

Created July 2017 \*Please note that this is a copy and therefore has not been updated since its creation date. If you find a link issue or typo here, please check the actual course before bringing it to our attention. Thank you.\*

# Third

Please review the FAQs and [contact](#) us if you find a problem with a link.

*Printables/Workbooks*

## MATH

Here is a [pdf packet](#) of all of the math worksheets for the year. You can also buy it as [workbook](#). And here's the [answer key](#) for the math worksheets.

## LANGUAGE ARTS

Here is a [pdf packet](#) of all the language arts worksheets for the year from LA3. You can also buy it as a [workbook](#). And here is the [answer key](#).

If you prefer **OFFLINE** work, we have several of the [third level courses available in book form](#).

Daily Progress Chart

### Materials:

- [Basic Supplies List](#)

### Day 1

Welcome to your first day of school! I wanted to give you one important reminder before you begin. Many of your lessons below have an internet link for you to click on. When you go to the different internet pages for your lessons, please DO NOT click on anything else on that page except what the directions tell you to. DO NOT click on any advertisements or games. DO NOT click on anything that takes you to a different website. Just stay focused on your lesson and then close that window and you should be right back here for the next lesson. Okay?

\*Following Directions — I write a lot of directions on here. Read them carefully and follow ALL of them. If you don't understand, ask for help. Practice with this [following directions worksheet](#).

An important reminder as you are beginning the year...If you click on a link and the link is not working please do not just skip it or find something similar to use, let your parent know so that we can get this fixed right away for you and for other users.

### Math

1. [Find the numbers](#) and shoot off the fireworks. Choose 1-100.
2. Go on a [math journey](#).
3. Watch the [shape song](#). Draw each shape it sings about.
4. You don't need a worksheet for today, but you should decide if you want to print out the [worksheets](#) for the year (over 100 pages) or buy them as a [workbook](#) (\$5.99). The workbook to print will be linked on each day there is a worksheet needed.

### Reading

1. Listen to the story of [Paul Bunyan](#). Click on the play button. You can read along if you like. ([Alternate link](#) for listening to the story)
2. The story of Paul Bunyan is a tall tale. What parts of the story are obviously made up?
3. We are going to be reading and writing poetry at first this year. When you write poems, are you going to write crazy, made up things or are you going to write about real life?
4. Try and read this [poem](#). (Alternate link for the [poem](#)) Read it out loud a few times to practice. Then go to this [timer](#) and see how fast you can read it. (Click on stop watch.)
5. If you want (and are allowed), here is a [Paul Bunyan cartoon](#) you can watch on YouTube.

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## Day 2

### Math

1. Click on the [numbers that add up](#) to whatever number it shows you.
2. Play [shark numbers](#). Count the tens and then count the ones and click on the number.
3. Play [tangrams](#). Choose a picture to make. Click “lines on.” Move and turn the shapes to get them to fill in the shape. This is tricky too.

### Reading

1. Read the first four poems by [William Blake](#).
2. Poem 1:
  - What is a [pipe](#)? ([Answers](#))
  - Why does the child weep when he hears the songs? ([Answers](#))
3. Poem 2:
  - a ewe is a mother sheep
  - Does the author think that shepherds have a good job or a bad job? ([Answers](#))
4. Poem 3:
  - [skylark](#), [thrush](#)
  - What two groups of people are in this poem? ([Answers](#))
5. Poem 4:
  - Each section of a poem is called a **stanza**. There is a space between each stanza to show you where each stanza starts and stops.
  - Who is the second stanza about? ([Answers](#))

### Writing

1. Copy at least three lines of poetry that are repeated. (hint: There are four in 04 and one in 03.)
2. If you copy more than three, get a high five and/or hug.

### Computer

1. You are going to work on your typing. This site is a lot of fun and will help you write words quickly.
2. [Level 1 Stage 1 Dance Mat Typing](#)
3. 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. Do

you remember these words: browser, desktop, window, crash, loading, refresh, download? If not, ask someone.

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### Day 3

#### Math

1. [Buy the item](#) with the exact amount.
2. Measure with a [ruler](#) and get the ant to his picnic. (Click on the next dot. Then click on the ruler to measure. You can turn the ruler sideways.)
3. [Tell time](#). Choose level 2.

#### Reading

1. Read poems [10 and 11](#).
2. What word is repeated most often in number 10? ([Answers](#))
3. What word is repeated most often in number 11? ([Answers](#))
4. Songs are poetry. These could both be songs. Do you know what type of song would number 11 be? (answer: a lullaby, a song to sing to a baby while you rock it to sleep)

#### Writing

1. Copy the first part of the first line of each stanza from both poems.
  - “When the ...laugh” for the first poem
  - “Sweet \_\_\_\_\_” for the second poem

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### Day 4\*

#### Math\*

1. \*On the worksheet for Day 4 in the worksheet packet, use the tally mark chart to [answer the questions](#).
2. Make the numbers using [stacks of tens and blocks of ones](#). Use tens and ones to make numbers.
3. Take the [test](#).

#### Reading

1. Read poems [15, 16 and 17](#).
2. What is poem 15 about? ([Answers](#))
3. The “nurse” in poem 16 is not a nurse like in a hospital; it’s a woman in charge of watching the children, like a nanny.
4. What is the nurse saying to the kids? ([Answers](#))
5. What are the kids saying to the nurse? ([Answers](#))
6. What does the baby call himself because he is so happy? ([Answers](#))

#### Writing

1. Copy one of the stanzas from poem 15. Make it look like the poem. Make sure you copy all of that punctuation and write it on nine lines like how you read it.

#### Thinking

1. This year you are going to learn to play chess. Go to [chess school](#). Learn about the chessboard and pieces. Next time you'll take the quiz.

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

### Day 5\*

#### Math\*

1. \*On the worksheet for Day 5 in the worksheet packet, [label the even numbers](#) according to the numbers on the line.
2. Make the [number](#). Drag one of those big squares of blocks onto the work mat. What number does it say? 100! There are 100 blocks in that square. It's 10 stacks of 10 blocks all put together. Now make the numbers that it tells you to. Now you are using hundreds, tens and ones.
3. [Make numbers](#). You are using hundreds, tens and ones. Make a big number. Do you see the hundreds, tens and ones. Click on the button to see them all put together. Click on new and make another big number.

#### Reading

1. Read [poem 22](#).
2. The clay says that love doesn't seek to please whom? ([Answers](#))
3. The pebble says that love seeks to please whom? ([Answers](#))
4. What does the Bible teach about true love? Does it live for itself or others? ([Answers](#))
5. What part of these verses say that about love? [1 Cor. 13:4-5](#) ([Answers](#))

#### Writing

1. Write an I love you poem to someone.
2. You could write it with repeating words like this:
  - I love you because...
  - I love you because...
  - I love you because...
3. Write at least three lines.

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

### Day 6\*\*

#### Math\*

[xtramath](#) – If you haven't yet, go to this site every day until you know all of your addition and subtraction facts fast! Stop when you get to multiplication. (Parents: if this isn't coming easily for your child, you can slow it down. Click on parent/teacher and log in. Choose the child's tab. Choose Change Program. Choose 6 second addition. When it's mastered, you can change to subtraction, etc.)

1. \*What numbers come [before and after](#)? Which number is the hundreds? Turn to the worksheet for Day 6.
2. [Add 10](#). It will tell you a number. Add 10. Remember how? Add 1 to the ten's place. It's easy on the chart. Just look down one row because each row has ten numbers. When you find the right answer, click on next to get your next number to find. When this is easy for you, go on to number three (below).
3. Now [add 11](#). That's adding 10 and adding 1. Now you will add 1 to the tens and 1 to the ones. What happens when you add 1 to 9? Do you remember? It's easy on the chart. Just move down

one row to add 10 and over one spot to add 1.

### Reading

1. Do this lesson and activity on [rhyme, rhythm and alliteration](#) in poetry.

### Spelling\*

1. \*Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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### Day 7\*

#### Math\*

#### xtramath

1. \*On the worksheet for Day 7 in the worksheet packet, [count by tens](#) and label the dots. Answer the addition questions. Add by 10s.
2. Can you do it? You can [check your answers](#) on the 100s chart.

### Reading

1. Read [poem 23](#).
2. Find examples of rhyme in the poem. ([Answers](#))
3. Read [poem 27](#).
4. Find examples of alliteration. ([Answers](#))

### Writing

1. Make a list of five pairs of rhyming words. Example: sweet feet
2. Make a list of five pairs of words that start with the same sound (alliteration). Example: tell time

### Computer

1. [Level 1 Stage 2 Dance Mat Typing](#)
2. Internet safe search — When you want to find something on the internet, you have to be careful how you look for it. Here are some tips. Be as specific as possible in your search. Type as many words as you know that will help you find what you are looking for. That will help keep things you are not looking for from coming up. Also, use [kid friendly search engines](#). Here is [another place you can go to search](#). Here is [another](#). You can turn on Youtube's safety switch at the bottom of any Youtube page. You can also ask your parents to turn on Google safe search. Other sites' safe searches do not work well. You can also [turn off advertising](#), so you don't see bad images.

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### Day 8\*

#### Math\*

#### xtramath

1. You can watch the first part of this video to remind you about [adding with carrying](#). Stop when the teacher says to do the problems on your worksheet (around 5:40).
2. When the ones add up to ten, you make them into a group of ten and add them to the tens.

3. \*You can do your [worksheet for Day 8](#). Remember, if there is no number in the tens place, that's just zero. You don't have to add anything to the other tens.

#### Reading

1. Read [poem 23](#) out loud. Do you hear rhythm?
2. Watch the video on [syllables](#).
3. Try it yourself. Click on load letter until the car has [one syllable](#) in it. Then click on next car. It will help you out when you aren't quite right.
4. Count the syllables in each line of the first and second stanza of poem 23? ([Answers](#))

#### Writing

1. Write a poem with the same rhythm as poem 23.
2. The first line has 3 syllables. The other 3 lines have 4 syllables.
3. Example:
  - My big toe
  - Has got an itch
  - I'd buy a scratch
  - If I were rich
4. You don't have to rhyme the second and fourth lines, but if you do get a high five and/or hug.

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#### Day 9\*\*

##### Math\*

##### xtramath

1. If you can't remember how to do this, you can watch this [presentation](#) before you practice.
2. \*Then you can do your Day 9 [worksheet](#).

#### Reading

1. Choose [three poems](#) to read.

#### Writing\*

1. \*Print out the page of the [month](#) you are in.
2. You are going to write a poem about this month. Write one word on each line that starts with the letter listed. For instance if it were February I might write: freezing, energy, birthday,...
3. This is called an acrostic poem.

#### Thinking

1. Take the [quiz](#). And again if you need to... And if you need it, here's the lesson on the [board and pieces](#).

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#### Day 10\*

##### Math\*

##### xtramath

1. \*Answer the *addition* [word problems](#) on the Day 10 worksheet. (Answer key link is at the

beginning of the course.)

### Reading

1. Choose [three poems](#) to read.

### Writing

1. Write a [theme poem](#) or a [shape poem](#) (another [shape poem](#)). (This link requires flash player. Check the troubleshooting guide if you are having trouble.)
2. You can use the theme poem tool or come up with your own theme and shape.

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### Day 11\*\*

#### Math\*

#### [xtramath](#)

1. Now let's subtract.
2. \*Complete the Day 11 [worksheet](#).
3. If you can't remember how to do this, you can watch this [presentation](#).

### Reading

1. You are going to read poems by a different poet now, Sara Teasdale.
2. Read [poem 02](#).
3. What does she wish for? ([Answers](#))
4. Does she get what she wishes for? ([Answers](#))
5. Find rhyme, rhythm and alliteration in the poem. ([Answers](#))

### Writing

1. Write two lines of a poem. Each line should have the same number of syllables. The last word in each line should rhyme. AND you should use at least one alliteration. Can you do all three of those things? Get a high five and a hug if you do all three.
2. Example:
  - My dog's name is Mighty Max
  - He leaves behind muddy tracks
3. Mighty Max is alliteration; Max and tracks rhyme; each line has 7 syllables

### Spelling\*

1. \*Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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### Day 12\*

#### Math\*

#### [xtramath](#)

1. \*Print and complete the Day 12 [worksheet](#).
2. If you want a reminder of how to do it, you can watch this [presentation](#).

## Reading

1. Read [poems 5, 6 and 7](#).
2. In poem 05 people come to tell the author something. What is it? ([Answers](#))
3. In poem 06 what is flying in the air? ([Answers](#))
4. In poem 07 how does the author describe November? ([Answers](#))

## Writing

1. Write a poem describing the month it is right now. You could use repeating words, alliteration, rhyme, or count syllables to create a rhythm.

## Computer

1. [Level 1 Stage 3 Dance Mat Typing](#)
2. Internet Safety — Here are some tips for staying safe when you use the internet. Never sign up for anything online without permission. When a site asks for a **username**, you are not supposed to give your real name. Make up a pretend name for yourself. Never tell anyone online your real name, address, phone number or email address unless your parents tell you it is okay. Even if it's a friend online, don't give them information about yourself unless you have permission.

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## Day 13\*

### Math\*

#### [xtramath](#)

1. \*Turn to the Day 13 worksheet and [subtract](#).

## Reading

1. Read [poem 9](#). It is about the beginning of a day, dawn.
2. Draw a picture of it. What picture does the poem make you see?

## Writing

1. Look at this [picture](#).
2. Write a poem to describe it. You could use repeating words, alliteration, rhyme, or count syllables to create a rhythm.

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

## Day 14\*

### Math\*

#### [xtramath](#)

1. How do you subtract 34 -7? You can't take 7 ones away from 4 ones. Watch this [presentation](#) to learn how to do it.
2. \*Complete the [worksheet](#) from the packet labeled Day 14.

## Reading

1. Read [poem 16](#).
2. What did her grandfather send? ([Answers](#))
3. What couldn't she understand? ([Answers](#))

4. What did she wish he sent? ([Answers](#))
5. What is the rhythm and rhyme pattern of this poem? ([Answers](#))

#### Writing

1. Write two lines of poetry that rhyme. Try to write 8 syllables in each line.

#### Thinking

1. What do you remember? Try this [quiz about the board](#).
2. Learn [how to move a rook](#). Take the quiz when you are done with the lesson.

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#### Day 15\*

##### Math\*

##### [xtramath](#)

1. Watch the video on [subtraction with borrowing](#).
2. \*Then complete the [worksheet](#) from the packet labeled Day 15.

##### Reading

1. Read [poem 17](#).
2. Why does she think the moon is kind? ([Answers](#))

#### Writing

1. Create a poem with [magnetic poetry](#). Drag the words onto the board to create your poem. (Don't choose ghosts for your topic!)

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

#### Day 16\*\*

##### Math\*

##### [xtramath](#)

1. Watch the video on [subtraction with borrowing](#).
2. \*Then complete the [worksheet](#) from the packet labeled Day 16.

##### Reading

1. Read [poem 19](#).
2. How does the author describe April? ([Answers](#))
3. Does it look like spring to her? ([Answers](#))
4. What do you think is the "unchanging tree?" ([Answers](#))

#### Writing

1. Write a [color poem](#). Choose a color and write at least five lines following the example. You can use the top part of your spelling worksheet to write it if you'd like.

#### Spelling\*

1. \*Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

### Day 17\*

Math\*

xtramath

1. Watch the video on [subtraction with borrowing](#) (or regrouping)
2. \* Complete the [subtraction word problems](#) on the worksheet for Day 17 from the packet.

Reading

1. Read [poem 24](#).
2. What is the feeling of this poem? (happy, sad, excited, scared...) ([Answers](#))
3. What words give the poem that feeling? ([Answers](#))

Writing

1. Write a [bio-poem](#), a poem about yourself. Follow the directions for each line.

Computer

1. [Level 2 Stage 4 Dance Mat Typing](#)
2. Internet security — There are different tools that are used for security on the internet. One is passwords. A password is a secret word that you use to let the computer or website know that you are you. The best passwords have letters and numbers in them. I use a really good password for important websites (that you don't use—like for my bank information) but I use a silly password for websites where it is not important, like to play a game. Use only one or two passwords or you'll forget which password you used where! So many places ask for passwords now. Choose passwords that are at least 6 letters/numbers long. Sometimes 8 is required.
3. Another tool is software that protects your computer from viruses and adware. A computer virus is a command that sneaks into your computer and tells it to do something you don't want it to do, like erase everything on your computer! Adware sneaks advertisers info onto your computer. You probably have anti-virus software on your computer. A free program is called Avast. Your computer should block ads that are called "pop ups." Sometimes you'll see a note that says a "pop up" was prevented from opening. This was a website trying to force their advertisement on you. Sometimes worse. Most of the time you don't want to see the pop up that was blocked, but sometimes you need that pop up for whatever you are doing. If you want to see the pop up that was blocked, go and ask a parent if it is okay.

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### Day 18\*

Math\*

xtramath

1. \*Turn to the worksheet for Day 18 and complete the [word problem worksheet](#). Some are addition and some are subtraction.

Reading

1. Read [poem 26](#).
2. What is the poem about? ([Answers](#))

3. How does a cloud “blind the sun?” ([Answers](#))

### Writing

1. Make a [list poem](#). If you want to make one about the grocery store like on the example page, here are some food ideas. Make it rhyme! Can you give it rhythm? Read it out loud to hear how it sounds.
  - beef, lettuce leaf, apple, pineapple, chocolate bar, granola bar, popcorn, candy corn, etc.

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### Day 19\*

#### Math\*

#### [xtramath](#)

1. \*Turn to the worksheet for Day 19 and complete the [word problem worksheet](#). Some are addition and some are subtraction.

#### Reading

1. Read [poem 28](#).
2. Who is the poem about? ([Answers](#))
3. What is Mary thinking about while the men work in the carpenter’s shop? ([Answers](#))

#### Writing

1. Choose something to [write a poem](#) about. It can be short like the example.

#### Thinking

1. Learn how to [move a bishop](#). Take the quiz when you are done with the lesson.

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### Day 20

#### Math

#### [xtramath](#)

1. Do the adding “total less than 20” activity and the subtracting “numbers within 20” [activities](#). Try both a few times and try to beat your speed.
2. Click on “[Enter the Mega Penny Project](#).” Click next to count to a million, a billion and more!

#### Reading

1. Read the [chickadee](#) poem, which was written by a girl about age 11.
2. What does the author think about the chickadee song? ([Answers](#))
3. Listen to the [chickadee](#).

