

Wednesday - April 15

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

Go through the vocabulary cards (wobbly, trills, crouches, coast, prances, flock, route, mingles).

The focus for today is:

Ask and Answer Questions:

- Before, during, and after reading
- Ask: Who? What? Where? When? Why?
 - Use the text and pictures for evidence or details to help you answer the questions.

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 pg. 16

- Think aloud (you will read this part aloud to your child). *As I read the first three words on this page, I notice that they are bigger than the other words. So I ask myself: Why do they look different? What do they mean? How do they go with the rest of this text? As I continue reading, I learn that a baby godwit is hatching. The text says that she “breaks free of her egg.” Crackle! Crackle! Crunch! must be the sounds you would hear as the chick cracks open the eggshell and breaks free. Now these words make a lot more sense to me.*

After reading pg. 17

- What do the other godwit chicks do while the last chick hatches?
 - *Answer: They hunt insects in the grass with their father.*
- The text says that the little female was “the last to hatch.” What does that tell you about the ages of the other chicks?
 - *Answer: They are not much older than the little female. They probably hatched a little while before she did.*
- What can you infer about how fast a godwit chick grows?
 - *Answer: I can infer that the chicks grow very fast. The little female’s brother and sisters are already hunting for insects, even though they are not much older.*

After reading pg. 19

- Who are the “other hunters” that come searching for food?
 - *Answer: They are other animals that like to eat godwits.*
- What clues help you know?
 - *The text describes an Arctic fox that sneaks up and slips close to the little female. In the picture, the fox is watching the godwit, but the godwit does not see it.*
- What do you think will happen to the little female? Use the picture and what you know to make a prediction.

After reading pg. 20

- Were you able to confirm the prediction you made on page 19, or do you need to adjust it? Use details to explain.
- What questions do you have about what happened on this page?
 - *Possible response: How can tiny birds fight off a big fox?*
- What evidence from the text and illustration helps you answer your question?
 - *Possible response: The text says the father squawks a warning to call for help. Then the birds flap their wings and swoop at the fox. The illustration shows how the little female blends in with the grass to protect herself.*

After reading pg. 21

- Did you have any questions as you began to read this page?
- Were they answered after reading the page? Explain with text evidence.

After reading pg. 22

- How does the author help you know that the little female has grown older?
 - *Answer: The author now calls the female “young” instead of “little.”*
- What does the young female learn?
 - *Answer: How to fly?*
- What does this tell you about her?

- *Answer: She is growing up; she has gotten a lot stronger and bigger; she is going to be able to travel long distances.*
- What question can you ask about this event?
 - *Possible response: How far can she fly? What will she learn next?*

After reading pg. 25

- How do the godwits know where to go?
 - *Answer: They work together to figure it out.*
- How do they stay together during their long journey?
 - *Answer: They communicate with each other by squawking. If they can hear each other, they won't get separated.*

After reading pg. 26

- Why is the falcon dangerous?
- Cite evidence that tells how the young female is able to escape.

After reading pg. 27

- How does the young female feel as she arrives in New Zealand?
 - *She is tired from her long trip.*
- What clues in the text tell you this?
 - *Her wings stroke slower; she lands on wobbly legs; she falls asleep as soon as she gets there.*
- What questions do you have now that the godwit's journey is over?
 - *Possible responses: How will she find food? Will she stay with the other godwits?*
- What do you notice about the mudflats in the illustration?
 - *Answer: People are standing on the mudflats. They are holding signs that welcome the godwits.*
- What does this help you understand about the godwits' journey to New Zealand?

- *Answer: The godwits must make this journey every year. People look forward to seeing them arrive. They welcome the godwits with signs.*

Optional

- Your student can use iRead – it is one of the options on the first page once you login to HMH.
- 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 12.7- p. 729-732

- Complete all the problems
- Throughout this whole topic you will probably not have all these objects. You may choose a similar sized object in your house and cross out the picture and label the object you ended up measuring instead.
- There is a paper ruler if you do not have access to any measuring tools.
- To make a meter you will need 3 rulers taped together and 3 more inches. (39 in.)
- 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

Today the goal is to finish writing the rough draft of their Roll a Beach story. Remember the story needs a beginning, a middle, and an end.