



10:00

- Let's work on finishing our Diagnostic by this week-ELA ONLY
- If you are all done, you can work on ELA skills on the Recommendation wall- ELA ONLY



- I have also assigned 2 skills on sensory details

Recommendations

Here are all the math and language arts skills recommended just for you, based on what you've been working on recently. Explore the different types of recommendations, and click on any skill you'd like to try!

★ See suggestions
from your teacher

Understand fractions: fraction bars
Third grade



Find words using context
Fifth grade



THROWBACK *Thursday*

It's Throwback Thursday!
Let's review our grammar skills!

Date: _____

Subjects in Questions

Circle the **subject** in each sentence. The **subject** is who or what the question is about.

1. Does your laptop have games or apps?
2. What is your favorite food?
3. Why do we say the Pledge of Allegiance?
4. Does the library have *The Giver*?
5. When is the Fall Festival?

Simple and Compound Subjects

A **simple subject** has one subject for the verb.
A **compound subject** has two subjects that share the same verb. Underline the subject and identify whether it is a simple or compound subject.

- ① Mars is the fourth planet from the sun.
☐ **simple** ☐ **compound**
- ② Mercury and Venus are closest to the sun.
☐ **simple** ☐ **compound**
- ③ Meteoroids and Asteroids are the space rocks.
☐ **simple** ☐ **compound**



BASE WORD CREATIONS

heat

Use the base word and the directions to create 3 new words below. Type the new words you create in the text boxes.

Add a **prefix** to change the meaning to **heat before**.

Preheat

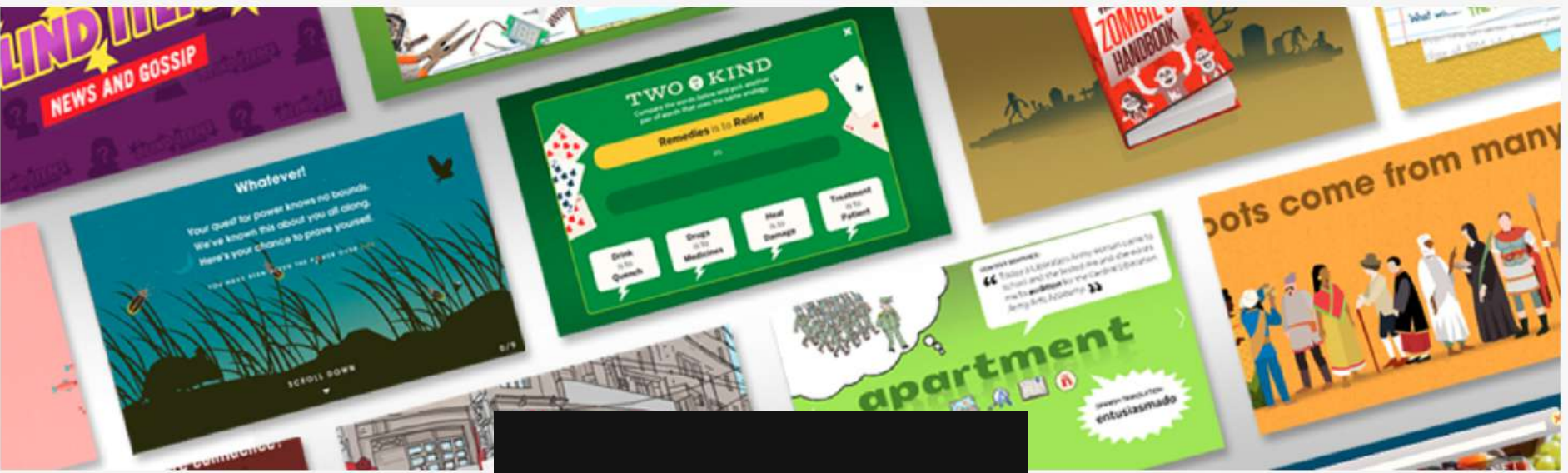
Add a **suffix** to change the meaning to **a device that heats something up**.

Heater

Add a **prefix** and a **suffix** to change the meaning to **heat again in the past tense**.

Reheated

Open the **Vocab App**.



05:00

Ambition- noun

- My **ambition** is to someday be strong and capable enough to run an entire marathon!

Stop at 0:52



AMBITION



Directions

Follow along and listen for *showing* details Dahl included to describe the candy.

SHOW!	Don't TELL.
Brian pursed his lips and clenched his fists into tight balls. Try as he might, he could not contain himself. Within seconds, he erupted like a volcano.	Brian was angry. He started to yell.
A gigantic grin spread across Bailey's face, and her eyes lit up like the sky on the 4 th of July.	Bailey was happy.
Bella couldn't help herself. Her jaw dropped to the floor as her eyebrows shot toward the ceiling.	Bella was shocked.
When she saw her dad enter the gym, she sprinted across the room, jumped into his arms, and buried her head in his chest.	She was excited to see her dad.
An ache started deep in his stomach. He turned away as his eyes welled up with tears.	He felt sad.



3

READING

Discuss: Why Does the Detail Grab Your Attention?



Directions

Dahl writes that out of all the candies in the sweet-shop, his “own favourites were Sherbet Suckers and Liquorice Bootlaces” (The bicycle and the sweet-shop, 5).

