RCW ELEMENTARY
E-learning Plan
2025-2026 School Year

Please note, no devices will be sent home. Packets will be sent home with students, and an additional link will be posted on the district website the day before inclement weather in case the packet has become lost. No new content will be taught during an E-learning day. All material will be a review of skills that have been taught. Students will be marked absent for the day until the E-learning day packet has been returned to the teacher.

PreK-Kindergarten:

- Packets (3 days of work) for Preschool to be sent home with students.

1st Grade-5th Grade:

- Packet (3 days of work) to be sent home with students. 20 minutes of on-level reading and response.

EL/Title/Sped:

- PreK-5 will have work included in the packet they take home.
- Special Education students may have adapted work to complete instead of the classroom packet. Case managers and classroom teachers will decide which students need the adaptations.

PE/Music:

- Activities students can do independently will be included in the packet.

Band

- Instruments will also be sent home before inclement weather.
- Assignments

All staff will be required to send parents a grade- level note clarifying the E-learning expectations during conferences. Teachers will include their email and phone numbers during the school day so that students and parents can reach out with questions.

Teacher office hours availability via- google classroom, zoom, email, or phone will follow a teacher 2-hour late schedule- 9:30- 3:00 with a lunch hour from 12:00-1:00pm.

RCW ELEMENTARY
E-learning Plan
2025-2026 School Year

Dear Fourth Grade Parents and Guardians,

This year it has been decided that all classes (PreK-5) will participate in E-learning days by completing the attached work “packets” and returning it completed with a parent/guardian signature the next school day. This is how we will be marking attendance for the school day.

Attached you will find 3 days worth of work for your student to complete on E-learning days ONLY. Please only complete one day's worth of work on an E-learning day, i.e. Day 1 work to be completed on E-learning day number one, Day 2 work to be completed on E-learning day number two, etc. Please do NOT complete all the packets on the first E-learning day. In the event that there are more than 3 E-learning days, additional packets will be sent home.

Included in the packet of work is review of skills your student has seen before in reading and math. If any questions arise while you are working with your student, your student’s teacher is available via phone, or email until 3:30p.m. Please do not hesitate to reach out and ask questions.

Thank you.
Katerina Siemard
ksiemard@rcw.k12.mn.us 320-329-8368 ex. 1218

Jiana Robertsdahl
jrobertsdahl@rcw.k12.mn.us 320-329-8368 ex. 1216

FOURTH GRADE
E-learning Packet
2025-2026 School Year

Day 1 **Date:_____** **Name:_____**

Independent Reading	☐ 10minutesread to self/Epic! ☐ Writing activity
SEL Social Skills	What does respect look like at home? - Create a list of "rules" on how to be respectful at home - We did this together in the classroom- what are the "rules" of respect at home?

Reading Work	**Word Work:**
	- Lesson #19: Word Stories
	Reading:
	- Lesson #7 Main Idea & Detail
	- Lesson #8 Recalling Details
	- ELA #1.0
	  - Comparing Story Elements
	  - Read & Respond to Fiction

Math Work	**Daily Word Problems** - Week #1 Days 1-4 **Math Skill:** - Lesson #4.6: Multiplication Review/Practice
Music	Complete the Color That Note! Worksheet. color-that-note-treble-clef-c-position.pdf
PE - Mr Negen & Landquist	**Complete 25 Jumping Jacks, 15 pushups, 20 squats, 20 sit ups** **Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.**
English Language Development (Ms. Loidolt)	**"5 Seconds" Game**

Parent Signature_____

LESSON 19 NAME _____ DATE _____

Word Stories

panic	**flashy**	**gargantuan**	**china**	**pineapple**
vandalism	**popcorn**	**jeep**	**funny bone**	**eavesdrop**

MANY WORDS HAVE INTERESTING **STORIES** ABOUT THEIR ORIGINS.

If you **panic**, you have a sudden and unreasonable fear.
Something that is colorful and stands out is **flashy**.
China is a fine pottery used to make dishes.
A **pineapple** is a fruit that looks like a pinecone.
Vandalism means the destruction of valued things.
Popcorn is made by heating corn kernels.
A **jeep** is a powerful car with four-wheel drive.
The place where a nerve passes your bended elbow is called a **funny bone**.
When you **eavesdrop**, you listen in on someone's conversation.

Something that is **gargantuan** is huge.

A. Write a vocabulary word for each word story.

1. Dishes made of fine pottery first came from China. _____
2. When corn grains explode, they make a popping sound. _____
3. The name of a tropical fruit means "apple of the pine." _____
4. A General Purpose vehicle in the army was called a GP. _____

B. Draw a line from each vocabulary word to the person or place for which it is named.

1. **panic**	a. Gypsies who dressed in bright clothes lived in an English village called Flash.
2. **gargantuan**	b. A book by a French author was about a giant called Gargantua.
3. **flashy**	c. The ancient Greeks thought the god Pan made frightening noises in the woods.

