

**3<sup>rd</sup> Grade Distance Learning One Pager- Week 5**  
**Due: Every Monday by 6:30 PM**

**Picking Up Work:**

- Every Monday and Tuesday packets can be picked up between the hours of 7:00AM-5:00PM.
- You may access all 3<sup>rd</sup> grade distance learning materials on the IDEA Judson Academy website: [www.judsonacademy.wixsite.com/jags](http://www.judsonacademy.wixsite.com/jags)

**Zoom Office Hours:**

- During office hours teachers will answer any questions or concerns that parents and scholars may have. We will also use this time to provide short reviews, and daily interactions for the scholars that log-on. Please remember that logging on to Zoom is NOT MANDATORY!
- **Zoom Password: Idea**

**Turning in Work:**

- When your scholar completes his/her work please feel free to take a picture or scan the completed work and send it to the content teacher. \* You do not need to take a picture of every page. Each teacher will assign a page for students to submit for grading. Please refer to the weekly schedule on page 3 of the packet.

Teacher	Contact Information
Ms. Brown- Reading	Office Hours: Mon. & Wed. 9:00-10:00 AM Zoom link: <a href="https://zoom.us/j/7591902367">https://zoom.us/j/7591902367</a> Phone: (305)397.5476 Email: <a href="mailto:Melissa.brown@ideapublicschools.org">Melissa.brown@ideapublicschools.org</a> ,
Mrs. Bonds- Writing	Office Hours: Tues 2:00pm-3:00PM Zoom link: <a href="https://zoom.us/j/4630723113">https://zoom.us/j/4630723113</a> Phone: 210.802.8445 Email: <a href="mailto:Kimberly.bonds@ideapublicschools.org">Kimberly.bonds@ideapublicschools.org</a>
Mrs. Stence- Math	Office Hours: Mon & Wed. 1:00pm-2:00PM Zoom Link: <a href="https://zoom.us/j/5079547980">https://zoom.us/j/5079547980</a> Phone: 210.390.6340 Email: <a href="mailto:Katelynn.osburnstenc@ideapublicschools.org">Katelynn.osburnstenc@ideapublicschools.org</a>
Ms. Baldazula- Social Studies/ Intervention	Office Hours: Tues & Thurs 1:00- 2:00PM Zoom link: <a href="https://zoom.us/j/2467397250">https://zoom.us/j/2467397250</a> Phone: 210.802.7036 Email: <a href="mailto:samantha.bazaldua@ideapublicschools.org">samantha.bazaldua@ideapublicschools.org</a>
Mrs. Keeler- Special Education (Sped)	Office Hours M-F 1:00-2:00pm Zoom: <a href="https://zoom.us/j/554143817">https://zoom.us/j/554143817</a> Phone: 210.854.4644 Email: <a href="mailto:ruth.keeler@ideapublicschools.org">ruth.keeler@ideapublicschools.org</a>

**Please remember that teachers can be reached M-F via email, phone, remind or dojo.**

# 3<sup>rd</sup> Grade Weekly "Homework" Week 5

Day & Subject	Task
<b>Monday</b>  <b>Reading &amp; Math</b>	<b>Reading: Week 5, Day 1</b> <ul style="list-style-type: none"> <li>Read the story <i>A River of Words</i>  <b>Optional: Listen to read aloud</b></li> <li>Complete the Vocabulary Practice Sheet &amp; Crossword Puzzle</li> </ul> <b>Math:</b> <ul style="list-style-type: none"> <li>Pages 1 – 4 (Lessons 18 &amp; 19)</li> </ul>
<b>Tuesday</b>  <b>Writing</b>	<b>Journal Time:</b> Respond to the Writing Prompt: <b>Write about a goal you are proud that you have accomplished.</b> <b>**Scan/picture this prompt for a grade: Due 4-27-20**</b>  <b>Social Studies:</b> <b>*Create something related to the State your chose**</b>
<b>Wednesday-</b>  <b>Reading &amp; Math</b>	<b>Reading: Week 5, Day 2</b> <ul style="list-style-type: none"> <li>Reread the story <i>A River of Words</i></li> <li>Answer Comprehension Questions 1-10</li> </ul> <b>Math:</b> <ul style="list-style-type: none"> <li>Pages 5 – 8 (Lessons 21 &amp; 22)</li> <li><b>Students only need to return pages 7 &amp; 8 (Lesson 22).</b></li> </ul>
<b>Thursday- Writing &amp; Social Studies</b>	<b>Journal Time: Respond to the Writing Prompt</b> <b>Write about your dream field trip.</b> <b>Social Studies:</b> <b>*Create something related to the State you chose**</b>
<b>Friday-</b>  <b>Electives/ Fun Friday</b>	P.E AR/ Hotspot <b>Fun Friday 11:00-12:00 pm Join all 3<sup>rd</sup> grade teachers on zoom.</b>

## State:

<p>Where this state is located</p> 		Abbreviation	
		State Flag	
Capitol City	Population	Nickname	Statehood Year
State Bird	State Flower	Major Industries	
Governor	Climate	Attractions	
Other Cool Things I've Learned			





# Weekly Food Log

**Sun**

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**Mon**

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**Tue**

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**Wed**

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**Thu**

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**Notes**

**Fri**

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**Sat**

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## 3rd – 5th Grade FITNESS FUN!

