

March 16, 2020

Dear Parents/Guardians,

The Geneva teachers appreciate your understanding as we navigate this next chapter in our school year. We are thankful that we are able to offer classwork during this time away from school. These at-home lessons, worksheets, and extra practice will help to not disrupt students' learning. Additional practice work will be posted on the schools' website.

Students can also complete iReady lessons at home. The goal is 20 minutes of iReady Math and 20 minutes of iReady Reading per day. Students know their login information by heart. Students are also encouraged to read independently for 20 minutes a day. A reading log is attached.

If you need further communication, please feel free to message me on ClassDojo or email me at laura.babyak@genevaschools.org. We appreciate your help in ensuring we continue to meet the needs of our students. Stay healthy and well!

Sincerely,

Mrs. Babyak

Social Stories

Social Stories are used to teach particular social skills, such as identifying important cues in a given situation; taking another's point of view; understanding rules, routines, situations, or upcoming events; and understanding expectations. Social stories can be used to develop self-care skills (how to wash hands or get dressed), social skills (sharing, asking for help, saying thank you, or interrupting) and academic abilities; or to help someone to understand how others might behave or respond in a particular situation.

Please read and practice one social story per day. Choose whichever social stories apply to you and your family. Feel free to add, delete, or change any of the information to make it more applicable or understandable.

1. How To Talk To My Friends

<https://www.abaresources.com/wp-content/uploads/How-to-Talk-to-My-Friends.pdf>

2. Shouting

<https://happylearners.info/pdf/Shouting.pdf>

3. Schoolwork (change "teacher" to parent)

https://www.abaresources.com/wp-content/uploads/school_work_story.pdf

4. Seatwork

<https://www.abaresources.com/wp-content/uploads/Seatwork.pdf>

5. Listening to the Teacher (Change "teacher" to parent)

http://supportingautismspectrum.weebly.com/uploads/7/3/2/4/7324834/listening_to_the_teacher.pdf

6. Quiet Please!

<https://www.abaresources.com/wp-content/uploads/quiet-please-young-with-pictures.pdf>

7. Not Using Potty Words

<http://www.speakingofspeech.info/Pragmatics/PottyWordsStory.pdf>

8. Swearing

<https://happylearners.info/pdf/Swearing.pdf>

9. Table Manners

<http://www.speakingofspeech.info/Pragmatics/TableManners.pdf>

10. Swear Words

https://www.abaresources.com/wp-content/uploads/swear_words.pdf

11. Saying "Excuse Me" (replace "Mummy" with parent)

http://supportingautismspectrum.weebly.com/uploads/7/3/2/4/7324834/mummy_talks.pdf

12. Keep It Safe At Home

http://www.speakingofspeech.info/Pragmatics/Keep_it_safe_at_home.pdf

13. Safety Wherever I Go

<https://carolgraysocialstories.com/wp-content/uploads/2015/10/1.-Safety-Wherever-I-Go-Boy.pdf>

14. Personal Space

<https://www.abaresources.com/wp-content/uploads/Personal-Space.pdf>

15. Keeping Hands and Feet to Myself (On the last page, think of ideas together)

http://www.speakingofspeech.info/Pragmatics/Keeping_Hands_and_Feet_to_Myself.pdf

16. When I Feel Angry

https://www.abaresources.com/wp-content/uploads/social_stories-_when_i_feel_angry.pdf

17. Sometimes I Feel Angry

http://www.speakingofspeech.info/Pragmatics/Sometimes_I_Feel_Angry_Book_Format.pdf

18. Worrying

<http://www.speakingofspeech.info/Pragmatics/MrWorryStory.pdf>

19. Body Odor

<https://happylearners.info/pdf/Body%20Odour.pdf>

20. Tragedy

<https://carolgraysocialstories.com/wp-content/uploads/2015/10/3.-What-Is-a-Tragedy.pdf>

Writing Calendar

Each writing entry should be at least 5 complete sentences. Remember to use correct capitalization, spelling, and punctuation.

