

English - Tuesday, April 14, 2020

- Class Time

1. Spelling: Ô like in saw notes

- Workbook p. 185

1. Sequence

- Workbook p. 186

- **Homework: Lesson 22 Spelling Worksheet. Due by Thursday, April 16th

- Things you will need

- Pencil

- English Workbook pp.185, 186

- English book pp. 196,197

Vowel Variant Sound

Ô sound like in saw

You can spell it with o, au(gh), aw, a(l), or ough

- **ought**
 - **cause**
 - **pause**
 - **straw**
-
- **cot**
 - **caught**

I lost my hat.

I almost caught it again

almost

caught

false

al

straw

aw

cause

au

thaw

aw

Name _____

- Read the Spelling Words. Listen for the vowel sound in each word. Sort the words and write them where they belong.

Words Beginning with a Vowel Sound

1. _____ also
2. _____ author
3. _____ almost
4. _____ ought

Words with a Vowel Sound in the Middle

5. _____ soft
6. _____ yawn
7. _____ walk
8. _____ long
9. _____ lost
10. _____ cause
11. _____ taught
12. _____ pause
13. _____ false
14. _____ thaw
15. _____ straw

Spelling Words

1. *ought*
2. *soft*
3. *yawn*
4. *walk*
5. *long*
6. *also*
7. *thaw*
8. *lost*
9. *cause*
10. *taught*
11. *pause*
12. *straw*
13. *false*
14. *author*
15. *almost*



School-Home Connection

With your child, make a list of words that have the same vowel sound you hear in the word *ball*. Discuss the spelling of each word.

One way to tell the sequence of events in a piece of writing is to look for words that tell time order.

Here are some examples:

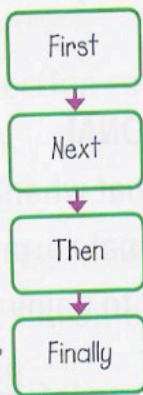
1. first
2. yesterday
3. May
4. next
5. today
6. summer
7. in the afternoon
8. after that
9. later
10. that day a week later

Focus Skill

Sequence

Remember that **sequence** is the order in which events happen. To help you figure out the sequence, look for time-order words such as *first*, *next*, *then*, *later*, and *finally*. Dates and times can also help you keep track of the sequence of events.

Knowing the sequence of events can help you better understand how events are connected.



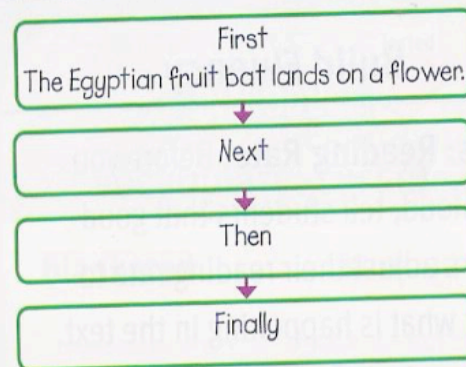
Tip

In nonfiction writing, events are often described in time order, or the order in which they happen.

Read the article below. Tell how to complete the sequence chart to show the order of events.

Egyptian fruit bats are found in Africa and parts of Asia. They make their homes in trees, between rocks, and even in empty buildings.

At night the Egyptian fruit bats fly through rainforests. They feed on the plentiful fruits and flowers. After they land on a flower, a powder called pollen sticks to their bodies. When they go to another flower, they spread the pollen. Later, the plants use the pollen to produce fruit.



Try This!



www.harcourtschool.com/storytown

Look back at this passage. What do the bats do before they land on flowers?



First

The Egyptian fruit bat lands on a flower.



The pollen sticks to the bat.



It goes to another flower, spreading the pollen.



The plants use the pollen to produce fruit.

- Read the article. Then write the main events in order.

Fishing With Feet

One kind of bat eats fish. The way the bat catches its dinner is amazing. First, it flies very low over the water. Next, it dangles its hind legs in the water. The legs look like a tasty treat to the fish, so the fish comes closer. Then, the bat snags a small fish with its sharp toe nails. The fish may struggle, but the bat holds tight. Finally, the bat pulls the fish out of the water and eats it.



First

The bat flies low over the water.

Next

The bat dangles its hind legs in the water.

Then

The bat catches a fish with its toe nails.

Finally

The bat eats the fish.