April 20 – April 23

My Goal: Complete two rounds of each exercise 3 days this week. Once each activity is complete, mark with an "X"

	Tuesday	Wednesday	Thursday
15 Jumping Jacks			
15 Sit Ups			
15 Squats			
15 Lunges			
15 Push Ups			
15 Toe Touches			
15 Leg Raises			
15 Arm Circles			
15 Knee Raises			
Play Outside: 15-30 min			

Please complete each workout only 3 days this week Once completed send picture on remind or my email for grade [clifton.ross@ideapublicschools.org](mailto:clifton.ross@ideapublicschools.org)!! No school Friday

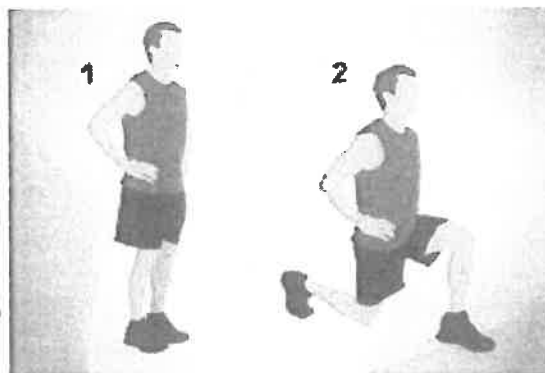
Below are examples of each exercise workout scholars will complete



Sit ups



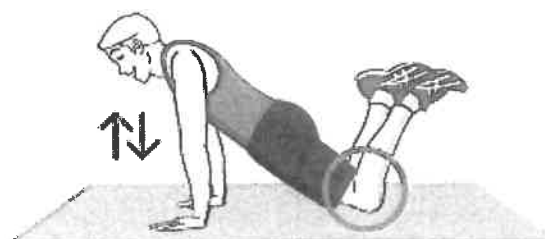
Squats



Lunges

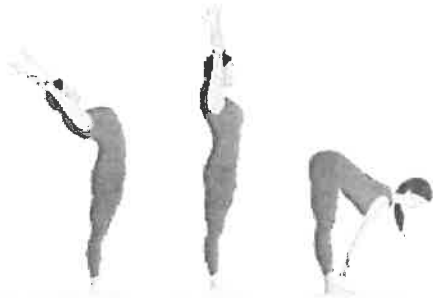


Push ups



Toe touches

Push Ups



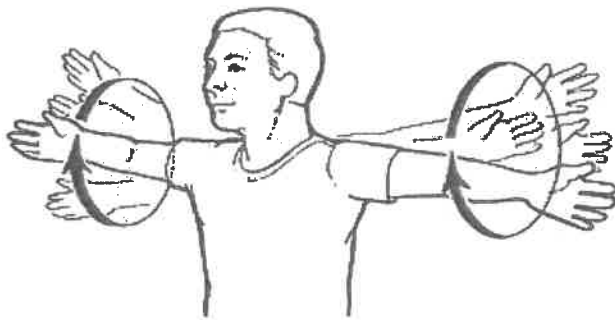
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Modified Push ups

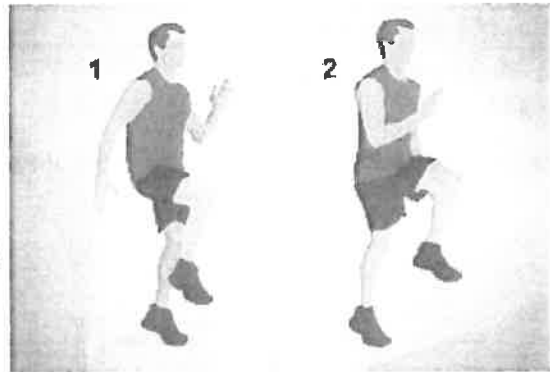


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Toe Touches



Leg Raises



Arm Circle



Knee Raises



## 3<sup>RD</sup> Grade Reading/ ELA

### Week 5 One Pager

**Please turn in *A River of Words* Answer Sheet for this week's graded assignment.**

Day	Assignment
Monday- week 5 Day 1	<ul style="list-style-type: none"><li>Read the story <i>A River of Words: The Story of William Carlos</i> * Optional: Listen to the read aloud A River of Words located on IDEA Judson website under the Youtube Channel tab. <a href="http://www.judsonacademy.wixsite.com/jags">www.judsonacademy.wixsite.com/jags</a> or youtube link: <a href="https://www.youtube.com/watch?v=yU0FuBnFOJo">https://www.youtube.com/watch?v=yU0FuBnFOJo</a></li><li>Complete the Vocabulary Practice Sheet &amp; Word Puzzle</li></ul>
Wednesday- Week 5 Day 2	<ul style="list-style-type: none"><li>Reread the story <i>A River of Words: The Story of William Carlos</i></li><li>Answer Comprehension Questions 1-10</li><li>Fill-in the answers on the sheet titled "A River of Words Answer Sheet".  Take a picture of the answer sheet ONLY and submit it via email, remind, or dojo to Ms. Brown.</li><li> You will only submit the answer sheet for a grade this week.</li></ul>

#### **Additional Resources:**

Please check out storyworks. Scholars can read different articles from a collection of magazines! Follow the steps below to access storyworks.

