

Day 1

I write a lot of directions on your assignments. It is important to read them all before you go ahead and click on a link so you know what you are supposed to do and learn. Here's a worksheet to practice following directions.

Math

It's not needed today, but I suggest that this year you have a math notebook, a spiral notebook or something, unless you have a lot of trouble with physically writing. If you do, try this web page to work out your answers when needed.

1. Play the medium level of this time game.
2. Round to the nearest ten.
3. Round to the nearest hundred.

Reading

1. Write **quench** (lesson 3), **dismay** (lesson 4) and **retorted** (lesson 5) in your reading notebook, each on its own line. Pay attention to those words while you read.
2. Read lessons 1–5 in the McGuffey Third Reader.
3. Write in your notebook what you think each of the three words mean.
4. Look up each word to see if you are right. Type define and then the word into the search engine. Write the correct definition of the words in your notebook.

Day 2

Math

1. Play this time matching game.
2. Play Garage Sale Wizard.
3. Make numbers.
4. Round to the nearest 100. (If you don't remember this, here is a presentation to watch.)

Reading

1. Write **toil** and **strife** in your reading notebook, each on its own line. Pay attention to those words while you read.
2. Read the first paragraph of lesson 6 in the McGuffey Third Reader.
3. Write in your notebook what you think each of the two words mean.
4. Look up each word to see if you are right. Type define and then the word into the search engine. Write the correct definition of the words in your notebook.
5. Now rewrite the paragraph in your own words. What is it saying? Example: For the first line you could write, "Help each other."

Computer

- Test your typing speed.
- If you need more practice, play this game.

Day 3

Math

1. Play Clockmaker.
2. Play Shape Invaders.
3. Read the bar graphs.

Reading

1. Write **malicious** and **adrift** in your reading notebook, each on its own line. Pay attention to those words while you read.
2. Read the second paragraph in lesson 6 in the McGuffey Third Reader.
3. Write in your notebook what you think the two words mean.
4. Look up each word to see if you are right. Type define and then the word into the search engine. Write the correct definitions in your notebook.
5. Rewrite what the paragraph means in your own words.

Spelling

1. Play hangman.

Day 4*

Math*

1. Play the Advanced Level of this time game.
2. *Then you can do your worksheet (Adding 2 digits regrouping).
3. If you can't remember how to do this, you can watch this presentation before you practice with the worksheet.

Reading

1. Write **envy** in your reading notebook. The phrase "Honor's crown" is in today's reading. It means gaining some honor, getting recognition for something.
2. Read the third paragraph in lesson 6 in the McGuffey Third Reader.
3. Write in your notebook what you think envy means.
4. Look it up to see if you are right. Write the correct definition in your notebook.
5. Rewrite the paragraph in your own words.

Grammar

1. Watch syllable video.
2. Play syllable game.

Computer

1. Internet Safety Reminders: Do not download anything onto your computer without permission. Do not click on any advertising on a website even if it looks like a game to play. Don't give out your name, address, phone number, email address, photo, etc. online without permission.
2. Use kid-friendly search engines that your parents choose for you. Search as specific as you can, so the thing you are looking for will come up and not other stuff you shouldn't be looking at. Here is one place you can go to search the internet, <http://ivyjoy.com/rayne/kidssearch.html>

Day 5*

Math*

1. Match the fractions.
2. *Complete the worksheet (Subtraction 2 digits regrouping)
3. If you can't remember how to do this, you can watch this presentation before you complete the worksheet.

Reading

1. Write **ignorant**, **haste** (lesson 7) and **inquire** (lesson 10) in your reading notebook. Pay attention to these words as you read.
2. Read lessons 7 through 10 in the McGuffey Third Reader.
3. Write in your notebook what you think these three words mean.
4. Look up their definitions and see if you are correct. Write the correct definitions in your notebook.
5. In lesson 9 there is the word "inhuman." When "in" is used in front of a word, it means not. So, inhuman means not human. Indescribable also has "in" for a prefix (the part added onto the front of a word). Can you think of another word with the prefix "in"? Write it in your notebook. Underline "in" and write the definition of the word you wrote. Not

Writing

1. The poem you have been reading this week is in the form: ABAB. This means that the first line rhymes with the third line, the second line with the fourth line. (The As match and the Bs match. The A lines rhyme and B lines rhyme.)
 2. Also, each line has 7 or 8 syllables. Do you remember what syllables are from yesterday's lesson?
 3. You write a short poem in this form. You only have to write four lines unless you want to write more. The last word of the first line should rhyme with the last word in the third line. The last word in the second line should rhyme with the last word in the fourth line. Each line should be about the same length. Why don't you think of some rhyming words to get started.
- Click on Me You're doing great! Okay, back to work.

Day 6*

Math*

1. Do the timed multiplication facts. How many can you do in 3 minutes?
2. *Complete this worksheet, Add and Subtract Decimals.
3. Check your answers. Understand your mistakes.

Reading

1. Read lesson 11 in the McGuffey Third Reader.
2. Write **forge** in your notebook on a new page. Write the date in the top corner. In this context forge is a verb, an action, and means to form by heating and pounding into shape. This is how metal is molded into different shapes. Write this definition in your notebook.
3. This type of poem is called a limerick. It is in the form: AABBA. In this type of poem the B lines not only rhyme but they are shorter in length than the other lines.
4. Read some other limericks. By the way, limericks are often humorous.

There was an old man with a beard.
 Who said, "It is just as I feared!"
 Two owls and a wren
 Four larks and a hen

Have all built their nests in my beard!

By Edward Lear

There was an Old Man of Nantucket

Who kept all his cash in a bucket.

His daughter, called Nan,

Ran away with a man,

And as for the bucket, Nantucket.

– Anonymous

Nantucket — get it? Nan took it. She ran off with all the old man's money.

Vocabulary

1. Do this vocabulary exercise with some of the words you wrote in your notebook last week.

Day 7*

Math*

1. Do the timed division facts. How many can you do in 3 minutes?
2. *Complete ONLY the first line (Addition 3 digit estimation). For the second and third line, **estimate** the sums. Round the numbers to nearest hundred and then add them.
3. Check you answers.

Reading

1. Write **assure** (lesson 12), **earnest** (lesson 13), **grove** (lesson 16)
2. Read lessons 12 through 16 in your reader.

Writing/Vocabulary

1. Write a limerick. Try and use one vocabulary word from last week.

Computer

1. Create a “junk” email address for websites that require you give an address. With your parents permission, create an email address at yahoo.com or live.com (somewhere you don't already have an address). Give this address to websites you don't need to hear from. Still always check or uncheck boxes to let companies know you don't want them to email you.

Day 8*

Math*

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?
2. *Complete ONLY the first line (Subtraction 3 digit estimation). For the second and third line, **estimate** the differences. Round the numbers to nearest hundred and then subtract them.
3. Check your answers for estimating here (answers).

Reading

1. Read lesson 17.
2. What is the lesson of this poem? (Answer)
3. What form is this poem in? (For instance the limerick was in the form: AABBA) (Answer)

Spelling

1. Play word builder.

Day 9*

Math*

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. *Complete the first line of the worksheet (Addition 4 digit estimation).
3. On the second line, round each number to the nearest HUNDRED.
4. On the third line, round to the nearest THOUSAND and then add.
5. Check and fix your answers (answers).

Reading

1. Write **distress** and **hesitation** in your notebook. After you read, look them up and write the definitions into your notebook.
2. Read lesson 18.
3. How much does the woman ask for? (Answer)
4. How much does the man give her at first? (Answer)
5. Why does the man give her \$500? (Answer)
6. What is the moral of the story? (Answer)

Spelling

1. Try the spelling bee.

Grammar

1. Play at Grammaropolis. Make sure you read about nouns in the characters section.
2. Write "Noun" at the top of a page in your English notebook. Also write today's date in the top, right corner.
3. Remember, a noun is a person, place or thing.
4. Now on that page write 10 nouns. Include at least two people, two places and two things.

Computer

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2. Use kid-friendly search engines that your parents choose for you. Search as specific as you can, so the thing you are looking for will come up and not other stuff you shouldn't be looking at. Here is one place you can go to search the internet, <http://ivyjoy.com/rayne/kidssearch.html>

Day 10*

Math*

1. Do the first and second activities to practice rounding.
2. *Complete the first line of the worksheet (Subtraction 4 digit estimation).
3. On the second line, round each number to the nearest HUNDRED.
4. On the third line and fourth lines, round to the nearest THOUSAND and then subtract.
5. Check and fix your answers (answers).

Reading

1. Write **adorn** (lesson 21), **dispute** (lesson 23) in your reading notebook.
2. Read lesson 19 – 23.
3. Look at the word “downy” in paragraph 1 of lesson 20. What does downy mean? It tells us by partnering it with what word? Soft. Often when we don’t know a word, if we read the whole sentence or the next sentence it will explain it to us.
4. Write in your notebook what you think the two words mean.
5. Look them up and write the correct definition in your notebook.
6. What is the moral, or lesson, of the poem in lesson 20? (Answer)
7. What is the form of the poem in lesson 23? (Answer)

Writing

1. Write a poem. Write it in the form of the poem in lesson 23. Pay attention to how long each line is. In that poem the first line has six syllables and the next has five. Write in your notebook or on the computer. Please remember to write your name and date at the top of your page.

Click [HERE](#). Good job! Keep up the good work!

Day 11

Math

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?
2. Do this lesson on place value and **expanded notation or expanded form**.

Reading

1. Write **coarse** (lesson 24), **peevish** (lesson 25), and **perplexed** (lesson 26) on a new page on your notebook. Write today’s date at the top. Pay attention to these words as you read.
2. Read lessons 24–27.
3. Write what you think each word means.
4. Look them up and write the correct definition in your notebook.

Vocabulary

1. Do this vocabulary exercise with some of last week’s words.

Day 12

Math

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Read this lesson on place value and expanded form. Make sure you click to go to the next page.
3. These are quick and short. There’s something more for you to do after reading.

Reading

1. Write **reproach** (lesson 30), **stroked** (lesson 31)
2. Read lessons 28–31.
3. Write definitions of both words.

Writing

1. What is the form, the rhyme scheme, of the poem in lesson 29? (Answer)
2. How many syllables are in each line? (Answer)
3. Write a poem in the same of this poem. Write two stanzas. Use at least one vocab word from last week in each stanza.

Math (again)

1. Based on the same principle as weighing the elephant from your reading today, you will find the volume of irregularly shaped items.
2. You'll need a rectangular container (could be a cylinder), the sides need to be straight up and down and clear would be easiest. Smaller might be better depending on what you can think of to put in.
3. Fill the container halfway with water. Mark the water level. You could use a piece of tape instead of a pen or marker.
4. Drop in something waterproof and big enough to change the water level. Mark the new water level.
5. Measure the difference between the two water marks. This is your height. Measure the width and length of your container. (You'll need the diameter for a cylinder.)
6. Find the volume of the **displaced** water, length times width times height. This is the volume of the object.
7. Draw a diagram of the experiment. Label it "Finding Volume by Water Displacement."
8. Read this story.

Computer

1. Find a website in your browser's history that you went to yesterday for school. Find and click on "history" on the browser you are using. Find yesterday. Find a website.

Day 13*

Math*

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?
2. *Complete this worksheet on expanded form and standard form.

Reading

1. Write **clad**, **array** (lesson 32), **scarlet** (lesson 34), **revere** (lesson 35), **torment** (lesson 36) in your notebook.
2. Read lessons 32 - 36.
3. deign means to stoop to a level lower than your station, hallow means to honor or respect greatly, transgressions are sins, revere is like hallow, plumage means feathers
4. Write definitions of the words you wrote in your notebook.

Vocabulary

1. Fill in the crossword puzzle with the bold words from days 1 -10.

Day 14*

Math*

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. *Print pages 11-14, 16, 18, and 21 of this place value packet.
3. Cut out the number boxes on Student Resource 1. Read each number out loud. Put two boxes together and then read what that number would be. Have someone who knows their big numbers check you.
4. Write down seven of the numbers in the boxes in the spaces on left on the Student Resources 2 page.
5. Just for fun. Make REALLY BIG NUMBERS.

Reading

1. Write **crevices, prowl** (lesson 37) in your notebook.
2. chandelier, pendulum, lowing is the sound cows make, lance is the long spear thing a knight uses, sheaves are bundles of cut grain
3. Read lessons 37 – 40 (in Roman Numerals L means 50)
4. Write what you think each word means.
5. Look of the definitions and write the correct definitions in your notebook.

Spelling

1. Try the spelling bee.

Grammar

1. Play at Grammaropolis. Make sure you read about action verbs in the character section.
2. Write “Verbs” at the top of a page in your English notebook.
3. Remember, an action verb tells us what something is doing.
4. Now on that page write 10 verbs that are happening in your house right now. (Hint: thinking is probably one of them)

Computer

1. **Toolbars** are the menus at the top of your browser. They give you quick access to different features. The two most common and useful toolbars are the navigation toolbar, which allows you to move around the internet, and the bookmark toolbar, which shows the websites you visit most.
2. The navigation toolbar has a forward button as well as a back button. These are the arrow buttons let you go back and forth between websites.
3. To add a bookmark to your bookmark toolbar you can click and drag the little icon (mini picture) next to the website’s address down to the bookmark tool bar and let go and drop it there. You can then right click on the icon and choose properties. You can shorten or erase the name of the website so that you can fit more bookmarks on the toolbar. Bookmarks that don’t fit can be found probably by clicking an arrow at the end of the line of bookmarks. Try and add this page to your bookmark toolbar or if your family doesn’t use a bookmark toolbar, bookmark it in another way (ask your parents or an older sibling.)

Day 15

Math

1. Do the timed addition facts.
2. On your student resource 2 worksheet that you used on Day 14, fill in the middle with the expanded form and the lines on the right with the number written in words. You can use student resource 8 to help you spell the words.

Reading

1. Read lessons 41 – 45

Write

1. What form, or rhyme scheme, is lesson 43’s poem in? (Answer)
2. How many syllables are in each line? (Answer)
3. Write a poem with two stanzas following the same format.

