

# English Lesson 21

Monday, March 30, 2020

- Things you will need

1. Paper
2. Pencil
3. English Workbook pp. 177,179,183, 184

- Class Time

Spelling

1. Vowel Variants: /oō/, /oo̅/
2. Grammar: To be Verbs

- Reminders

- Find a place with no distractions
- Follow class rules
- Be respectful of each other
- Wait for the teacher to call on you
- Only e-mail assignments that the teacher has asked for
- No Eating during class Time

## Spelling

Listen and write these words as I read them aloud.

1. new      2. fruit      3. booth      4. clue

What sound do you hear

The letter combinations oo, ew, ue, and ui can be used to spell the /oo/ sound.

When the /oo/ sound appears in the middle of the word, oo or ui usually is used.

boot

suit

The ew or ue is often used to spell /oo/ at the end of a word.

few

glue

Find the words with the /oo/ sound.

Sandra painted her bedroom a deep blue.

blue

The moon is full tonight.

moon

Ms. Hamilton wrote the clues for the scavenger hunt.

clues

Some words with the oo letter combination, like these, have the /oo/ sound.

1. book

2. took

3. hook

4. look

A girl named Brook shook her right leg.

# Spelling Words

1.threw

2.cool

3.foot

4.cook

5.bruise

6.hook

7.tool

8.brook

9.booth

10.school

11. choose

12. balloon

13. cartoon

14. afternoon

15. understood

16. loosely

17. cocoon

18. raccoon

19. cookbook

20. neighborhood

# Grammar: The Verb Be

A verb describes an action or tells how or what something is.

1. **be** is a special verb

2. It tells who, what, or where the subject of a sentence is.

## Pronoun

## Present

## Past

I

am

was

you

are

were

he, she, it

is

was

we

are

were

they

are

were

- A singular subject must have a singular verb, and a plural subject must have a plural verb.
- Bob is a tall boy.
- The children are playing in the yard.
- Bob and Ann are playing outside.



Name \_\_\_\_\_

Vowel Variants  
/ōō/ oo, ew, ue,  
ui; /ōō/ oo

Lesson 21

- Read the Spelling Words. Then write each word in the group where it belongs.

**Words with /ōō/ as in booth**

1. \_\_\_\_\_ threw \_\_\_\_\_
2. \_\_\_\_\_ cool \_\_\_\_\_
3. \_\_\_\_\_ bruise \_\_\_\_\_
4. \_\_\_\_\_ booth \_\_\_\_\_
5. \_\_\_\_\_ school \_\_\_\_\_
6. \_\_\_\_\_ choose \_\_\_\_\_
7. \_\_\_\_\_ balloon \_\_\_\_\_
8. \_\_\_\_\_ cartoon \_\_\_\_\_
9. \_\_\_\_\_ afternoon \_\_\_\_\_
10. \_\_\_\_\_ tool \_\_\_\_\_

**Words with /ōō/ as in cook**

11. \_\_\_\_\_ foot \_\_\_\_\_
12. \_\_\_\_\_ cook \_\_\_\_\_
13. \_\_\_\_\_ hook \_\_\_\_\_
14. \_\_\_\_\_ brook \_\_\_\_\_

- Write the word that is left on the line.

15. \_\_\_\_\_ understood \_\_\_\_\_

**Spelling Words**

1. *threw*
2. *cool*
3. *foot*
4. *cook*
5. *bruise*
6. *hook*
7. *tool*
8. *brook*
9. *booth*
10. *school*
11. *choose*
12. *balloon*
13. *cartoon*
14. *afternoon*
15. *understood*



Name \_\_\_\_\_

- Circle the /oo/ word in each riddle. Then unscramble the letters to make a /oo/ word that solves the riddle. Write the answer word on the line.

### What Am I?

1. I am a place where you might see a kangaroo.

ozo      ZOO



2. You do this when you eat food.

wche      chew

3. I am a building with many classrooms.

socohl      school

4. It's hard to eat noodles while using me.

nospo      spoon

5. Someone did this to make a cartoon.

rewd      drew





Name \_\_\_\_\_

- Circle the form of the verb *be* in each sentence. Then write whether each links the subject to words that tell *what* or *where*.