240 Vocabulary Words Kids Need to Know Grade 4 © 2012 by Linda Ward Beech, Scholastic Teaching Resources

LESSON 19 NAME _____ DATE _____

Word Stories

panic	**flashy**	**gargantuan**	**china**	**pineapple**
vandalism	**popcorn**	**jeep**	**funny bone**	**eavesdrop**

A. Use what you know. Write the best word to complete each sentence.

1. The singer wore a _____ shirt with spangles on it.
2. When Robin banged her elbow on the door, it hurt her _____ .
3. Dad always buys a bag of _____ at the movies.
4. The spy was trying to _____ on their conversations.
5. Scott drove the _____ easily along the muddy dirt road.
6. The guests ate off fine _____ at the formal dinner.
7. You have to cut open a _____ to get at the fruit.
8. The loud noise caused Barry to _____ .
9. The old building was a wreck because of _____ .
10. After the fierce storm, _____ piles of snow drifted around the house.

B. Read each question. Choose the best answer.

1. Which one do you notice?	❒ dull	❒ flashy
2. Which one breaks?	❒ china	❒ chino
3. Which one is a crime?	❒ vandalism	❒ vanilla
4. Which one is rude?	❒ eastward	❒ eavesdrop

Writing to Learn

Find out more about the story behind one of the vocabulary words. Write a paragraph to explain its background.

240 Vocabulary Words Kids Need to Know, Grade 4 © 2012 by Lindy Wayne Beech, Scholastic Teaching Resources

Name: _____

Daily Word Problems

WEEK 1 • DAY 1

Maisy wants to be a magician when she grows up. She goes to Magic School every Saturday. Her classes go from 10:00 a.m. to 1:00 p.m.

Magic School is 28 weeks long. Once Maisy completes the classes, how many hours will she have spent at Magic School?

Work Space:

Answer:

_____ hours

Name: _____

Daily Word Problems

WEEK 1 • DAY 2

Maisy is taking a Card Tricks class. She is learning to make cards disappear.

In one trick, Maisy makes 4 cards disappear. She practiced the trick 15 times. How many cards did she make disappear by the time she finished practicing?

Work Space:

Answer:

_____ cards

Daily Word Problems

WEEK 1 • DAY 3

Marvelo the Magician was showing Maisy's class how to make coins appear out of people's ears. He put his hand near Maisy's ear. Then 9 quarters, 7 dimes, and 3 nickels spilled out! How much money was that in all?

Work Space:

Answer:

$_____

Name: _____

Daily Word Problems

WEEK 1 • DAY 4

Maisy held three pieces of rope. They were 9 inches, 13 inches, and 14 inches long. Maisy said, "Presto!" The rope became one long piece!

1. What was the length in inches of the long piece of rope?
2. How many feet was that? (**Hint:** One foot equals 12 inches.)

Work Space:

Answer:

1. _____ inches
2. _____ feet

NAME _____

Lesson 4.6 Multiplying 2 Digits by 2 Digits

19 ×27	Multiply 9 ones by 7. $\overset{6}{1}9$ Put 6 tens above the 1. ×27 Multiply 1 ten by 7. 133 Then, add 6 tens.	Multiply 9 ones by 2. $\overset{1}{1}9$ Put 1 ten above the 1. ×27 Multiply 1 ten by 2. 133 Then; add 1 ten. 38

$$\begin{array}{r} 19 \\ \times 27 \\ \hline 133 \\ +380 \\ \hline 513 \end{array}$$ } Add.

Multiply.

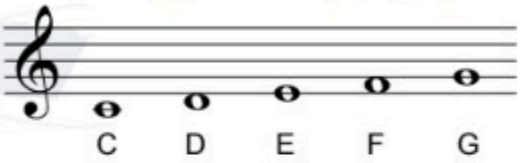
	a	b	c	d	e	f
1.	22 ×33	11 ×45	80 ×10	31 ×23	13 ×12	30 ×31
2.	41 ×21	32 ×20	40 ×10	21 ×31	30 ×30	14 ×10
3.	22 ×44	14 ×20	40 ×12	90 ×10	13 ×13	30 ×11
4.	70 ×11	12 ×11	81 ×10	24 ×12	40 ×22	31 ×31