Day 16

Math

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?
2. Watch this lesson place value.
3. Say the numbers out loud when it asks you to read the numbers.

Reading

1. Read lessons 46 – 50
2. Choose three words you don't know from the definition boxes in your reading and copy them and their definitions into your notebook.

Vocabulary

1. Do this game with some of your words from last week.

Day 17

Math

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Cut out the numbers on student resource 3. (Printed on Day 14)
3. Put them together to make big numbers. Say each number you make.
4. Write down two of the numbers you makes. Write them in standard, expanded and written form (with words).

Reading

1. Read lessons 51 – 56
2. Choose three words you don't know from the definition boxes in your reading and copy them and their definitions into your notebook.

Writing

1. Write a poem in any form you like. (Doesn't even have to rhyme if you don't want.) Use at least one word from your vocabulary in your notebook.

Computer

1. Sometimes when you are wanting to put a program on your computer, they will ask you if you want to download a toolbar as well. You most likely DO NOT! Don't let companies force their toolbar on you. They want you to use their toolbar so you use their companies so they'll get more money.
2. If you have too many toolbars, they can use up too much space. You can get rid of toolbars in two ways. You can click on "view" in your browser's menu and then on toolbars. Uncheck whatever toolbar you don't want to see.
3. To permanently get rid of a toolbar, you can "uninstall" it by going to your "control panel" and clicking on "uninstall programs", finding the toolbar on the list and uninstalling. You should not install or uninstall without your parents' permission. You can ask your parents if you can try uninstalling something. Chances are there is something on your computer not wanted or needed.

Day 18

Math

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?

2. Complete student resource 4. You are just telling what the number's place value is. (Printed on Day 14)
 - o 47, 531 The answer would be thousands.

Reading

1. Read lessons 57 – 60
2. Choose two vocabulary words from the boxes and write them and their definitions in your notebook.
3. Write in your notebook the moral, or lesson, from each of your readings today. Label each one with the lesson number.

Spelling

1. Try and unscramble the words.

Vocabulary

1. Play this game again with last week's words.

Day 19

Math

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Complete student resource 6 and write the bigger numbers in expanded form. (Printed on Day 14)

Reading

1. Read lessons 61 – 64.
2. Choose two vocabulary words from the boxes and write them and their definitions in your notebook. (or you can draw a picture of what it is)

Grammar

1. Write linking verbs at the top of a page in your notebook. Now write under the title, "am, is, are, was, were, will, be, has been, had been, have been, become, became." You can memorize this list by singing it to any tune. Try "Twinkle, Twinkle Little Star" if you can't think of your own tune.
2. Here's a little online verb quiz.

Computer

1. You may be familiar with the term "apps." Apps is short for applications which just means something on your computer that performs some function. Ask your parents if you can create a homepage that you can fill with apps. Google lets you add personalized apps to a homepage with different tabs. If you have a Google account, you can have a Google homepage. If your family already uses it, you can ask to create a tab with your name on it where you can put on applications that you are interested in.
2. Only use applications recommended by websites you trust. Don't download anything without permission!
3. To get started go to igoogle.com. Login if you have an account. Click on "add gadgets."

Day 20

Math

1. Do the timed subtraction facts.
2. Complete student resource 10. (Printed on Day 14)

Reading

1. Read lessons 65 – 69.

Write

1. Go back to lesson 61 and write down the rhyme scheme of the poem, *Little Gustava*. (Answer)
2. About how many syllables are in each line?
3. How does each stanza end?
4. Write your own poem in this form with at least three stanzas. You'll have to first come up with a closing phrase to end each stanza with. If you need inspiration for your starting point, then take a look at your spelling list and use one of those words.

Day 21

Math

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?
2. Get out your math notebook. Write Day 21. You are going to be doing mental math, math in your head. You are only to write the answers. Do not write the questions. I will read the questions to you. You will write your answers underneath Day 21. If you get stuck and haven't answered when I start the next question, pay attention to what I'm saying and just move onto the next question.
3. Watch this presentation. Follow the directions. Learn about mental math.
4. Check your Mental Math Answers, 4-1.

Reading

1. Read this summary of *Swiss Family Robinson*.
2. The Swiss Family Robinson follows a close family who has found themselves stranded on an island after a shipwreck. The story is told from the point of view of the father. The religious family is made up of their intelligent and resourceful father, a kind and caring mother, and their four sons named Fritz, Ernest, Jack, and Franz. Fritz is the eldest son, 15-years-old when the family lands on the island, and he is often tough on his brothers despite his good intentions. Ernest is the second oldest, and he is intelligent and well-formed though indolent. Jack is the third oldest son. He is bold, but often thoughtless. Last is Franz, the youngest son, nearly 8-years-old when the family first is stranded. The story begins with the family's good fortune when they survive a shipwreck in a terrible storm. They find themselves stuck on a ship, after being abandoned by their shipmates, but not too far from shore. Luckily, the family discovers many supplies on the ship including clothing, tools, fish hooks, guns and gun powder, and various useful animals. They find even more treasures on the endlessly fruitful island and continue to prosper and make new and exciting discoveries for years. The boys eventually grow into men and embark on adventures and learn from each other and the land, when one day the family finds a mysterious message tied to an albatross's leg. The message gives them a way back to civilization from friendly strangers, and finally leads the family members to make the hardest decisions of their lives. Who will stay on the island they have made their home, and which of them will make the difficult decision to leave the island and their

family forever? (from <http://www.childrensnursery.org.uk/swiss-family-robinson/swiss-family-robinson.html>)

3. Look at this picture of the book. What do you think is happening? Write it in your reading notebook. Put at the top of the page the title of the book, the author and today's date.

English

1. Make a list of ten of your vocabulary words in alphabetical order. Use two words each that start with a, r, d, p and c. Remember that if the first letters are the same, then compare the second letter in each word and so on.

Vocabulary

1. Play this vocabulary game.

Computer

1. Today your task is to change the spacing your document. Fill a page with jibberish.
2. Find spacing and change the numbers and see what happens.
3. Change the spacing between paragraphs.
4. Make one part of your page single space and one part double spaced.

Day 22

Math

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Get out your math notebook. Write Day 22. This is the label for your answers. Write your answers underneath.
3. Watch this presentation. Follow the directions. Learn about mental math.
4. Check your Mental Math Answers, 4-2.

Reading

1. Read Swiss Family Robinson chapter 1. (If you can't get that online book to work, here's another version.) Here is the audio of chapter 1 if you want to listen while you read along. (The story starts with them on a boat in the middle of a big storm. The word he uses for storm is "tempest." That's a really bad storm.)
2. As you read, write down any words you don't understand or want to know what it is.
3. Copy a sentence that describes a thing. Write it in your reading notebook.
4. What is "she" referring to in this sentence? "As all hope from this direction was over, I examined the ship to see if she would hold together for a little while, and was reassured."
5. Who is narrating this story? (Who is I?)

Writing

1. Write about your first day stranded on an island.

Computer

1. Create a new document in your word processing program. Save it into a folder with your name on it. Insert an image and a text box. Change the color of the inside of the text box. Write in it. Then change the font style, color and size. Save! (This should be review for you.)

Day 23

Math

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?

2. Get out your math notebook. Write Day 23. This is the label for your answers. Write your answers underneath.
3. Watch this presentation. Follow the directions. Learn about mental math.
4. Check your Mental Math Answers, 4–3.

Reading

1. Read Swiss Family Robinson chapter 2 (page 19 in the navigation). Audio for chapter 2 Another version
2. As you read, if there are any words you don't understand, write them in your notebook.
3. Look up the words you want to know and write their definitions in your notebook.
4. List the four boys and write a word to describe each one.
5. What's the first thing they do when they get on the beach? (Answer)

Day 24

Math

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Get out your math notebook. Write Day 24. This is the label for your answers. Write your answers underneath.
3. Watch this presentation. Follow the directions. Learn about mental math.
4. Check your Mental Math Answers, 4–4.

Reading

1. Read Swiss Family Robinson chapter 3 (page 31). Audio for chapter 3 Another version
2. Copy a sentence in your notebook that contains a word you don't know. What do you think it means from the context?
3. Look up the meaning of the word. Were you right? Write the word and definition in your notebook.
4. What are some of the foods they find?

Grammar

1. Write in your notebook 10 nouns from your reading. Make sure you list people, places and things. Also, write 5 action verbs and 5 linking verbs from your reading.

Computer

1. Today I want you to play with margins. Margins are the space around the edge of your paper. The default setting is 1 inch. Default means that it automatically chooses that for you. You don't have to set anything, but sometimes you want a smaller margin to fit in more. Margins are very important in books. If there weren't an inner margin big enough the words would get swallowed up down the seam of the book in the middle. Margins help us read by giving us "white space." Our eyes would have trouble reading a page that was just all words with no extra space. Unless you have a reason to, leave the margins set to the default.
2. Type a paragraph of jibberish onto a blank document in your word processing program. Find the margin setting on your word processing program and change the different settings. Watch how the text changes.

Day 25*

Math*

1. *Print page 1 of this mental math worksheet. Remember, you are supposed to solve them in your head!
 - Breaking apart means expanded form. $346 = 300 + 40 + 6$
 - Compensation means rounding. 38 is near 40; remember to take 2 off of the answer.
2. Use the link to check your answers when you are finished.

Reading

1. Read chapter 4 of The Swiss Family Robinson. (page 43) Audio of chapter 4 Another version
2. "If the Lord will, He can save us even from this fearful peril; if not, let us calmly yield our lives into His hand, and think of the joy and blessedness of finding ourselves forever and ever united in that happy home above." What does this quote by Father tell us about what their family believes?

Writing

1. Write a how-to survival guide. Pick one survival skill-building a shelter, cooking dandelions, making a fire, anything you can think of that might be helpful. Write a how-to. Write an introduction sentence telling us what you are going to teach us. Then write in numbered steps what you need to do. Write every little step. (example: 1. Look for dandelions that are already flowering.) Write as many steps as you can. Write a concluding sentence.

Day 26*

Math*

1. Do the timed addition facts.
2. Mental Math Time!
3. Check your Mental Math Answers, 4-5.
4. Watch this presentation on multiplying bigger numbers.
5. *Print out page 1. Complete the multiplication worksheet.
6. You can look at the presentation again if you need another reminder.
7. Check your answers when you are done. Make sure you understand your mistakes.

Reading

1. Read chapter 5 Swiss Family Robinson (page 50). Audio of chapter 5 Another version
2. Read chapter 6 as well. Audio of chapter 6
3. Look at the second page of this pdf. It is about reading strategies. If you are stuck, stop, go back to where you understood. Try again. Make a mental picture of what's happening. Sound out unfamiliar words...Use these suggestions to make sure you are following the book.

English

1. Read this page about the different sentence types.
2. Copy from your book an imperative sentence.

Day 27

Math

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Mental Math Time!

3. Check your Mental Math Answers, 4–6.
4. You are going to watch two videos with multiplication problems. Copy down each problem and write down the solution along with the video.
5. Watch this video on multiplying.
6. Watch this video on multiplying. Make sure you write down each problem and solve all the steps along with the video.

Reading

1. Read chapter 7 Swiss Family Robinson (page 58) Audio of chapter 7 Another version
2. Read chapter 8. Audio of chapter 8
3. Find a word you don't know in your reading. Look it up. Use it in one of your writing sentences (below).

Writing

1. Write two declarative sentences, two interrogatory sentences, two exclamatory sentences and two imperative sentences.

Computer

1. Today you are going to change the page layout. Find page layout on your word processing program. What are the two options?
2. Click on each one and watch the page turn. (Why don't you see if you can "view" the page smaller or "zoom in" so you can see the whole page at once.)
3. Now fill two pages with jibberish. Your task is to turn one page sideways and one page up and down. Can you do it? Use the help sections and online if you must. There is usually an option somewhere that lets you do things for "this section only" or "from this point on." See what you can figure out.

Day 28*

Math*

1. Do the timed subtraction facts.
2. Mental Math Time!
3. Check your Mental Math Answers, 4–7.
4. Are you ready to try some on your own?
5. *Print page 1. Complete the worksheet, multiplication double digits.
6. Check your answers. Understand your mistakes.

Reading

1. Read chapter 9 Swiss Family Robinson (page 70) Audio of chapter 9 Another version
2. Read chapter 10. Audio of chapter 10

Vocabulary

1. Copy the first sentence of the fourth paragraph on page 60 (page 70 in the navigation box). The sentence starts with "Finally." What does "**convey**" mean in this sentence? Look up the word and write two definitions for this word in your notebook.

Day 29*

Math*

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Mental Math Time!

3. Check your Mental Math Answers, 4–8.
4. *Print page 1. Complete the worksheet, multiplication double digits.
5. Check your answers. Fix your mistakes.

Reading

1. Read chapters 11 and 12 of Swiss Family Robinson (page 80) Audio of chapters 11 and 12 Another version

Grammar

1. *Print out this worksheet on common and proper nouns and read and follow the directions. Check over your work by making sure none of the common nouns have a capital letter and all of the proper nouns do.
2. Click here. (Remember not to click on anything else.)

Day 30

Math

1. Play the place value game.
2. Play this rounding game. I suggest muting the music.
3. Can you do level 3 at the expert level? Count the money.

Reading

1. Read chapters 13 and 14 of Swiss Family Robinson (page 90) Audio of chapters 13 and 14 Another version

Writing

1. Write a short story about being alone (on an island, in the woods, wherever) but use at least one of each type of sentence (day 26 if you need a reminder).

Day 31

Math

1. Do the timed addition facts.
2. Mental Math Time!
3. Check your Mental Math Answers, 4–9.
4. Follow the directions to survey the students and tally up the results. Turn the results into graphs.
5. Make a survey of people or things in your house. You can ask everyone at your home a question and tally the results or you could count things like doors, apples, etc. and tally the numbers. Make a graph. Print it if you can. Make sure you include all of the labels.

Reading

1. Read chapters 15 and 16 Swiss Family Robinson (page 99) Audio of chapters 15 and 16 Another version
2. Write a one sentence summary of these chapters. In one sentence tell what happened in each chapter, the main idea/event of the chapter.
3. Copy a sentence from your reading.

