

**LEARN-AT-HOME**  
**WEEK 4 (APRIL 13TH — 17TH)**

**SPELLING WORDS:** fair, happy, load, fold, afraid, likely, unfair, unhappy, unload, unfold, unafraid

	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>READING</b>	Read this week's story and complete a story map. Remember to include the 5 W's (Who, What, When, Where, Why).	Read this week's story. Make a timeline of the events (sequence of events).	Read this week's story. Who are the characters. Tell how do these character respond to events in the story.	Watch your favorite movie. Choose your favorite reading activity from this week and do it with the movie.
<b>WRITING</b>	<b>Opinion Writing:</b> Do you prefer school online or in person. Remember to provide reasons to support your opinion.		<b>How-To Writing:</b> Write a paragraph on how to make your favorite sandwich.	
<b>SPELLING</b>	Write your spelling words in ABC order.	Rainbow Words	Write a sentence using each of your spelling words.	Have an adult test you on your spelling words.
<b>MATH</b>	Complete Math Task #1	Complete Math Task #2	Complete Math Task #3	Complete Math Task #4
<b>SCIENCE/ SOCIAL STUDIES</b>	Make a list of all the different states of matter you can find in your home. Be sure to include the name of each item and its state.		Draw a picture of someone showing good citizenship traits. <b>Citizenship Traits:</b> honesty, trustworthiness, good sportsmanship, patience, etc.	

# WEEKLY STORY: My Day with Grandpa

Tim's Grandpa Ted had come for a visit. Tim planned lots of fun things for them to do. "Grandpa, I want to go fishing down at the pond first. Then we can go for a walk to the park. We'll have a picnic lunch," Tim said. Tim's grandpa smiled and said, "That sounds like so much fun. Let's go!" They got their fishing poles and walked to the pond close to Tim's house. "I have some worms here in my box for the fish." Ted put a worm on Tim's fishing pole, and Tim put his pole in the water. In just a short time, Tim felt a tug on his pole. "I got one! I got one!" Tim said excitedly. "That's great!" his grandpa said. "And it's a good-size fish too." His grandpa helped him take the fish off the hook. They put the fish back in the water since they did not plan to eat it. They fished a little while longer. Tim caught two more fish. Ted caught one fish. "I think it's time to take our fishing stuff home. Let's go to the park for our picnic," Ted said. "Yes, I think so too!" Tim said. At home, they washed up from their fishing trip. They made a sandwich for their picnic. They took a blanket and their lunch to the park. They found a nice spot under a big tree and sat down. "I'm so glad you came to visit, Grandpa," Tim said. His grandpa smiled and said, "Me too."

# WEEKLY MATH PROJECT BASED LEARNING: RUNNING A CANDY STORY

This week you will complete a math project centered around candy! You will pretend that you have just opened a candy store and it is your job to get it ready for the grand opening. Each day you will have a new task to do that focuses on different things we have learned throughout the school year to get your store ready.

# TUESDAY: STOCKING THE SHELVES

Your first shipment of candy has come in! You will need to figure out how much of each type of candy has come in

Skills: Place Value, Comparing, and Ordering

TYPE OF CANDY	BAGS OF 100 (HUNDREDS)	BAGS OF 10 (TENS)	BAGS OF 1 (ONES)	TOTAL CANDIES
Chocolate Bars	4	5	2	
Gummy Worms	3	4	4	
Suckers	1	8	3	
Starburst	3	7	6	
Kit-Kat	7	3	1	
Peanut Butter Cups	8	1	5	

