

# INDEPENDENT STUDY CONTRACT

Week 24

February 7<sup>th</sup> - 11<sup>th</sup>

*Student and Parent*

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Attached you will find your student's contract for independent study. Your student's teacher has included work that we will be covering during your child's absence. Please be sure to have your student complete this packet and bring it back to school when your student returns. Please reach out if you have any questions.

**DONE? ✓ CHECK IT OFF!**

☐

## STEP ONE...

Sign the Independent Study contract.  
Please make sure to sign the contract above.

☐

## STEP TWO...

Complete the Packet Work.

The packets are available from your student's teacher. She can provide a hard copy or send you a digital hard copy that can be printed at home.

☐

## STEP THREE...

Return the completed work back to school.

Please make sure that all completed work is returned to the office or teacher.

Week 24 Feb 7 <sup>th</sup> -Feb 11 <sup>th</sup>	M	Tu	W	Th	F
<b>Math</b>	<b>**Reflex Math - Go Green 3 times per week!**</b>				
<b>Review</b> <i>Math Packet</i>	<b>Review</b> <i>Fractions on a Numer Line</i>	<b>Review</b> <i>Fractions on a Numer Line</i>	<i>Reteach 10.4</i>	<i>Reteach 10.5</i>	<i>Reteach 10.6</i>
<b>ELA</b>	<b>**Read for 20+ minutes daily**</b>				
<b>Read Naturally</b> <i>Arrow-Poison Frog</i>	<i>Review Key Words &amp; then Write Prediction</i>	<i>Parent Reads &amp; Student Reads</i>	<i>Student Reads Passage for a 2nd time &amp; answers P's</i>	<i>Read Passage for a 3rd time and write retell paragraph</i>	<i>Read Passage &amp; record time for final read</i>
<b>Morning Work</b>	<i>Vocabulary Reading Comprehension</i>	33.5	34.1	34.2	34.3
<b>Grammar</b>		DLR #37	DLR #38	DLR #39	DLR #40
<b>Writing</b> <i>Cursive Practice</i>	<i>Brainstorm</i>	<i>Key Details &amp; Explanations</i>	<i>Intro &amp; Conclusion Cursive L</i>	<i>Final Draft Use Edit Checklist</i>	<i>Read out loud your Paragraph of the Week!</i>
<b>Projects</b> <i>Animal Report</i>	<b>We are working on this project HERE AT SCHOOL ☺</b>				
<b>Online Work</b>	<i>Reflex Math iXL - ELA</i>	<i>Reflex Math iXL - Diagnostic</i>	<i>Reflex Math iXL - ELA Storyline Online</i>	<i>Reflex Math iXL - Math</i>	<i>Reflex Math RC Quiz</i>
<b>Parent Help</b>	<i>Review work with student!</i>	<i>Review work with student!</i>	<i>Review work with student!</i>	<i>Review work with student!</i>	<i>Review Work with Child</i>

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

Parent/Guardian signature: \_\_\_\_\_

# \_\_\_\_\_ Date: \_\_\_\_\_

# READ NATURALLY

DONE? / CHECK IT OFF!

☐

*Monday*

Review key words with an adult &  
write a prediction.

☐

*Tuesday*

Parent reads & then student reads.  
Record student cold read time.

☐

*Wednesday*

Student reads passage for a second time &  
then answers comprehension questions.

☐

*Thursday*

Student reads passage for a third time &  
then writes retell paragraph.

☐

*Friday*

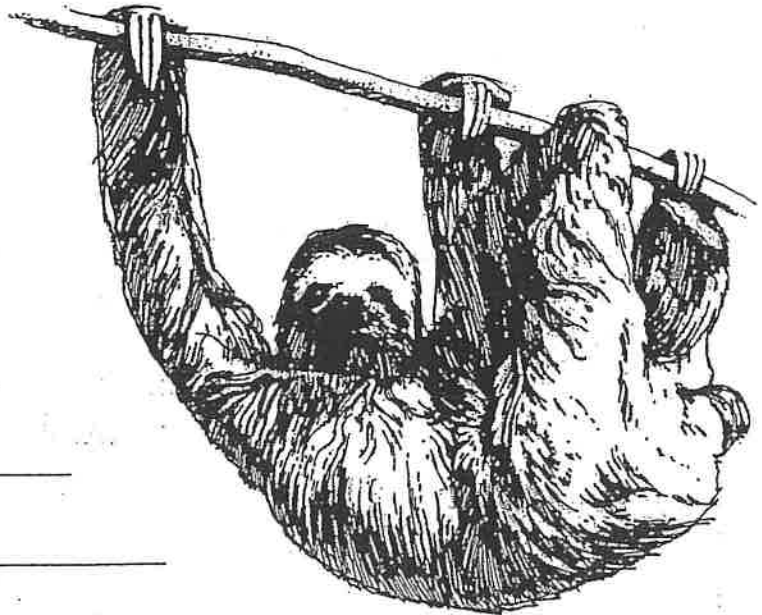
Student reads passage for a final time &  
Record student final read time.