1. Go to <https://storyworks.scholastic.com/>
2. Click the log-in button and select student
3. Enter the following passcode: Idea2020
4. Begin to explore the many magazines and articles in our classroom library!  
Enjoy!



# A River of Words-the story of William Carlos Williams by Jen Bryant

## Page 4-5

Like the other boys in Rutherford, New Jersey, Willie Williams loved to play baseball and to race his friends up and down the street. But when the other boys went inside, Willie stayed outside. Climbing over the fence in his backyard, he wandered alone through the woods and fields.

## Page 6-7

In those days, just beyond town, there were still many wild places for Willie to explore. "My Willie has sharp eyes-he notices everything!" his mother told the neighbors. And it was true... as he walked through the high grasses and along the soft dirt paths, Willie watched everything.

When he grew tired, he stretched out beside the Passaic River. Gurggle, gurggle-swish, swish, swoosh! -gurggle, gurggle.

The water went slipping and sliding over the smooth rocks, then poured in a torrent over the falls, then quieted again below. The river's music both excited and soothed Willie. Sometimes, as he listened to its perfect tune, he fell asleep.

## Pages 8-9

As Willie grew older, there was less time to wander through the woods and fields or to nap by the river. In high school, Willie had classes and track practice and lots of homework. "Willie is always in a hurry!" his mother told the neighbors. And it was true.

But when Mr. Abbott read poetry to Willie's English class, Willie did not feel hurried. The gentle sounds and shifting rhythms of the poems were like the music of the river. As the teacher read each line, Willie closed his eyes and let them make pictures in his mind.

## Pages 10-11

One night, alone in his room, Willie began to write his own poems. At first, he imitated the famous English writers he had learned about in school. He counted the beats in each line and made the endings rhyme.

*The archer is awake!*

*The Swan is flying!*

*Gold against blue*

*An Arrow is lying.'*

Poetry suited Willie. Every night, he looked forward to sitting at his desk and writing a few new lines. But after a while, he grew frustrated. He had pictures in his mind that didn't fit exactly into steady rhythms or rhymes. "I have never seen a swan or an archer," Willie thought. "I want to write about ordinary things-

Plums, wheelbarrows, and weeds, fire engines, children, and trees-

Things I see when I walk down the street or look out my window."

### **Pages 12-14**

So Willie tried writing a new way. Instead of counting the beats or making the end-words rhyme, he let each poem find its own special shape on the page.

*There is a bird in the poplars!*

*It is the sun!*

*The leaves are little yellow fish*

*Swimming in the river.*

Now when he wrote poems, he felt as free as the Passaic River as it rushed to the falls. Willie's notebooks filled up, one after another. "My boy is a good writer, "his mother said. And it was true. Unfortunately, no one paid much money for poetry, and Willie needed to earn a living.

### **Pages 16-18**

Willie's mother had told him stories about her older brother, Carlos, who was a doctor. "When our father died, "she told Willie, "Carlos's salary provided for our whole family."

Willie liked the idea of healing people and of providing for a family. But could he do both and still write poetry?

At age nineteen, Willie went off to study medicine at the university, where he met Ezra Pound, Hilda Doolittle, and Charles Demuth. Ezra and "H.D." were studying literature, while Charlie studied painting. The friends spent many afternoons together discussing books, music and art. The harder Willie's medical training became, the more he enjoyed the time he spent with them.

### **Pages 20-22**

When he graduated, he returned to Rutherford and hung his sign: "William C. Williams, M.D.- Family Medicine."

Every morning, Dr. Willie Williams filled his black bag with medicines and instruments and drove off to visit patients in their homes. Every afternoon, he returned to his office where more patients waited. All day, he delivered babies, healed hurts and bruises, set broken bones, and wrote prescriptions for coughs and fevers.

"Dr. Williams is the busiest man in town," said the neighbors. And it was true.

But no matter how many babies he delivered, no matter how many sick people he cured, Willie could not stop writing poems.

### Pages 24-26

After his long doctor's day, Willie climbed to the attic where he kept a lamp and a desk filled with letters from his artist friends and notes he'd made about things he'd heard, seen, or done.

As the rest of Rutherford put out its lights, Willie took out his pen and his notes. He sat down and looked at the words...

And shaped them into poems.