#### Writing

1. You can write any poem today.

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

### Day 21\*\*

## Math\*

### xtramath

1. Play [level 1](#) Beginner and then play Expert.
  - Expert means using as few coins as possible. Start with the largest coin. Can you use it without having too much? Once you have as many as you can use, go to the next largest coin.
2. \*Turn to the worksheet for Day 21 and complete the [worksheet](#) for today to keep your skills sharp.

## Reading

1. Read the first [ten stories](#) . Stop when you get to the fox and crow picture. (Parents: Use this link to [download](#) it if you want it on an ereader.)
2. Draw a picture of one of the other fables. Show your picture to someone and explain what happened in the story.
3. After some of the stories, the moral of the story is written. The moral of the story is the lesson of the story. One of the lessons is that if someone has proven dangerous in the past, don't believe them when they act like they aren't any more. Which story is that the lesson of? ([Answers](#))
4. When should you believe someone has changed? (answer: When they have confessed their sin and repented and you can see that they are living and acting differently.)

## Spelling\*

1. \*Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

## Day 22\*

## Math\*

### xtramath

1. \*Turn to the worksheet for Day 22 and complete the [Counting Coins and Money Word Problems](#) worksheet.

## Reading

1. Read the next [ten stories](#). Stop after *The Lion and The Mouse*, page 16.
2. There are several stories about an ass. That is a donkey. This is an old book and that is a word that has changed in meaning over time. It is not a nice word to say or call someone. When you read, you can switch it and say donkey.
3. What is a spendthrift? (hint: the first line of the story on [page 10](#)) ([Answers](#))
4. What do you think is the moral of *The Lion and The Mouse*? ([Answers](#))

## Writing

1. Copy all of the morals.
2. Make sure that you always copy carefully to practice spelling and punctuation.

## Computer

1. [Level 2 Stage 5 Dance Mat Typing](#)
2. Let's see if you remember what you learned before. Open a new document in your word processing program. Type "I am ready to learn something new." Change the color and size of the font. Save it as "New" in a folder with your name on it. Ask for help if you can't remember any of those steps. Insert a picture and clip art into your document and save it. Then click on insert again and choose shapes if that is an option. Choose a shape. Try and "fill" it with a color. Ask for help if you need it. Save it again.

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### Day 23\*

Math\*

[xtramath](#)

1. Play [level 2](#) Beginner and then play Expert.
2. \*Turn to the worksheet for Day 23 and count by fives to complete the [worksheet](#).

Reading

1. Today we're going to read from a different website.
  - [The Milkmaid and Her Pail](#)
  - [The Crow and the Pitcher](#)
  - [The Fox and the Stork](#)
  - [The Wolf in Sheep's Clothing](#)
  - [The Frogs Desiring a King](#)
  - [The Vain Jackdaw](#)
  - [The Fox and the Lion](#)
  - [The Ox and the Frog](#)
  - [The Dog and the Shadow](#) (just this one) (I would call it a reflection, not a shadow.)
2. The moral of the first story is "Don't count your chickens before they hatch." This is a very famous expression. What does it mean? What is the lesson of the story? ([Answers](#))
3. "Necessity is the mother of invention." This is another famous expression. **Necessity** means something that is needed. What does the expression mean?
4. Write down one of the morals I wrote above.

English

1. Put the words in [alphabetical order](#). Sing the ABC song to yourself to help you place the bears in the right car. Follow the directions and continue through the rounds.

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### Day 24\*

Math\*

[xtramath](#)

1. Play [Count the Money](#). Drag the puzzle piece (the picture portion) onto the answer.
2. \*Turn to the worksheet for Day 24 and complete the [worksheet](#).

Reading

1. Read the next [ten stories](#). The last story is *The Man and the Flea*.
2. Do you know what these words mean from your first story? Read the words and the definitions. I'll test you on them soon...
  - quarrel (answer: to have an argument)
  - fierce (answer: ferocious, wild and violent)
  - persuade (answer: to use words to convince someone of something)
  - contemptuous (answer: acting like someone else is beneath you, that they are no good and you don't want them around)
  - reconcile (answer: become friends again)
3. One of the stories has this lesson: You can know if someone is a real friend if they stick with you when bad things happen. Which story has that for its moral? ([Answers](#))

### Writing

1. Write a short story that would teach this lesson: look before you leap, that means to find out about something before jumping in to do it.
2. Maybe you could start your story: Peter's friend Ryan ran up to him and asked if he wanted to go pernickle picking. Peter didn't want Ryan to know he didn't know what pernickles were, so he said yes and went along. (What happened? BTW, pernickle is a made up thing.)

### Thinking

1. Learn how a [queen](#) moves. Take the quiz when you are done with the lesson.

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

### Day 25\*

#### Math\*

#### [xtramath](#)

1. Play [level 3](#) Beginner and then play Expert.
2. \*Turn to the worksheet for Day 25 and complete the [worksheet](#).

#### Reading

1. Read the next [nine stories](#). Stop when you come to the picture of the crab and his mother.
2. What story do you recognize?
3. Draw a picture to illustrate one of the stories.
4. Show your picture to someone and explain it and the story.

#### Vocabulary

1. Try this [vocabulary game](#).

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

### Day 26\*

#### Math

#### [xtramath](#)

1. Add the [costs of lunch](#).

#### Reading

1. Read the next [ten stories](#). Stop after the two bags story.
2. What should you do when someone needs help (according to one of the stories)? ([Answers](#))
3. Which story's moral is related to the lesson from [Matthew 7:3-5](#)? ([Answers](#))

#### Spelling\*

1. \*Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

#### Day 27\*

#### Math\*

#### xtramath

1. Play [Cash Out](#). Click on NO for Show Change Amount.
  - It will tell you how much the customer spent and how much money they gave you. It is the easy level, so they will give you \$1.00.
  - How do you know how much change to give?
  - Count on from how much they spent.
  - If they spent 63 cents, \$0.63, then you would click on the penny to put two pennies on the counter and count 64, 65. Then you could put a dime on the counter and count 75. Then you could put a quarter on the counter and count 100 or \$1.00.
  - Check your amount by counting on from how much they spent. You can click on a coin to take it off the counter.
  - Give the change when you are ready.
2. \*Turn to the worksheet for Day 27 and complete the [worksheet](#).

#### Reading

1. Pick a [story](#) to read.

#### Writing

1. Write three questions about the story.

#### Computer

1. [Level 2 Stage 6 Dance Mat Typing](#)
2. Make a sign on your computer, any kind of sign.

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

#### Day 28\*

#### Math\*

#### xtramath

1. How many cents are in a dollar? (answer: 100)
2. You are going to complete a worksheet, but before you start, I want you to look at the first problem. You are going to subtract 20 from 100. We're going to do it together.
  - First you'll subtract the ones straight down. Zero minus zero is zero. You can write zero in the answer spot under the zeros in the ones column.

- What's left? Draw a box around the 10 left in 100.
  - Now you have ten minus two left. You know the answer to that. What's ten minus two? (answer: 8)
    - Write 8 in the tens spot in the answer.
  - What's the answer to  $100 - 20$ ? (answer: 80)
  - \*Turn to the worksheet for Day 28 and complete the [worksheet](#). Each time draw a box around the ten in the problem. When you need to borrow more ones in order to subtract, you can cross off the ten and make it a nine. Then like normal you take those ten and move them into the ones column.

### Reading

1. Listen to and read the [Story of Hanukkah](#).
2. Listen to [Stone Soup](#). If you'd like, you could [read along](#).
3. Tell the stories to someone.

### English

1. Put the words in [alphabetical order](#). Complete ALL FOUR LEVELS.
  - Remember: If two words have the same first letter, then you need to look at the second letter in each word to compare them.
  - If two words have the same first and second letter, then you need to compare their third letters, and so on and so on.

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

### Day 29\*\*

#### Math\*

#### [xtramath](#)

1. \*Use your [worksheet](#) and subtract the money, like you are making change. (You can ignore the decimal points. For example, the first one is 65 cents minus 21 cents.  $65 - 21 = 44$  That's 44 cents. You write that as **\$0.44** . For all of your answers you will write **\$0.** and then the answer to your subtraction problem. I already gave you the first answer, so you are already on your way!
2. Check your answers when you are done.

#### Reading\*

1. \*Print page 2. Read [The Catching Tree](#) and answer the questions. Use the link to check your answers.

#### Grammar

1. See what you can remember. What words should be [capitalized](#)?

#### Thinking

1. Learn how to move a [king](#). Take the quiz when you are done with the lesson.

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

### Day 30\*

Math\*

xtramath

1. \*Turn to the worksheet for Day 30 and complete the [worksheet](#).

Reading

1. Read the [bat story](#).

Spelling

1. Write all of the words that are underlined in the bat story you just read. (I think it is eight words. You only have to write them each one time.)

Vocabulary

1. Try the [vocabulary game](#). Do you remember the words? (more [tablet friendly](#))

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

**Day 31\*\***

Math\*

xtramath

1. **Estimating** means making a good guess as to what the answer is.
2. **Rounding** is one trick we use to figure out what a good guess would be.
3. Use [estimation](#) to make a good guess as to which box has more.
4. \*Turn to the worksheet for Day 31 and [compare](#).

Reading

1. You are going to start reading *Heidi*. (Parents: Use this link if you want to [download](#) it.)
2. You can [listen to this story](#) as you read along if you like. However, the chapters are long, so we won't be reading a whole chapter each day, but the recordings are of whole chapters. You would have to remember the time you left off and then let it load to the spot.
3. Today, read this [summary of the book](#). (alternate link [here](#))
4. What country is the author from? What language was it written in originally?  
(answer: Switzerland, German)

Spelling\*

1. \*Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

**Day 32\***

Math\*

xtramath

1. Watch this video on [rounding](#).
2. Here are some examples of rounding to the nearest ten:
  - 13 → the number on the right is four or less, so the number on the left stays the same
  - 10 is the nearest ten

- Look at it on the [number line](#). Click on go. Find 13. Is it closer to 10 or 20? That's what rounding is. Which number is closer? If it is right in the middle, we round up to the higher number.
  - 27 → The number on the right is 5 or more, so the number on the left moves up one.
  - 30 is the nearest ten
  - Look at it on the [number line](#). Click on go. Find 27. Is it closer to 20 or 30?
  - 2 → Is it closer to 0 or 10?
3. Try [rounding to the nearest ten](#).
  4. \*Use the menu on the worksheet for Day 32 to [answer the questions](#).

## Reading

1. Here are two pictures to give you an idea of the **setting** of this book, where it takes place. Here is a picture of a [cover](#) of one version of *Heidi*. Here is a photograph of a [small town](#) at the foot of the Alps (those huge mountains).
2. Here are some words that may be new to you:
  - Here is a picture of old-fashioned [hob-nailed boots](#). This book was written a long time ago. It looks to me like the nails were put into the shoes to help you not slip, like treads on your sneakers.
  - [vigorous](#) – strong and active (If you click on the link, you can click on the little speaker symbol and hear how the word is pronounced.)
  - [imposing](#) – grand and impressive in appearance
  - [loiter](#)– to dawdle over your work or to hang around some place without any purpose
  - [acquaintance](#) – a person you know but not very well
3. You'll have to pay attention every day to my directions. The chapters are too long to read one each day. You'll read a part of a chapter each day. Start reading [chapter 1](#). ([Audio link](#) – remember to make note of the time where today's reading stops)
4. How old is the little girl? ([Answers](#))
5. The hamlet, or small town, is called "The Little Village." What is the name of the mountain they are climbing? ([Answers](#))
6. What's the name of the young woman escorting Heidi up the mountain? ([Answers](#))
7. Is the man on the mountain Heidi's uncle? ([Answers](#))
8. Who has been taking care of Heidi? ([Answers](#))
9. What does Barbara think of Heidi living with her grandfather? ([Answers](#))
10. What is Alm-Uncle like? ([Answers](#))
11. What does Barbara want to know? ([Answers](#))

## Writing

1. Copy this sentence from the book: As he's her grandfather, it is high time he should do something for the child.
2. What is "he's" short for? (answer: he is)

## Computer

1. [Level 3 Stage 7 Dance Mat Typing](#)
2. Read these [computer rules](#).

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

## Day 33\*

Math\*

xtramath

1. Scroll down and click on start. [Round to the nearest ten](#).
2. \*Keep your skills sharp with the [worksheet](#) for Day 33 from the packet.

Reading

1. What is a shepherd? If a shepherd, herds (or watches and keeps together) sheep, then what do you think a goatherd does?
2. [enmity](#) – hatred
3. [luscious](#) – highly pleasing to the senses
4. Read more of [chapter 1](#). ([Audio link](#) – remember to make note of the time where today’s reading stops)
5. What is the goatherd’s name? ([Answers](#))
6. Why was Heidi hot? ([Answers](#))
7. Heidi’s mother and father died when she was about a year old. Her aunt, Deta, has been taking care of her since. Heidi’s mother was Deta’s sister. Heidi’s father was Alm-Uncle’s son, so Heidi is his grandchild.

Grammar

1. Put the [commas](#) in the correct place.

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

## Day 34\*

Math\*

xtramath

1. When you **round** to the nearest hundred, you do the same thing as with tens.
2. Here are some examples:
  - 461 → We are rounding to the nearest hundred. Which number is in the hundreds spot? (answer: 4)
  - 461 → When we round this to the nearest hundred, we are asking, “Which is it closer to 400 or 500?”
  - We need to look at the number immediately to the right. Which number is to the right of 4? (answer: 6)
  - Is six, 5 or more? (answer: yes)
  - Then we need to change the number on the left to one more. The 4 becomes a 5.
  - 461 → 500 Which is 461 closer to 400 or 500?
3. Watch this [video](#) again, just for the first 32 seconds.
4. Round to the [nearest hundred](#).
5. \*Turn to the worksheet for Day 34 and complete the [worksheet](#).

Reading

1. Here is a sentence from the chapter. “How could you be so stupid, Heidi? Have you lost your senses?” the aunt went on, with a tone mingled with vexation and reproach.

2. You probably don't know what vexation and reproach are. That's okay to not know some words. Her "tone" is how her voice sounded. From what she said to Heidi, can you imagine what her voice sounded like? I bet you can. You don't always have to know the words to understand them. You know she sounds upset. If someone is vexed, they are frustrated and annoyed. They are upset. To reproach someone is to scold them. Basically she's angry with Heidi, but you knew that, even if you didn't know those two words. When you don't know a word, don't get stuck. Keep reading and the sentence will probably help explain what the word means.
3. Finish [chapter 1](#). ([Audio link](#))
4. What is Alm-Uncle's reaction to Deta's news that she's leaving Heidi with him? ([Answers](#))

### Writing

1. Write a conversation you would have with your grandfather if it was the first time you met him. What would you want to ask him? What would you want to tell him? See below to see how you should write it to show who is talking.

me: Hi.

GF: Who are you?

me: Andrew

GF: Andrew, who?

### Thinking

1. Learn how to [move a knight](#). Take the quiz when you are done.

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

## Day 35

### Math

#### xtramath

1. [Round to the nearest 10](#) to steer the boat. I know you have to think fast. Give it a try.
2. [Round to the nearest 100](#) to steer the boat. Do your best.

### Reading

1. It keeps talking about the grandfather's penetrating glance or look or eyes. Here's the best [penetrating](#) look picture I could find. To penetrate something means to break through it. When grandfather looks at you, it's like he can see right inside of you.
2. Start reading [chapter 2](#). ([Audio link](#) – remember to make note of the time where today's reading stops)
3. How is grandfather treating Heidi? What makes you say that? ([Answers](#))
4. Draw a picture of something from the setting of this chapter. Here are some examples: the outside of the hut and trees, the inside of the hut, the hayloft.

### Vocabulary

1. Play this [vocabulary game](#) with words from *Heidi*.

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

## Day 36\*

## Math

### xtramath

1. Do this lesson on [telling time](#).
2. Take this simple [hour and half quiz](#) to refresh your memory. Remember: the hour is the number the hand has already passed.

## Reading

1. Finish reading [chapter 2](#). ([Audio link](#))
2. How did Heidi show initiative? Initiative is seeing what needs to be done and doing it without being asked. ([Answers](#))
3. Is Heidi happy in her new home? ([Answers](#))
4. Is Heidi's grandfather happy with her? ([Answers](#))

## Spelling\*

1. \*Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

## Day 37\*

### Math\*

### xtramath

1. [Stay up late!](#) Use your arrow keys to move under the time shown at the top LEFT. Push the spacebar to shine your flashlight at the right clock. Every time you get it right, your bed time gets later.
2. Play the [beginner level](#). Click on hour and then click the number of the hour. Click on minute and then click on the number the minute hand should be on. Remember: the minutes count by fives around the big numbers. The 1 is 5 minutes; the 2 is 10 minutes; the 3 is 15 minutes.
3. \*Turn to the worksheet for Day 37 and complete the [worksheet](#).

## Reading

1. The title of the next chapter is "On the Pasture." Do you know what a [pasture](#) is? Here is another [picture](#). What do you think this chapter is going to be about? Answer before you read the chapter. You don't have to be right about what's going to happen, but you do have to think.
2. Here is a vocabulary word from today's reading:
  - [pungent](#) — something with a really strong taste or smell
3. Start reading [chapter 3](#). ([Audio link](#) – remember to make note of the time where today's reading stops)
4. Who is Heidi spending the day with? ([Answers](#))
5. What large bird made the sharp scream? ([Answers](#))

## Writing

1. Copy these sentences: The strong wind nearly blew her from her seat, so she hurried with her meal, to be able to go inside and up to her bed. She slept in it as well as a prince on his royal couch.
2. Make sure you copy it exactly. Check when you are done.

## Computer

1. [Level 3 Stage 8 Dance Mat Typing](#).
2. Open your word processing program. You are going to add page numbers. See if you can find where your program says "Page Number." You might need to click on "Insert" first. See if you can add a number 1 to your first page. You can decide where it should go.

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

## Day 38\*

### Math\*

#### xtramath

1. Take the [time quiz](#). The blue hand is the minutes. The hour is the number the red hand has passed. To find the minutes count by fives around the big numbers. 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55
2. Play the [medium level](#).
3. \*Turn to the worksheet for Day 38 and complete the [worksheet](#).

