

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

**Week of: April 15 - 19, 2019 (Week 32)**  
**Reading/Language Arts Home Learning**  
**Sections: IA, IB, IC, ID, IE**



**MONDAY:**

Parent Initials: \_\_\_\_\_

1. Reading Comprehension: pg. 137
2. Spelling: pg. 53

**TUESDAY:**

Parent Initials: \_\_\_\_\_

1. Reading Comprehension: pg. 140
2. iReady: Complete 20 minute reading session

**WEDNESDAY:**

Parent Initials: \_\_\_\_\_

1. Reading Comprehension: pg. 138
2. Grammar: pg. 116

**THURSDAY:**

Parent Initials: \_\_\_\_\_

1. iReady: Complete 25 minute reading session

**FRIDAY:**

Parent Initials: \_\_\_\_\_

NO SCHOOL - Teacher Planning Day

**REMINDERS:**

- ❖ 4/17: Spring Egg Hunt
  - Bring 12 or more filled eggs
  - Basket or bag to collect eggs
  - Wear Spring colors!
- ❖ 4/19: Teacher planning Day
- ❖ 5/31: Field Trip - More information will be sent via email this week
- ❖ 5/10: The Accelerated Reader period has been extended to May 10<sup>th</sup>. All scholars that fill up their flower will attend a surprise celebration!
- ❖ iReady homework is given a separate reading homework grade. A total of 45 minutes must be completed weekly (Monday - Sunday).

**ASSESSMENTS:**

**Vocabulary Quiz:**

Thursday, 4/25

**Grammar Quiz:**

Friday, 4/26

**Spelling Test:**

Friday, 4/26

## Unit 5 Week 3

### Story

Thomas Edison,  
Inventor

### Genre

Biography

### Story

"Windshield Wipers"

"Scissors"

### Genre

Poetry

### Story

The Story of a Robot  
Inventor

### Genre

Biography

## Essential Question

What inventions do you know about?

### Comprehension Strategy

ask and answer questions

### Comprehension Skill

connections within text: problem and solution

### Writing Traits

word choice

### Grammar

adjectives that compare

### Structural Analysis

abbreviations

### Mechanics

capitalize days, months, and holidays

### SPELLING/ PHONICS

words with  
or, ore, oar

born

corn

core

more

roar

soar

her

dirt

learn

sure

## Vocabulary \* Test Next Thursday \*

idea - a picture or thought you get in your mind

improve - to make something better

curious - interested in it and want to know more about it

unusual - not common

device - an object made to do a certain job

### High Frequency Words

began, better, guess, learn, right, sure

### Oral Vocabulary Words

curious, improve, complicated, device, imagine

\* Test  
Next  
Friday  
\*

**READ THE PASSAGE** Think about what the girls should do.

### The Giggles

Ava and Jill went to the library during recess. They looked at a favorite joke book together. When Jill read the joke about the cross-eyed teacher, Ava started giggling. That started Jill giggling. The girls couldn't stop. The librarian told them to leave.

When the bell rang, the girls returned to the classroom. They sat down at their desks. Ava covered her mouth and took a deep breath. Miss Ling started the math lesson. When she started writing on the board, the piece of chalk broke. This made the girls giggle some more. "That is enough, girls," Miss Ling said. Ava felt sorry, but she could not stop laughing.

Miss Ling moved Ava to the back of the room. Ava finally stopped laughing. She was careful not to look at Jill. She knew that if she did, she would start giggling all over again.

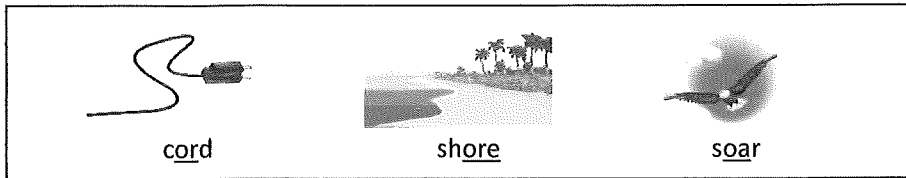
**SKILL PRACTICE** Read the question. Fill in the bubble next to the correct answer.