School-Home Connection

With the student, watch an animal in your community. Have the student describe what the animal does, using time-order words.

Wednesday, April 15, 2020

Things you will need

1. Pencil
2. English Workbook pp. 187, 191
3. Paper

Class Time

1. Spelling: Ô like in saw notes
Workbook p. 187, 191
2. Author's Message p. 190
3. Spelling Verbal Practice Test

Name _____

► In the chart below write a word from the word box in the correct column. Some words might belong in more than one column. Use the words that do not belong in any column to answer the questions below.

ought	soar	caught	pause
clown	bought	cause	strong
author	cool	boil	taught

Words with /ô/ as au	Words with /ô/ as ou	Words with gh
taught cause pause caught author	ought bought	ought taught bought caught

- How would a glass of lemonade feel on a hot summer day?
cool
- If you could lift a heavy load of books, what would you be?
strong
- What happens to water when it heats until bubbles appear?
boil
- What kind of person is very funny and usually wears a big red nose?
clown
- What does a bird do when it flies high into the air? soar

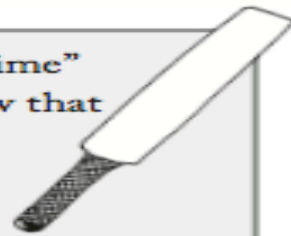
School-Home Connection

With the student, think of other words that have /ô/ as au. Have him or her write the words in sentences.

- Read the passage. Circle the letter of the best answer to each question about the author's message.

Many people know that baseball is called "America's pasttime" because it is so popular in the United States. But did you know that another game that uses a bat and a ball is just as popular in other parts of the world? That game is cricket, and a lot of its rules are similar to baseball's. Cricket is played with two teams. Each team takes turns batting and fielding, like in baseball.

In baseball, the batter stands at home plate. In cricket, a player called a striker stands at a spot called a wicket. In baseball, the player who throws the ball is called the pitcher; in cricket, that player is called the bowler. Both games have umpires. Cricket has been played since the 1300s and is still popular all over the world today!



1. How is cricket like baseball?

- B**
2
1 Both games have catchers.
2 Both games use a bat and a ball.
3 Both games have players called shortstops.
4 Both games use wickets.

2. Which sentence is true?

- D**
4
1 Both cricket and baseball have pitchers.
2 Cricket uses umpires, but baseball does not.
3 Cricket is played with four teams; baseball is played with two.
4 Cricket has been played since the 1300's, but baseball was invented in the 1800s.

3. What was the author's message in this passage?

- D**
4
1 Cricket is popular in the United States.
2 Baseball players should play cricket instead.
3 Playing cricket or baseball is a good way to get in shape.
4 Cricket and baseball are alike and different in many ways.

School-Home Connection

Ask the student to point out some of the sentences that helped show the author's message in this selection.

Name _____

► Write the words from the word box in the correct column. Then, find the /ô/ words in the word search below.

bought	caught	taught
fought	ought	author
thought	pause	

<i>/ô/ as au(gh)</i>	<i>/ô/ as ough</i>
— taught _____	— thought _____
— caught _____	— bought _____
— author _____	— fought _____
— pause _____	— ought _____

WORD SEARCH

B	F	T	A	U	G	H	T	X	A
D	P	A	U	S	E	I	H	U	A
F	Q	I	T	R	C	J	O	V	R
O	U	G	H	T	A	T	U	C	I
U	R	H	O	C	A	U	G	H	T
G	S	K	R	Z	W	E	H	U	N
H	M	B	O	U	G	H	T	A	W
T	G	E	O	H	K	N	A	L	T

School-Home Connection

With the student, talk about the different sounds au(gh) and ough make. List other words that have those sounds.

Practice Test Time

English - Thursday, April 16, 2020

- Class Time
- 1. Grammar: helping Verb and Main Verb
Workbook p. 192
- 2. Spelling Review: p. 191

- **Homework: Lesson 22 Spelling Worksheet. Due by Thursday, April 16th

- Things you will need
- 1. Pencil
- 2. English Workbook pp. 191, 192

Grammar: Helping and Main Verb

A helping verb is used with a main verb to help express the main verb's tense, mood, or voice.

The main helping verbs are "to be," "to have," and "to do."

They appear in the following forms:

To Be: am, is, are, was, were, being, been, will be.

To Have: has, have, had, having, will have.