### Reading

1. Here are some words from today's reading that maybe you don't know. Remember, you can click on the link and the speaker to hear how to pronounce it.
  - [earnest](#) – serious about what you mean or what you are doing
  - [piteous](#) – used to describe something that you feel sorry for
  - [console](#) – to comfort
  - [evade](#) – to avoid
  - [obtrusive](#) – butting in, intruding on another's space
  - [contempt](#) – a feeling of despising toward people who are dishonorable or beneath you
  - [indignation](#) – righteous anger, feeling upset by something that is unjust or not right
2. Continue reading [chapter 3](#). ([Audio link](#) – remember to make note of the time where today's reading stops)
3. Why was Peter so excited over getting Heidi's cheese and some of her bread? ([Answers](#))
4. What were some of the goats' names? ([Answers](#))
5. What wouldn't Heidi let Peter do? ([Answers](#))

### Grammar

1. Find the [correct sentence](#). Look for proper capitalization and punctuation.

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

## Day 39\*

### Math\*

#### xtramath

1. There are other ways to say time.
2. We can say "five minutes after six." What time do you think that would be? (answer 6:05)
3. How about "half past four." What time is that? What is half way around the clock? (answer 4:30)
4. Can you guess what "quarter past three" would be? What is a quarter of the way around the

- clock? Divide the clock into four pieces (answer 3:15)
5. Play this [matching game](#). Match the words to the times.
  6. \*Turn to the worksheet for Day 39 and complete the [worksheet](#).

### Reading

1. [compensation](#) – a payment for something
2. [despondent](#) – feeling gloomy or discouraged
3. Finish reading [chapter 3](#). ([Audio link](#))
4. Why does Heidi say she won't pick any more flowers? ([Answers](#))
5. Was there really a fire on the mountain? ([Answers](#))

### Writing

1. Describe the (pretend) day you spent on the mountain. What did you see? What did you smell? What happened?
2. Read over what you wrote. This is always a good habit to have. When you read it, make sure every sentence starts with a capital letter and ends with a period, question mark or exclamation point. If any word seems spelled weird, ask about it or look it up. Fix any of your mistakes.
3. Add your name and date to the paper and give it to a parent to add to your portfolio.

### Thinking

1. Learn how to [move the pawn](#). Take the quiz when you are done.

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

### Day 40\*

#### Math\*

#### xtramath

1. Choose a [level 2 game](#).
2. We can also say how many minutes there are until the next hour. We say it like this, "Five to eight." That means it is five minutes until eight.
3. Make this [clock](#) say "five minutes to eight." (Click Go to start.) When you found the right place, the clock will say 7:55.
4. Remember: the hour is not eight yet. It's still five minutes before the hour hand will reach the eight.
5. Do you see that there are just five minutes until eight o'clock?
6. When we talk about time until the hour, we count by fives backwards. At the 11 there are just five minutes until the hour. At the 10 there are ten minutes until the hour.
7. Make the clock say "ten minutes to nine." What does the digital clock say? (answer 8:50)
8. Remember: It's not nine o'clock yet. There are still ten minutes before the hour hand reaches the nine.
9. If you got it wrong, fix the clock hands.
10. Make the clock say "twenty minutes until ten." Count by fives backwards. The 11 is five, the 10 is ten, the 9 is 15... What does the digital clock say when you make the hands say "twenty minutes to ten?" (answer 9:40)
11. If you got it wrong, fix the clock hands.
12. What do you think the clock would look like at "quarter to three?" (answer 2:45)
13. \*Print out the [time and word cards](#) from the worksheet for Day 40. Cut them into rectangles.

Place them face down. Find the matches.

14. What's another way to say, "15 minutes to 8?" (answer: quarter to eight)

### Reading

1. The next chapter is called "In Grandmother's Hut." What do you think is going to happen? Answer before you read! It's okay to not be right about what's going to happen, but it's not okay to not think.
2. Read the first part of [chapter 4](#). ([Audio link](#) – remember to make note of the time where today's reading stops)
3. Grandfather invites Peter to stay for dinner. The book says: With that he prepared a meal which amply satisfied Peter's appetite.
  - It's okay if you don't know what amply means. I bet you can guess. Did grandfather prepare a meal that barely satisfied Peter's stomach or one that really, really satisfied him? What do you think? ([Answers](#))
4. What is wrong with grandmother? ([Answers](#))
5. What is wrong with Peter's hut? ([Answers](#))

### Vocabulary

1. Do this [vocabulary game](#) to practice the words from this week.
2. If you are needing to keep a portfolio, remember that you can take a screen shot of this or any game to print and add to it.

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

### Day 41\*\*

#### Math\*

#### [xtramath](#)

1. Play [Bang on Time](#).
2. \*Turn to and complete the worksheet for Day 41 on [adding with regrouping](#). Work neatly and give this to a parent when you are finished to add to your portfolio.

### Reading

1. New words:
  - [vivacity](#) — liveliness
  - [fret](#) — to worry, We could figure out how she sounded (and what fret meant) because it described grandmother as "anxious."
2. Finish [chapter 4](#). ([Audio link](#))
3. How does Heidi help grandmother? ([Answers](#))
4. How does Heidi's grandfather help Peter's grandmother? ([Answers](#))

### Spelling\*

1. \*Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

### Day 42\*

## Math\*

### xtramath

1. We count by fives around the numbers on the clock because each little line is 1. Look at the little lines on this [clock](#). They are blue blocks really. There are four and then when you count five you are at the big number.
  - Count the minutes around the clock. You should count 60.
2. What [level](#) can you do? Start at an early level and keep moving up.
3. Match the [clocks and times](#).
4. \*Turn to the worksheet for Day 42 and complete the [worksheet](#) on subtracting with regrouping.

## Reading

1. This chapter is called “Two Visitors.” Who do you think will come and visit them? (Answer before you read. You don’t have to be right, but you do have to think.)
2. Read the beginning of [chapter 5](#). ([Audio link](#) – remember to make note of the time where today’s reading stops)
3. Who were the two visitors? ([Answers](#))
4. What is Deta’s “good news”? ([Answers](#))
5. The lame girl cannot walk. She is in a rolling-chair. What’s that? (answer: a wheelchair)

## Grammar

1. Read the introduction and follow the directions to write [possessives](#) such as Mark’s car. You can stop once you’ve gotten five correct.

## Writing

1. Copy these sentences: She had gone to the housekeeper and told her all about Heidi. The lady, delighted with the idea, had told her to fetch the child at once.
2. Copy them carefully. Check your capitalization, punctuation and spelling.

## Computer

1. [Level 3 Stage 9 Dance Mat Typing](#)
2. If you have the program Power Point on your computer, open it up and have a look around.
3. If you don’t, ask your parents about downloading “Presentation” from [Open Office](#).

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

## Day 43\*

## Math\*

### xtramath

1. Play the [advanced level](#).
2. \*Turn to the worksheet for Day 43 and complete the [addition worksheet](#).

## Reading

1. Finish reading [chapter 5](#). ([Audio link](#))
2. Vocabulary: ([Answers](#))
  - [obstinate](#) — Deta called Heidi obstinate when she refused to come with her. What do you think obstinate might mean?

- [infirm](#) — It says the grandmother was old and infirm. What do you think infirm might mean?
3. Why do you think that grandfather let Deta take Heidi? ([Answers](#))
  4. Heidi thinks she can come back the next day. Do you think Deta will bring her back whenever she wants? ([Answers](#))

#### Grammar

1. [Correct the sentences](#). Make sure you click on go on at the bottom and keep going until you are finished.

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

#### Day 44\*

#### Math\*

#### [xtramath](#)

1. Play [Beat the Clock](#).
2. \*Turn to the worksheet for Day 44 and complete the [subtraction worksheet](#).

#### Reading

1. Vocabulary:
  - [indignant](#) – feeling upset over something that’s not right
  - [retort](#) – to answer back in an angry way
  - [intimidate](#) – to fill someone with fear (It says that Deta is not easily intimidated. What does that mean?)
  - [accost](#) – to confront boldly (This is how Heidi is told to speak to the servants. How do you think she was to talk to them?)
  - [atrocious](#) – shockingly bad
2. Read [chapter 6](#). ([Audio link](#))
3. Who is Clara? ([Answers](#))
4. Who is Sebastian? ([Answers](#))
5. Who is Miss Rottenmeier? ([Answers](#))

#### Writing

1. Write Heidi’s thoughts from her first day in Frankfurt. Use the word I. Here’s an example. “The city is so crowded. I can’t see the trees for all of the buildings. I wonder if the sun sets fire to the buildings the way it does to the mountains. The house we stopped at is...”
2. Stop and read over what you wrote. Fix any mistakes you notice.

#### Thinking

1. Today do [understanding check and checkmate](#). Take the quiz when you are done.

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

#### Day 45\*

#### Math\*

#### [xtramath](#)

1. [Match the times](#). (This is a Java activity. You can check our troubleshooting guide, or you could try this [worksheet](#) as an alternative.)
2. \*Turn to the worksheet for Day 45 and complete the [worksheet](#) with the Venn Diagram. A Venn Diagram shows where something belongs. If it matches the criteria of the oval, then it is inside of it. If it is in two ovals, then it meets the criteria of both. If it's outside of both ovals, then it doesn't meet the criteria of either of them.

### Reading

1. Vocabulary:
  - [perplexity](#) — confusion
2. Begin reading [chapter 7](#). ([Audio link](#) – remember to make note of the time where today's reading stops)
3. What do you think Heidi is going to do? ([Answers](#))
4. What was Heidi perplexed about? ([Answers](#))

### Vocabulary

1. Play this [vocabulary game](#) for your new words.

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

### Day 46\*

#### Math

##### [xtramath](#)

1. Read this page about [numbers to 1000](#) and then click on the “More or Less” activity at the bottom and do it.
2. Do this [adding and subtracting to 20](#) activity. (Or you can play [math triathlon](#).)

### Reading

1. Vocabulary:
  - [loath](#) – go to the link and click on the speaker — The definition is under “adjective.” An adjective is a word that describes.
  - How do you say the word loath? What does loath mean? ([Answers](#))
2. Finish reading [chapter 7](#). ([Audio link](#))
3. What was Heidi loath to give up? ([Answers](#))
4. What did Heidi see from the tower? ([Answers](#))
5. What did Heidi bring home with her? ([Answers](#))

### Spelling\*

1. \*Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

### Day 47

#### Math

##### [xtramath](#)

1. [Make numbers](#). Now you are using thousands, hundreds, tens and ones. Make a big number.

Read it in all the different ways. Do you see the thousands, hundreds, tens and ones? Do you see them all put together? Click on clear and make another big number.

2. Play a [level 2 game](#).

#### Reading

1. Read [chapter 8](#). ([Audio link](#))
2. Why is Heidi's heart so sad? ([Answers](#))
3. What does Sebastian save for her? ([Answers](#))

#### Writing

1. Read about the parts of [a friendly letter](#).
2. Look at a [friendly letter](#).
3. Correct the [friendly letter](#). (One of them has two correct answers. Don't worry if you click on the wrong correct letter.)

#### Computer

1. [Level 4 Stage 10 Dance Mat Typing](#)
2. Open your PowerPoint from Day 42. Today click on layout. Choose one of the layouts—the different ways your page can look.
3. Type something where it says to “add title.”
4. Type something where it says to “add text.” Hit enter and add more typing. Hit enter and add more typing.
5. If there are little icons in one of the boxes, find the one that lets you add a picture or clip art. Choose one and add a picture to your page.
6. Save it in a folder with your name on it.

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

### Day 48

#### Math

##### xtramath

1. Make at least three big [numbers](#).
2. Do the activity, [adding and subtracting to 20](#). (Or you can play [math triathlon](#) instead.)

#### Reading

1. Read [chapter 9](#). ([Audio link](#))
2. Who came home? ([Answers](#))
3. Who is coming to live at the house? ([Answers](#))

#### Grammar

1. [Fix the mistakes](#) in the sentences. Check your answers and click on Go On. Keep going until it says you were successful or that you need to try again. If it says try again, then do it again.
2. Hint: When a sentence says something like “John and me went to the store” or “She gave it to John and I” You can figure out the right word by taking out the name. Is “me went to the store” right? No! It should be I. So the right sentence would be “John and I went to the store.” Try the other one. “She gave it to I.” Is that right? No, it should be me. The right sentence is “She gave it to John and me.”

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

## Day 49

Math

[xtramath](#)

1. Watch this addition video on [adding hundreds](#).
2. [Add hundreds](#). Add 250 and 345. Make the first number and then click on the plus sign to add on the ones, tens, and hundreds of the second number. What's the answer? Write the problem out on paper.
3. Now add 361 and 297. What happens when you add the 9 to the 6 in the tens column? Write the problem out on paper.
4. Try it again with 168 and 455.
5. One more time. This time add 786 and 329.

Reading

1. Read [chapter 10](#). ([Audio link](#))
2. Tell someone about this chapter. What is Heidi's big accomplishment? ([Answers](#))

Writing

1. Here's a reminder about [how to write a friendly letter](#).
2. Write a letter home from Heidi to her grandfather.
3. Use the reminder to check your letter. Did you use the correct punctuation and capitalization?

Thinking

1. Here are two [typical checkmates](#). ([second one](#)) Take the quizzes after each.

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

## Day 50\*

Math\*

[xtramath](#) – This is just for addition and subtraction. Stop when you get to multiplication.

1. \*Turn to the worksheet for Day 50 and complete the worksheet on [adding hundreds](#). Cut out the blocks on the next two pages and use them to find the answers.
2. Make sure you check your answers and understand your mistakes.
  - I'm going to tell you two of the answers.
  - Build the problems with the pieces. (The big cubes are 1000 blocks put together.)
  - $875$
  - $+ 314$
  - $1189$
  - ones  $5 + 4 = 9$
  - tens  $7 + 1 = 8$
  - hundreds  $8 + 3 = 11$  That's 1 in the hundreds spot and 1 in thousands spot.
  - thousands There are no other thousands to add, so there is only 1 thousand.
  - $976$
  - $+ 122$

- 1098
- ones  $6 + 2 = 8$
- tens  $7 + 2 = 9$
- hundreds  $9 + 1 = 10$  That's 0 in the hundreds spot. Carry the one to the thousands.
- thousands  $0 + 0 + 1 = 1$  There were no thousands in either number and then the one we carried over.

### Reading

1. Read [chapter 11](#). ([Audio link](#))
2. Grandmother says that Heidi stopped hoping in God and turned away from Him. She said that God would forget her and let her go. Do you think it's possible for God to forget one of His children? I don't think so! What does Isaiah 49:15 say? God is responding to His people saying that He's not forgotten them. [Isaiah 49:15](#)
3. Tell someone about this chapter.
4. Copy the first sentence from the chapter.

### Vocabulary

1. Do this activity on [prefixes and suffixes](#).

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

### Day 51\*

#### Math\*

#### xtramath

1. [Round to the nearest ten](#).
2. \*Turn to the worksheet for Day 51 and complete this worksheet on [adding hundreds](#).
3. Check your answers. Redo any problem you got wrong.

### Reading

1. Read the first half of [chapter 12](#). ([Audio link](#) – remember to make note of the time where today's reading stops)
2. Why do they think there is a ghost in the house? ([Answers](#))
3. Who do you think is the “ghost”?

### Spelling

1. Do this [spelling activity using prefixes](#).

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

### Day 52\*

#### Math\*

#### xtramath

1. Round to the [nearest hundred](#). You always need to pay attention to what you are supposed to round to.
2. \*Turn to the worksheet for Day 52 and complete the [worksheet](#). Check your answers and redo anything you got wrong. Make sure you understand. These worksheets are a lot easier if you

know all of your math facts!

### Reading

1. Here is a picture of a [candelabrum](#).
2. Finish reading [chapter 12](#). ([Audio link](#))
3. Who was the “ghost”? ([Answers](#))
4. What was Heidi doing in the middle of the night? ([Answers](#))

### Writing

1. Write a letter to your grand parents, or a missionary, or anyone else.
2. Here’s a reminder about [how to write a friendly letter](#). Click on each section for a reminder of what you are supposed to do.
3. Check over your work. Get in the habit of always checking over what you write.

### Computer

1. [Level 4 Stage 11 Dance Mat Typing](#)
2. Open up your power point presentation from last week.
3. Click to add a new slide.
4. Choose a different layout.
5. Add a bunch of new slides until you have used each of the different layouts.
6. Save it.

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

### Day 53\*

#### Math\*

#### xtramath

1. Watch this presentation on [estimating sums with rounding](#). At any time you can pause it or go back.
2. \*Turn to the worksheet for Day 53 and follow the directions to [add and estimate](#).
3. Make sure you understand your mistakes.

### Reading

1. Read the beginning of [chapter 13](#). ([Audio link](#) – remember to make note of the time where today’s reading stops)
2. What is happening in this chapter?
3. What do you think it is going to be like when Heidi gets home? Do you think everything will be the same? Do you think something will have changed? What? What do you think will be grandfather’s reaction?

### Grammar

1. [Fix the mistakes](#) in the sentences. Check your answers and click on Go On. Keep going until it says you were successful or that you need to try again. If it says try again, then do it again.

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

### Day 54\*

#### Math\*

## xtramath

1. Watch this presentation on [estimating differences with rounding](#).
2. \*Turn to the worksheet for Day 54 and subtract and [estimate](#).
3. Make sure you understand your mistakes.

## Reading

1. Finish reading [chapter 13](#). ([Audio link](#))
2. Had grandfather changed? Has what people think about him changed? ([Answers](#))
3. Do you remember what problem grandfather had about Heidi before she left? ([Answers](#))

## Writing

1. Write a letter to the publishers of *Heidi*. Tell them what you think of the story. Are you glad that they published it (made it into a book)? Was it a good idea or a bad idea to publish it? What's your favorite thing about the book so far? Is there anything you would change about it? What do you think should happen in the end of the book?
2. You will use this [business letter writing tool](#) to write the letter.
3. You will send it "To Whom It May Concern."
4. The business is Grosset & Dunlap Publishers.
5. Their address is 345 Hudson Street 10th Floor, New York NY 10014 USA.

## Thinking

1. [Understanding Stalemate](#) Take the quiz after the lesson.
2. Try this [game](#) to test your understanding.

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

## **Day 55**

## Math

## xtramath

1. Try [estimating golf](#). Play putt level. Play lots of rounds.
2. Play [Bang on Time](#). Can you make the hand go faster?

## Reading

1. Read the beginning of [chapter 14](#). ([Audio link](#) – remember to make note of the time where today's reading stops)
2. What Bible story does Heidi read to her grandfather? ([Answers](#))
3. What happens at the end of the story?
4. If you don't know the story, you can [read it](#), or maybe [watch it](#).
5. There is a reason the author chose the story of the prodigal son. Which of the characters in *Heidi* do you think might be like the prodigal son?

