

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.

Second

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

Note: My state, Pennsylvania, does not require school until age 8, so I do not require my second grader to do everything in the program year. He does the readings and tells me about them, answering questions, but he doesn't always do the written assignments.

Printables/Workbooks:

Math

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

Language Arts

We now have all the language arts worksheets for the year available all together. The printables are available to [print as a pdf](#) or to buy as a [workbook](#) (just the printables) and includes all of the copywork. Here's the [answer key](#) for language arts. (You can still get [copywork](#) separately and there is a [shorter pdf](#) without the writing if you want to print less and then have your child do their writing in a separate notebook.)

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

[Daily Progress Chart](#)

Materials:

- [Basic Supplies List](#)

Day 1

Parents: Please decide about buying workbooks or printing out the worksheet packets for the year. You'll want those worksheets available when they come up in the curriculum.

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.

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.

Reading

1. Listen to [Horton Hatches an Egg](#) by Dr. Seuss. Horton has to be very patient, but he is rewarded in the end. Learning takes a long time just like hatching an egg, but there is a great reward for your patience in the end! (If the video disappears, here's [another](#).)
2. While you are listening, draw a picture of the story.

3. What did you think of Horton?
4. What did you think of Maisy?
5. What did you think of what came out of the egg?

Math

1. Let's just play some review games at the start of our new year! Don't worry if you can't remember everything. We'll learn about all of these things again this year.
2. Choose a game from [Math 1 – Addition](#).
3. Do you have enough [money](#)?
4. You don't need these today, but here are [all the math worksheets](#) for the year. You can download and save this and print them as needed, or print it all at once and keep for throughout the year. It's also available as a Printables workbook if you don't want to print. When you see an *, that's marking where you'll use a worksheet. If you already have printed the packet or bought the workbook, there's nothing more you need to print.

Spelling

1. Play [Word Builder](#). (This game requires flash player. Check the troubleshooting guide if you are having trouble.)

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

Day 2(*)

Reading

1. Listen to some [poems by Mother Goose](#).
2. The first poem, "Curly locks, curly locks," is about a man asking a woman (with curly hair) to marry him. He promises her that she won't have to work. What does he say that she'll do? ([Answer](#))
3. The next poem is about two sisters arguing. What are they arguing about? ([Answer](#))
4. The next poem is a description of [a pair of tongs](#).
5. The last poem is the most famous. What happens? ([Answer](#))

Math

1. Play [Minus Mission](#).
2. Play [fruit fall](#). Remember bar graphs?

Writing

1. Write what you think the [tongs](#) look like. Write... "I think tongs look like" and then finish the sentence.
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

Computer

1. Internet Safety Reminders: Do not download anything onto your computer without permission. Do not click on any advertising on a website even if it looks like a game to play. Don't give out your name, address, phone number, email address, photo, etc. online without permission.
2. Do you remember these words: browser, desktop, window, crash, loading, refresh, download? Tell someone what they mean or ask them if you don't remember.

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

Day 3(*)

Reading

1. Listen to [poems by Mother Goose](#).
2. What is the little boy doing in the first poem? ([Answer](#))
3. What is he supposed to be doing? ([Answer](#))
4. To be “single” means you are not married.
5. What lesson does the last poem teach? ([Answer](#))

Math

1. Choose a game from [Math 1 – Addition](#).
2. Play [cross the river](#).

Writing(*)

1. Write a sentence telling people to be kind to animals. Don't forget a capital letter at the beginning and a period at the end.
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

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

Day 4(*)

Reading

1. Listen to [poems by Mother Goose](#).
2. This first poem doesn't make any sense! What does it say he burned his mouth on? ([Answer](#))
3. What is happening in the second poem? ([Answer](#))
4. The last poem is not very nice, but the Bible does say that those who marry will have troubles, husbands *and* wives.

Math

1. Choose a game from [Math 1 – Subtraction](#).
2. [What time is it?](#)

Writing(*)

1. Write a sentence that doesn't make any sense! (Here's an example: I drank hamburgers for breakfast.)
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

Thinking

1. Try a [puzzle](#). (Click on change cut to use fewer pieces.)

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

Day 5

Reading

1. Listen to these [two poems](#) by Mother Goose.
2. Draw a picture about one of these poems or tell someone about what happens in both of them.

Math

1. Do these [addition flashcards](#).
2. [Music turtle!](#)

Grammar

1. Play [Noun Dunk](#). When nouns are names, they are called **proper nouns** and are always capitalized. They always start with a capital letter. Some examples: name of a person, Mary; name of a place, California; name of a thing, Oreos. If the noun is a name and starts with a capital letter, it is proper. If it doesn't, then we call it just a **common** noun.
2. Now try this [capitalization activity](#). What words should be capitalized? Names of nouns and the first letter of a sentence, right? Find them all.

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

Day 6*

Reading

1. Read 04, 05, and 06 by [Walter De La Mare](#).
2. Why is Tim so tired? ([Answers](#))
3. What does he think is so ugly in *I can't Abear*? ([Answers](#)) (Here is a picture of a [butcher shop](#).)
4. What happened in *Some One*? ([Answers](#))

Vocabulary

1. What do you think it means that he can't "abear" the butcher shop? ([Answers](#))
2. Play this easy [vocabulary game](#).
3. Play this [contraction's memory match game](#). Remember, a contraction is a shorter way of saying something. Can't means can not. I'm means I am. She'll means she will.

Math*

1. Play [sandwich stacker](#).
2. Open this [100s grid](#). Splat paint in the 1s column, the first up and down column on the left. Splat 1, then 11, then 21, then 31...all the way down to 91. Every number in that column ends in 1.
3. *Now write 201 in the first corner square on the [blank grid](#). Now fill in the whole 1s column. Look at the 100 grid. Do you see how the first column all ends in 1? Fill in just that column for the 201-300 chart. The first number is 201. The next number is 211. Keep going all the way down. The last number at the bottom should be 291.

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

Day 7(*)

Reading

1. Read 08, 10, and 11 by [Walter De La Mare](#).
2. This is a picture of [Banbury cakes](#) in poem 08. Do you know what a [cupboard](#) is? (hint: cupboard)
3. What is *The Cupboard* about? ([Answers](#))
4. What is *The Window* about? ([Answers](#))
5. The widow in number 11 may not have a lot of money, but why is she not really poor? (hint: second to last line) ([Answers](#))

6. There is a long list in this poem of different kinds of weeds. Usually you think that weeds are for pulling and throwing away, but weeds can have a lot of uses and can even be eaten. Here are a few pictures of some of the things listed. [Comfrey](#) [Hawksbit](#) [Clover](#)
7. Can you find any of those where you live?

Writing(*)

1. Write a short story. Here's the beginning.
 - I was pulling weeds in my garden and noticed something unusual sticking up out of the dirt. (You can copy this sentence into a [handwriting sheet maker](#). Make sure to choose 1/2 inch so that there is room to write some more.)
1. (*) You can use the worksheet in the printables pack/book for this if you would like.

Math

1. Watch [counting by 2s](#). Type in 20 in the first box on the left. Type in 2 in the second box. Then click on Fast.
2. Click on the [fish](#) that comes next. 2 is already at the top. You have to count by 2s and click on what comes next, so the first number you have to click on is 4.
3. Fill in the 2s column on your 201-300 number grid. Write 202 next to 201 and then fill in the rest of the column.

Computer

1. 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](#). I suggest turning on Google safe search. You can turn on Youtube's safety switch at the bottom of any Youtube page. You can also [turn off advertising](#), so you don't see bad images.)
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.

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

Day 8

Reading

1. Read poems 16 and 19 by [Walter De La Mare](#).
2. What animals does he say can't see him? (answer: mole, bat, barn owl)
3. In fact moles can see, they just see very poorly. Bats can see, but they can't see well in the dark which is when they like to fly. Owls can see by day, but they are usually asleep because they like to be out at night as well. His science isn't the best in this poem!
4. *Summer Evening* paints a word picture. Can you picture the scene? Draw the picture he describes in this poem.

Grammar

1. Find the [right sentences](#). Look for capital letters and punctuation.

Math

1. Try [counting by 3s](#).
2. [Count by 3s](#). After the cartoon. Choose 3's.
3. Fill in the 3s column on the 201-300 number grid.

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

Day 9(*)

Reading

1. Read poems 20 and 39 by [Walter De La Mare](#).
2. What is the [oak's "green crest"](#)? (hint: What part of the oak tree is green?)
3. Where are the star's thrones set? (hint: Where are the stars?)
4. What words in this poem rhyme? ([Answers](#))
5. In number 39 what sounds does the old woman hear now instead of music and singing like when she was younger? ([Answers](#))

Writing(*)

1. (*)Copy these lines of a poem.
 - The cat she walks on padded claws.
 - The wolf on the hills lays stealthy paws.
 - (*) You can use the worksheet in the printables pack/book for this if you would like.
1. Put these directions in [order](#). (hint: The first one is to gather the ingredients.)

Math

1. [Dot-to-Dot count by 5s](#). After choosing "medium – county by 5s" your picture will show up. Start by clicking on the 5.
2. Which [number comes next](#) when counting by fives?
3. Color in as you count by 5s on the [number grid](#). Start by coloring in 185 and 190.

Thinking

1. [Try a puzzle](#). (Click on change cut to use fewer pieces.)

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

Day 10

Reading

1. Choose [one of these books](#) to listen to:
Sophie's Masterpiece
Stellaluna
Harry the Dirty Dog
The Rainbow Fish
The Tooth
Guji Guji
Romeow and Drooliet
A Bad Case of Stripes

Grammar

1. Play level 1 of [Maggie's Adventures](#).

Math

1. Play this [drive and count game](#). Like sandwich stacker you have to count on from the numbers there.
2. Choose to [skip count by ten](#). What number fills in the blank?
3. Fill in the 10s column on the 201-300 number grid. The last number you fill in should be 300.

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Day 11

Reading

1. You are going to listen to a poem called, [When the Frost is on the Pumpkin](#)," by James Riley. First he's going to tell a story and then he'll recite the poem. The line that is repeated in this poem is, "When the frost is on the punkin and the fodder's in the shock." Pumpkin is spelled *punkin* on purpose. Say it the way it is written. The poem is written with a sort of accent. That's how the farmer speaks. Fodder is feed for animals. Here is [grain in shocks](#). The grain has all been harvested, collected. It's ready to feed the animals. What time of year is it when the harvest is all collected and there is frost on the pumpkin? (answer: It's the end of fall.)
2. How does the poet feel about the end of harvest? ([Answers](#))
3. What are some lines that show how he feels? ([Answers](#))

Spelling

1. Play this [compound word](#) matching game. Each compound word starts with a word on the left and ends with a word on the right. Sometime is an example of a compound word. Some + Time = sometime Rainbow is another example of a compound word. Rain + bow = rainbow

Math

1. Let's learn a new addition problem. Say it out loud: **six plus two equals eight, two plus six equals eight. $6 + 2 = 8$, $2 + 6 = 8$** What does six plus two equal? Clap the answer. Clap eight times because two plus six equals eight.
2. Start a math facts list. Write your new addition problem on your list. Hold onto this to write each new math fact down. You can use it to review and practice.
3. [Practice](#). Change the first ten to two. Change the second ten to six. **Change the minimum numbers to 2.** Do fifteen problems.
4. Choose a game from [Math 1 – Subtraction](#).

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

Day 12(*)

Reading

1. Read poems 01 through 04 by [Christina Rossetti](#).
2. In the first two poems what is she describing? ([Answers](#))

3. In poem 03, where are the two places she digs for flowers? ([Answers](#))
4. Where will the flowers grow and where will flowers never grow? ([Answers](#))
5. Here is a picture of a [linnet](#) in poem 04.
6. What story does the bird tell? ([Answers](#))

Writing(*)

1. Copy this sentence from poem 2. *My clothes are soft and warm, fold upon fold, but I'm so sorry for the poor out in the cold.*
 1. (*) You can use the worksheet in the printables pack/book for this if you would like.
2. Which two words rhyme? ([Answers](#))

Math

1. Here's your new problem I want you to remember: **six plus three equals nine, three plus six equals nine, $6 + 3 = 9$, $3 + 6 = 9$** What does six plus three equal? Jump the answer. Jump up and down nine times because six plus three equals nine.
2. Add it to your facts list.
3. [Practice](#). Change the first ten to six. Change the second ten to three. Change the minimum numbers to 2. Do fifteen problems.

Computer

1. 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.
2. 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.
3. 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.

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

Day 13*(*)

Reading

1. Read poems 08, 09 and 10 by [Christina Rossetti](#).

- The picture I showed you on Day 12 is of a linnet on a bough, a tree branch. The poem talks about two linnets, two birds. One is outside in a tree and one is in a cage. The poet asks which is luckier? What is the poet's answer? ([Answers](#))
- Poem 09 is about rainbows. When it says "bow," it is talking about a rainbow. What does it say you need to have rainbows? ([Answers](#))
- Poem 10 talks about violets. Here is a picture of [violets](#). Turf means the ground or grass. The poet smells something sweet. The wind blows the smell her way. At the end of the poem she says that violets make the turf sweet. What does that mean? ([Answers](#))

Writing(*)

- Copy these lines of the poem:
 - If all were sun and never rain,
 - There'd be no rainbow still.
 - (*) You can use the worksheet in the printables pack/book for this if you would like.

Grammar

- Enter your name and then click on [Capital Letters and End Marks](#). Fix the sentences and then click to check your answers.
- Build a [sentence clubhouse](#).

Math*

- Ready for a new addition problem? **six plus four equals ten, four plus six equals ten, $6 + 4 = 10$, $4 + 6 = 10$** What does six plus four equal? The same as four plus six! When you add, it doesn't matter what order the numbers go in. So, what does six plus four equal? Stomp the answer. Stomp ten times because six plus four equals ten.
- Add it to your facts list.
- *Complete the [addition worksheet](#).
- Choose a game from [Math 1 – Subtraction](#).

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

Day 14(*)

Reading

- Read poems 16, 17 and 18 by [Christina Rossetti](#).
- In poem 16 she describes how a flint rock just looks like a rock, but it really has a special purpose.
- Here is a picture of what happens when you [strike flint rock](#). What words in the poem describe this picture? ([Answers](#))
- There are many things and people in this world that look ordinary but serve a special purpose.
- In poem 17 it says that even the coldest May brings what? ([Answers](#))
- When it is summer in America, it is winter in Australia. America is in the north, what we call the northern hemisphere, and Australia is in the south or southern hemisphere. Also, you know that the sun rises and sets at different times everyday.
- In the summer in America the days are long, the sun gets up early and goes down late so the nights are shorter. At the same time in Australia the opposite is happening. So

when the days are long the nights are short and when the days are short the nights are long. Right?

8. The lark is known for singing in the morning, so when the sun is up early, the lark can sing for hours and hours.
9. The nightingale is known for singing at night. The poem says that even though the nights are long, they seem short because of the nightingale's singing. Does that mean she likes or doesn't like the nightingale's song? ([Answers](#))
10. Here is a [singing lark](#) and a [singing nightingale](#).

Writing(*)

1. Copy poem 16. *Stroke a flint, and there is nothing to admire: Strike a flint, and forthwith flash out sparks of fire.*
 1. (*) You can use the worksheet in the printables pack/book for this if you would like.
 2. What two words rhyme? (answer: admire, fire)
 3. Also notice how stroke a flint and strike a flint are sort of repeating each other even though they aren't identical.

Vocabulary

1. **Admire** means to think well of someone or something, to have a good opinion of something, to respect someone.

Math

1. [Count to 300 by tens](#).
2. Box [one round](#). Click on Play Now. Choose a character. Click on Play. Decide if the number on the left is greater than, less than or equal to the number on the right.

Thinking

1. Solve the [cookie cutter](#) problem.

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Day 15(*)

Reading

1. Read poems 20, 21 and 22 by [Christina Rossetti](#).
2. What is poem 20 about? ([Answers](#))
3. Draw a picture of the caterpillar in the poem.
4. What is the poet feeling in the first little section of poem 21? ([Answers](#))
5. What is the poet feeling at the end of the second stanza? ([Answers](#)) (A stanza is a section of a poem. There's a space between each stanza.)
6. What words rhyme in poem 22? ([Answers](#))

Writing(*)

1. Finish this sentence with a rhyme. *If a pig wore a wig, _____*. What are some words that rhyme with wig? big, dig, fig, gig, jig, ...
2. Here's an example: *If a pig wore a wig, I'd eat a fig.*
 1. (*) You can use the worksheet in the printables pack/book for this if you would like.

Math

1. Play [greater than or less than](#). Leave the setting to compare numbers up to 100.
2. Now [play with numbers up to 1000](#).
3. Choose a game from [Math 1 – Addition](#).

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Day 16(*)

Reading

1. Read poems 24 and 25 by [Christina Rossetti](#).
2. These poem teach. What is taught in poem 24? ([Answers](#))
3. What do you think is being taught in poem 25? (hint: You would know if you lived in England.) ([Answers](#))

Writing(*)

1. Copy the first two lines of poem 25 using dollar instead of pound if you are American. What would it say, four what?
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

Vocabulary

1. Use the poem to try to figure out the answers. Which is worth the most? the least? pound, shilling or pence These are what are used in England for money.
 - What will you give me for my pound?
 - Full twenty shillings round.
 - What will you give me for my shilling?
 - Twelve pence to give I'm willing.
 - What will you give me for my penny?
 - Four farthings, just so many.
1. Then look at the money from other countries.
 - British [pounds, shillings and pence](#)
 - European Union countries use [Euros and Cents](#)
 - South Africa uses [Rand and Cents](#)
 - [Australia](#) and [Canada](#) use their own types of dollars.

Spelling

1. Poem 25 says 20 shillings, 12 pence, 4 farthings – What's different about the word pence? (answer: It doesn't have an "s" at the end.)
2. Sometimes there are words that don't change when they are plural. Remember: plural means more than one.
3. Bike-bikes, fly-flies, wife-wives, remember?
4. Here are some that **don't** change.
 - five deer
 - twelve sheep
 - three fish
 - a lot of other animals like moose, elk, salmon, shrimp...but there are others too
 - six aircraft
 - eight offspring

- There are words that are only plural like scissors. There is no such word as scissor. Can you think of another? (Hint: Your dad might be wearing something that is always plural.)
- Quiz your parents. See if they can list five words that don't change when they are plural.

Math

1. Ready for a new addition problem? **six plus five equals eleven, five plus six equals eleven, $6 + 5 = 11$, $5 + 6 = 11$** What does six plus five equal? The same as five plus six! Say "eleven" eleven times because $6 + 5 = 11$!
2. Add it to your facts list.
3. [Practice](#). Change the first ten to five. Change the second ten to six. Change the minimum numbers from zero to two. Do fifteen problems.
4. Choose a game from [Math 1 – Subtraction](#).
5. Count by [multiples of 2](#). That's skip counting by two. It's also the EVEN numbers! 2, 4, 6, 8, 10, 12... The other numbers are the ODD numbers.

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

Day 17*(*)

Reading*

1. Read poems 26, 27 and 28 by [Christina Rossetti](#).
2. How many cherries did their family eat? (answer: $1+1+2+6 = 10$)
3. *Make a [calendar page](#) based on this poem for whatever month it is right now. Example: It says that February is dripping wet, so you would write February at the top and draw rain drops and puddles. Make sure to add in the date numbers in the right boxes.

Writing(*)

1. Poem 27 is another question poem.
2. Write two lines of a poem like this poem. Ask a color question. Answer it. Then write a rhyming line.
 - Here's my example: What is red? My blanket's red, lying on my bed. (red and bed rhyme)
 - Now you try. You can use another color, but I suggest blue because it is easy to rhyme. *What is blue?* Now answer the question and write a rhyme!
 - (*) You can use the worksheet in the printables pack/book for this if you would like.

Math

1. Here is your new addition problem. **six plus six equals twelve $6 + 6 = 12$** What does six plus six equal? Go tell someone the answer is twelve because six plus six equals twelve.
2. Add it to your facts list.
3. [Practice](#). Change the first ten to six. Change the second ten to six. Change the minimum numbers from zero to two. Do fifteen problems.
4. Here's an easy one. Compare [weights](#).

Computer

1. Let's see if you remember what you learned last year. Open a new document in your word processing program.

2. Type "I am ready to learn something new."
3. Change the color and size of the font.
4. Save it as "New" in a folder with your name on it.
5. Ask for help if you can't remember any of those steps.

