

Homework for the week of May 11th

	LA	Math
Monday	Lesson 1- Dialogue Lesson Watch Task 1 and do Task 1 Task 1 A and 1 B (dialogue speech bubbles page and punctuation page)	Jump pages: 17 Only Fact Family sheets Optional : Page 18
Tuesday	Lesson 2 - Watch Task 2 Write in notebook: Story Introduction	Watch: Lesson 57 "Knowing when to multiply or divide" Optional: IXL 1.5
Wednesday	Continue writing paragraph If done- go to LA extensions page.	Jump Pages- 19 and 20
Thursday	Lesson 3- Watch Task 3 Read over and edit for grammar - add juicy words - use editing checklists to check work If done- go to LA extensions page	Watch lesson 58- "Knowing when to Multiply or Divide: Word Problems" Optional: IXL N.10
Friday	NON- INSTRUCTIONAL DAY-----	(Don't forget to submit HW)

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 (May 11th):

Literacy

LA- This week's slides are broken down into three videos. The slides are available to view on youtube (link on weebly) so that devices that aren't compatible with powerpoint can play the video to show the slides with sound.

Students can work in their notebooks or on looseleaf paper to write their story. The task 1 sheets can be printed out or copied into a notebook.

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 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

Math fact families sheets- you can print out or write out in your notebook.

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 division and multiplication skills.

Name: _____

Fact Family Street

Use multiplication and division to fill in the fact family living in each house.

a.

72
x, ÷

9 8

9	x	8	=	72
8	x	9	=	72
72	÷	9	=	8
72	÷	8	=	9

b.

28
x, ÷

7 4

	x		=	
	x		=	
	÷		=	
	÷		=	

c.

30
x, ÷

6 5

	x		=	
	x		=	
	÷		=	
	÷		=	

d.

24
x, ÷

8 3

	x		=	
	x		=	
	÷		=	
	÷		=	

e.

63
x, ÷

9 7

	x		=	
	x		=	
	÷		=	
	÷		=	

f.

8
x, ÷

4 2

	x		=	
	x		=	
	÷		=	
	÷		=	

g.

42
x, ÷

7 6

	x		=	
	x		=	
	÷		=	
	÷		=	

h.

18
x, ÷

6 3

	x		=	
	x		=	
	÷		=	
	÷		=	

i.

45
x, ÷

9 5

	x		=	
	x		=	
	÷		=	
	÷		=	

Name: _____

Fact Family Street

Use multiplication and division to fill in the fact family living in each house.

a.

32
x, ÷

8 4

8	x	4	=	32
4	x	8	=	32
32	÷	8	=	4
32	÷	4	=	8

b.

132
x, ÷

12 11

	x		=	
	x		=	
	÷		=	
	÷		=	

c.

21
x, ÷

7 3

	x		=	
	x		=	
	÷		=	
	÷		=	

d.

120
x, ÷

12 10

	x		=	
	x		=	
	÷		=	
	÷		=	

e.

36
x, ÷

9 4

	x		=	
	x		=	
	÷		=	
	÷		=	

f.

54
x, ÷

9 6

	x		=	
	x		=	
	÷		=	
	÷		=	

g.

12
x, ÷

4 3

	x		=	
	x		=	
	÷		=	
	÷		=	

h.

56
x, ÷

8 7

	x		=	
	x		=	
	÷		=	
	÷		=	

i.

