

Name: _____		Section: _____	Date: April 29 – May 3
Monday	Reading: Complete pages 1	Important!!! Due May 6th We would like each scholar to bring in a picture with their mom. The picture can be an old or recent picture.	
Parent Initials: _____	Language: Complete an Activity from the Spelling Menu (pg.2)		
Tuesday	Reading: page 3		
Parent Initials: _____	Language: page 4		
Wednesday	Reading: 20 minutes of i-ready to be completed by Sunday night		
Parent Initials: _____	Language: Complete an Activity from the Spelling Menu (pg.5)		
Thursday	Reading: page 6	Complete 45 minutes of i-ready by Sunday night	
Parent Initials: _____	Language: page 7		
Friday	Reading: 25 minutes of i-ready		
Parent Initials: _____	Have a Great Weekend ☺ Spelling Quiz Monday		

Unit 5 Week 3

Story

Brave Bessie

Genre

Biography

Story

The Legend of Kate
Shelley

Genre

Legend

Story

Cesar Chavez

Genre

Biography

Comprehension Strategy

summarize

Comprehension Skill

connections within text-sequence

Vocabulary Strategy

synonyms

Writing Traits

organization

Grammar

possessive pronouns

Structural Analysis

contractions with *not*

Mechanics

capitalizing proper nouns-special
products

SPELLING/ PHONICS

variant vowels

oo, u, u_e,
ew, ue, ui, ou

room
flu
June
new
glue
fruit
crook
could
full
push

Vocabulary

agree- to think the same

challenging- making someone try hard

discover- to find for the first time

heroes- people who are looked up to

interest- a liking for

perform- to do something skillful in public

study- to try to learn

succeed- to do well at something

High Frequency Words

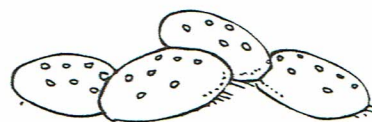
air, along, always, draw, during, ever, meant, nothing,
story, strong

Oral Vocabulary Words

competing, inspired, limited, overcome, refused

READ THE RECIPE Notice how the recipe is organized.

Peanut Butter Cookie Recipe



Ingredients

- 1 stick of soft butter
- $\frac{1}{2}$ cup packed brown sugar
- $\frac{1}{2}$ cup white sugar
- $\frac{1}{2}$ cup peanut butter
- 1 egg
- $1\frac{1}{3}$ cups flour
- $\frac{3}{4}$ teaspoon baking soda
- $\frac{1}{2}$ teaspoon baking powder
- $\frac{1}{4}$ teaspoon salt

Steps to Follow

1. Use a mixer to stir the butter for 2 minutes until it is creamy. Add the sugars. Mix for 2 more minutes. Mix in the peanut butter and the egg.
2. In a small bowl, mix together the flour, baking soda, baking powder, and salt. Then stir into the butter mixture.
3. Form the dough into a big ball. Wrap it in plastic and refrigerate for 3 hours.
4. Preheat the oven to 375°. Shape dough into small balls. Place them 3 inches apart on an ungreased cookie sheet. Use a fork to make a crisscross pattern on each cookie. Bake for 9 to 10 minutes. Watch to make sure that cookies do not burn. Cool cookies on a rack.

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

1. The purpose of the list of ingredients is to _____.
 - (A) get what you need to bake the cookies
 - (B) know how much the ingredients cost
 - (C) learn how to decorate the cookies
 - (D) know the steps for baking cookies
2. The recipe is divided into _____.
 - (A) four sections
 - (B) two sections
 - (C) five sections
 - (D) thirteen sections
3. After which step can you go and play?
 - (A) step 2
 - (B) step 4
 - (C) step 1
 - (D) step 3
4. Which question is answered in step 4?
 - (A) "How many cookies will I make?"
 - (B) "How long do the cookies bake?"
 - (C) "When do I add the peanut butter?"
 - (D) "What do I use to mix the ingredients?"

STRATEGY PRACTICE Why are the ingredients listed before the cooking instructions?

READ THE PASSAGE Focus on the most important information.

Inside a Seed

Seeds are everywhere. They can glide through the air or hitch a ride on an animal's fur. Seeds come in different shapes and sizes. But they are the same in one way. Inside each seed is the beginning of a new plant. Take a look inside a bean to see for yourself.

