

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
ELA	<p><b>Ready NY CCLS ELA pages 364-365 (Lesson 21: Connecting Words and Pictures)</b>            Students will be reading about how illustrations add to what the words tell them about the characters, the setting, and the mood of the story.</p> <p>-What do we know about illustrations? What is the purpose of illustrations? (anchor chart)            -What is mood?  <a href="https://www.youtube.com/watch?v=vWtMayPopBk">https://www.youtube.com/watch?v=vWtMayPopBk</a></p> <p>-Read the information on page 364. Look at the illustration and read the text below it. What do you learn from each? How are the text and illustrations connected?            -Use the information on page 364 to fill out the graphic organizer on page 365.            -Write: How would you describe the mood of the story? Which details from the text and the illustration help to create that mood?</p> <p>Independent Work</p> <ul style="list-style-type: none"> <li>I-Ready (30 minutes)</li> <li>Complete Read Works Assignment (readworks.org)</li> <li>Raz Kids or Read an independent book of choice</li> </ul> <p>Wordless picture book – <i>When Jack Goes Out</i> by Pat Schories</p> <p>What details can you gather from the illustrations? What text might you write for this page?</p>	<p><b>Ready NY CCLS ELA pages 366-367 (Lesson 21: Connecting Words and Pictures)</b>            Students will read a tall tale. They will decide what the illustration shows and determine how it connects and adds to the story.</p> <p>-What is a tall tale? (characteristics and anchor chart)</p> <p><a href="https://www.youtube.com/watch?v=b4BGIhiqWE">https://www.youtube.com/watch?v=b4BGIhiqWE</a></p> <p>-Close Read page 366 (When Pecos Bill Was Young). Chunk and annotate the text.            -Self-Monitoring Questions:</p> <ol style="list-style-type: none"> <li>What is the first thing Pecos Bill does?</li> <li>How does Pecos Bill Meet the Mother Coyote?</li> </ol> <p>-Use the information on page 366 to complete the graphic organizer on page 367.            -Think/Discuss: How does Bill feel about being raised by coyotes?            -Complete the short response question on <b>page 370</b>. Use Raft and a 2-point rubric.</p> <p>Independent Work</p> <ul style="list-style-type: none"> <li>I-Ready (30 minutes)</li> <li>Complete Read Works Assignment (readworks.org)</li> <li>Raz Kids or Read an independent book of choice</li> </ul> <p>Illustrations (Zoo) – What can you learn about the characters, setting, and events from the illustrations?</p>	<p><b>Ready NY CCLS ELA pages 368-369 (Lesson 21: Connecting Words and Pictures)</b>            Students will read a tall tale. They will decide what the illustration helps them learn more about the characters, setting, and the mood of the story.</p> <p>-Review (characteristics of tall tales)</p> <p><a href="https://www.youtube.com/watch?v=Iq6WZyvHrA">https://www.youtube.com/watch?v=Iq6WZyvHrA</a></p> <p>-Close Read page 368 (Paul Bunyon and the Tallest Tree). Chunk and annotate the text.            -Self-Monitoring Questions:</p> <ol style="list-style-type: none"> <li>What does Paul Bunyon’s boss tell him to do?</li> <li>Why does Paul take a second swing at the tree?</li> <li>How does Paul cut down the tree?</li> </ol> <p>-Use the information on page 368 answer the 2 multiple choice questions on page 369. Use text evidence to eliminate wrong answers and provide the paragraph(s) that helped you choose the correct answer.            -Complete the short response question on <b>page 371</b>. Use Raft and a 2-Point Rubric.</p> <p>Independent Work</p> <ul style="list-style-type: none"> <li>I-Ready (30 minutes)</li> <li>Complete Read Works Assignment (readworks.org)</li> <li>Raz Kids or Read an independent book of choice</li> </ul> <p>Wood Adventures – Use text/illustrations for details</p>	<p><b>Ready NY CCLS ELA pages 372-374 (Lesson 21: Connecting Words and Pictures)</b>            Students will read a tall tale and use what they learned about illustrations to better understand the story.