1. The passage begins \_\_\_\_\_.
  - Ⓐ at Ava's house
  - Ⓑ in the school library
  - Ⓒ in the girls' classroom
  - Ⓓ on the playground at recess
2. Most of the passage takes place \_\_\_\_\_.
  - Ⓐ in the school library
  - Ⓑ on a playground at school
  - Ⓒ in a classroom
  - Ⓓ at Miss Ling's house
3. Where are the girls when they start laughing?
  - Ⓐ at their desks
  - Ⓑ in the lunch area
  - Ⓒ near their classroom
  - Ⓓ in the library
4. How does Ava feel when she is moved to the back of the room?
  - Ⓐ sorry
  - Ⓑ angry
  - Ⓒ bored
  - Ⓓ silly

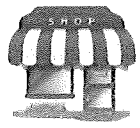


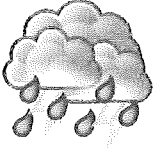

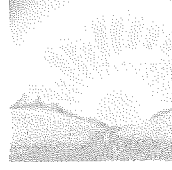







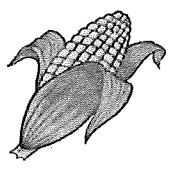
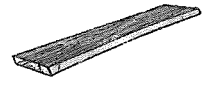
**STRATEGY PRACTICE** Tell a partner about a time when you had the giggles like Ava.

Name \_\_\_\_\_

Date \_\_\_\_\_



Directions: Circle the letters that complete the picture name. Write the letters on the line.

<p>1.</p> <div style="text-align: center;">   <u>st</u> </div> <div style="float: right; text-align: left;">             ore ire are           </div>	<p>2.</p> <div style="text-align: center;">   <u>st k</u> </div> <div style="float: right; text-align: left;">             or ea er           </div>	<p>3.</p> <div style="text-align: center;">   <u>h se</u> </div> <div style="float: right; text-align: left;">             or ur ar           </div>
<p>4.</p> <div style="text-align: center;">   <u>st m</u> </div> <div style="float: right; text-align: left;">             or ur ou           </div>	<p>5.</p> <div style="text-align: center;">   <u>p ch</u> </div> <div style="float: right; text-align: left;">             or ea ar           </div>	<p>6.</p> <div style="text-align: center;">   <u>m ning</u> </div> <div style="float: right; text-align: left;">             or ou ar           </div>
<p>7.</p> <div style="text-align: center;">   <u>r</u> </div> <div style="float: right; text-align: left;">             ire are oar           </div>	<p>8.</p> <div style="text-align: center;">   <u>c</u> </div> <div style="float: right; text-align: left;">             ore eer are           </div>	<p>9.</p> <div style="text-align: center;">             _____         </div> <div style="float: right; text-align: left;">             oar ire are           </div>
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<p>13.</p> <div style="text-align: center;">   <u>sn</u> </div> <div style="float: right; text-align: left;">             ore ur are           </div>	<p>14.</p> <div style="text-align: center;">   <u>c n</u> </div> <div style="float: right; text-align: left;">             ar er or           </div>	<p>15.</p> <div style="text-align: center;">   <u>b d</u> </div> <div style="float: right; text-align: left;">             ea oar oa           </div>

**READ THE PASSAGE** Notice where the passage becomes make-believe.**Pat at Bat**

"Strike!" called the umpire. Pat squeezed the neck of the smooth, wooden bat as she waited for the next pitch. *Swoosh!* Pat swung and missed. The ball bounced behind her, sending up a cloud of dust. The catcher scooped it up and threw it back to the pitcher.

"Strike three—You're OUT!" Pat's heart sank. She dropped the bat to the ground with a thump and dragged her feet as she walked to the bench.

That night, while eating apple pie, Pat told Grandpa about her problem. "No matter how hard I try," she said, "I cannot hit the ball. Can you help me?" Grandpa did not say a word. He got up and left the room. When he returned, he was holding an old, dirty baseball.

"This baseball is magic," Grandpa said to Pat. "You will be able to hit it."

