



This symbol represents work/activities that will be checked by your child's teacher. Targeted due date for activities is April 24th.

## English Language Arts

### Lesson One: Recognize Sequential Text Structure

**Materials:** You will need: Benchmark Workbook "Communities Past and Present", Reader's Notebook, and the Anchor Chart below:

Text Structure Sequential		
Organizational Structure	Description	Signal Words
Sequential	Writer presents events in the order in which they really happened.	dates, first, second, next, eventually, finally, following this, as a result

1. **Read:** "Cheyenne Rondeaux Saving Wild Burros" (pages 8-9 of Benchmark Workbook "Communities Past and Present")
2. **Respond:** Highlight or underline "Sequential text structure Signal Words" on pages 8 and 9.
3. **Write/Knowledge Check:** In your Reader's Notebook, list all of the steps Cheyenne took to save the burros and explain how each step helped the animals.
4. **Extra Practice:** In your Reader's Notebook, use "Sequential text structure Signal Words" to explain what you usually do during the day now.
5. **Extension (optional):** Design a poster that encourages people to sign a "Save the Wild Burros" petition for the Wild Burro Protection League.

### For daily practice or enrichment, try these activities:

Read a book, Write in a journal, MySciLearn/ Study Island/ GetEpic

## Math

### Lesson One: Reading Pictographs and Bar Graphs

**Materials:** Envision Workbook Volume 2

1. **Teaching the lesson:** Watch this video [Reading Pictographs and Bar Graphs](#) Login: User ( Same as Study Island ) Password ces101

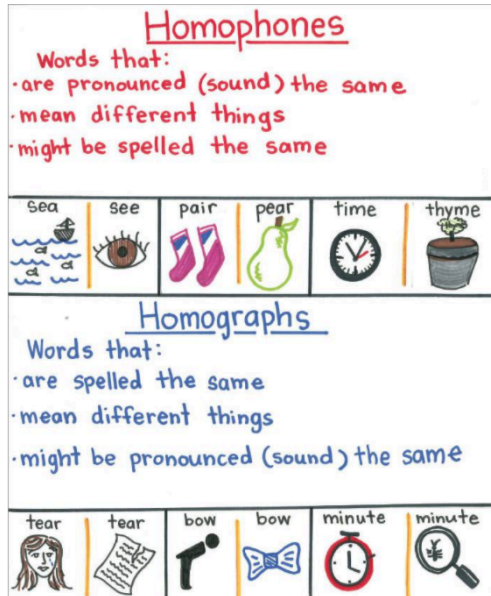
OR

Use the Lesson Explanation found on page 852 .

- Use the vocabulary cards from page 837-838. (pictograph, bar graph, key, and scale) to discuss the words on page 853. Show the visual on the card and read the definition that is provided on the back.
  - Help your student work problems 1-5 in guided practice on page 853.
2. **Practice:** the skill taught in this lesson by using problems 6-10 on page 854.
  3. **Discussion Questions:** The students may answer some of the following questions.
    - Do the pictures in a pictograph sometimes stand for more than one?
    - Where do you look to find out how much a picture stands for?
    - How do we know which group has the most or the less in a bar graph?
  4. **Extra Practice:** use problems from pages 855-856.
  5. **Extension:** Students will create a bar graph using the information from the pictograph titled "Books Read" at the top of page 856.

## Lesson Two: Determine the Meaning of Homographs and Homophones

**Materials:** You will need: Benchmark Workbook "Communities Past and Present", Reader's Notebook, and the Anchor Chart below:



1. **Read::** "My St. Augustine Journal" (pages 12-13 of Benchmark Workbook "Communities Past and Present")
2. **Respond:** Highlight or Underline the following words on pages 12-13: sun, here, live, close. Locate the context clues that will help you determine the meaning of each homophone and homograph.
3. **Write/Knowledge Check:** In your Reader's Notebook, write your own examples in a sentence for each of the following homophones and homographs.  
Examples:
  - The **sun** was bright. My **son** is a boy.
  - I am staying **here**. Can you **hear** me?
  - I **live** in Caldwell. I saw a **live** armadillo.
  - You are too **close** to me. **Close** the door on your way out.
4. **Extra Practice:** In your Reader's Notebook, draw a picture for each of the following homophones: **two, to, sun, son, be, bee, see, sea**
5. **Extension (optional):** Play "Homophone/Homograph Memory Game" with a parent or sibling. Here's how to play:
  - Write homophone and homograph pairs from the anchor chart, reading, or your own ideas on small pieces of paper.
  - Place the pieces face down and mix them up.
  - Take turns flipping two papers over and try to match a

