

March 13, 2020

Dear Parents/Guardians,

Our school is following guidelines provided by the State of Ohio and the Ohio Department of Education and the Governor as it relates to exercising caution in regards to the COVID-19. These agencies have advised us to create school activities for our students. You will find several activities and instructional suggestions for students to utilize during this school closure. These activities are planned within a three week time frame. Feel free to complete the activities at your own pace. Our goal is to maintain student skills that have already been taught this school year. With this practice, students will be able to return to school and pick-up where we left off.

If you have any additional questions or comments, please feel free to contact us through email or Class Dojo.

Sincerely,

Grade 4 Team

Mrs. Adair Social Studies/Science, [ritt\\_adair@tccsa.net](mailto:ritt_adair@tccsa.net)  
Mrs. Cunningham, Intervention Specialist, [ritt\\_icunningham@tccsa.net](mailto:ritt_icunningham@tccsa.net)  
Ms. Fach Intervention Specialist, [ritt\\_afach@tccsa.net](mailto:ritt_afach@tccsa.net)  
Mrs. Milosevich Math, [ritt\\_metzger@tccsa.net](mailto:ritt_metzger@tccsa.net)  
Mrs. Rahe English Language Arts/Reading, [ritt\\_arahe@tccsa.net](mailto:ritt_arahe@tccsa.net)

### **Google Classroom**

To join Google Classroom you do not need a chromebook. You just need a computer or laptop with internet access. Then, you may go to the Rittman Elementary website -- Student -- Google Classroom. Your child already has an email and password.

Example Student Name: Henry Spencer

Graduation Year: 2028

Email: [28hespencer@mail.rittman.k12.oh.us](mailto:28hespencer@mail.rittman.k12.oh.us)

Password: Your child should know their own password. If not, please email or Dojo us.

Rittman Elementary Website: <http://www.rittman.k12.oh.us/es>

Google Classroom: <http://classroom.google.com>

## **Grade 4 ELA - Mrs. Rahe**

**I will check my email, dojo, and Google Classroom periodically! See you online! :)**

- **Sunshine Work (following directions and review skills)**
- **Notice and Note Log (notice signposts on log or Google Classroom)**
- **Writing Typing Prompts (Google Classroom, create doc and label each date)**
- **Novel Study Choice Board with any book (Google Classroom, create docs or slides)**
- **i-READY (students have their own username and password, access lessons daily)**  
<https://login.i-ready.com/>
- **Reading Passages**
- **Review vocabulary words (create pictures, sentences, etc.)**
- **Quizizz (no login required, student may use their own email and find own quizzes related to vocabulary)**  
<https://quizizz.com/>
- **Spelling Words (practice spelling words)**
- **Extension Project: Paper Bag Character Study (follow directions in the pack)**
- **Epic (online books)**  
<https://www.getepic.com/sign-in>

## **Grade 4 ELA - Intervention Specialist - Ms. Fach**

- **Spiral ELA Review- review of phonics skills**
- **Fix-Up Sentences- Fix the errors in the sentence and write it correctly**
- **Build 7-up Sentences- Rewrite each sentence adding details, try to include at least 7 words**
- **Reading Passages and Questions**
- **Daily Quick Write**
- **Epic (books online) <https://www.getepic.com/sign-in>**
- **i-Ready Lessons (Students have their own username and passwords)**
  - <https://login.i-ready.com/>
- **List of Sight Words**
  - **Practice: write, spell, read, type in a document in google classroom**
- **Text Structure Review: Compare/Contrast & Problem/Solution**



## **4th Grade Math**

### **Review Items to Access:**

- **Mathantics.com**

**When on the site you can watch any video on Numeracy, Arithmetic, Algorithms (Part 1 and Part 2), Fractions, Fraction Arithmetic, and Mixed Numbers.**

- **OTHER ONLINE MATH LEARNING/PRACTICE OPTIONS:**

- <https://login.i-ready.com/>
- <https://play.prodigygame.com/>

#### **PAPER/PENCIL WORKSHEETS:**

- **COMPLETE ANY/ALL THAT YOU CAN IN THE PROVIDED MATH PACKET**

# **Mrs. Adair: Science and Social Studies**

## **Science Activities:**

### **1. Go to [www.schooltube.com](http://www.schooltube.com)**

**Type in Bill Nye and a topic (see the list below) in the search bar. Enjoy the video. These videos will review topics we have covered in science.**

**Earth Processes: mountains, volcanoes, caves, sinkholes, glaciers, valleys, plains, hills, trenches, plateaus, barrier islands, continental drift, seafloor spreading, Theory of Plate Tectonics**

**Matter: states of matter, Law of Conservation of Matter, physical and Chemical changes, atoms**

**Energy: static electricity, current electricity, conductors and insulators, Electrical circuits, switches, renewable and nonrenewable energy sources, Fossil fuels and alternative energy resources**

### **2. Go to [www.studyjams.scholastic.com](http://www.studyjams.scholastic.com)**

**Click on Science and explore the following topics:**

**Landforms, volcanoes, earthquakes, Igneous rocks, sedimentary rocks, metamorphic rocks, fossils**

**Play the video and take the quiz at the end. Check your answers**

**3. Go to [www.mysteryscience.com](http://www.mysteryscience.com)**

**You will have to sign up for free lesson access. Once you are signed up, click on any of the following for a lesson and activities. Hard copies of worksheets will be attached.**

**Work of Water**

**Birth of Rocks**

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**Energizing Everything**

**4. Go to <https://classroommagazines.scholastic.com/support/learnathome.html>**

**Both science and social studies material can be found here. Choose whatever interests you at the 4th grade level! Have fun!**

**Social Studies Activities:**

**I have listed some of the topics that we have studied this year and will include some practice samples for you to work on. I would strongly suggest having a little fun and looking for videos and information about these topics on some of the following websites.**

**[www.youtube.com](http://www.youtube.com)**

**[www.schooltube.com](http://www.schooltube.com)**

**\*\*\*I am also including, as a hard copy, all the materials needed to complete work on the French and Indian War Escape Room we began on Thursday. Realizing most students didn't take this home with them at the day's end, you can just start over if you like!**

**\*\*There is also a packet of Ohio Map activities for you to practice.**

**Topics we have studied:**

**Groups of people that have lived in Ohio:**

**Prehistoric people: Paleo, Archaic, Woodland, Fort Ancient People**

**Historic People: Delaware, Miami, Ottawa, Seneca, Shawnee, Wyandot**

**The French and Indian War**

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**Technological innovations that originated in Ohio:**

