

Bible

Lesson 16 Moses' Great Responsibility Week of January 18-22

Weekly Bible Verse	Review: With my lips I recount all the laws that come from your mouth.–Psalm 119:13
Monday 1/18	<input type="checkbox"/> No School-Holiday
Tuesday 1/19	<input type="checkbox"/> Lesson 16-Moses' Great Responsibility <input type="checkbox"/> Target Truths: <ul style="list-style-type: none"> <input type="checkbox"/> God has given each of us special talents. <input type="checkbox"/> We are responsible to use our talents properly. <input type="checkbox"/> God wants us to do our work well, and He will reward us. <input type="checkbox"/> Moses had a special responsibility to bring the children of Israel out of Egypt and into freedom <input type="checkbox"/> Vocabulary: <ol style="list-style-type: none"> 1. <i>Responsibility</i>: something you are depended upon to do; something for which you are held accountable 2. <i>Talent</i>: in Bible days, a certain amount of money; in our day, a special ability given by God <input type="checkbox"/> Character Trait: Responsibility <input type="checkbox"/> Definition: Completing every task given to me in the proper time Opposite: Not trustworthy <input type="checkbox"/> Review how God had prepared Moses for the great work he was to do. P. 67 <input type="checkbox"/> Read Exodus 7:5 together <input type="checkbox"/> Complete workbook age 67-68
Wednesday 1/20	<input type="checkbox"/> Chapel Day/Read Quality Counts Scripture: Luke 19:12-23 (TEp. 146) <input type="checkbox"/> Read and Discuss Workbook page 69 <input type="checkbox"/> Complete Workbook page 69
Thursday 1/21	<input type="checkbox"/> Read and Discuss Finding God's Promises-TE pp. 145-146 <input type="checkbox"/> Read and Discuss workbook page 70 Using My Abilities For God <input type="checkbox"/> Complete page 70
Friday 1/22	<input type="checkbox"/> Complete workbook page 71

Notes: Bible Workbook pages will be used for daily grades each week. Memory Verses and Quizzes will be used as test grades. Test dates will be noted on Goal Sheets.

ALCOS (State Standards)	9,20a-f, 22, 35, 36g
Monday 1/18	<input type="checkbox"/> No School
Tuesday 1/19	<input type="checkbox"/> Introduce List 11 p. 22 <input type="checkbox"/> Review Phonics Chart 9 (Emphasis: wa in wash, a in adopt, y in baby, le in little, ed in played, ed in looked, ed in played)
Wednesday 1/20	<input type="checkbox"/> Review List 11 and special sounds from chart 9 <input type="checkbox"/> Complete workbook page 22
Thursday 1/21	<input type="checkbox"/> Teach the sounds of -ed <input type="checkbox"/> If the verb ends in a -d or a -t, the -ed ending is pronounced as a new syllable, /id/. If the verb ends in a vowel sound or a voiced consonant (l, n, r, b, g, m, z, s, v), then the -ed ending sounds like a /d/ and does not create a new syllable. https://youtu.be/msJly_f_Xsw
Friday 1/22	<input type="checkbox"/> Review sounds of -ed <input type="checkbox"/> Complete sounds of -ed worksheet
Notes	

ALCOS (State Standards)	ELA: 1, 1a, 3, 5, 7, 10, 11, 13, 14, 16, 19, 21, 21a, 21b, 21c, 30, 34, 35d, 36f, 38a-e, 39, 40 Science: 7
Monday 1/18	<input type="checkbox"/> No school
Tuesday 1/19	<input type="checkbox"/> Introduce Reading Vocabulary p. 12 (DragonFly textbook) <input type="checkbox"/> Read Splish! Splash! Animal Bath pages 14-35 https://youtu.be/sITT_u6kjKw <input type="checkbox"/> Complete Compare and Contrast Graphic Organizer
Wednesday 1/20	<input type="checkbox"/> Listen to the story Dig Wait Listen A Desert Toad's Tale https://www.youtube.com/watch?v=54RVCLxkQRY <input type="checkbox"/> Watch video about the Desert https://jr.brainpop.com/science/habitats/desert/ <input type="checkbox"/> Discuss how plants in the desert store water and how the animals of the desert use the plants in the desert to get their water. <input type="checkbox"/> Conduct Science Experiment <input type="checkbox"/> If time allows, students can draw pictures of animals they think would live in a desert and cut and paste their artwork onto the printed worksheet (desert)to show which animals hide underground during the day and are active at night. They may also want to include plants, sand dunes, rocks, the sun, moon, etc.