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Day 18

Reading

1. Read poems 29 and 34 by [Christina Rossetti](#).
2. Both of these poems are about different uses of words. Like the peacock has eyes but can't see. Here is a picture of [peacock feathers that look like eyes](#). The poet is **observant**, pays attention to what's around her. I know you don't understand everything she points out, but find one in each poem and explain what it means to a parent or older sibling and then draw a picture of it. Example: The head of a pin is the top round part, but of course it doesn't have hair. You could draw a human head on the top of a pokey pin.

Grammar

1. Play [plural girls](#). Click on multiple choice. Pay attention to anything you get wrong. When the game is done, click on "Play Plural Girls again." Then choose "fill in the blank."

Math

1. Choose a game from [Math 1 – Subtraction](#).
2. Ready for a new addition problem? **seven plus two equals nine, two plus seven equals nine, $2 + 7 = 9$, $7 + 2 = 9$** What does seven plus two equal? The same as two plus seven! When you add, it doesn't matter what order the numbers go in. So, what does seven plus two equal? Stomp the answer. Stomp nine times because seven plus two equals nine.
3. Add it to your facts list.
4. [Greater than or Less than](#) Play at least three times. Remember: the big, open wide side points to the bigger number

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

Day 19(*)

Reading

1. Read poems 38, 39 and 40 by [Christina Rossetti](#).
2. Poem 40: If you don't know what a ferry is, what clues are there in the poem to help you guess what it is? (answer: "across the water" and "boatman") What is a ferry? ([Answers](#))
3. How much does a ferry ride cost in this poem? ([Answers](#))
4. Poem 39: What does it mean that the milk is coming when the cows come home? ([Answers](#))
5. Here are pictures of [drake](#), [brake](#) and [rushy lake](#). Look at the pictures and read the poem again. Now can you picture what it's talking about?

- Poem 38: What is happening in this poem? First, what is a swallow? (look for clues in the poem like “fly away”)
- When does the swallow leave and fly away? ([Answers](#))
- When does the swallow come home? ([Answers](#))
- What is happening in this poem? ([Answers](#))

Writing(*)

- What words rhyme in poem 38? ([Answers](#))
- What words repeat? ([Answers](#))
- Write two poem lines. Start each line with a repeating phrase and rhyme the last words.
 - (*) You can use the worksheet in the printables pack/book for this if you would like.
- Here is my example:
 - Summer’s here, summer’s here let’s go and **play**.
 - Winter’s come, winter’s come inside we’ll **stay**.
 - Stay and play rhyme, the last words in both lines.
 - Also, each line starts with a repeating phrase “summer’s here” and “winter’s come.”
 - Make up your own poem *or* copy my first line to start with: “Summer’s here, summer’s here, let’s go and play” and then write your own last line and make sure it rhymes with play!

Math

- Do you remember that $7 + 2 = 9$?
- [Practice](#). Change the first ten to six. Change the second ten to six. Change the minimum numbers from zero to two. Do fifteen problems.
- [Count to 1000](#). What is this chart counting by? (answer: 10) Color in the 100s column (100, 200, 300...).

Thinking

- Solve the [Pop Pick Puzzle](#).

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

Day 20(*)

Reading

- Read poems 45, 46 and 47 by [Christina Rossetti](#).
- What does the poet compare to a boat sailing? ([Answers](#))
- What does the poet compare to a bridge? (If you don’t know, use the clues. What bow looks like a bridge from the earth to the sky?) ([Answers](#))
- What is the message of poem 46? ([Answers](#))
- What is the message of poem 47? ([Answers](#))

Writing(*)

- Copy the first stanza (section) of poem 45. (Remember: A stanza is a section of a poem. They are like paragraphs for poems.)
 - Boats sail on the rivers,
 - And ships sail on the seas;
 - But clouds that sail across the sky

- Are prettier far than these.
 - (*) You can use the worksheet in the printables pack/book for this if you would like.

Grammar

1. See if you can [match the words with their plurals](#).

Math

1. Here's a new addition problem for you. **seven plus three equals ten, three plus seven equals ten, $7 + 3 = 10$, $3 + 7 = 10$** , jump up and down ten times and say, "Seven plus three equals ten."
2. Go tell two other people that $3 + 7 = 10$ and $7 + 3 = 10$.
3. Add it to your facts list.
4. Choose a game from [Math 1 – Subtraction](#).
5. Choose [numbers 1 to 1000](#). Put them in order.

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

Day 21*

Reading

1. Read [The City Zoo](#). You can also [listen](#) to it. It mentions the sport rugby (It's similar to football and is played in Britain. The story mentions a **scrum**. It's not really important, but here is what a [scrum](#) is in the sport, rugby.) Also, an **accountant** is someone who keeps track of the money for a business and when the hippo is **wallowing** in the mud it just means he's lying down and relaxing in the mud.
2. What problem did the zoo have? How did they solve the problem? Tell a parent or older sibling. ([Answers](#))
3. What kind of person was the zookeeper? (hint: look at the beginning of the story) ([Answers](#))

Vocabulary*

1. *Print out 4 [vocabulary worksheets](#).
2. Word list: [tirelessly](#), [disrepair](#), [contented](#), [slumber](#), [intently](#), [exasperated](#), [gleam](#), [wallow](#), [bulge](#), [demolish](#), [emulate](#)
3. Click on **disrepair** and read the definition.
4. Fill in a vocabulary worksheet page for **tirelessly** and **contented**. Only these words. The remaining words will be completed in future lessons.
5. The words are in the order they are found in the story. Fill in your worksheet "where" you found the word. That means copy the part of the sentence with the word in it. Example: worked tirelessly NOTE: the word may look a little different in the story, maybe wallowing instead of wallow, but it is the same word.
6. Write a definition for each word. You can click on each word above to see the definitions. You don't have to write out everything in the definition, just write what helps you understand what the word means. Example for gleam: shine That's enough if it helps you know what gleam means.
7. Draw a picture for each word.

Math

1. Do you remember that $7 + 3 = 10$?
 2. [Practice](#). Change the first ten to 7. Change the second ten to 3. Change the minimum numbers from zero to two. Do twenty problems.
 3. Count out loud to 10 by ones, to 100 by tens and to 1000 by hundreds.
- Click on what year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

Day 22

Reading

1. Read [The City Zoo](#). You can also [listen](#) to it.

Vocabulary

1. Word list: [tirelessly](#), [disrepair](#), [contented](#), [slumber](#), [intently](#), [exasperated](#), [gleam](#), [wallow](#), [bulge](#), [demolish](#), [emulate](#)
2. Click on **intently** and read the definition. Scroll down to the second definition. There's a little 2 next to the word intent.
3. Fill in a vocabulary worksheet page for **slumber** and **exasperated**. Only these words. The remaining words will be completed in future lessons.
4. The words are in the order they are found in the story. Fill in your worksheet "where" you found the word. That means copy the part of the sentence with the word in it. Example: worked tirelessly NOTE: the word may look a little different in the story, maybe wallowing instead of wallow, but it is the same word.
5. Write a definition for each word. You can click on each word above to see the definitions. You don't have to write out everything in the definition, just write what helps you understand what the word means. Example for gleam: shine That's enough if it helps you know what gleam means.
6. Draw a picture for each word.

Math

1. Here's a new math problem for you. **seven plus four equals eleven, four plus seven equals eleven, $4 + 7 = 11$, $7 + 4 = 11$**
2. Tell everyone in your home right now (who's not sleeping) that $7 + 4 = 11$.
3. Add it to your facts list.
4. [Practice](#). Change the first ten to seven. Change the second ten to four. Change the minimum numbers from zero to two. Do twenty problems.
5. Get out 11 blocks or coins or something. Separate them into two piles with seven in one pile and four in the other. That shows that seven plus four equals eleven. Now move one from the seven pile to the four pile. You should have six in one pile and five in the other. That shows that **six plus five equals eleven**. Separate the piles into more ways. $9 + 2 = 11$, $10 + 1$... There are many ways to add up to eleven.
6. Play [Odd or Even](#).

Computer

1. Open your document from last week. Insert a picture and clip art into your document and save it again.

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

Day 23

Reading

1. Read [The City Zoo](#). You can also [listen](#) to it.

Vocabulary

1. Word list: [tirelessly](#), [disrepair](#), [contented](#), [slumber](#), [intently](#), [exasperated](#), [gleam](#), [wallow](#), [bulge](#), [demolish](#), [emulate](#)
2. Click on **wallow** and read the definition.
3. Fill in a vocabulary worksheet page for **gleam** and **bulge**. Only these words. The remaining words will be completed in a future lesson.
4. The words are in the order they are found in the story. Fill in your worksheet “where” you found the word. That means copy the part of the sentence with the word in it. Example: worked tirelessly NOTE: the word may look a little different in the story, maybe wallowing instead of wallow, but it is the same word.
5. Write a definition for each word. You can click on each word above to see the definitions. You don’t have to write out everything in the definition, just write what helps you understand what the word means. Example for gleam: shine That’s enough if it helps you know what gleam means.
6. Draw a picture for each word.

Math

1. New addition problem? **seven plus five equals twelve, five plus seven equals twelve, $7 + 5 = 12$, $5 + 7 = 12$**
2. Add it to your facts list.
3. Jump up and down 12 times because seven plus five equals twelve.
4. [Practice](#). Change the first ten to five. Change the second ten to seven. Change the minimum numbers from zero to two. Do twenty problems.
5. Choose a game from [Math 1 – Subtraction](#).

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

Day 24

Reading

1. Read [The City Zoo](#). You can also [listen](#) to it.

Vocabulary

1. Word list: [tirelessly](#), [disrepair](#), [contented](#), [slumber](#), [intently](#), [exasperated](#), [gleam](#), [wallow](#), [bulge](#), [demolish](#), [emulate](#)
2. Fill in a vocabulary worksheet page for **demolish** and **emulate**.
3. The words are in the order they are found in the story. Fill in your worksheet “where” you found the word. That means copy the part of the sentence with the word in it. Example: worked tirelessly NOTE: the word may look a little different in the story, maybe wallowing instead of wallow, but it is the same word.
4. Write a definition for each word. You can click on each word above to see the definitions. You don’t have to write out everything in the definition, just write what helps you understand what the word means. Example for gleam: shine That’s enough if it helps you know what gleam means.

5. Draw a picture for each word.

Math

1. New addition problem: **seven plus six equals thirteen, six plus seven equals thirteen, $6 + 7 = 13$, $7 + 6 = 13$**
2. Clap thirteen times, and count out loud while you do, because seven plus six equals thirteen, $7 + 6 = 13$.
3. Add it to your facts list.
4. [Practice](#). Change the first ten to six. Change the second ten to seven. Change the minimum numbers from zero to two. Do twenty problems.
5. Are the numbers odd or even? Play [tic-tac-toe](#).

Thinking

1. Solve the [Hats](#) puzzle.

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

Day 25(opt*)

Vocabulary(*)

1. Do you know what all of the words mean now? Can you [match the words to their definitions](#)?
2. (*)Can you do the [crossword puzzle](#)? You can print it out and look at this page to see how the words are spelled. Or click PLAY to play online.

Math

1. $7 + 7 = 14$
2. $8 + 8 = 16$
3. $9 + 9 = 18$
4. Do you think you can remember those? Say them out loud a few times.
5. Try this [doubles game](#). What is double 2? $2 + 2 = 4$ What is double 6? $6 + 6 = 12$
6. Choose a game from [Math 1 – Subtraction](#).

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

Day 26(*)

Reading

1. We're going to start a [new book](#) What is it called? Who wrote it? ([Answers](#))
2. Read [chapter 1](#).
3. What happened in chapter 1? Tell someone. Tell them who the chapter was about and what that person did.

Math

1. [Practice](#). Change the first ten to seven. Change the second ten to seven. Change the minimum numbers from zero to two. Do twenty problems.
2. Watch the first [six minutes of this video](#). You don't have to write. Just watch.
3. Let's look at this [chart](#) again. Color in **blue** the row (across) and the column (up and down) that have a **3** in every block. Look for the patterns.

Writing(*)

1. (*) You can use the worksheet in the printables pack/book for this if you would like.

2. Copy this sentence:
 - Now it is a very unusual thing for Mr. Toad to hurry, very unusual indeed.
1. You are going to write a sentence in the *same* format. Here's an example: It is a very exciting thing when we have our first warm day, very exciting indeed.
2. What did I leave the same? What did I change? ([Answers](#))
3. Keep the beginning the same, but add in your own word. Write: *It is a very _____ thing...*
4. Then you have to add in your word (surprising, mysterious, sad, funny...).
5. Then you write "thing" and tell about it. "unusual thing for Mr. Toad to hurry" "exciting thing when we have our first warm day"
6. Then you write a comma.
7. Then you write "very" and then your word and then "indeed."
8. Read your sentence. Do you like it? Read it to someone else.

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

Day 27(*)

Reading

1. Read [chapter 2](#).
2. What is Jimmy trying to figure out? ([Answers](#))
3. What is Jimmy going to do to try and find out the answer? ([Answers](#))

Math

1. New addition problem! **eight plus two equals ten, two plus eight equals ten, $2 + 8 = 10$, $8 + 2 = 10$**
2. What else equals ten? List out loud as many as you can ($1 + ? = 10$, $2 + ? = 10$, $3 + ? = 10$, $4 + ? = 10$, $5 + ? = 10$).
3. Now tell someone that $8 + 2 = 10$. Go and tell them now.
4. Add it to your facts list.
5. [Which number?](#)

Vocabulary

1. Can you [match the words to their definitions](#)? (one more [tablet friendly](#))

Writing(*)

1. (*) You can use the worksheet in the printables pack/book for this if you would like.
2. Copy this sentence:
 - You know Peter is always ready to go anywhere or do anything that will satisfy his curiosity.

Computer

1. Make an "I love you, Mom" mini poster. (You can do dad or grandma or someone else.)
2. Open a new document.
3. See if you can find something called "Word Art" or something that lets you write words in special ways.
4. Write "I love you, Mom!" in a special way.
5. Add a picture of you and her (him) if you can find one.
6. Decorate the page.

7. Click on insert.
8. Choose shapes.
9. Maybe you want to put stars on the page?
10. Choose "fill" to color in your shapes.
11. Do you want to add clip art? Can you do it?
12. Ask for help if you can't find something.
13. Print it out.

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

Day 28*

Reading

1. Read [chapter 3](#).
2. When they got to Smiling Pool, where was Mr. Toad? ([Answers](#))

Math

1. Which [number comes before and after?](#)
2. New addition problem, ready? **eight plus three equals eleven, three plus eight equals eleven, $3 + 8 = 11$, $8 + 3 = 11$**
3. Stamp your feet eleven times because $3 + 8 = 11$
4. Add it to your facts list.
5. Choose a game from [Math 1 – Subtraction](#).

Grammar*

1. *Read and fill in page 1 of this [plurals worksheet](#). The answers are on page 2.

Writing

1. Write four plural nouns that were in your reading today. You can use the blanks on the bottom of your worksheet if you'd like.
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

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

Day 29

Reading

1. Read [chapter 4](#).
2. What does Peter wish he could do? ([Answers](#))

Math

1. [Which number?](#)
2. One more this week. **eight plus four equals twelve, four plus eight equals twelve, $8 + 4 = 12$, $4 + 8 = 12$**
3. Clap the answer. What is eight plus four?
4. Add it to your facts list.
5. [Practice](#). Change the first ten to eight. Change the second ten to four. Change the minimum numbers from zero to two. Do twenty problems.

Vocabulary

1. **Envy** means to be jealous of.

Writing

1. (*) You can use the worksheet in the printables pack/book for this if you would like.
2. Copy this sentence:
 - He envies the birds because they can pour out in beautiful song the joy that is in them.
1. Write a similar sentence. Example: *Sometimes I envy birds because they can fly and soar in the sky.*
2. Write: "Sometimes I envy"
3. Then write a kind of animal.
4. Then write "because"
5. Then write what they can do that you wish you could do.

Thinking

1. Solve the [Car Colors](#) puzzle.

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

Day 30**

Reading

1. Read [chapter 5](#).
2. How does Mr. Toad make his song? ([Answers](#))
3. Tell someone what happened in this chapter.

Math*

1. [Which is bigger?](#)
2. [Practice](#). Change the first ten to four. Change the second ten to eight. Change the minimum numbers from zero to two. Do twenty problems.
3. *Do the [addition worksheet](#).

Grammar*

1. *Read this [plurals worksheet](#) and fill in the blanks on page 1. Use the examples to get the answers right!
2. When you are done, you can have a parent or older sibling check your answers on page 2.

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

Day 31

Reading

1. Read [chapter 6](#).
2. Tell someone what happened in this chapter.

Math

1. [Pick a game](#) from the "Number Range: You Choose It" games and practice facts 1 – 5.
2. Choose a game from [Math 1 – Subtraction](#).
3. Reminders: $7 + 5 = 12$, $7 + 6 = 13$, $7 + 7 = 14$

Writing

1. (*) You can use the worksheet in the printables pack/book for this if you would like.
2. Copy the sentence below. Make sure you copy the "quotation marks" and the ? question mark.
 - "What was the use of wasting my breath?" demanded Old Mr. Toad.

Vocabulary

1. Can you [match the words to their definitions](#)? (more [tablet friendly](#))

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

Day 32

Reading

1. Read [chapter 7](#).
2. Who wanted to eat Mr. Toad? ([Answers](#))

Math

1. [Count by 5](#).
2. New addition fact: $8 + 5 = 13$, $5 + 8 = 13$, **eight plus five equals thirteen, five plus eight equals thirteen**
3. Add it to your addition facts page.
4. [Practice](#). Change the first ten to eight and the second ten to five. Change the minimum numbers from zero to two. Do **25** problems.

Writing

1. (*) You can use the worksheet in the printables pack/book for this if you would like.
2. Copy the sentences below. Make sure you copy all of the , commas and ! exclamation points.
 - Oh, my, no! No indeed!
1. Write a sentence of your own that ends in an exclamation point.

Computer

1. Make a mini poster for your dad (or someone else). Open your word processing program. Open a new document.
2. Use Word Art or fancy font and color to write DAD (or someone else) at the top.
3. Save it in the folder with your name on it.
4. Now you are going to “insert” a “text box.” You might need to click on “insert” and then click on “text box.” If there are choices of text boxes, choose what you like.
5. Insert four text boxes. In each text box write a word that describes your dad (or whomever you are making a mini poster for).
6. Use different fonts and colors. Use “fill” to color in your text box. Experiment.
7. Click and drag on the corners of the text box to make it bigger.
8. When you like your poster, save it.
9. Print it out.

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

Day 33

Reading

1. Read [chapter 8](#).
2. Peter thought Mr. Toad’s babies looked like whose? ([Answers](#))

Math

1. “[Count by tens](#) to find the right duck.”

2. New addition fact: **eight plus six equals fourteen, six plus eight equals fourteen, $8 + 6 = 14$, $6 + 8 = 14$**
3. Add it to your addition facts page.
4. Go tell someone that six plus eight equals fourteen.
5. [Practice](#). Change the first ten to eight and the second ten to six. Change the minimum numbers from zero to two. Do **twenty-five** problems.

Writing

1. (*) You can use the worksheet in the printables pack/book for this if you would like.
2. Copy these sentences: (Make sure you copy all of the "" and the ' and the ? and the .)
 - "I'm just watching my babies. Aren't they lovely?" said he.
1. Write your own question sentence that ends in a question mark.

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

Day 34

Reading

1. Read [chapter 9](#).
2. What did the pollywog do that surprised Peter? ([Answers](#))

Math

1. [Count by 10s](#). Play to 500.
2. New addition fact: **eight plus seven equals fifteen, seven plus eight equals fifteen, $8 + 7 = 15$, $7 + 8 = 15$**
3. Add it to your addition facts page.
4. Wiggle your nose fifteen times because $8 + 7 = 15$.
5. [Practice](#). Change the first ten to seven and the second ten to eight. Change the minimum numbers from zero to two. Do twenty problems.

Writing

1. (*) You can use the worksheet in the printables pack/book for this if you would like.
2. Copy this sentence:
 - "Why, I couldn't do that!" he exclaimed right out loud.
1. Write a sentence like the one above. Here's an example. *"I can't believe it!" I shouted for everyone to hear.*
2. Write yourself exclaiming something! Use "" and an ! and then write who said it. Use the examples. See if you can do it!

Thinking

1. [Shells at the Shore](#)

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

Day 35*

Reading

1. Read [chapter 10](#).
2. Tell someone what happened in this chapter.

Math

1. [Practice](#). Change the first and second ten to eight. Change the minimum numbers from zero to two. Do **30** problems.
2. Choose a game from [Math 1 – Subtraction](#).