**The lightbulb**

**The phonograph**

**The traffic light**

**The Gas mask**

**The cash register**

**Map Skills:**

**Using a compass rose**

**Using map scale**

**Labeling**

**Physical and political maps**


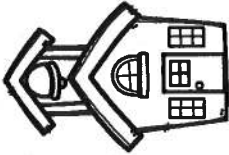










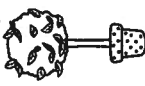
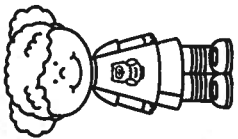

**Longitude and latitude**

**Interpreting maps**

Name \_\_\_\_\_

# SPIRAL ELA REVIEW

1

DAY 1	<p>Circle the uppercase letters.</p> <p>A R e I j M a n h Q T b L d f</p>	<p>Write the synonym for each word.</p> <table><tr><td>small</td><td></td></tr><tr><td>unhappy</td><td></td></tr><tr><td>jump</td><td></td></tr></table>	small		unhappy		jump		<p>Write the missing vowel.</p> <p> c <input type="text"/> t</p>	<p>Circle the correct verb in each sentence.</p> <p>Yesterday, I walk up the hill. I saw her buy a book.</p>
small										
unhappy										
jump										
DAY 2	<p>person place thing</p> <p></p>	<p>Add the correct punctuation mark.</p> <p> The dog ran fast</p>	<p>Write the missing vowels.</p> <p> c <input type="text"/> b <input type="text"/></p> <p>Write the missing vowel.</p> <p> l <input type="text"/> g</p> <p>Circle the word that should be capitalized.</p> <p>pool city texas</p>							
DAY 3	<p>Write the missing vowel.</p> <p> t <input type="text"/> b</p>	<p>Circle the lowercase letters.</p> <p>Q R e A b M a n h I T j L d f</p>	<p>Circle the word that should be capitalized.</p> <p>friend mary walk</p> <p>Write 2 adjectives to describe the picture.</p> <p></p> <p>person place thing</p> <p></p>	<p>person place thing</p> <p>Write the missing vowel.</p> <p> n <input type="text"/> t</p> <p>Write the missing vowel.</p>						
DAY 4	<p>Write the missing vowels.</p> <p> b <input type="text"/> k <input type="text"/></p>	<p>Write 2 adjectives to describe the picture.</p> <p></p> <p></p>	<p>Add the correct punctuation mark.</p> <p> How tall is the tree</p> <p>Write the antonym for each word.</p> <table><tr><td>up</td><td></td></tr><tr><td>hot</td><td></td></tr><tr><td>tall</td><td></td></tr></table>	up		hot		tall		<p>Circle the word that should be capitalized.</p> <p>walmart soup lake</p>
up										
hot										
tall										
DAY 5	<p>person place thing</p> <p></p>	<p>Write the missing vowel.</p> <p> f <input type="text"/> sh</p>	<p>Circle the correct verb in each sentence.</p> <p>Mom will like the gift. Last week, I run a race.</p>							

Name: \_\_\_\_\_



# Fix-Up Sentences

Write each sentence correctly.

Wich one du you want!

Day 1

proofread carefully!  
Now fix it up!

i kan see it on sunday?

Day 2

proofread carefully!  
Now fix it up!

you're going to haf fun at my house!

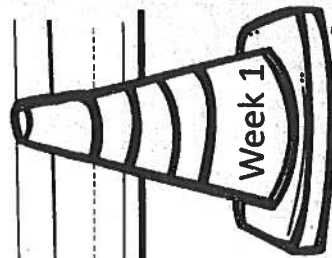
Day 3

proofread carefully!  
Now fix it up!

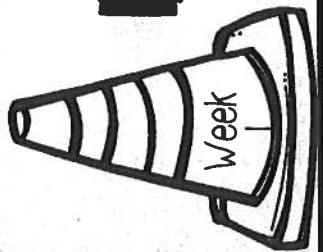
mi mom sed we will go to california?

Day 4

proofread carefully!  
Now fix it up!

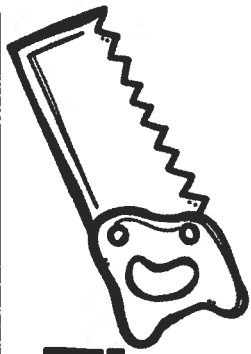






Name: \_\_\_\_\_

# Build 7-Up Sentences!



Rewrite each sentence, and add more details. Use seven or more words.

Day 1

proofread carefully!  
Now fix it up!

I see one.

Day 2

proofread carefully!  
Now fix it up!

She has some.

Day 3

proofread carefully!  
Now fix it up!

Their dog is fun.

Day 4

proofread carefully!  
Now fix it up!

There it is!

Mia was a dreamer. She could daydream about anything. Her favorite thing to dream about was what she wanted to be when she grew up. Some days she wanted to be a pediatrician and take care of sick kids. Other days she wanted to be a singer. She just couldn't decide. Mia was thinking about her future one day. Suddenly, she felt a hand on her shoulder. It was her teacher telling her that she needed to be paying attention in class. Mia realized that she had been daydreaming and had not been listening and learning. Mia knew that she needed to do well in school and work hard in order to be whatever she wanted to be when she grew up. Mia started trying harder to pay attention and always do her best in school. Mia had big dreams and she had to work hard to achieve them.



## Day 1

1. What is the problem in the story? \_\_\_\_\_

2. What was the solution to the problem? \_\_\_\_\_

## Day 2

### Let's Visualize!

Draw a picture to show what you think Mia was daydreaming about when her teacher told her to start paying attention.

## Day 3

Write a 1,2,3, and 4 in the front of each sentence to show the **sequence** of the story.

\_\_\_\_\_ Mia was daydreaming in class.

\_\_\_\_\_ Mia knew she had to start trying harder to pay attention.

\_\_\_\_\_ Mia couldn't decide if she wanted to be a pediatrician or a singer.

\_\_\_\_\_ Mia's teacher told her that she needed to start paying attention.

## Day 4

### Vocabulary

### Focus

Fill in the sentences with the correct word from below.

suddenly   attention   daydream

1. I like to \_\_\_\_\_ about my future.

2. \_\_\_\_\_, it started to rain.