# Sloth

Story 16

## Review Key Words

outrun	to run faster than
sleepy	ready to fall asleep
still	not moving
trouble	difficulty; danger



## Write a Prediction

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---

---

---

---

## Read Story

"Faster than a speeding bullet."  
5 That's one saying no one would ever  
12 use to describe a sloth. The sloth is  
20 one of the slowest-moving animals.  
26 He never makes a fast move. If he  
34 goes six or eight feet a minute, that's  
42 fast for a sloth. Most of the time, he  
51 doesn't go anywhere. He just hangs  
57 by his toes from the jungle trees.  
64 Now and then he grabs a few leaves  
72 to eat. On his face he wears a sleepy,

81 happy look.  
83 If danger comes, the sloth is in  
90 trouble. He can't outrun anything.  
95 All he can do is what he is best at—  
105 staying very still. He hopes the  
111 danger will pass by. If it does, the  
119 sloth is lucky. But all the excitement  
126 makes him feel sleepy. Very soon he  
133 is **drowsing** in the branches once  
139 more.  
140

Cold Timing Score: \_\_\_\_\_ Final Timing Score: \_\_\_\_\_

Answer the Questions

1. What is the main idea of this story?

a. The sloth is a jungle animal.

b. The sloth is a slow, sleepy animal.

c. The sloth hangs from his toes.
2. What does the sloth do to protect itself?

a. It moves slowly.

b. It runs away.

c. It stays still.
3. What does **drowsing** mean in this story?

a. sleeping

b. hanging

c. moving
4. What does a sloth probably do after eating?

a. run

b. sleep

c. swim
5. Why are some people called sloths?

Number Correct: \_\_\_\_\_

Write a Retell of "Sloth"

Number of Words Written: \_\_\_\_\_

1

Read Naturally Daily Schedule (5-10 min)

Monday-Go Over Key Words With Your Student:

Discuss these vocabulary words and try to give an every day example.

Write a Prediction:

Have your student look at the title and picture and predict what this story is going to be about

without reading the story ☺.

Tuesday-Parent reads the story to model fluency.

Student reads the story to the parent.

Wednesday-Student re-reads the story to the parent.

Student answers comprehension questions.

Thursday-Student re-reads the story and writes a one

paragraph retell of the story. Please see attached example ☺.

---

## Retell

Answer these questions in paragraph form.

What was the story about?

*Identify the story, choose a summary word (verb):*

*explain, describes, gives, tells, provides, shows, presents, or lists, and then finish your thought.*

What did you learn about the story?

What else did you learn about the story?

What was an interesting fact in the story?

Did you like the story?

Your paragraph might look like this:

The story describes the history and interesting facts about knitting. I learned that knitting is done with knitting needles and yarn. I also learned that many articles of clothing are knitted like socks, sweaters, scarves and hats. The most interesting thing I learned from the story was years ago women would participate in knitting circles as a social and productive part of their daily lives. I really liked learning about the craft of knitting. I would recommend that you read this story too.

Name: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

# \_\_\_\_\_ Date: \_\_\_\_\_

# MONDAY

**DONE? ✓ CHECK IT  
OFF!**

☐

*Fractions on a Number Line*

☐

*Read Naturally*

☐

*Morning Work*

☐

*Paragraph of the Week*

*Brainstorm about the prompt this week!*

☐

*Read for 20 Minutes*

## MINUTE MAKERS:

**DONE? ✓ CHECK IT OFF!**

*Reflex Math*

*iXL*

☐ I went green!

☐ Language Arts

*10 minutes*

Directions: Organize the cards below into three categories.

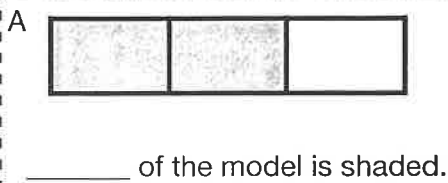
**Fraction**

**Bar Model**

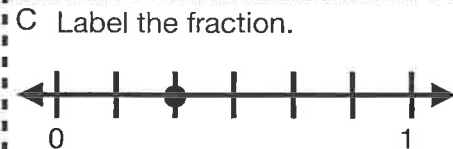
**Number Line Model**



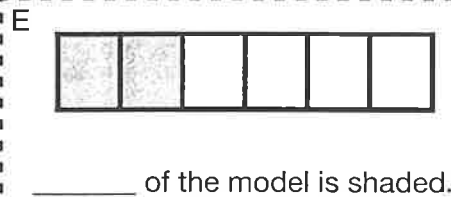

Directions:  
Cut, Sort,  
and Glue!



