

Date	3/30	3/31	4/1	4/2	4/3
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Special	Library 10:05-10:45	Technology 8:00-8:45 Skills 11:25-12:05	Chapel 9-9:20 Art 9:20-10:00 Spanish 11:25-12:05	Music 9:20-10:00 Spanish 11:25-12:05	11:25 Physical Education
Religion	<p>Important Days During Lent</p> <p><a href="https://www.youtube.com/watch?v=RmvL3lqknRs">https://www.youtube.com/watch?v=RmvL3lqknRs</a></p> <p>Students will watch the video which speaks to the important days during lent.</p> <p><i>*Continue working on your Lenten Journey Cross</i></p>	<p>Students will begin the Lent Chapter 20 Assessment. Students will answer questions 1-4 in complete sentences. This can be handwritten, or printed from the class webpage. This will be submitted Friday 4/3.</p> <p><i>*Continue working on your Lenten Journey Cross</i></p>	<p>Students will begin the Lent Chapter 20 Worksheet. Students will answer questions 5-10 in complete and well thought out sentences.</p> <p><i>*Continue working on your Lenten Journey Cross</i></p>	<p>Students will begin the Lent Chapter 20 Worksheet. Students will answer questions 11-15 in complete and thorough sentences.</p> <p><i>*Continue working on your Lenten Journey Cross</i></p>	<p>Students will check over questions 1-15 of the Lent Assessment. With the help of a parent or guardian, you can take a photo of this worksheet, or submit typed/written responses via email: <a href="mailto:evandette5607@saintmaryschoolei.org">evandette5607@saintmaryschoolei.org</a></p> <p><b>This will be used as a grade. Please send Friday 4/3.</b></p> <p><i>*Continue working on your Lenten Journey Cross</i></p>
ELA	<p>Lesson 12 Tops and Bottoms <b>Essential Question:</b> Why is it important to grow food crops?</p> <p>The students will watch the following video. This explains “dialogue” or what people say in their exact words. At</p>	<p>Lesson 12 Tops and Bottoms <b>Essential Question:</b> Why is it important to grow food crops?</p> <p>The students will review spelling words. The students will complete workbook page 185 and “Proofread for Spelling”</p>	<p>Lesson 12 Tops and Bottoms <b>Essential Question:</b> Why is it important to grow food crops?</p> <p>The students will watch the video on past, present, and future tenses. <a href="https://www.brainpop.co">https://www.brainpop.co</a></p>	<p>Lesson 12 Tops and Bottoms <b>Essential Question:</b> Why is it important to grow food crops?</p> <p>The students will re-read the story <i>Tops and Bottoms</i>. The students will go to page 461 and in their ELA notebook</p>	<p>Lesson 12 Tops and Bottoms <b>Essential Question:</b> Why is it important to grow food crops?</p> <p>Students will read the 8 clues on page 182, and answer the prompt using the spelling word.</p>

	<p>1:05 in the video it talks of quotations, but they can watch the entire video.  <a href="https://www.brainpop.com/english/writing/dialogue/">https://www.brainpop.com/english/writing/dialogue/</a></p> <p>Username: stmaryrcs  Password: stmaryrcs</p> <p>The students will practice using quotation marks on page 174, and continue on 175.</p> <p>The video on capitalization is linked below.</p> <p><a href="https://www.brainpop.com/english/grammar/capitalization/">https://www.brainpop.com/english/grammar/capitalization/</a></p>	<p>This will be used as a grade, and emailed by Friday 4/3.</p> <p><b>This will be used as a grade. Please send Friday 4/3.</b></p>	<p><a href="https://www.brainpop.com/english/grammar/tenses/">m/english/grammar/tenses/</a>  The students will complete page 184 on verb tenses.</p>	<p>respond to “Text To Self” in complete sentences.</p> <p>The students will check over pages 179-180 in their Journeys Workbook, while referring to their textbook. This was completed last week, and will be used as a comprehension grade.  <b>Please send Friday 4/3.</b></p>	
Math	<p>Fraction Concepts  9-1 Understand Equal Parts p 188</p> <p>Lesson Objective:  Determine if a shape is div. into equal parts and name the number of equal parts.  Students will complete Workbook page 139-40. This was assigned as optional/additional work for the week of 3/16. In</p>	<p>9-2 Fraction Concepts  Name Unit Fractions of a Whole p 190</p> <p>Lesson Objective:  Understand a unit fraction as the quantity formed by 1 part when a whole is divided into equal Parts.</p> <p>Students will complete Workbook page 141-142. This was</p>	<p>9-3 Fraction Concepts  Find Unit Fractions on a Number Line</p> <p>Lesson Objective: Find Unit Fractions on a Number Line</p> <p>Students will use the number line to understand fractions, parts and wholes.</p> <p>Students will complete Workbook page</p>	<p>9-4 Name Fractions of a Whole</p> <p>Lesson Objective:  Students will name fractions of a whole using equal parts and identifying equal numerator and denominators.</p> <p>Students will use the number line to understand fractions, parts and wholes.</p>	<p>9-5 Find Fractions on a Number Line</p> <p>Lesson Objective:  Students will name and plot fractions using a number line.</p> <p>Students will use the number line to understand fractions, parts and wholes.</p> <p>Students will complete</p>

	<p>the event that they completed this, students will thoroughly check it over.</p>	<p>assigned as optional/additional work for the week of 3/16. In the event that they completed this, students will thoroughly check it over.</p>	<p>143-144. This was assigned as optional/additional work for the week of 3/16. In the event that they completed this, students will thoroughly check it over.</p>	<p>Students will complete Workbook page 145-146. This was assigned as optional/additional work for the week of 3/16. In the event that they completed this, students will thoroughly check over their work.</p>	<p>Workbook page 147-148. This was assigned as optional/additional work for the week of 3/16. In the event that they completed this, students will thoroughly check it over , as workbook page 148 will be submitted as a grade by Friday.</p> <p><b>This will be used as a grade.Please send Friday 4/3.</b></p>
<p>Science and Health</p>			<p><b>Science</b></p> <p>The students will draw a replica of the water cycle in their science notebook. This will include pictures of each stage, and labels that correspond. The students are free to add color to their image. The students can use the image provided on the web page titled "Water Cycle Example" or find their own.</p>	<p><b>Science</b></p> <p>Lesson Objective: Students will complete The Water Cycle Assessment which can be printed, or copied into their notebook. They will be expected to answer 2 questions based on the water cycle. With the help of a parent, you can take a photo of this worksheet, or submit typed responses via email: <a href="mailto:evandette5607@saintmaryschoolei.org">evandette5607@saintmaryschoolei.org</a></p> <p><a href="https://www.youtube.com/watch?v=TWb4KIM2vts&amp;feature=emb_title">https://www.youtube.com/watch?v=TWb4KIM2vts&amp;feature=emb_title</a></p>	

				<b>This will be used as a grade. Please send Friday 4/3.</b>	
Social Studies	<p><b>Skills: Social Studies Weekly Lesson 7 “Folk Tales”</b></p> <p>Students will understand myths and legends and how they are passed down through generations. Students will read the first two pages of the social studies weekly and watch the following video that correlates with the topic.</p> <p><a href="https://www.youtube.com/watch?v=xixMU0jNz6Q">https://www.youtube.com/watch?v=xixMU0jNz6Q</a></p>	<p><b>Skills: Social Studies Weekly Lesson 7 “Folk Tales”</b></p> <p>Students will understand myths and legends and how they are passed down through generations. Students will read the next 2 pages of the Social Studies Weekly and complete the activities on the back.</p>			