3. Please pay \_\_\_\_\_ !

## Day 5

### Text to Self Connection

What do you daydream about?

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name: \_\_\_\_\_

# DAILY quick write

If you could start a charity organization, what would your charity do to help others?

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## editing CHECKLIST



- ☐ capital letters
- ☐ punctuation
- ☐ word choice
- ☐ spelling
- ☐ makes sense

## paragraph CHECKLIST


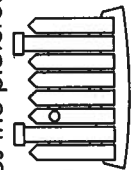









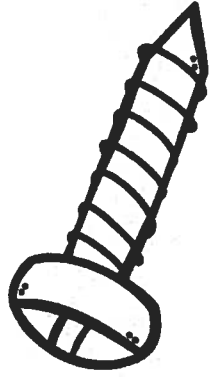
- ☐ topic sentence
- ☐ detail #1
- ☐ detail #2
- ☐ detail #3
- ☐ closing sentence

Name \_\_\_\_\_

2

# SPIRAL ELA REVIEW

DAY 1	Circle the words with a long vowel sound. <b>man name</b> <b>cake bat</b>	Write a word that contains each digraph. ch sh th	Write the number of syllables in the word.  <b>spider</b> <input type="checkbox"/>	Circle the correct noun in each sentence. <b>At recess he runs really fast.</b> <b>Tim Students eat a home lunch daily.</b>						
DAY 2	Circle the word that Matches the picture.  <b>gat gate</b>	Add the correct punctuation mark.  <b>I do not like ham</b>	Draw a line to match each noun with the type of noun. <table border="1"><tr><td>common</td><td>Dallas</td></tr><tr><td>proper</td><td>cat's</td></tr><tr><td>possessive</td><td>snow</td></tr></table>	common	Dallas	proper	cat's	possessive	snow	Circle the missing preposition in the sentence. <b>above below behind</b> <b>The frog is _____ the bee.</b>
common	Dallas									
proper	cat's									
possessive	snow									
DAY 3	Write the missing first letter.  <input type="checkbox"/> <b>an</b>	Circle the words with a short vowel sound. <b>can lake</b> <b>cane sat</b>	Write a word that contains each digraph. <table border="1"><tr><td>ph</td><td></td></tr><tr><td>wh</td><td></td></tr><tr><td>ch</td><td></td></tr></table>	ph		wh		ch		Complete the sentence.  <b>This is Liam.</b> <b>It is his book.</b>
ph										
wh										
ch										
DAY 4	Complete the sentence.  <b>This is Leah.</b> <b>It is their toy.</b>	Write the number of syllables in the word.  <b>unicorn</b> <input type="checkbox"/>	Draw a line to match each noun with the type of noun. <table border="1"><tr><td>common</td><td>shirt</td></tr><tr><td>proper</td><td>frog's</td></tr><tr><td>possessive</td><td>Boston</td></tr></table>	common	shirt	proper	frog's	possessive	Boston	Write the missing ending letter.  <b>ar</b> <input type="checkbox"/>
common	shirt									
proper	frog's									
possessive	Boston									
DAY 5	Circle the missing preposition in the sentence. <b>around after under</b> <b>The horse is _____ the man.</b>	Circle the correct pronoun in each sentence. <b>Kate loves her pet dog Ike.</b> <b>I left they homework at school.</b>	Circle the word that Matches the picture.  <b>hat hate</b>							



Name: \_\_\_\_\_

# Fix-Up Sentences

Write each sentence correctly.

Day 1

proofread carefully!  
Now fix it up!

Wil each of the broun shoes fit,

i know hou to reed a Story?

Day 2

proofread carefully!  
Now fix it up!

Hou wil You git to mississippi.

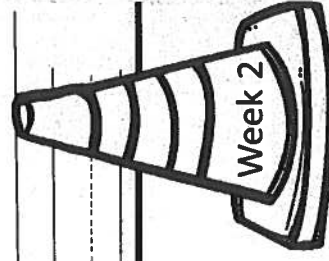
Day 3

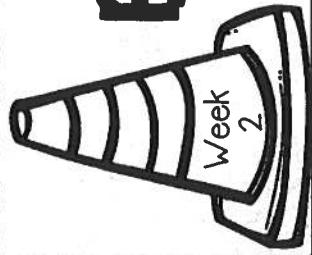
proofread carefully!  
Now fix it up!

i now All about Dinosaurs?

Day 4

proofread carefully!  
Now fix it up!





# Build 7-Up Sentences!



Name: \_\_\_\_\_

Rewrite each sentence, and add more details. Use seven or more words.

Day 1

proofread carefully!  
Now fix it up!

She put each one up there.

Day 2

proofread carefully!  
Now fix it up!

They are helping to get it.

Day 3

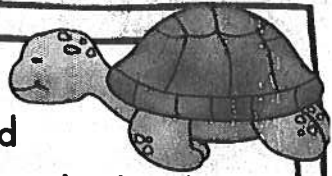
proofread carefully!  
Now fix it up!

He will get it.

Day 4

proofread carefully!  
Now fix it up!

How will they find some?



Loggerhead sea turtles are a species of sea turtles that live in the ocean. They are the most common sea turtles in the United States. Loggerheads have powerful heads and jaws. They can crush the shells of horseshoe crabs, conches and other shelled animals. They also like to eat fish, seaweed, and even jellyfish. Sea turtles swim to the shore to lay their eggs. The female turtles dig a hole and bury their eggs in the sand. The eggs are often eaten by predators including raccoons. Once a turtle has hatched, it crawls out of the sand and heads towards the water. During their journey to the ocean, the turtles must beware of raccoons, birds, and crabs looking for a meal. Loggerhead turtles have many predators throughout their lives, but it is possible for them to live to be 50 years old.

## Day 1

What are five things that turtles eat?

1. \_\_\_\_\_
2. \_\_\_\_\_
4. \_\_\_\_\_
3. \_\_\_\_\_
5. \_\_\_\_\_

## Day 2

True or False

1. \_\_\_\_\_ Sea turtles live in the ocean.
2. \_\_\_\_\_ Sea turtle eggs may get eaten before they ever hatch.
3. \_\_\_\_\_ Sea turtles only live for 5 years.
4. \_\_\_\_\_ Loggerhead sea turtles have strong jaws.
5. \_\_\_\_\_ Sea turtles never come out of the water.