Grammar*

1. *Print out the first page and [find the nouns](#).
2. You can check your answers on page 2 with a parent or older sibling.

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

Day 36*

Reading

1. Read [chapter 11](#).
2. Tell someone what happened in this chapter.

Math

1. Play [normal level 4](#).
2. Choose a game from [Math 1 – Subtraction](#).

English*

1. *Read the directions and fill out page 1 of this [phonics worksheet](#). Notice every word has the AR sound, as in car and far. You can check your answers on page 2.

Vocabulary

1. Do you remember the [definitions](#)?
2. Do you remember what **envy** means? (answer: to be jealous of)

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

Day 37*

Reading

1. Read [chapter 12](#).
2. What makes Mr. Toad's tongue so wonderful? ([Answers](#))
3. Why does Peter think Mr. Toad's tongue is attached in the wrong place? ([Answers](#))

Math

1. New addition problem, ready? **nine plus two equals eleven , two plus nine equals eleven $9 + 2 = 11$ $2 + 9 = 11$** Say it out loud. How much is nine plus two? Blink the answer. Blink eleven times.
2. Write it in your facts list.
3. Choose a game from [Math 1 – Subtraction](#).

English*

1. *Read the directions and fill out page 1 of this [phonics worksheet](#). Notice every word has the er sound. It is spelled er, ir or ur. The answers are on page 2.
2. What words can you think of that have the er sound? Here are some: purr, burn, burp.

Computer

1. [Watch](#) the lesson. Click on lesson 1. [Typing](#) Click on lesson 1. (If you use AdBlock, you will need to disable it for this site.) Click on the video symbol in the top left corner and watch the tutorial. Then click on Start and practice using the "Lesson 1" link. Try to use the right fingers, but mostly this will help you learn where the letters are on the keyboard.

If it's too hard to use the right fingers, it's okay. We'll practice typing again next year when it'll be a little easier for you.

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

Day 38*

Reading

1. Read [chapter 13](#).
2. Tell someone what happened in this chapter.

Math

1. You are getting close to knowing all addition problems! You just have to get to $9 + 9$ and then you can add anything in the whole world!
2. Ready? **nine plus three equals twelve**, **three plus nine equals twelve** $9 + 3 = 12$ $3 + 9 = 12$
3. What's $9 + 3$? Flap the answer. Flap your arms twelve times because nine plus three equals twelve.
4. Go and tell someone that three plus nine equals twelve.
5. Write it in your facts list.
6. [Practice addition](#). Change the first and second ten to eight. Change the minimum numbers from zero to two. Do **30** problems.
7. Choose a game from [Math 1 – Subtraction](#).

Grammar*

1. *[Capitalize](#) the **proper nouns**, the *names* of people, places and things. The answers are on page 2.

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

Day 39*

Reading

1. Read [chapter 14](#).
2. Look for the word **indignant** in the beginning today's reading.
3. Look for the word **hastily** at the end of today's reading.
4. **indignant** means feeling angered or annoyed
5. **hastily** means doing something in a hurry
6. It's time to act. Say this line **indignantly**, "I can't believe you did that!" Say it like you are really annoyed!
7. Now say it with **envy**, like you are really jealous that they got to do that great thing. "I can't believe you did that!"
8. Now say it **hastily**, really fast! If that's too hard, you can do something hastily. Picking up to things from the floor would be a great thing to do hastily.

Math*

1. Here's your addition problem today: **nine plus four equals thirteen**, **four plus nine equals thirteen** $9 + 4 = 13$ $4 + 9 = 13$
- 2.
3. Go and tell someone that nine plus four equals thirteen.

4. What is four plus nine? Nod the answer. Nod your head thirteen times because four plus nine equals thirteen.
5. Write it in your facts list.
6. *Do today's [addition worksheet](#).

Spelling

1. Write as many words as you can that have the -or sound and are spelled with OR. Here are some to get you started: fork, fort, form. (Hint: Rhyming these will help you come up with more.)
2. (*) You can use the worksheet in the printables pack/book for this if you would like.
3. Try to come up with at least five. Get a high five and/or hug if you find more.

Computer

1. [Watch](#) the lesson. Click on lesson 2. [Typing](#) Click on lesson 2. (If you use AdBlock, you will need to disable it for this site.) Click on the video symbol for lesson 2. Then practice using the "Lesson 2" link.

Thinking

1. Choose a game from [level 1 or level 2](#). (If you are doing the typing, you don't *haveto* do thinking.)

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

Day 40 (If you want to keep a portfolio, now is the time to save something from each subject.)

Reading

1. Read [chapter 15](#).
2. Where does Peter look for Mr. Toad? ([Answers](#))
3. Where does Mr. Toad hide? ([Answers](#))

Math

1. Choose a game from [Math 1 – Subtraction](#).
2. Play [around the world in 80 seconds](#), choose easy.
3. Play [alien blaster](#). You still have a handful of addition facts to learn, but you should know *almost* all of them. You are so close to knowing them all!

Spelling

1. Copy these words which each make the "i" sound in a different way: fire, pie, dial, pile, light, bicycle, by, bye, guide.
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

Grammar

1. Play [noun basketball](#).

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

Day 41

Reading

1. Read [chapter 16](#).
2. Why do you think Old Mr. Toad turned pale and left at the end of the chapter? (hint: It has to do with who Jimmy saw that day.) ([Answers](#))

Vocabulary

1. To **amble** means to walk slowly.
2. If you are **smug**, it means you have too much pride in yourself.
3. **Anxious** means worried.

Math

1. Let's learn a new math problem. If you learn a problem each day, you can finish with memorizing addition facts this week! **nine plus five equals fourteen , five plus nine equals fourteen , $9 + 5 = 14$, $5 + 9 = 14$**
2. Go and tell someone that five plus nine equals fourteen.
3. Write it in your facts list.
4. What's nine plus five? Bop your knee fourteen times to show the answer.
5. [Practice addition](#). Change the first ten to nine. Change the second ten to five. Change the minimum numbers from zero to two. Do **30** problems.

Spelling

1. Write words that rhyme with bare and are spelled in the same way. Try to think of which ones are spelled __ARE. Try to write at least five. (I'll give you a hint. Scare is one.)
2. (*) You can use the worksheet in the printables pack/book for this if you would like.
3. Get a high five and/or hug if you write more than 5.

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

Day 42*

Reading

1. Read [chapter 17](#).
2. Who did Mr. Toad see on the path? ([Answers](#))

Math

1. Let's do another math problem. So close! **nine plus six equals fifteen , six plus nine equals fifteen , $9 + 6 = 15$, $6 + 9 = 15$**
2. Go and tell someone that nine plus six equals fifteen.
3. Write it in your facts list.
4. Fake burp fifteen times because six plus nine equals fifteen. (Or, if that's illegal in your house, sing "la")
5. [Practice addition](#). Change the first ten to six. Change the second ten to nine. Change the minimum numbers from zero to two. Do **30** problems.

English*

1. *Read the directions and fill out page 1 of this [phonics worksheet](#). The answers are on page 2.

Computer

1. [Watch](#) the lesson. Click on lesson 3. [Typing](#) Click on lessons 3. (If you use AdBlock, you will need to disable it for this site.) Click on the video symbol for lesson 3. Then practice using the "Lesson 3" link. These typing lessons are to practice finding the letters. If it's too hard to use the right fingers, then just use your pointer finger. (Parents: You can decide to wait on typing lessons. There will be different typing lessons in future levels.)

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

Day 43*

Reading

1. Read [chapter 18](#).
2. Who saved Mr. Toad? ([Answers](#))

Math

1. Choose a game from [Math 1 – Subtraction](#).
2. [Dude's Dilemma](#) – choose addition, easy

Grammar*

1. *Follow the directions on this [noun worksheet](#). Page 2 has the answers.

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

Day 44*

Reading*

1. Read [chapter 19](#).
2. *Read the directions and fill out this [phonics worksheet](#). The answers are on page 2.

Vocabulary

1. **Scorn** means thinking that someone or something is worthless or despicable.
2. **Feeble** means not having physical strength.
3. Who was feeble in this chapter? (hint: He was feeble because he was so scared.)
([Answers](#))

Math

1. Let's do another addition problem. Ready? **nine plus seven equals sixteen , seven plus nine equals sixteen , $9 + 7 = 16$, $7 + 9 = 16$** Remember to say it out loud.
- 2.
3. Go and tell someone that nine plus seven equals sixteen.
4. Write it in your facts list.
5. Dance for sixteen seconds because nine plus seven equals sixteen.
6. This is the *last time* you have to use these flashcards! [Practice addition](#). Change the first ten to nine. Change the second ten to seven. Change the minimum numbers from zero to two. Do **30** problems.

Writing

1. Write your name, address and phone number. You can use the bottom of your phonics worksheet if you'd like.

Computer

1. [Watch](#) the lesson. Click on lesson 4. [Typing](#) Click on lesson 4.(If you use AdBlock, you will need to disable it for this site.) Click on the video symbol for lesson 4. Then practice using the "Lesson 4" link.

Thinking

1. Choose a game from [level 1 or level 2](#). (If you are doing the typing, you don't have to do thinking.)

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

Day 45*

Reading

1. Read [chapter 20](#).
2. Tell someone what happens in this chapter.

Math

1. Choose a game from [Math 1 – Subtraction](#).
2. [Fact Dash](#) choose facts to 20

Spelling*

1. *Read the directions and fill out the top half of page 1 of this [phonics worksheet](#). The bottom half is optional grammar practice. The answers are on page 2.

Grammar

1. Take the quiz on [proper and common nouns](#).

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

Day 46**

Reading

1. Read [chapter 21](#).
2. Tell someone what happens in this chapter.

Math

1. Getting so close! **nine plus eight equals seventeen , eight plus nine equals seventeen , $9 + 8 = 17$, $8 + 9 = 17$**
- 2.
3. Go and tell someone that nine plus eight equals seventeen.
4. Write it in your facts list.
5. Say “yeah!” seventeen times because nine plus eight equals seventeen.
6. [Feed the penguins](#). Click on normal level four.

English*

1. *Read the directions and fill out this [phonics worksheet](#). The answers are on page 2.

Vocabulary * Print it out front and back and hold onto it in your binder. You'll need it in a few days.

1. *Play charades. Go through the list below and act out your vocabulary words. Give this list ([Old Mr. Toad vocabulary](#)) to the person watching and they can guess which word you are acting out.
 - Amble (walk like you are relaxed and taking your time)
 - Feeble (act like you have no strength left in your body at all)
 - Scorn (act like you want nothing to do with something)
 - Smug (turn up your nose like you think you are more important than everyone else)
 - Hastily (act like you are in a big hurry)
 - Indignant (stomp your foot like you are really angry and annoyed with someone)
 - Envy (touch something that someone else has and then pout like you want it)
 - Anxious (act like you are really worried, bite your nails, walk back and forth, shake your head, make your face look worried)

1. Play this vocabulary [game](#) with the words you have learned from your book.
Click on what program year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

Day 47*

Reading

1. Read [chapter 22](#).
2. What lesson does Old Mr. Toad learn? ([Answers](#))

Math

1. This is it! The last one! Then you can learn to add billions! But not today **nine plus nine equals eighteen , $9 + 9 = 18$**
2. That's it! Tell someone that nine plus nine equals eighteen.
3. Write it in your facts list.
4. Play [fruit shoot](#). Click on level 2 relaxed mode.
5. Do a dance because you know all your math facts. Now you know all the facts you need to know to add $45238972349+234328723592!$

English*

1. *Read the directions and fill out this [phonics worksheet](#). The answers are on page 2.
2. Write three words that rhyme with words in the word box on your worksheet.

Computer

1. [Watch](#) the lesson. Click on lesson 5. [Typing](#) Click on lesson 5. (If you use AdBlock, you will need to disable it for this site.) Click on the video symbol for lesson 5. Then practice using the "Lesson 5" link.

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

Day 48*

Reading

1. Read [chapter 23](#). This is the last chapter.
2. Tell someone what happens at the end of the story.

Math

1. Play with this [number line](#). Put the frog on 10. Hop forward with arrow any number. What number do you land on? What's the pattern? $10+1 = 11$, $10+2 = 12$, $10+3 = 13$, $10 + 4 = 14$, $10 + 5 = 15$, $10 + 6 = 16,...$
2. Play one round of [Pretzel Wars](#).
3. Play [Minus Mission](#). Choose 1 to 10. You have to type 10 in the second box. It's a little tricky, but keep trying and it will let you type it.

Grammar*

1. *Complete this [noun worksheet](#). The answers are on page 2.

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

Day 49**

Reading*

1. *Fill in this [book report](#) form.

Math

1. Go [fishing](#).
2. Play [Facts Dash](#). Choose facts up to 20.

English*

1. *Read the directions and fill out this [phonics worksheet](#). The answers are on page two.

Computer

1. [Watch](#) the lesson. Click on lesson 6. [Typing](#) Click on lesson 6. (If you use AdBlock, you will need to disable it for this site.) Click on the video symbol for lesson 6. Then practice using the "Lesson 6" link.

Thinking

1. Choose a game from [level 1 or level 2](#). (If you are doing the typing, you don't have to do thinking.)

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

Day 50*

Reading/vocabulary

1. Either read this story to someone and ask someone else to act it out as you read or ask someone to read the story and you act it out. Or, both take turns acting it out. I used boys but you could read it Jacqueline and Johanna and use feminine pronouns if you like. (Read off the screen or use the printed version on the Old Mr. Toad vocabulary sheet from day 46.)
 - Jack **ambled** down the street, humming a song, smiling in the sun. He was on his way to his friend's house for a birthday party. Suddenly he stopped. He had forgotten a present! Now he started feeling very **anxious**. What was he going to do? He decided he better go get a present. He **hastily** returned home and searched for a present. He didn't know what else to do, so he grabbed his stack of baseball cards and put them in a paper bag. He ran out of the house and down the street. He was huffing and puffing and had to sit because he was so **feeble** from running so fast so far. Joe was already at the party.
 - (The actor has to be Joe now.) Joe took one look at Jack's bag and felt very **smug**. "That's your present?" he said **scornfully**. "What? Did you bring him your lunch?"
 - (Now the actor can be Jack again.) Jack was **indignant**. He knew it wasn't the best looking present, but he still thought it was a good present.
 - (Now the actor can be JOE.) Soon their friend started opening presents. He opened Joe's first. It turned out that their friend already had one. Joe was upset that he wasn't more excited about it. He opened Jack's bag last. His eyes grew wide. He jumped up and started saying how great it was. He couldn't believe Jack had given him so many. Jack was really happy he had brought them, but Joe was **envious** that Jack had brought the best present.

Math

1. Play [Can You Dig It?](#)
2. Play [Cone Crazy](#). Choose medium. First answer the question on the *bottom* scoop of ice cream.

English*

1. *Read the directions and fill out this [phonics worksheet](#). The answers are on page two.

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

Day 51*

Reading

1. [The Tale of Peter Rabbit](#). Click to listen.

Math

1. Choose a game from [Math 1 – Subtraction](#).
2. Watch this lesson on [place value](#).

English*

1. *Read the directions and fill out the top portion of page 1 of this [phonics worksheet](#). The bottom sentences are optional practice. The answers are on page 2.
2. [Make a sentence](#).

Spelling

1. Play this [homonym game](#) (words that sound alike but are spelled differently.)
2. Take this [homonym quiz](#). Read the words that are the answer choices. Which word means what? Do you know?

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

Day 52*

Reading

1. [The Emperors New Clothes](#).

Math

1. Choose a game from [Math 2 — Addition!](#)
2. Go here and [make numbers using blocks](#).
 - First make 6 by clicking six times on the one single block.
 - Then make 26 by clicking two times on the stack of ten blocks.
 - Drag everything off the page or click on clear objects (on the bottom).
 - Then make 54 by clicking five times on the stack of ten blocks and four times on the one block.
 - Make any number you like under 100 and show it to someone. Explain what number it is. Have them check to see if you are right.
 - If you want to play now, the squares are 100 blocks. The big cubes are 1000 blocks! So 2 cubes and 3 squares would be 2,300!

English*

1. *Read the directions and fill out this [phonics worksheet](#). The answers are on page 2.

Writing

1. Write a sentence using **smug** or **envious**. (You can use the bottom of your phonics worksheet if you'd like.) Examples:
 - She thought she was the best swimmer ever and was so smug about it.
 - She was envious of how well the other girls could swim.

Computer

1. [Watch](#) the lesson. Click on lesson 7. [Typing](#) Click on lesson 7. Click on the video symbol for lesson 7. Then practice using the “Lesson 7” link. (If you use AdBlock, you will need to disable it for this site.)

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

Day 53**

Reading

1. [How the Leopard Got His Spots](#)

Math*

1. Choose a game from [Math 1 – Subtraction](#).
2. *Fill in the worksheet on [tens and ones](#).

Grammar*

1. *Complete this [worksheet](#). The answers are on page 2.

Writing

1. Write a sentence using **amble** or **hastily**. (You can use the bottom of your worksheet if you'd like.) Examples:
 - He ambled down the street whistling a tune.
 - He hastily ate breakfast and spilled his juice.

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

Day 54*

Reading

1. [The Tale of Benjamin Bunny](#)

Math

1. Choose a game from [Math 2 — Addition!](#)
2. Try this [place value game](#). Each stack of blue blocks is 10. If there is one stack, that's 10. If there are two stacks, that's twenty. Then count on the red blocks. Click on the number of blocks. If you are wrong, the shark will take a bite. If you are right, a dolphin will jump.

English*

1. *Read the directions and fill out this [phonics worksheet](#). The answers are on page 2.

Writing

1. Write a sentence using **indignant** or **scornfully**. (You can use the bottom of your worksheet if you'd like.) Examples:
 - She was indignant that someone would step on her foot.
 - She looked at the bread scornfully and said, “I would never eat that!”

Computer

1. [Watch](#) the lesson. Click on lesson 8. [Typing](#) Click on lesson 8. Click on the video symbol for lesson 8. Then practice using the “Lesson 8” link. (If you use AdBlock, you will need to disable it for this site.)

Thinking

1. Choose a game from [level 1 or level 2](#). (If you are doing the typing, you don't *haveto* do thinking.)

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

Day 55*

Reading

1. [The Three Little Pigs](#)

Math

1. Choose a game from [Math 1 – Subtraction](#).
2. Try this [place value game](#). Make the number by click on the tens and then the ones. Give it a try.

English*

1. *Read the directions and fill out this [phonics worksheet](#). The answers are on page 2.

Writing

1. Write a sentence using **anxious** or **feeble**. (You can use the bottom of your worksheet if you'd like.) Examples:
 - The big storm made him anxious.
 - He has been sick for so long he has become feeble.

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

Day 56**

Reading*

1. *[The Clever Owl](#) – Print page 2. Read page 1. Check your answers on page 3.

Math

1. Choose a game from [Math 2 — Addition!](#)
2. Play this [place value game](#).

English*

1. *Read the directions and fill out this [phonics worksheet](#). The answers are on page 2.

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

Day 57**

Reading*

1. *[Peanut](#) – Print page 2. Read page 1. Check your answers on page 3.

Math

1. Choose a game from [Math 1 – Subtraction](#).
2. Take the [Test](#).

English*

1. *Read the directions and fill out this [phonics worksheet](#). Notice all of the words end in “dge.” What sound do those letters make together? The answers for the worksheet are on page 2.

Writing

1. Write a sentence about the story. You can type it if you like. Or you can use the bottom of your worksheet if you'd prefer.

Computer

1. [Watch](#) the lesson. Click on lesson 9. [Typing](#) Click on lesson 9. Click on the video symbol for lesson 9. Then practice using the “Lesson 9” link. (If you use AdBlock, you will need to disable it for this site.)

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

Day 58**

Reading*

1. *[Old Socks](#) – Print page 2. Read page 1. Check your answers on page 3.

Math*

1. Choose a game from [Math 2 — Addition!](#)
2. Do you know all of those [shapes](#)?
3. *Print out these [shapes](#). Cut out what shapes you like and make a picture. Show your picture to a parent and tell the name of each shape on your page.

Writing

1. Write a sentence about the story. You can type it if you like.

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

Day 59**

Reading*

1. *[Baby Sister](#) – Print page 2. Read page 1. Check your answers on page 3.

Math

1. Choose a game from [Math 1 – Subtraction](#).
2. Scroll down to look at the [3D shapes](#). Find cube, cuboid, prism, pyramid, sphere, cylinder and cone.
3. Find the [shapes](#).

English*

1. *Read the directions and fill out this [phonics worksheet](#). Notice every word ends with a Y that sounds like an E. The answers are on page 2.