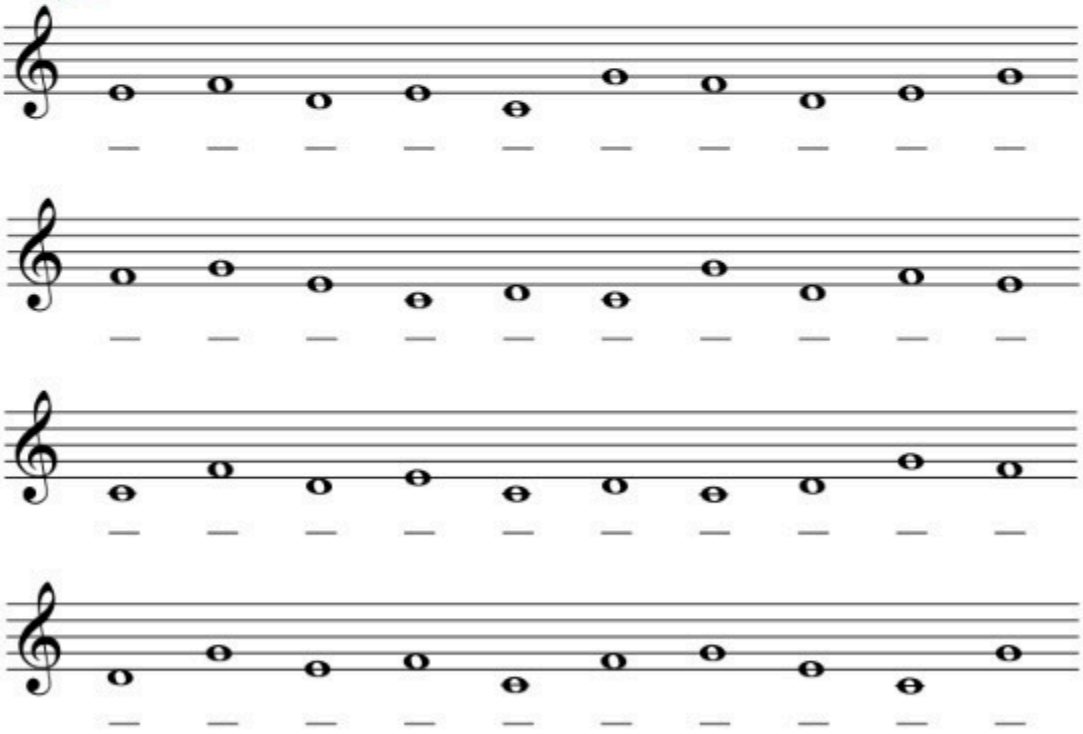
About This Activity

Grab your crayons and color your way to success! Complete this worksheet by first choosing 5 crayons. Color each of the first 5 whole notes with a different color. Then complete this worksheet by naming each note correctly, and by coloring each note the same color as it was colored at the top of the worksheet. Example: Each C is blue, each D is red, etc.

Treble Clef (G Clef)/C Position

COLOR THAT NOTE!





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EL Students Only

K-5 e-Learning: Day #1
ELL assignment from Ms. Loidolt

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.
EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are yellow	Name 3 farm animals	Name 3 fruits
Name 3 heavy items	Name 3 light items	Name 3 holidays
Name 3 books	Name 3 movies	Name 3 types of shoes

FOURTH GRADE
E-learning Packet
2025-2026 School Year

Day 2 **Date:_____** **Name:_____**

Independent Reading	☐10minutesread to self/Epic! ☐Writing activity
SEL Social Skills	What is empathy? - Write about a situation in which you have had to be empathetic towards another peer (person) at home, school, church, etc.
~~**Reading Work**~~	**Word Work:** - Lesson #13: Content Words: Math **Reading**: - Lesson #9 Inferencing/Drawing Conclusions - ELA 1.0 Read and Respond to Nonfiction - "Play Ball" Reading & Comprehension Questions
~~**Math Work**~~	**Daily Word Problems:** - Week #2 Day 1-4 **Lesson 4.7: Multiplying 2-digit X 2-digit**
Music	Complete the Codebreaker! Worksheet. codebreaker-treble-clef.pdf
PE - Mr Negen & Landquist	Complete 25 Jumping Jacks, 15 pushups, 20 squats, 20 sit ups Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.
~~**English Language Development (Ms. Loidolt- EL)**~~	~~**"5 Seconds" Game**~~

Parent Signature_____

LESSON 13

NAME _____ DATE _____

Content Words: Math

polygon	**parallel**	**estimate**	**congruent**	**triangle**
diameter	**octagon**	**probability**	**diagonal**	**pentagon**

A. Use what you know. Write the best word to complete each sentence.

1. Railroad tracks are _____ lines.
2. The class had to _____ how much food was needed for the party.
3. Instead of horizontal and vertical lines, the artist used _____ lines in his design.
4. According to the weather report, the _____ of rain is great.
5. The two shapes were identical and therefore were _____ .
6. A triangle, pentagon, and octagon are all examples of a _____ .
7. A building with eight sides is an _____ .
8. Tasha drew a five-pointed _____ .
9. The _____ divides the circle into halves.
10. The three stakes formed the points of a _____ .

B. Read each question. Choose the best answer.

1. Which one means "three"?	❒ tri	❒ penta
2. Which one means "eight"?	❒ quadri	❒ oct
3. Which one means "many"?	❒ poly	❒ para
4. Which one means "across"?	❒ deca	❒ dia

Writing to Learn

Make up two math questions. Use at least one vocabulary word in each.