## Day 3

Main Idea	Detail	Detail	Detail

## Day 4

Vocabulary Focus	What is a <i>predator</i> ? _____ _____ What are some <i>predators</i> of sea turtles? _____ _____
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## Day 5

## Text-to-Self Connection

What do you think would be the best and worst thing about being a sea turtle?

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name: \_\_\_\_\_

# DAILY quick write

If you could be president of the  
United States for a week, what  
would you do to help the  
country?



## editing CHECKLIST



- ☐ capital letters
- ☐ punctuation
- ☐ word choice
- ☐ spelling
- ☐ makes sense

## paragraph CHECKLIST

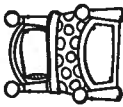
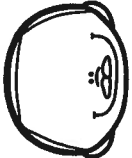

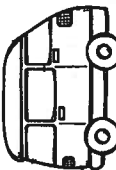





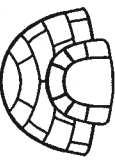
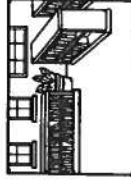
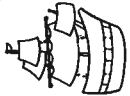


- ☐ topic sentence
- ☐ detail #1
- ☐ detail #2
- ☐ detail #3
- ☐ closing sentence

Name \_\_\_\_\_

3

# SPIRAL ELA REVIEW

DAY 1	Write the correct ending for each verb tense. <table border="1"> <tr> <th>Verb</th> <th>Past tense</th> <th>Present tense</th> </tr> <tr> <td>jump</td> <td></td> <td></td> </tr> <tr> <td>walk</td> <td></td> <td></td> </tr> </table>		Verb	Past tense	Present tense	jump			walk			Write the missing vowel. <div style="text-align: center;">    <b>b □ d</b> </div>	Circle the nouns in each sentence. <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <b>Kim swam in Fish Lake with Laura.</b> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <b>Mom got new shoes at the mall.</b> </div>
Verb	Past tense	Present tense											
jump													
walk													
DAY 2	Circle the word that rhymes with the picture word. <div style="text-align: center;">    <b>blow sun</b> </div>	Write the missing vowels. <div style="text-align: center;">    <b>k □ t □</b> </div>	Write the missing vowel. <div style="text-align: center;">    <b>v □ n</b> </div>	Circle the word that should be capitalized. <div style="text-align: center;"> <b>john</b>  <b>computer</b>  <b>store</b> </div>									
DAY 3	Circle the correct article. <div style="text-align: center;">    <b>I see a rabbit.</b>  <b>an</b> </div>	Circle the nouns in each sentence. <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <b>Grandma and her dog live in Alaska.</b> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <b>I ate pizza for lunch at school.</b> </div>		Write 2 adjectives to describe the picture. <div style="text-align: center;">    <div style="border: 1px solid black; width: 100px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 5px;"></div> </div>									
DAY 4	Write the missing vowels. <div style="text-align: center;">    <b>c □ p □</b> </div>	Write 2 adjectives to describe the picture. <div style="text-align: center;">    <div style="border: 1px solid black; width: 100px; height: 40px; margin: 5px;"></div> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 5px;"></div> </div>	Circle the word that rhymes with the picture word. <div style="text-align: center;">    <b>chain tree</b> </div>	Circle the correct article. <div style="text-align: center;">    <b>I see a igloo.</b>  <b>an</b> </div>									
DAY 5	Circle the correct article. <div style="text-align: center;">    <b>I see a house.</b>  <b>an</b> </div>	Write the missing vowel. <div style="text-align: center;">    <b>sh □ p</b> </div>	Write the correct inflectional ending for each verb. <table border="1"> <tr> <th>Verb</th> <th>Past tense</th> <th>Present tense</th> </tr> <tr> <td>call</td> <td></td> <td></td> </tr> <tr> <td>brush</td> <td></td> <td></td> </tr> </table>	Verb	Past tense	Present tense	call			brush			Circle the word that should be capitalized. <div style="text-align: center;"> <b>hand</b>  <b>easter</b>  <b>boat</b> </div>
Verb	Past tense	Present tense											
call													
brush													



Name: \_\_\_\_\_

# Fix-Up Sentences

Write each sentence correctly.

these too boyz look lik eech othr.

Day 1

proofread carefully!  
Now fix it up!

i now hou to add in subtract?

Day 2

proofread carefully!  
Now fix it up!

wuld you lik to see the white house!

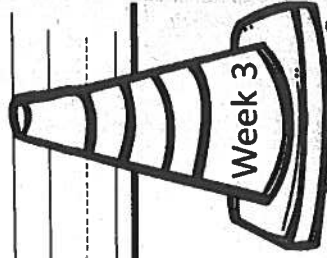
Day 3

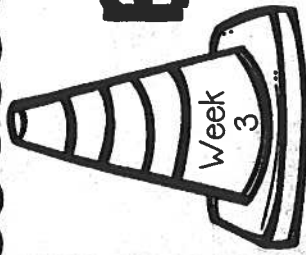
proofread carefully!  
Now fix it up!

let's giv thim there monopoly game.

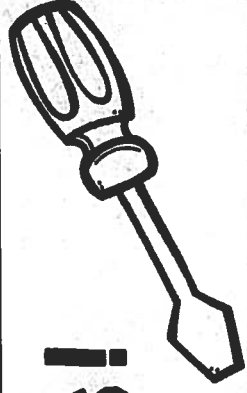
Day 4

proofread carefully!  
Now fix it up!





# Build 7-Up Sentences!



Name: \_\_\_\_\_

Rewrite each sentence, and add more details. Use seven or more words.

Day 1

proofread carefully!  
Now fix it up!

I see one of them.

Day 2

proofread carefully!  
Now fix it up!

She can do those things.

Day 3

proofread carefully!  
Now fix it up!

We put them out there.

Day 4

proofread carefully!  
Now fix it up!

There is the one I wanted.

Avery had a very important math test tomorrow and she forgot to study all week. Her stomach started to ache because she knew she wasn't going to do well on the test. On Friday morning, she tried to come up with an excuse to not go to school so she wouldn't fail the test. She told her mom that she wasn't feeling very well. Avery's mom told her to go sit on the couch and she would check her temperature. She came in with the thermometer and put it in Avery's mouth. When her mom came back, she told Avery that her temperature was completely normal and she would have to go to school. Avery kept begging her mom, but she would not give in. Avery finally ended up going to school. She didn't do well on her test, but she definitely learned her lesson.



