

JANUARY 24TH-28TH

Hello,

Please do your best to work on writing, reading and math each day. This week I also included a review spelling lesson. These are the same activities we do each week for our weekly words so students should be familiar with how to do them.

On Friday morning, I will post a video of me calling out some of our previous weekly words for students to do their test. The test will not be graded but I suggest completing it to practice and stick to the routine. 😊

Thank you for all the hard work you have been putting into home learning. Be sure to keep your home learning package in a safe spot and return it on the first day we return to school.

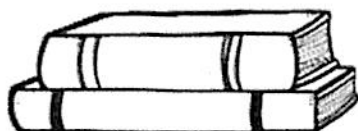
Please send me a message or give me a call if you have any questions or concerns.

sydney.shaddick@nbed.nb.ca

(506) 625 6415

Thanks,

Ms. Shaddick



Name: _____

READING LOG

Remember to read for at least 20 minutes per night. Answer one question per night. Use complete sentences in your answer.

Date	Title	Author	Min.	Parent Initials
Mon				
Code	Response: _____ _____			

Date	Title	Author	Min.	Parent Initials
Tues				
Code	Response: _____ _____			

Date	Title	Author	Min.	Parent Initials
Wed				
Code	Response: _____ _____			

Date	Title	Author	Min.	Parent Initials
Thurs				
Code	Response: _____ _____			

Date	Title	Author	Min.	Parent Initials
Fri				
Code	Response: _____ _____			

Nonfiction Questions:

- NF1: What do you already know about this topic?
- NF2: How does this book remind you of other texts you have read?
- NF3: What have you experienced in your life that helps you understand this topic?
- NF4: What useful information does this text provide?
- NF5: What is your interest in this topic?
- NF6: How does this information fit with what you already know?
- NF7: Why is this topic important in science?
- NF8: What perspective does the author take on this topic?
- NF9: What are some of the most important words and what do they mean?
- NF10: Were there parts of the book you didn't understand?
- NF11: What questions do you still have about this topic?
- NF12: What did you learn about this topic?
- NF13: What do you want to learn more about?
- NF14: Write a summary of what you read.
- NF15: Did you learn anything new? If so, what?

Fiction Questions:

- F1: Was there a problem in the book? What was it? How was it solved?
- F2: How would you describe the main character?
- F3: What was your favorite part of the book? Why?
- F4: Did you learn anything from the book?
- F5: What was the MOST important event in the story? Why?
- F6: Describe a connection you had while reading.
- F7: What new words did you learn?
- F8: Was there a character you didn't like? Why?
- F9: Would you recommend this text to someone else? If so, who?
- F10: Which character is most similar to you?
- F11: If you could change the title, what would you change it to?
- F12: What was the author's purpose in writing this book?
- F13: What does the character want? Do you think he/she will get it? If so, how?
- F14: If you could ask the author a question about the text, what would you ask?
- F15: What would you change about the story?
- F16: What questions do you have about the text?
- F17: Summarize what you have read.
- F18: How are you feeling right now as you read?
- F19: What is going to happen next? How do you know?
- F20: What were some of the strongest words the author used?



ANIMAL RESEARCH REPORT

Choose your own animal book, search for facts online for a specific animal if you have access to the internet or write what you know about an animal.

Step 1: Read and brainstorm information about your animal.

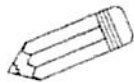
Step 2: Complete the first page titled "Animal Research Report". You may skip a point if you are unable to find the answer to the animal fact.

Step 3: Complete the second page titled "Animal Research Report Template".

Step 4: Complete the third page titled "Animal Research Report" by using the information you have gathered on the first 2 pages.

Step 5: Check your work!

Writing Checklist



I can write neatly.