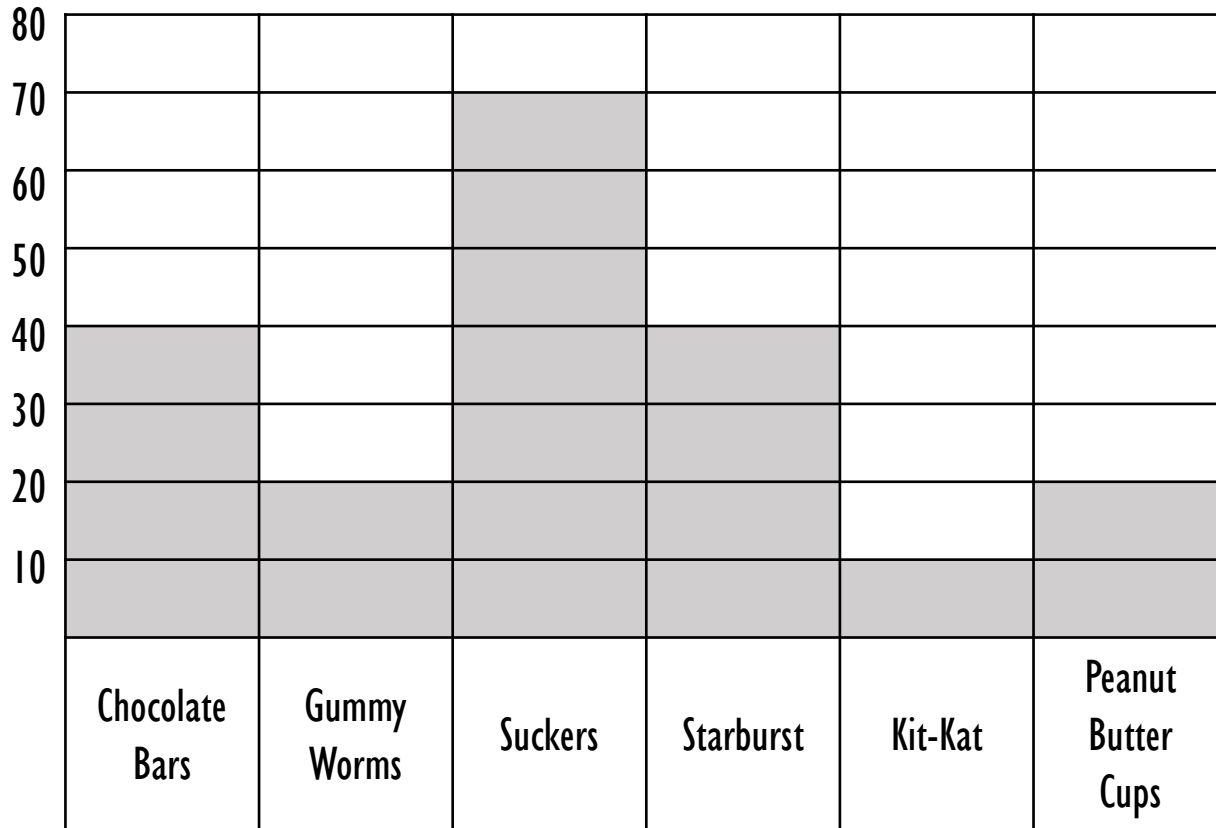
Answer the following quesitons:

1. Which candy do you have the most of?
2. Which candy do you have the least of?
3. Put the candies in order from least to greatest.
4. How many chocolate bars and Peanut Butter Cups do you have altogether?
5. What is the difference between the number of Kit-Kats and Starburst?

# WEDNESDAY: SURVEY YOUR CUSTOMERS

You decide to survey 200 kids at your school to figure out their favorite candy. Use the graph to answer the questions.

Skills: Skip Counting, Graphing and Data Interpretation, Addition and Subtraction



Answer the following questions:

1. How many kids like Chocolate Bars?
2. What is the least liked candy?
3. What is the most liked candy?
4. Which two candies have the same number of likes?
5. How many students like Gummy worms and Starburst altogether?
6. What is the difference between the number of kids that like Suckers and the number of kids that like Chocolate Bars?

# THURSDAY: WORKING THE CASH REGISTER

Your first big order has come through. It is your job to calculate the total for the customer.

Skills: Skip Counting, Addition, Money

Type of Candy	Price Per Piece	Number of Piece Purchased	Total
Chocolate Bars	10 cents	5	
Gummy Worms	2 cents	10	
Suckers	5 cents	7	
Kit-Kat	4 cents	3	
Peanut Butter Cups	5 cents	10	
Total:			

Answer the following questions:

1. How much will the gummy worms cost in all?
2. How much will the Chocolate Bars and the Kit-Kat cost in all?
3. How much is the customer's order?

# FRIDAY: INVENTORY

It is time to do Inventory on your product. Use the information provided to figure out how much product you have in your store.

Skills: Expanded Form, Written Form, Comparing

Directions: Fill in the blank spots using the information given.

Type of candy	Standard Form	Expanded Form	Written form
Chocolate Bars	238		
Gummy Worms		$300 + 10 + 5$	
Suckers			One Hundred and Five
Starburst	396		
Kit-Kats		$50 + 8$	
Peanut Butter Cups			Two Hundred Twenty-Seven

Directions: Use  $<$ ,  $>$ , or  $=$  to compare the following numbers

238	396	227	105	315	396	227	238	50	105
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