Day 32

Math

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?
2. Mental Math Time!

3. Check your Mental Math Answers, 4–10.
4. Play this game to practice making and reading different types of charts. Pay attention to the directions. When I did it, at one point it didn't automatically move me onto the next activity, so I clicked on it using the line along the bottom of the activity.

Reading

1. Read chapters 17 and 18 Swiss Family Robinson (page 105) Audio of chapter 17 and 18 Another version

Writing

1. Write about your first day stranded on an island.

Computer

1. Before starting programming, your main computer lesson for the year, you are going to spend a couple of weeks doing logic puzzles. This skill will come in handy when you do programming.
2. Look at this logic puzzle.
 - Draw this grid chart on a piece of paper.
 - The first clue is Bob's pet can't fly. So you put your pencil on Bob and slide over to the box under bird. Put an X in that box because birds fly and Bob's pet doesn't. So we know that Bob's pet isn't a bird.
 - The next clue is Cal and Deb both have pets with hair. So you can put an X in the bird and fish box for both of them because those animals don't have hair. Their pets do have hair so they can't have fish and birds as pets.
 - The last clue is that Deb's pet doesn't bark. Dog's bark so her pet is not a dog. Put an X in Deb's dog box. That leaves only one box empty, the cat. Put a check mark or a "yes" in Deb's cat box. That means that no one else has a cat. Put an X in everyone else's cat box.
 - That leaves one box empty for Cal. Put a check mark or "yes" in Cal's dog box. That means no one else has a dog. Put an X in everyone else's dog box. That leaves only one empty for Bob. What animal does Bob have? Finish the puzzle.

Day 33

Math

1. Do the timed subtraction facts.
2. Mental Math Time!
3. Check your Mental Math Answers, 4–11.
4. Read about different types of frequency diagrams. Keep clicking on next.
5. Take the quiz.

Reading

1. Read chapter 19 Swiss Family Robinson (page 110) Audio of chapter 19 Another version
2. Write a one sentence summary of the chapter.

English

1. What's the main idea of these paragraphs?

Click on what year you are studying: Year 1 Year 2 Year 3 Year 4

Day 34

Math

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4–12.
4. Click on Step-by-Step to learn about double line graphs. Make sure you do all of the parts. Click on show me, next and each of the tabs.
5. Go back to the same page and click on test yourself.

Reading

1. Read chapters 20 and 21 Swiss Family Robinson (page 118) [Audio of chapter 20](#) [Audio of chapter 21](#) [Another version](#)
2. Write a one sentence summary of the chapter.

English

1. Find the main idea of each paragraph.

Computer

1. Do this logic puzzle. (draw the grid or print out)

Day 35

Math

1. Play Best Friend Math. Click on counting money. Use paper if you need to, but try and figure out the answers in your head. How many friends did you make?
2. Try Time Balloons. Choose five minutes. The clocks don't have numbers on them. But you can count the lines and even just picture a clock in your head. Where is the 3, 6, 9 and 12?

Reading

1. Read chapters 22 and 23 Swiss Family Robinson (page 132) [Audio of chapter 22](#) [Audio of chapter 23](#) [Another version](#)

Writing

1. Franz sees something floating toward the island. It can be ANYTHING. Start with Franz seeing it. What is it and how does it change life on the island forever?

Day 36

Math

1. Do the timed addition facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4–13.
4. Read this lesson on multiplying with hundreds and watch the *first* video.
5. *Complete the first two lines of this worksheet on multiplying with hundreds.
6. When you are done, check your answers. Redo any problems you got wrong. (Come on. I let you skip a line! At least you can make sure you can do them all correctly.)

Reading

1. Read chapter 24 Swiss Family Robinson (page 142) [Audio of chapter 24](#) [Another version](#)

Vocabulary

1. Read the vocabulary words and do the online exercise (scroll down and click on start).

Day 37

Math

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4–14.
4. Read this lesson on multiplying with hundreds and watch the *second* video.
5. Click on the questions at the bottom and answer all ten.

Reading

1. Read chapter 25 Swiss Family Robinson (page 152) Audio of chapter 25 Another version

Writing

1. Write a short story. You are on the shore (decide if you are on a desert island or not) and a bottle washes up with a message inside. What does the message say?

Computer

1. Do this logic puzzle. (draw the grid or print out)

Day 38*

Math

1. Do the timed subtraction facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4–15.
4. *Complete the first two lines of this worksheet on multiplying hundreds. You will do eight problems today and eight tomorrow. Hold onto your worksheet.
5. Check your answers.
6. Fix your mistakes.

Reading

1. Read chapters 26 and 27 Swiss Family Robinson (page 161) Audio of chapter 26 Audio of chapter 27 Another version
2. Tell someone about what is happening in the book.
3. What do you think is going to happen next? in the end of the book?

Spelling

1. Do the word search.

Day 39

Math

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4–16.
4. Finish your worksheet from yesterday.
5. Check your answers.
6. Fix your mistakes.
7. Give this worksheet to a parent to put in your portfolio.

Reading

1. Read chapters 28 and 29 Swiss Family Robinson (page 173) Audio of chapter 28 Audio of chapter 29 Another version

English*

1. *Read the story and answer the questions. Print out page 2. You can read the story online or print it out. You can check your answers by clicking the link after you are done.

Computer

1. Do this logic puzzle. (draw the grid or print out)

Day 40

Math

1. Try this activity to review using data.
2. Play the rounding cannon game.
3. Find the standard form of the numbers in expanded notation.

Reading

1. Read chapters 30 and 31 Swiss Family Robinson (page 189) Audio of chapters 30 and 31 Another version
2. Copy the best sentence from your reading today—the most interesting, the funniest, the most descriptive, the most exciting.

Writing

1. Pretend you are on the Island with the Robinson family. Write a dialog between you and someone on the island. Just write dialog, you talking back and forth with any character from the book. Put quotation marks around anything that is being said. "I'm talking to you," I said.

Day 41*

Math*

1. Do the timed addition facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4–17.
4. How would you add $16 + 7$ in your head? You could add $6 + 7 + 10$.
5. *Complete the worksheet, Multiplying practice 1.
6. Check your answers. Fix your mistakes.

Reading

1. Read chapters 32 and the postscript by the editor Swiss Family Robinson (page 197) Audio of chapter 32 Another version
2. What happens in the postscript? Did it really happen? Do you think they will leave or stay?

Vocabulary

1. Read the vocab list and complete the exercise (scroll down and click on start.)

Day 42*

Math*

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4–18.

4. How would you add $88 + 8$ in your head? You could add $8 + 8 + 80$. Or, you could add $88 + 2 + 6$.
5. *Complete the worksheet, multiplying practice 2.
6. Check your answers. Fix your mistakes.

Reading

1. Read chapter 33 of Swiss Family Robinson (211) Audio of chapter 33 Another version
2. Copy the best sentence.

Writing

1. Pretend you are on a stranded island and someone has found you (like in the book). Write a dialog between you and the person. Would you consider staying? What would you ask about? for?

Computer

1. Do this logic puzzle. (draw the grid or print out)

Day 43*

Math*

1. Do the timed subtraction facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4-19.
4. How would you subtract $20 - 3$ in your head. You could count down from 20. Or, you could think $10 + 10 - 3$.
5. *Complete the worksheet, multiplying practice 3.
6. Check your answers. Fix your mistakes.

Reading

1. Read chapter 34 of Swiss Family Robinson (219) Audio of chapter 34 Another version
2. Copy a sentence with a word you don't know in it. Underline the word.
3. Look up the definition and write it under the sentence.

Spelling

1. Be in the spelling bee. If the spelling bee is too hard, try the challenge and choose easy.

Day 44*

Math*

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4-20.
4. *Complete the worksheet, multiplying practice 4.
5. Check your answers. Fix your mistakes.

Reading

1. Read chapters 35 and 36 of Swiss Family Robinson (227) Audio of chapter 35 Audio of chapter 36 Another version
2. Copy the best sentence-funniest, most interesting, most descriptive, most exciting...

Grammar

1. Here's where you put your punctuation when you write a dialog. The **quotation marks** go around what is being said. "I'm telling you to come here." NOTICE! The quotation marks

go around the period, comma, exclamation point or question mark. That other punctuation mark goes inside the quotation because it's part of how the person is saying it.

2. Here's the tricky part. "Come here," I said. Even though "come here" is a sentence. I didn't put a period there. I used a comma. If you were to tell someone about this, you would say, "She said come here." You would say it all as one sentence right? The "I said" part is part of the sentence, it tells us about what's being said.

3. Review examples:

- "Let's have dinner this weekend." (End punctuation inside quotation marks)
- "Let's have dinner this weekend," I said to her. (Comma instead of period and inside quotation marks)
- I said, "Let's have dinner." (Comma after said — not inside quotation marks)

1. You can do it! Put the dialog punctuation in its place. Look at the lesson and click on "Exercise."

Computer

1. You are going to start learning computer programming by using a program called Scratch.
2. Take a look at these Scratch projects. You will learn to make things like these (and much better). [one](#) [two](#) [three](#) [four](#)
3. Take a look at Scratch. Read over the getting started guide.

Day 45*

Math*

1. *Do *only the first two lines* of this worksheet, Estimation with Multiplication. You are going to estimate the solution by rounding the top number to the nearest hundred and the bottom number to the nearest ten. Then you multiply the first digits together. Write down that number. Then you count up how many zeros are in the problem and write them in the answer. Here's an example:
 - $458 \times 34 = 500 \times 30 = 15,000$
 - In America we put a comma after every three digits, starting on the far right with the ones. They don't do that everywhere. I remember being confused when I was first living in Macedonia because in numbers they use decimal points for commas and commas for decimal points.
2. Then estimate this problem with rounding: $5,678 \times 504$. Round to the nearest thousand for the first number and to the nearest hundred for the second number.
3. Check your answers, answers. Fix your mistakes.
4. Hold onto your worksheet.

Reading

1. Read chapter 37 of Swiss Family Robinson (237) Audio of chapter 37 [Another version](#)
2. Tell someone about what is happening in the book.

Writing

1. Write a comic strip.

Day 46

Math

1. Do the timed addition facts.
2. Mental Math Time!
3. Check your Mental Math Answers, 4–21.
4. You are going to work on the last line of your worksheet from Day 45.
5. Solve the equations by multiplying.
6. Then estimate each answer by rounding the top number to the nearest hundred and the bottom number to the nearest ten.
7. Next, find the difference between the actual and the estimated answers.
8. Check you answers, Estimation with Multiplication Answers. Find your mistakes.

Reading

1. Read chapter 38 of Swiss Family Robinson (244) Audio of chapter 38 Another version
2. Copy a sentence with a word you don't know. Underline the word.
3. Look up the definition and write it under the sentence.

Writing

1. Choose someone you are learning about in history to write a biography about. Write down ten facts about that person.

Day 47

Math

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4–22.
4. Read about solving word problems and then solve the problems.
5. Multiply and add to find the right amount.

Reading

1. Read chapter 39 of Swiss Family Robinson (252) Audio of chapter 39 Another version
2. Copy the best descriptive sentence. Label it in your notebook with the book title and page number.

Writing

1. Write a comedy dialog between two people stranded on an island. It should have at least three lines for each person.

Computer

1. Today on Scratch open up your project and create different backgrounds. Try drawing, importing and choosing. Save them all.

Day 48*

Math

1. Do the timed subtraction facts.
2. Mental Math Time!
3. Check your Mental Math Answers, 4–23.
4. Solve the multiplication and division word problems.
5. Solve the word problems. Do five problems.

Reading

1. Read chapter 40 of Swiss Family Robinson (260) Audio of chapter 40 Another version
2. Tell someone about what happened in this chapter.

Writing*

1. Organize your facts for your biography into these categories: who, what, where, when, why/how. Here's how to do it.
2. Print out three hamburgers. At the top on the name blank write "who/what" on one page, "where/when" on one page, and why/how on the third page. Number the pages 1, 2, 3.
3. Next to each fact write 1, 2, or 3 depending on what page the fact belongs on. Is it a when fact? Then write a 2 next to it, etc.

Day 49

Math

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4-24.
4. Solve the word problems. Do ten problems.

Reading

1. Read chapter 41 of Swiss Family Robinson (269) Audio of chapter 41 Another version

Grammar

1. Play this dialog punctuation game. Click on really hard.
2. Look over the dialog you wrote the other day and your punctuation rules from last week. Do you need to make any corrections?

Computer

1. Choose a sprite. Now for each sprite you write a "script" of what it will do. Today you will use the blue scripts. They move the sprite. First try and make your sprite walk back and forth across the screen. Then you can experiment with other things if you like.

Day 50

Math

1. Practice all operations build a bug.
2. Solve the word problems. Make sure you write the label on your answer, 12 apples, \$4.50, 6 children, etc.

Reading

1. Read chapter 42 of Swiss Family Robinson (275) Audio of chapter 42 Another version
2. Tell someone about what happened in this chapter.

Writing

1. Write a story/dialog online.

Day 51

Math

1. Let's start with a simple review.
2. In the review it pointed out that one half, $1/2$, is the same as two fourths, $2/4$. What else is it the same as? If you had a pizza with 8 slices and you ate half, how many slices did you eat? 4! Four is half of eight. One way to read fractions is 4 out of 8.

3. These are all the same amount.
 - one half
 - five tenths
 - five out of ten
 - 0.5
 - 50%
4. $1/2$, $2/4$, $3/6$, $4/8$, $5/10$ are called **equivalent fractions**. Equivalent means equal. Those fractions are all one half. The top number is half of the bottom number. The **denominator** is two times the **numerator**.
5. When we change an **equivalent fraction** to its lowest terms, it's called **simplifying or reducing** the fraction. That just means we take $5/10$ (five tenths) and call it $1/2$ (one half). If you ate 5 of the the 10 cookies, you ate one half of them. $5/10$ and $1/2$ are the *same amount*.
6. One way to find an **equivalent fraction** is to multiply or divide the top and bottom numbers (the **numerator** and the **denominator**) by the same amount. Watch this presentation.
7. Hang the monkeys on the line. Sometimes they will match what is on the number line. Sometimes you will have to hang the monkey on an **equivalent fraction**, one that equals the same amount but is written with different numbers.