### Reading Vocabulary Words A River of Words by Jen Bryant

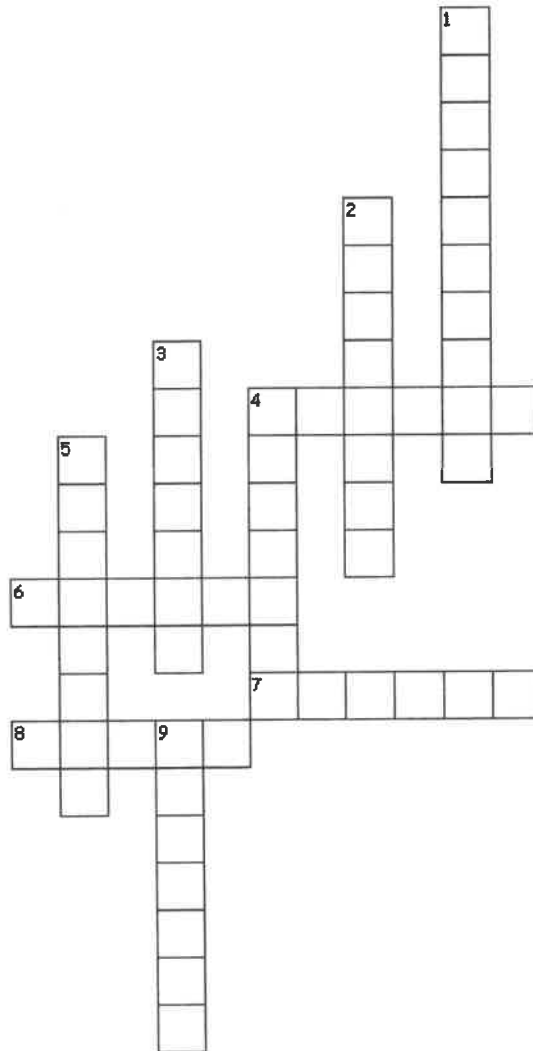
Directions: Use the definitions found on this page to help you with the word puzzle and the Vocabulary Activity.

Word	Definition	Synonym
wandered	to walk in a leisurely way, casual and aimless	stroll meander
torrent	a sudden outpouring of feelings or water	stream outburst
soothed	to gently calm a person; reduce pain or discomfort	quiet comfort
poetry	literary work expressing feelings and emotions	Verse
imitated	take or follow as a model	copy follow
poplar tree or poplars	a slender, quick growing tree, such as an aspen	
salary	regular payment to an employee or worker for completing a job	pay earnings
literature	written and published works, such as books or articles on a particular subject	poetry reports stories
verse	writing arranged with rhyme and rhythm	poetry
stanza	a group of lines (verse) forming the basic recurring metrical unit in a poem	verse

# A River of Words Vocabulary

Name \_\_\_\_\_ Date \_\_\_\_\_ # \_\_\_\_\_

wandered	stanza	torrent	soothed	poetry
imitated	poplars	salary	literature	verse



Across

- 4. literary work expressing feelings
- 6. a group of lines forming the basic recurring metrical unit in a poem; many verses
- 7. regular payment to an employee or worker
- 8. writing arranged with rhyme and rhythm

Down

- 1. written works, reports, books on a particular subject
- 2. walk in a leisurely casual or aimless way
- 3. a strong and fast-moving stream; a sudden outpouring of feelings

- 4. a slender quick growing tree such as an aspen
- 5. take or follow as a model
- 9. to gently calm a person; reduce pain or discomfort

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Vocabulary Practice Day 1

**Directions:** Choose the best word to complete the sentences and fill-in the blank. The definition for each word can be found above please use the definitions to help you answer each question.

1. The little boy \_\_\_\_\_ through the woods looking for insects.  
A. torrent      B. soothed      C. wandered      D. verse
2. The water in the river rushed in a \_\_\_\_\_ over the rocks.  
A. stanza      B. wandered      C. literature      D. torrent
3. The mother sang a soft song that \_\_\_\_\_ the crying baby.  
A. soothed      B. poplar      C. imitated      D. salary
4. Willie enjoyed writing \_\_\_\_\_ about ordinary things that took the shape of the paper.  
A. poetry      B. letters      C. songs      D. soothed
5. The small baby girl \_\_\_\_\_ the sounds her mother was making.  
A. wandered      B. stanza      C. imitated      D. verse
6. *There is a bird in the \_\_\_\_\_!*  
*It is the sun!*  
*The leaves are little yellow fish*  
*Swimming in the river.*  
A. poplars      B. torrent      C. salary      D. soothed
7. Our dad works hard at the store to earn his \_\_\_\_\_.  
A. wandered      B. poetry      C. stanza      D. salary

8. My brother loves to read \_\_\_\_\_ of all kinds.  
A. literature      B. torrent      C. poplars      D. imitated
9. The \_\_\_\_\_ had a great rhyme and rhythm.  
A. soothed      B. wandered      C. verse      D. salary
10. The \_\_\_\_\_ in the poem was grouped with many great verses.  
A. literature      B. stanza      C. imitated      D. torrent



# Reading

## Week 5, Day 2

**Focus: Biography Elements**

**Skills:** Elements, Text Evidence, Main Idea, Context Clues

**Complete the passage and remember to show all strategies**

- Label Text Features
- Stop-and-Jots
- Underline Keywords
- Underline Text Evidence in the text.