66
x, ÷

11 6

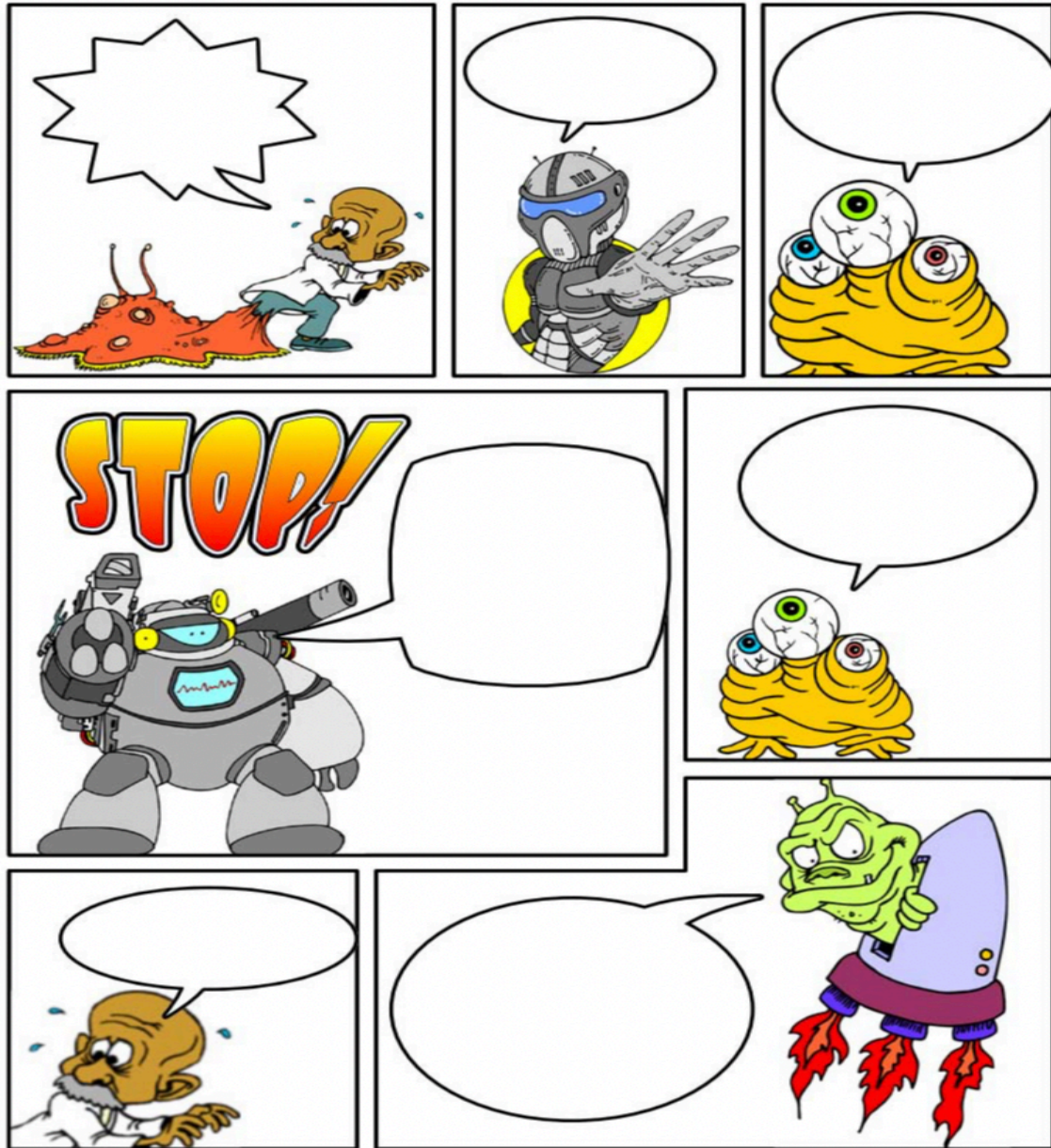
	x		=	
	x		=	
	÷		=	
	÷		=	

Task 1-A

TASK 1----USING DIALOGUE IN OUR WRITING

FILL IN THE SPEECH BUBBLES BELOW TO TELL A STORY!

Imagine what the people are saying to each other in the pictures and then **write the dialogue, using punctuation.**



EXCLAMATION
e.g. Help!



THOUGHT-
I can't believe this.



SPEECH
Where is your home?



SPEECH
I come in peace.

Task 1-B Dialogue Practice- add in the missing punctuation.

I told him Papa was fine and handed him the slip my grandpa had given me. They sure are some fine-looking pups he said. You'll have to go around to the door. I'm sure my feet never touched the ground as I flew around the building. He unlocked the door, and I stepped in, looking for my dogs. I couldn't see anything but boxes, barrels, old trunks, and some rolls of barbed wire. The clerk kindly walked over to one of the boxes. Do you want box and all he asked. I told him I didn't want the box. All I wanted was the dogs. How are you going to carry then he asked I think they're a little too young to follow.

*Some classes have worked on indentation, others have not. Check for punctuation (and indentation if your class has worked on this).

APPENDIX 3 -- TASK 1 PART B

KEY TO DIALOGUE PARAGRAPH

I told him Papa was fine and handed him the slip my grandpa had given me.

“They sure are some fine looking pups,” he said. “You’ll have to go around to the door.”

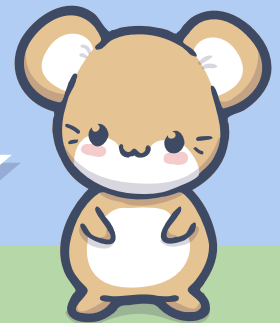
I’m sure my feet never touched the ground as I flew around the building. He unlocked the door, and I stepped in, looking for my dogs. I couldn’t see anything but boxes, barrels, old trunks, and some rolls of barbed wire.

The kindly clerk walked over to one of the boxes.

“Do you want box and all?” he asked.

I told him I didn’t want the box. All I wanted was the dogs.

“How are you going to carry them?” he asked. “I think they’re a little too young to follow.”



Editing and Revising Checklist- NARRATIVE

Revising and Editing (**START BY READING IT ALOUD**)

___ 1. I remembered to indent all of my paragraphs and dialogue and to print neatly against the margin.

___ 2. The sentences make sense'

___ 3. The tense is kept the same throughout my writing

___ 4. I have replaced the boring and jail words with strong verbs and juicy adjectives.

___ 5. I wrote against the red margin.

___ 6. All of my sentences start with a capital letter.

___ 7. I used capital letters on proper nouns.

___ 8. I have punctuation at the end of each sentence. (. ! ?)

___ 9. I checked my words for correct spelling.



Editing Checklist - that we have been using all year long

Paragraph Writing Checklist	
1.	I have indented the first sentence
1.	I have started with an introductory topic sentence
2.	I have included a minimum of 3 supporting sentences
3.	All my sentences relate to the topic
4.	I have used a variety of transition words (first, next, then, last)
5.	I have used a variety of words to start my sentences
6.	I have enhanced my writing with juicy words (adjectives)
7.	I have added more details to keep my reader interested
8.	I have written a closing sentence that summarizes my paragraph

Editing and Improving Checklist	
1.	Underline and fix spelling
2.	Circle or add punctuation (. , ! ? A a)
3.	Change a word that doesn't sound right
4.	Erase a word or words that don't belong
5.	Highlight adjectives (is it exciting enough, and did you use juicy words)
6.	Read your work out loud. Does it make sense?

