

WEEK ONE	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Reading (an hour) 8:30 – 9:30</p>	<p>Read 30 minutes book of choice Record in journal (use reading response questions)</p> <p>Read Sacagawea article. Answer the attached comprehension questions carefully. Pay attention to the sequence of events.</p>	<p>Read Raz Kids assigned book: The Hollow Kids <u>Scaredy Camp</u>. Reading Workshop skill: character, setting, plot, conflict, theme. <u>Setting</u>: Use your online pen or your pencil to paper to circle places that give evidence as to time, location, weather, season. <u>Conflict</u>: What is the conflict (problem)? Record answer on uploaded answer sheet</p>	<p>Read for 30 minutes book of choice Record in journal (use reading response questions) Reading Workshop skill: character study. Make a character web for both Sarah and Qynn. Give three adjectives and look for evidence from the story to support your answers. Record answer on uploaded answer sheet</p>	<p>Read for 30 minutes book of choice Record in journal (use reading response questions) Reading Workshop skill: Thinking beyond the text: Respond to the question below: Why do you think the author ends the story with the child standing in the water? Why does he not explain it? Create an alternative ending. Record answer on uploaded answer sheet</p>	<p>Read the WATCH CAREFULLY article uploaded for return work. Read it once for understanding and again for comprehension. Complete the packet. Pay close attention to word meaning. Remember to use context clues. All answers should be done on the packet.</p>
<p>Writing (30 minutes) 9:30 – 10:00</p>	<p>On the trip with Lewis and Clark, Sacagawea saw the ocean for the first time in her life. Write a paragraph about what you think this might have been like for her.</p>	<p><i>Biography project</i> Choose a family member and interview them (questions 1- 5 and record answers) Outline of project is uploaded.</p>	<p><i>Biography project</i> Choose a family member and interview them (questions 6-10 and record answers) Outline of project is uploaded.</p>	<p><i>Biography project</i> Choose a family member and interview them (questions 11-15 and record answers) Outline of project is uploaded.</p>	<p><i>Biography project</i> Spend today organizing your questions and answers – make sure they are legible. Write a brief thank you note to your person</p>
<p>Word Study (30 minutes) 10:00–10:30)</p>	<p>Building Spelling Skills: Use the uploaded Spelling list and work through the skills showing understanding of word meaning, syllabic division, phonetics, and word use. Mentor Text: Task 1</p>	<p>Compound words. Scaredy Camp: Identify and list all compound words. Be sure to show the two words that make up each word. Record on uploaded Word Study Week 1 answer sheet. Mentor Text: Task 2</p>	<p>Synonyms: Scaredy Camp. Identify 10 words and create a synonym for each word. You may use the glossary in the back of the book for some new vocabulary words. Record on uploaded Word Study Week 1 answer sheet. Mentor Text: Task 3</p>	<p>Inflectional endings: Scaredy Camp. When you add an –ing ending to the end of a word it can become a different part of speech. Look at the word dancing in the following sentences: I am dancing in the play tomorrow (verb). Dancing is my favorite thing to do (noun). The dancing ballerina twirled around on the stage. (adjective) Make a list of all words that end in –ing and include the part of speech. Record on uploaded Word Study Week 1 answer sheet. Mentor Text: Task 4</p>	<p>Antonyms: Scaredy Camp Words that have the opposite meaning of a word are antonyms. Choose 10 words and create a list of antonyms for each. Record on uploaded Word Study Week 1 answer sheet.</p>

Standards and I CAN Statements:

<p>Standards</p>	<ul style="list-style-type: none"> • Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. • Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. 9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting. • Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. • Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases. <p>Writing:</p> <ul style="list-style-type: none"> • Standard 3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and wellstructured event sequences.
<p>I Can</p>	<ul style="list-style-type: none"> • Summarize key details to support main ideas and themes and develop my writing • Interpret and analyze author’s word choice and develop my writing. • Interview and determine important information. • Determine word meaning using context clues.