Name \_\_\_\_\_ Date \_\_\_\_\_ # \_\_\_\_\_

A River of Words the Story of William Carlos Williams by Jen Bryant

Reading Comprehension Questions

Directions: Circle the best answer for each question.

Section A Comprehension

1. When Willie Williams was young, he lived in \_\_\_\_\_.
  - A. Rutherford, New Jersey
  - B. Shreveport, Louisiana
  - C. Rockport, Maine
  - D. Glenmoore, Pennsylvania
  
2. Why did Willie wander alone through the woods and fields?
  - A. He loved to be alone.
  - B. He loved to play baseball.
  - C. He did not like to go into the woods.
  - D. He knew there were many wild places to explore.
  
3. What did Willie's mother tell the neighbors about him when he was young?
  - A. He had sharp eyes and noticed everything.
  - B. She did not talk about Willie at all.
  - C. He loved to fly kites.
  - D. He was good at yard work.
  
4. How did the author describe the Passaic River in the text.
  - A. The water was rough and unsafe.
  - B. The water went slipping and sliding over the smooth rocks, then poured in a torrent over the falls.
  - C. The water did not move at all and was not interesting to Willie.
  - D. The beavers had built a dam and the river could not flow.
  
5. What did Willie like doing by the Passaic River?
  - A. Sit and daydream.
  - B. Take a nap.

- C. Collect leaves.
- D. Collect bugs.

6. What did Willie like most about Mr. Abbott's English Class?
- A. The gentle sounds and shifting rhythms of the poems were like the music of the river.
  - B. The grammar tests were most exciting.
  - C. Willie thought it was too long and wanted to hurry to the next class.
  - D. Mr. Abbott was a nice teacher.
7. How did the author describe Willie when he first began to write poetry?
- A. kind      B. frustrated      C. excited      D. sad
8. Why did Willie have trouble when he first began to write poetry?
- A. He couldn't think of any good topics to write about.
  - B. He had pictures in his mind that didn't fit exactly into steady rhythm or rhymes.
  - C. He didn't have any problems at first.
  - D. He wanted to never write poetry again.
9. What was Willie's favorite things to write about?
- A. ordinary things
  - B. magical beings
  - C. insects only
  - D. people only
10. What was Willie's new way of writing that made him happy?
- A. He would write about fantastic stories.
  - B. He would follow the rhymes and rhythm of other poets.
  - C. He would let each poem find its own special shape on the page.
  - D. He would only write poems for his mom.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## A River of Words Comprehension Questions

### Answer Sheet


**Directions:** Use this sheet to record your answers for *A River of Words* Comprehension Questions. Record answers 1-10 below (Letter Only). Next to your answer, write down the evidence from the text that supports your answer. **Take a picture of the answer sheet ONLY and submit it via email, remind, or dojo to Ms. Brown.**

Answer	Text Evidence (write down the evidence here).
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



Grade 3- Math  
**Module 5- Week 5**

- Suggested Schedule:
  - Monday 4/20- Pgs. 1-4 (Problem Sets 18 & 19)
  - Wednesday 4/22- Pgs. 5-8 (Problem Sets 21 & 22)
  - \*\*\*No sprints this week
- Please feel free to complete the work at the schedule and pacing that works best for your family's schedules to allow them to complete the work by April 27th

 • **Students only need to return pages 7 & 8 (Problem Set 22) this week**

Questions?

- **IDEA Judson YouTube Channel:** [https://www.youtube.com/channel/UC55J24gTdnm5\\_adXoPfW68Q/playlists](https://www.youtube.com/channel/UC55J24gTdnm5_adXoPfW68Q/playlists)
- **Office Hours:** Mondays & Wednesdays, 1:00-2:00
- **Zoom:** <https://zoom.us/j/5079547980>  
**Password:** Idea
- **Email:** [katelynn.osburnstenc@ideapublicschools.org](mailto:katelynn.osburnstenc@ideapublicschools.org)
- **Phone:** (210) 390- 6340





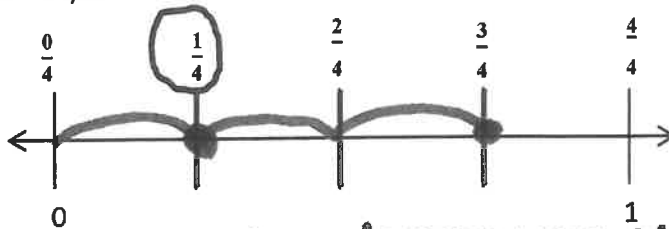
Name \_\_\_\_\_

Date \_\_\_\_\_

Place the two fractions on the number line. Circle the fraction with the distance closest to 0. Then, compare using  $>$ ,  $<$ , or  $=$ . The first problem is done for you.

1.

$$\frac{1}{4} \bigcirc \frac{3}{4}$$



$\frac{3}{4}$  is greater because it went further/closer to 1 whole.

