

Day 1

Reading	Spelling
<p><b>Discussion: Why do we tell stories?</b></p> <ul style="list-style-type: none"><li>● Storytelling has been part of people's lives since the beginning.<ul style="list-style-type: none"><li>○ <b>Why do you think people tell stories?</b> (Here are a few reasons.)<ul style="list-style-type: none"><li>■ To pass down information or history.</li><li>■ To provide entertainment.</li><li>■ To teach a lesson or a moral.</li><li>■ To bring connection between people.</li></ul></li></ul></li><li>● People passed on stories orally from generation to generation (before writing was part of life.) Think about how this would look. Ask your student a few questions to get him/her thinking about what life might have been like before writing and publishing is like it is today. Below are a few questions that can start your discussion. One question may lead to others so these do not have to go in any order, but instead they can help guide the discussion.<ul style="list-style-type: none"><li>○ <b>How do you think people told stories in the early days?</b> (Describe the setting and who was there.)<ul style="list-style-type: none"><li>■ Would people sit around and tell stories when they were together?</li><li>■ Would they repeat stories over and over the exact same way so the next generation could repeat it just right?</li></ul></li><li>○ How did the storyteller develop the story and make sure all the details stayed in tact?</li><li>○ How do you think the storyteller made them memorable for the audience? What are some characteristics of a well told story?<ul style="list-style-type: none"><li>■ Do you think they only told stories with lessons?</li><li>■ Do you think they told them in songs?</li><li>■ Do you think they used rhymes?</li></ul></li><li>○ <b>What kind of voice or tone do you think they used?</b><ul style="list-style-type: none"><li>■ <b>Activity:</b> Pick a book and read a paragraph in a flat, unchanging tone. Then read it in a frustrated or mysterious tone. Then read the paragraph one more time and let your voice go up and down, loud and soft, and fast and slow. Have your student discuss the changes in the paragraph. Explain how there are so many different tones of voice and how the tone can engage the listener.</li></ul></li><li>○ <b>Do you think the storyteller used lots of adjectives to describe things in a way that helped people remember the events?</b></li></ul></li></ul>	<p><b>Materials:</b> index cards or colored paper for word cards</p> <ol style="list-style-type: none"><li>1. April</li><li>2. coward</li><li>3. breakfast</li><li>4. remarkable</li><li>5. application</li><li>6. vanish</li><li>7. saucer</li><li>8. Hawaii</li><li>9. politician</li><li>10. information</li></ol> <p>Give your student a pretest of the words. Replace words he/she knows with words from the book of the month. (Have your student write down words he/she does not know as he/she reads.)</p> <p>Have your student make word cards for the words this week. Have him/her practice with the word cards.</p> <p>Have your student look up the definitions of the word and use the words in a sentence.</p>

- Do you think the storyteller used lots of things related to the 5 senses to help the audience remember things?
- Did they use motions or gestures?
- Storytelling isn't just about the story! It's about the motions too. This helped make the stories memorable. Knowing this, do you think they would stand and walk around as they told the stories?
  - **Activity:** Explain when you walk around, your walk can be completely different depending on the situation. Walk across the room differently a few times. The different walks demonstrate something important about what is going on. See if your student can guess what is happening. Then explain how these can help people remember the story.
    - Walk like you are late and trying to get somewhere.
    - Walk like one leg is in a cast.
    - Walk like you are walking through a foot of snow.
    - Walk like you are barefoot on hot sand.
- Discuss how many stories the audience might have to remember and be able to retell.
- What are the benefits to storytelling?

Spend time reading the book of the month.