## Grammar

1. Read about the [rules of quotation marks](#). Scroll down the page and read everything. The answer to which sentence is correct is (number one). You can skip over the web links, but watch the video.
2. Now you can choose the correct sentences. Which use [quotation marks](#) and commas correctly?

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

## Day 56\*

Math\*

xtramath

1. Play [trimathalon](#). The faster you answer, the better medal you'll receive. Remember: if a problem says  $17 - 11$ , don't flip out! You can do it, easy. Subtract the ones.  $7 - 1 = 6$ , subtract the tens,  $1 - 1 = 0$ , 6 is the answer
2. \*Turn to the worksheet for Day 56 and [add and estimate](#).
3. Make sure you understand your mistakes.

Reading

1. Finish reading [chapter 14](#). ([Audio link](#))
2. Where did grandfather and Heidi go? ([Answers](#))
3. What has grandfather decided about where to spend the winter? ([Answers](#))
4. Why does grandfather's heart feel light? ([Answers](#))
5. How did grandfather make peace with God? ([Answers](#))

Spelling

1. Learn about [syllables](#).

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

## Day 57\*

Math\*

xtramath

1. Play [Garage Sale](#).
2. \*Turn to the worksheet for Day 57 and [subtract and estimate](#).
3. Make sure you understand your mistakes.

Reading

1. Read [chapter 15](#). ([Audio link](#))
2. Who is going to visit Heidi? ([Answers](#))
3. Why is the doctor sad and lonely? ([Answers](#))

Writing

1. Think of a friend or relative that you could visit. Write a packing list. What would you need to bring (would it be cold or warm)? What would you bring as gifts? Write *at least* ten things on your list.

Computer

1. [Level 4 Stage 12 Dance Mat Typing](#)
2. Ask a parent to print out the certificate at the end. (I think there's a certificate. If not, take a screen shot and print it out. Add this to the portfolio.)
3. Open your power point presentation.
4. Find "Design." Click on it.

5. Choose different designs. Click on different designs and choose one for your presentation.
6. Save it.

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

### Day 58\*

Math\*

[xtramath](#)

1. Play [Clockmaker](#).
2. \*Turn to the worksheet for Day 58 and [add and estimate](#).
3. Make sure you understand your mistakes.

Reading

1. Read the beginning of [chapter 16](#). ([Audio link](#) – remember to make note of the time where today’s reading stops)
2. Why does Heidi thank the doctor? ([Answers](#))
3. What was Heidi’s disappointment? ([Answers](#))

Grammar

1. Type in the boxes the words that the [contraction](#) stands for. If you are stuck, say it in a sentence both ways to try to figure it out.
  - Here are some helps:
  - I’d — I would
  - they’ve — they have
  - he’s — he is
  - don’t — do not

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

### Day 59\*

Math\*

[xtramath](#)

1. Play [Genius Boxing](#). This gets harder with each level. Play as long as you can.
2. \*Turn to the worksheet for Day 59 and [subtract and estimate](#).
3. Make sure you understand your mistakes.

Reading

1. Finish reading [chapter 16](#). ([Audio link](#))
2. What did Heidi like more, the presents or the visit by the doctor? ([Answers](#))
3. What was grandmother’s favorite gift? ([Answers](#))
4. What do you think was Peter’s favorite gift? ([Answers](#))
5. Are you grateful for being warm and fed?

Writing

1. Write a short story describing what you would see if you were on the Alps visiting Heidi. You could write it like this, “When I visited Heidi on the Alps,…”

2. Did you read it over?

Thinking

1. [Castling](#) Take the quiz after the lesson.

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

**Day 60**

Math

[xtramath](#)

1. Play [Shape Invaders](#). Use the space bar to blast every shape that's not written at the top of the screen. When the first round is finished, if there is no "next" button to get to the next round, try clicking above the shapes that show how many lives you have left.
2. Try [Buffalo Math](#). This is hard because it goes fast. Relax and do your best.
3. Play [Bingo](#).

Reading

1. The next chapter is called **retaliation**. Retaliation means getting back at someone.
2. In the first paragraph you will read the word **monosyllables**. Do you see the word **syllable** in there? Do you remember what a syllable is? (Look again at Day 6 if you forget.) Mono means one. It says that Peter was giving monosyllables for answers. He was answering the doctor with words with only one syllable. Basically he was giving short replies, yes, no...and nothing more.
3. In this chapter you will read **luminous** and **radiant**. They are synonyms, words with similar meaning. They mean lit up, shining, bright.
4. Read [chapter 17](#). ([Audio link](#))
5. Why does Peter want to get back at the doctor? ([Answers](#))
6. You read, "The doctor was loath to go." What does that mean? ([Answers](#))
7. You read that sun was at its "zenith." Look at this [diagram](#). What do you think that means? ([Answers](#))

Vocabulary

1. [Synonym and antonyms](#)

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

**Day 61\***

Math

[xtramath](#)

1. Watch this video on [subtracting hundreds](#).
2. Do five [subtraction problems with hundreds](#).
  - Write down the problem.
  - Do the problem and find the answer.
  - Use the abacus to check the answer. Use the minus sign to subtract off the number of ones, tens, and hundreds.
  - 543-221, 415-120, 627-188, 408-312, 100-47

Reading

1. Read the beginning of [chapter 18](#). ([Audio link](#) – remember to make note of the time where today’s reading stops)
2. Describe the house Heidi and her grandfather are living in for the winter. ([Answers](#))

#### Spelling\*

1. \*Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

#### Day 62\*

##### Math\*

##### xtramath

1. \*Turn to the worksheet for Day 62 and complete this [subtraction worksheet](#).
2. Check your answers.
3. Fix your mistakes. Make sure you understand what you got wrong.

##### Reading

1. Finish [chapter 18](#). ([Audio link](#))
2. Why does Peter decide to go to school? ([Answers](#))
3. What brings the grandmother joy? ([Answers](#))
4. What do you think is Heidi’s idea so that grandmother could hear the words of the songs every day? ([Answers](#))

##### Writing

1. Write a song.

##### Computer

1. Open your power point presentation.
2. Click on “insert.”
3. Add pictures, word art, and shapes to your slides.
4. Save it.

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

#### Day 63\*

##### Math\*

##### xtramath

1. \*Turn to the worksheet for Day 63 and complete this [subtraction worksheet](#).
2. Check your answers.
3. Fix your mistakes. Make sure you understand what you got wrong.

##### Reading

1. Read [chapter 19](#). ([Audio link](#))
2. What happens in chapter 19? ([Answers](#))

##### Grammar

1. Do you remember nouns and verbs? Nouns are people, places or things. Verbs tell of action or being.
2. Play level one and sort the [nouns and verbs](#).
3. Find the [nouns and verbs](#).

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

## Day 64\*

Math\*

[xtramath](#)

1. \*Turn to the worksheet for Day 64 and complete this [subtraction worksheet](#).
2. Check your answers.
3. Fix your mistakes. Make sure you understand what you got wrong.

Reading

1. Read the beginning of [chapter 20](#). ([Audio link](#) – remember to make note of the time where today's reading stops)
2. What does Heidi receive? ([Answers](#))
3. What is grandmother worried about? ([Answers](#))

Writing

1. Time to write another letter.
2. Write a letter to your grandparents, or a missionary, or anyone else.
3. Here's a reminder about [how to write a friendly letter](#).

Thinking

1. [Pawn Promotion](#) Take the quiz after you are done the lesson.

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

## Day 65

Math

[xtramath](#)

1. Find the [pattern](#).
2. Find the [pattern](#).
3. Add [ones, tens, or hundreds](#). After three balloons rise, click anywhere on the screen to get the next round.
4. Who [won](#)? Be sure to read the introduction and the questions carefully! It may be helpful to write the numbers on pieces of papers so you can rearrange the numbers until you figure it out. (answers: Vincent, Ali, Rohan, and neither-both numbers are 13 away from 5000)

Reading

1. Finish reading [chapter 20](#). ([Audio link](#))
2. Why is Peter so mad? ([Answers](#))

Vocabulary

1. Play this [vocabulary game](#).

2. Play this [vocabulary game](#).

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

### Day 66\*

Math

[xtramath](#)

1. Watch this [video](#) again, just for the first 32 seconds.
2. Round to the [nearest hundred](#).
3. Round to the [nearest hundred](#). If it won't let you choose numbers, just click on play. Click on answer to check. Then click on next.
4. Round 467 and 720 to the nearest hundred. (answer: 500 and 700)
5. Add them. (answer: 5 hundred + 7 hundred = 12 hundred,  $500 + 700 = 1200$ )
6. Round 820 and 389 to the nearest hundred. (answer: 800 and 400)
7. Subtract them. (answer: 8 hundred – 4 hundred = 4 hundred,  $800 - 400 = 400$ )
8. Write these two problems. Solve them regular to find the exact answer. Then round to find the estimated answer.
  - $358 + 802 =$
  - $634 - 379 =$
9. (answers: 1160, 255, 1200, 200)

Reading

1. At the beginning of the chapter Alm-uncle is looking at the “mountain and dale.” The [dale is the valley](#), the low parts between the mountains.
2. Read [chapter 21](#). ([Audio link](#))
3. What is grandfather making Clara do? Do you know why he is doing that? ([Answers](#))

Spelling\*

1. \*Print out page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

### Day 67\*

Math\*

[xtramath](#)

1. \*Turn to the worksheet for Day 67 and [add and estimate](#).
2. Make sure you understand your mistakes.

Reading

1. In the beginning of the chapter Peter's sin, his anger, is going to get the best of him and cause him to do something bad. Then it says that his “conscience smote him.” Your conscience is the thought you have inside of you that something is right or wrong. After he does it, his conscience is telling him that he did something really bad.
2. Read the beginning of [chapter 22](#). ([Audio link](#) – remember to make note of the time where today's reading stops)
3. How does Clara feel on the mountain? ([Answers](#))

## Writing

1. Write three sentences. The first needs to have AND, the second BUT, the third OR. You will write a sentence, then write a comma and your WORD, and then you will write another sentence. Do you remember how to combine sentences? Here are examples.
  - I am going home, and I will call you when I get there.
  - Please come inside, but please wipe your muddy feet first.
  - Do you want to play, or do you want to rest?
  - The green shows the two sentences. The red is the comma and conjunction—the connecting word. Make sure the words on either side make a sentence.

## Computer

1. Open your power point presentation.
2. Click on “insert.”
3. Add a sound. Try and add a sound from the clip art if it is available for you.
4. Add a recorded sound. You might need to click on sound and record sound. After you record a sound it will show up on your slide as a little speaker. If you click on your speaker, you should be able to hear it.

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

## Day 68\*\*

### Math\*

#### xtramath

1. \*Turn to the worksheet for Day 68 and [subtract and estimate](#).
2. Make sure you understand your mistakes.

### Reading

1. Finish reading [chapter 22](#). ([Audio link](#))
2. What do the girls thank God for? ([Answers](#))
3. What does Heidi teach Clara about when God doesn't seem to answer your prayer? ([Answers](#))

### Grammar\*

1. Read through the lists of “[to be](#)” verbs. (in the pink boxes)
2. When these verbs are used alongside action verbs, they are called “helping” verbs. Here are some examples:
  - He **is coming**.
  - You **are going** there tomorrow.
  - The green is the helping verb.
  - The red is the main verb.
3. \*Print page 1 and choose [which helping verb](#) should fill in the blank. You can check your answers on page 2.

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

## Day 69\*

### Math\*

## xtramath

1. \*Turn to the worksheet for Day 69 and [add and estimate](#).
2. Make sure you understand your mistakes.

## Reading

1. Read the beginning of [chapter 23](#). ([Audio link](#) – remember to make note of the time where today’s reading stops)
2. What is happening in this chapter?

## Writing

1. Write three more sentences. The first needs to have AND, the second BUT, the third OR. You will write a sentence, then write a comma and your WORD, and then you will write another sentence. Here are examples.
  - I am going home, and I will call you when I get there.
  - Please come inside, but please wipe your muddy feet first.
  - Do you want to play, or do you want to rest?
  - Make sure the words on either side of the conjunction make a sentence.

## Thinking

1. [En Passant](#) Take the quiz after you finish the lesson.

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

## **Day 70\*\***

## Math\*

## xtramath

1. \*Turn to the worksheet for Day 70 and [subtract and estimate](#).
2. Make sure you understand your mistakes.

## Reading

1. Read the next part of [chapter 23](#). ([Audio link](#) – remember to make note of the time where today’s reading stops)
2. What is happening?
3. Peter had tried to hide what he had done wrong. Who knew what he had done? ([Answers](#))
4. Have you ever had the “little watchman” in heart make you feel bad and fearful about what you have done wrong?

## Grammar

1. The “to be” helping verbs are the most common, but there can be others. Here’s another [list](#). Just read through the words at the top of the page. They have them lined up by the first letter of the word.
2. Say whether each verb is the [main verb or a helping verb](#). (The helping verb comes in front of the main verb. It also gives “contraction” as an option, like *aren’t* and *wasn’t*.)

## Vocabulary\*

1. \*Play charades. Print out the [charades vocabulary list](#). Choose a word and act it out. Everyone

else needs to guess which word you are acting out. Everyone who is playing should be able to see this list to choose words and to help them guess.

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

### Day 71\*\*

Math

xtramath

1. Read this lesson on [polygons](#).
2. What is a polygon? (answer: a closed shape with straight sides and angles)
3. Draw four different types of polygons. Write how many sides and how many angles each have.
4. (answer: Sides and angles are the same number.)

Reading\*

1. Read the rest of the [book!](#) ([Audio link](#))
2. How does the story end?
3. \*Fill out a [book report](#) worksheet.

Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

### Day 72\*

Math

xtramath

1. Read this lesson on [congruent shapes](#). Answer the questions.
2. Read this lesson on [symmetry](#). Answer the questions.

Reading\*

1. Read about *Forms of Matter* and answer the questions. Print page 1 of the [reading comprehension](#).

Writing

1. Pretend that you woke up today and all of the animals in the world could talk. Write a story about what animal/animals you talked to and what they said! (You can always type your stories.)

Computer

1. Open your power point presentation.
2. Today you are going to “view your slideshow.”
3. You might need to click on “view” and then “slideshow.”
4. You can use the right arrow key to change to the next slide.

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

### Day 73\*

Math

xtramath

1. Read this lesson [congruent polygons](#).
2. Do this [symmetry activity](#). Where the picture ends is the **line of symmetry**. Click on one of the aliens moving across the screen. Build the other half of the shape so that the shape is **symmetric**.

Reading\*

1. \*Read about *Evaluating in Math* and answer the questions. Print page 1 of the [reading comprehension](#).

Grammar

1. Learn about **adjectives**.

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

**Day 74\***

Math

xtramath

1. Read this lesson on [perimeter](#), the measure around an object.
2. Count up the [perimeter](#) of the objects.

Reading\*

1. \*Read about *Waves and Currents* and answer the questions. Print page 1 of the [reading comprehension](#).

Writing

1. Write about your day as a \_\_\_\_\_. Choose something **inanimate**, not alive. A pencil, an umbrella, a spoon, a shoe, a computer...

Thinking

1. [Other Ways to Draw](#) Take the quiz when you are done the lesson.
2. Try another [game](#) to test your understanding.

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

**Day 75\***

Math

xtramath – This is just for addition and subtraction. Stop at multiplication.

1. Read this lesson on [perimeter](#).
2. Can you match the [geometry vocabulary](#) with their meanings?

Reading\*

1. \*Read about *Elements and Atoms* and answer the questions. Print page 1 of the [reading comprehension](#).

Vocabulary

1. Find the [synonyms](#), words that mean something similar.
2. Find the [antonyms](#), words that mean the opposite.

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

## Day 76\*

Math

[xtramath](#)

1. [Make numbers](#). Select the middle option under “numbers” (Th H T U). Make the number shown at the top of the page by selecting the correct number of thousands, hundreds, tens and units.
2. Watch this [presentation on rounding](#) with numbers in the thousands.
3. Do this [shapes activity](#).

Reading

1. Your new book is called, *The Bears of Blue River*.
2. Today read the first half of [chapter 1](#). ([Audio Book](#)) (This is a tough book, but maybe you won't notice because it's so exciting. We made an audio book for you to use if you think you need the help.)
3. Where does this story take place? (hint: look at the first sentence) ([Answers](#))
4. Find it on this [map](#).
5. When does this story take place? (To figure it out look at the first sentence and then find President Monroe on this [timeline](#).) ([Answers](#))
6. What's the name of the boy who is the hero of the bear stories in this book? ([Answers](#))

Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

## Day 77

Math

[xtramath](#)

1. Round to the [nearest ten](#). Do the first AND second activities. They are both rounding to the nearest ten. There is a numbers to 100 and numbers to 1000.
2. Now round to the [nearest hundred](#) with the sharks.
3. Play a [level 2 subtraction game](#).

Reading

1. Finish reading [chapter 1](#). ([Audio book](#))
2. What did Balser plan to do when he saw a bear? ([Answers](#))
3. What really happened when Balser saw a bear? ([Answers](#))
4. How did Balser escape? ([Answers](#))
5. What happened to the bear? ([Answers](#))

Writing

1. Write a story about the time you were less than an inch tall. Use adjectives to describe what

things looked like when you were teeny, tiny. How did you get small? What did you do? What was it like?

#### Computer

1. Open your power point presentation.
2. Today you are going to add slide “animation.”
3. Click on “animations.”
4. Click on a slide. Then click on an animation.
5. Do it for each slide.
6. Watch your slide show.
7. Save your presentation.

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

#### Day 78\*

##### Math

##### xtramath

1. Now try [estimation](#). Round and then estimate the sum. To **estimate** means to make an educated guess. Rounding gives you the knowledge to make a good guess that is close to the actual answer.
  - Example:  $7713 + 5330 \rightarrow 7$  becomes 8, 5 stays the same
  - 8 thousand + 5 thousand = 13 thousand = 13,000
2. Play a [level 2 addition game](#).