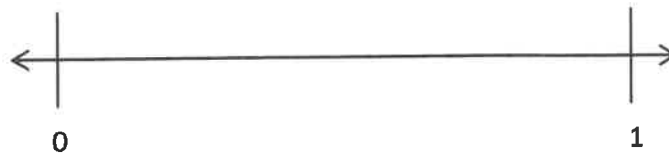
2.

$$\frac{2}{6} \bigcirc \frac{3}{6}$$



3.

$$\frac{1}{2} \bigcirc \frac{1}{4}$$



4.

$$\frac{2}{3} \bigcirc \frac{2}{6}$$



5.

$$\frac{11}{8} \bigcirc \frac{7}{4}$$



6. JoAnn and Lupe live straight down the street from their school. JoAnn walks  $\frac{5}{6}$  miles and Lupe walks  $\frac{7}{8}$  miles home from school every day. Draw a number line to model how far each girl walks. Who walks the least? Explain how you know using pictures, numbers, and words.

Challenge

7. Cheryl cuts 2 pieces of thread. The blue thread is  $\frac{5}{4}$  meters long. The red thread is  $\frac{4}{5}$  meters long. Draw a number line to model the length of each piece of thread. Which piece of thread is shorter? Explain how you know using pictures, numbers, and words.

Challenge

8. Brandon makes homemade spaghetti. He measures 3 noodles. One measures  $\frac{7}{8}$  feet, the second is  $\frac{7}{4}$  feet, and the third is  $\frac{4}{2}$  feet long. Draw a number line to model the length of each piece of spaghetti. Write a number sentence using  $<$ ,  $>$ , or  $=$  to compare the pieces. Explain using pictures, numbers, and words.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Divide each number line into the given fractional unit. Then, place the fractions. Write each whole as a fraction.

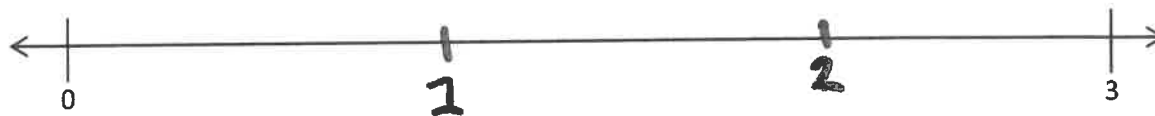
a. halves  $\frac{3}{2}$   $\frac{5}{2}$   $\frac{4}{2}$



b. fourths  $\frac{9}{4}$   $\frac{11}{4}$   $\frac{6}{4}$



c. eighths  $\frac{24}{8}$   $\frac{19}{8}$   $\frac{16}{8}$



2. Use the number lines above to compare the following fractions using  $>$ ,  $<$ , or  $=$ .

$$\frac{6}{4} \bigcirc \frac{9}{4}$$

$$\frac{3}{2} \bigcirc \frac{5}{2}$$

$$\frac{19}{8} \bigcirc \frac{16}{8}$$

$$\frac{16}{8} \bigcirc \frac{3}{2}$$

$$\frac{9}{4} \bigcirc \frac{19}{8}$$

$$\frac{4}{2} \bigcirc \frac{16}{8}$$

$$\frac{6}{4} \bigcirc \frac{16}{8}$$

$$\frac{5}{2} \bigcirc \frac{9}{4}$$

$$\frac{24}{8} \bigcirc \frac{11}{4}$$

3. Choose a *greater than* comparison you made in Problem 2. Use pictures, numbers, and words to explain how you made that comparison.

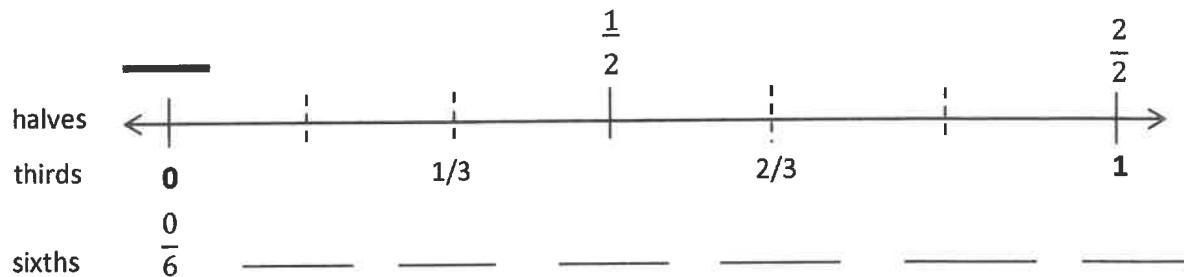
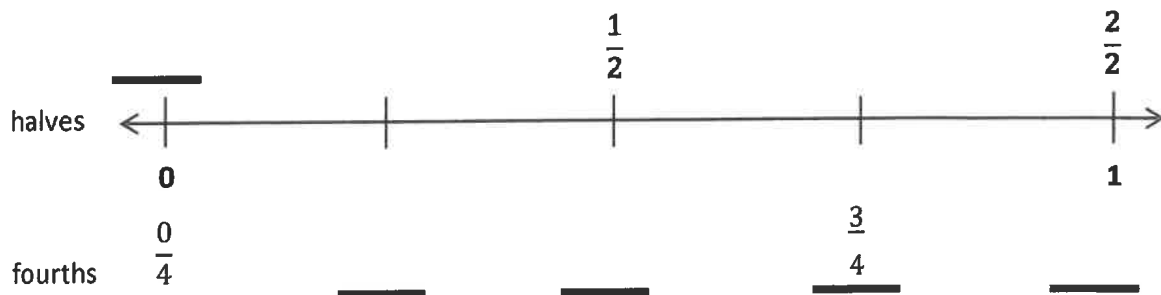
4. Choose a *less than* comparison you made in Problem 2. Use pictures, numbers, and words to explain a different way of thinking about the comparison than what you wrote in Problem 3.