Writing

1. Write a sentence about the story. You can type it if you like. Or you can use the bottom of your worksheet if you'd prefer.

Computer

1. [Watch](#) the lesson. Click on lesson 10. [Typing](#) Click on lesson 10. Click on the video symbol for lesson 10. Then practice using the “Lesson 10” link. (If you use AdBlock, you will need to disable it for this site.)

Thinking

1. Choose a game from [level 1 or level 2](#). (If you are doing the typing, you don't *have* to do thinking.)

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

Day 60*

Reading

1. Scroll down. Read the [two stories](#) and answer the questions. Print your answers when you are done or have a parent check your answers while they are on the screen. Don't lose your answers! ([Answers](#))

Math

1. Choose a game from [Math 1 – Subtraction](#).
2. Play [Brainy Numbers](#). Click on blocks that add up to the number. Choose classic.
3. Follow the directions on the screen. Then find [shape sort](#). Click on two shapes and they swap positions. Your goal is to line up three shapes with the same number of sides.

English*

1. *Read the directions and fill out this [phonics worksheet](#). Notice these words all end in LE. The answers are on page 2.

Writing

1. Write another question for each story. You can type them if you like. Or you can use the bottom of your worksheet if you'd prefer.

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

Day 61**

Reading

1. You are starting a new book today, *The Adventures of Jimmy Skunk*, by Thornton Burgess. I think this will be the last book you will read by this author, but he wrote 170 books, so if you like to read them, your parents can help you search for more to read on the computer.
2. Read [chapter 1](#) of *The Adventures of Jimmy Skunk*.
3. Who were all of the characters in this chapter? ([Answers](#))

Math*

1. We are going to start focusing on learning the rest of our subtraction facts.
2. *Print out the seven pages for [fact families](#).
3. Let's fill in one page today. Fill in these two fact families: $2 + 6 = 8$ and $3 + 6 = 9$
4. Write out the two subtraction facts that go with each of those addition facts. You can write them right on the fact family paper.
5. Here's an example. $3 + 4 = 7$ so $7 - 3 = 4$ and $7 - 4 = 3$

English*

1. *Read the directions and fill out this [phonics worksheet](#). All of the words have EA in them, but they sound different! Read the words out loud to tell which is which. The answers are on page 2.

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

Day 62*

Reading

1. Read [chapter 2](#) of *The Adventures of Jimmy Skunk*.
2. Do you remember who is sleeping in the barrel?
3. What is the "problem with **thoughtlessness**?" (hint: The answer is in the very last sentence of the first paragraph-or section-of the chapter.) ([Answers](#))

4. So, what is the opposite? What does **thoughtfulness** do? (hint: It's the opposite of **thoughtlessness**.) ([Answers](#))
5. Talk with your parents about how you can be thoughtful of them.

Math

1. Today fill in another fact family page. $4 + 6 = 10$ and $5 + 6 = 11$
2. Write the two subtraction facts that go with each of those addition facts.
3. Choose a game from [Math 2 — Addition!](#)

English*

1. *Read the directions and fill out this [phonics worksheet](#). These words look similar. Read the words out loud to organize them. The answers are on page 2.

Computer

1. [Watch](#) the lesson. Click on lesson 11. [Typing](#) Click on lesson 11. Click on the video symbol for lesson 11. Then practice using the "Lesson 11" link. (If you use AdBlock, you will need to disable it for this site.)

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

Day 63**

Reading

1. Read [chapter 3](#) of *The Adventures of Jimmy Skunk*.
2. Why did Peter Rabbit become afraid? ([Answers](#))

Math*

1. *Print and complete the [subtraction worksheet](#).
2. Read the story and complete the activities about [2D and 3D shapes](#).

Grammar*

1. *Print out page 1 of this [plurals worksheet](#). All of the rules are at the top to remind you. The answers are on page 2.

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

Day 64*

Reading

1. Read [chapter 4](#) of *The Adventures of Jimmy Skunk*.
2. Who did Jimmy blame for rolling the barrel? ([Answers](#))
3. What did Jimmy Skunk do to him? ([Answers](#))
4. Jimmy Skunk walked away "with a great deal of **dignity**." **Dignity** means he had honor and respect. He was sure he had done the right thing.
5. Try walking "with a great deal of **dignity**."

Math

1. Choose a game from [Math 2 — Addition!](#)
2. Fill in another fact family page. Fill it in for $6 + 7 = 13$ and $6 + 8 = 14$.

English*

1. *Read the directions and fill out this [phonics worksheet](#). Notice all the words have double OO in them. The answers are on page 2.

Computer

1. [Watch](#) the lesson. Click on lesson 12. [Typing](#) Click on lesson 12. Click on the video symbol for lesson 12. Then practice using the “Lesson 12” link. (If you use AdBlock, you will need to disable it for this site.)

Thinking

1. Choose a game from [level 1 or level 2](#). (If you are doing the typing, you don't *have* to do thinking.)

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

Day 65*

Reading

1. Read [chapter 5](#) of *The Adventures of Jimmy Skunk*.
2. Copy this sentence: *He stopped and into his yellow eyes crept a look of suspicion.* (There is a spot on your English worksheet to copy the sentence if you'd like to use it.)
3. **Suspicion** means a feeling or belief that someone is guilty or that a certain thought is true
4. Finish this sentence: I have a **suspicion** that... (You don't have to write it. Just say it.)

Math

1. Follow the directions on the screen and then find and [click on the seesaw](#). It should say, “Place Value.”
2. Fill in another fact family page. Fill it in for $6 + 9 = 15$ and $7 + 2 = 9$.

English*

1. *Read the directions and fill out this [phonics worksheet](#). This is about how GH and PH can make the sound F. Weird, huh? The answers are on page 2.

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

Day 66**

Reading

1. Read [chapter 6](#) of *The Adventures of Jimmy Skunk*.
2. What do you think it means that he “smarted all over”? Use the story to help you figure it out. Here is the sentence it is from: *He ached and smarted all over.* This is at the end of the chapter. What had just happened? ([Answers](#))

Math*

1. Fill in a fact family page for $7 + 3 = 10$ and $7 + 4 = 11$.
2. *Print and complete the [subtraction puzzle worksheet](#). Use your fact family sheets to help you.

Spelling*

1. *Read the directions and fill out this [phonics worksheet](#). The answers are on page 2.
2. Copy all of the words in the list at the top of the page that have silent letters.

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

Day 67

Reading

1. Read [chapter 7](#) of *The Adventures of Jimmy Skunk*.

2. What is Sammy Jay's **suspicion**? ([Answers](#))

Math

1. Fill in a fact family page for $7 + 5 = 12$ and $7 + 8 = 15$.
2. Choose a game from [Math 2 — Addition!](#)

Spelling

1. Copy these words that all have OI in them: oil, boil, coin, noise, noisy, avoid, choice, point
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

Computer

1. [Watch](#) the lesson. Click on lesson 13. [Typing](#) Click on lesson 13. Click on the video symbol for lesson 13. Then practice using the "Lesson 13" link. (If you use AdBlock, you will need to disable it for this site.)
2. This is going to be your last typing lesson this year.
3. In third level you'll work on typing words.

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

Day 68

Reading

1. Read [chapter 8](#) of *The Adventures of Jimmy Skunk*.

Vocabulary

1. In this chapter it says that Jimmy Skunk is **shrewd**. It means that he's clever and smart.
2. Jimmy thinks maybe he did Reddy an **injustice**. That means he thinks maybe he wasn't fair to Reddy when he sprayed him.

Math

1. Read **out loud** all of the subtraction problems from your fact family pages. For example: thirteen minus six equals seven, thirteen minus seven equals six...
2. Choose a game from [Math 1 – Subtraction](#).

Writing

1. Write a sentence using at least two words from the spelling list on day 67.
2. Here are examples: I made the choice to avoid all noisy coins. OR When oil boils, its noise is noisy.
3. Make sure your sentences start with a capital letter and end with punctuation!
4. (*) You can use the worksheet in the printables pack/book for this if you would like.

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

Day 69

Reading

1. Read [chapter 9](#) of *The Adventures of Jimmy Skunk*.

Math

1. Fill in a fact family page for $7 + 9 = 16$ and $7 + 7 = 14$.
2. Choose a game from [Math 2 — Addition!](#)

Writing

1. Copy this part of a sentence: *Jimmy Skunk was smiling as he ambled towards the old house of Johnny Chuck.* It is from the very first sentence of the chapter you read today. Make sure you make their names start with capital letters. Names *always* are capitalized, which means they start with a capital letter.
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

Vocabulary

1. How was Jimmy Skunk walking towards Johnny Chuck's old house? Demonstrate.

Grammar

1. Play this [grammar lesson](#). We are going to start learning about verbs.

Thinking

1. Give [Quiddler](#) a try. This takes awhile to get used to, but as you look at past winners, you'll learn what kinds of words you can use. Click on cards to spell words. Click on cards to turn them over. Click on blank spaces and then a pile of cards to move the card and show the card underneath. Keep making words until it tells you there are no more words left. Try different combinations of letters to see if they work. When you finish, click on Today's Top Ten. On the right you can see the winning words from yesterday. Sometimes there are really weird words like VIM that will give you ideas of what you can try.

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

Day 70

Reading

1. Read [chapter 10](#) of *The Adventures of Jimmy Skunk*.
2. How did Peter try to get out of Johnny Chuck's house? ([Answers](#))
3. What did Jimmy Skunk say to Peter to get him back? ([Answers](#))

Math

1. Fill in a fact family page for $8 + 2 = 10$ and $8 + 3 = 11$.
2. Choose a game from [Math 1 – Subtraction](#).

Grammar

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

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

Day 71*

Reading

1. Read [chapter 11](#) of *The Adventures of Jimmy Skunk*.
2. What does it mean that Jimmy Skunk "kept his word." ([Answers](#))

Math*

1. Fill in a fact family page for $8 + 4 = 12$ and $8 + 5 = 13$.
2. *Print and complete the [subtraction crossword](#). Use your fact family pages to help you.

Spelling

1. Can you [unscramble](#) the letters to make words? Click on the letters in order. You can also click and drag the letters to move them around. If you are stuck, you can look at this [list of words](#) for ideas.

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

Day 72

Reading

1. Here are a few sentences from the chapter:
 - Unc' Billy grinned. "Good mo'nin', Brer Skunk," he replied. "Ah can't rightly say Ah have. Ah had it on *mah* mind to ask yo' the same thing."
 - Here is what it says: Uncle Billy grinned. "Good morning, Brother Skunk," he replied. "I can't rightly say I have. I had it on my mind to ask you the same thing."
 - He speaks with a kind of accent. He's what we call a country bumpkin; it's like in the poem about the frost on the "punkin." Do a little acting. Read the sentence out loud like Unc' Billy would.
 - Anytime you are unsure of what he is saying, read it out loud to help you figure it out.
1. Read [chapter 12](#) of *The Adventures of Jimmy Skunk*.

Math

1. Fill in a fact family page for $9 + 2 = 11$ and $9 + 3 = 12$.
2. Choose a game from [Math 2 — Addition!](#)

Writing

1. Try and write the sentence below in proper English. Read it out loud to help you figure out what it says. (*) You can use the worksheet in the printables pack/book for this if you would like.
 - Ah have mo' important things to worry about.

Computer

1. Today we are going to use your computer's Paint program. If you have a Windows computer, then go to the little Windows circle in the corner and click on All Programs and then click on Accessories and find a program called Paint.
2. If you use a Mac computer, you will have to ask your parents if you can download [Paintbrush](#) which is just like Paint.
3. Open the program.
4. Look along the top. There are different symbols we will learn about. Look for the word Tools. Above it do you see the letter A? In some programs they use the letter T instead of A. Find the letter and click on it.
5. Now click on the white box which is your drawing board.
6. A box shows up. Type "My Paint Project" in the box.
7. Can you figure out how to save it? Save it in the folder with your name on it.

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

Day 73

Reading

1. Read [chapter 13](#) of *The Adventures of Jimmy Skunk*.
2. Jimmy Skunk can spray a stinky perfume. Who else has a "weapon" to keep others from attacking him? ([Answers](#))

Math

1. Read your fact family pages, but do it like this. Say, "Fifteen minus seven is," and then jump eight times. Jump, stomp, clap, wiggle, blink, do push ups, turn in circles, etc. for all of the answers. Don't cheat. Do them all!

Vocabulary

1. **defence** – when you stop an attacker
 2. **offence** – when you attack
 3. What does the sentence below mean?
 - Prickly Porky and I are armed for *defence*, but we never use our weapons for *offence*.
- ([Answers](#))

Writing

1. Copy this sentence:
 - Buster Bear could squash me by just stepping on me, but he doesn't try it.
1. (*) You can use the worksheet in the printables pack/book for this if you would like.

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

Day 74*

Reading

1. Read [chapter 14](#) of *The Adventures of Jimmy Skunk*.
2. What are two different views about eggs? ([Answers](#))

Math

1. Fill in a fact family page for $9 + 4 = 13$ and $9 + 5 = 14$.
2. Choose a game from [Math 2 — Addition!](#)

Grammar*

1. *Print out the first page of this [verb worksheet](#) and follow the directions. You can check your answers on page 2.

Thinking

1. Give [Quiddler](#) a try again. This takes awhile to get used to, but as you look at past winners, you'll learn what kinds of words you can use. Click on cards to spell words. Click on cards to turn them over. Click on blank spaces and then a pile of cards to move the card and show the card underneath. Keep making words until it tells you there are no more words left. Try different combinations of letters to see if they work. When you finish, click on Today's Top Ten. On the right you can see the winning words from yesterday. Sometimes there are really weird words like VIM that will give you ideas of what you can try.

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

Day 75

Reading

1. Read [chapter 15](#) of *The Adventures of Jimmy Skunk*.
2. What are Jimmy Skunk and Uncle Billy both thinking about? ([Answers](#))

Math

1. Fill in a fact family page for $8 + 8 = 16$ and $8 + 9 = 17$
2. Choose a game from [Math 1 – Subtraction](#).

Writing

1. Write the next section of the book. What do you think is going to happen? Are they going to get the eggs? You can type your story.
2. (Note: the Printables book/pack has a different writing assignment)

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

Day 76

Reading

1. Read [chapter 16](#) of *The Adventures of Jimmy Skunk*.
2. Why does Uncle Billy want Jimmy to go first? ([Answers](#))
3. Why does Jimmy want Uncle Billy to go first? ([Answers](#))

Math

1. Here are your last facts! Then you can add and subtract anything in the world! You will be amazing! Ready?
2. Fill in a fact family page for $6 + 6 = 12$ and $9 + 9 = 18$.

Vocabulary

1. Play this [vocabulary review](#) game. Choose one of the games. When you get a right answer, you get to play!

(Note: the Printables book/pack has a different writing assignment for this day)

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

Day 77

Reading

1. Read [chapter 17](#) of *The Adventures of Jimmy Skunk*.
2. What hit Jimmy on the head so that he “[saw stars](#)”? ([Answers](#))

Math

1. Choose a game from [Math 2 — Addition!](#)
2. Choose a game from [Math 2 — Subtraction!](#)

Grammar

1. Watch this video about [action verbs](#). The noun video shows up. Scroll down. Click on the verb circle (2nd one). Then click on Lights, Camera, Action Verbs!
2. Write a list of eight action verbs from your chapter today.

Computer

1. Open the Paint program and then open up the document you made last week called “My Paint Project.”
2. You are going to try two different things today. The first is fill in a background color. Find a bucket of paint. Click on it. (If you are using a Mac, this might be a little different.)
3. Click on a color.
4. Click on the white board which is your painting canvas.
5. Did the whole thing turn the color you chose?
6. Change it to other colors.
7. Then find brushes. Click on brushes. There are lots of different choices: thick, thin, calligraphy pen, marker... Choose one and click on it.

8. Click on a color.
9. Click and drag your mouse on the canvas. Are you making a line?
10. Try different colors with different brushes.
11. Save your document.

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

Day 78**

Reading

1. Read [chapter 18](#) of *The Adventures of Jimmy Skunk*.
2. Why did they have bad tempers? (Why were they in a bad mood?) (hint: It tells you in the last paragraph, at the very end of the chapter.) ([Answers](#))

Math*

1. *Make some [3D shapes](#). Start with a cube and then decide if you'd like to make some more.
2. Choose a game from [Math 2 — Subtraction!](#)

Grammar*

1. Read about [verbs](#).
2. *Try this [worksheet](#). The answers are on page 2.

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

Day 79

Reading

1. Read [chapter 19](#) of *The Adventures of Jimmy Skunk*.
2. Why do you think Jimmy Skunk is not afraid of Farmer Brown's boy? ([Answers](#))

Math

1. Do you remember the [names of the shapes](#)?
2. Choose a game from [Math 2 — Subtraction!](#)

Grammar

1. Watch the [video](#).
2. Then click on the Level 1 quiz. Choose level A.

Thinking

1. Try [checkers](#). You can only move to black squares. When you are diagonal to a piece of another color, you can jump over it and capture it if there is an empty black square on the other side of it. Give it a try. Don't expect to win your first time or two or three.

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

Day 80

Reading

1. Read [chapter 20](#) of *The Adventures of Jimmy Skunk*.
2. Tell someone about the chapter.

Math

1. Play [pretzel wars](#).

Vocabulary

1. **impudent** – not showing respect to someone who deserves respect
2. **acquaintance** — someone you know, but not really well
3. Tell someone these words and what they mean.

Writing

1. Write a story about what you would do if you saw a skunk. You can type your story. Maybe you could start your story by writing, “I was taking a walk when all of a sudden a skunk ambled out onto the path in front of me.” Then what happened?
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

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

Day 81

Reading

1. Read [chapter 21](#) of *The Adventures of Jimmy Skunk*.

Vocabulary

1. Farmer Brown’s boy says to Uncle Billy, “Never lose your temper over trifles.”
2. The word **trifle**(say it try-full) appears at the end as well:
 - It had seemed a trifle, kicking that egg out of that nest, but see what the results were. Truly, little things often are not so little as they seem.
1. The last sentence is our clue as to what **trifle** means. It calls them “little things.”
2. What do you think **trifle** means? Does it mean things that are small? No, that’s not it. What do you think those sentences are saying? ([Answers](#))
3. Play the [vocabulary review game](#). Choose any game you would like to play.

(Note: The Printables workbook/pack has a different Language Arts activity for today.)

Math

1. We’re going to start solving problems with our math facts. We’ll keep playing games too, so we don’t forget the facts!
2. We’re going to figure out the problems together at first.
3. Let me give you an example of what a Word Problem is. Usually you do your math like this: $6 + 4 = ?$ Let’s make that into a word problem.
 - Let’s say you have six people in your family. Another family with four people in it come over for dinner. How many people will be sitting at the table?
 - That’s a **word problem**. You need to figure out the answer, so you know how many chairs and plates you’ll need to set up.
 - How do you figure it out? You have 6 people plus 4 more come. That’s 6 plus 4. $6 + 4 = 10$ That’s your answer.
1. Now your turn. Here’s the **word problem**.
 - Ned rode his bike 7 miles to the library.
 - He took a shortcut on the way home which was only 5 miles long.
 - How many miles did Ned ride altogether?
1. I’m going to give you a hint. When a problem says **altogether**, you are going to add to find your answer. Before we add, let’s start with a picture.
2. Take a piece of paper. Draw Ned on one side. Draw a library on the other side (it can just be a square.) Put your finger on Ned. Your finger is Ned. Now move your finger up

and over and to the library. How far did Ned go so far? How many miles? Read the problem to find out. (answer: 7 miles) Write the number on the paper.

3. Now move your finger straight back home. How far did Ned go to get back home? Look at the problem and find the number. (answer: 5 miles)
4. Leave a space next to the seven and then write the number.
5. Now let's do it **altogether**. Put your finger on Ned. Go 7 miles to the library and 5 miles back home. How far did Ned go **altogether**?
6. He went 7 miles plus 5 miles more. Write a plus sign between the 7 and the 5.
7. What's the answer? Go [type it in](#) and click on Check. Then click on Show Answer.
8. Now, he didn't go 12 centimeters or 12 feet. He went 12 miles. In a **word problem** it is VERY important to **label** your answer, write the word that you are talking about (like miles for this problem).
9. You solved your first word problem. Way to go! Now you can play a game.
10. Choose a game from [Math 2 — Addition!](#)

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

Day 82*

Reading

1. Read [chapter 22](#) of *The Adventures of Jimmy Skunk*.
2. What trick did Uncle Billy do to try and get out of trouble? ([Answers](#))
3. Did he fool Farmer Brown's boy? Did he think the possum was dead? ([Answers](#))

Math

1. Here's your new **word problem**.
 - Anne ate 6 cookies.
 - Samantha ate 4 more cookies than Anne.
 - How many cookies did Samantha eat?
1. Draw a picture or use legos as cookies. You need 6 cookies. Draw 6 cookies or lay out 6 "cookies."
2. Who ate that many cookies? (answer: Anne)
3. Who ate the most cookies? Read the problem carefully to find the answer. (answer: Samantha)
4. The problem tells us that Samantha ate more cookies than Anne.
5. How many cookies did Samantha eat? How do we figure it out. We know she ate 6 cookies, just like Anne, but then she ate more. How many more? (answer: 4 more)
6. Add 4 more cookies to your drawing or lego collection.
7. How many cookies did Samantha eat? Write the number **equation**. That means write the problem with numbers and no words. (answer: $6 + 4 =$)
8. [Type in your answer](#) and check it. Type in the number and the **label**, the word you are talking about (cookies this time). First you will have to click on the arrow to change it to the second problem (2/5). That means second out of five problems.
9. Is this what you wrote? (answer: 10 cookies)
10. Choose a game from [Math 2 — Subtraction!](#)

Grammar*

1. *Do this [action verb worksheet](#). The answers are on page 2.

Computer

1. Open your Paint program and open up the document you saved called “My Paint Project.”
2. Today you are going to make shapes.
3. Click on a shape. Then click and drag on the white board, your painting canvas. Did you make a shape?
4. Make different shapes of different sizes by choosing different shapes and dragging them to be bigger or smaller.
5. Click on a shape you already made. Click on one of the corner boxes that appear and drag that corner to change the size of the shape.
6. Now click on a color and then a shape. Did you make the shape in the color you chose?
7. Make shapes in different colors.

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

Day 83*

Reading

1. Read [chapter 23](#) of *The Adventures of Jimmy Skunk*.
2. How did Farmer Brown’s boy get Uncle Billy to stop pretending? ([Answers](#))

Math

1. Here’s your next **word problem**.
 - Henry gave 5 stickers to his younger brother.
 - Now he only has 9 stickers.
 - How many stickers did Henry have at first?
1. What should do first? Let’s draw a picture.
2. Draw two people. Draw one stick person on one side of the page and another stick person on the other side of the page.
3. Draw 5 stickers under one and 9 stickers under the other.
4. How many stickers does Henry have now? (answer: 9 stickers)
5. Before he had those nine stickers plus all of the stickers he gave his brother. Write this word problem as an **equation**, as a number problem. Don’t look at the answer until you’ve written the problem with numbers instead of words. (answer: $9 + 5 =$)
6. How many stickers did Henry have at first, before he gave any away? Click on the arrow to find the [third problem](#) (3/5) and then enter your answer with a number and a word label. The word label for this problem is stickers.
7. Were you right? (Did you answer 14 stickers?)
8. Choose a game from [Math 2 — Addition!](#)

Grammar*

1. *Do this [action verb worksheet](#). The answers are on page 2.

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

Day 84*

Reading

1. Choose [one of these books](#) to listen to:

- Sophie's Masterpiece
- Stellaluna
- Harry the Dirty Dog
- The Rainbow Fish The Tooth
- Guji Guji
- Romeow and Drooliet
- A Bad Case of Stripes

Math

1. Here's your next **word problem**.
 - Derek and Larry have 15 books together.
 - 6 of the books belong to Derek.
 - How many books does Larry have?
1. What do we do first? (answer: Draw a picture.)
2. Draw a picture of 15 books. (You can just make a line for each book. It doesn't have to be a pretty picture.) Or, you can get out 15 legos and pretend they are the books.
3. Your fifteen books are Derek's and Larry's. Right now they are all together in one big pile.
4. Now, look at the problem. How many of the books are Derek's? (answer: 6 books)
5. Count out six legos and put them in a separate pile. Or, circle six books in your picture. Those are the ones that belong to Derek.
6. Who do the rest of the books belong to? (answer: Larry)
7. So, how many books does Larry have? Count them up. That's the answer.
8. But how do we get that with a number problem. What kind of problem is it when you have a lot and then take some away? Is it an addition problem or a subtraction problem? (answer: subtraction)
9. Write this word problem as a number problem. Write the **equation**. Don't look until you wrote it down. (answer: $15 - 6 =$)
10. How many books does Larry have? Click on the arrow to find the [fourth problem](#) (4/5) and then enter your answer with a number and a word label. What's the word label for this problem? (answer: books)
11. Were you right? Did you write 9 books?
12. Choose a game from [Math 2 — Subtraction!](#)

Grammar*

1. *Print out this [To Be worksheet](#). The answers are on page 2.
2. Read the directions and complete the worksheet. These are a different kind of verb. They aren't actions. They tell what something *is*.

Thinking

1. Try [checkers](#). You can only move to black squares. When you are diagonal to a piece of another color, you can jump over it and capture it if there is an empty black square on the other side of it. Give it a try. Don't expect to win your first time. It's really hard to win against a computer, but that doesn't mean you shouldn't try!

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

Day 85*

Reading

1. Choose [one of these books](#) to listen to:

- Sophie's Masterpiece
- Stellaluna
- Harry the Dirty Dog
- The Rainbow Fish The Tooth
- Guji Guji
- Romeow and Drooliet
- A Bad Case of Stripes

Math

1. Ready for your next **word problem**?
 - Angela had 8 computer games.
 - She got 3 more for her birthday.
 - How many computer games did Angela have then?
1. What do you do first? (answer: Draw a picture.)
2. Think about the different parts of the picture and what they are. (answer: Games before, games for her birthday, games she had altogether after her birthday)
3. Write the **equation**. Write the word problem as a number problem.
4. How many games did Angela have after her birthday? Click on the arrow to find the [fifth problem](#) (5/5) and then enter your answer with a number and a word label.
5. Did you get it right? Click on Show Answer to see if you got the word label correct.
6. Choose a game from [Math 2 — Addition!](#)

Writing*

1. *Complete a [book review](#).
2. (Note: The Printables workbook/pack has a different Language Arts assignment for today.)

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

Day 86

Writing

1. A sentence has a capital letter at the beginning, an end mark (like a period), a subject (the noun that the sentence is about) and a predicate (the verb that tells what the noun is doing). You probably put all of these things in your sentences all ready. Let's look at this sentence together:
 - Mark is coming home today!
 - What is the capital letter at the beginning? (answer: M)
 - What is the end mark? (answer: !)
 - What is the subject? (the noun that the sentence is about) (answer: Mark)

- What is the predicate? (the verb that tells what the noun is doing) (answer: is coming)
1. Click on [Make a Sentence](#).
 2. Make the first sentence. If the penguin stays on his little iceberg, then you are right. Now, open a word processing document and type that sentence. Make sure everything is spelled correctly.
 3. Now write two more sentences in the story.
 4. Do you remember how to change the font color? Change all of the subject nouns to red and all of the predicate verbs to blue.
 5. Make sure each of your sentences has a capital letter at the beginning and an end mark at the end.

Math

- 15 children watched the circus.
 - 8 children were holding banners.
 - How many children were not holding banners?
1. What do you do first? (answer: Draw a picture.)
 2. Think about the different parts of the picture and what they are. (all of the kids at the circus, kids holding banners, kids not holding banners)
 3. Write the **equation**. Write the word problem as a number problem. (Did you write: $15 - 8 =$)
 4. How many children were not holding banners? [Enter your answer](#) with a number and a word label.
 5. Did you get it right? Click on Show Answer to see if you got the word label correct.
 6. Choose a game from [Math 2 — Subtraction!](#)

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

Day 87

Writing

1. Click on [Make a Sentence](#). It should be a new sentence. If you get the same sentence you had before, then complete it and click on Next.
2. Make the first sentence. If the penguin stays on his little iceberg, then you are right. Now, open a word processing document and type that sentence. Make sure everything is spelled correctly.
3. Now write two more sentences in the story.
4. Do you remember how to change the font color? Change all of the subject nouns to red and all of the predicate verbs to blue.
5. Make sure each of your sentences has a capital letter at the beginning and an end mark at the end.

Math

- A clown juggled 7 red balls.
- Another clown tossed him 5 more balls.
- How many balls was the clown juggling then?

1. What do you do first? (answer: Draw a picture. You might want to color 7 balls red and the other 5 balls another color.)
2. Think about the different parts of the picture and what they are. (red balls, 5 more balls, all of the balls)
3. Write the **equation**. Write the word problem as a number problem. Is it addition or subtraction? Did the clown add more balls or take away balls?
4. How many balls did the clown juggle altogether? Click on the arrow to find the [second problem](#) (2/5) and then enter your answer with a number and a word label.
5. Did you get it right? Click on Show Answer to see if you got the word label correct.
6. Choose a game from [Math 2 — Addition!](#)

Computer

1. Let's look again at shapes.
2. Last time you drew shapes in different colors. Now let's color them in.
3. Open your Paint program and draw a shape. Click on the bucket picture. The same one that changed the background color. Click on a color. Now click INSIDE the shape. Did the shape fill in with that color.
4. Make another shape and fill it with a different color.
5. Now click on the picture of an eraser. Erase some of your picture.
6. Click on the pencil. Draw a circle shape as best as you can. Make sure the circle is closed. Make sure there is no opening. Now click on the bucket and a color and fill in the circle you drew with a color.
7. You can click on the pencil again. Choose a "Size." Choose a wider line to draw with.
8. Draw another shape and color it in.

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

Day 88

Writing

1. Click on [Make a Sentence](#). It should be a new sentence. If you get the same sentence you had before, then complete it and click on Next.
2. Make the first sentence. If the penguin stays on his little iceberg, then you are right. Now, open a word processing document and type that sentence. Make sure everything is spelled correctly.
3. Now write two more sentences in the story.
4. Do you remember how to change the font color? Change all of the subject nouns to red and all of the predicate verbs to blue.
5. Make sure each of your sentences has a capital letter at the beginning and an end mark at the end.

Math

- 11 clowns were wearing polka dot pants.
 - 5 clowns were wearing striped pants.
 - How many more clowns were wearing polka dot pants?
1. What do you do first? (answer: Draw a picture. Draw the striped pants right underneath the polka dot pants.)

2. This problem is different than others you have done. It asks, “How many more clowns were wearing polka dot pants?” It’s asking what’s the difference between the number of polka dot clowns and the number of striped clowns.
3. Look at the picture. Draw a line from each striped pants to a polka dot pants. How many polka dot pants extra are there? How many don’t have matches? That’s how many more there are. How many? (answer: 6 clowns)
4. How do we write that with numbers as an equation? Is it addition or subtraction? Write the equation before you peek at the answer. (answer: $11 - 5 = 6$)
5. We use subtraction to find the difference between the number of things.
6. Click on the arrow to find the [third problem](#) (3/5) and then enter your answer with a number and a word label.
7. Did you get it right? Click on Show Answer to see if you got the word label correct.
8. Choose a game from [Math 2 — Subtraction!](#)

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

Day 89

Writing

1. Click on [Make a Sentence](#). It should be a new sentence. If you get the same sentence you had before, then complete it and click on Next.
2. Make the first sentence. If the penguin stays on his little iceberg, then you are right. Now, open a word processing document and type that sentence. Make sure everything is spelled correctly.
3. Now write two more sentences in the story.
4. Do you remember how to change the font color? Change all of the subject nouns to red and all of the predicate verbs to blue.
5. Make sure each of your sentences has a capital letter at the beginning and an end mark at the end.

Math

- How many elephants were still in the ring?
 - 14 elephants entered the ring for the first show.
 - After the show, 6 elephants left.
1. What do you do first? (answer: Draw a picture.)
 2. Think about the different parts of the picture and what they are. (elephants at the first show, you could circle the elephants that left, and the rest are the elephants still there)
 3. Write the **equation**. Write the word problem as a number problem.
 4. How many elephants were still in the ring? Click on the arrow to find the [fourth problem](#) (4/5) and then enter your answer with a number and a word label.
 5. Did you get it right? Click on Show Answer to see if you got the word label correct.
 6. Choose a game from [Math 2 — Addition!](#)

Thinking

1. Try [checkers](#). You can only move to black squares. When you are diagonal to a piece of another color, you can jump over it and capture it if there is an empty black square on

the other side of it. Give it a try. Don't expect to win! It's really, really hard to win against a computer.

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

Day 90

Writing

1. Click on [Make a Sentence](#). It should be a new sentence. If you get the same sentence you had before, then complete it and click on Next.
2. Make the first sentence. If the penguin stays on his little iceberg, then you are right. Now, open a word processing document and type that sentence. Make sure everything is spelled correctly.
3. Now write two more sentences in the story.
4. Do you remember how to change the font color? Change all of the subject nouns to red and all of the predicate verbs to blue.
5. Make sure each of your sentences has a capital letter at the beginning and an end mark at the end.

Math

- 7 children jumped up and cheered for the clowns.
 - 5 more children joined them.
 - How many children were cheering then?
1. What do you do first? (answer: Draw a picture.)
 2. Think about the different parts of the picture and what they are. (children cheering, more children, children altogether)
 3. Write the **equation**. Write the word problem as a number problem.
 4. How many children were cheering altogether? Click on the arrow to find the [fifth problem](#) (5/5) and then enter your answer with a number and a word label.
 5. Did you get it right? Click on Show Answer to see if you got the word label correct.
 6. Choose a game from [Math 2 — Subtraction!](#)

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

Day 91

Reading

1. Your new book you will begin reading is called, *Fifty Famous Stories*.
2. Here is the link if your parent want's to [download](#) it.
3. Here is the link for you to read the [first story](#).
4. Here's the link if you'd like to [listen](#) to someone read the story to you as you read along in your book.
5. What country is Alfred the king of? ([Answers](#))
6. Who was his army fighting against? ([Answers](#))
7. When King Alfred fled from a battle, where did he end up? ([Answers](#))
8. What did King Alfred forget to do? ([Answers](#))
9. What was the lady's reaction? ([Answers](#))

Spelling

1. Click on the oi button at the bottom. Then click on start. [Type in the words](#).

Math

1. Do this lesson on [coins](#). This is American money, but the adding together of coins worth 1, 5, 10, 25, etc. is useful in lots of currencies.
2. Choose a game from [Math 2 — Addition!](#)

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

Day 92(*optional)

Reading

1. Read the [second story](#) about the beggar. If you want to listen, [click here](#).
2. Tell the story to someone.

Grammar

1. Read about [linking verbs](#). Click the arrow until it says Linking Verbs at the top. Turn the page and read “Action or Linking Verb?”
2. Write two sentences with linking verbs. Example: I am hungry. AM is the linking verb.
AM, ARE, IS are all types of linking verbs.

Math(*)

1. (*)You may find it helpful to use [a chart](#) to help you count coins, especially when adding on tens. Use it if it helps you. You can try it today.
 - Count by tens. Then count by fives. Then count by ones.
 - Counting by tens: 10, 20, 30, 40, 50
 - Counting by fives: 5, 10, 15, 20, 25
 - Counting by ones: 1, 2, 3, 4, 5
 - This is how you put them together. Count 2 dimes, 3 nickels and 4 pennies.
 - Counting 2 dimes: 10, 20
 - Count ON 3 nickles: 25, 30, 35
 - Count ON 4 pennies: 36, 37, 38, 39
1. Try [counting more coins](#).
2. Choose a game from [Math 2 — Subtraction!](#)

Computer

1. Open your Paint program and open up your Paint project.
2. Click on the pencil. Try and draw a circle. You can fill it in with color if you like using the bucket.
3. Now click on the little arrow under where it says select. Choose “Free form.”
4. Now draw an even bigger circle around the first circle. You have now “selected” it. You can click and drag the whole thing to move it around.
5. Now choose the rectangular select. Draw a box around your circle. That does the same thing.
6. Now choose Select All. What happens? Move your drawing around the canvas.

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

Day 93*

Reading

1. Read the story about the [seashore](#). If you want to listen, [click here](#).
2. Tell the story to someone.

Grammar*

1. *Try this [worksheet](#). Do you remember what words are linking verbs? The answers are on page 2.

Math

1. Match the [money](#).
 - A quarter is 25 cents.
 - 25, 50, 75, 100
 - 100 cents in one dollar.
 - Start with the biggest coin and count on from there.
 - Here's how you count 3 dimes + 2 nickles + 3 pennies => 10, 20, 30, 35, 40, 41, 42, 43
 - If you are having trouble, get out some coins and put the right number in front of you to count, or draw a picture to count with.
1. Choose a game from [Math 2 — Addition!](#)

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

Day 94*

Reading

1. Read about [William](#). If you want to listen, [click here](#).
2. Tell the story to someone.

Grammar

1. Find and write five linking verbs and five action verbs in your story from today. Remember, every sentence has a verb!
2. (*) You can use the worksheet from the Printables workbook/pack for this if you would like.

Math

1. Buy the [item](#).
2. Choose a game from [Math 2 — Subtraction!](#)

Thinking*

1. *Try a [Kidoku](#). You have to fill in the missing numbers. Here are the rules:
 - Each row (each line across) has the numbers 1, 2, 3 and 4. Each number has to be in each row. Each number can only be once in each row.
 - The same is true for each column (each line up and down). Each column has each number 1, 2, 3 and 4. No number can be used two times in the same column.
 - The square is dividing into four squares. There is a box on the top left, a box on the top right, a box on the bottom left and a box on the bottom right. Each box has 4 numbers. Each box also has each number 1, 2, 3 and 4. All four numbers have to be in each box. No number can be there twice.

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

Day 95*

Reading

1. Read about the [white ship](#). If you want to listen, [click here](#).
2. Tell someone about the story.

Writing

1. Put the [directions in order](#).

Math*

1. Gather up a handful of coins. If you don't have American coins, lay the coin with same number on it over the American coin.
2. *Print out [the chart](#).
3. Organize your coins into piles. Count up all your quarters (or 25) coins. Write the number you have on the chart. Now count by 25s and figure out how much money those coins are worth. Write it on the chart. Do that for all of your coins.
4. Choose a game from [Math 2 — Addition!](#)

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

Day 96

Reading

1. Read [King John and The Abbot](#). If you want to listen, [click here](#).
2. Tell the story to someone.

Math

1. [Which coin?](#)
2. Choose a game from [Math 2 — Subtraction!](#)
3. If you are getting the answers wrong, don't get frustrated. Go to [Xtramath.org](#) each day until you know them all quick. Then you can win all of the games! It will take you through addition and subtraction until you know them all correctly and quickly.

Spelling

1. Click on the aw button at the bottom. Then click on start. [Type in the words](#).

Vocabulary

1. Practice your [vocabulary words](#).

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

Day 97

Reading

1. Read [A Story of Robin Hood](#). If you want to listen, [click here](#).
2. In front of an audience (can be your family on the couch), tell them the story and read to them (out loud) the poem at the end of the story.

Math

1. Click on [level 1 and beginner](#).
2. Choose a game from [Math 2 — Addition!](#)

Grammar

1. [Match the sentences](#) with **past tense** verbs (when you already did something) or with **future tense** verbs (when you are going to do something). Don't worry. It will be easy.

Writing

1. Copy the sentence, "The bride looked like a queen."
2. (*) You can use the worksheet from the Printables workbook/pack for this if you would like.
3. Do you think that's a nice way to describe her? Is it better than saying she looked pretty? What image do you picture?

Computer

1. Open your Paint program and open up your paint project.
2. Draw a shape with the pencil. Color it in if you like.
3. Now select your shape or "Select All."
4. Now you are going to rotate and flip your drawing. (In Paint this is found above where it says Image. It's the picture of triangles.)
5. Click on the triangles and choose all of the options.
6. What happens?

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

Day 98*

Reading

1. Read [Bruce and The Spider](#). If you want to listen, [click here](#).
2. Tell the story to someone.

Math

1. Play [spending spree](#).
2. Choose a game from [Math 2 — Subtraction!](#)

Grammar*

1. *Print out and fill in this [past tense worksheet](#). The answers are on page 2. You are going to write the verbs in the **past tense**. To write verbs in the past tense, most of the time, you add **ED** to the end of the verb, like this: laughed. Here are some spelling rules:
 - If it ends in an e, don't write eed! You just need one e. You can skip the e at the end and add ed, like this: bake → baked (not bakeed).
 - On this worksheet, if it ends in the letter **y**, then you **change the y into an i** and add the ed, like this: carry → carried, try → tried)
 - Give it a try. It's not as hard as it sounds. This is like your plural spellings. Remember? cry → cries → cried
 - The first verb is race. Today I am going to race, but yesterday I **raced**. Raced is a past tense verb. You did it in the past. You already raced.