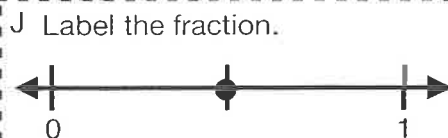
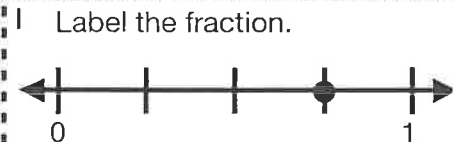
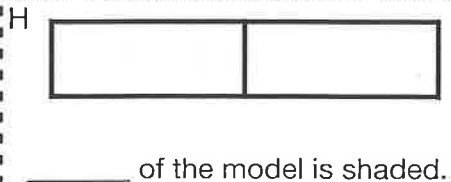
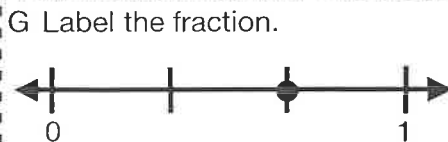
B  $\frac{1}{2}$



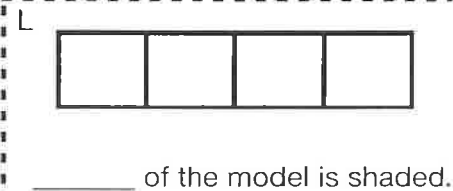
D  $\frac{3}{4}$



F  $\frac{2}{3}$



K  $\frac{2}{6}$





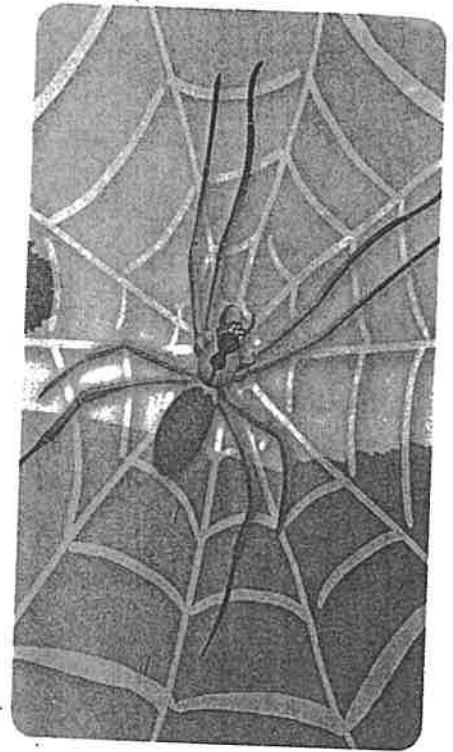
In each group, circle the word with the strongest meaning.

- |            |       |           |
|------------|-------|-----------|
| 1. squeeze | pinch | crush     |
| 2. excited | glad  | overjoyed |
| 3. inhale  | smell | sniff     |
| 4. like    | adore | worship   |
| 5. ram     | hit   | bump      |

## The Spider

Adapted from the Poem by Jane and Ann Taylor

- 1 "Oh, look at that great ugly spider!" said Ann;
- 2 And screaming, she brushed it away with her fan;
- 3 "'Tis a frightful black creature as ever can be,
- 4 I wish that it would not come crawling on me."
- 5 "Indeed," said her mother, "I'll venture to say,
- 6 The poor thing will try to keep out of your way;
- 7 For after the fright, and the fall, and the pain,
- 8 It has much more occasion than you to complain.
- 9 "But why should you dread the poor spider, my dear?
- 10 If it *hurt* you, there'd be some excuse for your fear;
- 11 But its little black legs, as it hurried away,
- 12 Did but tickle your arm, as they went, I dare say.
- 13 "For *them* to fear *us* we must grant to be just,
- 14 Who in less than a moment can tread them to dust;
- 15 But certainly we have no cause for alarm;
- 16 For, were they to try, they could do us no harm.
- 17 "Now look—it has got to its home; do you see
- 18 What a delicate web it has spun in the tree?
- 19 Why here, my dear Ann, is a lesson for you:
- 20 Come learn from this spider what patience can do!"



### MONDAY

Write each word next to its definition.

frightful

venture

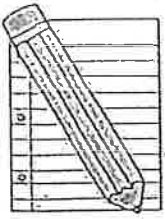
dread

excuse

tread

delicate

1. \_\_\_\_\_ to fear
2. \_\_\_\_\_ fine and fragile
3. \_\_\_\_\_ to step on
4. \_\_\_\_\_ to do something even if you are unsure about it
5. \_\_\_\_\_ a good reason
6. \_\_\_\_\_ scary



# Paragraph of the Week®

Level 1

Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

## Monday

Imagine what it would be like if you could become invisible whenever you wanted to. Would it be a good or bad thing? When would you use your power? Where would you go? What would be the downside to this power? Think about all of the things that could happen, both positive and negative, if you were to able to turn yourself invisible. Write down everything you can think of on this topic.

## Tuesday

Using the brainstorm you created yesterday, choose 3 of the REASONS that you would, or would not want to become invisible. Those three reasons will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

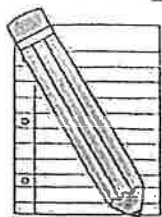
## Wednesday

Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

## Thursday

It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.

Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.



# Paragraph of the Week®

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## Monday

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What would it be like if you could be invisible?

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

Parent/Guardian signature: \_\_\_\_\_

#: \_\_\_\_\_ Date: \_\_\_\_\_

# TUESDAY

**DONE? ✓ CHECK  
IT OFF!**

☐

*Fractions on a Number Line*

☐

*Read Naturally*

☐

*Morning Work*

☐

*Language Review*

☐

*Paragraph of the Week*

## MINUTE MAKERS:

**DONE? ✓ CHECK IT OFF!**

*Reflex Math*

☐

I went green!