## Lesson Two: Making Pictographs

**Materials:** You will need Envision Workbook Volume 2

1. **Teaching the lesson:** Watch the [Making Pictographs](#) To Login: User (Same as Study Island ) Password ces101
  - Lesson Explanation can also be found on page 858.
  - Review all the vocabulary cards from pages 837-838.
  - Parent and student will discuss vocabulary words by using the card showing the visual and the definition that is provided on the back.
  - Parents will help students work problems 1-6 in guided practice on page 859
2. **Practice:** Students will practice the skill taught in this lesson by using problems 7-11 on page 860.
3. **Discussion Questions:** The students may answer some of the following questions.
  - Why do you think this type of graph is called a pictograph?
  - Can you change the value of the picture?
  - When would it be a good time to change the value of a picture from 1 to another value?
4. **Extra Practice:** ( If needed) Use problems 1and 2 from page 861.
5. **Extension:** Work problem 3 on page 862.

### Daily practice or enrichment, try these activities:

- Practice Facts (+, -, x) Use dice, playing cards, or dominos to practice at least 20 facts every day.
- Use 5 of the facts that you practiced to create a fact family for each.
- **Websites:**  
[Fact Monster Flashcards](#)  
[Splash Learn Fact Practice](#)

pair.

- Whoever has the most pairs wins.


**For daily practice or enrichment, try these activities:**

Read a book, Write in a journal, MySciLearn/ Study Island/ GetEpic

## Science


### Lesson One: What is the Water Cycle?

**Materials:** You will need Science Fusion Textbook

1. **Read** pages 343-351 of the Lesson in the textbook. Complete the little activities on the pages as you read.
2. **Respond:** Complete the "Sum it Up" on page 352.
3.  **Activity/Knowledge Check:** Complete the "Brain Check" on pages 353-354.
4. **Discussion Questions:** Talk about the following questions:
  - Which water is the type of water that humans and animals need to survive?
  - Does the earth ever make new water or is it just recycled?
  - Is the sun an important part of our water cycle?

### Lesson Two: Water Cycle Picture Activity


**Materials:** Science Book, paper, pencil, something to color with

1. **Read:** Using pages 350-351 review the process of the water cycle from the textbook lesson you read previously. Pay close attention to each step.
2.  **Activity/Knowledge Check:** Draw a picture of the water cycle. Under your picture or on the back describe the process that happens during the water cycle. Be sure to include details about this process. Make sure you label where evaporation, condensation, and precipitation are taking place.
3. **Discussion Questions:** Talk about the following questions:
  - What are the different forms of precipitation?
  - Where does condensation usually take place?
  - What causes evaporation?

## Social Studies

### Lesson One: Improving the Community


**Materials:** You will need: My Word Study book Volume 2, Reader's Notebook

1. **Read:** "Community Action" (page 16 of My Word Study book Volume 2)
2. **Respond:** There are many ways people improve their communities. Sometimes they work alone, and sometimes they work together with other people. Highlight/Underline the problem Howard faced in "Community Action" and highlight/underline how Howard decided to solve it.
3.  **Write/Knowledge Check:** In your Reader's Notebook, answer the following questions:
  - What is the best thing about your community and why?
  - What would you most like to change about your community?
  - What is one thing you can do to make Caldwell better?
4. **Extra Practice:** One way to improve your community is to pick up litter, or trash that was not thrown away correctly. Make a list of some people who could help you if you were going to pick up litter at Davidson Creek Park.
5. **Extension (optional):** Design a flag to represent Caldwell. Think about what is important to Caldwell and include pictures and colors to represent your ideas. Explain why you chose to use those pictures and colors.

### Lesson Two: Using Maps

**Materials:** You will need: Benchmark Workbook "Communities Past and Present", and Reader's Notebook.

1. **Read:** "A map is a picture of the land. People use maps to help them move around in their community without getting lost. There are some things that maps usually have: a title, a compass rose, and a map key. A title tells you what the map is a picture of. A compass rose tells you which direction the map is pointing (north, south, east, and west). A map key explains the symbols on the map, so you know what you are looking at. Look at the maps in your mentor text (page 6, 8, 12, and 18)."
- Watch this video for extra help :  
<https://www.youtube.com/watch?v=IwBe7e8d74Y>

2. **Respond:** Use the maps on pages 6, 8, 12, and 18 in your "Communities Past and Present" Workbook. Add a title to each of these maps. Add a compass rose with north, east, south, and west labeled. Add a map key with the correct symbols.
3.  **Write/Knowledge Check:** In your Reader's Notebook answer the following questions:
  - How does the title, compass rose and map key help you use a map?
  - Which part of the map do you think is the most important? Why do you think that?
4. **Extra Practice:** In your Reader's Notebook, create a map of your bedroom. Include a title, compass rose, and map key.
5. **Extension (optional):** In your Reader's Notebook, create a map of your neighborhood.