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

Day 99*

Reading

1. Read [The Black Douglas](#). If you want to listen, [click here](#).
2. Tell the story to someone.

Math

1. Read [Too Much Noise](#). Answer the questions and click on the arrows to move ahead.
 - In this story it uses a fifty cents coin. You don't see these often. This is what it [looks like](#). It's just like having two quarters.
 - This story asks you to find the *fewest* coins needed. Start with the coin worth the most. If you can use it without having too much money, choose it. Choose the most of that coin you can use without having too much money. Then you move to the next coin worth the most.
1. Choose a game from [Math 2 — Addition!](#)

Grammar

1. Make [sentences](#). This is from England. Chips are French fries and maths is how they say math.
2. Complete the [sentences](#).

Thinking*

1. *Try a [Kidoku](#). You have to fill in the missing numbers. Here are the rules:
 - Each row (each line across) has the numbers 1, 2, 3 and 4. Each number has to be in each row. Each number can only be once in each row.
 - The same is true for each column (each line up and down). Each column has each number 1, 2, 3 and 4. No number can be used two times in the same column.
 - The square is dividing into four squares. There is a box on the top left, a box on the top right, a box on the bottom left and a box on the bottom right. Each box has 4 numbers. Each box also has each number 1, 2, 3 and 4. All four numbers have to be in each box. No number can be there twice.

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

Day 100

Reading

1. Read [Three Men of Gotham](#). If you want to listen, [click here](#).
2. Tell the story to someone.

Math

1. Click on [level 1 and expert](#). Use the least amount of coins.
2. Choose a game from [Math 2 — Subtraction!](#)

Writing

1. Write about what you did yesterday. Use the words: first, then and last to start your sentences. That means your story should be in order. What did you do first? Then what did you do? What did you do last? Write at least three sentences, each starting with one of those words. You can add more sentences in the middle if you like. If you do, get a high five and/or hug.
2. (*) You can use the worksheet from the Printables workbook/pack if you would like.

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

Day 101

Reading

1. Read [Other Wise Men of Gotham](#). Listen to the [story](#) if you like.
2. Tell the story to someone.

Math

- Richard has \$6. Scott has \$8 more than Richard. How much money does Scott have?
 1. Do you remember the first step? (answer: Draw a picture. You don't have to draw Richard and Scott. Draw six dollars or just draw six lines to be your six dollars. Then add 8 more for Scott.)
 2. Label your drawing. Which are how many Richard has? Which are how many Scott has?
 3. Does Scott have \$8? (answer: No. Scott has 8 MORE dollars.)
 4. Write your **equation**. Write the problem with numbers instead of words.
 5. How much money does Scott have? [Enter your answer](#) with a number and a label.
 6. Did you get it right? Click on Show Answer to see if you got the label correct.
 7. Choose a game from [Math 2 — Addition!](#)

Writing

1. Copy the sentence from your reading:
 - “But why do you carry that door?” asked the sheriff.
1. Make sure you write all of the punctuation. There are quotation marks showing that someone is speaking. There is a question mark showing that he is asking a question. There is a period to end the sentence.
2. Also make sure you spell everything correctly.
3. (*) You could use the worksheet from the Printables workbook/pack for this if you would like.

Spelling

1. Write the words. Click on the [er block](#) at the bottom.

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

Day 102*

Reading

1. Read [The Miller of The Dee](#). [Listen](#)
2. Tell someone about the story.

Math

1. Do the [second word problem](#). Use the arrow to find $2/5$.
2. It says, “**Altogether**,” which is a clue to add.
3. Draw a picture. What in the picture shows the answer?
4. Write an **equation**.
5. Answer the question and check your answer.
6. Choose a game from [Math 2 — Subtraction!](#)

Grammar*

1. *Can you [find the verb](#)? When you are finished, you can check your answers on page 2.

Computer

1. Open up your Paint project. You might want to clear it off and start with a blank canvas, a plain white board to draw on.

2. Draw a shape with the pencil or with one of the brushes.
3. Click on resize. Try the different options and see what happens.
4. Click on resize and “skew” your shape. What happens?

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

Day 103*

Reading

1. Read [Sir Philip Sidney](#). [Listen](#)
2. Tell someone about the story.

Math

1. Do the [third word problem](#). Use the arrow to find $3/5$.
2. It says, “**less**,” which is a clue to subtract.
3. Draw a picture. What in the picture shows the answer?
4. Write an **equation**.
5. Answer the question and check your answer.
6. Choose a game from [Math 2 — Addition!](#)

Grammar*

1. *Can you [find the verb](#)? When you are finished, you can check your answers on page 2.
 - o Remember that these words are verbs too: am, is, are, was, were, will be.

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

Day 104*

Reading

1. Read [The Ungrateful Soldier](#). [Listen](#)
2. Tell someone about the story.

Math

1. Do the [fourth word problem](#). Use the arrow to find $4/5$.
2. In this one you are comparing what two people have. If you had 1 cookie and your brother had three cookies, how many more cookies did your brother have than you? Did you subtract or add to find the answer?
3. Draw a picture. What in the picture shows the answer?
4. Write an **equation**.
5. Answer the question and check your answer.
6. Choose a game from [Math 2 — Subtraction!](#)

Grammar*

1. *Choose the [right verb](#) and write it on the line. You can check your answers on page 2 when you are done.

Thinking

1. Choose an activity from [Level 2](#).

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

Day 105

Reading

1. Read [Sir Humphrey Gilbert](#). [Listen](#)
2. Tell someone about the story.

Math

1. Do the [fifth word problem](#). Use the arrow to find 5/5.
2. No hints this time.
3. Did you get it right?
4. Choose a game from [Math 2 — Addition!](#)

Writing

1. Choose three verbs.
2. Write three sentences using those three verbs.
3. (*) You can use the worksheet from the Printables workbook/pack for this.

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

Day 106

Reading

1. Read about [Sir Walter Raleigh](#). The “leigh” part of the name is pronounced LEE. [Listen](#)
2. Tell someone about the story. Where did he travel from England to? ([Answers](#))

Math

1. We're going to keep working on money. We're going to use more money this time. One hundred cents is one dollar.
 - 100 pennies are worth 1 dollar
 - 20 nickles are worth 1 dollar — 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100
 - 10 dimes are worth 1 dollar — 10, 20, 30, 40, 50, 60, 70, 80 90, 100
 - 4 quarters are worth 1 dollar — 25, 50, 75, 100
1. 5 dollar bills are worth the same amount of money as one 5 dollar bill.
2. Two five dollar bills are worth the same amount of money as one ten dollar bill. Right? $5 + 5 = 10$ so $\$5 + \$5 = \$10$
3. Try level 2 [Beginner](#) first. You can try Expert after if you like.
4. Choose a game from [Math 2 — Subtraction!](#)

Spelling

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

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

Day 107*

Reading

1. Read about [Pocahontas](#) . [Listen](#)
2. Tell someone about Pocahontas. What brave thing did she do to save a man's life? ([Answers](#))

Math

1. [Buy the item](#) with the exact amount.
2. Choose a game from [Math 2 — Addition!](#)

Grammar*

1. *Write in the [verb](#). The answers are on page 2.

Computer

1. There's one more thing I want to show you about Paint. Then you can just use it to make pictures or cards for people.
2. I use Paint myself for really only one purpose. I use it for making screen shots. A screen shot is a picture of your computer screen.
3. Look around on your keyboard. Do you see something that maybe says "prt scr?" That stands for print screen.
4. Push that button. It seems like nothing happened, right?
5. Now go to Paint. Paste the screen shot into Paint. You can click on "paste" or you can push ctrl V.
6. Did a picture of your screen appear in Paint? I hope so. Now click on crop.
7. Draw a box with the crop tool around just the webpage part of your screen. Cut out the browser and cut out the bottom of your screen. Click on crop again. It cuts out the box you drew.
8. Now you can save that picture.

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

Day 108*

Reading

1. Read about [George Washington and the famous story about the cherry tree](#). [Listen](#)
2. Tell someone about the story. What did he do wrong? What did he do right? ([Answers](#))

Writing

1. Copy any sentence from your story today. What is the subject? What did the subject do? (What is the predicate?) Make sure your sentences always start with a capital letter and end with punctuation. (You can use the top part of your grammar worksheet for this if you'd like.)
2. (*) You can use the worksheet from the Printables workbook/pack for this.

Math

1. [Play this money game](#). Click on "Play Now." You can start with easy and work your way up to hard.
2. Choose a game from [Math 2 — Subtraction!](#)

Grammar*

1. *Do [this subject and verb worksheet](#). The answers are on page 2. The verb is either an action verb telling what the subject did, or it is a linking verb. What are the linking verbs: am, is, are, was, were, will be, has been, have been, had been, become, became. Try singing it to the tune of Twinkle, Twinkle, Little Star.

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

Day 109*

Reading

1. Read [Grace Darling](#). [Listen](#)
2. Tell someone about the story. What brave thing did she do? ([Answers](#))

Math

1. Ask your parents for all of their money! Count their bills and count their coins. Have someone check to see if you are right.
2. Choose a game from [Math 2 — Addition!](#)

Grammar*

1. *Find the [predicate](#). The answers are on page 2. Remember: the predicate is the everything that is not the subject. The predicate is what the subject does or is.

Thinking

1. Choose an activity from [Level 2](#).

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

Day 110

Reading

1. Read about [William Tell](#). A **tyrant** is a bad leader who acts mean and makes everyone do whatever he wants. [Listen](#)
2. Tell someone about the story. What test of his skill did Tell have to perform? ([Answers](#))

Math

1. Play [level 3](#). Play beginner. This counts up lots of money. $\$10 + \$10 = \$20$ right? You can do it!
2. Choose a game from [Math 2 — Subtraction!](#)

Writing

1. In the story you read today the ruler, the tyrant, made a law that everyone had to bow down to his hat. Pretend that you are king of a country. Write about what laws you would make.
2. (*) You can use the worksheet from the Printables workbook/pack for this.

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

Day 111*

Reading

1. Read the story of [The Bell of Atri](#). [Listen](#)
2. Who rang the bell? Did he really ring it to let people know he had been wronged? ([Answers](#))
3. What had been done wrong to him and how was it fixed? ([Answers](#))

Math

1. Do these [money word problems](#). You can do it!

Spelling*

1. *[Copy each of the words](#) one time each on the first blank next to the word. Make sure you hold onto your paper.

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

Day 112*

Reading

1. Read about [How Napoleon Crossed The Alps](#). [Listen](#)

2. If a man has made up his mind to win, what word will he never say? ([Answers](#))

Math*

1. *Complete the [money word problems](#).

Vocabulary

1. Do you remember these [words](#)?

Writing

1. Copy the sentence: "The man who has made up his mind to win," said Napoleon, "will never say impossible."
2. Be careful to use commas and quotation marks to show that someone is speaking. There are also two capital letters in this sentence.
3. (*) You can use the worksheet from the Printables workbook/pack for this.

Computer

1. This week I want you to learn how to put pictures on a computer, if your parents will allow you. Ask them to show you. If you are allowed, take a picture and save it in the folder with your name on it.
2. You will probably use a special USB cord to attach your computer to your camera. Your camera will need to be turned on and your computer should recognize that a camera is attached to it and should ask you what you want to do with the pictures.

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

Day 113*

Reading

1. Read about [Cincinnatus](#). [Listen](#)
2. Why did everyone trust him? ([Answers](#))

Math*

1. *Try these harder [money word problems](#). You can do it. Draw a picture or get out coins and count them up!

Grammar

1. Can you find the words that should be [capitalized](#)? Look for the names of people, the names of places, and the names and things. Click on the words that need to be capitalized and then click on Check. Keep trying until you get it right!

Writing

1. Copy this sentence: At first the Romans, who were very proud and brave, did not think there was much danger.
2. Make sure you use two capital letters and two commas.
3. (*) You can use the worksheet from the Printables workbook/pack for this.

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

Day 114

Reading

1. Read [Cornelias Jewels](#). [Listen](#)
2. What were Cornelia's jewels? ([Answers](#))

Math

1. More [money word problems](#).

Grammar

1. Choose the [correct meaning of the contraction](#).
2. Now can you [write the correct meaning](#)?
3. Write the [contraction](#). Give it a try. Type the pronoun. Type an apostrophe ' . Type a short version of the second word ('d, 've, 'm, 'll).

Thinking

1. Choose an activity from [Level 2](#).

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

Day 115

Reading

1. Read about [the slave and the lion](#). [Listen](#)
2. How did the slave help the lion? ([Answers](#))
3. How did that save the slave's life? ([Answers](#))

Math

1. Choose a game from [Math 2 — Subtraction!](#)
2. Choose a game from [Math 2 — Addition!](#)

Writing

1. Write a story about the time you ran into a lion. You can type it if you like.
2. (*) You can use the worksheet from the Printables workbook/pack for this.

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

Day 116* (It's portfolio time again. Over the next two weeks you might want to save a spelling page and a copywork page. You could also copy the screen, "prt scr," for the vocabulary or grammar.)

Reading

1. Read about [Horatius](#). [Listen](#)
2. How did he save the Roman city? ([Answers](#))

Math

1. Do you remember how to tell time? Do you remember the hour hand is the short one and the minute hand is the long one? Do you remember that when the hour hand points to the three and the minute hand points to the twelve we say, "Three o'clock."
2. Let's see if you remember. Play this [quick game](#).
3. Now look at these [clocks](#). The minute hands are all pointing to the six. That means "thirty minutes."
4. Find the [right time](#).
5. Choose a game from [Math 2 — Subtraction!](#)

Spelling*

1. *[Copy each of the words](#) one time each on the blank next to the word. Look at the word, cover it up, and try to write it. Then check your spelling and correct it if you were wrong.

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

Day 117

Reading

1. Read about [Julius Caesar](#). [Listen](#)
2. He was a ruler where? ([Answers](#))

Math

1. Remember how to count by fives? Watch the [video](#).
2. Now look at this [clock face](#). Each of those big numbers stands for an hour. If the hour hand is pointing to the two. It is two o'clock. If it is after the two (but not to the 3 yet) then it is 2 and some minutes. Let's figure out how many minutes.
- 3.
4. Point to each number as you count by fives. Point to the 1 and say "five." Point to the 2 and say "ten." It takes five minutes for the minute hand to move from one number to the next, so we count by fives when we are counting minutes. Count by fives all the way around the clock. When you get to the 11 you should be at 55 minutes. Did you count correctly?
- 5.
6. Now count around the clock again!
- 7.
8. Choose a game form [Math 2 — Addition!](#)
- 9.

Vocabulary

1. Do you remember these [words](#)?

Writing

1. Copy the first sentence from the chapter(below). Make sure you use capital letters in the right place and make sure you spell his name correctly.
 - o Nearly two thousand years ago there lived in Rome a man whose name was Julius Caesar.

Computer

1. This week send an email with a picture attached, preferably with a picture you loaded onto the computer yourself (if you are allowed to.)

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

Day 118

Reading

1. Read [The Sword of Damocles](#). [Listen](#)
2. Who are not as happy as they seem? ([Answers](#))

Math

1. Do you remember how to count the minutes by five? Here's the [clock](#) if you want to practice it again.
2. See if you can [find the time](#). Remember that the hour is the number the hour hand comes AFTER. Choose slow clocks under relaxed mode. Use the circle guide above the clock to shoot the correct time.

3. Choose a game from [Math 2 — Subtraction!](#)
4. Practice telling time with a clock in your home.

Grammar

1. Correct the [capitalization and punctuation](#). Click Go On at the bottom of the page.
Click on what program year you are studying: [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#)

Day 119*

Reading

1. Read about [two friends](#). [Listen](#)
2. Damon offered to be in prison instead of his friend and to even take his punishment of death if Pythias didn't come back from visiting his family.
3. What did the tyrant do when he saw how faithful and trusting the friends were?
([Answers](#))

Math

1. Match the [times to the clocks](#).
2. Choose a game form [Math 2 — Addition!](#)

Writing*

1. *Order the [directions](#). The answers are on page 2.

Thinking

1. Choose an activity from [Level 2](#).

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

Day 120

Reading

1. Read [A Laconic Answer](#). [Listen](#)
2. What is a laconic answer? ([Answers](#))
3. Teach all the bigger people in your home what a laconic answer is.

Math

1. Do you think you got it? Take a [quiz](#).
2. Choose a game from [Math 2 — Subtraction!](#)

Writing

1. Follow the directions and [write directions](#).
2. Give someone directions on how to do something. See if you tell them to do the correct things in the correct order to get the job done.

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

Day 121*

Reading

1. Read [The Ungrateful Guest](#). [Listen](#)
2. Who was the ungrateful guest? ([Answers](#))

Vocabulary

1. You know what a good deed is, right? Did the soldier do something good or bad? The king was upset the soldier did a “base deed.” Is a base deed a good thing or a bad thing? ([Answers](#))

Spelling*

1. [Copy each word](#) one time each on the blank.

Math

1. Match the [times](#).
2. *Draw the hands on the clock to [show the time](#).
3. Ask someone older to check it for you.

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

Day 122*

Reading

1. Read about [Alexander taming a horse](#). [Listen](#)
2. Tell the story to someone.
3. Who spoke scornfully in the story? What does that mean? ([Answers](#))

Vocabulary

1. Play this [vocabulary review](#) game. Choose one of the games. When you get a right answer, you get to play!

Writing

1. Write the name that Alexander is known as today.
2. (*) You can use the worksheet from the Printables workbook/pack for this.

Math*

1. *Print out [the clocks](#). Follow my directions below.
2. Write down on the blank the time on the first clock.
3. Read the word problem and then write how many hours you need to add or subtract.
4. Now take your finger and point to the hour hand on the first clock.
5. Pointing to each hour, count up or down according to what the problem is. The minutes do not change.
6. Write the new time in the answer blank and draw the time on the blank clock.
7. Have someone check your answers when you are done.
8. Choose a game form [Math 2 — Addition!](#)

Computer

1. This week we are going to start using Publisher or [Open Office Drawing](#) or some other software your family might have for making a newsletter. Ask your parents what you have or ask if you can download the free Open Office software for drawing.
2. Today just find out what you have or ask your parents to download something for you to use if they are willing. If you don't have one and your parents don't want you to download anything, that's OKAY. You can do many of the same things in Microsoft Word or other word processing program.
3. Open the program and have a look around. What does it look like you can do with it?

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

Day 123

Reading

1. Read about [Socrates and His House](#). You can listen to [how his name is said](#) on this page. It starts with “sock.” [Listen](#)
2. Find [Greece](#) on the map. Alexander the Great was in Greece too (before he conquered other areas as well). (hint: It’s toward the bottom. It’s a little hard to read. Look for the GRE...)

Grammar

1. Choose the [possessive nouns](#) to find the correct path. Like this: Peter’s ball, the dog’s bone, the house’s door, the girl’s hair Do you see the ‘s in each of those?

Writing

1. Write the name of everyone in your family. Now make them each own something. My name is Lee. If I were in your family, you would write Lee. Then you could add’s and write Lee’s computer.
2. (*) You can use the worksheet from the Printables workbook/pack for this.

Math

1. Play this [time telling word problem game](#). If you lose, play again.

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

Day 124(*)

Reading

1. Read about [Genghis Khan](#). [Listen](#)
2. How did the hawk save his life? ([Answers](#))
3. Find [China](#) on the map.

Grammar

1. When a noun already ends in an S, then you just add an ‘ (apostrophe) to the end of the word. Like this: James’ house, Doris’ cat, many girls’ dresses, the boys’ game (This means that many boys have a game.)
2. Find the [correct answers](#). Think about if the noun is plural. Is there more than one? Does it end in an S already? Look for clues in the sentences, and learn from your mistakes.
 - Find the correct answer for each. Why is it the correct answer?

Writing

1. Write “Genghis Khan’s hawk.”

Math(*)

1. (*)You are going to need to sit with someone who can tell time for this. Read the time on each clock. The short hand is the hour hand. The long hand is the minute hand. Then say what time it is going to be in five minutes. If you want to play it as a game, [print it out](#) and use dice.
2. Choose a game from [Math 2 — Subtraction!](#)

Thinking

1. Choose an activity from [Level 2](#).

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

Day 125*

Writing

1. Write the fifty-first famous story. You could write anything, but a lot of these stories are about real life people from history. Is there anyone you learned about in history that you could tell a story about? You can type your story. If you like your story a lot, you could send it to me, and I will post it for other kids to read.
2. (Note: The Printables workbook/pack has a different Language Arts assignment for today.)

