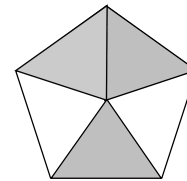


7. Circle the greater fraction. Then use the correct sign (> or <) to compare the fractions.

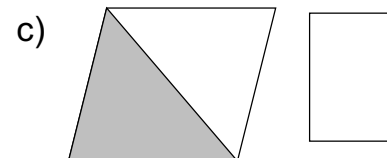
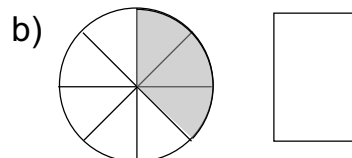
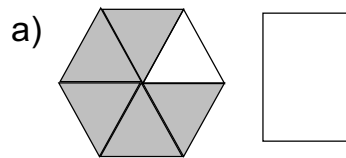


8. Billy thinks the shaded area shows the fraction $\frac{3}{4}$.

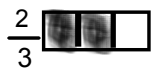
Is he correct? Explain. _____



9. Write the fraction shown by the non-shaded (white) parts.



10. Sara looked at the pictures and said that :



$\frac{1}{3} > \frac{2}{3}$

Explain her Mistake: