

# Thursday - April 16

**Required** - Go to the HMH website (the reading link for today):

Go through the vocabulary cards again (wobbly, trills, crouches, coast, prances, flock, route, mingles). Have your child give examples or use them in sentences.

The focus for today is:

Text Organization

- Chronological Order – Telling the events in the order they happened.
  - Using clue words like first, next, then, and last.

Read the story *The Long, Long, Journey* (pgs. 14-28)

Here are the questions to think about/talk about while reading: You **do not** need to turn any type of written or recorded response in with this. These questions are meant to guide you through the story.

After reading pgs. 18-22

- What does the little female learn to do on pages 18-22
  - *Answer: She learns to search for food, protect herself from a fox, fly.*
- In what order does the author describe these events?
  - *Answer: They are described in the order they happen.*
- Why do you think the author organized the events this way?
  - *Possible response: Reading the events in the order they happened helps me understand how the events are connected. I see what the little female learns and how she changes as she grows.*

After reading pgs. 24-27

- In your own words, tell what happens during the godwits' long journey.
  - *First, the adult godwits leave the mudflats. About a month later, the young birds follow them. They stay together in their flock as they fly. At one point, a falcon attacks, but the young female escapes. The godwits fly for nearly eight days. Finally, they arrive in New Zealand.*
- How has the author organized the text?
  - *Answer: In the order the events happened; in chronological order.*

- How does this support the author's purpose for writing?
  - *Answer: The author is describing what happens during the godwits' journey. Telling the events in chronological order makes the journey easy to follow.*

### Optional

- Your student can use iRead – it is one of the options on the first page once you login to HMH.
- Do the turn and talk questions on page 29.
- Your student can take the quiz over The Long, Long Journey on the HMH site.
- Read independently for 15-20 minutes.
- Your student can practice the Spelling List for this week. There will not be a test. This is completely optional.

cannot

pancake

maybe

baseball

playground

someone

myself

classroom

sunshine

outside

upon

nothing

Challenge

nobody

everywhere

## Math-Lesson 12.8- p. 735-738

- Complete all the problems, except #13 unless you have access to string or yarn.
- If you do #13, they need to use yarn to trace the path of the line and then measure the yarn to figure out how long the line is.
- We usually have the students label both parts of each path on their paper and then add the 2 lengths together. Some students measure one part of the path and then by the time they get to the next part they have forgotten the first number or remember it wrong. For example, 3 in. + 2 in.= 5 in. for path C.
- **Make sure they estimate first!!**
- There is a paper ruler if you do not have access to any measuring tools.
- Make sure they line the ruler up at either the end of the ruler or where the zero would be on the ruler. Some kids this age forget to start at the edge of the ruler and want to start at 1.

## Writing

If you have a colored pencil or a pen use it to have your child read their letter and circle any words that they think are not spelled correctly or are unsure about. Once they have circled all the words they think could be misspelled, help your child correctly spell the words.