Math*

1. *Read the questions and draw in the hands on the [blank clocks](#).
2. Have someone check your work when you are done.
3. Choose a game form [Math 2 — Addition!](#)

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

Day 126*

Reading

1. Read [Doctor Goldsmith](#). [Listen](#)
2. What was the “medicine?” ([Answers](#))
3. It says that Doctor Goldsmith gave all his “ready money,” all the money he had ready. What do you think that means? (I don’t know is not an answer. It’s okay to be wrong, but it’s not okay to not try.) ([Answers](#))

Math

1. Do all five [word problems](#). Use the arrow to move to the next problem after you check your answer. Draw pictures to help you. Write the number equation. Write the label with your number answer.

Spelling*

1. *[Copy each spelling word](#) on the blank after the word.

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

Day 127

Reading

1. Read [The Kingdoms](#). In this story it talks about the vegetable kingdom, mineral kingdom and the animal kingdom. Kingdom is a word that is used to describe the whole collection each type of thing. [Listen](#)
2. When the king says, “so be it”, he means amen, please let it be so. What kingdom does the king want to belong to? ([Answers](#))

Math

1. Count to [100 dollars](#). You can use beginner.
2. Then do level 1, expert. Expert means you have to use the fewest number of coins. To count to 30 cents you would use a quarter and a nickle, not three dimes. Give it a try. Do your best.
3. [Math 2 — Subtraction!](#)

Vocabulary

1. Play a [vocab game](#) one more time.

Computer

1. You can add pictures, clip art, shapes and text boxes just like in your word processing program and in Paint. The advantage here is that you can move things around freely. Publisher is what I use when I make lapbook pieces. I can make shapes and then turn them sideways. Add a textbox—and type in it, a shape—and turn it if you have Publisher, a picture—from your computer, and some [clip art](#).

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

Day 128

Reading

1. Read [The Endless Tale](#). A [granary](#) is a storage place for grain. [Listen](#)
2. What was the endless story? ([Answers](#))

Math

1. Read and learn about [bar graphs](#).
2. Choose a game form [Math 2 — Addition!](#)

Grammar

1. Fix the [mistakes](#). Click on Go On at the bottom of the page. You will correct capitalization, punctuation, spelling and word choice.

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

Day 129

Reading

1. Read [The Blind Men and the Elephant](#). [Listen](#)
2. Why did the blind men argue? What had happened to make them think the elephant looked like so many different things? ([Answers](#))

Math

1. Read [bar graphs](#).
2. [Math 2 — Subtraction!](#)

Grammar

1. Click on [Crazy Cat Tales](#). Click on Bedtime Blues. Fill in the blanks. Do your best. I'll write some examples below to help you.
 - ing verb — singING, jumpING, readING
 - past tense means happened in the past — sang, climbed, closed, drew, wrote, called
 - present tense means that it happens now, in the present — reads, writes, sings, laughs, tries, flies, swims
 - movement verb means a verb that describes someone or something moving — runs, jumps, climbs, slides, crawls

Thinking

1. Choose an activity from [Level 2](#).

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

Day 130

Reading

1. Read about the [King and The Gooseherd](#) (someone who herds, watches, geese—like a shepherd watches sheep). [Listen](#)
2. What can't the king do? ([Answers](#))
3. How many pieces of gold does the boy get? ([Answers](#))

Math

1. Now build [bar graphs](#).
2. Choose a game form [Math 2 — Addition!](#)

Grammar

1. Click on [Crazy Cat Tales](#). Click on Gym Time Trouble. Fill in the blanks. Do your best. I'll write some examples below to help you.
 - ing verb — singING, jumpING, readING
 - past tense means happened in the past — sang, climbed, closed, drew, wrote, called
 - present tense means that it happens now, in the present — reads, writes, sings, laughs, tries, flies, swims
 - movement verb means a verb that describes someone or something moving — runs, jumps, climbs, slides, crawls

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

Day 131**

Reading

1. Read [The Inchcape Rock](#). [Listen](#)
2. What did the abbot do to protect ships from crashing into the Inchcape Rock? ([Answers](#))
3. What mean thing did the robbers do? ([Answers](#))
4. Who crashed into the rock? ([Answers](#))

Math*

1. *Use the information at the top of the page to fill in the [bar graph](#).
 - First look at the information. What is this graph about?
 - If snake were on there and it got 4 votes, you would find snake along the bottom and color in four blocks above it.
 - Fill in the bar graph to show how many times each animal was voted as someone's favorite.
1. Then answer the questions about the graph.
2. [Math 2 — Subtraction!](#)

Spelling*

1. *Copy each spelling word on the [worksheet](#) one time each on the blank after the word. Look at the word, cover it up, and try to write it. Then check your spelling and correct it if you were wrong.

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

Day 132

Reading

1. Read the first [half of this story](#). [Listen](#) (*Stop At: Down At The Bottom Of The Sea?*)
2. A **venture** is what they called the goods people bought and sent on a ship to be sold wherever it went. You could earn money, or it might get lost at sea. It was a risk, a kind of **adventure**.
3. How much did he buy the cat for? ([Answers](#))
4. What was the boy's venture? ([Answers](#))

Math

1. Read this story about [pictographs](#).
2. Choose a game form [Math 2 — Addition!](#)

Writing

1. (*) You can use the worksheet in the printables pack/book for this if you would like.
2. Write a sentence with a subject and a predicate. (All sentences have them!) I suggest typing it and saving it because you are going to add more sentences.
 - Example: I ran home.
 - Example: My dog ate all the crumbs from around the table.
 - Example: Someday I'm going to fly away in a hot air balloon.

Computer

1. Start working on a sales flyer. Make a page that is full of advertisements. Buy this now!
2. Make a title at the top for the name of the store.
3. Add a picture of each item for sale and a text box under it or next to it to tell how much it is. You could even write about the product and tell how great it is to try and get people to buy it.
4. I suggest drawing a rectangle around each picture and text box to keep the picture together with the words that go with it. You can change the color of the "outline" of the shape and you can make the "fill" invisible so that that your rectangle doesn't cover up your picture and words.
5. You can keep working on this next week. Today make your store name title at the top and try to add one item to your sales flyer.

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

Day 133

Reading

1. [Finish reading the story](#). [Listen](#)
2. Who bought the cat? ([Answers](#))
3. Copy the sentence: "It is his own," he said, "and I will not hold back one penny from him."
 - Make sure you get the commas and quotation marks in the right place. The quotation marks let you know that someone is speaking.

Math

1. Make a [pictograph](#). Don't be confused by everything it says. Where it says choose a picture and a color, you can choose a picture and a color using the drop down menu.
2. Don't change anything else.
3. In the top line of the graph, write "Number of _____." The blank is whatever picture you chose: car, flower, boat...
4. In the first box under description, write the color you chose.
5. Now click on the graph and watch the pictures show up. Decide how many there should be.
6. Now choose another color.
7. Write that color in the next description box.
8. Click on the graph and decide how many there should be.
9. Do the same thing with different colors and fill in the graph.
10. Call someone over and tell them what your graph shows.
11. [Math 2 — Subtraction!](#)

Writing

1. (*) You can use the worksheet in the printables pack/book for this if you would like.
2. Add another sentence to the one you wrote on Day 132. In this sentence use an apostrophe.
 - Example: I ran home. My sister's bike was lying in the driveway.
 - Example: My dog ate all the crumbs from around the table. He found the most underneath my brother's high chair.
 - Example: Someday I'm going to fly away in a hot air balloon. The balloon's name is going to be the Explorer.

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

Day 134

Reading

1. Read [Antonio Canova](#). Here is a [picture of him](#). [Listen](#)
2. What did he make the sculpture out of? ([Answers](#))
3. Copy the sentence: "If you had another statue, could you arrange the table?" he asked.
 - Make sure you write the quotation marks and question mark in the right place.

Math

1. Choose a random number between 1 and 7 for each color: green, purple, red, and yellow.
 - This is your data. You will use these numbers to make your graph.
1. Click on this link to make a [circle graph or pie chart](#).
2. You are going to use your **data** that you created with your connecting blocks. (If it's not already open to it, click on the Data tab.)
3. You will create four slices, one for each color. Change the colors to match the colors of your blocks.
4. Write the color name in as the "Item Label" for each color.
5. Enter the number of blocks of each color for its "Value."
6. Click on the Preview tab.

7. What do you see?
8. According to your circle graph, which color do you use the most?
9. According to your circle graph, which color did you use the least?
10. Choose a game form [Math 2 — Addition!](#)

Writing

1. (*) You can use the worksheet in the printables pack/book for this if you would like.
2. Add another sentence to the one you wrote on Day 133.
 - Example: I ran home. My sister's bike was lying in the driveway. I thought I'd take it for a spin.
 - Example: My dog ate all the crumbs from around the table. He found the most underneath my brother's high chair. My brother is so messy.
 - Example: Someday I'm going to fly away in a hot air balloon. The balloon's name is going to be the Explorer. I'll think I'll fly it to Africa.

Thinking

1. Choose a game from [level 2!](#)

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

Day 135*

Reading

1. Read [Picciola](#). [Listen](#)
2. Who decided that Charney should be set free? ([Answers](#))

Math*

1. *Make your own [bar graph](#).
2. Decide what it is going to show. (What vegetables and how many of each are in your house? You can decide.)
3. Write a title at the top.
4. Label the side—it will be the number of whatever you are counting.
5. Label the bottom — it will be the things you are counting.
6. Fill in the blocks.
7. Explain to someone what your graph shows.
8. [Math 2 — Subtraction!](#)

Writing

1. (*) You can use the worksheet in the printables pack/book for this if you would like.
2. Add another sentence to the one you wrote on Day 134. This time you will connect it to the sentence you wrote before! Use **and**, **but**, **or** to connect the sentences.
3. Take away the punctuation mark at the end of your last sentence and write a comma instead.
4. Then you will put in **and/but/or** and then your new sentence. Here are my examples.
 - Example: I ran home. My sister's bike was lying in the driveway. I thought I'd take it for a spin, **but** just then she came out of the house and said she was going to ride it.

- Example: My dog ate all the crumbs from around the table. He found the most underneath my brother's high chair. My brother is so messy, **and** he loves to throw his food on the floor.
- Example: Someday I'm going to fly away in a hot air balloon. The balloon's name is going to be the Explorer. I'll think I'll fly it to Africa, **or** maybe I'll float to Asia.

Speaking

1. Read your little story out loud to your family.

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

Day 136

Reading

1. You are going to start reading a new book, [The Bobbsey Twins at Snow Lodge](#). You've been reading lots of short stories. Let's read a whole, big book together. Pay attention to my reading directions each day. (This link is just for those who want to download the book.)
2. Read the [first half of chapter 1](#). ([Audio](#) – write down the time that you stop)
3. Bobbsey is the last name of the twins' family. What are the names of the twins?
([Answers](#))
4. Who is older and who is younger? ([Answers](#))
5. Who is Snap? ([Answers](#))

Math

1. Read the [fraction story](#) and answer the questions.
2. Design a flag that is half white and half filled with color. Fold a piece of paper in half to make the two parts and then color in the correct amount. Have someone older check your picture.
3. Choose a game from [Math 2 — Addition!](#)

Spelling

1. Copy each spelling word on the Day 136 [worksheet](#) one time each on the blank after the word. Look at the word, cover it up, and try to write it. Then check your spelling and correct it if you were wrong.

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

Day 137*

Reading

1. Read [second half of chapter 1](#). ([Audio](#) – start where you stopped on Day 136)
2. Who are "The Runaways?" ([Answers](#))
3. Who is Danny Rugg? What is he like? (hint if you need it: page 12) ([Answers](#))
4. Who is in danger at the end of the chapter? ([Answers](#))
5. What do you think will happen? ([Answers](#))
- 6.

Math

1. Read about [1/4, 1/2 and 3/4](#) and then scroll down and click on start and do the exercise.

2. Design a flag that is one quarter ($\frac{1}{4}$) white and three quarters ($\frac{3}{4}$) filled in with color. Have someone older check your picture. (To get four parts you need to fold a piece of paper in half and then in half the other way.)
3. [Math 2 — Subtraction!](#)

Grammar*

1. *Complete this [pronoun worksheet](#). This is simple if you know English! The answers are on page 2.

Computer

1. Add one or two more items to your flyer.

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

Day 138*

Reading

1. Read the [first half of chapter 2](#). ([Audio](#) – write down the time that you stop)
2. What were the children out doing? ([Answers](#))

Math

1. Read the [fraction story](#) and answer the questions.
2. Design a flag that is one third ($\frac{1}{3}$) white and two thirds ($\frac{2}{3}$) filled in with color. Have someone older check your flag. You might want to ask for help folding a piece of paper into thirds to make this flag.
3. Choose a game from [Math 2 — Addition!](#)

Grammar*

1. *Complete this [pronoun worksheet](#). The answers are on page 2.

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

Day 139*

Reading

1. Read the [second half of chapter 2](#). ([Audio](#) – start where you stopped on Day 138)
2. What were the boys throwing at the horses to try an help? ([Answers](#))

Grammar*

1. *Complete this [pronoun worksheet](#). The answers are on page 2.

Thinking

1. Choose a game from [level 2!](#)

Math

1. [Jump across the river](#).
2. [Math 2 — Subtraction!](#)

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

Day 140

Reading

1. Read [chapter 3](#). ([Audio](#))
2. What's the big snowball? ([Answers](#))

Writing

1. Write who you think did it and why. Write, "I think that _____ made the enormous snowball and put it in front of the school door because _____."
2. (Note: The Printables workbook/pack has a different Language Arts assignment for today.)

Math

1. [Jump across the river](#).
2. [Math 2 — Subtraction!](#)

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

Day 141*

Reading

1. Read [chapter 4](#). ([Audio](#))
2. Who is accused of playing the trick? ([Answers](#))
3. Do you think he did it? Why or why not? ([Answers](#))
4. Anytime you are reading something long and start to forget what's happening and feel confused. You need to STOP. Go back to what you remember and start from there.

Math*

1. *Complete the [fraction worksheet](#). The first answer is three fifths, $\frac{3}{5}$, because three of the five fish are shaded in (have a darker color).
2. [Math 2 — Subtraction!](#)

Spelling

1. Play [word builder](#). DO NOT close the page when you are finished. (If you do, click on the link again.)

Writing

1. Write down, in your best handwriting, all of the words on your "word builder" list.

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

Day 142

Reading

1. Read [chapter 5](#). ([Audio](#)) If you come to a word you don't know, sound it out and say it out loud. Read the sentence again with the word in it and then keep going. Usually it will explain or you can figure out what it is. You can also look for clues like how the characters are feeling. Are they happy or upset about what's happening?
2. Who played the trick? ([Answers](#))

Math

1. Match the [fractions](#). The bottom number is how many pieces are in the pie. The top number is how many are shaded in (the white pieces).
2. Choose a game form [Math 2 — Addition!](#)

Grammar

1. Review [contractions](#).

Writing

1. In your best handwriting, write down all of the **contractions** from the game. You'll have to flip a card and write it down before you click on a match.

Computer

1. Add another item or two to your flyer.

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

Day 143*

Reading

1. Read the [first half of chapter 6](#). ([Audio](#) – write down where you stop today)
2. Their cook has a big accent. Read what she says out loud to help you figure out what she is saying.
3. What is happening in this chapter?

Math*

1. *Complete the [fraction worksheet](#).
2. [Math 2 — Subtraction!](#)

Vocabulary

1. Play [eWords](#).

Writing

1. Open up eWords again and write down (in your best handwriting) all of the words in the boxes.

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

Day 144

Reading

1. Read the [second half of chapter 6](#). ([Audio](#) – start where you stopped on Day 143)
2. Who is going to tell the children about Snow Lodge? ([Answers](#))
3. Why does he “almost wish” Snow Lodge had burned down? ([Answers](#))
4. What do you think might have been Mr. Carford’s trouble? ([Answers](#))

Math

1. Match the [fractions with their names](#). (four fifths is $\frac{4}{5}$)
2. Choose a game form [Math 2 — Addition!](#)

Grammar

1. Play [word invasion](#). Choose nouns, pronouns and verbs.

Writing

1. Write a sentence with a noun and a verb in it.
2. Write the same sentence again, but this time use a pronoun in place of the noun. (If you have more than one noun in your sentence, see if you can replace more with pronouns.)

Thinking

1. Choose a game from [level 2!](#)

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

Day 145*

Reading

1. Read [chapter 7](#). ([Audio](#))
2. Who owned Snow Lodge? ([Answers](#))
3. Who is Henry Burdoch? ([Answers](#))
4. When did Mr. Carford leave Snow Lodge? ([Answers](#))
5. Draw a picture of Snow Lodge. It's described in a couple paragraphs starting with Mr. Carford saying, "Oh, it's just fine there!"

Math*

1. *Complete the [fraction worksheet](#).
2. Choose a game from [Math 2 — Subtraction!](#)

Writing

1. Write a story about your visit to Snow Lodge. (Pretend.) What did you do there? Was it summer or winter?
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

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

Day 146

Reading

1. Read [chapter 8](#). ([Audio](#))
2. What does Mr. Carford give the Bobbsey twins at the very, very end of the chapter? ([Answers](#))

Math

1. Read the [centimeter ruler](#). Only whole centimeters are marked. You are measuring the red line.
2. This ruler looks different. It's is still a [centimeter ruler](#). The centimeters are marked with a longer line and the number to the left of it. In the middle of each centimeter is a shorter line. That's halfway between. That's a half a centimeter from the last marker. If the red line stops at a middle line, then the length is the number of centimeters before it plus one half. If the red line stopped at a half a centimeter more than three, then the answer would be 3.50 . (It's kind of like \$0.50 is halfway to a dollar. \$3.50 is halfway between \$3 and \$4.)
3. Choose a game form [Math 2 — Addition!](#)

Spelling

1. What two letters [start or end the word](#) in the picture?

Writing

1. Write, in your best handwriting, words that end in ck. Write: brick, trick, click, tick and three others that you come up with.

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

Day 147

Reading

1. Read [chapter 9](#). ([Audio](#))
2. What is Mr. Bobbsey's story?

Math

1. Now let's try it with an [inch ruler](#). Measure the red line.
2. Now try the harder version! Look carefully at this [inch ruler](#). Each inch has 4 lines. The inch marker has the longest line with the number next to it on the left. The middle line is the next longest. That marks half an inch. The other two lines on either side mark a quarter of an inch, 1 out of 4 parts of the inch or 1/4th, or one quarter. If the red line stops at the third line on the inch, then that is 3/4 ths of an inch. Give it a try.
3. Choose a game from [Math 2 — Subtraction!](#)

Spelling

1. Play [Fly-By Contractions](#).

Writing

1. Write the contractions for: we will, I have, you are, he is, and two others that you choose.

Computer

1. Can you finish your flyer today?

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

Day 148

Reading

1. Read the [first half of chapter 10](#). ([Audio](#) – write down where you stop today)

Math

1. Measure [how far ant needs to go to get to his picnic](#). Click on the circles. Then use the ruler (you can turn it sideways) to measure how far he needs to go. Enter the number and click on go.
2. Choose a game form [Math 2 — Addition!](#)

Spelling

1. Complete the [spelling exercise](#) (with words that have similar suffixes) by typing the correct words in the box. Don't close the window.

Writing

1. In your best handwriting, write all of the words in the box on your spelling exercise page.

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

Day 149

Reading

1. Finish the [second half of chapter 10](#). ([Audio](#) – start where you stopped on Day 148)
2. Who is going to be their neighbor at Snow Lodge? ([Answers](#))

Math

1. Now you are going to read a different kind of ruler, a [thermometer](#).
2. This is a [Fahrenheit thermometer](#). In America we mostly measure lengths by inches and temperature by degrees Fahrenheit. The rest of the world measures length by centimeters and degrees by Celsius. On the thermometer the lines that go all the way across are counting by tens. Those lines are numbered. The half lines in between are counting by fives. So the line half way between 10 and 20 is 15. Click on the right answer and choose submit.