Grammar	Math
<p><b>Teaching: Linking Verbs and Predicate Adjectives</b></p> <ul style="list-style-type: none"> <li>● <b>Review video:</b> <a href="https://www.turtlediary.com/video/learn-about-linking-verbs.html">https://www.turtlediary.com/video/learn-about-linking-verbs.html</a></li> <li>● Read pages 63-64 with your student.</li> <li>● <b>Video:</b> <a href="https://www.youtube.com/watch?v=RIKyU1mITok">https://www.youtube.com/watch?v=RIKyU1mITok</a></li> <li>● Explain the 3 key things to look for when looking for when a predicate adjective.           <ul style="list-style-type: none"> <li>○ There must be a linking verb.</li> <li>○ The predicate will come after the verb.</li> <li>○ The predicate describes (gives more detail about) the subject.</li> </ul> </li> <li>● We label these with a P.A.</li> </ul> <p><b>Practice:</b>  <b>Have your student complete page 65 in the <i>Easy Grammar Student Workbook</i>.</b> You may want to do Part A together and then have him/her do Part B alone.        Check the answers.</p>	<p>Read pages 101-102 from the worktext to know about Chapter 3. Refer to the links for extra practice and games through the chapter.</p> <p>*** This week there are only 3 lessons of math because these lessons may run over into the next day. Day 1 OR Day 2 can be turned into 2 days depending on what your student needs. Day 2 is about bar models. We will be doing bar models 2 days this week and all of next week so it's important he/she understands them. Day 1 has the largest number of pages in the lesson, but the lesson from Day 2 may also take a little more time to explain.</p> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>● Here are some interactive balances your student can use to explore the idea of equations and how both sides must be equal:           <ul style="list-style-type: none"> <li>○ <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Pan-Balance---Numbers/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Pan-Balance---Numbers/</a></li> <li>○ <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Pan-Balance---Shapes/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Pan-Balance---Shapes/</a></li> <li>○ <a href="http://www.learner.org/courses/learningmath/algebra/session6/part_c/index.html">http://www.learner.org/courses/learningmath/algebra/session6/part_c/index.html</a></li> </ul> </li> <li>● An equation is a math problem where both sides are the same. Your student has seen equations from the time he/she first started adding.           <ul style="list-style-type: none"> <li>○ <math>2+3=5</math> this is an equation. Both sides equal 5.</li> </ul> </li> <li>● Explain how we will now get to some math problems where one of the numbers is not given so we have to solve for the missing number. Your student has also seen some of these before.           <ul style="list-style-type: none"> <li>○ <math>2+ \underline{\quad} = 5</math> where your student had to find the missing number. He/she probably used skills like counting forward or counting up to find the answer.</li> </ul> </li> <li>● Today, your student will be working with balances to give him/her a visual representation for equations.</li> <li>● Have your student pick out the numbers from the problem. Remind him/her that both sides will equal the same amount.</li> <li>● Explain how we use variables (letters) in math when there is something we do not know. Your student has seen blanks, question marks, boxes or other shapes in the past to represent these unknown numbers. These variables are usually in italics (slanted) and although we can use any letter, some letters are used more than others. Today, we will use <math>x</math> which is one of the letters most often used.</li> <li>● Use the blue example sections on page 103-106 to help teach.</li> </ul> <p><b>Practice:</b> Do these together. Walk your student through each one. Ask questions.  <b>Have your student complete the lesson Balance Problems and Equations on pages 103-107.</b> Skip b's and d's to make it shorter.</p>

Day 2

Reading	Spelling												
<p><b>Storytelling</b></p> <ul style="list-style-type: none"> <li>Listen: <a href="https://www.storylineonline.net/books/knots-on-a-counting-rope/">https://www.storylineonline.net/books/knots-on-a-counting-rope/</a></li> </ul> <p>Afterwards discuss the following:</p> <ul style="list-style-type: none"> <li>Did you notice changes in the voices and in the tone? Explain.</li> <li>How did the story capture or touch your emotions?</li> <li>What senses were discussed during the story telling?</li> <li>Find metaphors used to compare things.</li> <li>Is there a lesson in the story? Explain.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li><b>Retell:</b> Have your student think about the story and have him/her retell the events of the story in chronological order.</li> <li><b>Timeline:</b> Have your student think about his/her life and present a story with the events from his/her life.</li> <li><b>Writing:</b> The grandfather is a very special person in the boy's life. Write about someone who is very special to you. Describe this person and what makes him/her so special.</li> <li><b>Use Your Senses:</b> Get a blindfold or wrap something around your student's eyes. Place a few objects in front of your student or place them in a bag. See if your student can correctly identify the objects by using senses other than the eyes. Have him/her describe the items and then give the name.</li> <li><b>Compare/Contrast Folktales:</b> Listen to another folktale and have your student discuss the similarities and differences.  <a href="https://www.youtube.com/watch?v=gyaifWkUWr0">https://www.youtube.com/watch?v=gyaifWkUWr0</a></li> </ul> <p>Read for 20 minutes.</p>	<p><b>Word Search:</b> Have your student create a word search for the spelling words. You can use graph paper, print off the graph paper (Resource Section), or make your own by turning a piece of lined paper sideways and drawing lines with a ruler going the opposite direction in order to make boxes. Your student does not have to fill up the entire grid. A small rectangle/square is fine. Remind your student to use all capital letters and that the spelling words can be forward, backward, up and down, or diagonal. Have your student highlight/circle all of the words at the end to show they are all there or have someone try to find the words.</p> <p><b>Roll-A-Word:</b> Have your student get a die and roll it (it will be rolled a total of 10 times). Have your student do an activity for each word depending on the number rolled for each word. Remind your student a synonym is a word that means the same thing and an antonym has the opposite meaning. See the picture below for the activities:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="text-align: center;">●</td> <td style="text-align: center;">Write your word in a sentence.</td> </tr> <tr> <td style="text-align: center;">● ●</td> <td style="text-align: center;">Draw a picture of your word.</td> </tr> <tr> <td style="text-align: center;">● ● ●</td> <td style="text-align: center;">Write a synonym of your word.</td> </tr> <tr> <td style="text-align: center;">● ● ● ●</td> <td style="text-align: center;">Write an antonym of your word.</td> </tr> <tr> <td style="text-align: center;">● ● ● ● ●</td> <td style="text-align: center;">Write the definition for your word.</td> </tr> <tr> <td style="text-align: center;">● ● ● ● ● ●</td> <td style="text-align: center;">Write your word three times.</td> </tr> </tbody> </table>	●	Write your word in a sentence.	● ●	Draw a picture of your word.	● ● ●	Write a synonym of your word.	● ● ● ●	Write an antonym of your word.	● ● ● ● ●	Write the definition for your word.	● ● ● ● ● ●	Write your word three times.
●	Write your word in a sentence.												
● ●	Draw a picture of your word.												
● ● ●	Write a synonym of your word.												
● ● ● ●	Write an antonym of your word.												
● ● ● ● ●	Write the definition for your word.												
● ● ● ● ● ●	Write your word three times.												