##### Reading

1. In the beginning of the chapter it mentions the phrase “Anno Domini.” That’s what AD comes from, as in BC and AD. BC is how we count time on the calendar before Christ was born. AD is how we label years on the calendar after Jesus was born. Something happened that divided history. Everything else happened either before or after it. That’s what it means in this chapter.
2. Read the beginning of [chapter 2](#). Stop at the bottom of page 41. ([Audio Book](#))
3. Why did Balser think he could never have a gun before he was twenty-one? ([Answers](#))
4. How does he get a gun? ([Answers](#))

##### Grammar\*

1. \*Print out page 1 of this [adjective worksheet](#). Choose the best adjective from the choices (all choices are adjectives). You can check your answers on page 2.

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

#### Day 79\*

##### Math

##### xtramath

1. Play [Home Run Derby](#). Choose addition. Round, add, type in your estimation, click on HIT. Then click on Next at Bat.
2. Play a [level 2 subtraction game](#).

##### Reading

1. Finish reading [chapter 2. \(Audio Book\)](#)
2. When Balsler comes across another bear is he courageous and does he shoot it right away? ([Answers](#))
3. How does he escape? ([Answers](#))
4. What does he and his father take home with them? ([Answers](#))

#### Writing

1. Write about your day out hunting. Or, write about being in the woods and all the things you see, hear, smell, feel and taste. Make sure your name and date are on your page and give your story to a parent to add to your portfolio.

#### Thinking\*

1. Print out this worksheet to practice the [names of the squares](#).
2. Use this [page](#) to help you.

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

### Day 80

#### Math

##### xtramath

1. Play [Putt Golf](#). Then play Junior Golf.
2. Do this activity, [adding and subtracting to 20](#). (Or you can play [math triathlon](#) instead.)

#### Reading

1. Read the beginning of [chapter 3. \(Audio book\)](#)
2. What did Balsler name the bear cubs? ([Answers](#))
3. Balsler and Jim had dunked the bears' heads in water and expected the bears wanted to get even with them. What did the bears do to get back at them? ([Answers](#))
4. Towards the bottom of page 58 it says that when they went out in the canoe on their trip to pick blackberries, they didn't know they would return in sadness. What do you think will happen? ([Answers](#))

#### Vocabulary

1. Find the [synonyms](#), words that have similar meanings.
2. Find the [antonyms](#), words that mean the opposite. You can take a screen shot to print and add to your portfolio.

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

### Day 81\*\*

#### Math\*

##### xtramath

1. \*Turn to the worksheet for Day 81 and [add and estimate](#).
2. Fix any mistakes.

#### Reading

1. Venison is deer meat.

2. **Indistinct** means not distinct, not clear, unclear.
3. Read the next part of [chapter 3. \(Audio book\)](#)
4. Why was Balsler so good at finding Liney? (hint: on the second half of page 63) ([Answers](#))
5. Why weren't Balsler and Liney with the other children when they went home? ([Answers](#))
6. Why did Balsler's dad light fire to a pile of grass, leaves and wood? ([Answers](#))
7. What do you think has happened to Liney? Why isn't she answer? What do you think is going to happen?

#### Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

#### Day 82\*

#### Math\*

#### xtramath

1. \*Turn to the worksheet for Day 82 and [subtract and estimate](#). Work neatly and give this to a parent when you are finished to add to your portfolio.
2. Fix any mistakes.

#### Reading

1. Finish reading [chapter 3. \(Audio book\)](#)
2. What had happened to Liney? ([Answers](#))
3. Who does Balsler vow to kill? ([Answers](#))

#### Writing

1. Write directions for how to do something. Anything that you know how to do: how to tie your shoe, how to ride a bike, how to make hot chocolate, anything. Make sure you include every step. Start with a sentence that tells what you are going to give instructions for. Then write your steps. Write first...second...third...last...before each step.
2. When you are done, ask someone to follow your instructions EXACTLY. Did they do it correctly or did you miss something in your instructions?

#### Computer

1. Open your power point presentation.
2. Click on a slide with several lines of typing.
3. Click on "animations."
4. Find "Custom Animations."
5. Highlight one of the lines of typing.
6. Click on "Add Effect."
7. Choose one.
8. Highlight another line of typing. Do the same.
9. Repeat for each line of typing on that slide.
10. View your slide show. Use the right arrow key to make the words and new slides appear.
11. Save your presentation.

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

## Day 83\*\*

Math\*

xtramath

1. \*Turn to the worksheet for Day 83 and [add and estimate](#).

Reading

1. Read the beginning of [chapter 4](#). ([Audio Book](#))
2. Who can translate bear-cub language? ([Answers](#))
3. What stories did people tell about the one-eared bear? ([Answers](#))
4. It mentions “patron saint.” There are branches of Christianity which call certain dead Christians saints and believe that they are particularly watching over certain people, like hunters in this story. The Bible, however, calls all believers saints. It does say that we have a “great cloud of witnesses” formed of those of faith who have gone before us. It’s like we have a crowd cheering for us in heaven as we follow Jesus. But the Bible says that God, Himself, is the only One who can help us. He may use angels or other people, but He is the one directing the rescue.
5. The author keeps giving hints about what is to come. It’s called foreshadowing. He leaves a hint on page 87. He leaves a hint that Tom is going to need (and use) his hatchet. What do you think he will do?

Grammar\*

1. \*Print out and complete page 1 of this [adjective worksheet](#). You need to rewrite the sentences with the adjective that means the opposite. You can check your answers on page 2.

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

## Day 84\*

Math\*

xtramath

1. \*Turn to the worksheet for Day 84 and [subtract and estimate](#).

Reading

1. Read the next part of [chapter 4](#). ([Audio book](#))
2. On page 89 it says, “Balser was loath to follow...” Do you remember what loath means? What does the sentence mean? ([Answers](#))
3. Why did Balser and Tom decide to go home? ([Answers](#))
4. What happened on their way home? ([Answers](#))

Writing

1. Write about something important you have learned. Tell how you learned it and why it has been an important lesson to you.

Thinking

1. [The Value of the Pieces](#) Take the quiz after you finish the lesson.
2. Try the [hit or miss](#) game.

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

## Day 85

### Math

#### xtramath

1. Play [Maximum Capacity](#).
2. Play [War Pretzels](#).

### Reading

1. Finish reading [chapter 4. \(Audio book\)](#)
2. A fortnight is two weeks.
3. How did's Tom's hatchet save the day? ([Answers](#))

### Vocabulary

1. Choose a [level 2 vocabulary activity](#). Figure out the matching words and definitions. Was it easy or hard?

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

## Day 86\*

### Math

#### xtramath

1. **Elapsed** time is how much time has passed. From the time my 1 year old wakes up in the morning at 8:30 to the time he takes his nap at 1:00, 4 and a half hours have elapsed, gone by.
  - 8:30-9:30 is one hour.
  - 9:30-10:30 is one hour. (That's 2 hours all together.)
  - 10:30-11:30 is one hour. (That's 3 hours.)
  - 11:30-12:30 is one hour. (That's 4 hours.)
  - 12:30-1:00 is half an hour. (That's 4 and a half hours.)
2. Read the directions. This is a simple activity, but you need to know how to use it.
3. Make the clock that says "current" be at the same time as the "end" clock. Make time pass by clicking on the time buttons at the bottom, like "1 hour." If you click on 1 hour, the "current" clock will move ahead 1 hour. It will read that 1 hour has **elapsed**, or passed. Keep clicking the time buttons until the current and end clocks match.
4. Pay attention to [how much time has passed, or elapsed](#), to get from the first clock's time to the last clock's time.
5. Then change it to level 2. Then do level 3.
6. Play at least [4 levels of Addition Attack](#).

### Reading

1. The author compares the bears stretched out and snoring to a "pair of [grampuses](#)."
2. A gander is a male goose.
3. Read the beginning of [chapter 5. \(Audio book\)](#)
4. Describe what the day is like at the beginning of the chapter? ([Answers](#))
5. What story does Tom always tell? ([Answers](#))
6. A [wolf's den](#) is underground.

### Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

## Day 87

Math

[xtramath](#)

1. Make the correct amount of [time pass](#), or **elapse**.
  - Click on the button next to “Advance by.” It will count the hours as the clock advances. You want to make the current time match the end time. When you get to the end time, then you know how much time has gone by from the start time to the end time.
  - Then you can click on the circle next to “Guess.” You can now say how many hours have passed from the start to the end time.
  - At the end you can click on Show Score.
2. Click on the [subtraction tab](#). (If that isn’t there, here is the [same thing](#) elsewhere.)

Reading

1. A shilling is a coin.
2. Read the next part of [chapter 5](#). ([Audio book](#))
3. What is happening in the picture on page 117? ([Answers](#))
4. What is happening in the picture on page 127? ([Answers](#))

Writing

1. Look at this [picture](#) and read the description and question. Answer the question, and while you do, use lots of adjectives!

Computer

1. Open your power point presentation.
2. Add more animations to your other slides.
3. View your presentation.
4. Save.

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

## Day 88\*

Math

[xtramath](#)

1. How much time has [elapsed](#), gone by? You can do basic and then try a harder level if you like.
2. Play [Addition Matho](#).

Reading

1. They use a gourd as a cup. You’ll read about them using gourds other times as well. Some types of gourds are pumpkins and squash. The insides can be eaten and people use the outsides for different things, like a jack-o-lantern. Below are some gourd pictures. You can click on it to see it bigger.



- 2.
3. Finish reading [chapter 5](#). ([audio book](#))
4. What special new drink did they try? What did they think of it? ([Answers](#))
5. Why did the bear cubs run into the river? ([Answers](#))

#### Grammar\*

1. \*Print out page 1 and complete this [adjective worksheet](#). You will rewrite the sentences with synonyms (words that have something similar). You can check your answers on page 2.

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

#### Day 89\*

##### Math\*

##### xtramath

1. \*Turn to the worksheet for Day 89 and complete the [worksheet](#). Find the elapsed time. Count by fives around the clock and pay attention to how much the hour hand moved.
2. [Subtract](#) as many numbers as you can in [two minutes](#). Use the tab button to move to the next question.

##### Reading

1. Read the beginning of [chapter 6](#). ([audio book](#))
2. What did the boys train the bear cubs to do? ([Answers](#))

##### Writing

1. Look at this [picture of bananas](#)! Read the directions under the picture. Write your story.

##### Thinking

1. Do this lesson on [attack, defense, and threat](#) and take the quiz.

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

#### Day 90

##### Math

##### xtramath

1. Read the charts to answer the [time questions](#).
2. [Find a friend](#). Click on numbers to add to the target number. For example:  $3 + 2 + 4 = 9$
3. Do all 15 addition and subtraction [word problems](#).

##### Reading

1. Read the second part of [chapter 6](#). ([audio book](#))
2. Tell someone what is happening.
3. What do you think is going to happen?

##### Vocabulary

1. Make [compound words](#).

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

### Day 91\*

Math

[xtramath](#)

1. Review [fractions](#).
2. Do the [addition problems](#).

Reading

1. To cast a bullet means to make a bullet. Lead is melted down and poured into a mold where it cools and hardens into a bullet. (The book spells molds, moulds.)
2. Finish reading [chapter 6](#). ([audio book](#))
3. Who saved the day in this chapter? How? ([Answers](#))

Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

### Day 92

Math

[xtramath](#)

1. Read one more [review lesson](#).
2. [Subtract](#) and score.

Reading

1. Read the beginning of [chapter 7](#). ([audio book](#))
2. A boy, whose nickname was Polly, called for help. What was Polly running away from? ([Answers](#))
3. People have come up with lots of stories about the fire bear and had superstitions about him. They were just stories though.

Writing

1. Write directions for how you think you might play “Simon says thumbs up” like the kids played in the chapter. (Or, you can just write directions for how to play Simon Says.)
2. Make sure you start with explaining what you are going to give directions for.
3. Include how to play, rules of the game and how to win. You could also include tips and variations, ways you could change the game.

Computer

1. Let’s make a new presentation.
2. Open your program and start a blank presentation.
3. Choose a topic—something like dogs, soccer, piano, cooking
4. Make a title slide. Choose a design and color scheme.

5. Save it in a folder with your name on it.

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

### Day 93\*

Math

[xtramath](#)

1. Match the [fractions](#).
2. [Add](#) and paddle.

Reading

1. A shoat is a young pig.
2. A spoor is the scent or track of an animal, it's what you follow on a hunt.
3. The rest of chapter 7 is about Balser wanting a good luck charm. We know there is no such thing as luck. God is in control.
4. Read the first part of [chapter 8](#). ([audio book](#)—skips the first several paragraphs)
5. Copy the sentence, “There is nothing like a counter-fear to keep a coward’s courage up.”
6. Who is the coward? What is he afraid of? Do you understand what is his fear and counter-fear, or opposite fear? ([Answers](#))
7. Continue reading [chapter 8](#).
8. Liney held an object and prayed over it for days that God would use it to protect Balser. Now she feels guilty that it wasn't the right thing to do. An object of course can't help him. God can help him and prayers can help him. But it did make Balser feel more confident to hold it because he trusted so much in Liney's prayers.

Grammar\*

1. Print out this worksheet, [describe with adjectives](#), and follow the directions. Did you know that numbers are adjectives when they describe something like “one ball”?

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

### Day 94

Math

[xtramath](#)

1. Make [fractions](#). (If that won't open for you, here's an [alternative](#).)
2. Do the [subtraction problems](#). At the top of the yellow box you have to click on subtraction.

Reading

1. Read the next part of [chapter 8](#). ([audio book](#))
2. What's worse than missing a bear when you shoot at him? ([Answers](#))
3. What does the bear have stuck in his teeth? ([Answers](#))

Writing

1. Write the end of the chapter. (You aren't going to be reading the end of it. You make it up.)

Thinking

1. Do the lesson and quiz on [exchanging](#).

2. Play your [first game](#).

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

## Day 95

Math

[xtramath](#)

1. Do you remember your [geometry vocabulary](#)?
2. How much [time](#) has elapsed? Choose Quarter. Use the arrows to say how much time has passed from the time on the clock on the left to the time on the clock on the right. ?

Reading

1. Boreas is what the author is calling the wind. Boreas is the name of the greek's god of the North wind.
2. Read the first part of [chapter 9](#). ([audio book](#) – Start at 5:11)
3. Who was Balsar and his mother waiting for? ([Answers](#))

Vocabulary

1. Do the 2nd level [vocabulary review game](#).

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

## Day 96\*

Math

[xtramath](#)

1. Match the [fractions](#).
2. [Add](#) as many as you can. (Or you can use this [activity](#). Scroll down. It's the yellow box.)

Reading

1. Before you read the rest of the chapter, I want to tell you something. No one dies in this chapter. Everyone is okay at the end of the chapter. Finish [chapter 9](#). ([audio book](#))
2. What had happened to Balsar's father? How did Balsar know? ([Answers](#))
3. What do you realize at the end of the chapter? ([Answers](#))

Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

## Day 97

Math

[xtramath](#)

1. Find **equivalent fractions**, fractions that are the same amount.
  - The picture shows the fraction.
  - Click the right arrow to add pieces to the blank line.

- Keep clicking until the new green lines line up with the red lines of the first fraction.
  - The number of pieces on the bottom of the new fraction is the **denominator**.
  - The number of red pieces on the top of the new fraction is the **numerator**.
  - The two fractions are **equivalent**. If those were pizza slices, and you ate either amount shown by the fractions, you would be eating the same amount of pizza. The one number is more pieces, but the pieces are smaller.
2. [Subtract](#) at least five problems. (Or you can use this [activity](#) instead. At the top of the yellow box you have to click on subtraction.)

### Reading

1. Read the first part of [chapter 9](#) (The book has two chapter nines!) ([audio book](#))
2. What was Liney's Christmas present from Balsar? ([Answers](#))
3. What was the castle? ([Answers](#))
4. Here is a picture of a [hollow sycamore tree](#).

### Writing

1. Make a list of three types of people or animals (dog, superman, writer). One of these will be your character. Make a list of three places (beach, moon, grocery store). One of these will be your setting, where your story takes place. Now write three problems (lost his shoe, allergic to his best friend, has gum stuck in his hair). One of these will become your plot, what your story is about.
2. Choose one from each list and write a short story using those story elements: the character, the setting and the plot. Hold onto your list.

### Computer

1. Open up your new presentation.
2. Today make a slide with lots of pictures on it. Even if your template just has one place for pictures, it will let you add in more. Add in lots of clip art and photographs. Click and drag the corners of the pictures to make them smaller to fit more.
3. Here are some places you can get clip art.
  - [one](#)
  - [two](#)
  - [three](#)

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

### Day 98\*

#### Math

#### [xtramath](#)

1. Try to find the [equivalent fractions](#), the two pictures that look like the same amount of red.
2. Do five problems of [adding hundreds](#). Choose addition, five problems, two rows, and three digits in each row.

### Reading

1. Read the next part of [chapter 9](#). ([audio book](#))
2. On page 253 it says, "The dogs were not fastidious and a sleeping-place was soon made for

them entirely to their satisfaction.” What does it mean that their sleeping-place was to their satisfaction? (answer: It means that they were happy with it.) If they were able to quickly make a sleeping-place that they were happy with, what do you think it means that they “were not fastidious?” (hint: It didn’t take much to make them happy.) ([Answers](#))

3. Why is the author calling the boys to wake up? “Awaken!” ([Answers](#))

#### Grammar\*

1. \*Print out page 1 of [this worksheet](#) and follow the directions. You are going to find the adjectives and the nouns they describe. You can check your answers on page 2.

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

#### Day 99

##### Math

##### [xtramath](#)

1. Find the [equivalent fractions](#).
2. [Subtract](#) at least five problems. (Or you can use this [activity](#) instead. At the top of the yellow box you have to click on subtraction.)

##### Reading

1. Read the next part of [chapter 9](#). ([audio book](#))
2. How did each of the boys show courage? ([Answers](#))

##### Writing

1. Use your lists from Day 97. You can make new ones if you want.
2. Choose one from each list and write a short story using those story elements: the character, the setting and the plot.

##### Thinking

1. Do this lesson and quiz on [capturing pawns](#).
2. Play [capture the flag](#).

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

#### Day 100\*

##### Math

[xtramath](#) You should be finished with addition and subtraction by now! This is your last week. Do extra sessions this week if you still aren’t finished.

1. Play the [math vocab game](#).
2. Make a [symmetric pattern](#). ([alternate link](#))
3. It’s the [hundredth day of school](#)!

##### Reading\*

1. [Finish the book](#). ([audio book](#))
2. How does the book end? ([Answers](#))
3. \*Fill out this [book report](#) worksheet.