Reading

1. Read chapter 43 of *Swiss Family Robinson*. (283) Audio for chapter 43 Another version
2. Tell someone what happened in this chapter

Writing

1. Fill in your "who/what" hamburger. Your hamburger is your paragraph. All of your details or facts will tell about your main idea. Your closing sentence should answer the question, "so what?" Why did you just tell them all those facts? Here's an example.
2. main idea: George Washington was a leader in many ways.
3. detail #1: He was general of the troops in America during the American Revolution.
4. detail #2: He led congress' delegates in forming the Constitution.
5. detail #3: He became the first president to serve America under the Constitution.
6. closing sentence: He was successful no matter what hat he was wearing.

Day 52

Math

1. Match the fractions with the pictures.
2. Match the equivalent fractions. (Hint: multiply the numerators and denominators by 2.)

Reading

1. Read chapter 44 of *Swiss Family Robinson* (293) Audio for chapter 44 Another version
2. You might want to use the audio this time if you don't normally because there are two pages missing from the book.
3. Copy a sentence with a word you don't know in it.
4. Look up the definition and write it underneath the sentence.

Writing

1. Write for fifteen minutes. Here are some questions to get you started thinking about what to write.

Computer

1. Keep using blue scripts. Make your sprite walk in a circle, turning its body as it goes.

Day 53

Math

1. Compare the fractions. You compare them by looking at their numerators.
2. Which fraction is the largest amount?
 - $1/2$ is greater than $2/5$ because...
 - $1/2$ equals $5/10$ (multiply top and bottom by 5)
 - $2/5$ equals $4/10$ (multiply top and bottom by 2)
 - $5 > 4$

Reading

1. Read chapters 45 and 46 of *Swiss Family Robinson* (307) Audio for chapters 45 and 46 Another version
2. Tell someone what happens in the chapter.

Writing

1. Fill in the where/when hamburger.
2. Remember that all of your details (facts) need to be about your main idea. Your closing statement should answer the question, "so what?"
3. Example with the main idea and closing statement in bold: **Whenever and wherever his country ask him to be, that's where Washington could be found.** He was born in Mount Vernon, Virginia. He returned there to live after serving as general during the Revolution from 1775 until 1781. He wanted to retire then and there, but he moved to Philadelphia to live when he was unanimously voted president of the United States. **He was a true example of what a politician is meant to be, a servant of the people.**

Day 54*

Math

1. *Print pages 9–18 of these adding and subtracting fractions worksheets.
2. Read pages A9.7 and do page A9.8.

Reading

1. Read chapter 47 of *Swiss Family Robinson* (317) Audio for chapter 47 Another version
2. Copy a sentence that transitions. (Finally...The next day...)

Grammar

1. Print out PAGE 8 ONLY. Cut into pieces. (M is going to use this too.)
2. Arrange into different dialogs.
3. Go to day 44 to review the rules of dialog punctuation and capitalization.

Computer

1. Try any blue scripts you haven't tried yet. Make sure you know how each moves the character.

Day 55

Math

1. Read about proper fractions and do the questions.

Reading

1. Read chapter 48 of *Swiss Family Robinson* (325) Audio for chapter 48 Another version
2. Copy a sentence that transitions. (Next...The following morning...)

Writing

1. Fill in the why/how hamburger.
2. Remember that all of your details (facts) need to be about your main idea. Your closing statement should answer the question, "so what?"
3. Example with the main idea and closing statement in bold: **Washington was a natural leader because he was a man people respected and trusted.** There is a famous story about Washington cutting down his father's cherry tree. When questioned, Washington confesses saying, "I cannot tell a lie." While this story may be make believe, it shows what people believed about Washington. People, including his troops and members of congress, found him completely trustworthy, making it easy to respect him. **This ability to win people's trust and respect made him a great leader.**

Day 56

Math

1. Read about improper fractions and do the questions.

Reading

1. Read chapter 49 of *Swiss Family Robinson* (330) Audio for chapter 49 Another version
2. Copy a sentence that transitions. (Next...The following morning...)

Writing

1. Read about writing an opening sentence.
2. You are going to write an introduction about your biography. This paragraph can be shorter than the other you have written. It needs to be at least three sentences long.
3. This time instead of the first sentence being your main idea, the **last sentence** is going to be your main idea. It will tell the main idea of your biography. It should be as specific as is possible.
4. Your first sentence should be interesting. It should make people want to read your biography. An easy way to get people interested is by asking them a question.
5. Here's an example.
6. opening sentence: Ever wonder what makes someone great?
7. middle (no details yet): History has many greats. One man in particular was a great leader at an important time in America's history.
8. main idea of the whole biography (called the **thesis**): George Washington was a great leader when America needed one.

Day 57

Math

1. Read about mixed numbers or mixed fractions and do the questions.

Reading

1. Read chapter 50 of *Swiss Family Robinson* (336) Audio for chapter 50 Another version
2. Copy a sentence that transitions.

Writing

1. Write an account of your day yesterday. Include a sound word in every sentence. creak, crash, burp, slurp, tweet, trickle, bump, shuffle, buzz, whoosh...

Computer

1. Today use the pink sound scripts. Make it play a song—or a made up song.

Day 58

Math

1. Do pages 9 and 10 of the fraction worksheets (from Day 54).

Reading

1. Read chapter 51 of *Swiss Family Robinson* (346) Audio for chapter 51 Another version
2. Copy a sentence that transitions (most likely the first sentence in a paragraph).

Writing

1. Write a conclusion paragraph for your biography.
2. This time the first sentence should tell your main idea again.
3. Like your introduction, there should be at least three sentences.
4. The last sentence should include the word “I.” Tell what you think or feel about the person. Answer the “so what” question. Tell why you wrote the essay.
5. Here is my example.
6. main idea (in different words, not the same exact sentence): George Washington was a great leader when America was struggling to be independent and to stand on its own.
7. middle (no new details): He united his troops as general and the country as president by commanding their respect.
8. closing sentence: I think God put George Washington in the right place at the right time, just who America needed in order to become the United States of America.

Day 59

Math

1. Read page 11 and do page 12 of the fraction worksheets (from Day 54).

Reading

1. Read chapter 52 of *Swiss Family Robinson* (352) Audio for chapter 52 Another version
2. Copy a sentence that transitions.

Grammar

1. Play this noun game.
2. Play this verb game.
3. Play this idioms game.

Computer

1. Today record your voice and make it play back. Make it play different noises. Test out all the noises it can make.

Day 60

Math

1. Do pages 15 and 16 of the fraction worksheets (from Day 54).

Reading

1. Read chapter 53 of *Swiss Family Robinson* (370) Audio for chapter 53 Another version

2. Copy a sentence that transitions.
3. Tell someone what happened in the chapter today.

Writing

1. Write a letter to your mother, but write as someone from the time period you are studying. If you have to write your letter in hieroglyphics, so be it. 😊

Day 61* (Materials: yarn and file folder or poster board or some other strong paper, see picture)

Math*

1. Read about long division. *Don't* do the questions.
2. *Print out this long division lapbook. You don't need to print the first and last pages. The directions are on the first page. A picture of how it will look is on the last page. Take a look at the picture.
3. Today you can cut out the quotient, dividend and divisor piece as well as the long, skinny rectangle with the steps of long division. Attach the pieces to whatever you are using for your lapbook.

Reading

1. Read chapter 54 of *Swiss Family Robinson* (383) Audio for chapter 54 Another version
2. Who is story teller now? Who is "I?"

Writing

1. Take your five paragraphs and put them together. This is called a **five-paragraph essay**.
2. Read this page about paragraphs in non-fiction writing. (Remember that non-fiction is about real things as opposed to fiction which is made up stories.)
3. Make sure all of your paragraphs flow together into one essay. Try and make connections. Look at the list of connecting words and use some of them to help connect the paragraphs to each other. You can also say things like, "While he was a great leader during times of war, he was also a great leader in times of peace."

Day 62

Math

1. Read about long division.
2. Today cut out and fill in the individual steps pieces. Attach them to your lapbook.

Reading

1. Read chapter 55 of *Swiss Family Robinson* (393) Audio for chapter 55 Another version

Writing

1. Read your biography out loud. Make a note of spots you stumble over or that sound weird. Go back and change those spots.
2. Read your biography out loud again. Did it sound smoother? Fix any more spots that just don't sound right.

Vocabulary

1. Play this vocabulary review game.

Computer

1. Try all the sound scripts you haven't tried yet.

Day 63

Math

1. Watch the study jam on multiplication and division. Then test yourself.
2. Cut out and fill in the answers to the smiley face and open brain pieces. Attach them to your lapbook.

Reading

1. Read chapter 56 of *Swiss Family Robinson* (407) Audio for chapter 56 Another version

Writing

1. Check your biography to make sure that there are long sentences and short sentences. There should be sentences with “and” or “but” sentences with “because.” Try and include a sentence with an exclamation point and a question as well.
2. The more varied (or different kinds) of sentences you include, the more interesting your biography will be.

Day 64

Math

1. Cut out all of the numbers. Make sure you cut out the blank square and leave it attached to each number. You are going to fold it in half to hang it on the yarn. Attach the yarn as described in the directions. Put the numbers in the number pocket and attach it to your lapbook.

Reading

1. Read chapter 57 of *Swiss Family Robinson* (415) Audio for chapter 57 Another version

Writing

1. Check for capital letters, commas, and any other problems. Choose one verb and look it up in the thesaurus and choose a different word instead. Put a title on your biography. Print it out!

Vocabulary

1. Play this vocabulary review game.

Computer

1. Have two Sprites moving together. Each sprite has its own script you have to write. Use the tabs at the top to switch between them.

Day 65 (Materials for English, optional: shoe box, newspaper, flour, paint, twigs, rocks, dirt/sand, wooden clothespins for people?)

Math

1. Divide 84 by each of the divisors.
2. Do the study jam on single-digit division. Go through the lesson step by step and then make sure you test yourself.

Reading

1. Read the conclusion of *Swiss Family Robinson* (431) Audio for the conclusion Another version
2. What is his invitation at the end? Based on the final song in the book, what is his conclusion about life on the Isle?
3. Choose between 4 and 5.

4. Build a diorama of a scene from the island. Use paper mache to build the land part of the scene inside your shoebox. If you just want flat land, paint the inside floor of the shoebox (standing on its side) with the paper mache glue and sprinkle on the dirt/sand. If you want part of the land raised up, build the land today, sprinkle on the dirt and then let it dry. You'll use the other things next week. **OR**
5. Design an invention you could have made on the island (with what was available to them)—a tool or a game or something else. Draw a picture of it.

Day 66

Math

1. Read this page and answer the questions about remainders.

English

1. Finish your diorama or design.
2. Write a descriptive paragraph of the scene or of the invention and how it would be used. Include: at least one sentence each with a period, a question mark, an exclamation point and a comma.

Day 67

Math

1. Drag and drop math. Choose division. Choose 1 digit into 3 digits (1 digit on the left and 3 on the right). Leave it on 10 problems. Leave it on yes for remainders. Click on go.
2. You can solve the problems online or write them down on paper if you like that better.
3. Type the answer in the "result" box and click OK.

Writing

1. Read your description paragraph out loud. Fix any problems you hear.
2. Write an opening sentence that makes the reader be interested in reading about the description. (eg. Have you ever been to a deserted island?)
3. Write a concluding sentence that contains a thought or feeling. (eg. I think there would be no more beautiful place on earth than an island never touched by people.)

Computer

1. Have your sprite walk to a certain spot on the screen (using the x and y coordinates). Then have something happen to it by another sprite.

Day 68

Math

1. Watch the study jam, step by step, on double-digit division. Then test yourself.

Writing

1. Read your descriptive paragraph our loud. Fix any problems you see or hear.
2. Print it out. Cut it out and affix to your diorama or staple it to your design drawing.
3. Write a summary of the book. In one paragraph tell the main characters, where, they were and what they did. You have to do this in three to five sentences.

Day 69

Math

1. Read about long division. **Do** the questions.

Writing

1. Write a paragraph telling about the best thing about the book. Describe the best thing and then tell why you think it is the best thing. Write three to five sentences.
2. Write a paragraph telling about the worst thing about the book. Describe the worst thing and then tell why you think it is the worst thing. Write three to five sentences.

Computer

1. Have your sprite walk to the edge of the screen and then have the background change and the sprite keep walking.

Day 70

Math

1. Drag and drop math. Choose division. Choose 2 digit into 4 digits (2 digits on the left and 4 digits on the right). Leave it on 10 problems. Leave it on yes for remainders. Click on go.
2. You can solve the problems online or write them down on paper if you like that better.
3. Type the answer in the “result” box and click OK.

Writing

1. You just wrote the three middle paragraphs of a book report essay. Today write the introduction and conclusion.
2. In your introduction write the author’s name, the title of the book (underline it or type it in italics), and describe it. How long is it? What words would you use to describe it? (fun, adventurous, family, sad, exciting) Write three to five sentences.
3. In your conclusion, tell what you think of the book. Would you recommend others read it? Would you read other books by the author? Your last sentence should be a thought or feeling, “I think...”. Write three to five sentences.

Day 71

Math

1. Place value review — Read the page.
2. Read about decimal place value and answer the questions.

Writing

1. Read your book report essay out loud. Mark any problems.
2. Fix any problems you see or hear.
3. Rewrite your first sentence, or add a new sentence. Make it interesting. Make people want to read your book report. Maybe you want to use a question. (Example: Have you ever thought about what it would be like to be stranded on an island?)
4. Rewrite the first sentence of each middle paragraph and use connecting words. Don’t just jump around.

Grammar

1. Read about adjectives.
2. Find adjectives as you read (below). You don’t have to write them down, just notice them.

Reading

1. Read chapter 1 of *The Peterkin Papers*.

Day 72

Math

1. Read about the relationship between fractions, decimals and percents. Don't do the questions.
2. Do the study jam about dividing decimals.