I can use capital and lowercase letters



I can add punctuation to my sentences



I can use finger spaces



I can search for spelling clues



I can go back and re-read my writing

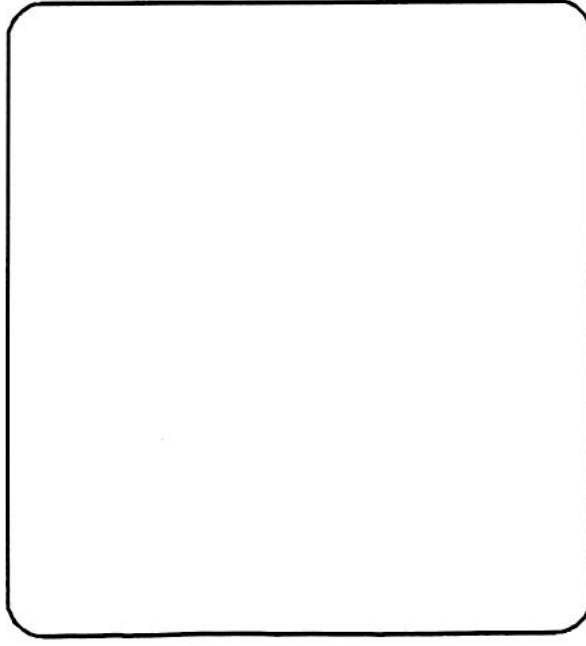
Animal Research Report

by: _____

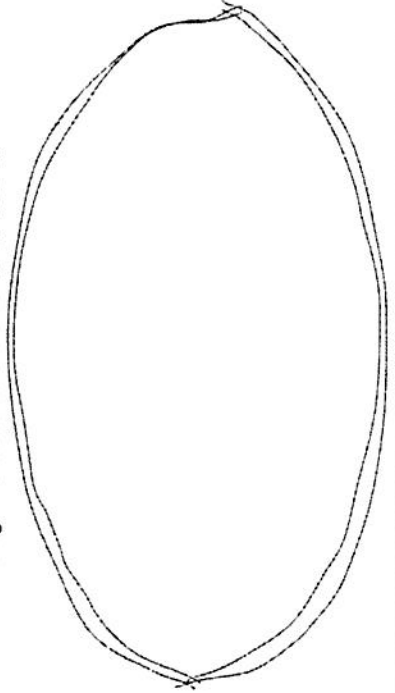
Animal Name: _____

This animal is a: ☐ Amphibian ☐ Bird ☐ Fish ☐ Insect ☐ Mammal ☐ Reptile

Here is a picture of my animal.



My animal's habitat is...



Animal Facts

Height/Size: _____
Weight: _____
Color: _____
It has fur/feathers/skin: _____
What it eats: _____
Where it lives: _____
Predators: _____
Lifespan: _____

Three Interesting Facts About My Animal:

1.	2.	3.
----	----	----

Name: _____

Date: _____

Animal Research Report Template

My animal is a _____. It is a _____.

Its habitat is a _____.

It eats _____.

It looks like _____.

_____.

It moves by _____.

Some interesting facts about this animal are

_____.

_____.

I chose this animal because

_____.

_____.

_____.

Name: _____

Date: _____

Animal Research Report

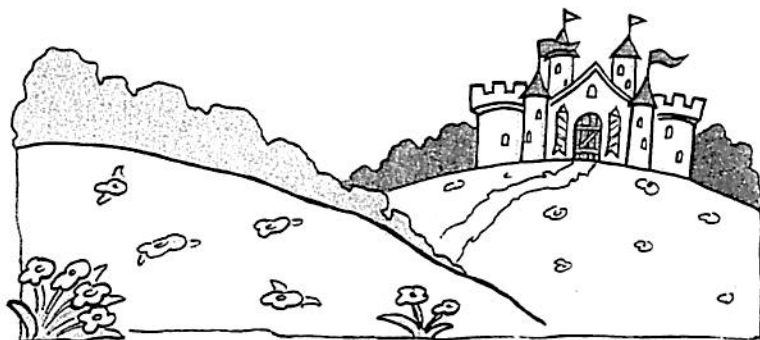
Review Lessons 10-12

Write the spelling word that means the opposite of each word.

1. smile _____
2. silence _____
3. dislike _____
4. whisper _____
5. dusk _____
6. freeze _____

Write the spelling word that belongs with each pair of words.

1. captured, trapped, _____
2. line, angle, _____
3. eyes, nose, _____
4. castle, fort, _____
5. under, over, _____
6. let, permit, _____
7. claw, hoof, _____
8. ice, snow, _____



Review Lessons 10-12

Write the spelling word that means the same or almost the same as each pair of words.

1. ruin, destroy, _____
2. total, sum, _____
3. grass, yard, _____
4. speak, say, _____
5. bother, disturb, _____
6. true, faithful, _____

Write the spelling word that completes each sentence.

1. Roses are my favorite _____.
2. Would you like to _____ our club?
3. My cat always tries to _____ dogs.
4. The _____ of a corn plant can grow to be very tall.
5. There isn't a single _____ in the sky.
6. I read a book _____ turtles.
7. The girl's _____ is so soft that it's hard to hear her.
8. I like to take a bath instead of a _____.

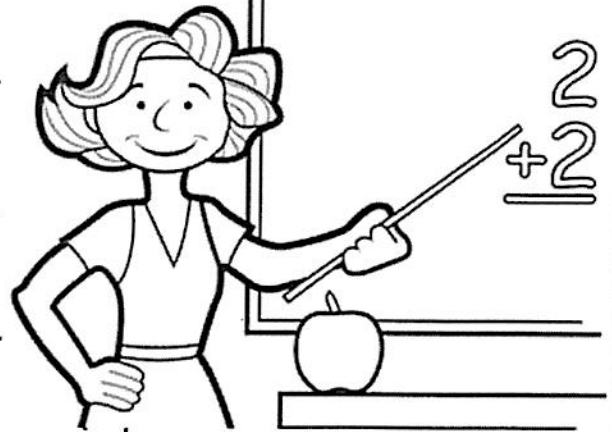


*Interview an adult in your home.