Lin **was** **baking** a cake.

was is a helping verb and
baking is a main verb.

We **will** **watch** the fireworks this Fourth of July.

will is the helping verb and
watch is the main verb.

James will perform in the play this Saturday.

H: will

M: perform

He has worked very hard.

H: has

M: worked

His family is going to the play.

H: is

M: going

They are planning a party for James.

H: are

M: planning

They have invited all of James's friends.

H: have

M: invited

Name _____

► Rewrite the sentences. Add a helping verb to each one.

1. I never studied mammals.

have, will

2. We learn about bats.

will

3. We go to the library.

should, will

4. Butterflies see red, yellow, and green.

can

5. A butterfly landed on that leaf.

has

6. That butterfly laid 400 eggs.

has

7. Butterflies fly only when they are warm.

will

8. The librarian found a great book about butterflies.

has

English - Friday, April 17, 2020

- Class Time
 - Grammar: helping Verb and Main Verb
 - Sequence
 - Author's Message
 - Spelling
-
- Things you will need
 - 1. Pencil
 - 2. Class Work Worksheet Packet

This week's things to email to the teacher

Tests

1. Lesson 22 Spelling Test
2. Sequence and Author's Message Quiz

Homework

3. Lesson 22 Spelling Homework
4. Social Studies Workbook p. 64

Name _____

► Sort the Spelling Words into three groups: Words with *a(l)*, *au* or *ou*, and *aw*. Then write the words.

Words with a(l)

- 1. walk
- 2. also
- 3. false
- 4. almost

Words with au or ou

- 5. ought
- 6. cause
- 7. taught
- 8. pause
- 9. author

Words with aw

- 10. yawn
- 11. thaw
- 12. straw

► Write the following Spelling Words: *soft*, *long*, and *lost*. Use your best handwriting.

- 13. soft
- 14. _____
- 15. long

lost

Vowel Variants
/ô/ o, au, aw, a(l),
au(gh), ough
Lesson 22

Spelling Words

- 1. *ought* *ought*
- 2. *soft* *soft*
- 3. *yawn* *yawn*
- 4. *walk* *walk*
- 5. *long* *long*
- 6. *also* *also*
- 7. *thaw* *thaw*
- 8. *lost* *lost*
- 9. *cause* *cause*
- 10. *taught* *taught*
- 11. *pause* *pause*
- 12. *straw* *straw*
- 13. *false* *false*
- 14. *author* *author*
- 15. *almost* *almost*
- 16. *swallow*
- 17. *naughty*
- 18. *somersault*
- 19. *sprawling*
- 20. *faucet*

Handwriting Tip

Make sure your
os do not look
like as.

lost

Name _____

▶ Write the Spelling Word that matches each clue.

- I write stories. author
- Animals sleep on this. straw
- One way to get from here to there. walk
- What you do when you are tired. yawn
- What you do to unfreeze something.

▶ Add *o*, *au*, *ou*, or *al* to complete the Spelling Word. Then write each word.

- We _____ ght to learn more about bats.
ought
- I _____ most forgot my backpack today.
almost
- My pillow is s _____ ft and fluffy. soft
- Mrs. Davis t _____ ght me in second grade. taught
- We _____ so went to the grocery store. also
- I l _____ st my favorite toy. lost
- That rope is l _____ ng. long

Spelling Words

- ought*
- soft*
- yawn*
- walk*
- long*
- also*
- thaw*
- lost*
- cause*
- taught*
- pause*
- straw*
- false*
- author*
- almost*



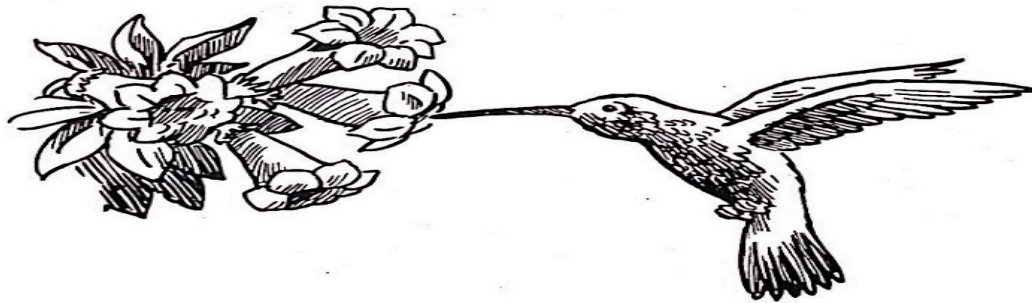
Spelling Strategy

Sounds and Letters: If a word does not look right, say the word. Listen for the vowel sound. Think of other letters that can spell the same sound. Then check the dictionary to see if you are right.