*iXL*

☐

Language Arts

*10 minutes*

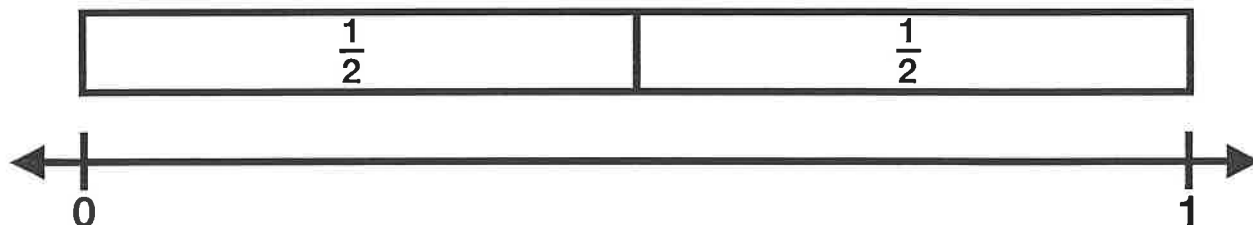
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Fractions on a Number Line

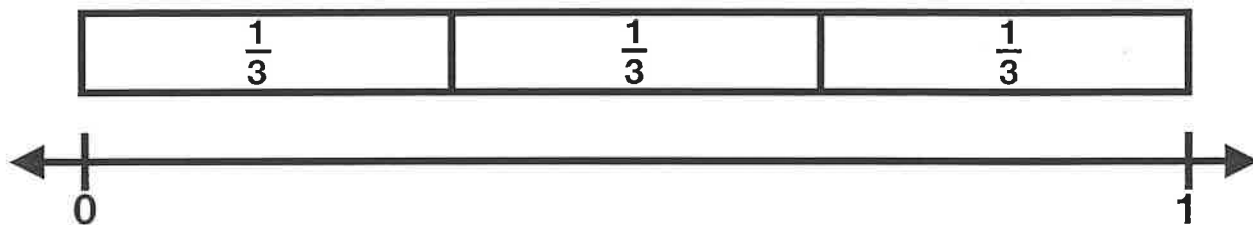
## Directions:

1. Color in the fraction bars to represent the fraction.
2. Use the fraction bars to help you partition the number line.
3. Label the fraction on the number line.

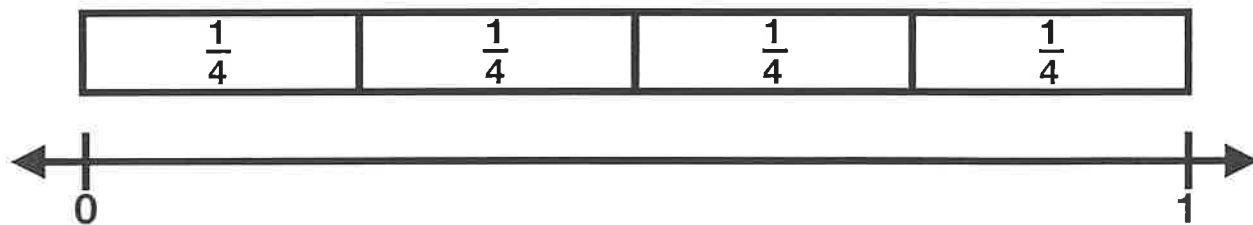
$\frac{1}{2}$



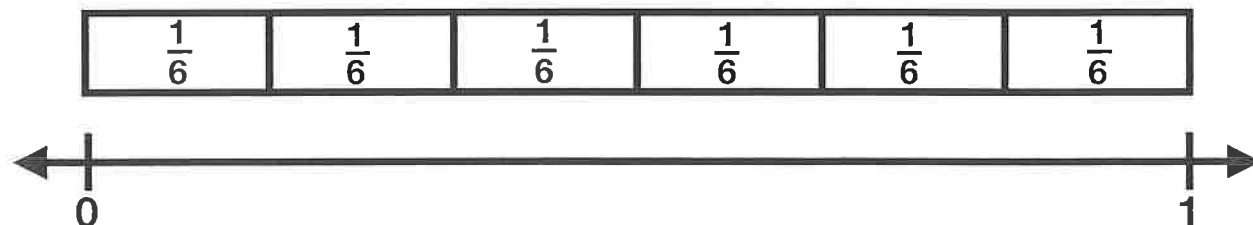
$\frac{1}{3}$



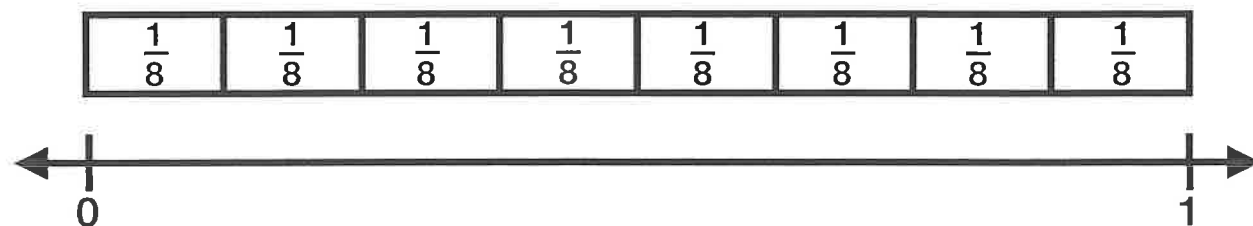
$\frac{2}{4}$



$\frac{5}{6}$



$\frac{3}{8}$



Name \_\_\_\_\_

## Morning Work 33.5

Add or subtract.