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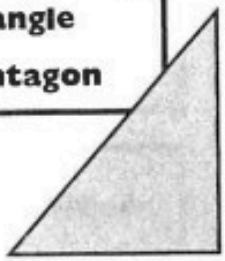
LESSON 13

NAME _____ DATE _____

Content Words: Math

polygon	**parallel**	**estimate**	**congruent**	**triangle**
diameter	**octagon**	**probability**	**diagonal**	**pentagon**

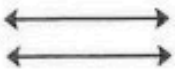
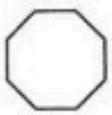
SPECIAL WORDS NAME AND DESCRIBE LINES, FIGURES, AND FUNCTIONS IN **MATH**.



A **triangle** is a figure with three sides and three angles.

A **polygon** is a closed figure with three or more straight lines.
Parallel lines are always the same distance apart.
When you **estimate**, you make a careful guess about quantity.
When two figures are equal in size and shape, they are **congruent**.
A **diameter** is a straight line through the center of a circle.
An **octagon** is a figure with eight sides and eight angles.
Probability refers to the chances of something happening.
A line that slants is a **diagonal**.
A **pentagon** is a figure that has five sides and five angles.

A. Write a vocabulary word for each picture.

1. _____
2.  _____
3. _____
4. _____
5.  _____
6. _____
7. _____
8. _____

B. Write a vocabulary word for each pair of synonyms.

1. likelihood, chance _____
2. calculate, guess _____

Name _____ Date _____

READING: READING COMPREHENSION

Lesson 9: Inferencing/Drawing Conclusions

Directions: Read the passage. Choose the best answer to the questions that follow.

Example

Sometimes we see sand dunes near the water. These sand dunes do not always stay in the same place. The wind blows them along. Some sand dunes move only a few feet each year. Others move over 200 feet in a year.

A. Sand dunes move the most —

- (A) near the water.
- (B) where it is coldest.
- (C) where it is windiest.
- (D) where there are a lot of people.

After you read the story, think about why things happened and about what might happen after the end of the story.

Practice

It's as black as ink out here in the pasture, and I'm as tired as an old shoe. But even if I were in my bed, I don't think I'd be sleeping like a baby tonight.

Last summer for my birthday, my parents gave me my dream horse. Her name is Goldie. She is a beautiful palomino. I love to watch her gallop around the pasture. She runs like the wind and looks so carefree. I hope I'll see her run that way again.

Yesterday, after I fed her, I forgot to close the door to the feed shed. She got into the grain and ate like a pig, which is very unhealthy for a horse. The veterinarian said I have to watch her like a hawk tonight to be sure she doesn't get colic. That's a very bad stomachache. Because he also said I should keep her moving, I have walked her around and around the pasture until I feel like we're on a merry-go-round.

Now the sun is finally beginning to peek over the horizon, and Goldie seems content. I think she's going to be as good as new.

1. What will the narrator most likely do the next time she feeds the horse?

- (A) She will feed the horse too much.
- (B) She will make sure she closes the feed shed door.
- (C) She will give the horse plenty of water.
- (D) She will leave the feed shed open.

2. How much experience do you think the narrator has with horses?

- (F) Lots. She's probably owned many horses before.
- (G) This is probably her first horse. She doesn't have a lot of experience.
- (H) She's probably owned a horse before this, but not many.
- (J) I can't tell from the story.

Name _____ Date _____

English Language Arts

1.0

Read and Respond to Nonfiction

Reading and Comprehension

DIRECTIONS: Read the passage and answer the questions that follow.

Have you ever seen someone send a code for SOS? Maybe you've seen an old movie showing a ship about to sink. Perhaps someone on the ship was tapping wildly on a device. That person was using the telegraph to send for help.

Samuel Morse invented the telegraph. He also invented the electronic alphabet called *Morse code*. The code was a set of dots and dashes that stood for each number and letter of the alphabet.

In 1832, Morse was sailing back to the United States from Europe. During the trip, he came up with the idea of an electronic telegraph. It would help people communicate across great distances. They would be able to be in contact with each other from ship to shore. He was eager to make his invention as quickly as possible.

By 1835, he had made his first telegraph. However, it was only a trial version. In 1844, he built a telegraph line. It went from Baltimore to Washington, D.C. The telegraph line was like a telephone line today. It carried Morse code messages from one person to another.

Morse kept working to make his telegraph better. In 1849, the government gave him a patent. This gave him the right to make his invention. Within a few years, there were 23,000 miles of telegraph wire. People could now communicate across great distances.

As a result of his invention, trains ran more safely. Conductors could warn about dangers or problems and ask for help. People in businesses could communicate more easily. This made it easier to sell their goods and services. Morse had changed communication forever.

1. What is the main idea of this passage?

_____

_____

_____

2. Give three details from the passage that helped you answer Question 1.

_____

_____

_____

3. What type of writing is this passage?

(A) fiction
(B) poetry
(C) nonfiction
(D) fable

4. What was the author's purpose for writing this passage?

(F) to entertain the reader
(G) to alarm the reader
(H) to inform the reader
(J) to challenge the reader

STOP

Play Ball!

How did soccer become such a popular sport in the United States?