Writing

1. Read your book report out loud. Note when you have three short sentences next to each other. Can you combine two with "and" and make a longer sentence. Can you combine two thoughts and use "because" or "if." Make sure you use long and short sentences.
2. Change one of your verbs to make it more interesting.
3. Add a description of someone or something.

Grammar

1. Fix up the late football review.

Reading

1. Read chapter 2 of *The Peterkin Papers*.

Computer

1. Use the purple look scripts today. Have your sprites talk and think. Make a conversation between them.

Day 73

Math

1. Read about changing fractions into decimals and answer the questions.

Writing

1. Read your book report out loud. Fix any problems.
2. Print it out and share with others.

Grammar

1. Copy a sentence in your reading today that has at least two adjectives (numbers are adjectives because they describe the noun, eg. two dogs).
2. Choose new adjectives to replace those in the sentence.

Reading

1. Read chapter 3 of *The Peterkin Papers*.

Day 74

Math

1. Match the fractions and decimals.
2. Do it again.

Reading

1. Read chapter 4 of *The Peterkin Papers*.

Grammar

1. Complete the worksheet on adjectives.

Computer

1. Change the size and color of one Sprite.
2. Do some weird effect on the other.
3. Play around with the percentages.

Day 75

Math

1. Do ten of the decimal problems. Match the decimal to the number in the top green bar.
2. Add and subtract the fractions.

Reading

1. Read chapter 5 of *The Peterkin Papers*.

Writing

1. Write a letter to the president.
2. Use a formal letter writing format.
3. In the top corner goes your address, then beneath it the date, then beneath that the name and address of who is getting your letter...
4. Look at this example letter for how to layout your letter.
5. Then write it! (and send it)

Day 76

Math

1. Read about adding decimals and answer the questions.

Reading

1. Read chapter 6 of *The Peterkin Papers*.

Grammar

1. Play this identify the adjective game.

Writing

1. Read your story out loud and fix any problems.
2. Print it out and share it with others.

Day 77

Math

1. Read about subtracting decimals and answer the questions.

Reading

1. Read chapter 7 of *The Peterkin Papers*.

Writing

1. Write another Peterkin story.

Computer

1. Create a different costume for one of your Sprites.
2. Use the tabs at the top of the script box.
3. Have your Sprite change costumes.

Day 78

Math

1. Read about multiplying decimals and answer the questions.

Reading

1. Read chapter 8 of *The Peterkin Papers*.

Writing

1. Add LOTS of adjectives.
2. Make sure you don't have three of the same type of sentence next to each other. Use , and , but , or, if, when, because...?...!

Day 79*

Math*

1. *Print out page one and multiply, multiplying decimals.
2. Check your answers when you are done.

Reading

1. Read chapter 9 of *The Peterkin Papers*.

Grammar*

1. *Print out page one of this worksheet and find the adjectives. Choose "longer sentences." Then check your answers. How did you do?

Writing

1. Read your story out loud.
2. Fix any problems.

Computer

1. Try the other Looks commands you haven't tried yet.
2. What do they do? Figure it out.

Day 80*

Math*

1. *Print out page one and multiply, multiplying decimals.
2. Check your answers when you are done.
3. Give this page to a parent to add to your portfolio.

Reading

1. Read chapter 10 of *The Peterkin Papers*.

Speaking

1. Print out your story.
2. Read it to an audience. Read it loudly and clearly. Use expression.
3. Make them laugh!
4. Give your story to a parent to put in your portfolio.

Day 81*

Math

1. Add and subtract the decimals (money).

Reading

1. Read chapter 11 of *The Peterkin Papers*.

Writing*

1. Print out this worksheet. In the first box draw your main character for your new funny story. Write a bit about him underneath. Make sure you give your character a name and age.

Day 82

Math

1. Play Making Change. Subtract to find the amount of change.

Reading

1. Read chapter 12 of *The Peterkin Papers*.

Vocabulary

1. Play Find the Synonym. A synonym is a word with similar meaning.

Computer

1. Play with the pen. What does it do?

Day 83

Math

1. Play cash out. Choose easy then medium. Click on NO for show change amount. Subtract or count on to find the amount. Can you use mental math?

Reading

1. Read chapter 13 of *The Peterkin Papers*.

Writing

1. Use your writing worksheet to draw/write in the remaining three boxes what will happen in the beginning, middle and end.

Day 84

Math

1. Read about dividing decimals and then answer the questions.
2. Refer to your lapbook if you need help remembering the steps to division.

Reading

1. Read chapter 14 of *The Peterkin Papers*.

Grammar

1. Play this parts of speech game. Click on adverb and preposition to take them off the game. Choose your speed.

Computer

1. Make a script with motion, looks, sound and pen.
2. Ask a parent to print out a screen shot of your work.

Day 85*

Math*

1. Look at the different ways to write division problems.
2. *Write the division problems in different formats, dividing in different formats.

Reading

1. Read chapter 15 of *The Peterkin Papers*.

Writing

1. Write your funny story.
2. Read it to someone and see if they laugh.

Day 86*

Math

1. *Print out this worksheet and *just do numbers 1-10*, comparing fractions and decimals. Divide the fractions to covert them into decimals and then compare the decimals.
2. Check your answers when you are done.

Reading

1. Read chapter one of *The Railway Children*. You can listen to it here.
2. Draw a picture of their home (inside or out or both).
3. What does it mean that their home had "every modern convenience?" You can read here about what modern conveniences they had when this book was written (around 1905).

Day 87

Math

1. Do drag and drop math. Choose multiplication. Choose three digits for both options. Do five problems.

Reading

1. Read chapter two of *The Railway Children*. You can listen to it here.
2. Draw a picture of their new home.
3. What does it mean to “nick” coal? (answer: steal it)

Spelling

1. Be in the spelling bee. If the spelling bee is too hard, try the challenge and choose easy.

Computer

1. Plan a game to make. Create the sprites and costumes you need.

Day 88

Math

1. Do drag and drop math. Choose division. Choose two digits into four digits. Leave it on Yes. Do five problems.

Reading

1. Read chapter three of *The Railway Children*. You can listen to it here.
2. Draw a picture of the station.
3. Why does Peter feel better? (answer: he confessed)

Vocabulary

1. Play a level 3 vocabulary game.

Day 89

Math

1. Read all THREE pages about adding fractions and do the problems. Notice how they simplify, reduce the fractions, writing an equivalent fraction for the answer.
2. Play fruit shoot adding fractions, level 1 relaxed.

Reading

1. Read chapter four of *The Railway Children*. You can listen to it here.
2. Here is a picture of an aqueduct which is built to carry water. Here is an image of the parts of a steam engine. The coal feeds the fire which heats the water and turns it into steam which pushes the piston causing the wheels to turn.

Grammar

1. Copy the last sentence in the chapter. Underline all the adjectives. Circle the verbs. Draw a line over all the nouns. (Answer)
2. Write neatly and give your paper to a parent to put in your portfolio.

Computer

1. Start making your game. What do you need to do that you can't do yet?

Day 90

Math

1. Death to Decimals
2. Visual Fractions – Make sure you read the directions! (under the word “report”)

Reading

1. Read chapter five of *The Railway Children*. You can listen to it [here](#).
2. "The man who was" is a short story by a famous author, Kipling. The "man who was" had been a British officer and then something happened and he became a "nobody" but still held onto his pride and loyalty.

Writing

1. Write a short story of who this French-speaking man is and how he ended up on the train and at their station.

Day 91

Math

1. Do the timed addition facts.
2. Mental Math Time!
3. Check your Mental Math Answers, 4–25.
4. Read about multiplying fractions and answer the questions.
 - When you add and subtract, the denominator doesn't change.
 - When you multiply and divide, you use the numerator and the denominator.

Reading

1. Read chapter six of *The Railway Children*. You can listen to it [here](#).
2. Why did they think Bobby was heartless?

Writing

1. "She had never been a real heroine before, and the feeling was delicious." Write about something that would make you feel "delicious."

Day 92

Math

1. Do the timed multiplication facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4–26.
4. Read about multiplying fractions and answer the questions. You have to go on to the next page.
5. Do the *first three* long division problems.
6. Check your answers and fix any mistakes. Use your long division lapbook to help you remember the steps.
7. Hold onto your paper

Reading

1. Read chapter seven of *The Railway Children*. You can listen to it [here](#).
2. Describe Roberta.

Writing

1. Describe one of your siblings or one of your parents. Not just what he or she looks like. What is he or she like, how does he or she act? What makes he or she different, special? Think about all the ways Roberta is described.

Computer

1. Use the top three “When” commands on the orange “Control” scripts. Make things happen when you click on things!

Day 93

Math

1. Do the timed subtraction facts.
2. Mental Math Time!
3. Check your Mental Math Answers, 4–27.
4. Read about dividing fractions and answer the questions.

Reading

1. Read chapter eight of *The Railway Children*. You can listen to it here.
2. Tell someone what happened in this chapter.
3. Write a summary in one sentence.

Vocabulary

1. Play this game and decide if the words are antonyms or synonyms. Antonyms are opposites; synonyms are words that have similar meaning.

Day 94

Math

1. Do the timed division facts. Can you do more than before in 3 minutes?
2. Mental Math Time!
3. Check your Mental Math Answers, 4–28.
4. Finish the long division page from Day 92.
5. Check and fix your answers when you are done.

Reading

1. Read chapter nine of *The Railway Children*. You can listen to it here.

Writing

1. Copy this sentence...“Well, then,” said Bobbie, fumbling miserably, yet not without hope, in her tightly stuffed pocket.” (I cut off the end of it.)
2. Look at the description in the sentence you copied. You can see what she did, how she did it, how she felt about it and what it looked like.
3. Write a sentence that tells that gives a picture of what someone did and how he did it and how he felt and looked.

Computer

1. Use the “When...receive” command.

Day 95*

Math*

1. Read about dividing fractions and answer the questions. You have to go on to the next page.
2. *Complete this worksheet, dividing fractions and whole numbers. Remember that you can write a whole number as a fraction. 2 is $\frac{2}{1}$. 8 is $\frac{8}{1}$.

Reading

1. Read chapter ten of *The Railway Children*. You can listen to it here.

Spelling

1. Match the words to their definitions. These are homophones, words that sound alike but are spelled differently.

Writing

1. Write a short story using at least two homophones. If you use more, get a high five and/or hug.

Day 96

Math

1. Play this game to learn about the mean, median and mode.

Reading

1. Read chapter eleven of *The Railway Children*. You can listen to it here.
2. What was Father arrested for? What happened at his trial? (Answers)
3. Do the children think he is innocent? Do you?

Spelling

1. Play this spelling game.

Day 97

Math

1. Read about the mean, median, mode and range.
2. Take the quiz.

Reading

1. Read chapter twelve of *The Railway Children*. You can listen to it here.
2. Write a one sentence summary of the chapter.

Spelling

1. Be in the spelling bee. If the spelling bee is too hard, try the challenge and choose easy.

Computer

1. Add a wait and if command. You have to place another command into the if command. If the Sprite is at this location, then do this...

Day 98

Math

1. Mean, median and mode
2. Make a basket, divide the fraction.

Reading

1. Read chapter thirteen of *The Railway Children*. You can listen to it here.
2. Write a one sentence summary of the chapter.

Vocabulary

1. Play this prefix game. The prefix is the part added onto the front of a word to change its meaning. Example: **un** added onto **decided** makes **undecided** — it changes the meaning to **not decided**

Day 99

Math

1. Play Jeopardy with 1 team unless you have a sibling that wants to play with you.
2. The category tells you what to do with the numbers. Say your answer out loud. Then click on answer to see if you are right.

3. If you are right, click on “correct” and it will add the points to your score.

Reading

1. Read chapter fourteen of *The Railway Children*. You can listen to it here.
2. What were your favorite things about it? What didn't you like about it?

Grammar

1. Play this noun game. A proper noun is capitalized; it is something's name. A common noun is lowercase.

Computer

1. Add a forever and forever if command to your script.

Day 100

[Click here.](#)

Math

1. Add and subtract the money.
2. Round to the nearest...

Reading/Writing

1. Print out and fill in this book report form.

Day 101

Math

1. Read about percentages and answer the questions.

Reading

1. Read chapter 1 of *A Little Princess*. You can listen to the audio here. (To all you boys out there. I'm sorry. But you got to read about all the brothers on the island. Get over the title and enjoy the book.)

Grammar

1. Copy the first sentence in the chapter. Draw a box around all the nouns. Underline all the adjectives. Circle the verbs. (Answers)
2. This is a good sentence because it tells what is happening, describes it and makes you feel it. What types of feeling does this sentence produce? (Answers)
3. The **adverbs** in this sentence are “rather slowly” which describes the verb, “was driven” telling us how the cab was driven; it was driven rather slowly.

Writing

1. Write a sentence with at least six adjectives and at least two verbs. Start out “When.....,” Don't forget the comma! (Example: **When** the **five squirmy** children finally **rustle** out from under their **warm** and **wrinkled** covers, they immediately **rush** for the kitchen with one **important** question on their **eager** lips, “What's for breakfast?”)

Day 102

Math

1. I know you've seen this before, but read about fractions, decimals and percentages and answer the questions.

Reading

1. Read chapter 2 of *A Little Princess*. You can listen to the audio here.

Grammar

1. Copy the first sentence in the chapter. Draw a box around all the nouns. Underline the adjectives. Circle the verbs. (Answers)

Writing

1. What does this sentence show us about what the girls in the room were feeling/thinking?
2. Write a sentence that shows (not tells) us that the people in the room are scared?
3. Write a sentence that show (not tells) us that the people in the room are happy?