$$\begin{array}{r} 447 \\ - 346 \\ \hline \end{array}$$

$$\begin{array}{r} 583 \\ + 413 \\ \hline \end{array}$$

$$\begin{array}{r} 750 \\ - 330 \\ \hline \end{array}$$

$$\begin{array}{r} 250 \\ + 47 \\ \hline \end{array}$$

Look at the underlined digit. Color the box based on the code below.

hundreds - yellow  
tens - red  
ones - blue

9	12	36	64	87	100	113	126	135	148	150	173	191	205	207
229	240	252	255	287	303	310	329	335	361	366	388	394	409	413
421	428	437	456	464	479	492	501	507	514	531	552	566	578	590
621	624	645	649	668	683	690	701	715	732	749	755	761	777	804
810	828	833	856	861	884	890	909	921	933	937	956	968	974	998

Circle the plural form of the word. Write a sentence including the word.

person

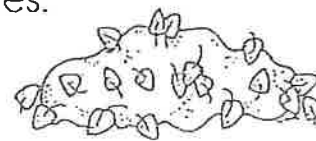
people

calf

calves

Read. The leaves are beginning to fall from the trees.

Answer.



leaves scarves raking The wore outside women while

1

The following is a complete sentence.  
True or false?

The door to the barn was wide open.

Circle correct answer:

**TRUE****FALSE**

2

What is the meaning of the underlined word?

Hayden dislikes broccoli.

Circle correct answer:

likes a lot

does not like

3

Check the word with the  
same vowel sound as:

**line**

hill



lips

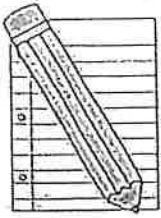


kite

4

Add correct quotation marks:

Jill stated, That test was too easy.



# Paragraph of the Week<sup>®</sup>

Level 1

Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

## Monday

Imagine what it would be like if you could become invisible whenever you wanted to. Would it be a good or bad thing? When would you use your power? Where would you go? What would be the downside to this power? Think about all of the things that could happen, both positive and negative, if you were to be able to turn yourself invisible. Write down everything you can think of on this topic.

## Tuesday

Using the brainstorm you created yesterday, choose 3 of the REASONS that you would, or would not want to become invisible. Those three reasons will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

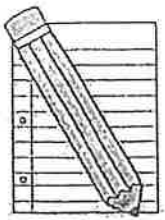
## Wednesday

Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

## Thursday

It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.

Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.



# Paragraph of the Week®

Level 1

Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.

**Tuesday**

Using the brainstorm you created yesterday, choose 3 of the REASONS that you would, or would not want to become invisible. Those three reasons will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

Detail One : \_\_\_\_\_

\_\_\_\_\_

Explanation : \_\_\_\_\_

\_\_\_\_\_

Detail Two : \_\_\_\_\_

\_\_\_\_\_

Explanation : \_\_\_\_\_

\_\_\_\_\_

Detail Three : \_\_\_\_\_

\_\_\_\_\_

Explanation : \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Parent/Guardian signature: \_\_\_\_\_

#: \_\_\_\_\_ Date: \_\_\_\_\_

# WEDNESDAY

**DONE? ✓ CHECK  
IT OFF!**

☐

*10.4 Reteach page*

☐

*Read Naturally*

☐

*Morning Work*

☐

*Language Review*

☐

*Paragraph of the Week-*

*Write your topic and closing  
sentences*

☐

*Cursive*

## MINUTE MAKERS:

**DONE? ✓ CHECK IT OFF!**

*Reflex Math*

☐

*I went green!*

*iXL*

☐

*Language Arts*

*10 minutes*

Name \_\_\_\_\_

# Use Time Intervals

You can use a number line to find the starting time when you know the ending time and the elapsed time.

**The ending time is 4:05 P.M. Use the number line to find the starting time if the elapsed time is 35 minutes.**

## Step 1

Find the ending time on the number line.

**Think:** The ending time is 4:05 P.M.

## Step 2

Jump back 5 minutes.

**Think:** Jump back 5 minutes to get to the hour.

You jump back to **4:00 P.M.**

## Step 3

Jump back 30 minutes.

**Think:** Jump back 30 minutes to get to a total of 35 minutes.

You jump back to **3:30 P.M.**



So, the starting time is **3:30 P.M.**

1. Use the number line to find the starting time if the elapsed time is 25 minutes. \_\_\_\_\_



2. Use the number line to find the starting time if the elapsed time is 45 minutes. \_\_\_\_\_



Name \_\_\_\_\_

## Morning Work 34.1

Add or subtract.

