

Week of 2/6- 2/10

Weekly Objectives:

Essential Question: What lessons can we learn from the characters in stories?

Reading: Unit 4, Week 3

Skills- Author's Purpose, Making Connections, Story Structure, Cause & Effect, words that describe actions (adverbs).

L.A./Writing: Spelling words- Long e (ee, ea); Compound Sentences; Writing a narrative: imaginative Story

S.S.: Black History Month

Compound Sentences with Conjunctions

A **simple sentence** has a **subject**, or naming part, and a **predicate**, or action part.

A compound sentence is made up of two shorter sentences joined by *and*, *but*, or *or*.

Simple Sentences

I like school. I do not like homework.

Compound Sentence

I like school, **but** I do not like homework.

Daily Homework:

- **Monday-** *Classifying Animals* reading WS
- **Tuesday-** *Pony Express* reading WS
- **Wednesday-** Combining Compound Sentences Worksheet Part 2
- **Thursday-** Complete the reading log!
- **Friday-** Study for Spelling Quiz on Monday, 2/6!

Read for 20 min. & complete reading log daily.

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

Spelling Words:

1. sheet
2. beach
3. deep
4. treat
5. leaf
6. need
7. peace
8. least
9. sweet
10. street
11. jeans
12. tease

Challenge Words

1. asleep
2. please

Important Dates:

- **Monday, 2/6** - Spelling Quiz
- **Thursday, 2/9** - Grammar Test on Compound Sentences
- **Friday, 2/10** - Reading Module 4 Test

SAVE THE DATES:

- **Spirit week: 2/13-2/17**
 - Yeehaw Day
 - Red/White/Pink Day
 - Sports Team Day
 - Character T-Shirt Day
 - Comfy/Cozy Day

Reminders:

- **Please replenish student's pencil pouches.**
- **Please be sure to review weekly newsletter for important information and updates!**

High Frequency Words:

- | | |
|-----------|-----------|
| 1. clean | 6. need |
| 2. free | 7. please |
| 3. ground | 8. queen |
| 4. horse | 9. seen |
| 5. leave | 10. tree |

'S WEEKLY READING LOG

DAY	BOOK DETAILS	QUICK ACTIVITY
M Date: _____ Guardian Initials: _____	TITLE: _____ AUTHOR: _____ ILLUSTRATOR: _____	Who were the characters in this book? <div>MINUTES</div> <div></div>
T Date: _____ Guardian Initials: _____	TITLE: _____ AUTHOR: _____ ILLUSTRATOR: _____	Describe the setting below. <div>MINUTES</div> <div></div>
W Date: _____ Guardian Initials: _____	TITLE: _____ AUTHOR: _____ ILLUSTRATOR: _____	What was your favorite part of this book? <div>MINUTES</div> <div></div>
TH Date: _____ Guardian Initials: _____	TITLE: _____ AUTHOR: _____ ILLUSTRATOR: _____	How did the story end? <div>MINUTES</div> <div></div>



Name _____ Date _____

CLASSIFYING ANIMALS

Did you know that there are over 1,000,000 different species, or types, of animals? With so many species, scientists have to find a way to sort them into groups. Two of the main groups are vertebrates and invertebrates.

Vertebrates are animals that have a backbone. Humans are in this group. Also in this group are whales, monkeys, birds, and frogs. Just about any pet you have in your home is a vertebrate. Dogs, cats, goldfish, hamsters, and snakes are vertebrates.

Invertebrates have no backbone. Many of them live in the ocean. Clams, jellyfish, squids, and octopuses are invertebrates. Those that live on land are spiders, worms, and insects.

Scientists are finding new species of animals every day. Every one of them can be put into one of these two groups.

STORY QUESTIONS

1. What are two ways, according to this passage, animals are classified or sorted?
 - a. land and water animals
 - b. mammals and jellyfish
 - c. invertebrates and vertebrates
 - d. color and shape
2. Based on the passage, which is the best definition of invertebrates?
 - a. animals that have several backbones
 - b. animals that have one backbone
 - c. animals that have no backbones
 - d. animals that prefer to swim in the ocean
3. Human beings are in the category of . . .
 - a. invertebrates.
 - b. vertebrates.
 - c. neither of these.
 - d. both of these.
4. Which of the animals below would fit into the category of invertebrates?
 - a. giraffe
 - b. bird
 - c. squid
 - d. pig

Name: _____

Date: _____

Combining Compound Sentences Worksheet Part 2

The word *and* shows addition, *or* shows an alternative, and *but* is used to join contrasting ideas.

Directions: Create a compound sentence by combining the two simple sentences below with the connecting words (**and**, **or**, **but**).

Example A: Kerry traveled to the woods.

She went hunting.

Answer: Kerry traveled to the woods, and she went hunting.

1. The team wants to win the game.

The team hopes to win a championship.

2. Jacob will have to listen to the teacher.

Jacob will not learn much in class.

3. He told the entire story.

The crowd still did not understand it.

4. Michael likes to play basketball.

Michael likes to play football.

5. Susan loves to dance.

Susan does not like to ask a partner.



Name _____ Date _____

PONY EXPRESS

When people moved west in covered wagons, things came slowly. Letters and news took a long time to get from one side of the country to the other. People had to wait for months to hear news from other places. Sometimes the mail took as long as one year, and other times it didn't arrive at all.

The Pony Express was established in 1860 to help mail and news move quickly from one place to another. Riders brought mail and messages to people who were willing to pay for it. The Pony Express gave the riders \$100 dollars each month.

Each rider had to weigh less than 125 pounds. They rode in rain or snow, day or night. They often rode in very dangerous conditions. Mail carriers had to ride very fast. They would change horses every 10–15 miles at a relay station. After 100 miles, a new rider would take over.

The Pony Express did not last long because it had many problems. The people who gave money to get it started did not get much money back. The letters cost too much to send. In 1862, the Pony Express ended.

STORY QUESTIONS

1. The Pony Express was . . .
 - a. a place to keep ponies.
 - b. a group of horses and riders that carried mail and news across the U.S.
 - c. a line of horses that had many names.
 - d. a train named after a pony.
2. Which of the following could be dangers that a Pony Express rider probably faced?
 - a. friendly pioneers
 - b. calm streams and beautiful scenery
 - c. wolves and Native American attacks
 - d. wagon trains and campfires
3. If you wanted to be a rider for the Pony Express, how much could you weigh?
 - a. less than 125 pounds
 - b. more than 125 pounds
 - c. 155 pounds
 - d. weight didn't matter
4. According to the passage, why was the Pony Express started?
 - a. so riders could get practice riding across the country
 - b. to teach pioneers how to ride faster
 - c. so riders could exercise their ponies
 - d. to move messages and information quickly from place to place