## Day 1

1. Who is the main character? \_\_\_\_\_

2. What is the problem in the story? \_\_\_\_\_

\_\_\_\_\_

## Day 2

### Let's Infer!

You make an inference by using what you already know along with what you read in the text to answer questions.

Do you think Avery will study for her next math test? Why do you think that?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Day 3

Write a 1,2,3, and 4 in the front of each sentence to show the **sequence** of the story.

\_\_\_\_\_ Avery's mom took her temperature and it was normal.

\_\_\_\_\_ Avery pretended like she was sick.

\_\_\_\_\_ Avery went to school and took her math test.

\_\_\_\_\_ Avery had a math test on Friday and she didn't study for it.

## Day 4

### Vocabulary

### Focus

Draw a line to match the words that mean about the same thing.

excuse

ache

regular

important

hurt

normal

reason

imperative

## Day 5

### Author's Purpose

What lesson was the author trying to teach in this story?

---



---



---



---



name: \_\_\_\_\_

# DAILY quick write

Write a creative story about  
a parrot who predicts the  
weather. How does he do it?



- ☐ capital letters
- ☐ punctuation
- ☐ word choice
- ☐ spelling
- ☐ makes sense

## paragraph CHECKLIST




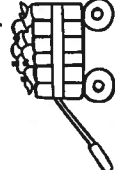


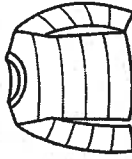



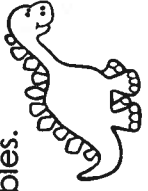
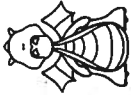
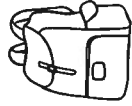



- ☐ topic sentence
- ☐ detail #1
- ☐ detail #2
- ☐ detail #3
- ☐ closing sentence

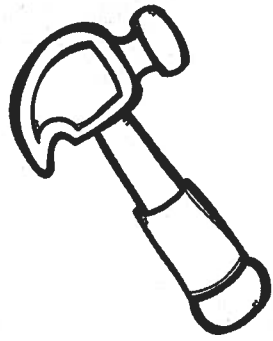


Name \_\_\_\_\_

4

# SPIRAL ELA REVIEW

DAY 1	<p>Write the missing vowel team.</p>  <p>p <input type="text"/> <input type="text"/> ch</p>	<p>Draw a line to break the word into two syllables.</p>  <p>wagon</p>	<p>Circle the word that has the same <u>first</u> sound as the picture word.</p> <p>glow lift</p> 	<p>Circle the complete sentence.</p> <p><b>We can bake cookies tomorrow.</b></p> <p><b>He fell his blue bike and hurt.</b></p>
DAY 2	<p>Circle the words that need capitals.</p> <p><b>i have a new friend named maria.</b></p>	<p>Circle the correct verb.</p>  <p>The mouse <u>likes</u> liking cheese.</p>	<p>Write the missing possessive noun.</p> <p>dads dad's</p> <p>My <input type="text"/> phone is broken.</p>	<p>Circle the word that is spelled correctly.</p> <p>thay thae they</p> <p>Circle the word that has the same <u>middle</u> sound as the picture word.</p>  <p>ship see</p>
DAY 3	<p>Draw a line to break the word into two syllables.</p>  <p>robin</p>	<p>Circle the word that is spelled correctly.</p> <p>becuz because becus</p>	<p>Write the missing vowel team.</p>  <p>s <input type="text"/> <input type="text"/> p</p>	<p>Circle the correct verb.</p> <p>We <u>hit</u> the ball.</p> <p>hit hits</p> 
DAY 4	<p>Circle the number of syllables.</p>  <p>1 2 3</p>	<p>Circle the word that has the same <u>first</u> sound as the picture word.</p>  <p>drill jeep</p>	<p>Circle the correct verb.</p>  <p>I <u>loses</u> my purse.</p> <p>lost</p>	<p>Write the missing plural noun.</p> <p>clock's clocks</p> <p>He has two <input type="text"/> in the house.</p>
DAY 5	<p>Circle the word that has the same <u>middle</u> sound as the picture word.</p> <p>tape cheese</p> 	<p>Circle the number of syllables.</p>  <p>1 2 3</p>	<p>Circle the complete sentence.</p> <p><b>Brings lunches at recess sunny.</b></p> <p><b>My cat likes to play with her toy.</b></p>	<p>Write the missing vowel team.</p>  <p>gr <input type="text"/> <input type="text"/> n</p>



Name: \_\_\_\_\_

# Fix-Up Sentences

Write each sentence correctly.

Day 1

proofread carefully!  
Now fix it up!

i have miny frends at my scool!

Day 2

proofread carefully!  
Now fix it up!

mr. jones wud lik sum knew books two  
read.

Day 3

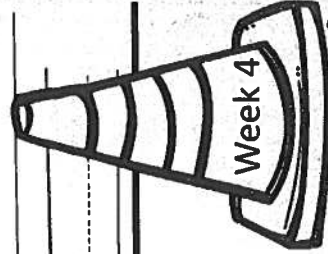
proofread carefully!  
Now fix it up!

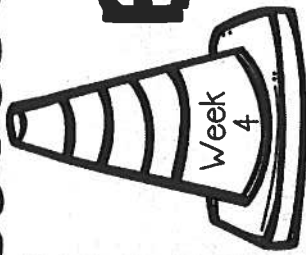
may i hav sum ov tat sprite please,

Day 4

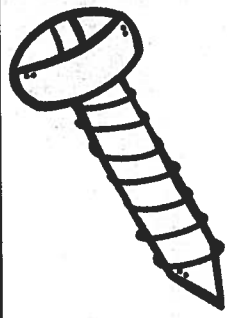
proofread carefully!  
Now fix it up!

i hav thes great new shoes?





# Build 7-Up Sentences!



Name: \_\_\_\_\_

Rewrite each sentence, and add more details. Use seven or more words.

Day 1  
proofread carefully!  
Now fix it up!

They would like to have these.

Day 2  
proofread carefully!  
Now fix it up!

She put the other one in there.

Day 3  
proofread carefully!  
Now fix it up!

These are some of the best.

Day 4  
proofread carefully!  
Now fix it up!

There was only one.