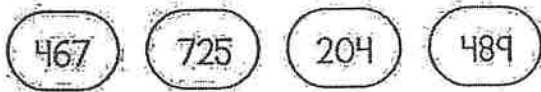
$$\begin{array}{r} 527 \\ + 362 \\ \hline \end{array}$$

$$\begin{array}{r} 662 \\ - 214 \\ \hline \end{array}$$

$$\begin{array}{r} 425 \\ + 357 \\ \hline \end{array}$$

$$\begin{array}{r} 984 \\ - 508 \\ \hline \end{array}$$

Write each number from the largest to smallest.



largest

smallest

Susie had \$20 in her piggy bank. She spent \$8 at the toy store. Susie's mom gave her \$5 for her allowance. How much money does Susie have now?

\$ \_\_\_\_\_

Use the irregular past tense verbs in the spaces below.



Today, I hear.

Yesterday, I \_\_\_\_\_.



Today, I speak.

Yesterday, I \_\_\_\_\_.



Today, I write.

Yesterday, I \_\_\_\_\_.

Read. Can you help me find my lost pencil?

Answer.



said your pencil behind found "Juan I the cabinet,"

 WINTER day 38

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

1

How many syllables are in the word:

example

Circle correct answer:

1    2    3    4

2

What type of sentence is the following?

Please close the door.

Circle correct answer:

imperative  
exclamatory

3

Circle the part of speech of the underlined word:

I went with my best friend to the farm to get pumpkins.

PRONOUN

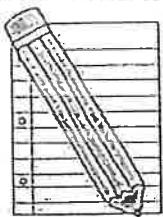
NOUN

4

☒ Check the past tense sentence.

☐ The dog slept on the rug.

☐ The dog sleeps on the rug.



# Paragraph of the Week<sup>®</sup>

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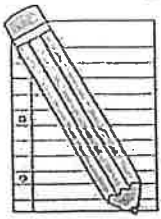
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# Paragraph of the Week<sup>®</sup>

Level 1

Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details. Closing sentences sum up what you have already written. They are the "frame" for your paragraph.

**Wednesday**

Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

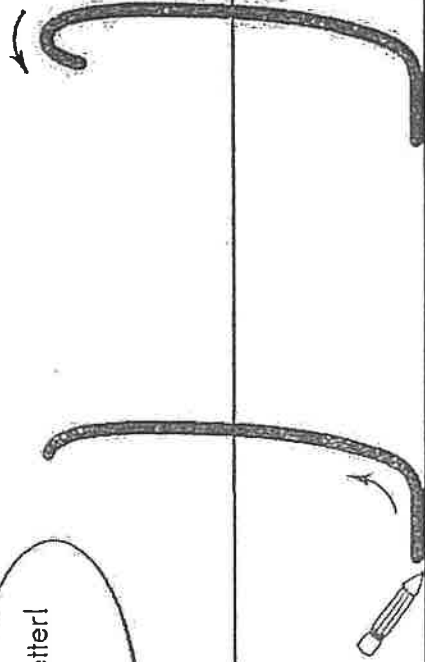
Topic Sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Closing Sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



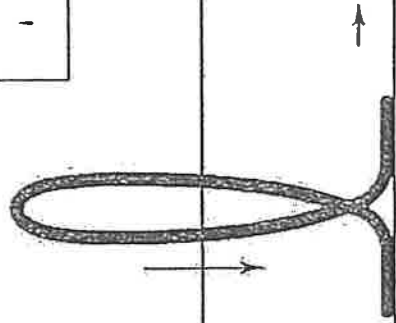
Name that letter!  
It's \_\_\_\_.

l is l



travel  
then up

turn



down  
stay on your side  
bump  
travel away

Start on the dot. Copy *l*.

☐ Write & Check *l*

*l*

*l*

*l*

*l*

Copy words.

*leg*

*leg*

*lap*

*lap*

☐ Check *lay*

Name: \_\_\_\_\_ Parent/Guardian signature: \_\_\_\_\_

# \_\_\_\_\_ Date: \_\_\_\_\_

# THURSDAY

**DONE? ✓ CHECK IT OFF!**

☐

*Re-teach 10.5*

☐

*Read Naturally*

☐

*Morning Work*

☐

*Language Review*

☐

*Writing Final Copy*

## MINUTE MAKERS:

**DONE? ✓ CHECK IT OFF!**

*Reflex Math*

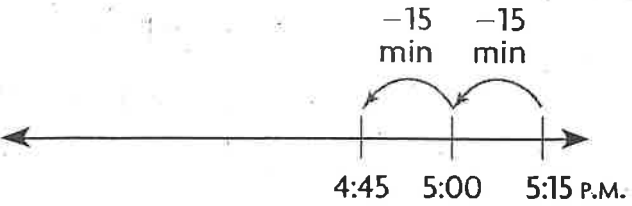
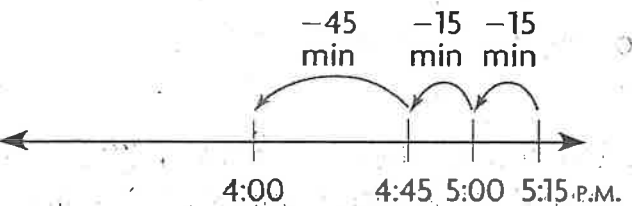
☐ I went green!