Name: _____

Job: _____

Years Working: _____

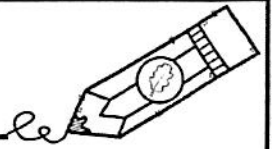


What do you like best about your job.

What do you like to do when you are not working?

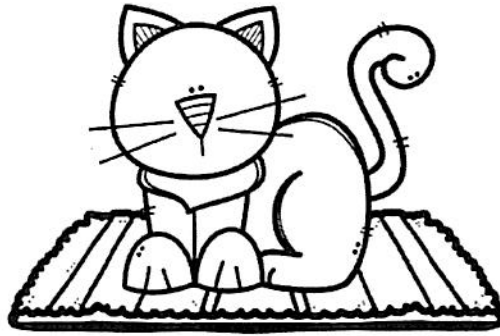
Additional Information

Name : _____



CURSIVE HANDWRITING PRACTICE

Read and rewrite the sentences.



I see a cat.

I see a cat.

The cat is on a mat.

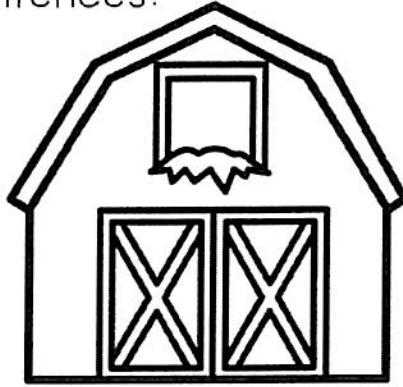
The cat is on a mat.

Name : _____



CURSIVE HANDWRITING PRACTICE

Read and rewrite the sentences.



I see a barn.

I see a barn.

The barn is red.

The barn is red.

Adding and Subtracting Using a Number Line

Name: _____

Directions: Use the number line to solve the equations. Use the code to color the picture.