I needed a new pair of shoes. Mine were so torn up, but I loved them. They were so comfortable and fit my feet so well. I hated to get a new pair, but my mom insisted that it was time. I went to the store and tried on twelve pairs of new shoes and did not like any of them. Finally, I found the perfect pair. They were red and white, which I loved because red is my favorite color. They had striped shoelaces and a yellow star on the top. The shoes were so clean and new. When I put them on, they were so cozy on the inside and shiny on the outside. I tied them up and walked around the store. They were perfect! I loved them even more than my old shoes. I could not wait to wear them to school tomorrow. I knew everyone would adore them!



## Day 1

Problem	Solution

## Day 2

### Let's Visualize!

Draw a picture of what you think the new shoes looked like.

# Day 3

## Sequence of Events

First	Next	Then	Finally

# Day 4

## Vocabulary

### Focus

Fill in the sentences with the correct word from below.

adore   comfortable   insisted

1. My bed is so \_\_\_\_\_.
2. My mom \_\_\_\_\_  
that I eat my vegetables.
3. I \_\_\_\_\_ my baby  
sister.

# Day 5

## Text to Self Connection

What would your perfect pair of shoes look like?

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---



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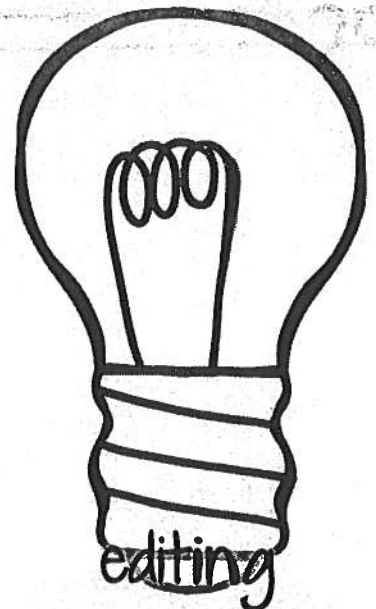
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name: \_\_\_\_\_

# DAILY quick write

What is the most important  
invention of all time, and  
why?



## editing CHECKLIST



- ☐ capital letters
- ☐ punctuation
- ☐ word choice
- ☐ spelling
- ☐ makes sense

## paragraph CHECKLIST



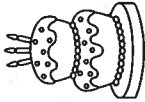



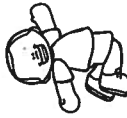
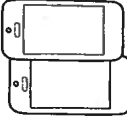
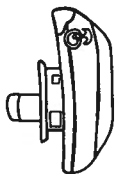
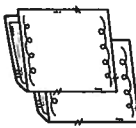
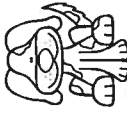

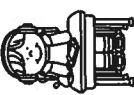



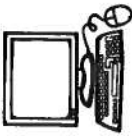

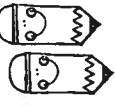


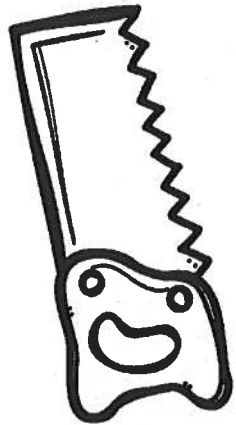
- ☐ topic sentence
- ☐ detail #1
- ☐ detail #2
- ☐ detail #3
- ☐ closing sentence

Name \_\_\_\_\_

5

# SPIRAL ELA REVIEW

DAY 1	Unscramble the syllables to make a real word.  ster ham <div></div>	Circle the word that has the same ending sound as the picture word.  drive lock 	Write the missing vowel team.   <div></div> <div></div> f	Circle the nouns.  Sam swam in the city pool last Monday.   	Color the pictures with the long a sound.						
DAY 2	Circle the correct verb.   jogs My dad is jogging right now.	Write the missing possessive noun.  teacher's teachers The <div></div> book got lost.	Circle the word that is spelled correctly.  after after ahftur	Color singular nouns red. Color plural nouns blue.  boy  phones	Write words in the chart that have the vowel sound. <table><tr><td>Short e</td><td>Long e</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Short e	Long e				
Short e	Long e										
DAY 3	Circle the word that is spelled correctly.  said sed sayd	Write the missing vowel team.   <div></div> <div></div> t	Circle the words that need capitals.  the bus driver for oak city is larry jones.	Color singular nouns red. Color plural nouns blue.  books  dog	Write words in the chart that have the vowel sound. <table><tr><td>Short i</td><td>Long i</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Short i	Long i				
Short i	Long i										
DAY 4	Circle the word that has the same ending sound as the picture word.  won rip 	Circle the correct verb.   I hears the music. I heard	Unscramble the syllables to make a real word.  brel um la <div></div>	Circle the nouns.  My sister Jolie likes burgers from McDonald's.	Color the pictures with the short o sound.   						
DAY 5	Circle the number of syllables.  1 2 3 	Circle the complete sentence.  My favorite subject is reading. School we have lunch walking out.		Color singular nouns red. Color plural nouns blue.  kitten  pencils	Write words in the chart that have the vowel sound. <table><tr><td>Short u</td><td>Long u</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Short u	Long u				
Short u	Long u										



Name: \_\_\_\_\_

# Fix-Up Sentences

Write each sentence correctly.

Day 1

proofread carefully!  
Now fix it up!

thes too gir/z uke ik eche othr,

Day 2

proofread carefully!  
Now fix it up!

i whent intwo the walmart fore mor m  
ilk?

Day 3

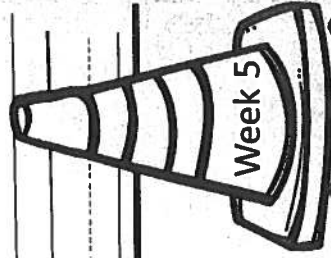
proofread carefully!  
Now fix it up!

mother gav hir too mor oreo cookies?

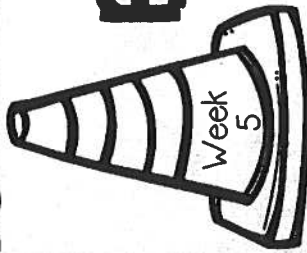
Day 4

proofread carefully!  
Now fix it up!