Name _____

► Circle the helping verb and underline the main verb in each sentence.

1. Moths are attracted to the light.
2. We have seen many insects this summer.
3. She will study bees at the library.
4. I am writing a report on ladybugs.
5. The hummingbird was looking for food.
6. The ducks do not fly very far.
7. An eagle is gliding through the sky.
8. The hawk has spotted a mouse.



 **Try This**

Write four sentences about your day at school, using main and helping verbs. Circle the helping verbs. Underline the main verbs.

Sequence of Events

Name _____ Date _____

Read the story. Then answer the questions.

Jason's mom paid the taxi driver. There was a large sign over the doors that said "The Howard Mann Theater" and below it "Class Acts – tonight at 6." A young man greeted them at the door and showed them where they should go. Jason entered a room with five other boys and girls and their parents. A woman came in and smiled at them as she went over the rules of the game. She told them who would be on each team.

Jason's teammates were Janelle and Steve. Janelle was a year older than the boys. She was reading a book called Amazing Facts. Steve was looking over a map of the United States. The three team members put on red jumpsuits. Then, they went in and a woman put make-up on them so they would look good on TV.

While they were waiting, people began to arrive and sit down. Janelle said, "Did you know that all rainbows are made up of the colors red, orange, yellow, green, blue, indigo, and violet?"

Steve said, "No, but did you know that Mammoth Caves in Kentucky are over 330 miles long?"

Jason gulped, "No, I didn't know either of those facts."

1. How did Jason and his mother get to the theater? **taxi**

2. What was the name of the theater? **"The Howard Mann Theater"**

3. How do you think Jason is feeling in the last sentence?
embarrassed/ sad/ upset/ outsmarted

4. Put these events in the order they happened.

- 7 Steve read aloud a fact about Mammoth caves.
- 5 People began to take their seats.
- 3 A lady explained the rules.
- 2 Jason and his mother were greeted at the door.

- 1 Jason's mother paid the taxi driver.
- 4 Jason found out who his teammates were.
- 6 Janelle told her teammates the colors in a rainbow.

**Skill Reminder**

The sequence of events is the order in which they happen.

- Read the article. Then circle the letter of the best answer to each question.

Bat Meals

Some bats eat bugs. Other bats eat only fruit. Some bats need to get extra nutrients from hard leaves. To do this, first the bat softens the hard leaf in its mouth. Next, it swallows the liquid from the leaf. Finally, the bat spits out the rest of the leaf.

1. What does the bat do first when it eats a hard leaf?
 A It swallows the leaf.
 B It softens the leaf in its mouth.
 C It swallows liquid from the leaf.
2. What does the bat do after the leaf is soft?
 A It spits out the leaf.
 B It swallows the leaf.
 C It swallows the liquid.
3. What does the bat do last with the leaf?
 A It spits out the leaf.
 B It swallows the leaf.
 C It swallows the liquid.



Name _____

Skill Reminder

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

Read the two selections below. Answer the questions about the author's message. Circle the letter of the best answer.

Most plants get food from the soil. There is one, though, that is different. The Venus Flytrap gets nutrients from live insects. Venus Flytraps have two leaves with pointed edges that look like teeth. The leaves stay open until an insect lands on one of them. Then, the leaves snap shut and trap the insect. The flytrap produces a liquid that helps it digest the insect. Once it digests the insect, the flytrap opens its leaves again. It is ready for its next meal.

1. What is the author's message in this selection?

- A Many insects do not have wings.
- B Flowers grow faster in direct sunlight.
- C Venus Flytraps get food in an interesting way.



Starfish are a special kind of sea animal. They have five arms and are shaped like a star. A starfish can grow a new arm if one gets cut off. If a starfish is cut in two, the pieces will each form a new animal. The starfish's ability to regrow new arms makes it a real survivor.

2. What is the author's message in this selection?

- A Starfish are special.
- B Most fish do not have arms.
- C It is bad luck to find a starfish.

