Learning Plan May 4-8

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Phonics/  Reading | Practice sight words (5 words)  Read a book and complete reading log    Read Decodable Story: [Unit 11: The Chipmunk](https://content.schoolinsites.com/api/documents/99441bb9ae8543cc882a4d24b2c17920.pdf) p.26: find words with suffixes in the story Sort the words by their suffixes (ed, ing, s, es)  Watch and read along [Click, Clack Moo Cows That Type](https://www.youtube.com/watch?v=3rhGzj6Dt1E)  What was the problem and how was it solved?  OR  Identify story elements by making a story map (characters, setting, plot) of The Chipmunk | Practice sight words (5 words)    Reread Decodable Story: [Unit 11: The Chipmunk](https://content.schoolinsites.com/api/documents/99441bb9ae8543cc882a4d24b2c17920.pdf) p.26: Find and sort two syllable words into compound words, words with suffixes, other words  [Click, Clack Moo Cows That Type](https://www.youtube.com/watch?v=3rhGzj6Dt1E)  What animal wants something at the end of the story? What do you think that animal will ask for?  OR  Identify cause and effect relationships in the story, The Chipmunk | Practice sight words (5 words)  Read a book and complete reading log  Reread Decodable Story: [Unit 11: The Chipmunk](https://content.schoolinsites.com/api/documents/99441bb9ae8543cc882a4d24b2c17920.pdf) p.26: Complete comprehension check p.30  Watch and read along [Cows](https://www.youtube.com/watch?v=-MJOnKU8wdI)  What is the main idea of the book? Give three details that support the main idea.  OR  Illustrate Nan at the beginning of the story and at the end of the story. Tell how she is feeling. Use what she says and does in the story to explain why she feels that way. | Practice sight words (5 words)    Reread Decodable Story: [Unit 11: The Chipmunk](https://content.schoolinsites.com/api/documents/99441bb9ae8543cc882a4d24b2c17920.pdf) p.26:Complete Vocab. p.29  [Cows](https://www.youtube.com/watch?v=-MJOnKU8wdI)  Locate these text features in the story: title, bold words, photograph, labels  OR  Continue the story, The Chipmunk. Write down what will happen next in the story. | Practice sight words (5 words)  Read a book and complete reading log    Reread Decodable Story: [Unit 11: The Chipmunk](https://content.schoolinsites.com/api/documents/99441bb9ae8543cc882a4d24b2c17920.pdf) p. 26: Parent use timed sheet p. 27  [Click, Clack Moo Cows That Type](https://www.youtube.com/watch?v=3rhGzj6Dt1E)  [Cows](https://www.youtube.com/watch?v=-MJOnKU8wdI)  Tell the author’s purpose for writing each story. Which story is fiction and which is nonfiction?  OR  Write a letter to one of your friends telling them about something exciting that has happened to you recently like Nan did in the story, The Chipmunk. |
| Writing/  Grammar | **Journal Prompt**: Now that it is the month of May, you “may” do anything you wish. Write about what you would choose to do. It may be something that you would normally not have permission to do. | Turn the singular nouns into plural nouns. Use each plural noun in your own sentence.  foot  paper  box  child  tooth  toy | Turn the five verbs into past tense. Use each past tense verb in your own sentence.  run  walk  sing  jump  write | Match the subject to the predicate to complete the sentences.  Subjects: Predicates:  The student run away.  Three dogs reads a book  Many fish crawls on the leaf  A bug swim in the sea. | Turn the **common** or **proper nouns** into a possessive noun by adding ‘s. Use the possessive nouns in your own sentences.  **dog** collar  **Beth** friend  **today** weather  **Southern Local** mascot Homework Helper - Possessive Nouns - Kids Teaching Kids! <https://www.youtube.com/watch?v=orhZCfgTPDk&list=PLDExr9ntWXkCpNAj74zaFuywTxHWMPfpU&index=9> |
| Mathematics | Practice addition and subtraction facts through 20 | Write a story problem for each number sentence.  9+9=18  13-2=11  8+7=15  14-7=7 | Find the number to solve each number sentence.  10-\_\_=6  \_\_+8=11  2+\_\_\_=14  \_\_-10=7  11+\_\_=16  19-\_\_=12  8+\_\_=16  \_\_-4=7 | Identify the ones position by coloring the digit green, the tens position by coloring the digit blue, and the hundreds position by coloring the digit red. Then expand each number  (Ex. 120 100+20+0=120)  115  76  93  102  68  15 | Find the sum of the three addends.  8+2+4=  6+0+3=  2+5+3=  7+1+4=  9+3+1=  5+5+4=  8+1+7=  10+3+7= |
| Science/  Social  Studies | Scholastic News <https://sn1.scholastic.com/>: Class password: Mrs. Forbes class:**forbes1**  Mrs. Beadnell’s class: **firstiesrock**  Read Making Ice Cream magazine and answer questions on last page | Scholastic News <https://sn1.scholastic.com/>: Class password: Mrs. Forbes class:**forbes1**  Mrs. Beadnell’s class: **firstiesrock**  Watch video “Inside an Ice Cream Factory” and play the game “Build Your Own Ice Cream Cone” | Survey your family. Have each family member tell you their favorite ice cream flavor.  Make your own ice cream by watching this video Homemade Ice Cream in 5 Minutes <https://www.youtube.com/watch?v=_Zt1EuIEhvw>  Or invent your own flavor of ice cream and describe how to make it. | Illustrate how goods like ice cream and other foods get to your table. Divide your paper into thirds and label first, next, then, last.  Think about where the ingredients are coming from, how does the food get put into its containers, how does it arrive at the grocery store, how does it show up in your house?  Write a caption for each illustration. | We are able to pay for goods using currency (money). Practice identifying coins and their worth. Use coins to make each amount below:  $0.25  $0.33  $0.56  $1.00  Can you come up with different ways to make each amount? Counting Coins Song for Kids | Learning About Money Song For Kids <https://www.youtube.com/watch?v=MbtmucV-U2c> |