

Parents,

**Please read through the plan 1st!** The links in the plan will allow you access to the documents, PowerPoints, and videos that we have created. If you have a problem, please contact your child's teacher through their method of contact to notify us that something isn't working.

We've tried to assemble the weekly work daily, so that you will be able to find everything you need to complete our weekly lessons. We recognize that the amount of paper and ink involved is a lot. We've created a google classroom and formatted this packet so that you may do it digitally.

If you are able to do the work this way you won't have to worry about turning in paper packets or printing paper packets. We are changing and adjusting to make this as easy for you as we can while providing enrichment for your child. Our goal being, to make sure your child is ready to start 3rd grade, and has a minimal summer slide over this extended period. If you find something in the plan unclear, please reach out to us so that we can help. We are available everyday Monday-Friday to help you!

Note: Packet Turn in Days for ALL Students with Packets

1. Drop off in grade-level boxes outside of gym.
2. Papers must be returned in the envelope you received them in. If you don't have one of the envelopes you can add to another envelope from previous weeks.

**1st Packet Turn in - Friday, April 24**

**2nd Packet Turn in with Textbooks - Friday May, 15**

3. If you use Google Classroom you won't need to worry with coming to the school.

**Overview**

**ELA Unit 5 Review**

**Phonics:** suffixes -ly, -ful, -er, -or, -sh/ prefixes un-, re-, pre-, dis-/ consonant patterns kn, wr, gn, mb/ consonant patterns ph, gh, ck, ng/ vowel patterns aw, au, au(augh), al

**Reading Skills:** fact and opinion/ cause and effect/ plot and theme/ character and setting/ main idea and details

**Grammar:** pronouns/ singular and plural pronouns/ Using I and Me/ Different Kinds of Pronouns/ Contractions

**Math:** Topic 15

Lesson 1: Exploring Length

Lesson 2: Inches

Lesson 3: Centimeters

Lesson 4: Inches, Feet, and Yards

Lesson 5: Centimeters and Meters

	ELA	Math
<b>Monday</b>	<ul style="list-style-type: none"> <li>* read 20 minutes today</li> <li>* phonics practice page 446</li> <li>* reading comprehension page 448-449</li> <li>*Comprehension <a href="#">Watch</a></li> <li>*Spelling &amp; Grammar <a href="#">Watch</a></li> </ul>	<p><b>Topic 15 Lesson 1</b> Children will measure the lengths of objects using nonstandard units. <a href="#">Watch</a> <a href="#">Mrs. Lyness Math Video</a></p>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>* read 20 minutes today</li> <li>* reading comprehension page 456-457</li> <li>*Comprehension <a href="#">Watch</a></li> <li>*Spelling &amp; Grammar <a href="#">Watch</a></li> </ul>	<p>Topic 15 Lesson 2 Children will estimate and measure the length of items using inches. <a href="#">Watch</a> <a href="#">Mrs. Lyness Math Video</a></p>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>*read 20 minutes today</li> <li>*reading comprehension page 462 - 463</li> <li>*Comprehension <a href="#">Watch</a></li> <li>*Spelling &amp; Grammar <a href="#">Watch</a></li> </ul>	<p>Topic 15 Lesson 3 Children will estimate and measure length and height using centimeters. <a href="#">Watch</a> <a href="#">Mrs. Lyness Math Video</a></p>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>*read 20 minutes today</li> <li>*grammar practice page 464</li> <li>*Spelling &amp; Grammar <a href="#">Watch</a></li> </ul>	<p><b>Topic 15 Lesson 4</b> Children will estimate and measure items that are about an inch, foot, and yard. <a href="#">Watch</a> <a href="#">Mrs. Lyness Math Video</a> <b>*practice page 15-4 (Assessment)</b></p>
<b>Friday</b>	<ul style="list-style-type: none"> <li>*read 20 minutes</li> <li>*reading comprehension page 474-475 (Assessment)</li> <li>*Comprehension <a href="#">Watch</a></li> <li>*Spelling &amp; Grammar <a href="#">Watch</a></li> </ul>	<p>Topic 15 Lesson 5 Children will estimate and measure the lengths and heights of objects in centimeters and meters. <a href="#">Watch</a> <a href="#">Mrs. Lyness Math Video</a> <b>*practice page 15-5 (Assessment)</b></p>
<a href="#">SPELLING word practice</a>	<p>Science: <a href="#">Ranger Rick</a> &amp; <a href="#">Brain Pop</a>/ username: pinelevel/ password: brainpop</p>	

Name \_\_\_\_\_

## Suffixes *-ly*, *-ful*, *-er*, *-or*

### Spelling Words

cheerful	visitor	slowly	weekly	teacher	helper
hardly	graceful	yearly	quickly	fighter	sailor

Draw a line to match the base word to the suffix. Write the list word.