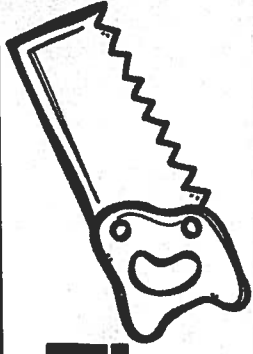
lets git som bloo starburst candee,







# Build 7-Up Sentences!



Name: \_\_\_\_\_

Rewrite each sentence, and add more details. Use seven or more words.

Day 1

proofread carefully!  
Now fix it up!

She gets some.

Day 2

proofread carefully!  
Now fix it up!

He wants two of those.

Day 3

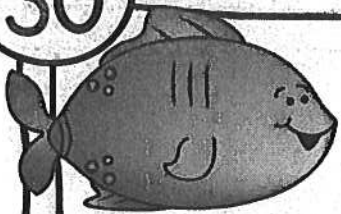
proofread carefully!  
Now fix it up!

Their thing was big.

Day 4

proofread carefully!  
Now fix it up!

They are going there with her.



Most of the time, Frankie the Flounder loved being a fish. He loved being able to swim fast and dive deep into the water, but sometimes he wished he was a huge, scary shark. Frankie would often pretend like he was a great white shark. He loved finding schools of minnows and swimming towards them as fast as he could. He would open his mouth and imagine he had enormous, sharp teeth. One day he was swimming towards the minnows and noticed one of the smallest minnows crying. Frankie stopped to see what was the matter and the minnow screamed and swam away as fast as he could. Frankie chased after him, but could not catch the minnow. He felt bad because he was just trying to have fun and didn't mean to scare the minnow. Frankie decided that he loved being a flounder and didn't want to be a shark anymore.

## Day 1

Sequence of Events			
First	Next	Then	Finally

## Day 2

Character

Traits



Write words to describe Frankie.

# Day 3



## Compare & Contrast

Same

Different

Write things that are the same and things that are different between Frankie and a great white shark.

# Day 4



## Vocabulary

### Focus

Circle the words in the box that mean about the same as **pretend**.

make believe

pretest

invent

fiction

preview

imaginary

enjoy

fantasy

# Day 5



## Character Analysis

How did Frankie's character change from the beginning of the story to the end?

---



---



---



---



name: \_\_\_\_\_

# DAILY quick write

Who is one classmate you  
would like to know more  
about? Why?



## editing CHECKLIST



- ☐ capital letters
- ☐ punctuation
- ☐ word choice
- ☐ spelling
- ☐ makes sense

## paragraph CHECKLIST



- ☐ topic sentence
- ☐ detail #1
- ☐ detail #2
- ☐ detail #3
- ☐ closing sentence

name: \_\_\_\_\_

# DAILY quick write

What three words do you think your teacher would use to describe you? Why?



## editing CHECKLIST



- ☐ capital letters
- ☐ punctuation
- ☐ word choice
- ☐ spelling
- ☐ makes sense

## paragraph CHECKLIST



- ☐ topic sentence
- ☐ detail #1
- ☐ detail #2
- ☐ detail #3
- ☐ closing sentence

Name \_\_\_\_\_

## Fry's First 100 Sight Words

the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	words	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	called
was	when	her	who
for	your	would	oil
on	can	make	sit
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

Name \_\_\_\_\_

## Fry's Second 100 Sight Words

over	say	set	try
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
years	too	even	air
live	means	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
things	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world

Name \_\_\_\_\_

## Fry's Third 100 Sight Words

high	saw	important	miss
ever	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plants	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountains
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eyes	paper	book	list
light	together	hear	song
thought	got	stop	being
head	group	without	leave
under	often	second	family
story	run	late	it's



Name \_\_\_\_\_

## Fry's Fourth 100 Sight Words

body	order	listen	farm
music	red	wind	pulled
color	door	rock	draw
stand	sure	space	voice
sun	become	covered	seen
questions	top	fast	cold
fish	ship	several	cried
area	across	hold	plan
mark	today	himself	notice
dog	during	toward	south
horse	short	five	sing
birds	better	step	war
problem	best	morning	ground
complete	however	passed	fall
room	low	vowel	king
knew	hours	true	town
since	black	hundred	ill
ever	products	against	unit
piece	happened	pattern	figure
told	whole	numeral	certain
usually	measure	table	field
didn't	remember	north	travel
friends	early	slowly	wood
easy	waves	money	fire
heard	reached	map	upon

Name \_\_\_\_\_

## Fry's Fifth 100 Sight Words

done	decided	plane	filled
English	contain	system	heat
road	course	behind	full
half	surface	ran	hot
ten	produce	round	check
fly	building	boat	object
gave	ocean	game	am
box	class	force	rule
finally	note	brought	among
wait	nothing	understand	noun
correct	rest	warm	power
oh	carefully	common	cannot
quickly	scientists	bring	able
person	inside	explain	six
became	wheels	dry	size
shown	stay	though	dark
minutes	green	language	ball
strong	known	shape	material
verb	island	deep	special
stars	week	thousands	heavy
front	less	yes	fine
feel	machine	clear	pair
fact	base	equation	circle
inches	ago	yet	include
street	stood	government	built

## COMPARE

WHAT ARE THE SIMILARITIES BETWEEN TWO OR MORE SUBJECTS, EVENTS, OR IDEAS?

Butterflies and moths are **both** pollinators.

FOR EXAMPLE

## CONTRAST

WHAT ARE THE DIFFERENCES BETWEEN TWO OR MORE SUBJECTS, EVENTS, OR IDEAS?

Butterflies fly primarily in the daytime, **unlike** moths, which fly primarily at night.

### COMPARING CLUES

- also
- both
- in addition
- the same as

### CONTRASTING CLUES

- but
- however
- differ
- unlike

**NOTE:** Sometimes authors do not use ANY clue words.

## MONDAY

*Text Structure: Compare and Contrast*

☐ NEW SKILL  
☐ FICTION

☐ SPIRAL REVIEW  
☐ NONFICTION

Squid and octopuses are alike in some ways and different in others. They both have eight arms, but only squids have two tentacles. These tentacles help squid catch fish. Both animals have beaks that are hard and sharp. This helps them eat things with hard shells, like crabs. They can both see and smell very well. Their noses are small holes below their eyes. Octopuses are squishy and are softer than squid. They can both swim really fast and use their arms to move around.