Computer

1. Use the sensing scripts now. Add a question and answer to your script.

Day 103

Math

1. Change decimals and fractions into percentages.

Reading

1. Read chapter 3 of *A Little Princess*. You can listen to the audio [here](#).

Grammar

1. Copy the first sentence in the chapter. Draw a box around all the nouns. Underline the adjectives. Circle the verbs. *Draw a line over all the pronouns*. Pronouns are the words that replace nouns, eg. He takes the place of Bob. (Answers)

Writing

1. Write a when sentence. Example: *When I entered the room, I was surprised by what I saw.*
2. Now add a description to the end of your “when clause” it is called. Look at the example of the first sentence in the chapter. The sentence could jump from “side” to “she”. Go and read it that way. But she adds in something. Here’s my example: *When I entered the room, the one our family spends most its time in, I was surprised by what I saw.* Now you write your sentence.
3. Now add a **clause**, section, to the end of your sentence. The author doesn’t stop at how she noticed a little girl. She describes the girl. Add to the end of your sentence. Don’t forget to section off your **clauses** with commas. Here’s my example. *When I entered the room, the one our family spends most its time in, I was surprised by what I saw, something I will never forget.* Now you write your new and improved sentence.

Day 104

Math

1. Convert decimals, fractions and percentages.

Reading

1. Read chapter 4 of *A Little Princess*. You can listen to the audio [here](#).
2. The second paragraph of this chapter sets up the point of the book. Reread the second paragraph. The first paragraph starts the chapter. The first time there is a break and the words start indented, that is the second paragraph.
3. What is Sara’s question? (Answers)
4. What do you think? Do do you think true character shows in trial?
5. What does the Bible say about trial and testing? Look at these verses.
6. Are trials good? Useful? Necessary? Explain your answer to a parent.

Vocabulary

1. Play a suffix game. Suffixes are what are added onto the end of a word. Like est on greatest.

Computer

1. Use a touching command. You will have to pair it with a control script like “wait until.”

Day 105

Math

1. Change the fraction into a decimal.
2. Watch the video on place value.

youtube.com/watch?v=y-rLi2HKwkl

Reading

1. Read chapter 5 of *A Little Princess*. You can listen to the audio here.

Writing

1. I won't make you copy that long first sentence, but it's another long one. Let's write one in a similar fashion.
2. Start out with, “The thing I'm most proud of, that makes me happiest, or I'm most scared of...” Example: *The thing I'm most proud of is my ability to stay calm in an emergency.*
3. Now look at her first sentence. The thing that makes Sara the most popular is her story telling. But it doesn't just say that. What comes in between?
4. Now add an in between in your sentence. Use commas to section off your in-between **clause**. Example: *The thing I'm most proud of, besides my charm and unfading beauty, is my ability to stay calm in an emergency.* Now you do it.
5. Write a short, fun story, a wonderfully inventive story like Sara would tell. Try and use LONG sentences.

Day 106

Math

1. Math at the Mall

Reading

1. Read chapter 6 of *A Little Princess*. You can listen to the audio here.

Grammar

1. Play at Grammaropolis. Make sure you read about adjectives in the character section.
2. Remember, an adjective describes a noun.

Writing

1. Now write a short story about yourself. Use at least 5 adjectives that describe you and 5 adjectives that describe your home.

Vocabulary

1. Play synonym or antonym? A synonym is a word of similar meaning. An antonym is a word of opposite meaning.

Day 107

Math

1. Solve the story problems.

Reading

1. Read chapter 7 of *A Little Princess*. You can listen to the audio here.

Grammar

1. Play at Grammaropolis. Make sure you read about adverbs in the character section.
2. Write "Adverbs" at the top of a page in your English notebook.
3. Remember, an adverb describes the action, tells us how something is done. Examples: quickly, often
4. Now on that page write 5 adverbs describing how you can do your school work (eg. accurately, crazily...). Now write 5 adverbs describing how you could treat your family members (eg. respectfully, rudely...).

Spelling

1. Play this spelling game.

Computer

1. Use the mouse commands in the sensing scripts. Use the "help" if you need it. You might want to jump to page 10 of the reference guide.

Day 108*

Math

1. Answer the word problems.

Reading

1. Read chapter 8 of *A Little Princess*. You can listen to the audio [here](#).

Grammar

1. Adverbs describe how something is done. How did you walk? Quickly. How did you cook? Skillfully. How did you eat? Sloppily. The easiest adverbs to recognize are adverbs that end in **ly**, like all of my examples. What two -ly adverbs are in the first paragraph of your reading today. They come right before the verbs they are describing. (Answers)

Writing*

1. *You are going to start filling out this autobiographical notebook. (Print out the correct number of brother and sister pages.)
2. Today you are going to fill in the pages about yourself and your parents. Do a good job. Give as much detail as you can. Describe them well.

Day 109*

Math

1. Solve the word problems. Only use the information you need!

Reading

1. Read chapter 9 of *A Little Princess*. You can listen to the audio [here](#).

Grammar*

1. Watch this adverb video.
2. Take the level 1 quiz, level A.
3. *Print out a good vs. well worksheet. (Choose multiple choice.) Complete worksheet. Check your answers. Well is an adverb. Good is an adjective. What is the word describing? If it is describing a noun, then use the adjective, good. If it describes a verb, then use the adverb, well.

Computer

1. Take a look at the guide cards. Choose one that you'd like to try.

Day 110

Math

1. Solve the word problems. Click on Q1 for the first question. Click on A1 when you are ready to check your answer. It will show you step by step how to solve it.

Reading

1. Read chapter 10 of *A Little Princess*. You can listen to the audio here.

Writing

1. Write a pretend day from your life. You are the star character. It takes place in your home or at a place you are at regularly, but it never happened.

Day 111

Math

1. Play the football decimal place value game.
2. Read about rounding decimals and answer the questions.

Reading

1. Read chapter 11 of *A Little Princess*. You can listen to the audio here.
2. Tell someone what happened in this chapter.

Writing

1. Look at the second sentence in the chapter. Write a sentence with “however” in the middle. Put a comma before it and after it. Note: before the “however” is a complete sentence; it has a subject and a verb. After the “however” is not; it does not have a verb. Example of a sentence like the one in the book: *I could only get some of my work done, however, just my schoolwork and not my chores.* Try and write one like her sentence where the words after the “however” could not be their own sentence (otherwise you’d need a period before “however.”)
2. Work on your autobiography. Today you are going to fill out the pages on your siblings.

Grammar

1. The word **only** is an adverb. It is describing how she could see. If you used “only” in the sentence you just wrote, underline it and write adverb over or below it.
2. Read this page on adverbs. All of the **bold words** are adverbs.
3. Write one sentence with five adverbs in it, or if you can’t, write five sentence each with an adverb.

Day 112

Math

1. Play the ducks decimal place value game.
2. Play the pirate place value game.
3. Play some games.

Reading

1. Read chapter 12 of *A Little Princess*. You can listen to the audio here.
2. Tell someone what happened in this chapter.

Spelling

1. Take a look at these words.
2. Play Hang Mouse.

Writing

1. Look at the first sentence in the chapter. Let's write another "when" sentence. Start with "when." At the end of the **clause** don't forget the comma. Example: **When** the sun rises, the light warms my body and soul.
2. Work on your autobiography. Today you are going to fill out the pages on your grandparents. Conduct interviews as necessary.

Computer

1. Add a timer.

Day 113

Math

1. Play the half court rounding game. Choose how many points you want to score to begin.
2. Play Dude's Dilemma. Choose mixture and hard.
3. Play some games.

Reading

1. Read chapter 13 of *A Little Princess*. You can listen to the audio here.

Grammar

1. Look at the second sentence. It uses **semicolons** (;). They are used in place of periods when you don't want to end the sentence. This long sentence reads like a list. The author could have used a period before each "there were." But since all of these sentences were connected, she combined them using **semicolons**. Find the two ;s in that sentence.
2. Now write a sentence with a **semicolon**. You will write two sentences then use a ; instead of a . I will write three related sentences like in the book for an example: *I want to go to the park and the playground; I want to go to the mall and to the food court; I want to do too many things.* Now you do it!

Vocabulary

1. Play vocab word search.

Writing

1. Work on your autobiography. Today you are going to fill out the pages on your great grandparents. Conduct interviews as necessary.

Day 114

Math

1. Quick! Add the decimals. Combine two bones to make the target number.
2. Round the decimals. Follow the directions each time at the bottom of the screen. It doesn't always ask you to do the same thing.
3. Play some games.

Reading

1. Read chapter 14 of *A Little Princess*. You can listen to the audio here.
2. Tell someone what happened in this chapter.

Vocabulary

1. He stopped to listen with a **palpitating** heart.
2. What do you think his heart was doing? What does that word mean?

3. He only knew that the men were invading the silence and privacy of the attic; and as the one with the dark face let himself down through the **aperture** with such lightness and **dexterity** that he did not make the slightest sound, Melchisedec turned tail and fled **precipitately** back to his hole.
4. This man is sneaking into the room. Read the sentence again and picture what is happening and you can probably take a good guess at what the words mean.
5. Melchisedec had, in fact, found it rather dull; and when the rain ceased to patter and perfect silence reigned, he decided to come out and **reconnoiter**, though experience taught him that Sara would not return for some time.
6. What do you picture the dog doing? What does this word mean.
7. After you have made your guesses, read their definitions.
palpitating aperture dexterity precipitately reconnoiter

Writing

1. Write a short story using all of the vocabulary words.

Computer

1. Add operators or use another guide card.

Day 115

Math

1. Play with the decimal number line.
2. Drag the arrow over into the middle of the number line somewhere.
3. Click above the arrow to show the number.
4. Now click on the top and bottom buttons from the side menu.
5. Figure out how to read the number line. Move the arrow around to point to different numbers.
6. Now, play the decimal detective game. Choose the sergeant mode. Be patient while it loads.

Reading

1. Read chapter 15 of *A Little Princess*. You can listen to the audio here.
2. Tell someone what happened in the chapter.

Spelling

1. Take a spelling test.

Writing

1. Work on your autobiography. Today you will fill out the "My Beginnings" pages. Interview your parents. Fill in the first page of information. The blank page use to write the story of when you were born. What happened? How were your parents feeling? Who came to see you?

Day 116

Math

1. Choose expert on the number cruncher.
2. Choose the operation.
3. Play the time traveler game.

Reading

1. Read chapter 16 of *A Little Princess*. You can listen to the audio here.
2. Reread this paragraph from the chapter. Earlier we noticed how Sara questions whether her true character showed. Was she nice only because she was blessed? Now that she has experienced life from the “other side,” how has her character proven?
 - Miss Minchin had expected to see in Sara, when she appeared in the school-room, very much what Lavinia had expected to see. Sara had always been an annoying puzzle to her, because severity never made her cry or look frightened. When she was scolded she stood still and listened politely with a grave face; when she was punished she performed her extra tasks or went without her meals, making no complaint or outward sign of rebellion. The very fact that she never made an impudent answer seemed to Miss Minchin a kind of impudence in itself. But after yesterday’s deprivation of meals, the violent scene of last night, the prospect of hunger today, she must surely have broken down. It would be strange indeed if she did not come downstairs with pale cheeks and red eyes and an unhappy, humbled face.

Spelling

1. Take the spelling test again *only if* you got more than three wrong on Day 115.

Vocabulary

1. Read these sentences from your reading with vocabulary words in bold.
 - She had seen him that very afternoon, sitting **disconsolately** on a table before a window in the Indian gentleman’s house.
 - Miss Minchin was quite agitated. This was an incident which suggested strange things to her **sordid** mind.
 - It was, however, just like Sara’s singular **obstinate** way.
 - It is an **impertinence**.
 - The very fact that she never made an **impudent** answer seemed to Miss Minchin a kind of impudence in itself.
 - It cannot be denied that as they sat before the blazing fire, and ate the nourishing, comfortable food, they felt a kind of **rapturous** awe, and looked into each other’s eyes with something like doubt.
1. Decide what you think each word means. Then read their definitions.
 - disconsolate (to console someone is to make them feel better) dis – is a prefix that means not
 - sordid obstinate rapturous
 - impertinence These are synonyms. impudent

Grammar

1. Find four adverbs in this sentence from your reading. Adverbs answer the question, how. (Answers)
 - She climbed on a chair, very cautiously raised the skylight, and peeped out. It had been snowing all day, and on the snow, quite near her, crouched a tiny, shivering figure, whose small black face wrinkled itself piteously at sight of her.

Writing

1. Write about Sara. Who was she? Who is she? How has she changed? How has she stayed the same? Use full sentences. "In the beginning of the book, Sara....Later, she..." Use at least one vocabulary word and one adverb. You can do it!

Day 117

Math

1. Solve the word problems.
2. Read about elapsed time and then click on the button to practice.

Reading

1. Read chapter 17 of *A Little Princess*. You can listen to the audio here.
2. Tell someone what happened in the chapter.

Vocabulary

1. All three of them **incontinently** fled from the room and tumbled into the hall. It was in this way they always welcomed their father.
2. Read the definition of the word.
3. Write a sentence about acting incontinently, uncontrolled. Incontinently is an adverb. It describes an action. Use it that way in your sentence.

Writing

1. Work on your autobiography. Do the "Special Things About Me" pages. On the first page you can list different descriptive words about you like "funny," or you could write words like "soccer." Or, you could draw pictures. On the second page write the story of a special event in your life.

Computer

1. Try something new.

Day 118

Math

1. Solve the word problems.
2. Read about elapsed time and then click on the button to practice.

Reading

1. Read chapter 18 of *A Little Princess*. You can listen to the audio here.
2. Tell someone a summary of this chapter.

Spelling

1. Complete this PuzzleFast word search.

Writing

1. Today you will complete the "My Favorite Things" pages. On the first page list or draw pictures of your favorite things. On the second page write the story of a special memory with one of your favorite things.

Day 119

Math

1. Solve the word problems.
2. Watch the shape song. Yes, I know it starts with a circle, but be patient.
[youtube.com/watch?feature=player_embedded&v=OUMUaxiPUlo#!](https://www.youtube.com/watch?feature=player_embedded&v=OUMUaxiPUlo#!)

Reading

1. Read chapter 19 of *A Little Princess*. You can listen to the audio [here](#).
2. Tell someone a summary of the book. Can you tell them what it's about without telling them everything?

Vocabulary

1. If you need to, look at the definitions of the words again on Day 117, 116, 114.
2. Fill in this PuzzleFast crossword puzzle.