Grammar	Math
<p><b>Teaching: Subject-Verb Agreement</b></p> <ul style="list-style-type: none"> <li>● Read page 66 in the <i>Easy Grammar Student Workbook</i>.</li> <li>● Brainpop Jr Video: (slower paced) <a href="https://jr.brainpop.com/readingandwriting/sentence/subjectandverbagreement/">https://jr.brainpop.com/readingandwriting/sentence/subjectandverbagreement/</a></li> <li>● Brainpop Video: (faster paced) <a href="https://www.brainpop.com/english/grammar/subjectverbagreement/">https://www.brainpop.com/english/grammar/subjectverbagreement/</a></li> <li>● Practice some together: (You can practice with the following links today or tomorrow after you talk a little more about subject-verb agreement.)           <ul style="list-style-type: none"> <li>○ <a href="https://www.k12reader.com/sentence-structure/subject_verb_agreement_subject_varieties.pdf">https://www.k12reader.com/sentence-structure/subject_verb_agreement_subject_varieties.pdf</a></li> <li>○ <a href="https://www.k12reader.com/sentence-structure/subject_verb_agreement_verbs_verbs.pdf">https://www.k12reader.com/sentence-structure/subject_verb_agreement_verbs_verbs.pdf</a></li> </ul> </li> </ul> <p><b>Practice:</b>  <b>Have your student complete page 67 from the <i>Easy Grammar Student Workbook</i>.</b></p> <p>Check the answers.</p>	<p><b>Teaching: Equations (potentially a 2 day lesson)</b></p> <ul style="list-style-type: none"> <li>● <b>Videos:</b> You may want to watch these to help you teach your student especially if your student has not seen bar models or equations like this before.           <ul style="list-style-type: none"> <li>○ <a href="https://www.mathmammoth.com/videos/grade_5/addition_subtraction_review_terms.php">https://www.mathmammoth.com/videos/grade_5/addition_subtraction_review_terms.php</a></li> <li>○ <a href="https://www.mathmammoth.com/videos/grade_5/multiplication_division.php">https://www.mathmammoth.com/videos/grade_5/multiplication_division.php</a></li> </ul> </li> <li>● Use the example on page 108 to help explain how to draw and solve the problems.</li> <li>● Have your student look at how many <i>x</i>s or <i>y</i>s are in the problem. Point out how a bar model has exactly that many boxes to represent the unknown amount. Explain how to write that as a multiplication problem and as a repeated addition problem.</li> <li>● At this point, your student doesn't completely understand solving using inverse operations (opposite operations) so he/she will probably do more guessing and checking to see if numbers are correct. However, without getting too technical, you can help your student learn the steps to solve them easier.           <ul style="list-style-type: none"> <li>○ You can explain how you should subtract the number beside the unknown boxes from the total to see what all of the unknown boxes represent. It's easier once the number is gone and you just have the unknown boxes left.</li> <li>○ You can also explain that the boxes represent the same amount, if they have the same letter (variable) and then he/she can think of a multiplication problem to equal that amount. Remind him/her that one number from the multiplication problem will be the number of boxes.</li> </ul> </li> <li>● Discuss the notes on page 111. Explain how the fraction bar is also a division bar. Explain. This is important because we have to solve the problems on top or on the bottom before we can actually divide to get the answer.</li> </ul> <p><b>Practice:</b>  <b>Have your student complete the lesson <i>More Equations</i> on pages 108-111.</b></p> <p><b>Shortened Assignment: 1ab, 2ab, 3ad, 4ab, 5ace, 7ab, 8ab</b></p> <p>Check the answers.</p>