1 What if someone asked you to go to an association football game? Would you be interested? You might be more interested if you knew they were talking about soccer, the world's most widely played sport. Games similar to soccer were played as long as two thousand years ago in China! Modern soccer got its name from association football, a game played in England in the mid-1800s. The word *association* was shortened to *assoc*, which finally turned into *soccer*.

2 The first soccer clubs were formed in England in the 1850s. The first professional players joined in the 1880s. Soccer quickly spread across Europe and became very popular in countries such as Spain, Italy, and Germany. Soccer even spread to countries in faraway South America. People seemed to like how simple the game is. All you need to play is a ball and two goals. Everything else comes from the players. Soccer still remains incredibly popular in both Europe and South America. Professional players there are often as popular as movie stars are in the United States.

3 One of the best and most famous of these professionals is Edson Arantes do Nascimento. He is better known by his nickname, Pelé. Pelé was born in Brazil, a country in South America. With Pelé's help, Brazil won three World Cup titles from the late 1950s to the early 1970s. Today, he is still one of the all-time leading scorers in World Cup history with 12 goals. The International Olympic Committee named Pelé Soccer Player of the Century in 1999.

4 The World Cup is the worldwide soccer competition that is held every four years, once for women and once for men. More than 200 teams work hard to be chosen as one of the 32 best teams that get the honor of competing in the Men's World Cup. More than a billion people watched the 2002 match on television. The first Women's World Cup match was played in 1991 in China. Today, about 100 teams compete for just 16 spots.

5 It took longer for soccer to be accepted in the United States than it did in other places around the world. A different kind of football was already being played in this country. People were not eager to try another form. After Pelé joined the New York Cosmos in 1975, soccer became more popular in the United States. It continues to grow in popularity. Today, soccer is the second favorite sport for kids in the United States!

NAME _____

Vocabulary Skills

Circle the homophone that correctly completes each sentence below and write it on the line.

1. Brazil _____ three World Cup titles. (one, won)
2. A _____ and some goals are all you need to play a game of soccer. (ball, bawl)
3. After playing for a long time, the soccer players need to take a _____. (brake, break)

Write a compound word using two words in each sentence.

4. A ball that you kick with your foot is a _____.
5. Wood that is used to make a fire is _____.
6. A yard that is near a barn is called a _____.
7. Work that you do at home is_____.
8. A bell that you ring at someone's door is a _____.

Reading Skills

1. Number the events below in the order in which they happened in the selection.

   _____ More than a billion people watched the World Cup on television.

   _____ Pelé was named Soccer Player of the Century.

   _____ The first soccer clubs were formed in England.

   _____ Games similar to soccer were played in China.

   _____ Pelé joined the New York Cosmos.

2. Check the reason the author probably wrote this story.

   _____ to tell people about the history and popularity of soccer

   _____ to explain how the game of soccer is played

   _____ to show how soccer got its name

3. Name two European countries where soccer is popular.

   _____ _____

4. What do you need to play a game of soccer?

   _____

5. In what country was Pelé born?

   _____

6. It took longer for soccer to be accepted in the United States because _____

   _____.

Study Skills

Use the chart below to answer the questions that follow.

World Cup Statistics

Country	Number of 1st Place Wins	Number of Games Played	Total Games Won
Brazil	4	80	53
Italy	3	66	38
France	1	41	21

1. Which country has the most first place wins? _____
2. Which country has won a total of 21 games? _____
3. How many World Cup games has Italy played? _____
4. How many World Cup games has Brazil won? _____

Name: _____

Daily Word Problems

WEEK 2 • DAY 1

Bird Feeder

Jonathan has a bird feeder in his yard. He pours 8 ounces of birdseed into the feeder every day.

1. How many ounces does Jonathan use in a week?

2. How many pounds of birdseed is that? (**Hint:** Eight ounces is $\frac{1}{2}$ pound.)

Work Space:

Answer:

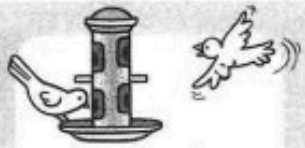
1. _____ ounces

2. _____ pounds

Name: _____

Daily Word Problems

WEEK 2 • DAY 2



Bird Feeder

Jonathan bought two bags of Birdy Delight Seeds. Each bag holds 80 ounces of seed. If Jonathan pours 8 ounces of birdseed into his feeder every day, how many days will the two bags last?

Work Space:

Answer:

_____ days

Name: _____

Daily Word Problems

WEEK 2 • DAY 3

Bird Feeder

On Saturday, 4 chickadees came to Jonathan's bird feeder. Twice as many finches came. Half as many cardinals came.

1. How many finches and cardinals came?
2. How many birds came in all?

Work Space:

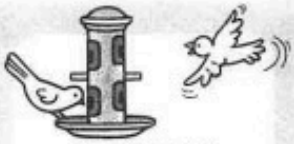
Answer:

1. _____ finches and _____ cardinals
2. _____ birds in all

Name: _____

Daily Word Problems

WEEK 2 • DAY 4



Bird Feeder

The birdseed cost $23.75. Jonathan gave the clerk a twenty-dollar bill and a ten-dollar bill. How much change did he get back?