</p> <p>-Review (characteristics of tall tales)</p> <p>-Close Read pages 372-374 (Stormalong) (Before reading, predict with the text will be about. Chunk and annotate the text.            -Self Monitoring Questions:</p> <ol style="list-style-type: none"> <li>How did Stormalong arrive on Cape Cod?</li> <li>When Stormy gets older, where does he think he belongs.</li> <li>What problem on the ship does Stormy solve?</li> </ol> <p>-Use the text (pages 372-374) to answer the questions on <b>page 375</b>. Use text evidence to eliminate wrong answers and provide the paragraph(s) that helped you chose the correct answer.</p> <p>Independent Work</p> <ul style="list-style-type: none"> <li>I-Ready (30 minutes)</li> <li>Complete Read Works Assignment (readworks.org)</li> <li>Raz Kids or Read an independent book of choice</li> </ul> <p>The White House – Use text/illustrations for details</p>	<p><b>Ready NY CCLS ELA pages 372-374 (Lesson 21: Connecting Words and Pictures)</b>            Students will read a tall tale and use what they learned about illustrations to better understand the story.</p> <p>-Re-read pages 372-374            -Use the text to complete the Extended Response on <b>page 334</b>.</p> <p>Independent Work</p> <ul style="list-style-type: none"> <li>I-Ready (30 minutes)</li> <li>Complete Read Works Assignment (readworks.org)</li> <li>Raz Kids or Read an independent book of choice</li> </ul> <p>Proper Noun Games</p> <p><a href="https://www.education.com/game/proper-nouns-builder/">https://www.education.com/game/proper-nouns-builder/</a></p> <p><a href="https://www.turtlediary.com/game/proper-noun.html">https://www.turtlediary.com/game/proper-noun.html</a></p>

<p><b>Math</b></p>	<p><b>Ready NY CCLS Mathematics pages 286-287 (Lesson 28 – Multiply to Find Area)</b></p> <p>-Watch Go Math Interactive Student Edition – Finding Area by Multiplying (Lesson 11.6)</p> <p>-Complete pages 282-283 in Ready NY CCLS Mathematics.</p> <p>Independent Work</p> <ul style="list-style-type: none"> <li>• 8x tables 3 times each</li> <li>• Complete Khan Academy Review</li> <li>• Complete 2 I-Ready Lessons</li> </ul> <p>Smart Snakes – Solving Area with Addition and Multiplication Measurement Jingle - Area Song</p>	<p><b>Ready NY CCLS Mathematics pages 288-289 (Lesson 28 – Multiply to Find Area)</b></p> <p><a href="https://www.khanacademy.org/math/basic-geo/basic-geo-area-and-perimeter/area-formula-intuition/v/rectangle-area-as-product-of-dimensions-same-as-counting-unit-squares">https://www.khanacademy.org/math/basic-geo/basic-geo-area-and-perimeter/area-formula-intuition/v/rectangle-area-as-product-of-dimensions-same-as-counting-unit-squares</a></p> <p>-Read Ready NY CCLS Mathematics pages 288-289.</p> <p>In your notebook:</p> <ol style="list-style-type: none"> <li>1) How can you use multiplication to find the area of a rectangle/square?</li> <li>2) If the area of a square is 4 sq units, and the width is 2 sq units; what is the length? Draw a picture of the figure with the dimensions.</li> </ol> <p>Independent Work</p> <ul style="list-style-type: none"> <li>• 9x tables 3 times each</li> <li>• Complete Khan Academy Review</li> <li>• Complete 2 I-Ready Lessons</li> <li>•</li> </ul> <p><a href="https://pbskids.org/martha/stories/true-stories/measureup_game.html">https://pbskids.org/martha/stories/true-stories/measureup_game.html</a> Estimating Length - Worksheet</p>	<p><b>Ready NY CCLS Mathematics pages 290-291 (Lesson 28 – Multiply to Find Area)</b></p> <p>-Complete pages 290 -291 in Ready NY CCLS Mathematics.