- |          |      |
|----------|------|
| 1. cheer | -or  |
| 2. week  | -er  |
| 3. sail  | -ly  |
| 4. fight | -ful |

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Add a suffix to the underlined word so the sentence makes sense.

- The visit knocked on our door.
- I thought the dancer was grace.
- I will be a help for the school carnival.
- John could hard wait for his birthday.
- Who will be our new teach?

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. The rabbit moved very quick.

11. The snail moved very slow.

10. \_\_\_\_\_

12. We take our year trip in June.

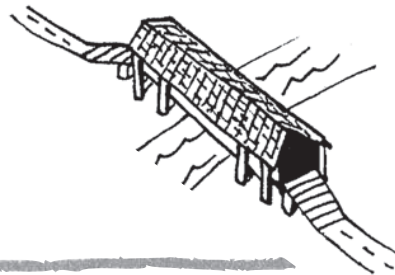
11. \_\_\_\_\_

12. \_\_\_\_\_



**Home Activity** Your child has been learning to spell words with the suffixes *-ly*, *-ful*, *-er*, and *-or*. Make a list of base words and a list of these suffixes. Say a base word and a suffix, and have your child point to each one. Say them together as a whole word.

Name \_\_\_\_\_

Read the story. Then **follow** the directions.

## Palmer's Permanent Bridge

At one time many bridges were built of wood. In 1800 the city of Philadelphia, Pennsylvania, asked Timothy Palmer to build a bridge. The bridge was to cross the Schuylkill (SKOOL kil) River. It was to be 550 feet long.

Palmer was a skillful woodworker from Massachusetts. He had built many bridges before. Bridges are very important structures. He had even invented a way to brace bridges, or make them stronger. So he knew what he was doing. In about five years he had finished the bridge. Many people thought it was a beautiful bridge.

It was called the "Permanent Bridge." *Permanent* means "lasting a long time." Wooden bridges were not permanent. Rain and snow are harmful to wood. They cause it to rot, or break down. Then a bridge needs repair.

One day Palmer had a visitor. Judge Richard Peters lived near the bridge. He was president of the bridge company. "Mr. Palmer," he asked, "how long does a bridge like this usually last?"

"Oh, about ten or fifteen years," answered Palmer.

"What if you built walls?" the judge suggested. "That way, the wood would be protected from the weather."



**Home Activity** Your child identified facts and opinions in a nonfiction story. Have your child tell other facts he/she learned about Timothy Palmer.

Name \_\_\_\_\_

Palmer quickly added walls to his bridge. Not only that, he built a roof. It looked like a building with open ends. Then he painted the whole thing. That sealed the wood tightly. He was the creator of the world’s first covered bridge. The idea was successful. Hundreds of covered bridges were built after that.

The Permanent Bridge did not last forever. It did last for a long time, though—almost 70 years. It was finally destroyed in 1875. It wasn’t weather that destroyed the bridge. It burned in a fire.

Write at least two facts and two opinions you find in this story.

Fact:	Opinion:

Name \_\_\_\_\_

Read the story. Write the answer to each question.

### Our Crane Mobile

My older brother Roberto does complain a lot. “What’s the matter with girls?” he mumbles, marching through the TV room. “Birds all over the place!”

I try not to react. The *girls* he’s talking about are my younger sister, Alicia, and me. The *birds* are our paper birds. They’re cranes, really. Our Aunt Clare showed us how to make them. You fold them from a square piece of paper. Alicia and I made more than a hundred, all different colors. They are now on tables, on the book case, and on the TV set. I don’t know why they annoy Roberto. They’re not in anyone’s way.

“Never mind, girls,” Mom says. “Would you like me to show you how you can hang them up in your room?”

“Yes!” we exclaim.

First, Mom takes a needle and thread. She asks us which birds we like best. Then she runs a thread through their backs.

Second, Mom takes some thin sticks. She cuts them with her kitchen scissors. Next, she has us hold the sticks while she ties the prestrung birds on so they hang freely. The birds hang at different heights because the threads are unequal lengths. Sometimes she unties one bird and reties it higher or lower. Then she uses more thread to hang one stick from another.