How a Cactus Stores Water

What You Need:

- 3 wet paper towels
- cookie sheet
- 2 paper clips
- sheet of waxed paper slightly bigger than a paper towel

What You Do:

1. Lay one wet paper towel flat on the cookie sheet.

2. Roll the second wet paper towel up into a log shape. Clip it in the center of the roll with a paper clip to keep it rolled. Set the roll on the cookie sheet.
3. Lay the sheet of waxed paper down flat, then lay the last wet paper towel on top of it. Roll both layers up into a log and hold in place with another paper clip. Put this roll on the cookie sheet with the others.
4. Leave the cookie sheet in a place where it won't be disturbed. At the same time the next day (after 24 hours), check out the paper towels. Unroll the rolled ones. Which one is driest? Are any of them still damp?

What Happened:

The flat paper towel was probably completely dry, the one that you rolled up may have still been slightly damp inside the roll, and the one rolled with waxed paper was probably still fairly damp all over. Rolling up the paper towel kept some parts of it from being exposed to the air, so less water could evaporate and it didn't dry out as much as the one that was completely exposed to the air. The waxed paper protected the last paper towel from the air very well, so hardly any water evaporated from that one.

Many desert plants, like cacti and other succulents (read more about them in the Science Lesson section), have a waxy coating on the outside of their stems and leaves. It helps them store water and protects them from losing water in the hot sun and dry air of the desert.


<p>Thursday 1/21</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to the story Goose’s Story by Cari Best (pages 46-73) https://www.youtube.com/watch?v=IPFR9i7gjuI <input type="checkbox"/> Discuss how different animals stay warm in the winter or cold environments <p><i>*Animals have a variety of different mechanisms to keep warm. Blubber (fat, like lard) and fur keep Arctic animals warm. Down feathers trap a layer of air next to the body to help keep birds warm. Materials that insulate to keep heat in or cold out are very important in everyday life to keep us healthy and comfortable.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Migrations https://jr.brainpop.com/science/animals/migration/ <input type="checkbox"/> Hibernation https://jr.brainpop.com/science/animals/hibernation/
<p>Friday 1/22</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss Adaptation: physical or behavioural characteristic of an organism that helps an organism to survive better in the surrounding environment.” Living things are adapted to the habitat they live in. This is because they have special features that help them to survive. <input type="checkbox"/> Watch https://www.generationgenius.com/?share=71A7D <input type="checkbox"/> Animals such as whales, seals, polar bears, and penguins have developed many adaptations that allow them to thrive in subzero weather. One of those adaptations is a thick layer of blubber underneath their skin that provides insulation and warmth. To show the kids how effective blubber is at keeping an animal warm we did this simple hands-on winter science experiment. <ul style="list-style-type: none"> <input type="checkbox"/> Experiment <input type="checkbox"/> Bowl full of ice water <input type="checkbox"/> Shortening (like Crisco) <input type="checkbox"/> Paper towels for easy clean up <p>First, kids place their bare hands in the ice water. Count how many seconds they could leave their hands in before it was too uncomfortable.</p> <p>Next, coat one finger with a thick layer of shortening to simulate blubber. Some animals only have a couple of inches of blubber covering their bodies, while some large whales can have a layer of blubber over a foot thick! It’s no wonder these Arctic animals stay warm!</p> <p>Once fingers are covered in shortening allow kids to immersed them again into the ice water.</p>
<p>Notes: Students may also read these stories in the reading textbooks and take AR test on them.</p> <p><u>Splish! Splash! Animal Baths</u></p> <p>Sayre, April Pulley</p> <p>AR Quiz No. 2908 EN Nonfiction</p>	

