

Name: _____		Section: _____	Date: January 7-11
Monday	Reading: page 1 Language Arts: Pick 1 activity from the Speller's Choice Menu and do your assignment on page 2	Happy New Year!!!! I hope you all had a happy holiday. Reminders: 1-16-19- Last day to work on your A.R. goal (optional) 1-17-19- End of the 2 nd Quarter 1-18-19 – Teacher's Planning day 1-21-19- MLK Day- No School!	
Tuesday	Reading: page 3 Language Arts: page 4		
Wednesday	Reading: 20 minutes of i-ready – due Sunday night		
Thursday	Reading: Page 5 Language Arts: page 6	Do your best 😊 Neat handwriting is a MUST! – Messy homework WILL NOT be accepted. Always use text evidence- Underline and number where you found the answer in the story.	
Friday	25 minutes of i-ready – due Sunday night Have a Great Weekend 😊 Study your spelling words- Quiz on Monday		

Unit 4 Week 1

Story

Rain Forest

Genre

Expository Text

Story

African Savannas

Genre

Expository Text

Story

Alaska: A Special Place

Genre

Expository Text

Comprehension Strategy

reread

Comprehension Skill

compare and contrast

Vocabulary Strategy

compound words

Writing Traits

ideas

Grammar

linking verbs- is, are, am, was, were

Structural Analysis

re-, un-, dis-, -ful, -less

Mechanics

capitalization of proper nouns-special places

SPELLING/PHONICS

wr, kn, gn,
mb, sc

silent letters

comb
crumb
scene
scent
gnat
sign
knife
know
wrist
writing
Bonus
cube
music
don't
eat
very

Vocabulary

Quiz on
1/17/19

eerie- strange and scary

growth- the act of growing

layers- levels or folds on top of each other

lively- full of life or energy

location- a certain place or position

region- a large area

seasons- one of four parts of a year

temperate- not too hot or too cold

High Frequency Words

many, morning, through, very, sleep, eat, colors, down,
below, dark

Oral Vocabulary Words

valleys, harbors, factories, produce, timber

Spelling Menu

Count Consonants and Vowels

Make a chart and write each spelling word. Then tell how many consonants and vowels each word has.

Word	Consonants	Vowels
teacher	4	3
stapler	5	2

Shape Words

d
do
don
donu
donut

(or make them boat shaped, wagon shaped, smiley face, etc.)

ABC Order

Write your spelling words in ABC order.

Sentences

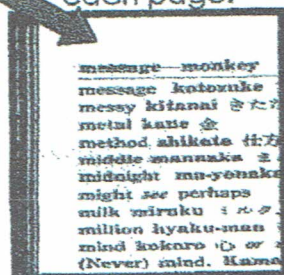
10 points

Write each spelling word in a sentence.

Underline each word.

Using Dictionary

Look up your spelling words in a dictionary. Write the guide words found at the top of each page.



Write a letter

Write a letter to someone. Use your spelling words.

Underline each spelling word. Follow the letter format discussed in class.

Parts

date, greeting, body, closing, signature

Scrabble

Connect spelling words to create a Scrabble board

Example:

b
c a t
u
b u s
u
b

Using rhymes

Write your words and then write a rhyming word next to each word

Example:
light— bright
brag— drag

"NEW" words

Form NEW words by changing 1 or 2 letters in your spelling word.

Use technology

1. Type out your spelling and/or vocabulary words on the computer.

Question

Write questions with your spelling words.

Write a Story

Write a story using the spelling words.

Explain the meaning

Read each word and explain to your parents what each word means.

(Parents will be responsible for writing a note in the spelling homework if the student chooses this activity)

"Ransom" Words

"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.

Sort the words by parts of speech

word	part of speech
castle	noun
yelled	verb
old	adjective

Sort the words by a category (you get to create the category)

words related to cooking

trying
baking
mixing

Picture words

Draw any picture and hide your spelling words in the picture.

READ THE PASSAGE Find out what is the same and different about Jenna and Eva.**It's Pizza Night!**

Jenna and Eva are happy whenever their mom says it's pizza night. The sisters both love pizza. But they both are picky about the kind of pizza they like.

Jenna likes thick, chewy crust. Eva likes the crust to be thin and crispy. Eva and Jenna like tomato sauce on their pizza, but they prefer different toppings. Jenna likes plenty of cheese. Even if Jenna's pizza has three kinds of cheeses, she still sprinkles grated cheese on top. Eva likes pepperoni pizza that is not too spicy.

Eva's and Jenna's eating styles are different, too. Eva takes big bites of a pizza slice. She once ate a big slice in just four bites. Jenna folds a slice down the middle into a kind of pizza sandwich. She usually leaves a few bits of crust on her plate. Eva, however, eats every bite. Mom always hands a stack of napkins to both girls. Their faces are smeared with sauce by the end of the meal.

SKILL PRACTICE Read the question. Fill in the bubble next to the correct answer.