He was right! When Grandpa pitched the old ball to Pat, it flew to her bat like a magnet. She hit it every time. Pat's batting got better and better. Soon, she could hit any ball.

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

- |   |   |
|---|---|
| 1. The passage is mostly about a _____.<br>Ⓐ big baseball game<br>Ⓑ girl running fast<br>Ⓒ girl solving her problem<br>Ⓓ famous baseball player                     | 3. Which one is hardest to believe?<br>Ⓐ asking someone for help<br>Ⓑ hitting the ball every time<br>Ⓒ being sad about a problem<br>Ⓓ getting better at a skill |
| 2. Which one is make-believe?<br>Ⓐ a ball that flies to a bat<br>Ⓑ a girl who plays baseball<br>Ⓒ a man who helps a girl bat<br>Ⓓ a grandpa who has an old baseball | 4. Which one from the passage is <i>magic</i> ?<br>Ⓐ Pat's bat<br>Ⓑ the apple pie<br>Ⓒ Pat's grandpa<br>Ⓓ Grandpa's old baseball                                |

**STRATEGY PRACTICE** Underline the sentence that helps you picture how Pat felt when she struck out.

**READ THE PASSAGE** Pay attention to the different places in the passage.**Rainy Day**

Zack and his friend Noah were tired of playing board games and watching TV. Noah looked out the window at the gray day. "It's still raining," he said.

"Let's go outside," said Zack. "Never mind the rain!" The boys put on their yellow raincoats and boots. Then they went out to the backyard to play.

First, they threw the football. Zack slid on the grass and laughed. Next, they went on the swings. When they swung up high, the rain sprinkled their faces. Then, the boys went down the slide. They landed in a puddle at the bottom.

Both boys climbed the ladder to the red, wooden treehouse and watched the rain fall all around. It made a quiet, pattering sound on the green leaves above their heads.

"The rain is fun," said Zack.

"It's time for lunch," called Zack's mother from the house. "Come in for hot soup and sandwiches."

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

1. Most of the passage happens \_\_\_\_\_.

- Ⓐ at a park
- Ⓑ at a school
- Ⓒ in a backyard
- Ⓓ at a playground

2. Which words describe the boys?

- Ⓐ tired, then hungry
- Ⓑ bored, then having fun
- Ⓒ hungry, then tired
- Ⓓ wet, then dry

3. Where are the boys when they land in a puddle?

- Ⓐ near the swings
- Ⓑ under the treehouse
- Ⓒ outside the back door
- Ⓓ at the bottom of the slide

4. Which word best describes Zack?

- Ⓐ playful
- Ⓑ sleepy
- Ⓒ scared
- Ⓓ unfriendly

**STRATEGY PRACTICE** Tell a partner about two things you pictured in the passage.

Name \_\_\_\_\_

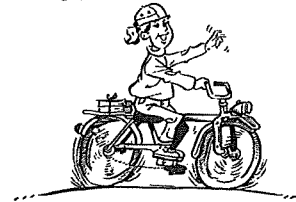
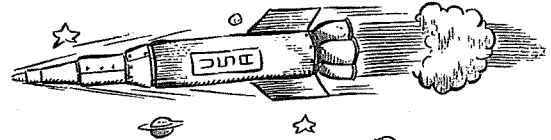
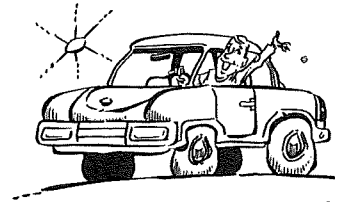
## Describing Words: -er and -est

► Draw a line from the word to the correct picture.

1. fast

2. faster

3. fastest



► Write a word from the box to complete each sentence.

long

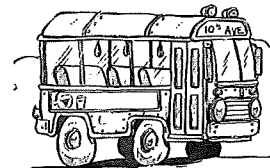
longer

longest

1. The cart is \_\_\_\_\_.



2. The bus is \_\_\_\_\_.



3. The train is the \_\_\_\_\_ of all.