Work Space:

Answer:

$_____

NAME _____

Lesson 4.7 Multiplying 2 Digits by 2 Digits (with renaming)

Multiply.

	a	b	c	d	e	f
1.	22 ×19	32 ×41	72 ×18	45 ×15	48 ×20	77 ×22
2.	63 ×24	52 ×48	28 ×25	77 ×30	33 ×29	90 ×70
3.	57 ×23	18 ×18	77 ×27	65 ×17	88 ×22	90 ×20
4.	37 ×23	91 ×38	44 ×43	17 ×13	88 ×17	55 ×38

EL Students Only

K-5e-Learning Day #2
ELL assignment from Ms. Leidolt

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough.
EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are blue	Name 3 forest animals	Name 3 vegetables
Name 3 things at a bakery	Name 3 pieces of clothing	Name 3 things to pack
Name 3 places to visit	Name 3 stinky animals	Name 3 books you like

FOURTH GRADE
E-learning Packet
2025-2026 School Year

Day 3 **Date:_____** **Name:_____**

Independent Reading	☐ 10 minutes read to self/Epic! ☐ Writing activity
SEL Social Skills	Listening with attention - Draw a picture of YOU in the classroom- label parts- what does it look like to be listening with attention?
Reading Work	**Word Work:** - Lesson #12: Blends **Reading:** - Lesson #11: Parts of a Story - Lesson #12 Fiction - ELA 2.0: Responding to Literature - ELA 3.0: Identifying Text Features
Math Work	**Daily Word Problem:** - Week #3 Day 1-4 Lesson #4.8: **Math**: - Multiplying 3-digit X 2-digit
Music	Complete the Musical Spelling Bee worksheet. musical-spelling-bee-tc.pdf
PE - Mr Negen & Landquist	Complete 25 Jumping Jacks, 15 pushups, 20 squats, 20 sit ups Engage 10 minutes of heart rate increasing activity shoveling snow, running around, and extra warm up movements.
English Language Development (Ms. Loidolt- EL)	**"5 Seconds" Game**

Parent Signature_____

LESSON 12 NAME _____ DATE _____

Blends

moped	**smash**	**heliport**	**twirl**	**telecast**
brunch	**smog**	**cheeseburger**	**motel**	**chortle**

A. Use what you know. Write the best word to complete each sentence.

1. We slept late on Saturday, so our first meal was _____ .
2. Heavy _____ hung over the city and made everything gray.
3. The driver stopped for the night at a _____ along the highway.
4. Alice let out a _____ as she watched the comedy.
5. Your _____ has a motor so it's not allowed on this walking path.
6. The pilot went to the _____ for his flight.
7. Scott likes his _____ on a toasted bun.
8. The autumn leaves spin and _____ as they flutter down.
9. You could hear the _____ of bottles when the bag broke.
10. The game will be _____ tonight at eight o'clock.

B. Read each question. Choose the best answer.

1. Which one is a vehicle?	❒ motel	❒ moped
2. Which one is a sound?	❒ smash	❒ smog
3. Which one can you see?	❒ telecast	❒ chortle
4. Which one is a meal?	❒ branch	❒ brunch

Writing to Learn

Write a traffic report. Use at least two vocabulary words.

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LESSON 12 NAME _____ DATE _____

Blends

moped	**smash**	**heliport**	**twirl**	**telecast**
brunch	**smog**	**cheeseburger**	**motel**	**chortle**

A **BLEND** IS A WORD FORMED WHEN PARTS OF TWO WORDS ARE COMBINED OR BLENDED TOGETHER.

If you turn on the TV, you can see a **telecast**.

A bicycle with a motor is a **moped**.
If you **smash** something, you shatter it.
Helicopters land and take off from a **heliport**.
When you **twirl**, you turn around.
Brunch is a meal that combines breakfast and lunch.
Smog is fog that is polluted. / A **cheeseburger** is a hamburger with cheese.
A **motel** is a hotel for motorists. / When you **chortle**, you laugh.

A. Write the blend formed from each pair of words.

1. breakfast and lunch _____
2. chuckle and snort _____
3. twist and whirl _____
4. motor and pedal _____
5. helicopter and airport _____
6. smack and mash _____
7. smoke and fog _____
8. television and broadcast _____

B. Write a vocabulary word for each clue.

1. I'm a place to sleep. _____
2. I'm a popular food. _____

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Name _____ Date _____

READING: READING COMPREHENSION

Lesson 11: Parts of a Story

Directions: Read the passage. Choose the best answer to the question(s) that follows.

Example

Maggie and Isabel went to the park on Saturday. They both headed for the slides. But, they couldn't decide who should go first. Isabel said she should because she was older. Maggie said she should because Isabel always got to. Just then, Brett came over and said, "Why don't you each get on one slide and start down at the same time?"

And that's just what they did.

