

5 Wallace

Activities for week of April 27th, 2020

Happy Monday, everyone! The warmer weather is certainly welcome in our household. I hope everyone is enjoying the opportunities to enjoy the outdoors :)

*Please remember that activities are suggestions and to use what you can, when you can. It's all about making it fit for **your** family.*

Language Arts

Reading:

This week I am challenging my readers to step out of their comfort zone and read something they might not normally reach for. If you find you always choose adventure stories or funny stories, try reading about something that you want to learn more about! If you are always reading websites, try a comic book! Mix it up and enjoy!

For example, this week, I have decided to read up on two things I want to learn more about. I am reading a book called "The History of the World" by Alex Woolf, to learn about past societies, as well as a website that is teaching me how to be a better drum programmer on my computer.

Don't worry - you can still keep an old faithful on standby! I still have a funny fictional story on my bedside table that I pick up whenever I need a little break or bit of relaxation. Try doing the same!

Writing:

This is our last week focusing on the **Organization** write trait. Previously, we've practiced writing strong introductions to hook our reader, as well as sticking to our "map" and making sure the order of our writing makes sense.

We all know a book, or even a TV show or movie that had an amazing ending. You kept thinking about it even days after you finished it! Now think about

This week, we're going to dive into one of the biggest challenges young writers have....ending your writing effectively! We want our reader to picture an "Exit" sign down the hall as they finish reading. If our ending is too abrupt, the reader might be left feeling unsatisfied.

An Example: The Wreckers

Here is an example from Ian Lawrence's *The Wreckers*. Read the passage and see whether you feel yourself moving down the hallway. Do you sense the EXIT coming?

...I don't know what happened to Mary and Simon Mawgan. I don't know what became of the widow.

But I do know this. The storms still thrash at the coast of Cornwall. The waves eat at the rocks with a pounding of surf and spray. Never again will a sailor look up from a storm-tossed deck and see the false beacons gutter and burn. The wreckers only sit and wait. But on the darkest, wildest nights - or so the story goes - the corpse lights still walk on the beach of the Tombstones.

What do you think of this conclusion? Does it sound as if the writer is wrapping up? (Did you see the EXIT sign approaching?) Write down your thoughts and discuss them with a family member.

Select a Conclusion

Read the short passage called "Lost in the Storm" and the three possible conclusions for it. Decide which conclusion wraps up the story best (think of the EXIT at the end of the hallway), and circle the number of your choice.

Lost in the Storm

For once, the TV weather forecasters were right about something, or maybe they were just lucky in a weird sort of way. All I know is that they said the storm would come and that it would be bad. They were right. The wind started blowing the night before, just as they said it would, so school was cancelled everywhere. I wasn't worried about the storm. I was just glad for a

day off from school. All I was thinking about were the things I was going to do. Almost all of them involved my friends or my dog. And then the power went out, and it was dark. This was a thick dark, like a camping-in-the-woods-in-the-middle-of-nowhere dark. It freaked me out, so I called for my dog. Meeka would protect me, but where was she? I called her name several times. There was no answer. And then the sky lit up, as if our house was caught in the headlights of a train. Silence for a moment, and the BOOM! Thunder like a cannon rolled over our house and all I could think of was the 4th of July, fireworks, and Meeka. Last summer she had run away at the first thudding sound of fireworks.

Possible Conclusions

- 1.** At first I had wanted my dog to protect me. Now I wanted to protect my dog. I put on my raincoat and ran outside, ignoring the screams of my parents. I had to save my dog. Just when I thought I couldn't go any farther, I heard a bark, and then Meeka jumped into my arms.
- 2.** Meeka was lost in the storm and I was worried. Then I heard a scratch at the door. It was Meeka, and I let her in. We were all safe now. The End.
- 3.** My panic lasted for several minutes. The flashing and pounding of the thunder and lightning hammered at my head, and I couldn't think. I forced myself to stand and look outside, and then I remembered. When she had run away last summer, we had finally found her at the playground about a half a mile away. "The playground!" I shouted toward my mom. We both ran to the door. My mom wouldn't let me go alone, so she went with me. I don't really remember running to the playground, but we did. My mom held my hand the whole way, until I could see the play structure. In the little wooden house at the top of the slide was Meeka, shivering in a corner just as she had last summer. She wouldn't move, so my mom and I squeezed in and sat with her. It was cold and wet, but Meeka was safe.

What's your choice?

Which conclusion seems to do the best job of finishing the story?

I chose conclusion ____ because _____

A Writer's Question

A good conclusion is important, but we've all read books that we didn't want to end! What are the titles of two books that you didn't want to end? What did you like about these books?

Word Work:

This week's word work game is *Scrabble*. Many of you are probably familiar with original board game. Here is a great classroom version. I've attached this week's letters to to the Mini-lessons page of our class site.

Here are the rules:

1. Using the letters provided make as many different words as possible. **You can use each letter more than once! (Ex: You could use "M" twice to create "summer")**
2. Once you create a word, write it down and count up the points (each letter has a "point" value in it's lower-right corner)
3. When you can't think of any more words, add the score from each word together to find your final score.
4. Challenge your family members (without showing your words) to beat your score and compare!

Grammar:

This week we will look at **adverbs**. We have already looked at *adjectives*, which describe or modify nouns. Adverbs are similar to adjectives. The difference is they describe or modify verbs.

(***Remember, a *verb* is a doing or being word. Ex: Carl **ran** to the store. His mom **was** worried about him.)

This week's grammar practice can be found following the link on the mini-lessons page of the class site.

Science

Earth Day:

Last week we celebrated Earth Day! See the attached file on the mini-lessons page of our class site for some LEGO challenges related to Earth Day!

First, take some time to learn more about the structure of the layers of the Earth:

<https://www.natgeokids.com/uk/discover/geography/physical-geography/structure-of-the-earth/>

Bill Nye – Earth's Crust (<https://www.dailymotion.com/video/x3ciz4h>)

Optional: You can choose to do this, or parts of it, or create your own

Create a Time Capsule to document your life during the COVID-19 pandemic.

I have attached a sample PDF on the mini-lessons page of the class site that can be used or give you ideas. Once you've created your time capsule, find a safe place to save it so you can come back to it years from now!