Grammar

1. Play word invasion. Uncheck prepositions.

Computer

1. Add variables or use another guide card.

Day 120(*)

Math(*)

1. Solve the word problems. (Take a screen shot of your correct answer and print it out for your portfolio.)
2. (*) Choose 3D shapes. Click on the dimension tabs. Then click on next. Read the names of all of the shapes and click on any of them that you like. You can even print out forms to build the 3D shapes out of.

Take a screen shot for your portfolio. (Print it out!)

Writing

1. Fill in this book report form.
2. Put this in your portfolio.

Vocabulary

1. Play this vocabulary matching game.

Day 121

Math

1. Solve the word problems.
2. Play 3D shape explorer.

Writing

1. You are going to write a review of *The Little Princess*.
2. Today just answer SOME of the questions as it says on the web page I linked to in number 1.

Day 122

Math

1. Play and read about 3D shapes.
2. Catch the coins.

Writing

1. Today, organize your answers into a paragraph.
2. Your first and last sentence should tell your overall opinion of the book.
3. The middle should tell a bit of what the book is about and the good and bad parts of it. Keep it brief.
4. Put your paragraph into your portfolio.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 123

Math

1. Play, read and take the quiz about symmetry.

Writing

1. “Places I’ve Lived” Fill this page in.
2. Use the blank space to add in other places you’ve lived. Mark in a special way your favorite place you’ve lived.

Grammar

1. Play word invasion. Uncheck prepositions.
2. Take a screen shot of the game for your portfolio.

Day 124

Math

1. Play, read and take the quiz about angles.

Writing

1. “Biography of” Write the story of your life. You don’t have to tell the details. It should tell us who you are. We should know more about you by reading it.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 125

Math

1. Learn about angles. Click on the little pictures on the left to learn about each one. Then click on play.

Writing

1. Finish the story of your life.
2. Today, or over the weekend, interview someone in your family. You are going to write about this person. You are going to pick a word that describes them. You are going to give three examples of how they fit that description.
3. Ask them to describe themselves. Ask them for a word that describes them.
4. Ask for three stories that show why they are that way.
5. You are going to write a biography essay about this person. Not today! Your only job now is to interview the person.

Day 126

Math

1. Read about angles and answer the questions.

Reading

1. Read chapter 1 of *The Story Book of Science*.

2. What's different about this book? It is non-fiction. All year you have been reading fiction, made-up stories. This is a factual book.
3. Tell someone what this chapter was about.

Writing

1. Write the first middle paragraph of your essay. The body of your essay (the three middle paragraphs) will tell the three story examples. For this paragraph choose one of the story examples.
2. Remember how to write in a hamburger? The first sentence is your main idea. (Example: One of the ways my grandfather was creative was by painting.) Note: Creative is the word that describes him.
3. Then you tell about his painting.
4. Write a final sentence. (One of his paintings is hanging in my room, and I love to look at it.)

Grammar

1. Play Fling the Teacher 4th Grade English.

Day 127

Math

1. Play, read and take the quiz about measurement.

Reading

1. Read chapter 2 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Write the second middle paragraph of your essay. The body of your essay (the three middle paragraphs) will tell the three story examples. For this paragraph choose a story.
2. Remember how to write in a hamburger? The first sentence is your main idea. Use a **transition** word.(Example: **Another** way my grandfather was creative was by playing the clarinet.)
3. Then you tell about his music.
4. Write a final sentence. (I use his old clarinet and am learning to play it myself.)

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4-6 thinking games at computer time.

Day 128

Math

1. Measure with a ruler. Choose hard centimeters and inches (or super brain!)
2. Read about perimeter and answer the questions.

Reading

1. Read chapter 3 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Write the third middle paragraph of your essay. The body of your essay (the three middle paragraphs) will tell the three story examples. For this paragraph choose a story.
2. Remember how to write in a hamburger? The first sentence is your main idea. Use a **transition** word.(Example: **A Final** way my grandfather was creative was by inventing.)
3. Then you tell about his inventions.
4. Write a final sentence. (I think he was a genius in the things he invented.)

Day 129

Math

1. Find the perimeter. The perimeter is the measure around a shape. You add up all of the sides to find the perimeter.
2. Find the area. The area is the measure of the space inside a shape. To find the area of a rectangle you multiply the length times the width.
3. Click on “coach” if you want help.

Reading

1. Read chapter 4 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Write the conclusion to your essay. The first sentence should say the main idea of your essay. (Example: My grandfather was a creative genius.)
2. Your last sentence should answer the question, “So what?” Tell why you wrote the essay. What’s so important about it? What do you think about it? (Example: My grandfather was creative in so many ways, and I think the world is a better place because of it.)
3. Your conclusion should have at least three sentences.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 130

Math

1. Design a zoo. Click and drag (don’t let go until you’ve made a rectangle) to make the enclosure have the right area.
2. Pour the drinks. Read the directions before you begin.

Reading

1. Read chapter 5 of *The Story Book of Science*.
2. Tell someone what this story was about.

Vocabulary

1. Define: chalet, foraging, pretense, gorge, disgorge, facilitate Go to dictionary.com and look them up. Write or copy and paste the words and their definitions onto a document. Then write sentences using each word.
2. Get a high five and/or a hug if you use them all in a story.

Day 131

Math

1. Do the timed addition practice.
2. Click and drag math. Choose addition. Do five of the *biggest* problems it allows.

Reading

1. Read chapter 6 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Read about writing an opening sentence.
2. You are going to write an introduction for your biography essay. This paragraph can be shorter than the others you have written. It needs to be at least three sentences long.
3. This time instead of the first sentence being your main idea, the **last sentence** is going to be your main idea.
4. Your first sentence should be interesting. It should make people want to read your biography. An easy way to get people interested is by asking them a question.
5. Example: Have you ever known a genius? Genius comes in many forms. There are math geniuses and writer geniuses. My grandfather's genius was in his creativity.

Day 132

Math

1. Do the timed subtraction practice.
2. Click and drag math. Choose subtraction. Do five of the *biggest* problems it allows.

Reading

1. Read chapter 7 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Read your essay out loud. Mark any parts you stumble over.
2. Fix the problem areas.
3. Check for capitalization and punctuation.
4. Print it.
5. "Publish" your autobiography. Put all the pages together. Include your family biography essay. Make a cover. Share it with your family. Read your essay aloud to the person you interviewed.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 133

Math

1. Do the timed multiplication facts practice.
2. Click and drag math. Choose multiplication. Do five of the *biggest* problems it allows.

Reading

1. Read chapter 8 of *The Story Book of Science*.
2. Tell someone what this story was about.

Grammar

1. Play power proofreading. Choose a 4th grade story.

Spelling

1. Play this spelling game. Click on unit 30.

Day 134

Math

1. Do the timed division facts practice.
2. Click and drag math. Choose division. Do five problems, choosing two numbers on the left and four numbers on the right.

Reading

1. Read chapter 9 of *The Story Book of Science*.
2. Tell someone what this story was about

Writing

1. Read this sample of a story about an event in your life. Read *Day of Destiny* on page 24.
2. What makes it a good story? What makes it interesting? How does it begin? How does it end? How does it transition from paragraph to paragraph?
3. Choose an event in your life to write about. Start writing. Write the first paragraph. Start with an interesting sentence! Your first paragraph should tell a bit about what the story is going to be about, like telling the main idea in a non-fiction essay. How does the author of the sample story tell the main idea in the last sentence of the first paragraph?
4. Turn the page to page 25. In this story the main idea is the first sentence.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4-6 thinking games at computer time.

Day 135

Math

1. Play, read and take the quiz about time.

Reading

1. Read chapter 10 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Write more of your story. Write half a page.

Day 136

Math

1. Read about simplifying fractions and answer the questions.

Reading

1. Read chapter 11 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Read this sample again of a story about an event in your life. Read *Day of Destiny* on page 24. Pay attention to the first and last paragraphs.

2. What's the last line of the first and last paragraphs? When you write stories, you need to write in a circle. When we write non-fiction, we finish by restating our main idea. It's sort of like that in a story as well. You finish where you start. You close the circle. Have you ever read a book or watched a movie that left you with the question, "What happened to...?" People don't like that. They want to know what happened. They want all the loose ends tied up. Did you ever read a book or watch a movie where at the end it tells you what happened to each character? That's because they know people want the circle closed, they want the loose ends tied up, they want everything settled and everyone happy 😊
3. In the sample story he says he wants to make people laugh. In the end he says he knows he wants to be a comedian. They are saying the same thing. He closed the circle. It makes us happy.
4. In the beach story on page 25, how does the last paragraph repeat the main idea and close the circle?
5. Finish writing your story. Close the circle. (Look at your first paragraph.)

Day 137

Math

1. Fraction workshop — Click on add fractions with like denominators. Type in 10 for the number of problems.
2. Drag the numbers into the answer squares. Use the little buttons next to the answer to check your answer or to show a picture of the problem.
3. It will require you to simplify your answers. Do you remember what that means? It means to find the equivalent fraction with that uses the lowest numbers. You do that by dividing the numerator and denominator (the top and bottom) by the *same* number. If the top and bottom numbers are both even, then you know you can divide them both by two to make them smaller.
4. Fraction workshop – Click on add mixed fractions with like denominators. Type in 10 for the number of problems.

Reading

1. Read chapter 12 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Read your story out loud. Mark anywhere it comes out awkward.
2. Fix the places you marked.
3. Anywhere you have three short sentences all together, combine two of them into a longer sentence.
4. Check for spelling, capitalization, spelling...
5. Ready? Publish.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4-6 thinking games at computer time.

Day 138

Math

1. Fraction workshop – Click on subtract fractions with like denominators. Type in 10 for the number of problems.

Reading

1. Read chapter 13 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Write a main idea sentence for the chapter you read today.

Day 139*

Math

1. Fraction workshop – Click on subtract mixed fractions with like denominators. Type in 10 for the number of problems.

Reading

1. Read chapter 14 of *The Story Book of Science*.
2. Tell someone what this story was about.

Grammar*

1. Read this adverb worksheet and follow the directions. Print the first 2 pages.
2. Check your answers when you are done. (Use the same link and scroll to the end.) Fix your mistakes.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 140

Math

1. Play this factors game. **Factors** are the numbers that can be divided evenly into a number with no remainder. For example, you can divide 24 by 2 and 3 and 4 and 6 and 8 and 12. 2, 3, 4, 6, 8, 12 are all factors of 24. 5 and 7 are NOT factors of 24 because you can't divide 24 by 5 and get a whole number. You would get a decimal, or have a remainder.
2. Thinking about what divides evenly into a number will help you simplify your fractions.

Reading

1. Read chapter 15 of *The Story Book of Science*.
2. Tell someone what this story was about.

Write

1. Write an interesting first sentence for a paragraph on what you read today.
2. Write a main idea sentence for the chapter you read today.

Day 141*

Math*

1. *Print and complete this worksheet, adding three fractions. If it is an improper fraction (the top number is bigger than the bottom number), divide the fraction to make it a

mixed number. Simplify the fraction by finding the equivalent fraction with the lowest numbers. Look at the answer to the first problem to see how to write the answer.

2. Check and fix your answers when you are done.

Reading

1. Read chapter 16 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Watch the main idea video and take the quiz.

Day 142

Math

1. Read about adding and subtracting fractions when the denominators are different. Make sure you keep going to the next page and do the practice problems.

Reading

1. Read chapter 17 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Take this summarizing quiz.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 143

Math

1. Read about adding fractions when the denominators are different. Click on the animation. Answer the questions.

Reading

1. Read chapter 18 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Write a main idea sentence for the chapter you read today.

Day 144

Math

1. Read about subtracting fractions when the denominators are different. Answer the questions.

Reading

1. Read chapter 19 of *The Story Book of Science*.
2. Tell someone what this story was about.

Grammar

1. Play some verb games.
2. Take this verb quiz.
3. Win some fake money.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 145

Math

1. Round the numbers. Follow the directions.

Reading

1. Read chapter 20 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Write an interesting first sentence for a paragraph on what you read today.
2. Write a main idea sentence for the chapter you read today.

Day 146

Math

1. Fraction workshop – Click on add fractions with unlike denominators. Type in 10 for the number of problems.

Reading

1. Read chapter 21 of *The Story Book of Science*.
2. Tell someone what this story was about.

Grammar

1. Choose the correct verb quiz.

Writing

1. Make a list of ten action verbs.
2. Now write an adverb next to each one.

Day 147

Math

1. Fraction workshop – Click on subtract fractions with unlike denominators. Type in 10 for the number of problems.

Reading

1. Read chapter 22 of *The Story Book of Science*.
2. Tell someone what this story was about.

Spelling

1. Match the words by choosing words with the same vowel sound. Say them outloud!

Writing

1. Write a main idea sentence for what you read today.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 148

Math

1. Fraction workshop – Click on multiply fractions. Type in 15 for the number of problems.

Reading

1. Read chapter 23 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Write a story using your verbs and adverbs. Use at least half of them. Go get a hug and/or a high five if you use them all.

Day 149

Math

1. Fraction workshop – Click on divide fractions. Type in 15 for the number of problems.

Reading

1. Read chapter 24 of *The Story Book of Science*.
2. Tell someone what this story was about.

Grammar

1. to/two/too quiz
2. who's/whose and their/there/they're quiz
 - who's is a contraction, a short way of saying *who is*
 - whose is possessive—that means it shows someone possesses something—*whose book is this*
 - their is possessive—they possess it, own it—*their house*
 - there is a location—in that place over there
 - they're is a contraction, a short way of saying *they are*

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 150

Math

1. Estimate to find the maximum capacity.

Reading

1. Read chapter 25 of *The Story Book of Science*.
2. Tell someone what this story was about.

Vocabulary

1. Play e-words.

Writing

1. Take your story and try and replace each verb and adverb combo with a more specific verb. Here are some examples:
 - talk quietly=whisper
 - walk quickly=hustle
 - jump vigorously=launch (He launched himself off the bed.)

Day 151*

Math*

1. *Print out pages 70 and 72 (pages 1 and 3 of the pdf–while you are here print pages 13 and 17 as well) and complete them. (You can skip the exploring data section.)
2. You can check the answers when you are done, page 73.