##### Vocabulary

1. Play [ewords](#).

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

### Day 101\*\*

Math

[xtramath](#)

1. [Compare fractions](#). Which one is bigger? Which is smaller? The fraction with the most red is the larger fraction.
2. Add [double digits](#). Leave the settings as they are except the bottom two. Change them from four digits to two digits by clicking on the number 2s.

Reading\*

1. Print out and complete this [reading comprehension worksheet](#).

Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

### Day 102\*\*

Math

[xtramath](#)

1. Compare the [fractions](#). The fraction filling in the circle with the least amount of red is the smallest fraction.
2. Subtract [double digits](#).

Reading\*

1. Print out and complete this [reading comprehension worksheet](#).

Writing\*

1. You are going to do a different type of writing assignment today. You are going to read a paragraph from a story. Then you are going to decide what it's about. How would you tell someone what the story was about? Then you're going to pick out some details from the story that show what it's about.
2. For example, if the story was about how cold Antarctica is, then some details that show that might be about what the average temperature is in Antarctica and what types of plants are able to live there. Those things would show some details about the story's main idea that it's really cold in Antarctica.
3. \*Read the [story](#) on page one and decide what it's about. Then find some details that show what it's about. Give it a try. (Example answers are on page 2.)

Computer

1. Open up your new presentation.
2. Make a new slide. It should have a title.
3. Add words that come up when you click on the arrow (custom animation).

4. Add at least one picture.
5. Save it.

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

### Day 103\*\*

Math

[xtramath](#)

1. Compare the [fractions](#).
2. Play [rounding sharks](#).

Reading\*

1. Print out and complete this [reading comprehension worksheet](#).

Grammar\*

1. \*Print out page 1 of this [adjective worksheet](#) and follow the directions. Find the adjectives and the nouns they describe. You can check your answers on page 2.

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

### Day 104\*

Math

[xtramath](#)

1. Compare the [fractions](#).
  - Play by making different fractions. The fraction that is bigger has the most pizza or chocolate, or whatever you are playing with.
  - Make sure to try it with the bottom numbers (denominators) being the same. Which fraction is smaller then?
    - It's the one with the smallest number on top. (The top number is called the numerator).
2. Play the [first three activities](#).

Reading\*

1. Print out and complete this [reading comprehension worksheet](#).

Writing

1. Write a [postcard](#). Where are you writing from? Home, the moon,...?

Thinking

1. [Basic Opening Principles](#) Do the lesson and quiz.
2. Learn about [looking ahead](#) and take the quiz.

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

### Day 105\*

Math

[xtramath](#)

1. Play [estimation golf](#). Play all three levels. On the pro level, it may give you a multiplication problem. You can just type in any crazy answer for those.  I want you to keep playing to practice the four digit addition and subtraction estimation problems.

#### Reading\*

1. Print out and complete this [reading comprehension worksheet](#). (The answer key has a mistake: #3 is the answer for #4, #4 is the answer for #5 which leaves no answer for #3 at this time.)

#### Vocabulary

1. Fill the fish tank by dividing up the words, finding the [prefix and suffix](#). You will divide each word into three parts. The base word goes in the middle. In the first box goes the prefix, the letters added onto the beginning. In the third box goes the suffix, the letters added onto the end of the word. Here are examples:
  - unthinkable — un is the prefix, think is the base word, able is the suffix
  - How does the prefix and suffix change the meaning of the word?
  - independently — in is the prefix, dependent is the base word, ly is the suffix

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

#### Day 106\*\*

#### Math

1. Click on [Play Video](#).
  - You don't need to know the names of all of those properties, but it's good to know these things. Read below.
  - Multiplication is adding over and over again. 5 times 2 is  $5 + 5$ , 5 times 3 is  $5 + 5 + 5$ , 5 times 4 is  $5 + 5 + 5 + 5$ , That's like counting by fives 4 times.
  - If I put five books on each shelf and there were four shelves, I would have  $5 + 5 + 5 + 5$  books.  $5 \times 4 = 20$
  - Anything zero times is zero. A million times zero is zero. If I gave you a million dollars zero times, you would have zero dollars.
  - Anything one time is itself. 8 times 1 is 8. If I give you eight pieces of candy one time, you would have eight pieces of candy.
  - 3 times 2 is the same as 2 times 3 (just like addition). If I gave you 3 M&Ms two times, you would have 6. If I gave you 2 M&Ms three times, you would have 6. If you don't believe me, go ask for some chocolate chips to practice with. Give 3 two times and 2 three times and see if it's the same amount.  $2 \times 3 = 3 \times 2 = 6$
2. Learn that [any number times zero is zero](#).
3. Learn that [any number times one is itself](#).

#### Reading\*

1. We're not going to start a new book yet. We're going to learn more about reading non-fiction, books that give us information.
2. What do you include in a [summary](#)?
3. Summaries include the main idea and some supporting details.

4. \*Try to write your own [summary](#).

#### Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

#### Day 107\*

#### Math\*\*

[xtramath](#) This is only if you still need it for addition and subtraction.

1. \*Turn to the worksheet for Day 107 and complete the [multiplication worksheet](#). You will make little pictures of the problem.
2. Learn a fact. [two times two equals four](#) In fact, any number times two is just that number doubled.  $3 \times 2 = 3 + 3 = 6$
3. Do numbers 1 and 3 along the top, “learn with pictures” and “understand the basics.” If you want to do more, you can use the other tabs too.

#### Reading\*

1. Complete the lesson on [supporting details](#).
2. Make sure you click on the Let’s Practice link.
3. \*Practice writing a [story summary](#). Follow the directions.

#### Computer

1. Open your presentation.
2. Add two more slides.
3. Add animation to the slides so that when you turn the page it comes up in a fancy way.
4. Save it.

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

#### Day 108\*

[xtramath](#) – only for addition and subtraction

1. Learn a fact. [2 x 3 = 6](#). Do numbers 1 and 3 along the top, “learn with pictures” and “understand the basics.”
2. Watch this video about [multiplying by 6](#).
3. Draw a picture of the 3 groups of 6 balloons. How many balloons? Write  $3 \times 6 =$  the answer on your paper.
4. Do another picture of six cartons of six eggs in each carton. Write the **equation** with the answer on the paper.
5. \*Turn to the worksheet for Day 108 to complete a [multiplication tricks](#) worksheet.

#### Reading\*

1. \*Try to write your own [summary](#).

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

#### Day 109\*

## Math

[xtramath](#) – I’m not going to keep writing it each day, but this is just for addition and subtraction if you still need it.

1. Learn a fact.  $2 \times 4 = 8$ . Do numbers 1 and 3 along the top, “learn with pictures” and “understand the basics.”
2. \*Turn to the worksheet for Day 109 and do this [multiplication](#) worksheet. Circle each group of little stars. Use those pictures of groups to find the answers.
3. Do the [money matching game](#).

## Reading/Writing\*

1. \*Practice writing a [story summary](#). Follow the directions.

## Thinking

1. The [Two Rooks Checkmate](#) – Do the lesson and quiz.
2. Now, if you like, you can try it by signing up at [Chesskid.com](#). If you want to practice chess against other kids, this is a good place to do it.

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

## Day 110\*\*

### Math\*

#### [xtramath](#)

1. Learn a fact.  $2 \times 5 = 10$ . Do numbers 1 and 3 along the top, “learn with pictures” and “understand the basics.”
2. Then take the [quick quiz](#).
3. \*Turn to the worksheet for Day 110 and do the [Multiplying by 5](#) worksheet.
4. How much [time has elapsed](#)?

## Reading/Writing\*

1. \*Write a [story summary](#).

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

## Day 111 \*\*

### Math\*

#### [xtramath](#)

1. Learn a fact.  $2 \times 6 = 12$ . Do numbers 1 and 3 along the top, “learn with pictures” and “understand the basics.”
2. \*Turn to the worksheet for Day 111 and do some [cake baking](#)! You’ll need scissors and tape or glue.

## Reading

1. Read the story, [Grilled Cheese Please](#).

## Writing

1. Write a summary of the story. Write the main idea and a couple of supporting details. Make sure

you tell his problem and how it was solved.

### Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

### Day 112

#### Math

##### xtramath

1. Learn a fact.  $2 \times 7 = 14$ . Do numbers 1 and 3 along the top, “learn with pictures” and “understand the basics.”
2. \*Turn to the worksheet for Day 112 and [eat some cake](#).

#### Reading

1. [Answer the questions](#) about the story.

#### Spelling

1. Complete the [spelling game](#).

#### Computer

1. Add one last slide to your presentation. (Or, add more if you really want to.)
2. Add pictures and animation.
3. Save it.

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

### Day 113\*

#### Math\*

##### xtramath

1. Learn a fact.  $2 \times 8 = 16$ . Do numbers 1 and 3 along the top, “learn with pictures” and “understand the basics.”
2. Play a [game](#) to review. Remember: multiplying by two is just doubling the number. 4 times 2 is the same as 4 plus 4.
3. \*Turn to the worksheet for Day 113 and [divide by 2](#).

#### Reading

1. [Answer the questions](#) about the story.
2. [Fill in the blanks](#) with words from the story.

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

### Day 114\*

#### Math

##### xtramath

1. Learn a fact.  $2 \times 9 = 18$ . Do numbers 1 and 3 along the top, “learn with pictures” and

“understand the basics.”

2. Watch this video on [dividing into groups](#).
3. When we multiplied, we took the groups and added them all together. Now we do the opposite. Multiplication and division are opposites like addition and subtraction are opposites. We are going to take the total and divide it into groups.
4. If I had 4 pieces of paper and I wanted them in 1 group, how many pieces of paper would be in that group? Four. If you don't believe me, take four pieces of paper and put them in one pile, one group. There are 4.
5.  $4 \text{ divided by } 1 = 4$
6. If you had 0 pieces of candy and put that candy into 5 groups, how much candy would be in each group? ZERO! There is no candy.
7. \*Turn to the worksheet for Day 114 and complete the [worksheet](#) on dividing with 0 and 1.
8. Find the [perimeter](#). The perimeter is the measure around. Opposite sides are the same length.

#### Reading

1. Read the poem: [Wynken, Blynken, and Nod](#). (Pronounce it: Winkn', Blinkn')
2. What's happening? (Answer: The mother is putting the child to bed.)

#### Writing\*

1. \*Practice with the [main idea and details](#). The answers are on page 2.

#### Thinking

1. Learn more about [notation](#).
2. Try a [rooks and pawns game](#).

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

### Day 115

#### Math

##### xtramath

1. Do the [quick quiz](#). Whatever you got wrong, go [find the right answer](#) by clicking on the problem. If you didn't get any wrong, go and get a high five and/or a hug.
2. Subtract [double digits](#).
3. Click on each shape to see the [lines of symmetry](#). Then click on the number 2 tab and answer the questions.

#### Reading

1. [Answer the questions](#) about the story.

#### Vocabulary

1. Complete the [vocabulary matching](#) activity with words from the story.

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

### Day 116\*

#### Math

#### Decimals

## xtramath

1. Learn a fact.  $3 \times 3 = 9$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics,” and “play a game.”
2. Did you notice that I want you to play the game?
3. Our next lesson is on **decimals**. It’s a way of writing numbers. You’ve seen decimals before. \$4.25 is 4 dollars and 25 cents. That dot is called a **decimal point**. It tells us that the number that comes after it are parts of 1. It’s not 425 dollars. There are only 4 dollars. Then there are 25 parts of a dollar. How many cents are in a dollar? (answer: 100) The decimal point tells us that 25 means cents, or parts of a dollar.
4. Watch this [video](#) on decimals tenths and this one on [money as decimals](#).

## Reading

1. You are going to start reading a new book today, *[Five Little Peppers and How They Grew](#)*.
2. Pepper is the last name of the family. The five little Peppers are the five children of the Pepper family. They call their mother Mamsie. Their father has died. They are very poor. Their mother works very hard to provide for them and has taught her children to be hard workers and to value being together. When the mother says that she is rich, it’s because she has her children with her.
3. Vocabulary:
  - [eminent](#) – prominent, noteworthy, important
  - [incredulously](#) – with unbelief
  - [anxiety](#) – worry
  - [oblige](#) – required
  - [disdainfully](#) – with contempt, scornfully, to look down on others or something
4. Today read the [first chapter](#) of the book. You can listen to it [read to you](#) while you read along in the book. Click on chapter 1 from the list on the right.
5. What are the names of the five little Peppers? ([Answers](#))
6. How old is Ben? ([Answers](#))

## Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

## Day 117

### Math

## xtramath

1. Learn a fact.  $3 \times 4 = 12$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics,” and “play a game.”
2. What [decimal](#) is shown? How many blocks out of 100?

## Reading

1. Vocabulary:
  - [ample](#) – full, enough, plentiful
  - [deliberation](#) – carefully thinking over a decision
  - [dismally](#) – with gloom and dreariness, pitifully

2. The grandmother in this chapter sounds funny when she talks, so the words she says are spelled funny. “Maybe ’tis there.” That is maybe it is there. The apostrophe (‘) let’s you know something is missing. Here’s another. “So’s to have ‘em safe” means “so is to have them safe.” The word “ain’t” means isn’t, but it’s not a proper word.
3. Read the first half of [chapter 2](#). (If you like, you can listen to it [read to you](#) while you read along in the book. Click on chapter 2 from the list on the right. When you get to the middle of the chapter, remember what time it says on the audio book.)
4. Is Grandma Bascom their grandmother? Who is she? ([Answers](#))
5. What do the children go to get from grandmother? ([Answers](#))

### Writing

1. Go through the lesson on the [main idea](#).

### Computer

1. View your slideshow.
2. Now click on “record narration.” Find it under view. (You may have to look around if you aren’t using Power Point.)
3. It will start the slide show. You will read the words on the screen and turn the pages. It will record your voice and record how long you are on each page (so take your time on a page with just pictures.)
4. Save it when you are done.
5. View your show again. It should play like a movie.
6. You can try again if you don’t like how it came out.
7. Save your presentation.
8. Show it to someone.

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

### Day 118\*\*

#### Math\*

#### xtramath

1. Learn a fact.  $3 \times 5 = 15$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics,” and “play a game.”
2. \*Turn to the worksheet for Day 118 and write [Money as Decimals](#). You will write a dollar sign, then the number of dollars, then a **decimal point**, then the number of cents.

#### Reading

1. Read the rest of [chapter 2](#). If you like, you can listen to it [read to you](#) while you read along in the book. Click on chapter 2 from the list on the right and find the right place.
2. Why does Phronsie ask if she’ll ever wear shoes again? ([Answers](#))
3. Tell someone a summary of the chapter.

#### Grammar\*

1. \*Find the [adjectives](#) and the nouns they modify (describe). Work neatly and give this to a parent when you are done to place in your portfolio. You can check your answers on page 2.

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

## Day 119\*

Math\*

xtramath

1. Learn a fact.  $3 \times 6 = 18$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics,” and “play a game.”
2. \*Turn to the worksheet for Day 119 and [add the decimals](#). Read the directions! Look at the example!

Reading

1. Read [chapter 3](#).

Writing

1. Write a summary of the chapter. Include a main idea sentence and a couple supporting details.

Thinking

1. Do the lesson and quiz on [capturing](#).
2. [Scholar's Mate](#) [Scholar's Mate 2](#) Do the two lessons.

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

## Day 120

Math

xtramath

1. [Practice](#) a fact. Do numbers 2 and 5 along the top, “Review to Remember,” “Take a Quiz.”
2. \*Turn to the worksheet for Day 120 and [subtracting decimals](#). Read the directions!
3. Check your [answers](#).

Reading

1. Read the first part of [chapter 4](#).
2. “When our ship comes in” is an expression that means when we are rich.
3. What are the children daydreaming about in the beginning of the chapter? ([Answers](#))
4. How did Phronsie get all wet? ([Answers](#))

Vocabulary

1. Play this [vocabulary matching game](#) with words from your book.

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

## Day 121\*

Math

xtramath

1. Learn a fact.  $3 \times 7 = 21$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics,” and “play a game.”
2. Do this lesson on [adding money as decimals](#).
3. Play the [sand dollar fraction game](#).

## Reading

1. Measles are a skin disease that makes red spots all over your body.
2. Finish [chapter 4](#).
3. Who has the measles? ([Answers](#))

## Spelling\*

1. \*Print out and complete this [comparative adjectives worksheet](#). You can include this in your portfolio. The answers are on page 2.
  - Adjectives that are used to compare two things are called comparative adjectives. There are a few guidelines for changing an adjective into a comparative adjective. If the adjective has one syllable, simply add –er to the end to make it comparative. If the word is a consonant-vowel-consonant word, you need to double the ending consonant before adding –er. If the word ends in e, simply add –r.

big dog    smart kid    brave hero

bigger dog    smarter kid    braver hero

- If the adjective ends in y, change the y to an i before adding –er.

happy baby    silly clown

happier baby    sillier clown

- For many adjectives with more than one syllable, simply add “more” to the regular adjective to make the comparative form.

colorful sunset    intelligent design

more colorful sunset    more intelligent design

- And of course, there are many words that just don’t follow a rule.

far walk, farther walk    little time, less time

bad cold, worse cold    good show, better show

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

## Day 122\*

### Math\*

#### xtramath

1. Learn a fact.  $3 \times 8 = 24$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics,” and “play a game.”
2. \*Turn to the worksheet for Day 122 and add up your [money by adding decimals](#). Adding money is just adding decimals, but make sure you use a dollar sign.

## Reading

1. “necessary draught” — drinking the medicine she needed — draught is pronounced *draft* — the act of drinking or a portion of liquid to be drunk, especially medicine
2. Read the first half of [chapter 5](#).
3. Tell someone what is happening in this chapter.

### Spelling

1. What is the [homonym](#)? Make sure you read the introduction/instruction page before you start the activity. ([Answers](#))

### Computer

1. Let’s go back to learning about the internet for a moment today. Learn how to make a bookmark on your browser. A bookmark remembers a webpage for you and are usually found along the top of your screen.
2. This is how I do it. I click on the little picture next to the web address and drag it onto the bookmarks bar. Then I right click on it and choose edit. The I delete all of the words. That leaves me with just the picture on my bookmarks bar so I can fit lots of them.
3. Bookmark a website.

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

### Day 123\*\*

#### Math\*

#### [xtramath](#)

1. Learn a fact.  $3 \times 9 = 27$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics,” and “play a game.”
2. \*Turn to the worksheet for Day 123 and do the [money word problems](#). Work neatly and give this to a parent when you are finished to add to your portfolio.