</p> <p>-Complete the following worksheet (write the answers in your notebook). <a href="https://www.superteacherworksheets.com/geometry/graph-area_TWBDZ.pdf?up=1466611200">https://www.superteacherworksheets.com/geometry/graph-area_TWBDZ.pdf?up=1466611200</a></p> <p>Independent Work</p> <ul style="list-style-type: none"> <li>• 10x tables 3 times each</li> <li>• Complete Khan Academy Review</li> <li>• Complete 2 I-Ready Lessons</li> </ul> <p>Area - Flocabulary <a href="https://www.youtube.com/watch?v=rSVMrPu0_U">https://www.youtube.com/watch?v=rSVMrPu0_U</a></p>	<p><b>Ready NY CCLS Mathematics pages 292-293 (Lesson 28 – Multiply to find Area)</b></p> <p>-Complete pages 292-293 in Ready NY CCLS Mathematics.</p> <p>Independent Work</p> <ul style="list-style-type: none"> <li>• 11x tables 3 times each</li> <li>• Complete Khan Academy Review</li> <li>• Complete 2 I-Ready Lessons</li> </ul> <p>Appropriate Units of Measure Review Sheet – Length &amp; Weight</p>	<p><b>Ready NY CCLS Mathematics pages 294-295 (Lesson 28 – Multiply to find Area)</b></p> <p>-Complete pages 294-295 in Ready NY CCLS Mathematics.</p> <p>Independent Work</p> <ul style="list-style-type: none"> <li>• 12x tables 3 times each</li> <li>• Complete Khan Academy Review</li> <li>• Complete 2 I-Ready Lessons</li> </ul> <p>What a Water Park! – Using visuals and units – length x width to find area</p>
<p><b>Social Studies</b></p>		<p>IB</p> <p>-What does the word challenge mean? How can challenge lead to change?</p> <p>-Students will view images of areas affected by drought. They will think about what parts of the images helped them to identify the problem.</p> <p>-Read “Geography Creates Challenges for Human Beings”. Think about and answer the following questions:</p> <ol style="list-style-type: none"> <li>1) What challenges does a lack of rainfall create for human beings?</li> <li>2) In what climate is lack of rainfall likely to be a problem?</li> </ol>		<p>IB</p> <p>-Re-read “Geography Creates Challenges for Human Beings.” Think about the main ideas and details of the article.</p> <p>-Look at the graph “Average Monthly Rainfall”. Analyze the information on the graph (title, vertical and horizontal labels, key, and notes).</p> <p>- What “trend” about rainfall do you see?</p> <p>-Complete the two questions that accompany the graph.</p> <p>-In your notebook, answer the following question: How might your</p>	

		<p>3) According to the text, what are two challenges that lack of rainfall creates for humans?</p> <p>-In your notebook, complete the following: Draw a picture of an area affected by a lack of water. Write two things that will happen if an area experiences a lack of water.</p>		<p>life be different if you had to live with so little water? -Observe the different photographs areas affected by drought. Think of words to describe the area.</p>	
<p>Science</p>	<p>Watch the following video: <a href="https://www.youtube.com/watch?v=JQ4WduVp9k4">https://www.youtube.com/watch?v=JQ4WduVp9k4</a></p> <p><i>How would you describe the particles for each state of matter?</i></p> <p>Science – Solid, Liquid, or Gas Match and label states of matter</p>		<p>States of Matter sort – sort each example into categories: solid, liquid, or gas</p> <p>In notebooks, draw models for particle movement in States of Matter</p> <p><i>How do particles move in solid, liquid, and gases?</i></p>		<p>Watch the following video: <a href="https://mysteryscience.com/materials/mystery-3/heating-cooling-phases-of-matter/66?code=NjExMjg2ODk&amp;t=student#slide-id-1030">https://mysteryscience.com/materials/mystery-3/heating-cooling-phases-of-matter/66?code=NjExMjg2ODk&amp;t=student#slide-id-1030</a></p> <p>Teacher will complete demo with class. Answer the following in your journal:</p> <ol style="list-style-type: none"> <li>1. Describe what happened in the demo.</li> <li>2. What causes an object (chocolate) to change from solid to liquid?</li> </ol> <p>*ReadWorks – Colorful Crayons: Inside a Crayon Factory</p>
<p>Physical Education (PE)</p>					
<p>Art &amp; Media</p>					