3. Choose a game from [Math 2 — Subtraction!](#)

Spelling

1. Play [word builder](#). Don't close the window.

Writing

1. In your best handwriting, write all of the words from your word builder activity.

Thinking

1. Choose a game from [level 2!](#)

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

Day 150

Reading

1. Read [chapter 11](#). ([Audio](#))
2. What plans do they have to make?

Math

1. You saw this in level 1. Do you remember this [thermometer](#)? Slide the bar up and down to see what the temperatures mean. You can also see the temperatures in both Celsius and Fahrenheit.
2. Now you are going to [estimate the temperature](#). That means you are going to make a good guess about what temperature it is in each scene described. (It will tell you how.)
3. Choose a game form [Math 2 — Addition!](#)

Writing

1. Write a story. Start: He bravely... or She bravely...
2. Then use at least one other word from the word box in the [spelling exercise](#) on Day 148.
3. Write at least four sentences. Make sure each of your sentences starts with a capital letter and ends with punctuation.
4. (*) You can use the worksheet in the printables pack/book for this if you would like.

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

Day 151*

Reading

1. Read [chapter 12](#). ([Audio](#))
2. Who is coming to Snow Lodge with the twins? ([Answers](#))

Math*

1. *Review graphs. Fill in [the graph](#) and answer the questions.
2. Choose a game from [Math 2 — Subtraction!](#)

Spelling

1. Play [e-words](#).

Writing

1. In your best handwriting, write all of the words from your e-words game.

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

Day 152

Reading

1. Read [chapter 13](#). ([Audio](#))

Math

1. Review [coins](#).
2. [Buy the items](#).
3. Choose a game form [Math 2 — Addition!](#)

Writing

1. Copy this sentence from the chapter: "I'm afraid I don't know how," replied the country lad.
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

Computer

1. Today make a lapbook piece.
2. Pick a shape like a square, rectangle or hexagon. Don't choose a circle. Make it a good size for writing in.
3. Copy your shape. Paste it back in.
4. Drag the new shape so that two flat sides are touching and lined up exactly. That will be where you fold the piece over. The two shapes should look like mirror images of each other.
5. Insert a text box.
6. Drag the text box inside one of the shapes.
7. Drag the corners in until it fits.
8. Write, "Write inside." in the text box. (You could write something else.)
9. If you can, print it out, cut it out and fold it in half. Did it work? Did you make a piece?

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

Day 153

Reading

1. Read the [first half of chapter 14](#). ([Audio](#) – write down where you stop today)

Math

1. Review [measuring with a ruler](#).
2. [What time is it?](#) Can you tell time to the quarter hour? Shoot the time that matches the clock.
3. Choose a game from [Math 2 — Subtraction!](#)

Writing

1. Copy the sentence from the end of the chapter: "I'll have to teach Danny Rugg a good lesson," said Bert to his cousin.
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

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

Day 154

Reading

1. Finish the [second half of chapter 14](#). ([Audio](#) – start where you stopped on Day 153)

Math

1. Do you know how much you weigh? If you are American, you weigh yourself in pounds. When you were born, they told your parents your weight in pounds and ounces.
 - o a new baby weighs around 7 pounds
 - o a cup of milk weighs about 8 ounces
 - o a BIG block of cheese might weigh 1 pound
 - o a slice of bread might weigh 1 ounce
1. Try and figure out if these things should be weighed in [ounces or pounds](#).
2. Choose a game from [Math 2 — Addition!](#)

Writing

1. Copy this sentence from the chapter: "That's what we'll do!" cried Bert, steering toward it.
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

Thinking

1. Choose a game from [level 2!](#)

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

Day 155*

Reading

1. Read [chapter 15](#). ([Audio](#))
2. Who do you think pushed the snowball over on them?

Math*

1. *Complete the [review page](#) for today.

Writing

1. Write sentences like the ones you have been copying. Write what someone is saying and use a contraction.
2. Examples: "I'll be right there," I said. "He's coming for dinner," I told my mom. "It's time to go!" I yelled.
3. Write three sentences like the examples.
4. (*) You can use the worksheet in the printables pack/book for this if you would like.

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

Day 156*

Reading

1. Read [chapter 16](#). ([Audio](#))

Math*

1. *Put on your thinking cap and do today's [worksheet](#).

Writing

1. Copy the sentence: By this time the snowslide had reached the tree, and the mass was now much larger than at first.
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

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

Day 157

Reading

1. Read the [first half of chapter 17](#). ([Audio](#) – write down where you stop today)

Spelling

1. Play [word builder](#).

Math

1. Make a picture of the number 16 on paper.
2. Draw a box. Draw ten small circles inside of the box. That's a group of ten. You have one ten.
3. How many more circles do you need to draw to have 16 circles?
 - Draw six circles.
1. You have 1 ten and 6 ones.
2. Now make a picture of the number 23. You need two tens, or two boxes, each with ten circles.
 - Make two tens and then draw three more circles make 23.
 - You have 2 tens and 3 ones.
1. Count the [tens and ones](#). Choose numbers up to 59. The blue blocks are in groups of ten. Each tower of blue blocks is 1 ten. You count them 10, 20, 30...

Computer

1. Today make another lapbook piece.
2. This time in one of them insert clip art instead of a text box.

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

Day 158

Reading

1. Read the [second half of chapter 17](#). ([Audio](#) – start where you stopped on Day 157)
2. Tell someone what is happening in the story. What was this chapter about?

Math

1. Count the [objects](#). Count the number of lines of tens. Then count the ones.
2. Count the [tens and then the ones](#).

Spelling

1. Play [e-words](#).

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

Day 159

Reading

1. Read [chapter 18](#). ([Audio](#))
2. Who do you think was throwing snowballs at the end of the chapter?

Math

1. [Write the number](#). Choose the right number of tens. Then choose the right number of ones.
2. "Write the value of the [tens and ones](#). For example, in 24 the 4's value is just 4 (picture 4 blocks), but the 2 is really 2 tens which is 20 (blocks). If the problem underlined the 2, you would write 20. An easier way to do it is to read the number out loud. We say TWENTY – four. The 2 isn't just a 2, it's twenty."

Writing

1. Copy the sentence: Then came another thaw, and a freeze followed some days later, making good skating.
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

Thinking

1. Choose a game from [level 2!](#)

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

Day 160*

Reading

1. Read [chapter 19](#). ([Audio](#))
2. Who's missing at the end of the chapter? ([Answers](#))

Math*

1. Today we are going to separate tens and ones into addition problems. Here are some examples.
 - $11 = 10 + 1$ It's just like counting the groups of ten first and then adding on how many ones are left.
 - $17 = 10 + 7$ Seventeen is one ten and seven ones.
 - $25 = 20 + 5$ The number twenty-five is two groups of ten (20) and five more ones.
 - $34 = 30 + 4$
 - $75 = 70 + 5$
 - $81 = 80 + 1$
1. *Do you think you could do it? Complete the [worksheet](#) on tens and ones in expanded form.

Writing

1. Think of any place in the world you would like to go to. Why would you like to go there? Write about it. Tell where you would like to go and why. What would you do when you got there? How long would you stay?
2. (*) You can use the worksheet in the printables pack/book for this if you would like.

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

Day 161

Reading

1. Read the [first half of chapter 20](#). ([Audio](#) – write down where you stop today)

Math

1. Watch this presentation on [subtracting tens](#). It will play automatically. You don't need to turn the pages. It will talk to you too, so make sure you have the volume on.
2. Go to this [page](#) and follow my instructions.
3. Drag a stack of ten blocks onto the board. It should say 10. Do you see it?
4. Drag more stacks of ten blocks onto the board and watch the number change. You are adding tens.

5. Now take the ten stacks away, one at a time, and watch the number change. You are subtracting tens.
6. Now you can play around with it if you like.

Spelling

1. Play [coconut](#) spelling. Fill in the vowels to make words.

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

Day 162*

Reading

1. Read the [second half of chapter 20](#). ([Audio](#) – start where you stopped on Day 161)

Math*

1. *Complete the [worksheet](#) on adding and subtracting tens.

Vocabulary

1. Can you [match the City Zoo words to their definitions?](#) (one more [tablet friendly](#))

Computer

1. Today make a lapbook piece with clip art and a text box.
2. The two parts of your piece have to be in the SAME shape.
3. What would happen if you put writing in both shapes?

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

Day 163

Reading

1. Read [chapter 21](#). ([Audio](#))

Math

1. Add ten to [sink the subs](#).

Grammar

1. Play [Grammar Gorillas](#).

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

Day 164

Reading/Writing

1. [Finish](#) the book! ([Audio](#))
2. How does the book end?

Math

1. Play [fruit splat](#). Choose level 3 and try adding tens.

Thinking

1. Choose a game from [level 2!](#)

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

Day 165*

Reading/Writing*

1. *Print this out and write a [book report](#).

Vocabulary

- [Old Mr. Toad vocabulary](#)
- [Jimmy Skunk vocabulary](#)

Math

1. Play [fruit splat](#). This time subtract tens.

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

Day 166*

English

1. Today you are going to start your final project.
2. You are going to research a topic.
3. Then you are going to make a book about it.
4. Then I'll help you write a paragraph about it.
5. You are going to be writing facts, things that are true. This is *not* a made-up story. You are going to learn about something and then share with everyone what you have learned.
6. Today you need to choose what you are going to write about. It could be an animal, a person, a place, an invention...
7. When you have chosen, open up a new document in your word processing program (like Word).
8. Write your title and add a picture. This is your cover.
9. Write your name on the cover. You are the author!
10. Save it in the folder with your name on it. Call it your title.

Math*

1. When you add ten to a number, you just have to add 1 to the number in the tens spot.
2. Watch this presentation on [adding tens](#). It will play automatically and talk to you.
 - $40 + 10 = 50$ You start with 4 tens. That's 40. Then you add 1 ten. 4 tens + 1 tens = 5 tens. 5 tens is 50.
 - $35 + 10 = 45$ The number 35 has 3 tens. Then you add 1 ten. 3 tens + 1 ten = 4 tens. The ones stay the same. We added nothing to the ones, so the answer is 45.
1. *Give it a try. Complete the [worksheet](#) on adding tens.

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

Day 167*

English

1. Today you need to begin your research. You need to learn about your topic.
2. Open your document.
3. When you find something interesting or important, then go to your document. Write down the information. DO NOT copy and paste it. You have to write the information yourself.
4. Then you need to copy the web address you used and paste it onto another page in your document.
5. Put the title, "Resources," at the top of the page with the web address.

6. If you use a book, on the Resources page you need to write the name of the book and the book's author.
7. Follow your family's rules for searching online for information for your topic.
8. You will research for a few days. You don't have to read everything today! Look at three sites today.
9. Here are some places you can look:
 - o <http://www.ivyjoy.com/rayne/kidssearch.html>
 - o <http://www.kidzsearch.com/>
 - o http://www.lures.info/childrens_search/gogooligans.html

Math*

1. *Complete your [review worksheet](#).

Computer

1. Take a look at these [lapbook pieces](#). Scroll down. There are lots of different kinds.
2. Try and figure out how to make a new kind of piece.
3. Make it!

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

Day 168*

English

1. Continue your research.
2. Open your document.
3. When you find something interesting or important, then go to your document. Write down the information. DO NOT copy and paste it. You have to write the information yourself.
4. Then you need to copy the web address you used and paste it onto another page in your document.
5. Put the title, "Resources," at the top of the page with the web address.
6. If you use a book, on the Resources page you need to write the name of the book and the book's author.
7. Follow your family's rules for searching online for information for your topic.
8. You will research for a few days. You don't have to read everything today! Look at three sites today.
9. Here are some places you can look:
 - o <http://www.ivyjoy.com/rayne/kidssearch.html>
 - o <http://www.kidzsearch.com/>
 - o http://www.lures.info/childrens_search/gogooligans.html

Math*

1. Watch this presentation on [subtracting tens](#).
2. *Complete the [worksheet](#) on subtracting tens. It's what you did yesterday. Here are some examples.
 - o $20 - 10 = 10$ (2 tens - 1 ten = 1 ten)
 - o $23 - 10 = 13$ (2 tens - 1 ten = 1 ten You aren't taking away any ones, so that number stays the same.)
 - o $47 - 10 = 37$

- $50 - 20 = 30$ (5 tens – 2 tens = 3 tens)
- $56 - 20 = 36$ (5 tens – 2 tens = 3 tens You aren't taking away any ones, so that number stays the same.)

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

Day 169*

English

1. Continue your research.
2. Open your document.
3. When you find something interesting or important, then go to your document. Write down the information. DO NOT copy and paste it. You have to write the information yourself.
4. Then you need to copy the web address you used and paste it onto another page in your document.
5. Put the title, "Resources," at the top of the page with the web address.
6. If you use a book, on the Resources page you need to write the name of the book and the book's author.
7. Follow your family's rules for searching online for information for your topic.
8. You will research for a few days. You don't have to read everything today! Look at three sites today.
9. Here are some places you can look:
 - <http://www.ivyjoy.com/rayne/kidssearch.html>
 - <http://www.kidzsearch.com/>
 - http://www.lures.info/childrens_search/gogooligans.html

Math*

1. *Take a look at your [worksheet](#) for today. It's only adding but it uses bigger numbers. It's the same thing, though. You can do it. Let's look at a couple of examples before you start.
 - $40 + 80 = ?$ 4 tens + 8 tens = ?
 - What is 4 plus 8? (answer: 12)
 - So the answer is 12 tens. How do you write that?
 - Well, how do you write 6 tens? You add a zero and write 60.
 - How do you write 4 tens? You add a zero and write 40.
 - How do you write 12 tens? You add a zero and write 120.
 - Let's try one more. $90 + 50 = ?$
 - 9 tens plus 5 tens
 - $9 + 5 = 14$
 - 14 tens is 140
 - $90 + 50 = 140$

Thinking

1. Choose a game from [level 2!](#)

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

Day 170*

English

1. Do you have enough information?
2. You should try to have at least ten facts. If you don't, keep researching and see if you can find some more.
3. When you are ready, you can start working on your book.
4. On each page of your book you will write a sentence stating one fact that you learned.
5. You will also add a picture on each page if you can.
6. Do a couple of pages today. Make your font big.
7. Don't use all CAPS LOCK. Write good sentences. They should all start with a capital letter and end with punctuation.
8. Make sure you spell things correctly.

Math*

1. *Complete the [subtraction worksheet](#). It's just like Day 169 but with subtraction. Here's one example.
 - $130 - 80 = ?$
 - $13 \text{ tens} - 8 \text{ tens} = ?$
 - $13 - 8 = 5$
 - $13 \text{ tens} - 8 \text{ tens} = 5 \text{ tens}$
 - $130 - 80 = 50$

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

Day 171*

Writing

1. Continue working on your book.
2. On each page of your book you will write a sentence stating one fact that you learned.
3. You will also add a picture on each page if you can.
4. Do a couple of pages today. Make your font big.
5. Don't use all CAPS LOCK. Write good sentences. They should all start with a capital letter and end with punctuation.
6. Make sure you spell things correctly.

Math*

1. Watch this presentation on [subtracting tens and ones](#).
2. *Try some. Complete Part A of your [subtraction worksheet](#).
3. Next you are going to do an easier worksheet. There is no ten in the bottom number, so you only need to subtract the ones.
4. Here is an example.
5. $46 - 3 = ?$
6. $6 \text{ ones} - 3 \text{ ones} = 3 \text{ ones}$
7. You aren't taking away any tens, so there are still 4 tens.
8. The answer is 4 tens and 3 ones or 43.
9. Complete part B of your worksheet.

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

Day 172*

Writing

1. Continue working on your book.
2. On each page of your book you will write a sentence stating one fact that you learned.
3. You will also add a picture on each page if you can.
4. Do a couple of pages today. Make your font big.
5. Don't use all CAPS LOCK. Write good sentences. They should all start with a capital letter and end with punctuation.
6. Make sure you spell things correctly.

Math*

1. Watch this presentation on [adding tens and ones](#).
2. And with adding nothing in the tens?
3. $46 + 2 = ?$
4. 6 ones + 2 ones = 8 ones
5. 4 tens + no more tens = 4 tens
6. The answer is 4 tens and 8 ones. That's 48.
7. $46 + 2 = 48$
8. *Complete the [worksheet](#) on adding tens and ones.

Computer

1. Take a look at these [lapbook pieces](#). Scroll down. There are lots of different kinds.
2. Try and figure out how to make a new kind of piece.
3. Make it!

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

Day 173*

Writing

1. Continue working on your book.
2. On each page of your book you will write a sentence stating one fact that you learned.
3. You will also add a picture on each page if you can.
4. Do a couple of pages today. Make your font big.
5. Don't use all CAPS LOCK. Write good sentences. They should all start with a capital letter and end with punctuation.
6. Make sure you spell things correctly.

Math*

1. *Complete the [worksheet](#) for today. You need to pay attention! Some are + and some are -. If you don't pay attention, you will get some wrong. Make sure you subtract when it says minus. Make sure you add when it says plus.

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

Day 174

Writing

1. Continue working on your book.
2. On each page of your book you will write a sentence stating one fact that you learned.

3. You will also add a picture on each page if you can.
4. Do a couple of pages today. Make your font big.
5. Don't use all CAPS LOCK. Write good sentences. They should all start with a capital letter and end with punctuation.
6. Make sure you spell things correctly.

Math

1. We're going to try one more thing before the end of the year. You are almost there!
2. Watch this presentation on [adding tens and ones](#).
3. Watch this [video](#) on adding this way. Stop around 5:40 when it says "to stop and work on your worksheet." (You don't have a worksheet!)

Thinking

1. Choose a game from [level 2!](#)

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

Day 175*

Writing

1. The last page of your book should be your resources page.
2. Make sure it looks neat and orderly.
3. They should all be in a list down the page.

Math*

1. Watch this [video](#) on regrouping and carrying the 1 to the tens column.
2. *Then complete this [worksheet](#) on adding with regrouping.

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

Day 176*

Writing

1. Now write the first and last page of your book.
2. The first page should tell what you studied about. If I studied frogs, I might write, "I learned about frogs." Or, "Frogs are fascinating."
3. Add a picture.
4. Now write the end of your book. (It should be BEFORE the Resources page.)
5. Write what you think about your topic. Something like, "I think a frog would make a great, slimy pet." Or, "I think frogs are so fascinating." Or, "What else would you like to know about frogs?"

Math*

1. Watch this [video](#) on carrying the 1 to the tens column.
2. *Then complete this [worksheet](#) on adding two-digit numbers with regrouping. Add the ones. Add the tens. Add the extra one if it is there.
3. Check your answers. Fix your mistakes.

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

Day 177*

Writing

1. Make sure your book is just the way you like it.
2. Print it out. I suggest choosing 2 pages per sheet of paper when you print. You can cut them out and staple them into a book.

Math*

1. *Complete this [worksheet](#) of addition word problems with bigger numbers. You know how to add them!
2. Write neatly and ask a parent if they would like to save this worksheet for your portfolio.

Computer

1. Take a look at these [lapbook pieces](#). Scroll down. There are lots of different kinds.
2. Try and figure out how to make a new kind of piece.

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

Day 178*

Writing

1. Now write your book on one page. Write it all together in a paragraph. It should like like this, but with actual information!
 - o I learned about frogs. This is a fact about frogs. Another fact about frogs is this. Here is more interesting information. I learned lots of froggy facts. They are so fascinating. Frogs, frogs and more frogs are all I write about. I think frogs are so fascinating.

Math*

1. Re-watch one of the videos from day 174, 175 or 176.
2. *Complete this [worksheet](#) on two-digit addition.
3. Check your answers.

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

Day 179* (Portfolio time: Save a worksheet from this week for your portfolio.)

Writing

1. Make sure your paragraph doesn't have mistakes. Everything should be spelled correctly. Sentences should start with a capital letter and end with punctuation. Write the title at the top of the page. Write your name underneath your title.
2. Make the page look just the way you want it.
3. Print it out!

Math*

1. *Complete this [worksheet](#) of subtraction word problems.

Thinking

1. Choose a game from [level 2!](#)

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

Day 180

English

1. Second Level English [review game](#)

Math

1. Play [Connect Four](#). You have to get four of your color in a row. It can be up and down, across or diagonal.
2. [Congratulations](#) on finishing!

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

Summer School (This is not required unless your parents require it!)

Summer 40-day workbook – [Print](#) – [Buy](#)

1. Write something every day, anything, just practice writing so it gets faster and easier. You could [time yourself](#) and write for five minutes as much as possible. Any day you beat your record of how many letters you wrote, you get a reward.
2. If your handwriting needs work, every day copy at least one sentence. Here are [copywork and tracing pages](#).
3. Read another [Bobbsey Twins](#) book.
4. Write a funny or exciting story.
5. Master your addition and subtraction facts. Use flashcards, our [workbooks](#), or make a free account at [xtramath.org](#). Use them every day until you finish addition and subtraction. Make sure you know those facts! (Parents: If xtramath 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.)
6. Then use the [math game page](#) to practice and not forget. Use the level 2 games.