1. Some seals are white. \_\_\_\_\_ What  
2. The penguin chick was fuzzy. \_\_\_\_\_ What  
3. You were on the shore. \_\_\_\_\_ Where  
4. That shark is near a whale. \_\_\_\_\_ Where  
5. I am with my parents. \_\_\_\_\_ Where  
6. They are scientists. \_\_\_\_\_ What



- Rewrite each sentence, using a correct form of the verb *be*. Then write *S* above each singular subject and *P* above each plural subject.

7. Those fish \_\_\_\_\_ small and silver.

Plural: are

8. We \_\_\_\_\_ close to the beaver's dam.

Plural: are          were

9. He \_\_\_\_\_ in a wooden boat.

Singular: is          was

10. The river \_\_\_\_\_ full of life.

Singular: is          was

# Monday, March 31, 2020

## Things you will need

1. Pencil
2. English Reading Book pp. 162,163
3. English Workbook p. 180

## Class Time

Review Be Verbs  
Vocabulary

## **Reminders**

- 1. Find a place with no distractions**
- 2. Follow class rules**
- 3. Be respectful of each other**
- 4. Wait for the teacher to call on you**
- 5. Only e-mail assignments that the teacher has asked for**
- 6. No Eating during class time**

# Vocabulary

## Build Robust Vocabulary

### Field Trip in Antarctica

Antarctica is always cold—really cold! The **absence** of the sun makes it extra hard to stay there through the dark, cold winter. Even so, scientists spend months in Antarctica to do research. The McMurdo Station **shelters** them from the worst of the cold. The scientists do not stay at the station **permanently**. When summer comes, they set out to a field camp near the ocean to do more research.

absence

shelters

permanently

drifts

scarce

dim

To do ocean research, the scientists must drill or blast holes in the ice. They put on special suits and dive into the cold water. They photograph amazing things, such as a sea spider as it **drifts** past.

The scientists collect samples of many sea creatures. Information about these animals and the chemicals they use to protect themselves is **scarce**. Later, the scientists will study whether the chemicals can be used in medicines.



Scientists use special cameras to film deep-sea creatures in the **dim** light.

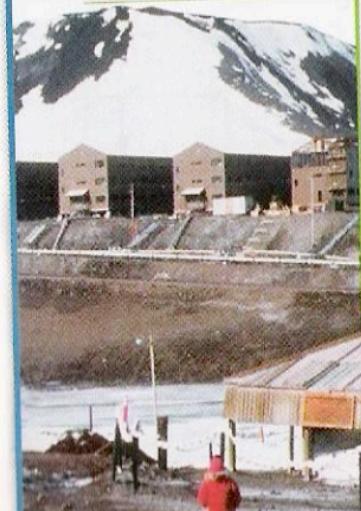


[www.harcourtschool.com/storytown](http://www.harcourtschool.com/storytown)

### Word Scribe



Your mission this week is to use the Vocabulary Words in your writing. For example, write a story about what would happen in your community if daylight became scarce. Read your story to a classmate.



# Theme 5 – Lesson 21



**Robust Vocabulary**

**“Antarctic Ice”**

# Conserved



If something is rare and important, it should be conserved, or kept carefully.

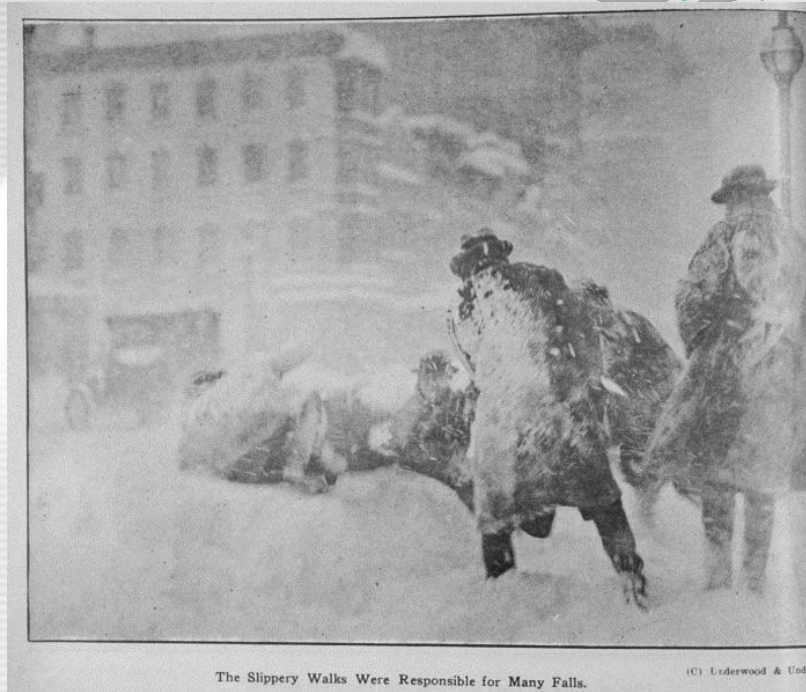


# Strict



If you are stern and demand obedience, you are strict.