*iXL*

☐ Language Arts  
*10 minutes*

**Problem Solving • Time Intervals**

As soon as Carter got home, he worked on his book report for 45 minutes. Then he did chores for 30 minutes. He finished at 5:15 P.M. At what time did Carter get home?

Read the Problem	Solve the Problem
<p><b>What do I need to find?</b></p> <p>I need to find what <u>time</u> Carter got <u>home</u>.</p>	<ul style="list-style-type: none"> <li>Find Carter's 5:15 P.M. finishing time on the number line.</li> <li>Count back 30 minutes using two 15-minute jumps to find the time Carter started his chores. <u>4:45 P.M.</u></li> </ul>
<p><b>What information do I need to use?</b></p> <p>Carter worked for <u>45 minutes</u> on his report. He did chores for <u>30 minutes</u>. He finished at <u>5:15 P.M.</u></p>	 <p>Count back 45 minutes for the time Carter worked on his report. The jumps end at <u>4:00 P.M.</u></p>
<p><b>How will I use the information?</b></p> <p>I will use a number line and count back to find the time Carter got home.</p>	 <p>So, Carter got home at <u>4:00 P.M.</u></p>

1. Kiera must be at school at 7:45 A.M. The ride to school takes 15 minutes. She needs 45 minutes to eat breakfast and get ready. At what time should Kiera get up?

2. Jack and his family go to the movies. First, they eat lunch at 1:30 P.M. It takes them 40 minutes to eat. Then they drive 25 minutes to get to the movie theater. At what time do Jack and his family get to the theater?

Name \_\_\_\_\_

## Morning Work 34.2

Add or subtract.

$$\begin{array}{r} 537 \\ + 386 \\ \hline \end{array}$$

$$\begin{array}{r} 753 \\ - 487 \\ \hline \end{array}$$

$$\begin{array}{r} 649 \\ + 316 \\ \hline \end{array}$$

$$\begin{array}{r} 603 \\ - 271 \\ \hline \end{array}$$

Write each number from the greatest to the least amount.

363   192   870   554

\_\_\_\_\_ greatest

least \_\_\_\_\_

Sonny was given 33 pieces of candy at his friend's birthday party. He ate 5 pieces of candy at the party and 7 more pieces when he got home. How many pieces of candy does Sonny have now?

\_\_\_\_\_ candy

Change the word in ( ) from present to past tense.



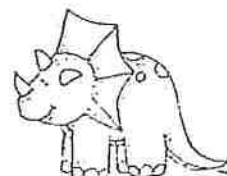
Brody \_\_\_\_\_ (sweep) the messy floor.



My brother \_\_\_\_\_ (drink) some cool water.

Read. Did Ms. Andi teach you about dinosaurs?

Answer.



teacher week us triceratopses taught Last my about

1

What is the following sentence fragment missing?

Jonas to the local library.

Circle correct answer:

subject

verb

2

Circle the correctly written address:

Lily Wilson  
3341 Thorn Lane  
Pell City, AL35125

Lily, Wilson,  
3341 Thorn Lane  
Pell City, AL35125

3

Circle the possessive:

That house is ours.

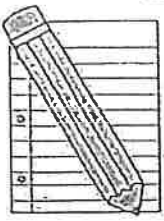
4

Circle the suffix of  
the underlined word:  
I paid attention to the  
teacher.

Circle one:

tion

at



# Paragraph of the Week<sup>®</sup>

Level 1

Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

## Monday

Imagine what it would be like if you could become invisible whenever you wanted to. Would it be a good or bad thing? When would you use your power? Where would you go? What would be the downside to this power? Think about all of the things that could happen, both positive and negative, if you were to be able to turn yourself invisible. Write down everything you can think of on this topic.

## Tuesday

Using the brainstorm you created yesterday, choose 3 of the REASONS that you would, or would not want to become invisible. Those three reasons will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each.

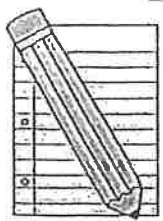
## Wednesday

Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

## Thursday

It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.

Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.



# Paragraph of the Week<sup>®</sup>

Level 1

A paragraph talks about one topic, with many sentences all supporting that topic.

This is when you will construct that paragraph.

**Thursday**

It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail, explanation combo sentences. The last sentence is your closing sentence.

Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.

Handwriting practice lines for the paragraph.