“I know what this is,” I tell Mom. “It’s a mobile.”

“Isn’t it nice, Roberto?” she asks my brother, who is peeking in on us. He just shrugs and disappears.



**Home Activity** Your child recognized causes and effects in a story. Help your child make a list of different types of weather he or she has experienced. Ask your child to tell you the effect each type of weather can have on people.

Name \_\_\_\_\_

Finally we are done. It is after 8:00 P.M., but we *must* put the mobile in our room. “Before we do, girls, each of you write your signature on a bird. It’s a work of art, after all.”

The hanging mobile looks beautiful. Every breath of air in the room causes the cranes to swim about slowly.

“Did you know,” asks Mom, “that paper cranes mean long life and happiness?”

“They work,” I answer. “I’m very happy!”

1. What effect do the paper birds have on Roberto at the beginning of the story?

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2. What is happening in the middle of the story?

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3. Why do the birds hang at different heights?

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4. What causes the cranes on the mobile to swim about slowly?

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5. What effect do the cranes have on the narrator?

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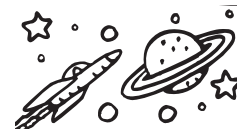
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Name \_\_\_\_\_



Read the story. Answer the questions.

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## The Space Tent

“Please, Jem,” said Mother. “I need you to look after Julie for a few minutes.”

“Aw, Mom,” answered Jem. “I told Corey I’d come over. We’re going to swim in his pool.”

“It’s early yet,” Mother said. “You’ll have all the rest of the afternoon.”

Jem didn’t mind looking after Julie, but he never knew what to do with her. No matter what he tried to do, she wanted to do something different.

He looked at her. She was tearing a newspaper to pieces. Then he had an idea. “Hey, Julie,” he said. “Do you want to build a tent? It will be good practice for when we go camping.” She looked at him and laughed. He took the newspaper away and gave her a stuffed lamb. She started chewing on it.

“Now you wait here just one minute. Okay?” He dashed to his room. He grabbed a sheet from his closet and came right back. Julie had taken the flowers out of a vase and was giving the lamb a bath. He took the dripping lamb away.

“No, Julie, that’s wrong!” he said and wagged his finger at her. He spread the sheet over a table, so that it hung down on all sides. “See? It’s a tent. No, wait!” He chased Julie into the kitchen and led her back by the hand. “Now climb under the tent,” Jem said, “and I’ll give you a treat.” He handed her a cracker.



**Home Activity** Your child analyzed the plot of a story and identified the theme. Have your child tell you what happens at the beginning, middle, and end of the story.

Name \_\_\_\_\_

Too late he noticed the sheet was his favorite one, with planets and moons and space ships. Well, it wouldn't hurt to use it for a few minutes. It was shady in the tent and quiet. Julie seemed to quiet down. She started to break the cracker into as many crumbs as she could.

"Jem?" called Mother a few minutes later. "Where are you and Julie?" Then she saw Julie. She was happily banging two blocks together. Then she saw the tent. "Well, this was a good idea," she said. "Thank you for keeping Julie out of trouble." Mother lifted the sheet and looked under the tent. There was Jem, curled up on the floor. He was fast asleep.

1. What does Mother ask Jem to do at the beginning of the story?

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2. What does Jem do to keep Julie out trouble?

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3. What does Mother find when she comes back upstairs?

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4. What do you think the author is saying about watching a young child?

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Name \_\_\_\_\_

# Using *I* and *Me*

Write *I* or *me* to complete each sentence.

1. Spot pushed \_\_\_\_\_ with muddy paws.

2. Now Spot and \_\_\_\_\_ are both muddy.

3. Dad saw Spot and \_\_\_\_\_.

Circle the word in ( ) that completes each sentence.  
Write the sentence.



4. Spot and (I, me) got wet.

\_\_\_\_\_

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\_\_\_\_\_

5. Spot splashed (I, me) with water.

\_\_\_\_\_

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\_\_\_\_\_

6. (I, Me) say Spot is a good dog.

\_\_\_\_\_

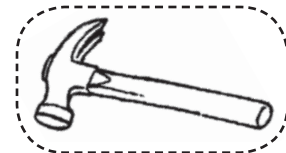
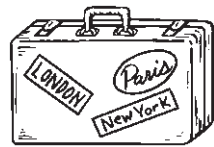
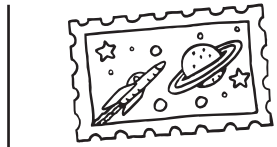
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# Inches, Feet, and Yards

Circle the object that is about each length.

