Religion: Objective--Students will learn about the Fruit of the Holy Spirit.

- Please click on one gift or fruit of the Holy Spirit each day and talk to your child about the meaning of the video/story and how it can teach us about the importance of these gifts in our lives.
- **Love**  **Kindness**  **Joy**  **Peace**  **Patience**  **Gentleness**
- Blest Are We--Chapter 15 p. 223-234. Please complete 1-2 pages a day so this chapter can be completed little by little throughout the week.
- The disciples experienced joy when they discovered that Jesus was ALIVE!
  - Watch this video about the resurrection of Jesus!

Reading: Objective--Students will build fluency, vocabulary and comprehension by reading many books on their 'just right' level at least 20 minutes a day.

- Reading Street Anthology: ‘Peter's Chair’ p. 158-183. Students will listen to and practice reading the story each day. [Click here to listen to the story on YouTube.](#)
  Students can pause video to practice reading the story if you do not have the textbook.
  - Please have your children read the compound words and the high frequency words on pgs. 158-159. [Click here for a copy of the pages.](#)
  - Please review the vowel digraph teams ue, ew, and ui on pg. 160. [Click here for a copy of the page.](#)
  - Please reread the story each day to practice fluency. [Use SeeSaw app to record your child reading 3-4 pages on Wednesday and upload to SeeSaw.](#)
  - On Friday, students will take the reading test for ‘Peter's Chair’. [Click here to print a copy of the test.](#) Please take a picture of the test and send it to me on SeeSaw.

Writing:

- [Watch SeeSaw lesson video](#) explaining this assignment.
- [Click here for a copy of the Hamburger Paragraph Organizer](#) for the first draft of the paragraph.
• Assignment: What is something that you had when you were little that was special like Peter’s chair? Write about this object (ie. stuffed animal, special blanket). Please describe the object and tell about what you used to do with it and how it made you feel. Use as many adjectives (describing words) as you can. Click here to print writing paper for the final draft of the paragraph. Take a picture of your writing and send it to me on SeeSaw.

• Kids A-Z website (link found in Helpful Links tab). Students will read books in ‘My Assignment’ and in the ‘Level Up’ room.
  ■ Books in ‘My Assignment’ are books that I assign to each student on a weekly basis that are on their instructional level. This means that they will reread this book several times over the week and discuss the book with you. Please follow this plan for books in ‘My Assignment’.
    ■ Monday--Listen to the story, practice reading book 1x and then read in the ‘Level Up’ room for at least 15 minutes.
    ■ Tuesday--Talk to mom/dad about the main idea/important details in the story or discuss the characters, setting, problem and events of the story. Reread the story at least 2x and then read in the ‘Level Up’ room for at least 15 minutes.
    ■ Wednesday--Reread the story and complete the comprehension quiz. Then read in the ‘Level Up’ room for at least 15 minutes.
    ■ Thursday--Reread the story and answer one of these questions in his/her writing journal. At the top of the writing journal page, please have your child write the name of the story. Please take a picture of your child’s writing and send it to me on SeeSaw.
      ■ What is the main idea of this story? What are three important details that are explained in this story about the main idea? OR
      ■ Who are the characters and what is the setting of the story? What is the problem in the beginning of the story? How was the problem solved in the beginning, middle and end of the story?
Phonics/Spelling: Objective--Students will learn about the parts of words to support ability to read/spell words accurately.

- Phonics and Spelling Practice Book
  - Spelling words for this week are compound words.
  - Students will complete pages 89, 90, 91, 92 this week in the Phonics book to review spelling words. Click here to print Phonic book pages. Please upload pages to SeeSaw.
  - Optional: Spelling City--Please practice list entitled 'Compound Words'. Students can practice with the games on the website.
  - On Friday, students will take a spelling test on the blank form. Click here to print the spelling test form. Please upload to SeeSaw.

- Grammar and Writing Practice Book
  - Objective: Students will be working on adjectives for 'how many'.

- Lexia--Students will work on Lexia at least 15 minutes a day.

Math: Objective--Students will count collections of coins.

- Monday: Objective: Students will solve problems using data from a table.
  - Students will watch the lesson video on SeeSaw.
  - Moby Max--at least 10 minutes

- Tuesday: Objective: Students will complete a diagnostic checkpoint.
  - Students will watch the lesson video on SeeSaw.
  - Moby Max--at least 10 minutes

Friday--Finish above questions and then read in 'Level Up' room for at least 15 minutes.
● Wednesday: Objective: Students will identify a quarter and find groups of coins that have the same value as a quarter.
  ○ Students will watch the lesson video on SeeSaw.
  ○ Moby Max—at least 10 minutes

● Thursday: Objective: Students will count collections of coins including quarters, dimes, nickels and pennies.
  ○ Students will watch the lesson video on SeeSaw.
  ○ Moby Max—at least 10 minutes

● Friday: Objective: Students will identify a dollar bill, a dollar coin, a half-dollar coin, and combinations of coins worth amounts up to $1.00.
  ○ Students will watch the lesson video on SeeSaw.
  ○ Moby Max—at least 10 minutes

**Science** Objective: Students will complete the ‘Egg Drop Challenge’.

● Students will watch the lesson video on SeeSaw of Mrs. Micari’s ‘Egg Drop Challenge’.
● Please click here to print directions and planning sheets for the egg drop challenge.
● Please visit Mrs. Roy's website for some fun Earth Day activities!

**Social Studies** Objective: Students will read, interpret and create simple maps.

● SeeSaw lesson video: Students will create a simple map of their bedroom or the floorplan of their home. All maps must have a map key and may have a compass rose. Click here for map examples PDF.
● BrainPop Jr website: Students will complete assignments about ‘Reading Maps’ found on Student Dashboard after the child has logged in to the website (top menu bar).
● Epic! Books for Kids website: Students will read some books about maps on our classroom ‘Assignment’ page. You can also find the Epic! link on the ‘Helpful Links’ tab!