March 16 Write about a machine that you would like to invent and draw a picture of it.	March 17 Write about what you would do if you found a pot of gold.	March 18 Write about what life would be like if there were no TV.	March 19 Write about spending an entire day as an animal.	March 20 Make a list of 5 or more things you think bring you good luck.
March 23 Write about why the telephone is an important invention.	March 24 Write about what it would be like to be the tallest or shortest person in the world.	March 25 Write about finding a mysterious box. What would you do?	March 26 Write about the best things about a rainy day.	March 27 List as many words as you can from the word "leprechaun."
March 30 Write about why saving money is important.	March 31 Write about being able to talk to animals. What would you like to find out?	April 1 Write about what you would do if you had a magic wand.	April 2 List 5 or more things that are green.	April 3 List 5 or more words that rhyme with "green."

Name _____

Remember

- Adding *-ed* or *-ing* to some base words does not change the spelling of the base word: *fished*, *fishing* (*fish*).
- When a base word ends with a consonant and *e*, drop the final *e* before adding *-ed* and *-ing*: *hired*, *hiring* (*hire*).
- When a base word ends with a vowel and a consonant, double the final consonant before adding *-ed* or *-ing*: *dropped*, *dropping* (*drop*).
- When a base word ends in *y*, change *y* to *i* before adding *-ed*: *tried* (*try*).

jogging	amusing	referred	relied	threatening
dripping	easing	injured	renewing	gnarled
skimmed	regretted	deserved	complicated	envied
accepted	forbidding	applied	qualified	fascinated

A. Add the ending to each word to form a spelling word. Write the spelling word on the line. Then read each word out loud.

- | | |
|---------------------------|-----------------------------|
| 1. renew + ing = _____ | 9. drip + ing = _____ |
| 2. deserve + ed = _____ | 10. apply + ed = _____ |
| 3. skim + ed = _____ | 11. regret + ed = _____ |
| 4. forbid + ing = _____ | 12. complicate + ed = _____ |
| 5. amuse + ing = _____ | 13. accept + ed = _____ |
| 6. qualify + ed = _____ | 14. rely + ed = _____ |
| 7. fascinate + ed = _____ | 15. threaten + ing = _____ |
| 8. refer + ed = _____ | |

B. Write the words on the lines in reverse alphabetical order. Alphabetize them to the second letter. *injured, easing, gnarled, jogging, envied*

- | | |
|-----------|-----------|
| 16. _____ | 19. _____ |
| 17. _____ | 20. _____ |
| 18. _____ | |

Name _____

- A **concrete noun** names a person, place, or thing. It is something you can see, hear, smell, taste, or feel: *fog, thunder, scent, apple, feathers*.
- An **abstract noun** is an idea or concept. You cannot see, hear, smell, taste, or feel it: *personality, bravery, childhood, birthday, future, energy*.

Read each sentence. Write whether the underlined noun is *concrete* or *abstract*.

1. The new factory will open in June. _____
2. My brother will look for a job there. _____
3. He has a good understanding of machinery. _____
4. The company makes engines for airplanes. _____
5. Our neighbor has worked for them before. _____
6. She was a manager during the construction process. _____
7. We liked to watch the tractors and cranes at the site. _____
8. The main building was finished in three months. _____

