

Name: _____		Section: _____	Date: January 7-11
<b>Monday</b>  <b>Parent Initials:</b> _____	<b>Reading:</b> page 1  <b>Language Arts:</b> page 2	<b>Reminders:</b>  <b>1-16-19-</b> Last day to work on your A.R. goal (optional)  <b>1-17-19-</b> End of the 2 <sup>nd</sup> Quarter  <b>1-18-19</b> – Teacher's Planning day  <b>1-21-19-</b> MLK Day- No School!	
<b>Tuesday</b>  <b>Parent Initials:</b> _____	<b>Reading:</b> page 3  <b>Language Arts:</b> page 4		
<b>Wednesday</b>  <b>Parent Initials:</b> _____	<b>Reading:</b> 20 minutes of i-ready – due Sunday night		
<b>Thursday</b>  <b>Parent Initials:</b> _____	<b>Reading:</b> Page 6-8  <b>Language Arts:</b> Complete 1 activity from the Spelling Menu and complete it on page 5	Do your best 😊  Neat handwriting is a MUST! – Messy homework WILL NOT be accepted.  <b>Always use text evidence-</b> Underline and number where you found the answer in the story.	
<b>Friday</b>  <b>Parent Initials:</b> _____	<b>*** Teacher Planning Day (No school Friday &amp; Monday)</b>  25 minutes of i-ready – due Sunday night Study your spelling words- Quiz on <b>Tuesday</b>		

## 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

Helping Verbs

## Structural Analysis

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

## Mechanics

capitalization of proper nouns-special places

## SPELLING/ PHONICS

er, ir, ur, or  
r-controlled  
vowels

clerk  
herd  
first  
skirt  
stir  
churn  
hurt  
burst  
work  
worse

## Vocabulary

Quiz on  
1/16/19

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

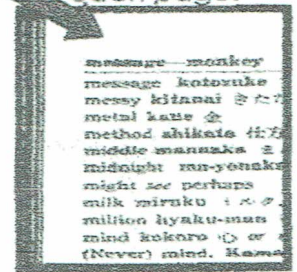
10 points

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

frying  
baking  
mixing

## Picture words

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

## PART FOUR: Learn More About Comparing and Contrasting

Sometimes, there are no clue words in a story to tell how things are alike or how they are different. When there are no clue words, do the following:

- ★ Think about the people, places, or objects that you read about. Ask yourself, "How are they alike?"
- ★ Think about the people, places, or objects that you read about. Ask yourself, "How are they different?"

Read the first part of a letter that Deana wrote. Then answer the questions.

August 13, 2005



Dear Nadia,

I couldn't wait to write to you. I am having so much fun at Camp Woodtrail. This camp is so much better than the camp I went to last summer. Camp Reed was so boring. But Woodtrail is great. There is so much to do. I have already learned to sail a boat, paddle a canoe, and swim a mile. I even made a new friend. Her name is Pam. Don't worry, though. You are still my best friend.

Today, we spent time in the kitchen learning how to cook. We made bacon and eggs. Pam's eggs came out perfect, but mine came out just awful. Our counselor had to pull the fire alarm because I burned my eggs so badly!

5. Camp Woodtrail is
  - Ⓐ bigger than Camp Reed.
  - Ⓑ less fun than Camp Reed.
  - Ⓒ more fun than Camp Reed.
  - Ⓓ more boring than Camp Reed.
6. The fire alarm was pulled because
  - Ⓐ bacon had burned.
  - Ⓑ eggs had burned.
  - Ⓒ there was a fire outside.
  - Ⓓ there was a fire in the kitchen.
7. How were Pam's eggs different from Deana's eggs?
  - Ⓐ Pam's eggs were tasty.
  - Ⓑ Pam's eggs were fried.
  - Ⓒ Pam's eggs were burned.
  - Ⓓ Pam's eggs were perfect.
8. How are Pam and Nadia alike?
  - Ⓐ Both go to Camp Woodtrail.
  - Ⓑ Both are the same age.
  - Ⓒ Both are Deana's friend.
  - Ⓓ Both like cooking.

Name \_\_\_\_\_

- A **helping verb** helps the main verb show action.
- Use **have**, **has**, and **had** to help main verbs show an action in the past.
- Use **has** when the subject is singular. Use **have** or **had** when the subject is plural or **I** or **you**.

I have seen a wildfire.

Jack has been to the fire station.

We had heard the sirens before we saw the fire trucks.