 IL: LG - BL: 2.6 - AR Pts: 0.5

Dig, Wait, Listen: A Desert Toad's Tale

Sayre, April Pulley


AR Quiz No. 50630 EN Fiction

 IL: LG - BL: 2.1 - AR Pts: 0.5

Goose's Story

Best, Cari

AR Quiz No. 59916 EN Fiction

 IL: LG - BL: 2.7 - AR Pts: 0.5

Grammar**Language Arts Textbook Pages****Week of Jan. 18-22**

<i>ALCOS</i> <i>(State Standards)</i>	35,36,37
Monday 1/18	<input type="checkbox"/> No School
Tuesday 1/19	<input type="checkbox"/> Review Singular Possessive Nouns using Extra Practice page 135 <input type="checkbox"/> Complete 1-15 in Grammar Notebook
Wednesday 1/20	<input type="checkbox"/> Review Plural Possessive Nouns using Extra Practice page 136 <input type="checkbox"/> Complete 1-15 in Grammar Notebook
Thursday 1/21	<input type="checkbox"/> Test on Singular and Possessive Nouns
Friday 1/22	<input type="checkbox"/> Review Compound words p. 96 <input type="checkbox"/> https://jr.brainpop.com/readingandwriting/word/compoundwords/ <input type="checkbox"/> Complete brain pop quiz
Notes	

Math**Lesson 51****Week of Jan. 18-22**

ALCOS (State Standards)	1,2,3,5,6,7,8,12,19,20,21,22,23,24
Monday 1/18	<input type="checkbox"/> No School
Tuesday 1/19	<input type="checkbox"/> Lesson 50-Review Concepts on workbook pages 101-102 <input type="checkbox"/> Work with individual students in small groups on counting coins beginning with quarters, dimes, nickels, and pennies. <input type="checkbox"/> Complete workbook pages 101-102
Wednesday 1/20	<input type="checkbox"/> Lesson 51-Review Concepts on workbook pages 103-104 <input type="checkbox"/> Work with individual students in small groups on adding with regrouping
Thursday 1/21	<input type="checkbox"/> Lesson 52-Review Concepts on workbook pages 105-106 <input type="checkbox"/> Work with individual students in small groups on telling time
Friday 1/22	<input type="checkbox"/> Math Test #
Notes: Odd page numbers are seatwork and can also be complete for morning work.	

Science**Week of Jan. 18-22**

ALCOS <i>(State Standards)</i>	#7 #8 Describe different habitats Explain how plants and animals use their habitat. Describe a food chain and food web Explain why habitats change Describe what happens when habitats change
Monday 1/18	<input type="checkbox"/> Holiday -No School
Tuesday 1/19	<input type="checkbox"/> Begin Chapter 3 Lesson 3 Habitats Change <input type="checkbox"/> Introduce Lesson Vocabulary <input type="checkbox"/> Read aloud and discuss textbook pages 102-109 <input type="checkbox"/> Complete Lesson 3 Outline 52-53
Wednesday 1/20	<input type="checkbox"/> Review Habitats Change <input type="checkbox"/> Students will write to tell how droughts, fires, floods, construction, and farming change habitats.
Thursday 1/21	<input type="checkbox"/> Vocabulary Quiz <input type="checkbox"/> Review for test
Friday 1/22	<input type="checkbox"/> Chapter 3 Test on Lessons 1-3
Notes: Vocabulary Quiz on Thursday 1/21- Test on Chapter 3-Friday 1/22	