5. Choose an *equal to* comparison you made in Problem 2. Use pictures, numbers, and words to explain two ways that you can prove your comparison is true.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Use the fractional units on the left to count up on the number line. Label the missing fractions on the blanks. Circle the fractions that are equivalent.



## Question 2- optional

2. Use the number lines above to:
- Color fractions equal to 1 half blue.
  - Color fractions equal to 1 yellow.
3. Use the number lines above to make the number sentences true.

$$\frac{2}{4} = \frac{\quad}{6}$$

$$\frac{6}{6} = \frac{2}{\quad} = \frac{\quad}{\quad}$$

$$\frac{2}{3} = \frac{\quad}{6}$$

4. Jack and Jill use rain gauges the same size and shape to measure rain on the top of a hill. Jack uses a rain gauge marked in fourths of an inch. Jill's gauge measures rain in sixths of an inch. On Thursday, Jack's gauge measured  $\frac{2}{4}$  inches of rain. They both had the same amount of water, so what was the reading on Jill's gauge Thursday? Draw a number line to help explain your thinking.
5. Jack and Jill's baby brother Rosco also had a gauge the same size and shape on the same hill. He told Jack and Jill that there had been  $\frac{1}{2}$  inch of rain on Thursday. Is he right? Why or why not? Use words and a number line to explain your answer.

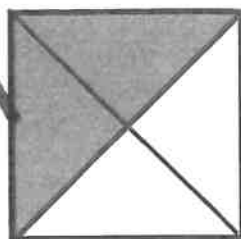
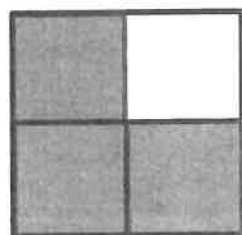
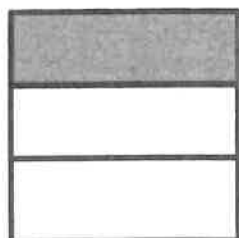
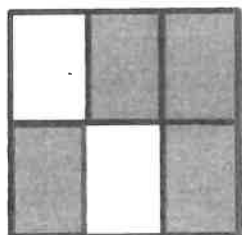
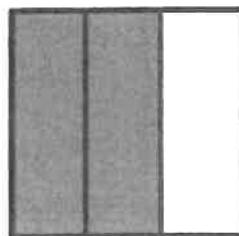
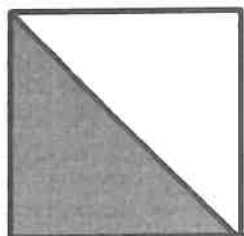
Name \_\_\_\_\_

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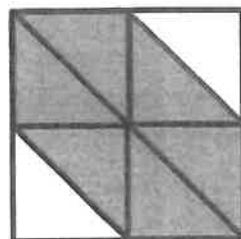
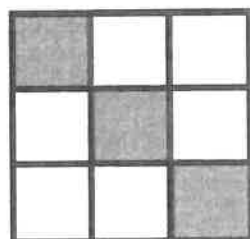
1. Write the shaded fraction of each figure on the blank. Then, draw a line to match the equivalent fractions. You may use quick equivalents or the fraction bars from Lesson 21 to help you.

$$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}$$

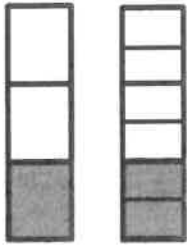
$$\frac{1}{2}$$



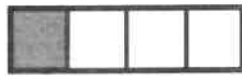
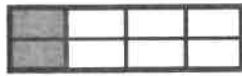
$$\frac{2}{4}$$



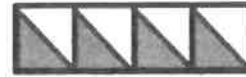
2. Write the missing parts of the fractions.



$$\frac{1}{3} = \frac{\quad}{6}$$



$$\frac{2}{\quad} = \frac{1}{4}$$



$$\frac{4}{8} = \frac{8}{\quad}$$

3. Why does it take 2 copies of  $\frac{1}{8}$  to show the same amount as 1 copy of  $\frac{1}{4}$ ? Explain your answer in words and pictures. (So, explain how  $\frac{2}{8}$  is equivalent to  $\frac{1}{4}$ )

4. How many sixths does it take to make the same amount as  $\frac{1}{3}$ ? Explain your answer in words and pictures.

5. Why does it take 6 copies of 1 sixth (or 6 sixths) to make the same amount as 3 copies of 1 third (or 3 thirds)? Explain your answer in words and pictures.