Reading

1. Read chapter 26 of *The Story Book of Science*.
2. Tell someone what this story was about.

Vocabulary

1. Play a crossword puzzle.

Grammar

1. Play word invasion. Unclick prepositions.

Day 152

Math

1. Complete worksheet pages 82 and 86. You can check your answers when you are done. (This should be printed out from Day 151.)

Reading

1. Read chapter 27 of *The Story Book of Science*.
2. Tell someone what this story was about.

Vocabulary

1. Take 10 words from your verb and adverb list from day 146 and make a crossword puzzle. Choose crossword and enter the words and definitions as described in the directions. Don't look up definitions. Define the words yourself.
2. Ask someone to play it.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 153*

Math*

1. *Print pages 88 and 91 (pages 1 and 4 of the pdf–also print pages 6 and 8) and complete them.
2. You can check your answers when you are done.

Reading

1. Read chapter 28 of *The Story Book of Science*.
2. Write a main idea sentence for what you read today.

Day 154

Math

1. Complete pages 93 and 95. You don't have to answer about North Carolina native Americans and you don't have to do Solve This.
2. Check your answers when you are done. (This should be printed out form Day 154.)

Reading

1. Read chapter 29 of *The Story Book of Science*.
2. Write a main idea sentence for what you read today.

Grammar

1. Play noun basketball. Remember that a noun is a person, place or thing. A proper noun is a name of a person, place or thing and is always capitalized.

Computer

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 155

Math

1. Do you remember expanded notation?
2. Play probability fair.

Reading

1. Read chapter 30 of *The Story Book of Science*.
2. Tell someone what this story was about.

Writing

1. Write a short story. To get started go back to your reading from today and choose five words in a row. Use those five words all together in the same order in your story.
2. Read your story to someone when you are done.

Day 156

Math

1. Do the timed addition practice.
2. Read about the order of operations and answer the questions.

Reading

1. Read chapter 31 of *The Story Book of Science*.

Spelling

1. Take this spelling quiz.

Day 157

Math

1. Do the timed subtraction practice.
2. Match the equations with their answers. Multiplication and division come first, left to right, then addition and subtraction.

Reading

1. Read chapter 32 of *The Story Book of Science*.

Grammar

1. Sentence review

Thinking

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 158

Math

1. Do the timed multiplication facts practice.

2. Save the day! Make sure you read the instructions.

Reading

1. Read chapter 33 of *The Story Book of Science*.

Spelling

1. Find the homonyms, words that sound the same.

Writing

1. Write a short story using at least two sets of homonyms. Here are some more homonyms if you need more ideas.
2. Get a high five and a hug if you use three or more sets of homonyms.

Day 159

Math

1. Do the timed division facts practice.
2. Play a fraction board game.

Reading

1. Read chapter 34 of *The Story Book of Science*.

Vocabulary

1. Remember these words? chalet, foraging, pretense, gorge, disgorge, facilitate
2. Make a crossword puzzle for them.

Thinking

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 160

Math

1. Play fraction, decimal and percent jeopardy.

Reading

1. Read chapter 35 of *The Story Book of Science*.

Writing

1. Write an acrostic poem.

Day 161

Math

1. Click and drag math. Choose addition. Do one of the *biggest* problems it allows. If you get it wrong, do another.
2. Learn about the coordinate plane.

Reading

1. Read chapter 36 of *The Story Book of Science*.

Writing

1. Describe a scene, a picture. Use the first sentence from your reading today as the first sentence. "The wind blew cold and dry." What kind of setting do you imagine with that description? Just picture it and describe it. It's not a story. Nothing needs to happen. Just describe the picture you are imagining. What is there? What do you see, hear, smell, feel? Write at least five sentences.

2. Just for fun (because writing is fun), I wrote an example.

The wind blew cold and dry. Leaves tumbled across the parking lot, scraping the pavement with their crispy, dry edges. One lonely car, accompanied only by a trash dumpster, sat in the corner of the empty lot. It huddled under the balding tree. The sky was clear blue like an untouched pool of summer, but the cold wind reminded that summer was past.

Day 162

Math

1. Click and drag math. Choose subtraction. Do one of the *biggest* problems it allows. If you get it wrong, do another.
2. Play Billy bug.

Reading

1. Read chapter 37 of *The Story Book of Science*.

Writing

1. Take your description from yesterday. Add a character. Write a paragraph describing a character. It doesn't have to be a person. Put your character into the scene and describe your character. What does he look like, sound like? What is the character feeling being part of the scene you described yesterday? What is your character's name? How old is he? What is his favorite thing to do? You don't have to tell us all of these things. Describe him so that we know all of these things. How can you describe him so that we can learn about him? Write at least five sentences.
2. Here's my just-for-fun example.

A dog came traipsing across the lot. He was scruffy and unkempt but had a spring in his step and a smile on his face. He wasn't starved; he had meat and muscle on his bones. He was a mutt, a mix of this and that and probably, the other as well. He was nondescript — not big, not small, his fur not long, not short. He had spots of black and brown and probably at one time white.

Thinking

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 163

Math

1. Click and drag math. Choose multiplication. Do one of the *biggest* problems it allows. If you get it wrong, do another.
2. Play space boy. This uses negative numbers. It's not a problem. Just look at the labels.

Reading

1. Read chapter 38 of *The Story Book of Science*.

Writing

1. Now write the next paragraph. Have something totally unexpected happen. How does it effect the character? How does it effect the scene? What does the character do in response?
2. Here's my writing is fun example.

The dog bounded onto the car and into the dumpster, nose first. He didn't reappear at first. You would expect that he was scrounging for a tasty morsel, a leftover from an over-picky child. But when he leaped from the dumpster, he was barely the same dog! He was wearing sunglasses and a black leather coat! He popped open the car door with his nose and started the car. He was a spy dog!

Day 164

Math

1. Click and drag math. Choose division. Do one problem, choosing two numbers on the left and four numbers on the right.
2. Locate the aliens.

Reading

1. Read chapter 39 of *The Story Book of Science*.

Writing

1. Now write the end of your story. What happens?
2. Here's my example. Yours can be longer, but my baby is crying and I gotta go!
He spun the car around and spotted me. As he drove past, he winked at me and said, "You didn't see anything."

Thinking

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4-6 thinking games at computer time.

Day 165

Math

1. Stock the shelves.
2. Write the numbers. How well can you spell?

Reading

1. Read chapter 40 of *The Story Book of Science*.

Writing

1. Read your story out loud. Fix any awkward places.
2. Look for spelling, capitalization and punctuation mistakes. Fix them.
3. Make sure there is transition from one paragraph to the next.
4. Publish when you are ready.
5. Read your story to an audience.

Day 166*

Math

1. Mental math — Do Day 166
2. Check your answers.
3. Do the "play," "read" and "quiz" for **probability**.

English*

1. You are going to start your end-of-the-year project. Step one is to choose a topic. It should be about what we've been studying in science and/or history. You should read your science and history assignments to see if you have an end of the year project for

those subjects that can be combined with this report. After you've read your science and history assignments for today, choose your topic.

2. Print out this research sheet, Research Report Note Taker. You will use this sheet to record your resources, meaning where you got your information from, and what you learned. The info lines are short. Don't try and copy a sentence. Just write bits to remind you like, *made in 1902*, or *Teddy Roosevelt*. This will help you not copy what others wrote.

Day 167

Math

1. Mental math – Do Day 167
2. Check your answers.
3. Probability spinner – Choose the four color spinner under “spinner” under “manipulatives.” Click on start over and over and watch the percentages change. That's the **probability** that the spinner will land on that color.
4. Learn about probability as a fraction. Make sure you do each of the tabs and then test yourself.

English

1. Work on your research. Make sure it's all going on your note taking sheets. Fill in three resources today.

Thinking

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 168

Math

1. Mental math – Do Day 168
2. Check your answers.
3. Learn about finding probability. Make sure you do each of the tabs and then test yourself.

English

1. Work on your research. Fill in three resources today.

Click on what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

Day 169

Math

1. Mental math – Do Day 169
2. Check your answers.
3. Learn about a tool to help you guess an outcome. Make sure you do each of the tabs and then test yourself.

English

1. Work on your research. Fill in three resources today.

Thinking

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.

2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 170

Math

1. Mental math – Do Day 170
2. Check your answers.
3. Learn about making predictions. Make sure you do each of the tabs and then test yourself.

Writing

1. Today, write your introduction. I'll copy below what I wrote you before about an introduction. Also, look at this sheet for more ideas for a great opening line. It also has other ideas for starting your other paragraphs and for making your writing more interesting.
2. Read about writing an opening sentence.
3. You are going to write an introduction for your research report. It needs to be at least three sentences long.
4. The **last sentence** is going to be your main idea. It will tell the main idea of your research report. It should be as specific as is possible.
5. Your first sentence should be interesting. It should make people want to read your biography. An easy way to get people interested is by asking them a question. Other ways include using a quote or by making an interesting observation.
6. Here's my example from before when you wrote your biography.
 - opening sentence: Ever wonder what makes someone great?
 - middle (no details yet): History has many greats. One man in particular was a great leader at an important time in America's history.
 - main idea of the whole biography (called the **thesis**): George Washington was a great leader when America needed one.

Day 171

Math

1. Mental math – Do Day 171
2. Check your answers.
3. Learn about different units of measurement. Make sure you do each of the tabs and then test yourself.

Writing

1. Today you are going to organize. Think about your introduction. What is your thesis? What is the point you are going to make with your research report? You need to use your facts to make that point.
2. Gather your facts into groups. All of the facts in each group should be about one topic. The goal would be to have five groups of at least two facts. Before you had who, what, where, when groups. You can have different groups this time. Try and use the facts you have and see how they relate to each other.

3. Color code them. Mark the ones that go together all the same color. Then make a key.
Example: Write “when” with a blue colored pencil and draw a light blue line through each when fact.

Day 172

Math

1. Mental math – Do Day 172
2. Check your answers.
3. Learn about customary units of length. Make sure you do each of the tabs and then test yourself.

Writing

1. Today you will continue organizing. You are going to decide the order that you are going to use your groups. If you are doing the Panama Canal, maybe one topic will be how it was made. If you have enough facts, you could divide that into two topics. One paragraph could be about the structure of it and how it was designed. Another paragraph could be about who worked on it and when and the cost. Another topic could be how it changed the world. That could be broken down into two or more paragraphs. One paragraph could be about shipping and economics. One paragraph could be about how it changed the landscape physically and the country politically. These are just suggestions. I’m just trying to give you some idea of what it means to break your facts into groups which are each going to become paragraphs.
2. As you look at your groups, decide if any of them can be split into two mini groups. Do you need any more facts to fill in a group?
3. Get all of your facts into groups. Label each group. Decide on their order.

Thinking

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 173

Math

1. Mental math – Do Day 173
2. Check your answers.
3. Learn about tools of measurement. Make sure you do each of the tabs and then test yourself.

Writing

1. Today you are going to take your topics and write an outline. You will use this Online Outline Maker to enter in your information.
2. You have already written your intro. For your outline, you are just going to be working on the body of your report.
3. You will “Add a Main Topic.” These are your topics. Each one of these will be your paragraphs. The goal is to have *at least* five.

4. Then you will click on “Add” and then click on your topic box. Write in a fact. Do it again with all of your facts. If you have more than three facts for a topic, think about how you can divide the topic into two mini topics.
5. Print your outline and save it!

Day 174

Math

1. Mental math – Do Day 174
2. Check your answers.
3. Learn about measuring length. Make sure you do each of the tabs and then test yourself.

Writing

1. Today start with your first topic on your outline and begin writing. Remember that the first sentence of your paragraph gives the main idea for that paragraph. Each paragraph has a main idea sentence, the details that tell about that idea and a conclusion sentence.
2. You need to write two paragraphs today unless you intend on writing a really long report. Once, in seventh grade, I wrote a report that was 27 pages long! (It did have some pictures and diagrams, though.)
3. Use short sentences and long sentences that use words like and/because....

Thinking

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 175

Math

1. Mental math – Do Day 175
2. Check your answers.
3. Learn about finding volume. Make sure you do each of the tabs and then test yourself.

Writing

1. Write at least two more paragraphs. Make sure they are written in the right format.
2. Also, think about how to transition from one paragraph to another. Remember transition words?

Day 176

Math

1. Learn about telling temperature.

Writing

1. Write another paragraph or two today. Use a sentence that starts with “When.....,....”
2. Try and finish all of your topic paragraphs listed on your outline.

Day 177

Math

1. Learn about telling time. Make sure you do each of the tabs and then test yourself.

Writing

1. Write your conclusion.

2. The first sentence of your conclusion retells your “thesis” or main idea of your report. Don’t use the same exact sentence from the introduction!
3. You need to add another sentence and then conclude with a final sentence.
4. Your final sentence should give meaning to your report. Use the word “I” and tell what you think of the whole thing, why is it important.

Thinking

1. Your job is to make a game others can play or a collection of five e-cards by the end of the school year, day 180.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 178

Math

1. Convert units of time. Make sure you do each of the tabs and then test yourself.

Writing

1. Look at this editing guide. Judge your report. Where do you need to do some work to make it better?
2. Read your report out loud. Mark anywhere that sounded weird to you.
3. Fix all the problems.

Day 179

Math

1. Practice with elapsed time. Make sure you do each of the tabs and then test yourself.

Writing

1. Today make sure your report is the way you like it. Add a title or a title page. Finally, you are going to add a **bibliography**, a list of all the resources you used to get your information.
2. Make a page with the title, *Bibliography*.
3. The video below will tell you how to write out your resources in a list on that page.
4. Here is a written bibliography help.

Thinking

1. You should be finished today with your game for others to play or with your collection of five e-cards. Submit them online, and if you like, send me the link and I’ll post it on the computer page.
2. When you are finished, you can do level 4–6 thinking games at computer time.

Day 180

Math

1. Play a game!
2. Congratulations! You did it! You finished level 4!

English

1. Publish and present!
2. You can email me a copy and I’ll upload to the Hall of Fame page.
3. Congratulations on finishing fourth grade! You learned so much this year!