# Harsh



The Slippery Walks Were Responsible for Many Falls.

(C) Listerwood & Under

If something is hard to stand up to, like a blizzard, it is harsh.

# Bleak



If something is cold and gloomy, it is  
bleak.

# Absence



An absence means that something or someone is not present.

# Shelters



Something that shelters you protects you and keeps you safe.

# Permanently



If something stays one way forever, it stays that way permanently.

# Drifts



When something drifts, it moves along without direction.

# Scarce



Something is scarce if there is not much of it to be found.



# Dim



It is dim when there is not much light.

Name \_\_\_\_\_

- Pick a word from the Word Box that best fits with each group of words. Write the word on the line.

permanently  
scarce

drifts  
shelters

dim  
absence

1. weak

faint

not bright

**dim**

2. gone

missing

away

**absence**

3. few

rare

hard to find

**scarce**

4. carried along by water

floats

to move slowly

**drifts**



5. protects

covers

shields

**shelter**

6. lasting

forever

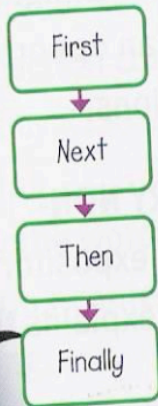
without change

**permanently**

# Focus Skill

## Sequence

The order in which events happen is called a **sequence**. You can follow the sequence by looking for time-order words. Words such as *first*, *next*, *then*, *later*, and *finally* give clues about the order in which events happen. Dates and times are also clues to sequence. Keeping track of the sequence of events helps you understand what you are reading.



### Tip

Think about what has to happen before something else can happen. This can help you figure out the sequence of events in what you read.

Read the article, and tell what is the next thing that happened after Shackleton sailed to Antarctica.

In 1914, explorer Sir Henry Shackleton sailed to Antarctica on a ship called the *Endurance*. He wanted to reach the South Pole, but the ship became trapped in the ice.

Shackleton and his crew walked about 180 miles to Elephant Island. Then Shackleton and five of the crew went by lifeboat to find help. Finally, with a rescue team, they returned to Elephant Island for the rest of the crew.



First, Shackleton sailed to Antarctica in 1914.

Next

Then

Finally, Shackleton returned for the crew.

### Try This!

Tell the next thing that happened after Shackleton and his crew became trapped.



[www.harcourtschool.com/storytow](http://www.harcourtschool.com/storytow)



ALABAMA COURSE OF STUDY—184(h) order by importance/chronology

**First**

**First, Shackleton sailed to Antarctica in 1914.**

**Next**

**The ship became trapped in ice.**

**Then**

**Then Shackleton and five of the crew went by lifeboat to find help.**

**Last**

**Finally, Shackleton returned for the crew.**

# Explore Sequence and Time-Order Words



## Examples of Time-Order Words

### Words that Show What Happened First:

- First
- Earlier
- Before
- Beginning
- Started

### Words that Show What Happened Next:

- Then
- Next
- Later
- After

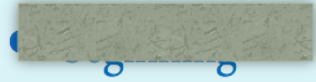
### Words that Show What Happened Last:

- Last
- Finally
- At the end
- After
- Afterword

# Time-Order Words

- Read each sentence and find the time-order word that tells you what happened first.

• It was raining in the beginning of the  
1. day, but then it was sunny.



• We walked the dog before it rained.  
2.



• First, the explorer traveled by boat, and  
3. later, he rode in a hot air balloon.



• When we built the birdhouse last  
4. Saturday, we started by reading the directions.



- Read this paragraph and find the time-order words.

• Lacy saw a movie about dinosaurs. She was bored during the beginning of the movie. Then, she laughed at the funny pterodactyl. At the end, she felt excited.

# Author's Message: Comprehension

An author's message is the main idea that he or she wants the reader to learn.

An author may use facts, details, or descriptions to explain that message.

# Theme & MESSAGE

★ The common thread that the author uses to tie the actions of the plot together.

★ Can often be determined early on in the story.