1. What is being compared and contrasted in this text?

2. What is a similarity the author identifies?

3. What is a difference the author identifies?

## TUESDAY

*Text Structure: Compare and Contrast*

☐ NEW SKILL  
☐ FICTION

☐ SPIRAL REVIEW  
☐ NONFICTION

Do you know how fruits are different from vegetables? People sometimes confuse the two types. Both foods come from plants. Fruits come from the flower parts of plants. Vegetables come from the stems, roots, or leaves. You have probably noticed that fruits have seeds in them. Vegetables do not. If you thought that a tomato was a vegetable, it's actually a fruit. Fruits and vegetables are great for eating and are very healthy. Vegetables are usually served as side dishes, while fruits are more likely desserts.

1. What is being compared and contrasted in this text?

2. What is a similarity the author identifies?

3. What is a difference the author identifies?

# WEDNESDAY

Text Structure: Compare and Contrast

☐ NEW SKILL  
☐ FICTION

☐ SPIRAL REVIEW  
☐ NONFICTION

Can you tell how mammals are different from reptiles? Reptiles are covered in scales, and mammals have fur. Reptiles are cold-blooded, which means that they aren't happy if it's too hot or too cold. Mammals are warm-blooded, which helps keep them warm in the cold and cool when it's hot. Even so, they can both be found living together in the same areas. Both have sharp teeth that are used for eating food. Did you know that reptiles have teeth that keep growing? This is unlike mammals, which only have two sets of teeth.

1. What is being compared and contrasted in this text?

2. What is a similarity the author identifies?

3. What is a difference the author identifies?

# THURSDAY

Text Structure: Compare and Contrast

☐ NEW SKILL  
☐ FICTION

☐ SPIRAL REVIEW  
☐ NONFICTION

Birds and bats both use wings to fly. Most birds prefer daytime, while bats like nighttime. Even though they eat at different times, they both enjoy the same types of foods. They are responsible for eating large numbers of insects. Unlike bats, birds will also eat other things like mice and lizards. Birds are covered in feathers, and they have beaks and great eyesight. Bats have teeth, are covered in fur, and use sonar to get around and find food because of their poor eyesight.

1. What is being compared and contrasted in this text?

2. What is a similarity the author identifies?

3. What is a difference the author identifies?

# FRIDAY

Check In

1. How can you tell if you are reading a **COMPARE AND CONTRAST** text structure?

COMPLETE SENTENCE | RESTATE THE QUESTION

2. Give an example of two subjects, events, or ideas that could be compared and contrasted.

3. How confident are you with identifying a compare and contrast text structure?

☐ I NEED A LOT MORE PRACTICE.

☐ I NEED A LITTLE MORE PRACTICE.

☐ I AM PRETTY GOOD AT IT.

## PROBLEM

THE AUTHOR DEFINES A PROBLEM OR ISSUE.

## SOLUTION

THE AUTHOR INTRODUCES ONE OR MORE SOLUTIONS TO THE PROBLEM.

Butterflies are running out of open habitat spaces and food sources.

FOR EXAMPLE

People should plant flowers that attract and nourish butterflies.

### CLUE WORDS

- fix
- issue
- answer
- solution
- therefore
- should
- consequently
- should
- solve

**NOTE:** Sometimes authors do not use ANY clue words.

## MONDAY

*Text Structure: Problem and Solution*

☐ NEW SKILL  
☐ FICTION

☐ SPIRAL REVIEW  
☐ NONFICTION

Have you ever been to a neighborhood where all of the lawns were perfect and neat? In these neighborhoods, the grass is very green and also the same height as everyone else's in the area. It takes a lot of water. Sprinkler systems are set to water the grass early in the morning several times a week. This uses a lot of water that could be used for more important things. A simple solution is to use plants that are native to the area instead of grass. Native plants belong in the area and grow naturally using less water.

Describe the problem and the author's solution presented in this text.

**PROBLEM:** \_\_\_\_\_

\_\_\_\_\_

**SOLUTION:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## TUESDAY

*Text Structure: Problem and Solution*

☐ NEW SKILL  
☐ FICTION

☐ SPIRAL REVIEW  
☐ NONFICTION

We have food because of farmers. They grow many types of crops to sell to stores. In order for plants to grow, they need nutrients from the soil. Farmers have to be careful that their crops don't use up all of the nutrients. If this happens, new plants won't be able to grow. One method farmers use is leaving the soil alone for a year or two without crops. The soil is able to replenish nutrients during this time. Another method is to grow different crops every year so that different nutrients are used.

Describe the problem and the author's solution presented in this text.

**PROBLEM:** \_\_\_\_\_

\_\_\_\_\_

**SOLUTION:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# WEDNESDAY

*Text Structure: Problem and Solution*

☐ NEW SKILL  
☐ FICTION

☐ SPIRAL REVIEW  
☐ NONFICTION

Have you ever felt dizzy or sick after a hard hit to your head? If so, you might have had a concussion. This is a brain injury that is caused by your brain hitting your skull. Concussions can happen during sports and any other activities in which you might hit your head. Wearing helmets and following rules of the sports can help keep you safe. This will decrease your chance of getting a concussion.

Describe the problem and the author's solution presented in this text.

PROBLEM: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SOLUTION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# THURSDAY

*Text Structure: Problem and Solution*

☐ NEW SKILL  
☐ FICTION

☐ SPIRAL REVIEW  
☐ NONFICTION

Have you ever been in a traffic jam? Traffic jams occur when there are so many cars on the road that everyone moves slowly. This can be frustrating when you are trying to get somewhere. Too many cars on the roads can cause other problems, as well. One is pollution. More cars means more pollution. There are a few ways to have few cars on the road. Walking, biking, carpooling, or riding a bus will result in fewer cars on the roads. Fewer cars means less traffic and less pollution.

Describe the problem and the author's solution presented in this text.

PROBLEM: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SOLUTION: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# FRIDAY

*Check In*

1. How can you tell if you are reading a **PROBLEM AND SOLUTION** text structure?

☐ COMPLETE SENTENCE | ☐ RESTATE THE QUESTION

\_\_\_\_\_

\_\_\_\_\_

2. Give an example of a problem and a solution for it.

\_\_\_\_\_

\_\_\_\_\_

3. How confident are you with identifying a problem and solution text structure?

☐ I NEED A LOT MORE PRACTICE.

☐ I NEED A LITTLE MORE PRACTICE.

☐ I AM PRETTY GOOD AT IT.