1. Reread the description of Liquorice Bootlaces.
2. Highlight two details that gave you a vivid picture of the candy.

Overall, the candy sounds



appealing
repulsive



Copy and paste two details in the space below and explain your answer.

05:00

3

READING

Discuss: Why Does the Detail Grab Your Attention?



Directions

1. Reread the description of Sherbet Suckers.
2. Highlight two details that gave you a vivid picture of the candy.



Overall, the candy
sounds



appealing.
repulsive.

Copy and paste two details in
the space below and explain
your answer.

A large, empty white rectangular box for writing the answer.

05:00


3


READING


Discuss: Why Does the
Detail Grab Your Attention?



4

 You all know how to use *showing* to describe what grabbed your attention when you write about a moment in your life.

 In this writing, your job will be to use Dahl's details to describe what grabbed your attention about a particular candy he writes about from his experience.

 Raise your hand if...

- you would like to eat the Liquorice Bootlace.
- you would like to eat the Sherbet Sucker.
- you would like to eat the Pear Drop.
- you would like to eat the Gobstopper.
- you would like to eat the Tonsil Tickler.



1. Choose one candy.



A. Liquorice Bootlaces

B. Sherbet Suckers

2. Does this candy sound really appealing or repulsive to you?



A. Appealing

B. Repulsive

3. Why? Describe two or three details from the text in your response.

You may choose to use this sentence starter to help you get started writing.

- _____ candy sounds appealing/repulsive to me because the text says _____ .

B

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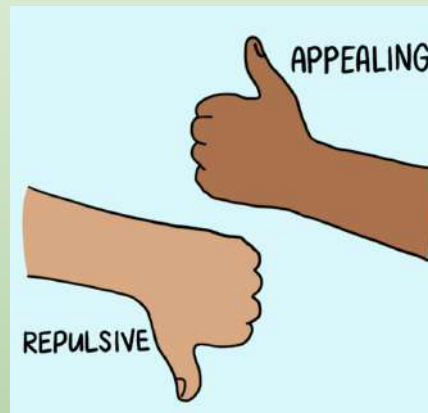
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Write here...



12:00

4

WRITING
Write



Discussion Points:

When you are writing about a moment from the text, you should organize your writing around that moment or idea, then provide evidence from the text to explain your thinking.

When you are writing narratives, they should be organized sequentially.

Response to text writing should be structured logically and include reasons and evidence to support your idea or argument.

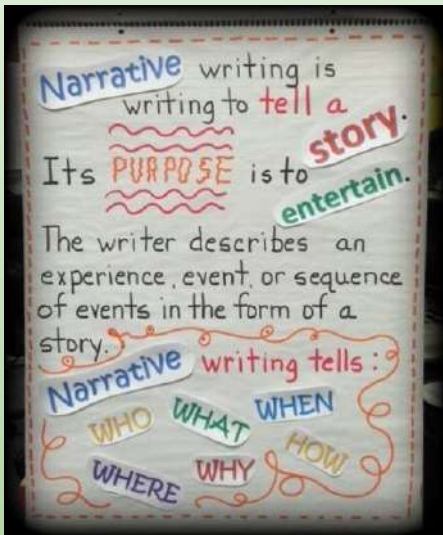
Details that are included should be from the text, not your personal experience.

Details should show the impact of a moment.

Organize the features of narrative writing and argumentative writing. What are the differences between the two types of writing?

Narrative Writing	Argumentative Writing

- ⌘ A. Tells a story
- ⌘ B. Provides evidence
- ⌘ C. Provides descriptive details
- ⌘ D. Makes a claim



ARGUMENTATIVE

The author is trying to persuade the reader to believe a certain opinion

CLAIM: the position the author is trying to get you to accept

EVIDENCE: facts and examples the author gives to support their claim, trying to CONVINCE the reader

- Features:
- appeals to emotion
 - vivid language
 - addresses reader directly
 - call to action



How many moments does Dahl say he remembers clearly between the ages of seven and nine?

What are the moments?



Age 7

Age 7

*Llandaff
Cathedral
School*

*Watching the senior
boy riding full speed
on his bike with
no hands.*

Age 9

*Llandaff
Cathedral
School*

*Walking by the
Sweet Shop
and buying and
eating candy.*

Age 11

Text A

They built a fire against the side of a great log twenty or thirty steps within the sombre depths of the forest, and then cooked some bacon in the frying-pan for supper, and used up half of the corn “pone” stock they had brought. It seemed glorious sport to be feasting in that wild, free way in the virgin forest of an unexplored and uninhabited island, far from the haunts of men, and they said they never would return to civilization. The climbing fire lit up their faces and threw its ruddy glare upon the pillared tree trunks of their forest temple, and upon the varnished foliage and festooning vines. (*The Adventures of Tom Sawyer*, Chapter 13, 33)

1. Text A is an example of

writing.



INDIVIDUAL
Exit Ticket



Text B

Of all the characters in *The Adventures of Tom Sawyer*, both Tom and Joe seem to be the most adventurous. But Joe really just wants his family to pay more attention to him. While Tom dreams of finding hidden treasures, Joe really imagines his mother's "regret having driven her poor boy out into the unfeeling world to suffer and die" (Chapter 13, paragraph 4). Joe follows along with Tom's plan, but is the first to suggest going back home.

2. Text B is an

example of

writing.



INDIVIDUAL
Exit Ticket