#### Reading

1. Finish reading [chapter 5](#).
2. Write a summary of this chapter. What’s the main idea, the main topic? If you can, write your summaries in one sentence. You’ll have to use words like AND or BUT. If you write your summary in one sentence, get a high five and/or hug. ([Answers](#))

#### Grammar\*

1. \*Print out and complete this worksheet on [superlative adjectives](#). You can check your answers on page 2.
  - Adjectives that are used to show the highest or lowest ranking among things are called superlative adjectives. There are a few guidelines for changing an adjective into a superlative adjective.
  - If the adjective has one syllable, simply add –est to the end to make it superlative. If the word is a consonant-vowel-consonant word, you need to double the ending consonant before adding –est. If the word ends in e, simply add –st.
    - big dog    smart kid    brave hero
    - biggest dog    smartest kid    bravest hero

- If the adjective ends in y, change the y to an i before adding –est.
  - happy baby    silly clown
  - happiest baby    silliest clown
- For many adjectives with more than one syllable, simply add “most” to the regular adjective to make the comparative form.
  - colorful sunset    intelligent design
  - most colorful sunset    most intelligent design
- And of course, there are many words that just don’t follow a rule.
  - far walk, farthest walk    little time, least time
  - bad cold, worst cold    good show, best show

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

### Day 124\*

Math\*

[xtramath](#)

1. Do the [quick quiz](#). Whatever you got wrong, go [find the right answer](#) by clicking on the problem. If you didn’t get any wrong, go and get a high five and/or a hug.
2. \*Turn to the worksheet for Day 124 and do this [worksheet](#). You are going to add and subtract dollars. Make sure you pay attention each time to see if it’s addition or subtraction.

Reading

1. Read the first half of [chapter 6](#).
2. Tell someone what is happening in this chapter so far.

Writing

1. Can you choose the [main idea](#)? Click on “Submit answer” after you choose to see if you are correct.

Thinking

1. Do this lesson and quiz on [attacks](#).
2. Try a [game](#).

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

### Day 125\*\*

Math\*

[xtramath](#)

1. Learn a fact.  $4 \times 4 = 16$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics,” and “play a game.”

2. \*Turn to the worksheet for Day 125 and do this [worksheet](#). You are going to add and subtract dollars. Make sure you pay attention each time to see if it's addition or subtraction.

#### Reading

1. Finish reading [chapter 6](#).
2. Write a summary of this chapter. If you can, write your summaries in one sentence. You'll have to use words like AND or BUT. If you write your summary in one sentence, get a high five and/or hug.

#### Vocabulary\*

1. \*Start a [dictionary](#). Print out the pages, fold them and staple them in order. In your reading find three words you don't know and write them in this dictionary. Write the word and what it means. You can go to [yahoo](#) or [dictionary.com](#) to look them up.

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

#### Day 126\*

#### Math

#### xtramath

1. Learn a fact.  $4 \times 5 = 20$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics," and "play a game."
2. Read the [multiplication rhymes](#).
3. Solve the [word problems](#).

#### Reading

1. Read [chapter 7](#).
2. Write a summary of the chapter. If you can, write your summaries in one sentence. You'll have to use words like AND or BUT. If you write your summary in one sentence, get a high five and/or hug.

#### Grammar\*

1. \*Write the right form of the adjective, [comparative or superlative](#). You can check your answers on page 2.

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

#### Day 127\*

#### Math

#### xtramath

1. Learn a fact.  $4 \times 6 = 24$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics," and "play a game."
2. Read the [multiplication rhymes](#).
3. Solve the [word problems](#).

#### Reading

1. Read [chapter 8](#).
2. Write a summary of the chapter. If you write your summary in one sentence, get a high five

and/or hug.

### Writing\*

1. Read about writing a **paragraph**. Click on the three links at the top by "[Parts of a Paragraph](#)."
2. I want you to look at what it means to indent. Look at a book. Really, go get a book and open it up to look at it. Each block of writing is a **paragraph**. Each **paragraph** starts a new line with the first word moved over a little. That's called indenting. It shows you where a new **paragraph** begins.
3. Choose something to write about. Something you like a lot or know a lot about: horses, baseball, a friend...
4. \*Print out this [hamburger](#) and write a main idea sentence about your topic. Write two detail sentences. Hold onto this paper.
  - Example: My neighborhood is full of interesting sights and sounds. From my window I can see onto the other roofs and can watch people eat, sleep and play on them. I hear the "eskici" call out asking for people's old metal.
  - My paragraph is about how my neighborhood is interesting. Then I tell two details about what makes it interesting.
  - Your paragraph might be about how soccer is your favorite sport. Then you would give reasons why it is your favorite sport. Those are the details.

### Computer

1. View the history on your internet browser. See if you can find "history." It is a list of all of the websites that were visited on that browser. If you want to find a site you were on before and don't know what it was, you can look in the history to try and find it.

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

### Day 128\*\*

#### Math\*

##### xtramath

1. Learn a fact.  $4 \times 7 = 28$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics," and "play a game."
2. Read the [multiplication rhymes](#). (NOTE! Number 15 is wrong! Get a high five and/or hug if you can make up a rhyme that says  $8 \times 4 = 32$ .)
3. \*Turn to the worksheet for Day 128 and [subtract the money](#).

#### Reading

1. Read the first part of [chapter 9](#).
2. Tell someone what is happening the chapter. Why do you think the chapter is called, "Sunshine Again?"

#### Grammar\*

1. \*What is being compared? Print and complete this [adjective worksheet](#). You can check your answers on page 2.

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

### Day 129

## Math

### xtramath

1. Learn a fact.  $4 \times 8 = 32$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics” and “play a game.”
2. Read the [multiplication rhymes](#). (NOTE! Number 15 is wrong! Get a high five and/or hug if you can make up a rhyme that says  $8 \times 4 = 32$ .)
3. Solve the [word problems](#).

## Reading

1. Finish reading [chapter 9](#).
2. Write a summary of the chapter. If you write your summary in one sentence, get a high five and/or hug.

## Writing

1. Read about writing a **paragraph**. Click on the three links at the top by “[Parts of a Paragraph](#).”
2. Fill in the rest of your hamburger. You’ll need one more detail and a conclusion. Your conclusion is your ending. Make sure you mention your main topic. Here’s my example about how my neighborhood is interesting.
  - My neighborhood is full of interesting sights and sounds. From my window I can see onto the other roofs and can watch people eat, sleep and play on them. I hear the “eskici” call out asking for people’s old metal. The children play soccer in the street between passing cars. These are just some of the things that make my neighborhood interesting.
  - new detail
  - conclusion

## Thinking

1. Learn about [forks](#) and take the quiz.
2. Learn about the [fatal diagonal](#).

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

## Day 130\*

### Math\*

### xtramath

1. Learn a fact.  $4 \times 9 = 36$ . Do numbers 1 and 3 along the top, “learn with pictures,” “understand the basics.”
2. \*Turn to the worksheet for Day 130, follow the directions and complete the [estimation worksheet](#).
3. [What time is it?](#)
4. [vocabulary review](#)

## Reading

1. Read [chapter 10](#).
2. Write a summary of the chapter. If you write your summary in one sentence, get a high five and/or hug.

## Vocabulary

1. In your reading find three words you don't know and write them in your dictionary. Write the word and what it means. You can go to [yahoo](http://yahoo.com) or [dictionary.com](http://dictionary.com) to look them up. Choose words that fit in your dictionary. Try not to choose words that all start with the same letter!

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

### Day 131\*

Math\*

[xtramath](#)

1. Do the [quick quiz](#). Whatever you got wrong, go [find the right answer](#) by clicking on the problem. If you didn't get any wrong, go and get a high five and/or a hug.
2. \*Turn to the worksheet for Day 131 and complete the [worksheet](#) page. If you have one red and one blue crayon or colored pencils, get them out.

Reading

1. Read [chapter 11](#).
2. Tell someone about the chapter.

Spelling/Writing

1. Write your **paragraph** by hand. Indent your first word (move it over a little like in a book) and copy your sentences from your hamburger. Write each sentence right after each other. DON'T start each sentence on a new line. Make sure your name and date is on the paper and give it to a parent to place in your portfolio.

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

### Day 132\*

Math\*

[xtramath](#)

1. Learn a fact.  $5 \times 5 = 25$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics" and "play a game."
2. \*Turn to the worksheet for Day 132 and complete the [worksheet](#).

Reading

1. Read the beginning of [chapter 12](#).
2. Tell someone what is happening in the chapter so far.

Writing

1. Watch the video about [writing a sentence](#). Follow the directions and pause and write your sentence when it tells you to.
2. Write a great sentence. If you want a starting sentence, use this one. The dog ate.
  - Ask yourself how you can be more specific with your nouns and verbs.
  - Ask what kind
  - Ask how
  - Ask where

- Ask why
- What details and interesting words can you add?

### Computer

1. You are finished your computer lessons for the year. I'm going to give you some brain teasers to do each week.
2. [Marathon Members](#)
3. You can also get some [chess practice](#) if you like. If you don't have an account here, you'll need one.

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

### Day 133

#### xtramath

1. Learn a fact.  $5 \times 6 = 30$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics" and "play a game."
2. \*Turn to the worksheet for Day 133 and complete the [worksheet](#).

#### Reading

1. Read the next part of [chapter 12](#).
2. Tell someone what is happening.

#### Grammar

1. Read these [sentences](#) and spot the difference between the simple and compound sentences. A compound sentence uses a comma and a conjunction (words like: and, but, or, so).
2. Write two complete sentences. Then turn them into a compound sentence, one that takes two sentences and combines them with a comma and a conjunction (and, but, or).

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

### Day 134\*\*

#### Math

#### xtramath

1. Learn a fact.  $5 \times 7 = 35$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics" and "play a game."
2. \*Turn to the worksheet for Day 134 and complete the [worksheet](#).

#### Reading

1. Finish reading [chapter 12](#).

#### Writing\*

1. \*Fill in a [hamburger](#) for a paragraph summary of the chapter. What's the topic, main idea of this chapter? Is it about them making new friends? You will have a topic sentence (main idea sentence), three supporting detail sentences and a closing sentence about the topic. Can you use at least one compound sentence. Get a high five and/or hug if you do.

#### Thinking

1. Learn about [making decisions](#) and take the quiz.
2. Play a [game](#).

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

### Day 135\*

Math\*

[xtramath](#)

1. Learn a fact.  $5 \times 8 = 40$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics” and “play a game.”
2. \*Turn to the worksheet for Day 135 and complete the [subtraction worksheet](#).
3. Choose [counting by 3](#).
  - Every time you jump that’s the answer to a multiplication problem. Three, one time, is three. Three, two times, is six, the next island you jump to.

Reading

1. Read [chapter 13](#).
2. Tell someone about the chapter.

Vocabulary

1. In your reading find three words you don’t know and write them in your dictionary. Write the word and what it means. You can go to [yahoo](#) or [dictionary.com](#) to look them up. Choose words that fit in your dictionary. Try not to choose words that all start with the same letter!

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

### Day 136\*\*

Math\*

[xtramath](#)

1. Learn a fact.  $5 \times 9 = 45$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics” and “play a game.”
2. \*Turn to the worksheet for Day 136 and complete the [worksheet](#) for today.
3. Here is a map of [US highways](#) to use for the Solve This! section.
4. Choose [counting by four](#).

Reading

1. Read the first half of [chapter 14](#).
2. Tell someone what is happening in this chapter.

Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2.

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

### Day 137\*

Math\*

### xtramath

1. Do the [quick quiz](#). Whatever you got wrong, go [find the right answer](#) by clicking on the problem. If you didn't get any wrong, go and get a high five and/or a hug.
2. \*Turn to the worksheet for Day 137 and complete the [worksheet](#).

### Reading

1. Finish reading [chapter 14](#).

### Writing

1. Use your hamburger from Day 134 and put your sentences together. Write your paragraph.

### Thinking

1. [Change Range](#)
2. [Chess practice](#)

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

### **Day 138\***

#### Math\*

### xtramath

1. Learn a fact.  $6 \times 6 = 36$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics" and "play a game."
2. Click Play. Go to the subtraction [page](#). Click Next and again. Click on Skip until the top number has a zero in it. Make sure it is a problem where you need to borrow from the place where there is a zero. Do you remember what you did when there was a zero on top? If there is nothing there to borrow, you have to go to the next column and borrow. Try the problem out.
3. \*Turn to the worksheet for Day 138, keep your skills sharp and [complete the worksheet](#).

### Reading

1. Read the first part of [chapter 15](#).
2. Tell someone what is happening in the book. Why do you think the chapter is called "Jolly Days?"

### Grammar

1. Practice finding the [main idea](#).

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

### **Day 139\***

#### Math\*

### xtramath

1. Learn a fact.  $6 \times 7 = 42$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics" and "play a game."
2. \*Turn to the worksheet for Day 139 and complete the [worksheet](#).
3. [Count by 5s](#) this time.

### Reading

1. Finish [chapter 15](#).

### Writing

1. Write a paragraph summary of the chapter. What's the main idea of the chapter? Remember, you need five sentences. You need a main idea sentence, three supporting detail sentences, and a closing sentence about the topic. Can you do it?

### Thinking

1. [The King and Queen Checkmate](#)
2. The [fork trick](#)

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

### Day 140\*

#### Math

##### xtramath

1. Learn a fact.  $6 \times 8 = 48$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics" and "play a game."
2. \*Turn to the worksheet for Day 140 and [subtract with zeros](#).
  - I'll do the [first one with you](#). Draw a box around the 50 and take one away to make it 49 if that helps your brain understand.
3. Check your answers.

#### Reading

1. Read the first part of [chapter 16](#).
2. Tell someone about what you read.

#### Vocabulary

1. In your reading find three words you don't know and write them in your dictionary. Write the word and what it means. You can go to [yahoo](#) or [dictionary.com](#) to look them up. Choose words that fit in your dictionary. Try not to choose words that all start with the same letter!

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

### Day 141\*

#### Math

#### Comparing Decimals/Fractions

##### xtramath

1. Learn a fact.  $6 \times 9 = 54$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics" and "play a game."
2. Compare the [money amounts](#).
3. [Make the fractions and compare](#): 1/10 and 1/100, 3/10 and 3/100, 9/10 and 9/100. Which of the fractions are bigger?
4. Do you remember how [fractions and decimals](#) are related?

#### Reading

1. Finish [chapter 16](#).
2. Write a summary of the chapter. If you write your summary in one sentence, get a high five and/or hug.

#### Spelling\*

1. \*Print page 1 of this [spelling worksheet](#). Follow the directions and fill in the blanks. You can check your answers on page 2. You would like to use them as such.

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

#### Day 142\*

##### Math

##### xtramath

1. Do the [quick quiz](#). Whatever you got wrong, go [find the right answer](#) by clicking on the problem. If you didn't get any wrong, go and get a high five and/or a hug.
2. Compare the [money amounts](#).
3. You know that  $34/100 = 0.34$ . That is 34 **hundredths**. There are two places (two numbers) after the **decimal point**, so when you change it into a fraction you put it over 1 with two zeros.
4. Match the [fractions to the decimals](#).

##### Reading

1. Read the first part of [chapter 17](#).
2. Tell someone about what is happening in the book.

##### Writing\*

1. \*Print out this worksheet about [sentences](#). Follow the directions to make compound and complex sentences.

##### Thinking

1. [Fruit Salad](#)
2. [Chess practice](#)

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

#### Day 143

##### xtramath

1. Learn a fact.  $7 \times 7 = 49$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics" and "play a game."
2. Compare the [money amounts](#).
3. How do you write  $1/10$ , one **tenth**, as a decimal? You write 0.1 . There is only one place (one number) after the **decimal point**, so when you change it into a fraction you put it over 1 with only one zero.
4. Match the [fractions and decimals](#).

##### Reading

1. Finish reading [chapter 17](#).
2. Tell someone about the chapter. What do you think will happen next?

## Grammar

1. [Simple sentence](#)
2. [Compound sentence](#)
3. [Complex sentence](#)
4. Can you tell the [difference](#)?

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

## Day 144

### Math

#### [xtramath](#)

1. Learn a fact.  $7 \times 8 = 56$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics” and “play a game.”
2. Compare the [money amounts](#).
3. Remember: one decimal place, one zero; two decimal places, two zeros Like this:
  - $.34 = 34/100$  34 hundredths
  - $.5 = 5/10$  5 tenths
  - $0.68 = 68/100$  68 hundredths
  - $0.3 = 3/10$  3 tenths
4. Match the [fractions and decimals](#).

### Reading

1. Read the first part of [chapter 18](#).
2. Tell someone what is happening in the book.

### Writing

1. Write two simple sentences, two compound sentences and one complex sentence (*because, if, when...*).
2. Now add an adjective to every sentence.
3. [Simple sentence](#)
4. [Compound sentence](#)
5. [Complex sentence](#)

### Thinking

1. Do the lesson and quiz on [knight forks](#).
2. Play [capture the flag](#).

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

## Day 145

#### [xtramath](#)

1. Learn a fact.  $7 \times 9 = 63$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics” and “play a game.”
2. Compare [decimals](#).
3. Remember how much bigger  $1/10$ , one tenth, was than  $1/100$ , one hundredth? Wouldn't you rather have  $1/10$ , one tenth, of the pizza?

4.  $5/10$ , 5 tenths, was a lot bigger than  $5/100$ , 5 hundredths, too.
5. [Make fractions again](#). Make  $2/10$  and  $2/100$ . Which is bigger?
6. Make  $3/10$  and  $78/100$ . Which is bigger? (answer:  $78/100$  is bigger)
7. The hundredths fraction was bigger. Why? 78 has 7 in the tens place (or the **tenths place** since it's a decimal). 7 is bigger than 3.
8. When you compare fractions, you FIRST have to look at the FIRST decimal place, the FIRST number, the **tenths place**. Which ever number is bigger, that's the bigger decimal.
9. Give it a try. [Compare the decimals](#).

#### Reading

1. Read the next part of [chapter 18](#).
2. Copy a sentence from this chapter.

#### Vocabulary

1. [What do they mean?](#) It will tell you a word and what it means. Then it will tell you a part of the word and you will guess what it means. For instance, a tricycle has three wheels. A triangle has three sides. Tri means three.

