Week of 11/28- 12/2

Weekly Objectives:

Essential Question: How can people work out disagreements?

Reading: Unit 3, Week 2
Story- *Working With Others* (Informational)
Skills- Identify theme; make & confirm predictions; central idea; synthesize; text organization.
L.A./Writing: Spelling words- double final consonants (*-ll, -ss, -dd, -ff*); Inflections -ed & -ing; Types of verbs; Writing an opinion/persuasive text

Connect to Writing: Using Action Verbs

When you write, use exact verbs. They make your sentences come alive and help create a picture in the reader's mind.

Verb	Exact Verb
Leah **walked** out of the room.	Leah **stomped** out of the room.
Kevin **shuts** the door.	Kevin **slams** the door.
Leaves **fall** to the ground.	Leaves **drift** to the ground.
Water **came** out of the hose.	Water **gurgled** out of the hose.

Important Dates:

- **Monday, 11/28** - Spelling Quiz
- **Thursday, 12/1** - Grammar Test
- **Friday, 12/2** - Reading Test

SAVE THE DATES:

- **Progress Reports - 12/2**
- **Picture Day Make-Ups - 12/13**
- **Winter Break - 12/26-1/6**

Reminders:

- **Please sign and return Report Card Envelopes to homeroom teachers.**

- **Please be sure to review weekly newsletter for important information and updates!**

Daily Homework:

- **Monday**- Hoops worksheet
- **Tuesday**- Action Verbs worksheet
- **Wednesday**- One-Room Schoolhouse worksheet
- **Thursday**- Complete the reading log
- **Friday**- *Study for Spelling Quiz on Monday,12/5!*

Read for 20 min. & complete reading log daily.

Homework must be returned for review daily and is collected every Friday!

Spelling Words:

Challenge Words:
1. address
2. across

1. fu**ll**
2. dre**ss**
3. me**ss**
4. a**dd**
5. hi**ll**
6. pu**ll**
7. spi**ll**
8. cla**ss**
9. do**ll**
10. ki**ss**
11. fe**ll**
12. o**ff**

High Frequency Words:

1. across
2. car
3. down
4. fell
5. full
6. held
7. mountain
8. pull
9. push
10. spell

DAILY Warm-Up 3

Name _____ Date _____

HOOPS

"Give me the ball!" yelled Hector. "Now! I want to shoot the hoops."

Manual threw the ball to Hector, "Catch!"

Hector took the ball and dribbled down the court.

He was getting closer to the basket. He knew he could make it.

"Shoot! Shoot!" yelled Pedro.

Hector shot. Anthony put his hand in front of the ball. It did not go into the basket.

The other team got the ball. They ran down to the basket. They shot. It went in. Two points for the other team.

Manual got the ball. He passed to Hector. Hector passed to Pedro. Swish! It made it right in the basket.

The two teams threw the ball back and forth. Each team made a basket.

Swish! 2–2. 4–4. 8–6.

It was only one minute until recess was over. Hector's team was behind by two points. The boys ran down the court.

"Pass! Now!" yelled Hector.

Manual grabbed the ball. He tossed it with all his might. Swoosh! Right in the basket.

Brrrrrrrrrrrrrrr. There goes the bell!

"Tie game!" they all yelled. "We'll play again at lunch."

STORY QUESTIONS

1. What game do you think the boys were playing at recess?

   a. soccer   c. tetherball

   b. basketball   d. baseball

2. What was the score with one minute left of recess?

   a. 2–2   c. 8–6

   b. 10–10   d. 4–4

3. What happened at the bell?

   a. The game was tied.

   b. Hector's team won.

   c. Anthony's team won.

Name: _____   Date: _____

Action Verbs Worksheet (Writing Part 1)

An action verb is a word that shows either physical or mental action.

Directions: Label each action verb a mental action or physical action. Then, write a sentence with the action verb.

Example A: run

Answer: Physical Action

John had to <u>run</u> five laps.

1. jump- _____

_____

2. tackle- _____

_____

3. dream- _____

_____

4. study- _____

_____

5. dive- _____

_____

DAILY Warm-Up 4

Name _____ Date _____

ONE-ROOM SCHOOLHOUSE

Amos and Elizabeth were walking to school. There was a lot of snow. It was 1885. They lived in Walnut Grove. They walked one mile to school every day.

Amos was seven, and Elizabeth was 10. They were in the same class. All of the kids in the town were in the same class. There were 17 students. Their school only had one room. It was called a one-room schoolhouse.

Amos started a fire in the big stove. It kept them warm on cold days. Lizzie cleaned the desks. Some desks were big, and some were small. They all sat in rows.

Miss Laura put slates on all of the desks. She put chalk in the front of the room. Lizzie cleaned the board with a wet cloth. Miss Laura opened the book to the right page.

The bell rang for school to start. All the children came to school. They put their coats on the hooks in the hall. They put their lunches down by their desks. They took the snow off their boots. All of the students stood up to say the pledge to the flag.

The children then ate lunch and played games in the middle of the day. Some children played marbles. Others jumped rope and played clapping games. Some children ran races. Some played ball with sticks.

When the day was over, the children got their books and walked home.

STORY QUESTIONS

1. How many rooms are in the school?

   a. 1

   b. 3

   c. 4

   d. 2

2. Which **compound word** means "a place that is used to have school"?

   a. seashore   c. schoolhouse

   b. everyday   d. notebook

3. How is their school different from yours?

   a. They have one teacher for all of the grades.

   b. They had many teachers for each grade.

   c. They had many rooms in their school.

_____'S WEEKLY READING LOG

DAY	BOOK DETAILS	QUICK ACTIVITY
M Date: Guardian Initials:	**TITLE:** _____ **AUTHOR:** _____ **ILLUSTRATOR:** _____	If you could be friends with any character in this book, which character would you choose? **MINUTES**
T Date: Guardian Initials:	**TITLE:** _____ **AUTHOR:** _____ **ILLUSTRATOR:** _____	Draw the setting below: **MINUTES**
W Date: Guardian Initials:	**TITLE:** _____ **AUTHOR:** _____ **ILLUSTRATOR:** _____	How would you solve the problem in this story? **MINUTES**
TH Date: Guardian Initials:	**TITLE:** _____ **AUTHOR:** _____ **ILLUSTRATOR:** _____	Would you tell a friend to read this book? Why? **MINUTES**