## Examples:

- \* Courage
- \* Justice
- \* Struggles

★ Lesson or moral of the story.

★ What the author is trying to teach the reader.

## Examples:

- \* Work first, play later
- \* Face your fears
- \* Never give up hope



# Workbook p. 178

Name \_\_\_\_\_

Sequence

.....  
Lesson 21

► Read the passage and answer the questions.

Roald Amundsen (1872–1928) was a polar explorer from Norway. He is best known for leading the first successful expedition to the South Pole, which lasted from 1910 to 1912.

Before leading his own expeditions, Amundsen was a member of the Belgian Antarctic Expedition (1897–1899). This journey taught Amundsen how to survive the harshness of Antarctica. He would later use this knowledge for his own expeditions.

In 1910, Amundsen and his expedition set out for the South Pole. On his ship *Fram*, whose name means “forward,” Amundsen and his crew first arrived at the edge of the Ross Ice Shelf. There he established a base camp, from which he led his crew across the Antarctic ice. Amundsen and his crew arrived at the South Pole on December 14, 1911. Then they faced the long, dangerous journey back. It took until March 1, 1912, to complete that trek and let the rest of the world hear the news of their accomplishment.

1. What happened before Amundsen led his own expeditions?

**He was a member of the Belgian Antarctic Expedition**

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2. When did Amundsen begin his journey to the South Pole?

**In 1910**

---

3. When did Amundsen and his crew arrive at the South Pole?

**On December 14, 1911**

---

4. What are some time-order words used in this passage?

**Before, later, in 1910, first, on December 14, 1911, then, until, 1912**

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# Workbook p. 182

Name \_\_\_\_\_

Author's Message

.....  
Lesson 21

► Read the passage below from “Living at the Bottom of the World.” Then answer each question.

Because the weather outside was cold and windy, I wore special clothing issued by the U.S. Antarctic Program—thermal underwear, socks, boots, a hat, a waterproof coat, and gloves. Anytime I was near the water, I wore a bright-orange float-coat that worked as a life preserver. The divers wore even more warm layers plus a watertight dry suit to protect them from the icy water. They also carried more than 50 pounds of equipment.

1. What is the topic of this passage?

**special clothing worn in very cold weather**

---

2. What details does the author give about Antarctic clothing?

**He had to wear thermal underwear, socks, boots, a hat, a waterproof coat, and gloves.**

---

3. Why did the scientists and divers wear special clothing?

**because it was cold and windy outside**

---

4. What kind of clothes did divers wear?

**warm layers and a watertight dry suit to protect them from the icy water**

---

5. What do you think is the author's message?

**special clothing is needed in the Antarctic**

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# Thursday, April 2, 2020

## Things you will need

1. Pencil
2. Story Map Worksheet
3. English Reading Book PP. 164- 185

## Class Time

### Reading

- Expository Non-Fiction
- Story: *Antarctic Ice*

## Reminders

- 1. Find a place with no distractions**
- 2. Follow class rules**
- 3. Be respectful of each other**
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# Antarctic Ice



Follow along with the reading

**Story:** Antarctic Ice

**Author:** Jim Mastro AND Norbert Wu

**Genre:** Expository Non Fiction

**Name:**

First  
Antarctic sea animals are waiting for summer to arrive

Next  
Weddell seals spend most of their lives under the ice, hunting for food.

Then  
The sun returns

Last  
Winter returns quickly. The ocean's surface begins to freeze again.

1. How can readers tell that "Antarctic Ice" is nonfiction?  
*Antarctic Ice* is a nonfiction passage because it tells about real places and animals.

2. Why is Antarctica special?  
Antarctica is special because it has the coldest weather in the world.

*Draw your favorite part of the story*

3. What is unusual about Antarctica in the summer?  
In the summer Antarctica is unusual because there is no night time.

4. What is one way that seals, penguins, and fish in Antarctica are ALIKE?  
One way that seals, penguins, and fish are alike in Antarctica are that they all are helped in some way by the ice.

5. What happens when there is no sunshine in Antarctica?  
When there is no sunshine in Antarctica the plants cannot grow.

6. What happens JUST AFTER summer ends in Antarctica?  
When summer ends in Antarctica penguin chicks swim north for the winter.

7. What causes ice algae to move to the bottom of the sea?  
Ice algae move to the bottom of the sea because the ice melts and the algae live on the ice.

8. What can readers tell about the author of this article?  
Readers can tell that the author knows a lot about science and wildlife.