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

#### Day 146

#### Math

#### [xtramath](#)

1. Do the [quick quiz](#). Whatever you got wrong, go [find the right answer](#) by clicking on the problem. If you didn't get any wrong, go and get a high five and/or a hug.
2. [Compare the decimals](#). Choose level 2.
3. Add [double digits](#). Choose addition. Leave all the choices as is except the last thing. It has 4 highlighted. Change both of those to two. The example problem will change from having four digits to just two digits, double digits.

#### Reading

1. Finish reading [chapter 18](#).
2. Write a summary of the chapter. If you write your summary in one sentence, get a high five and/or hug.

#### Spelling

1. Find the [correct plural](#). Read the lesson and then click to do the exercises.
2. Choose the correct [plural noun](#).

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

#### Day 147\*

#### Math

#### [xtramath](#)

1. Learn a fact.  $8 \times 8 = 64$ . Do numbers 1, 3 and 4 along the top, "learn with pictures," "understand the basics" and "play a game."
2. Match the [decimals and fractions](#). Choose level 1.

3. Subtract [double digits](#). Choose subtraction. Leave all the choices as is except the last thing. It has 4 highlighted. Change both of those to two. You have to change the bottom one first. The example problem will change from having four digits to just two digits, double digits.

#### Reading

1. Read [chapter 19](#).
2. Tell someone about the chapter.

#### Writing\*

1. \*Print out this worksheet and [combine the sentences](#). You can check your answers on page 2. Sometimes there is more than one answer possible.

#### Thinking

1. [Trip Chips](#)
2. [Chess practice](#)

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

### Day 148

#### Math

##### xtramath

1. Learn a fact.  $8 \times 9 = 72$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics” and “play a game.”
2. Match the [decimals and fractions](#). Choose level 2.
3. Make sure you [add](#) at least five. (Or you can add [hundreds](#) with this link. Choose addition. Leave all the choices as is except the last thing. It has 4 highlighted. Change both of those to three.)

#### Reading

1. Read [chapter 20](#).
2. Tell someone about this chapter.

#### Grammar

1. Make [compound sentences](#) using conjunctions.

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

### Day 149

#### Math

##### xtramath

1. Learn a fact.  $9 \times 9 = 81$ . Do numbers 1, 3 and 4 along the top, “learn with pictures,” “understand the basics” and “play a game.” You know all the facts!
2. Do this [hundredths matching activity](#).
3. Make sure you [subtract at least five](#). (Or you can subtract [hundreds](#) with this link. Choose subtraction. Choose five problems and change the number of digits to three.)

#### Reading

1. Read the beginning of [chapter 21](#).
2. Tell someone about what you read.

### Writing

1. Write five sentences. Do it now. Don't look below.
2. Combine four of the sentences (hidden below) with four of your five sentences using: **and, but, or, so**. You will need a comma and then the conjunction.
3. With the fifth sentences, combine them using **because**. Do NOT write a comma before because.
4. Highlight below to see the sentences.
  - School is fun.
  - I am tired.
  - Pizza is my favorite food.
  - I'm dizzy from spinning.
  - Playdough is squishy.

### Thinking

1. [Playing it safe](#)
2. Try a [game](#).

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

### Day 150

#### Math

[xtramath](#) **It's time to start xtramath for multiplication and division. A parent can set it to multiplication if it's not there automatically. Hopefully you are prepared to finish multiplication quickly and then can move onto division.**

1. Watch the [place value song](#).
2. Then find the right [place value pirate](#).
3. [Make change](#). Click on medium and don't show change amount. Count onto the amount they spent or subtract to find the amount of change.

#### Reading

1. Finish reading [chapter 21](#).
2. Write a summary of the chapter. If you write your summary in one sentence, get a high five and/or hug.

#### Vocabulary

1. Can you figure out what these [word parts](#) mean? Click on Play Now and then on Simple Tutorial. Look in the top left corner. Read the word and definition. Then make a good guess about what that part of the word means.

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

### Day 151\*

#### Math\*

#### [xtramath](#)

1. \*Turn to the worksheet for Day 151 and complete the [multiplication worksheet](#).
2. Measure the line to the [sixteenth](#). Each inch is divided into 16 sections. To find  $\frac{9}{16}$  you would count over 9 lines. To find  $2\frac{4}{16}$  you would start at the two and count over four lines.

#### Reading

1. Read the beginning [chapter 22](#).
2. Copy a sentence from what you read today.

#### Spelling

1. Drag the word to the right ending to make [plurals](#). You can be both players.
2. Write the [plural](#).

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

### Day 152\*

#### Math\*

##### [xtramath](#)

1. \*Turn to the worksheet for Day 152 and complete the [fact family worksheet](#). You are used to fact families from addition and subtraction. Multiplication and Division work the same way.
2. Measure the line in [centimeters](#). Each centimeter is divided into ten little sections. (Each little lines measures a millimeter.)

#### Reading

1. Read the next part of [chapter 22](#).
2. Tell someone about what you read.

#### Writing

1. Write a fun story about having a [giraffe as a pet](#). Make sure you use some compound sentences. Get a high five for each compound sentence you use and for each sentence with because.

#### Thinking

1. [Sticker Swap](#)
2. [Play chess](#) against the computer.

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

### Day 153\*\*(\*)

#### Math\*\*(\*)

##### [xtramath](#)

1. \*Turn to the worksheet for Day 153 and answer the [price questions](#).
2. (\*)Print out a [ruler](#) if you need one. (Choose the first if you are in America. You probably want the second if you are NOT in America.)
3. (Here is another [ruler](#) option if you have trouble printing it.)
4. Measure ten things in your house in inches and centimeters. Record your measurement on the next worksheet. Use decimals when recording the lengths. A quarter inch is 0.25. A half inch is 0.50. Three-quarters of an inch is 0.75. Each millimeter line between centimeters is one tenth, 0.1. Two lines is two tenths, 0.2.

## Reading

1. Finish [chapter 22](#).
2. Write a summary of the chapter. If you write your summary in one sentence, get a high five and/or hug.

## Grammar

1. Play [word invasion](#). Uncheck the bottom two (adverbs and prepositions) by clicking on them.

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

## Day 154\*

### Math\*

#### xtramath

1. \*Turn to the worksheet for Day 154; use a die to [complete the worksheet](#).
2. Play with this [kilogram scale](#). **Kilograms** are how weight is measured in most of the world. A **kilogram** is 1000 **grams**. When I buy my vegetables, I buy them by the kilogram. A kilogram is about two pounds, not exactly, but as an estimate.
3. Click on all of the show me buttons to see the [fraction and decimals](#) of how grams compare to kilograms.

## Reading

1. Read the first part of [chapter 23](#).
2. Tell someone about what you read.

## Writing

1. Write a short story called, "Where Is My \_\_\_\_\_?" Decide what is lost and write about the things you did to find it.

## Thinking

1. [Your first openings](#)
2. [Play chess](#) against the computer.

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

## Day 155

### Math

#### xtramath

1. [What Time is It?](#)
2. [Math Vocabulary](#) game
3. Weigh the little creatures and [add their weights](#).
  - You will slide the lower bar over to the right one at a time until the scale tips past the middle line.
  - Then you need to move it back one.
  - Next use the top slider to move over little by little until you get it balanced on the middle line. It will automatically take the little creature off the scale once you get it right. If it looks right, but the creature didn't move, then just adjust it a little bit more.

- It will tell you how many grams it weighs. You type in the total and click submit. The first one you will add to zero. Next time you'll be adding the first weight to the second weight.

### Reading

1. Read the next part of [chapter 23](#).
2. Learn about the [parts of a story](#). Learn about...
  - characters: who the story is about
  - setting: when and where a story takes place
  - plot: what happens in the story, what is the problem and how it is solved
  - You'll be learning more about these.

### Vocabulary

1. Try the [vocabulary game](#). Do you remember the words? (more [tablet friendly](#))

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

### Day 156\*

#### Math\*

#### [xtramath](#)

1. Weigh each creature like before. Follow the directions and [subtract the weights](#).
2. \*Turn to the worksheet for Day 156 and color the [fractions](#).

### Reading

1. Finish reading [chapter 23](#).
2. Write a summary of the chapter. If you write your summary in one sentence, get a high five and/or hug.

### Spelling

1. Read the [plural spelling rules](#) and then click on Next at the bottom and take the quiz.

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

### Day 157

#### [xtramath](#)

1. Make the [weight](#) shown by adding the creatures to the scale. This scale is in **pounds**. That's the weight measurement used in America. It is divided into 16 parts, like an inch. The scale shows 8 lines between each pound, so 1/16 is halfway between two of the little lines. Give it a try. If you need to take a creature off of the scale, just click on it.
2. \*Turn to the worksheet for Day 157 and complete the [worksheet](#).

### Reading

1. Read [chapter 24](#).
2. Why do you think the chapter is called, "Polly's Dismal Morning?"

### Writing

1. Click on [Spin](#) to get the directions for your writing assignment today.

## Thinking

1. [Critter Care](#)
2. [Play chess](#) against the computer.

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

## Day 158\*

### Math\*

#### xtramath

1. Each part of a **pound** is called an **ounce**. A new baby weighs about seven pounds. A slice of bread is about an ounce.
2. \*Turn to the worksheet for Day 158 and complete the [worksheet](#).

### Reading

1. Read the beginning of [chapter 26](#). There is no chapter 25.
2. This is the last chapter of the book. How would you end the book? What would you have happen?

### Grammar

1. Play [word invasion](#). Uncheck the bottom two (adverbs and prepositions) by clicking on them.

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

## Day 159 \*\*

### Math\*

#### xtramath

1. \*There are two pages for Day 159 in the [worksheet packet](#). Print them both out.
2. If you are not an American, then pour a liter box of drink into a measuring cup and see if it's a liter. Measure other liquids in liters and milliliters.
3. If you are in America, look at the charts on the second "Day 159" page. Test them. Measure tablespoons of flour into a quarter cup. Measure from a gallon of drink. How many cups? Make lots of measurements.
4. \*Turn to the worksheet for Day 159 and complete the [worksheet](#).
5. You can check your answers when you are done.

### Reading\*

1. Read the next part of [chapter 26](#).
2. [Finish](#) reading the book!

## Thinking

1. The [explosion on f7](#)
2. [Play chess](#) against the computer.

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

## Day 160\*\*

### Math\*

## xtramath

1. Play with the [liter and milliliter measure](#). Read the amount and then click on the l or ml to reveal the answer.
2. Click on show me to reveal the [fraction and decimal relationship](#) between liters and millileters.
3. \*Turn to the worksheet for Day 160 and complete the [worksheet](#).

## Reading\*

1. \*Write about the book by completing a [book report](#).
2. Save this for your portfolio.

## Vocabulary

1. Play this [vocabulary review game](#).

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

## **Day 161**

### Math

## xtramath

1. Solve the [word problems](#).

## Reading

1. Read this [story](#). Soon we'll read it as a play.

## Spelling

1. How do you spell the [plural](#)?
2. Spell the [plurals](#).
  - If the word ends with a consonant and then y, change the y to i and add es. Lady → ladies
  - If the word ends with a vowel and then a y, add s. Day → days

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

## **Day 162\***

### Math

## xtramath

1. Solve the [word problems](#).

## English\*

1. Read through these phonics and vocabulary [worksheets about the story](#) and fill in the blanks out loud. (This doesn't need to be printed.)
2. \*Print this [worksheet](#) and fill in the blanks. You can check your answers on page.

## Thinking

1. [Plane Frames](#)
2. [Play chess](#) against the computer.

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

## Day 163(\*)

Math

xtramath

1. Play all three levels of [estimation golf](#).

Reading(\*)

1. (\*) Follow the directions on the [Plot](#) worksheet. (You don't have to print it if you don't want to. It's 8 pages.) If you don't have it printed out, then use other paper to draw the pictures. For the first two pages just point to each picture in order, what happened first, then second, then third, then fourth.

Writing

1. Write about a time when you were either scared or brave.

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

## Day 164

Math

xtramath

1. Solve the [word problems](#).

Reading

1. Read the story as a play, [“A Caterpillar’s Voice” script](#).
2. What differences do you notice between the play and the story? How are they written differently? ([Answers](#))

Thinking

1. [Back rank mates](#)
2. [Play chess](#) against the computer.

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

## Day 165

Math

xtramath

1. Solve the [word problems](#). There is a trick in each problem. They give you more information than you need. Only use the information you need to find the answer. Don't let them trick you!

Writing

1. Write a paragraph about how living in a cave is different from living in a house.
  1. Start with a main idea sentence. (Living in a cave is very different from living in a house.)
  2. Give a few details about what's different.
  3. Write a conclusion that mentions your main idea.

Vocabulary

1. Play this [vocabulary review game](#).

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

### Day 166

Math

[xtramath](#)

1. Solve the [word problems](#). There is a trick in each problem. They give you more information than you need. Only use the information you need to find the answer.

Reading

1. Read the story "[The Apple Dumpling](#)."

Spelling

1. Play this [spelling game](#). Choose "All Phonemes" at the bottom of the list. Choose the letters that complete the word. Click on the word if you need to hear it again.

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

### Day 167\*

Math

[xtramath](#)

1. Solve the [word problems](#).

Reading\*

1. \*Print out pages 3 and 4, [Apple Dumpling Character and Setting](#). Read the last page about the setting of the book. Follow the directions on the Trading and Giving and What Made the Old Woman Happy pages.

Writing

1. You are going to be writing a play. You need to think about what characters are going to be in your story, your play. Make a list of characters that you would like in your story. Who is the story going to be about? Draw a picture of each character and tell someone about them. What do they act like? Are they mean? Nice? Happy? Funny? Smart? Are your characters going to be people? animals? robots?
2. Who is your main character?
3. You also need to think about a setting for your play. Where and when is your play going to take place? At home today, on the moon a hundred years from now?

Thinking

1. [Candle Code](#)
2. [Play chess](#) against the computer.

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

### Day 168\*

Math

xtramath

1. Solve the [word problems](#).

Reading\*

1. \* Print out pages 4 and 5 (or 1-5 if you don't mind printing the extra pages), [Apple Dumpling Plot, Main Idea](#). Follow the directions on the first three pages and draw the pictures. If you don't have the pages printed, then you can use other paper to draw the pictures.
2. Complete pages 4 and 5, the Main Idea and the Main Problem pages.

Writing

1. What is your play going to be about? What is the story going to be? What problem is your main character going to have? Did your character lose something and need to find it? Does your main character need to get somewhere but doesn't know how? What ideas do you have?

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

**Day 169**

Math

xtramath

1. Solve the [word problems](#).

Reading

1. Read the play, [The Apple Dumpling](#).
2. Pay attention to how it is written. Do you see the names of the characters? Then it shows what that character says. Where does it say what the characters do?

Thinking

1. [Discovered Attacks](#)
2. [Play chess](#) against the computer.

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

**Day 170\***

Math

xtramath

1. Calculate the [perimeter](#).
2. Find the [equivalent fractions](#).
3. Create a symmetric pattern. Click on [create a pattern](#).

Writing\*

1. \*Print this [worksheet](#) and fill in information about your characters, setting, and plot.

Vocabulary

1. Play this [vocabulary review game](#).

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

**Day 171**

Math

[xtramath](#)

1. Place the shapes on the [bar graph](#).

Writing

1. \*Fill in this [story map](#) with information about your plot.
2. Tell someone what is going to be the beginning, middle and end of your story. The beginning will tell what the problem is and what the character needs or wants to do. The middle will tell how the character tries to do it. The end is when the character finally can do it.

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

**Day 172**

Math

[xtramath](#)

1. Answer questions about the [bar graph](#).
2. Grab the bugs and place them on the [graph](#) by color.
3. Make a [graph](#). Create a title, labels, and amounts.

Writing

1. Write your play. Remember how to write it? Write the character name. On the next line write what the character says. Write separately what the character does. Use your story map to help you get started.

Thinking

1. [Team Travel](#)
2. [Play chess](#) against the computer.

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

**Day 173**

Math

[xtramath](#)

1. Do this lesson on the [parts of a graph](#). You will also see a line graph and a circle graph.
2. Drag the right cold treat to the right part of the [circle graph](#). The more orders there are for that treat, the bigger the color on the circle graph (or pie graph).

Writing

1. Work on writing your play. Today make sure you finish the beginning of your story. Your character should tell what her problem or his goal is.

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

**Day 174**

Math

[xtramath](#)

1. Do this lesson on the [types of graphs](#). If the arrows aren't working right, you can just scroll down the page to the next part.
2. Look at the [circle graph](#). What does it show? Change the information and watch the graph change.

#### Writing

1. Work on writing your play. You should be writing the middle of the play. Use your story map. What different things will your character try to solve his problem or reach her goal? You have about three days to work on the middle.

#### Thinking

1. [Pins and Skewers](#)
2. [Play chess](#) against the computer.

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

#### Day 175

#### Math

#### xtramath

1. Watch this lesson on [line graphs](#). Take a screen shot and print it out to include in your portfolio.
2. Try this [practice](#).

#### Writing

1. Work on writing your play.

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

#### Day 176

#### Math

#### xtramath

1. Do this lesson on [pictographs](#).

#### Writing

1. Work on writing your play.

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

#### Day 177

#### Math

#### xtramath

1. Figure out the [cost of each type of candy](#). If there were two candies that cost ten cents, each would cost five cents.

#### Writing

1. Work on writing your play. You need to write the end of your play today.

#### Thinking

1. [Mini Pizzas](#)
2. [Potted Plants](#)

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

### Day 178

Math

[xtramath](#)

1. Play a [multiplication game](#).

Writing

1. Work on writing your play.

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

### Day 179\*

Math

[xtramath](#)

1. Play a [division game](#).

Writing\*

1. \*Complete this worksheet about [revising](#) or fixing your story. Follow the directions.

Thinking

1. [Here is the site](#) I've been getting the lessons from. There are several more if you want to get better.
2. [Play chess](#).

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

### Day 180

Math

[xtramath](#)

1. Choose two activities from [Math 3](#) for review.

Writing

1. Read your play with your family.
2. [Congratulations](#) on finishing third grade!

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

### Summer School

Chess — You have finished through [class 5](#). There are 9 classes if you want to learn more and get better. [Play chess online](#) with other kids.

Math — Finish all of your math facts at [xtramath](#) or use our [facts practice workbooks](#). Play [games to](#)

[practice your facts.](#)

English — Do you need to practice your [handwriting](#)? The more you practice the quicker you will get at it and the easier it will be for you. Or, would you like to learn [cursive](#)?

If you aren't typing yet, [Dance Mat Typing](#) is the place to learn.