A. What is the turning point of this story?

- (A) Maggie and Isabel argue over the slide.
- (B) Brett comes up with a great solution.
- (C) The girls go down the slides at the same time.
- (D) The girls immediately head for the slides.

Look for the who, what, where, when, why, and how of the story.

Practice

Joel's hockey team had been playing well all season, and this was their chance to win the tournament. He was their best player.

He glanced around at his teammates. "Guys," he said. "Let's skate really hard and show them how great we are!"

The team cheered and started to walk out to the ice. Joel turned around to grab his helmet, but it wasn't there. He looked under the benches and in the lockers, but his helmet wasn't anywhere. He sat down and felt his throat get tight. If he didn't have a helmet, he couldn't play.

Just then there was a knock on the door. Joel's mom peeked her head around the locker room door. "Thank goodness," she said. "I got here just in time with your helmet."

1. This story takes place in —

- (A) a locker room.
- (B) an ice center lobby.
- (C) a sporting goods store.
- (D) an outdoor playing field.

2. Why does Joel become upset?

- (F) He can't find his hockey helmet.
- (G) He missed his game.
- (H) His mom will miss the game.
- (J) His coach is counting on him.

3. Joel's mom resolves the conflict by —

- (A) taking him out for pizza.
- (B) finding his hockey stick.
- (C) playing for him.
- (D) bringing him his helmet.

Name _____ Date _____

READING: READING COMPREHENSION

Lesson 12: Fiction

Directions: Read the passage. Choose the best answer to the questions that follow.

Example

Bobby saw Dad lying on the sofa. He looked peaceful with his eyes closed and his hands resting on his stomach. Bobby took his roller skates and quietly left the room. A few minutes later, Bobby's mother asked where Bobby was. His dad said that Bobby had gone roller skating.

A. How did Bobby's dad know where he was?

(A) He has ESP.
(B) He had set up a video camera to watch him.
(C) He wasn't really asleep on the couch.
(D) Bobby left a note for him.

Read carefully. Make sure you know all the characters and the main events. Skim or read again if necessary.

Practice

Brian went zooming to the park to meet his buddies for an afternoon of hoops. It would have been a perfect day, but he had to drag his little brother Pete along.

"Wait for me, Brian," whined Pete.

Brian walked Pete over to a nearby tree, handed him his lunch, and said, "Sit here and eat. Don't move until I come back and get you." Brian ran off to meet his buddies.

As Pete began eating, he heard the pitter-patter of rain falling around him. When Pete saw lightning, he ran for shelter. Suddenly a loud crack of lightning sounded. Looking behind him, Pete saw the top of the tree come crashing down right where he had been sitting. Brian saw it too, from the other side of the park.

"Pete!" Brian screamed as he ran. At the moment the lightning struck, Brian thought, "Pete's not the drag I always thought he was."

1. What is the main conflict in this story?

(A) Brian has to drag his brother along to the park.
(B) There is a lightning storm.
(C) The tree crashes down.
(D) Brian thinks Pete is hurt.

2. What is Brian going to the park to play?

(F) baseball
(G) tennis
(H) basketball
(J) soccer

3. Why does Brian realize that Pete is not such a drag?

(A) They have fun together.
(B) He didn't have to save him.
(C) Pete turns out to be a great runner.
(D) He realizes that he had been taking his little brother for granted.

Name _____ Date _____

English Language Arts

2.0

Responding to Literature

Reading and Comprehension

DIRECTIONS: Read the passage and answer the questions that follow.

The Un-Birthday

In my family, we don't celebrate birthdays—at least not like most families. My friends say I have an "un-birthday."

The tradition started with my grandmother. She and grandfather grew up in Poland. They escaped before World War II and made their way to America. When they got here, they were so grateful that they decided to share what they had with others. On their birthdays, they gave each other just one small gift. Then, they each bought a gift for someone who needed it more than they did.

As the years passed and the family grew, the tradition continued. On my last birthday, I got a backpack for school. We had a little party with cake and all of that. Then, we headed off to the Lionel School for disabled kids. Some of the children are in electric wheelchairs, and only a few can walk. I picked this school because my friend has a sister there.

When we walked in with our arms full of gifts, the kids were really excited. Even though we gave them little things—like sticker books and puzzles—all the presents were wrapped and had bows.

I gave Maggie, my friend's sister, a floppy, stuffed animal. Maggie can't talk, but she hugged her stuffed animal and looked at me, so I knew she was grateful.

I don't get as much stuff as my friends, but it's okay, even though I want a new skateboard. Seeing Maggie and the others receive their gifts was a lot better than getting a bunch of presents myself.

1. **How do you think the narrator feels about this unusual family tradition?**

_____

_____

_____

_____

2. **How does the narrator know that Maggie liked her gift?**

_____

_____

_____

3. **Why does the narrator call this family tradition an "un-birthday"?**

_____

_____

_____

4. **Would the narrator agree with the saying, "It is better to give than to receive"? Explain your answer.**

_____

_____

_____

Name _____ Date _____

English Language Arts

3.0

Identifying Textual Features

Reading and Comprehension

DIRECTIONS: Read the passage and answer the questions that follow.

