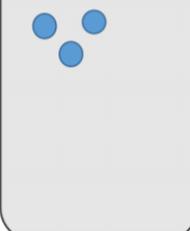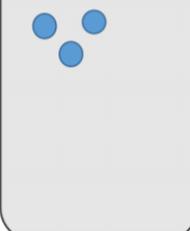For Week 5 of TeleSchool, choose and complete one activity per day.

Reading RL3, RL7	Writing/ Language L1	Phonics RF3
Readers learn a lot about the character by looking at the pictures. When readers see a character in the picture, they stop and pay attention to the expression on the character's face. Then they think, "What does this tell me about the character?". Choose a picture book to read. As you read, pay attention to the characters (the people or animals). Look carefully at the expression on their faces. Make the same expression on YOUR face. Then think: How did I feel when I made that expression? What feeling words match that expression? How might the character with that expression be feeling?	Nouns are people, places, and things. When we have more than 1 item, we usually add an 's' or an 'es' to the noun. Find 8 different small objects in your house. For each object, ▪ Name the object. ▪ Then say the word that would mean more than one. ▪ For example: ▪ I have 1 <u>pot</u>. Now I have many <u>pots</u>.	For each of the ending parts of words, add a beginning part to create a word. For example, if the ending part is -ig I can make these words: <table><tr><td>big</td><td>jig</td><td>pig</td></tr><tr><td>wig</td><td>fig</td><td>dig</td></tr><tr><td>rig</td><td>twig</td><td>zig zag</td></tr></table> ▪ Say each word out loud. ▪ Then, write it down. ▪ Remember to use all lower-case letters and to form your letters correctly. ▪ Read each word out loud. <table><tr><td>-it</td><td>-in</td><td>-ip</td></tr></table>
Reading RL2	**Writing W2, W5, W8**	**Phonics RF4**
Readers retell a story after they read it. One way they do this is by thinking about the key details or the most important parts. One way they can remember these parts is to put a post it on the page with the key detail. When they finish the book, they use the post its to retell the story. As you are reading, think about each page. If you think it is a key detail, put a post it on the page. Authors can be tricky, and you may not realize that it is a key detail until you read a little more. You may decide to go back to a page and put a post it! Read the book or have someone read it to you. When you finish the book, go back to each post it. Retell the story by using the post its to help you remember the key details.	There are many things that you can write information about. Think of the seasons. Choose 1 season. Draw a picture of it. Describe it. Think about these aspects of this season: What does the season look like? What does it sound like? What things can you do during this season? Then, write about it. Remember to: Name the season. Give information about the season. Write the letters for the sounds you hear in each word. Leave spaces between words. Begin each sentence with an uppercase letter. End each sentence with punctuation (period, question mark).	There are some words that we see **so** often in text, and we can instantly recognize these words. We call these words many different things like sight words, high frequency words, snap words, and red words. These are some words that you have learned this year. For each word, write the word on a piece of paper. Read the word out loud. Look through your books. How many times do you see the word? Keep tally marks for each word. <table><tr><td>of</td><td>or</td></tr><tr><td>by</td><td>be</td></tr><tr><td>how</td><td>him</td></tr><tr><td>as</td><td>are</td></tr><tr><td>was</td><td>will</td></tr></table>
Reading RI2, RI4, RI7	**Writing W1, W5, W8, L1, L2**	**Phonics/ Phonological Awareness RF2**
Informational books have vocabulary words that are related to the topic. One way to figure out the meaning of a word is to look at the pictures on the page. Readers then think, "Does this picture help me figure out this word?" Choose an informational book. Read the book or have someone read it to you. While you are reading, pay attention to the words that are related to the topic. Look at the pictures on the page to see if you can figure out what the word might mean. Think about all the words that you are learning about the topic. Use the words to tell someone all the new information that you learned about the topic.	Think about the books that you have been reading. Which one has been your favorite? Share your opinion about this book by writing your opinion. Draw a picture and include what the book is about. Then, label your picture. Finally, write, or dictate to someone and have them write, what you want to say. Remember to: Write the title of the book and your opinion. Write the letters for the sounds you hear in each word. Leave spaces between words. Begin each sentence with an uppercase letter. End each sentence with punctuation (period, question mark).	A syllable is a beat in a word. Some words have more than one syllable. For example, the word milk has 1 syllable. The word dinner has 2 syllables. The word elephant has 3 syllables. For each word, identify the number of syllables in the word. <table><tr><td>wish [1]</td><td>mitten [2]</td></tr><tr><td>squid (1)</td><td>twister [2]</td></tr><tr><td>frizzy [2]</td><td>wig [1]</td></tr><tr><td>splinter [2]</td><td>incredible [4]</td></tr></table>

For Week 5 of TeleSchool, choose and complete one activity per day.

OA.2	OA.3	OA.4
Emma has 10 stickers She gave 3 stickers to her sister. How many stickers does Emma have now?	Michael is missing 5 buttons on his jacket. How many ways can you use blue and red buttons to finish his jacket? Draw a picture of all your ideas.	A complete box of fruit snacks has 10 inside. There are only 3 in the box. How may fruit snacks are missing. Use your ten frames below.

OA.5	MD.3	G.6
Show the many ways you can make five with a deck of cards.	Find three things that are different colors. Put them in order from shortest to longest. Draw them in that order.	Draw a robot, Identify the shapes included to create your robot. What makes your robot special? What are things it can do?

G.4	CC.7	CC.6
Play a game of I spy 2D and 3D shapes. Use the score card below to find items around you that describe the shapes. 2D: Circle 3D: Sphere / 2D: Oval / 2D: Semi-circle 2D: Square 3D: Cube / 2D: Rectanngle 3D: Rectanguair Prism / 2D: Triangle 3D: Pyramid	Using a deck of Cards take out the (J,Q,K,A) only leave the numbers in the deck. Pass out cards to all players 1.Deal all of the cards so that each student has the same number. Students keep the cards in a pile, face down. 2. Each player draws ONE card and flips it over: COMPARE the numbers. 3. The player with the larger number gets to keep both cards. 4. But if the numbers flipped are the same….! Place three cards FACE DOWN on the playing card and at the same time, reveal a final card (the fifth card total in this round). The winner of the war takes ALL TEN CARDS Keep playing until someone is out of cards	1. Both players roll the die. The number rolled is the number of counters you take. 2. Place your counters (any items penny, cheerios, etc.) on the compare mat. 3. Players tell which set is more and which set is less. • _____ is more than _____. • _____ is less than _____. More or Less? K.CC.C.6 Player A Player B Compare Mat example