- | | |
|--|-----------------------------------|
| 1. What is the same about Jenna and Eva? | 3. Unlike Jenna, Eva _____. |
| Ⓐ They both like cheese pizza best. | Ⓐ likes pizza night |
| Ⓑ They both get messy eating pizza. | Ⓑ eats all of the crust |
| Ⓒ They both eat all of the pizza crust. | Ⓒ likes tomato sauce |
| Ⓓ They both fold pizza slices in half. | Ⓓ is picky about pizza toppings |
| 2. How is Jenna different from Eva? | 4. Both Eva and Jenna _____. |
| Ⓐ Jenna likes pepperoni pizza best, but Eva does not. | Ⓐ like the same pizza toppings |
| Ⓑ Eva gets sauce on her face, but Jenna does not. | Ⓑ eat a pizza slice in four bites |
| Ⓒ Eva likes thick and chewy crust, but Jenna does not. | Ⓒ like spicy pepperoni pizza |
| Ⓓ Jenna likes cheese pizza best, but Eva does not. | Ⓓ think tomato sauce is good |

STRATEGY PRACTICE Think of one similarity or difference between Eva and Jenna to write in a Venn diagram.

Spelling Menu activity

READ THE PASSAGE Think of how an eagle's eyes and a person's eyes are alike and different.

Eyes Like an Eagle

Would you be surprised to learn that your eyes are like an eagle's eyes in some ways? You and an eagle can see colors. And an eagle's eyes and yours are about the same size. But there are a lot more of a special type of cell in an eagle's eyes than in your eyes. These cells send information to the eagle's brain. Getting a lot of information helps an eagle see much better than you. In fact, eagles can spot a fish in the sea from a mile away.

You and an eagle have eyes that make tears. Your eyes make watery tears that clean your eyes. An eagle's eyes form watery tears *and* oily tears. Eagles dive into the sea to catch fish. The oily tears guard their eyes from the saltwater.

Like you, eagles have eyelids. You have two eyelids, and you close your eyes by lowering the top lid. When eagles close their eyes, their bottom lids raise up. Eagles have a third eyelid that moves across the eye every few seconds. It wipes dust away from the eye. An eagle can see through this third eyelid. The eyelid guards the bird's eyes when its swoops at 100 miles an hour after its prey.

SKILL PRACTICE Read the question. Fill in the bubble next to the correct answer.

- | | |
|---|---|
| 1. How are your eyes like an eagle's eyes? | 3. Unlike your eyes, an eagle's eyes _____. |
| Ⓐ You both have three eyelids. | Ⓐ have an extra eyelid |
| Ⓑ You both see colors. | Ⓑ can see colors |
| Ⓒ Your eyes have the same number of special cells as an eagle's eyes. | Ⓒ have cells |
| Ⓓ Like an eagle, your eyes form oily tears. | Ⓓ form tears |
| 2. Your eyes help you learn about the world. An eagle's eyes help it _____. | 4. How is the way an eagle blinks different from the way you blink? |
| Ⓐ catch its prey | Ⓐ An eagle moves both its top and bottom eyelids. |
| Ⓑ send information | Ⓑ An eagle moves its bottom eyelid. |
| Ⓒ blink its eyelids | Ⓒ An eagle moves its top eyelid. |
| Ⓓ fly fast | Ⓓ An eagle uses three eyelids to blink. |

STRATEGY PRACTICE With a partner, share the question you wrote before you read the passage and tell whether you found the answer.

Name _____

- A **linking verb** connects the subject to the rest of the sentence.
- A linking verb does not show action.
- The linking verb **be** has special forms in the present tense: **is**, **are**, and **am**.

Parrots are birds.

The forest is big.

I am in the forest.

A. Circle the linking verb in each sentence.

1. Forests are busy places.
2. I am near a large tree.
3. A bird is in the tree.
4. It is very colorful.
5. A snake is near the bird.
6. Other animals are in the tree too.

B. Write a sentence of your own using a linking verb.

7. _____



Herding Dogs

Did you know that herding dogs come in many shapes and sizes? Some are tall. Some are short. Some are lean, and some are stocky. The shortest herding dogs are Welsh corgis. These little dogs were bred to herd cattle. Their short legs move quickly when they run around the herd, and their short, little bodies can avoid a kick from an angry cow.

Most herding dogs are medium-sized. The border collie is famous for its intelligence. These dogs are active and always moving. They look for cues from the shepherd, and they work as a team. Border collies could almost work alone. They know what to do if a sheep strays.

Large dogs, like German shepherds and Belgian sheepdogs, work many jobs. They can herd, but more often they work with police, guide the blind, or provide protection to families.

Herding dogs are also trained for search and rescue work. Often, during a disaster you will see teams of dogs working to find missing people.

Today, most dogs don't work in the jobs they were bred to do. People love them as pets.

Directions: Circle the letter next to the correct answer.

1. Which breed is the shortest herding dog?
a. Shetland sheepdog b. Welsh corgi c. puli d. collie
2. The border collie is a good pet for someone who . . .
a. likes to lounge on the couch all evening.
b. doesn't have a backyard.
c. is active and enjoys taking the dog on long walks.
d. worries about dog hair on the sofa.
3. How has the job of the herding dog changed over the years?
a. All are trained as search and rescue dogs.
b. Some owners take their dogs to the beach.
c. Some have become pets and are no longer trained to perform traditional jobs.
d. They make great babysitters.

Name _____

- A **linking verb** does not show action. Linking verbs can show ideas from the past.
- The past-tense forms of the linking verb *be* include **was** (singular) and **were** (plural).

I am in Africa. Last week, I was in New York.

The lion is in the tree. Earlier, it was in the grass.

We are awake. Last night, we were asleep.

Choose the correct linking verb in (). Write the complete sentence.

1. Last week, I (was, were) near the ocean.

2. Whales (was, were) nearby.

3. The birds (was, were) in the sky.

4. Boats (was, were) in the distance.

5. The scene (was, were) peaceful.

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