**A. Read each sentence. Circle the main verb. Then underline the helping verb.**

1. I have read about Earth changes in class.
2. Sometimes weather has caused the changes.
3. Wind has blown sand away.
4. Storms have washed away the soil.
5. Melting ice and snow have made lakes and rivers.
6. I had learned a lot about Earth changes before class ended.

**B. Write a sentence of your own using a helping verb.**

7. \_\_\_\_\_

Read the next part of the letter that Deana wrote. Then answer the questions.

Tuesday night was the most fun I have ever had. We got to stay up late. We roasted marshmallows over the campfire, and watched a meteor shower. A meteor shower is when small rocks in space fly across the sky. Meteors were once part of comets. A comet is a huge ball of ice and rock. A meteor is just part of the comet. So, meteors are smaller than comets. But both meteors and comets make a streak across the sky. I counted nearly thirty meteors in all. Pam counted only ten.

I hope you are having a great time at baseball camp. Write to me soon. See you in two weeks.



Your friend,  
Deana

10. How are comets and meteors alike?

- ☐ A Both are hard to see.
- ☐ B Both make a streak across the sky.
- ☐ C Both are about the same size.
- ☐ D Both are seen every night.

11. How was Tuesday night different from other nights?

- ☐ A It was the longest ever.
- ☐ B It was the happiest.
- ☐ C It was the most fun.
- ☐ D It was the worst ever.

12. How are Deana and Nadia alike?

- ☐ A Both like baseball.
- ☐ B Both are at camp.
- ☐ C Both counted meteors.
- ☐ D Both will return home in one week.

13. Which of these is true?

- ☐ A Pam enjoys watching meteors more than Deana.
- ☐ B Pam counted more meteors than Deana.
- ☐ C Pam counted fewer meteors than Deana.
- ☐ D Pam knows more about meteors than Deana.

Pg. 3.

Name \_\_\_\_\_

- A **helping verb** helps the main verb show action.
- Present-tense helping verbs are **is**, **am**, and **are**.
- Use the helping verbs **was** and **were** for the past tense.

Rain is pounding on the roof.

The waves are washing the sand away.

I was walking on the beach yesterday.

Jake and Paul were swimming in the ocean.

**Choose the correct helping verb in ( ). Write the sentence.**

1. I (am, are) learning how water breaks rocks.

\_\_\_\_\_

2. Rain clouds (was, were) blowing across the sky.

\_\_\_\_\_

3. Cold air (was, are) freezing the clouds.

\_\_\_\_\_

4. Now, icy rain (is, are) falling on rocks.

\_\_\_\_\_

5. Ice (is, were) freezing in the cracks of the rocks.

\_\_\_\_\_

# Telephones Now and Then

by Rachelle Kreisman



Telephones help people speak to one another when they are apart. For more than a hundred years, nearly every telephone was a *landline*. A landline telephone is one that needs to be connected by a wire to a network of other telephones. Because of the wires, people could not take those telephones with them when they left their homes or offices.

What if you had to make a call while you were away from home? You had to find a pay phone. Pay phones are landlines found in public places. Many pay

phones are on the street. You can make a call from inside a glass or metal space called a phone booth. Once you are inside the booth, you put coins into a slot in the phone to make a call.

Telephones have seen a lot of progress. Today, many people carry cell phones. Cell phones do not need to be connected with wires. They can be used almost anywhere and can fit in an adult's hand.

Many cell phones sold today are smartphones. A smartphone is a cell phone that has lots of computer-style features. For example, people use smartphones to check e-mail and go on the Internet. And all that can be done using something small enough to carry in a pocket!

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

1. What is a landline telephone?

- A. a telephone that needs to be connected by a wire to a network of other telephones
- B. a telephone that can be carried around in your pocket and used anywhere
- C. a telephone that can be found in a public place

2. The article describes an example of a landline. What is one example of a landline?

- A. a cell phone
- B. a pay phone
- C. a smart phone

3. Pay phones are probably not used as much today as they were in the past.

What piece of evidence supports this conclusion?

(What is the text evidence?)

- A. People could not take landlines with them when they left their homes.
- B. Pay phones are landlines that can be found in public places.
- C. Many people today carry cell phones, which can be used almost anywhere.

4. What might be a reason that cell phones were invented?

- A. People wanted to be able to speak to one another when they were apart.
- B. People wanted to be able to make calls from their homes or offices.
- C. People wanted to be able to make calls away from home without finding a pay phone.

5. What is the main idea of this article?

- A. Cell phones are much less useful than landlines and pay phones.
- B. Telephones have been used for many years, and they have changed a lot over time.
- C. Telephones are used to keep people apart as much as possible.

Spelling H.W.