## Writing: Journal Time

Jaguar Family, here are the steps for writing the week of 4-20-20 to 4-24-20. See the newsletter on the back of this page for the writing prompt each day. **\*\*Please scan/take a picture of the writing for 4-20-20 ONLY\*\*** Please advise your scholar that they should be writing daily because I will choose one writing prompt each week that I will grade. During Zoom time I will have scholars share their writing with their classmates and me. Please make sure your scholars are responding to the prompt, writing neatly and clear, putting their **name** where it is visible for me to see. **Remember to scan only 4-20-20 writing prompt to me on Remind, Dojo or my email, it is due no later than 4-27-20.** If you have any questions, please reach out to me.

### Writing Prompt Steps:

- Welcome to Journal time.
- Today you are going to take 30 minutes to brainstorm to write and share about a topic I give you.
- For the first 5 minutes you are going to brainstorm all the ideas that you can think of.
- Make sure it's related to the topic.
- Once you choose the best idea, you're going to take the next 20 minutes to write about the idea that you have selected.
- If you feel like you are finished, go back in your story and revise and edit and look for mistakes.
- If you still have time after that, select a new idea from your list and continue writing.
- For the last 5 minutes, you can share your writing with someone at home.

Thank you,  
Mrs. Bonds



## Jag News

### Writing Time

The purpose of a newsletter is to provide information on how the next few weeks of distance learning will look. If your scholar has access to the internet feel free to allow him/her to get on the website to see videos, writing prompt for each day and writing resources that they can use during their writing time. Your scholar can use the lined paper in the packet to respond to the writing prompts daily. **Remember I am only requesting one writing prompt per week to be turned in so please do not scan/take a picture of every writing prompt.** The writing prompt is still **due by the following Monday** but feel free to scan/take a picture early if your scholar has completed the prompt. **\*\*Scan/take a picture of 4-20-20 writing for a grade.\*\***

### Writing Prompts:

4-20-20: Write about a goal you are proud that you have accomplished.

4-21-20: Write about your favorite food, explain why, give 2 reasons.

4-22-20: If you could be invisible for one day what would you do?

4-23-20: Write about your dream field trip. Tell me where you would like to go and why.

4-24-20: Write about your favorite thing to do at the park!

**\*Scholars can use their journal or lined paper to respond to the prompts daily\***

### Writing for Week 4-20-20 to 4-24-2020

- Writing Directions
- Writing Prompts for two weeks
- Judson Website
- Zoom code: Idea

#### Special Reminders:

- Start each sentence with a capital letter. (My favorite food is shrimp.)
- Grab your readers attention (strong introduction)
- Use correct punctuation marks.(., ? " " !)
- Remember to use interesting words. (gigantic, bold, strong)
- Check your spelling.
- Closing Sentence (wrap it up, don't leave your reader hanging).
- Write in your best handwriting.
- Make sure you are writing at least 5 sentences or more.
- HAVE FUN!!!



*Caption describing picture or graphic*

## INSIDE STORY HEADLINE

This story can fit 150-200 words.

One benefit of using your newsletter as a promotional tool is that you can reuse content from other marketing materials, such as press releases, market studies, and reports.

While your main goal of distributing a newsletter might be to sell your product or service, the key to a successful newsletter is making it useful to your readers.

A great way to add useful content to your newsletter is to develop and write your own articles, or include a calendar of upcoming events or a special offer that promotes a new product.

You can also research articles or find "filler" articles by accessing the World Wide Web. You can write about a variety of topics but try to keep your articles short.

Much of the content you put in your newsletter can also be used for your Web site. Microsoft Publisher offers a simple way to convert your newsletter to a Web publication. So, when you're finished writing your newsletter, convert it to a Web site and post it.

This story can fit 100-150 words.

The subject matter that appears in newsletters is virtually endless. You can include stories that focus on current technologies or innovations in your field.

You may also want to note business or economic trends, or make predictions for your customers or clients.

If the newsletter is distributed internally, you might comment upon new procedures or improvements to the business. Sales figures or earnings will show how your business is growing.

Some newsletters include a column that is updated every issue, for instance, an advice column, a book review, a letter from the president, or an editorial. You can also profile new employees or top customers or vendors.

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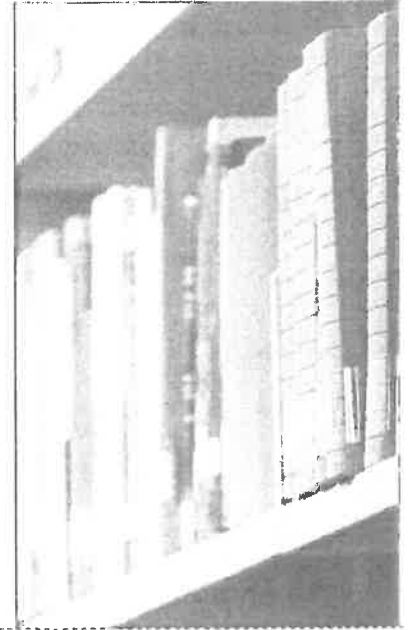
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*"To catch the reader's attention, place an interesting sentence or quote from the story here."*

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