Name\_\_\_\_\_

Date\_\_\_\_\_

# My Editing Checklist

**Directions:** Answer each of the following questions by putting a check (✓) in the "YES", "NO" or "Corrected" boxes.

Questions	YES	NO	Corrected
1. Did I <b>re-read</b> my writing to check for mistakes?			
2. Did I start each sentence with a <b>capital</b> letter?			
3. Did I end each sentence with a <b>period</b> , an <b>exclamation point</b> , or a <b>question mark</b> ?			
4. Did I <b>space</b> my words and write <b>neatly</b> ?			
5. Did I <b>indent</b> at the beginning of each <b>paragraph</b> ?			
6. Did I <b>circle</b> any words that I think are misspelled?			
7. Did I use a <b>Dictionary</b> or <b>ask for help</b> spelling words?			
8. Did I use <b>adjectives</b> in every paragraph to add <b>details</b> to my writing?			
9. Did I tell " <b>WHO?</b> ", " <b>WHAT?</b> ", " <b>WHEN?</b> ", " <b>WHERE?</b> ", " <b>WHY?</b> " and " <b>HOW?</b> "?			
10. Did I <b>ask someone else</b> to read my writing to check for mistakes I might have missed?			

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

Parent/Guardian signature: \_\_\_\_\_

#: \_\_\_\_\_ Date: \_\_\_\_\_

# FRIDAY

**DONE? ✓ CHECK IT OFF!**

- ☐ Reteach page 10.6
- ☐ Read Naturally
- ☐ Morning Work
- ☐ Language Review

---

**MINUTE MAKERS:**

**GOT EXTRA TIME? ✓ CHECK IT OFF!**

*Reflex Math*

☐ I went green!

*Reading Counts*

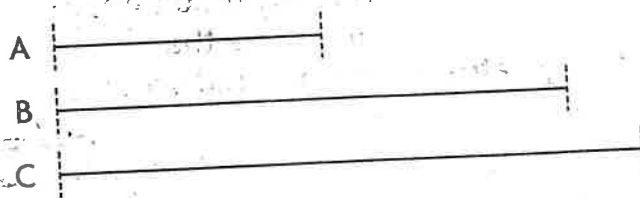
☐ I passed a quiz!

Name \_\_\_\_\_

# Measure Length

You can measure length to the nearest half or fourth inch.

Use a ruler to measure lines A–C to the nearest half inch.



**Step 1** Line up the left end of Line A with the zero mark on the ruler.

**Step 2** The right end of Line A is between the half-inch marks for 1 and  $1\frac{1}{2}$ .

The mark that is closest to the right end is for  $1\frac{1}{2}$  inches.

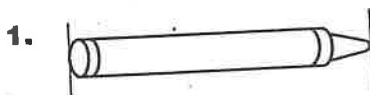
So, the length of Line A to the nearest half inch is  $1\frac{1}{2}$  inches.

Repeat Steps 1 and 2 for lines B and C.

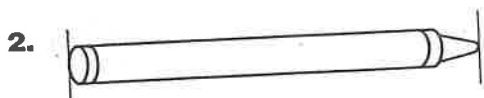
The length of Line B to the nearest half inch is  $2\frac{1}{2}$  inches.

The length of Line C to the nearest half inch is 3 inches.

Measure the length to the nearest half inch. Is the crayon closest to  $1\frac{1}{2}$  inches, 2 inches, or  $2\frac{1}{2}$  inches?



\_\_\_\_\_ inches



\_\_\_\_\_ inches

Name \_\_\_\_\_

## Morning Work 34.3

Add or subtract.

$$\begin{array}{r} 684 \\ + 252 \\ \hline \end{array}$$

$$\begin{array}{r} 445 \\ - 376 \\ \hline \end{array}$$

$$\begin{array}{r} 253 \\ + 552 \\ \hline \end{array}$$

$$\begin{array}{r} 740 \\ - 608 \\ \hline \end{array}$$

Write each number from the least to the greatest amount.

95

412

320

309

least

greatest

There were 15 people working at the restaurant. 6 people went home after lunch. 8 people came in to start working. How many people are working at the restaurant now?

\_\_\_\_\_ people

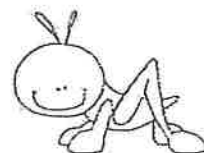
Find the hidden words.

w	f	r	e	e	z	e	f	s	a	y
s	t	r	u	n	d	e	r	s	t	d
a	a	i	o	a	s	s	r	t	s	a
r	k	i	g	z	t	t	e	i	u	y
r	n	n	d	h	e	e	z	n	m	s
s	t	u	n	g	t	a	t	g	d	e
w	c	s	l	a	y	g	z	e	e	n
f	r	e	s	e	c	s	k	s	o	t

## WORD BANK

say	said
freeze	froze
sting	stung
send	sent

Read. Did you catch an insect in the garden?

Answer.  

it grasshopper, stuck but, I leaf, on a caught a



# WINTER day 40

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

- 1 Read the words in the box. Choose two and write a sentence:

something      always  
paper              example

- 2 There are two nouns in the following sentence.  
True or false?  
My grandpa told me a scary story about ghosts.

Circle correct answer:

TRUE      FALSE

- 3 Circle the part of speech of  
the underlined word:

ADJECTIVE

The sun shone brightly.

ADVERB

4

Print the number of  
syllables in the word

country