1. a foot



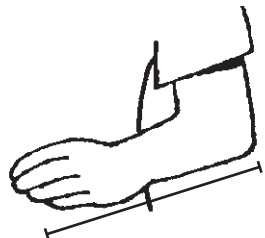
2. a yard



3. an inch



4. Measure from your fingertips to your elbow.



Estimate

Measure

Standard Units

about \_\_\_\_\_  
paper clips

about \_\_\_\_\_  
paper clips

about \_\_\_\_\_  
inches

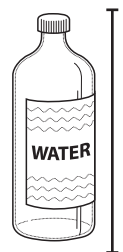
5. Sandy measures the length of a hockey stick. She says it is 4 units long. What unit did she use?



- (A) cubes
- (B) inches
- (C) feet
- (D) yards

6. Reasonableness

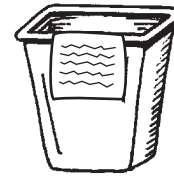
What is the height of the water bottle?



- (A) 9 cubes
- (B) 9 inches
- (C) 9 feet
- (D) 9 yards

Name \_\_\_\_\_

**Read** the story. Then follow the directions and answer the questions.



### Mrs. Potts, Signmaker

It all started when Mrs. Potts painted her kitchen. The new color was a nice sky blue. The more she looked at it, though, the unhappier she became. At last she knew what was wrong. Her old orange trash can looked wrong against the blue.

Mrs. Potts went to the store. She bought a new blue trash can and put it in her kitchen. “Yes,” she said, “that’s much better.” Then she wondered, “What shall I do with the old can? I really don’t have a place to put it.” So she put the old orange can out with the trash. She put it next to her old black outdoor can.

Her town hauled away trash every Friday morning. So Friday afternoon, Mrs. Potts looked out. The old orange can was still there. The workers had taken the trash, but they had left the trash can.

Mrs. Potts didn’t blame them. “It’s not their fault,” she said. “Who throws out a trash can?” She sat down to think. Her old black outdoor can was big and strong. So next Friday, she put the small orange can inside the black outdoor can. Just to be sure, she painted a sign: *Trash. Please take.*

Well, they did. The workers took both cans. Now Mrs. Potts had gotten rid of the old orange indoor can. She still needed an outdoor can though. So she went back to the store and bought another outdoor trash can. This one was brown.



**Home Activity** Your child identified the main idea in a humorous selection. Read a short story with your child. Have your child tell if the main idea tells a story.

Name \_\_\_\_\_

Next Friday, Mrs. Potts put out her new brown outdoor trash can. Into it, she emptied the trash from her new blue can. Then she painted a sign on her new outdoor can: *Property of Mrs. Potts. Do not take!* Can you guess what happened? They left everything!

Next Friday, Mrs. Potts put out her trash. On top of it, she put a sign: *Yes, please, do take the trash, but leave the can. Thank you, Mrs. Potts.*

This time, the workers got it right. They took the trash and left the can. Mrs. Potts saw a note on the can. It was from the workers. It read: *You're welcome, Mrs. Potts. P.S. Nice trash can!*

1. What color did Mrs. Potts paint her kitchen.

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2. Look at the second paragraph. Underline the main idea.

3. Look at the fourth paragraph. Write one detail.

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4. Look at the fifth paragraph. Underline the main idea.

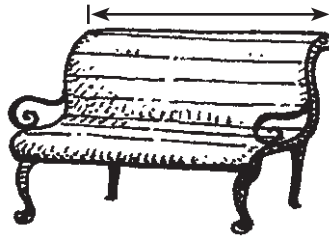
# Centimeters and Meters

Circle the object that is about each length.

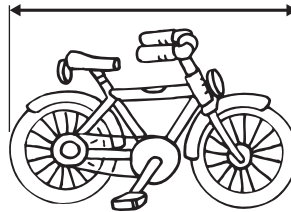
1. 1 centimeter



2. 1 meter



3. 1 centimeter



4. Which line is about 1 centimeter long?

- (A)
- (B)
- (C)
- (D)

5. **Algebra** How long are these 2 cubes joined together?  
Write the missing numbers. Then add.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ centimeters