16 = orange

18 = purple

20 = blue

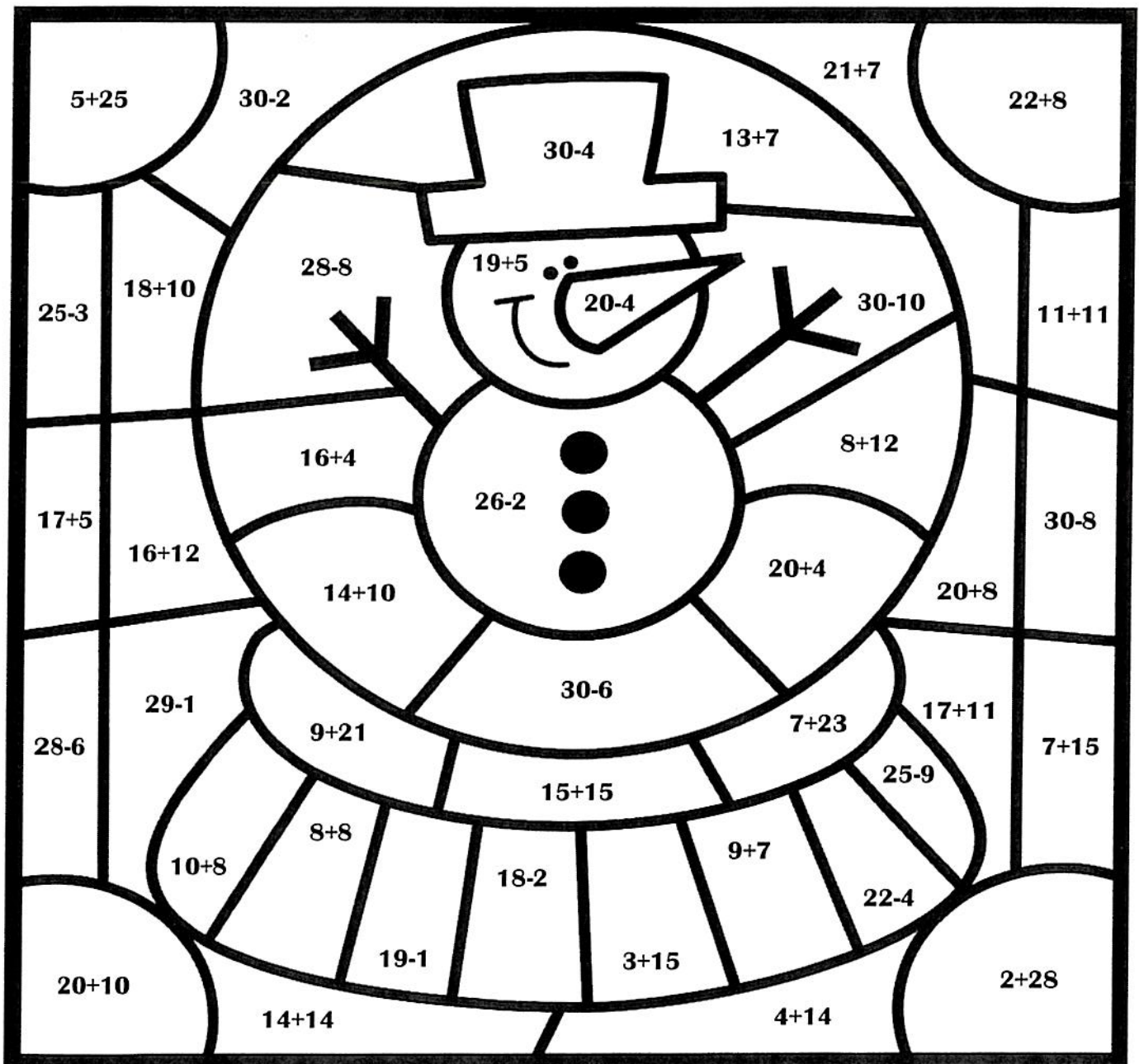
22 = green

24 = white

26 = black

28 = yellow

30 = pink



Exploring the Calendar



Quick Review

JANUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Each calendar page shows the days and weeks of one month of the year.
There are 4 months with 30 days.
There are 7 months with 31 days.
February has 28 days.

Every 4 years, there are 29 days in February.

Try These

Use the calendar above.

1. a) Name the months that have 30 days.

- b) Name the months that have 31 days.

2. Name the date that is 9 days after May 3rd. _____

Practice

Use the calendar in *Quick Review*.

1. a) How many Fridays are there in April? _____

- b) How many days are there in May and June together? _____

- c) Which months end on a Friday? _____

- d) Which months start on a Saturday? _____

- e) Which is the eleventh month? _____

2. Name the date that is: _____

- a) 9 days after September 29th _____

- b) 3 weeks before July 3rd _____

- c) 6 months after March 25th _____

- d) 6 days before April 1st _____

3. A bird laid eggs on May 17th. The eggs hatched 3 weeks later. Name the day and the date the eggs hatched.

4. Terry's and Moe's birthdays are exactly 7 weeks apart. Terry's birthday is on August 19th. When might Moe's birthday be? Give 2 answers.

Stretch Your Thinking

Suppose February has 29 days. Explain how you can find how many days there are in the year without counting or adding.

Exploring Units of Time



Quick Review

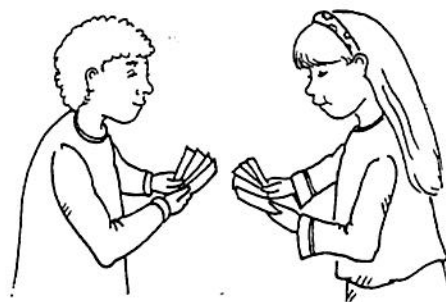
The **minute** (min) is a short unit of time.



It takes about
1 min to count
to 100.



It takes about
5 min to eat
an apple.



It takes about
15 min to play
a game of Go Fish.

The **hour** (h) is a longer unit of time.

It takes about 1 h to bake a cake.

The **second** (s) is a very short unit of time.

It takes 1 s to say, "Good morning."

1 min = 60 s

1 h = 60 min

Try These

1. Circle the better estimate for how long each activity would take.

- | | |
|-----------------------------------|----------------|
| a) Make a peanut butter sandwich. | 2 min or 2 h |
| b) Take a shower. | 10 min or 10 s |
| c) Walk the dog. | 20 min or 20 h |
| d) Sing "O Canada." | 2 s or 2 min |

Practice

1. Would you use minutes, hours, or seconds to measure how long it takes to:

a) eat your lunch? _____

b) print your name? _____

c) walk the dog? _____

d) paint the kitchen? _____

2. It took Lulu 48 min to clean her room.

It took Sven 1 h to clean his room.

Who took more time to clean? _____

How much more time? _____

3. Name an activity that can be done in:

a) 1 min _____

b) 1 h _____

c) 5 min _____

d) 10 s _____

4. Use >, <, or =.

a) 1 h ☐ 60 min

c) 47 min ☐ 1 h

b) 50 s ☐ 1 min

d) 1 min ☐ 60 s

Stretch Your Thinking

Lee does his chores before he leaves

for school.

About how long do you think it will

take Lee to do his chores? Explain.

Lee's Morning Chores

Make the bed ✓

Feed the dog ✓

Pack lunch ✓

Name: _____

Date: _____

SNOW-a-MAZE-ing



Directions: Start at the arrow and find your way through the winter mazes!