Kelp Forests

Both rain forests and kelp forests are important to our ecology. They keep animals safe by providing animal homes. Rain forests keep land animals safe, while kelp forests keep sea creatures safe.

Like rain forests, kelp forests are homes for many types of animals. Crab, eel, lobster, and seahorses are just a few of the sea creatures that live in sea kelp. In California alone, kelp forests are home to more than 770 animal species. A sandy ocean bottom can make a home for some creatures, but a kelp forest can make a home for thousands more. Why? The animals can live on the many kinds of kelp surfaces—rocky and leafy ones, for example.

Like a rain forest, a kelp forest has layers. You will find three main layers in a kelp forest. They are the canopy, middle, and floor layers. The canopy is at the top, and the floor is at the bottom.

You will find different sea creatures and plants at different levels. Herring and mackerel like to swim through the canopy. Sea slugs and snails feast on sea mats they find in the canopy.

Sea urchins look for food in the middle layer. Red seaweeds are often found in this layer of kelp forest as well, though they might be found at other levels.

Sea anemones, crabs, and lobsters live on the floor level. Older blue-rayed limpets feast here, too.

Like a rain forest, a kelp forest is a complex habitat for many sea creatures. It keeps them safe from predators and from people. To keep kelp forests an important part of our ecology, we must protect them from pollution and destruction.

1. How many paragraphs are in this passage?

- (A) 4
- (B) 5
- (C) 6
- (D) 7

2. Which sentence below describes the main idea of this passage?

- (F) A kelp forest has three levels.
- (G) Like rain forests, kelp forests help our ecology by providing homes for many animals.
- (H) Many sea creatures live in kelp forests and rain forests.
- (J) Kelp forests are like rain forests.

3. Which sentence is the topic sentence for paragraph 3?

- (A) sentence 1
- (B) sentence 2
- (C) sentence 3
- (D) sentence 4

4. Which sentence is the concluding sentence for the passage?

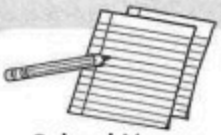
- (F) A kelp forest has layers.
- (G) To keep kelp forests an important part of our ecology, we must protect them from pollution and destruction.
- (H) Sea urchins look for food in the middle layer.
- (J) They are the canopy, middle, and floor layers.

STOP

Name: _____

Daily Word Problems

WEEK 3 • DAY 1



School News

Mei's school had a Read-a-Thon. Students kept track of how long they read after school for three weeks. Students who read a total of 1,000 minutes won a book.

Mei read 328 minutes the first week, 346 minutes the second week, and 335 minutes the third week. Did she win a book? Explain.

Work Space:

Answer:

_____

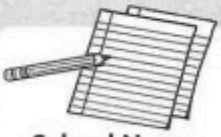
_____

_____

Name: _____

Daily Word Problems

WEEK 3 • DAY 2



School News

Beth and Kai ran for student council president. A total of 465 students voted. Beth received 236 of the votes.

1. How many students voted for Kai?

2. Who won the election?

Work Space:

Answer:

1. _____ students

2. _____

Name: _____

Daily Word Problems

WEEK 3 • DAY 3

School News

Mrs. Santos earned a teaching award. Read the clues to find out how long she has taught at her school.

Clues:

- The number is even.
- The digits add up to 9.
- If you double the number and then add 8, you will get 80.

Work Space:

Answer:

_____ years

Name: _____

Daily Word Problems

WEEK 3 • DAY 4

School News

The lockers at Toby's school are getting renumbered as shown to make a pattern.

What numbers will the next two lockers have? How do you know?

Work Space:

Answer:

_____ and _____

_____

_____

_____

NAME _____

Lesson 4.8 Multiplying 3 Digits by 2 Digits (with renaming)

Multiply.

	a	b	c	d	e	f
1.	315 × 30	527 × 42	287 × 21	242 × 70	209 × 30	813 × 17
2.	140 × 32	196 × 23	673 × 92	542 × 48	604 × 40	150 × 45
3.	713 × 67	900 × 42	198 × 72	513 × 58	841 × 71	379 × 84
4.	125 × 73	706 × 31	448 × 33	809 × 12	615 × 73	458 × 83

EL Students Only

K-5 e-Learning: Day #3
ELL assignment from Ms. Loidolt

This game is called "5 Seconds." You can play by yourself OR with other people. Use a timer to list 3 things from each card within 5 seconds. If playing with another person, they have to say 3 new words, no repeats. Try 10-20 seconds if 5 seconds isn't long enough. EXTRA CHALLENGE: write down the 3 ideas (untimed). Have fun!

Name 3 things that are green	Name 3 ocean animals	Name 3 types of meat
Name 3 types of snacks	Name 3 friends	Name 3 sticky foods
Name 3 places to eat	Name 3 places at school	Name 3 rooms in your house