First, get several dried beans such as lima beans or pinto beans. Notice how hard the beans feel. Now, place the beans in a container and cover them with water. Let the beans soak overnight. They are bigger and softer now. Next, gently peel off the seed coating. This covering protects the baby plant inside, just as a jacket protects you from the cold. Then, open the bean into its two halves. With a magnifying lens, you can see the little plant that is waiting to grow. Do you see a root and tiny leaves? Around the tiny plant is food. It will use this food as it sprouts and starts to grow. Finally, plant the other beans in potting soil and watch them become bean plants.

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

1. Which step comes right after you get some beans?
 - (A) Open a bean into its two halves.
 - (B) Place the beans in a container of water.
 - (C) Plant the beans in soil in the sun.
 - (D) Peel off the outer coat of a bean.
2. Which step comes before you peel off the seed coat?
 - (A) Check the bean with a lens.
 - (B) Open the bean into its two halves.
 - (C) Plant the beans.
 - (D) Soak the beans overnight.
3. When does the bean get soft enough to open?
 - (A) before its coating is removed
 - (B) after it is planted
 - (C) after it soaks in water
 - (D) before it is traced onto paper
4. Based on the passage, which one is true?
 - (A) Seeds are empty inside.
 - (B) Beans are seeds.
 - (C) Seeds are heavy.
 - (D) Water is bad for beans.

STRATEGY PRACTICE Draw a box around the words in the passage that signal steps in a sequence.

Name _____

- A **possessive pronoun** takes the place of a possessive noun.
- A possessive pronoun shows who or what owns something.
- **My, your, his, her, and its** are singular possessive pronouns.

My brother is a firefighter.

His job is very hard.

Your answer was correct.

The box was on its side.

**Circle the correct possessive pronoun in () for each sentence.
Write the possessive pronoun on the line.**

1. One of (my, me) favorite people in history is George Washington.

2. George Washington was a hero in (his, he) time.

3. (He, His) home was a large farm. _____

4. Mount Vernon was the name of (his, he) farm. _____

5. The farm was known for (its, he) fine home. _____

6. Martha Washington also helped (her, she) country.

READ THE PASSAGE Pay attention to the steps used in making shoes long ago.

Shoes from Long Ago

Long ago, people owned only one or two pairs of shoes. They were made by a shoemaker who used hides, or skins, of horses, cows, pigs, or goats.

Making a pair of shoes could take days. The shoemaker first measured a person's feet. He then chose the wooden, foot-shaped form that was the right size. This form was called a *last*. The shoemaker stretched a piece of hide over each last to shape the shoes. He used the lasts to cut the soles and heels, too. These were cut out of the thickest part of the hide.

Strong tools were needed to sew the parts of the shoes together. The shoemaker used an awl to punch holes in the pieces. He then used a stiff hog hair as a needle. The shoemaker sewed the top parts of the shoes to the soles. He then cleaned and polished the shoes. Finally, the shoemaker nailed on the heels. Before brass nails came into use, the heels were held on with wooden pegs.

It's no wonder that a shoemaker was an important man in a village!

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

1. Why does a cobbler use *lasts*?
 - Ⓐ to shape the shoes correctly
 - Ⓑ to sew the pieces together
 - Ⓒ to make holes in the hide
 - Ⓓ to measure the feet
2. Which step comes after sewing?
 - Ⓐ polishing the shoes
 - Ⓑ marking the hide
 - Ⓒ carving the lasts
 - Ⓓ punching holes
3. Which one does the cobbler use before he cuts the pieces?
 - Ⓐ an awl
 - Ⓑ a needle
 - Ⓒ nails
 - Ⓓ a last
4. A shoemaker's last step is _____.
 - Ⓐ cleaning
 - Ⓑ nailing
 - Ⓒ sewing
 - Ⓓ measuring

STRATEGY PRACTICE Look back at the passage. Number the first four steps in making shoes long ago.

Name _____

Underline the possessive pronoun that completes each sentence correctly. Write it on the line.

1. This is a story about _____ friend Jana.

my

me

I

2. Jana was studying for _____ science test.

she

her

its

3. _____ brother Alex ran into the room.

Her

Its

You

4. _____ eyes were big with fear.

Its

She

His

5. "Jana, I need _____ help," Alex said.

his

your

my

6. "Help me find _____ family's pet rabbit."

you

they

our

7. Jana went out into _____ yard with Alex.

their

she

he

8. They looked and looked until they found _____ rabbit.

its

me

their