Reading/Writing
Connection

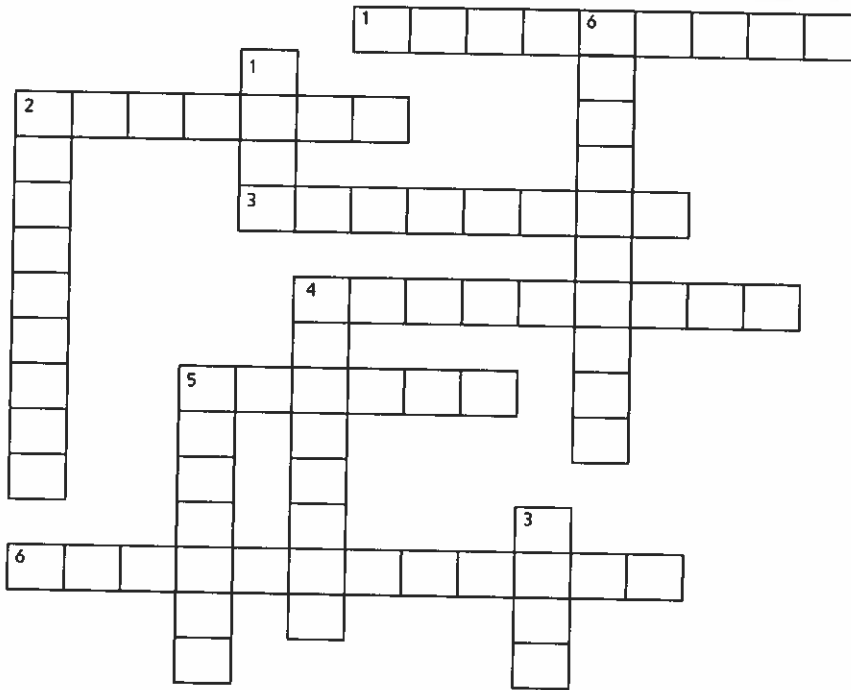
Read this excerpt from "Creating a Nation." Circle the abstract nouns. Can you find them all? Then, write a sentence that contains an abstract noun. After you finish, read the sentence aloud to a partner and explain why it is an abstract noun.

Jefferson knew he had to convince many colonists of the need for independence. As a result, he combined a variety of ideas to make his case. Individuals, he explained, had certain rights. These included life, liberty, and the pursuit of happiness.

Name _____

Use the words in the box and the clues below to help you solve the crossword puzzle. If you get stuck, you can use a dictionary to help you.

drawbacks	reasoning	retrace	decipher
advance	data	analysis	cite
counterpoint	captivated	indicated	access



Across

1. showed a sign
2. to go back over
3. careful examination or study of something
4. problems or disadvantages
5. to get or make contact with
6. opposing, or disagreeing, point of view

Down

1. facts, figures, and other kinds of information
2. the ability to think in a logical way
3. mention as proof or evidence
4. to figure out something that is difficult to understand
5. to move forward or make progress
6. influenced by charm, art, or skill

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Name _____

- To form the plural of some nouns ending in *f* or *fe*, change the *f* to *v* and add *-es*: *leaf, leaves*.
- To form the plural of nouns ending in a vowel followed by *o*, add *-s*: *videos*. To form the plural of nouns ending in a consonant followed by *o*, add *-s* or *-es*: *pianos, potatoes*.
- Some nouns name a group. These nouns are called **collective nouns**. A collective noun can be either singular or plural. Usually a collective noun has a singular verb because it refers to a group as a whole.

My basketball team is the second best in the state.

A. Complete each sentence by writing the plural form of each noun in parentheses.

1. The (hoof) of the horses struck the stone roads. _____
2. People heard the (echo) from far away. _____
3. Had the (hero) returned from their journey? _____
4. They had risked their (life) to defend the town. _____

B. Read each sentence. Underline each collective noun.

5. Our family camps at Bright Lake every year.
6. We swam through a school of tiny fish.
7. A flock of ducks had built their nests nearby.
8. My sister ran away from a swarm of biting flies.



Write a short passage in your writer's notebook about a performance or presentation at school. Use the following collective nouns: *class*, *audience*, and *group*. Underline these collective nouns and any others that you include. Edit and proofread your work.

Name _____

The inflectional endings *-ed* and *-ing* change the verb tense. *-ed*: happened; *-ing*: happening now

- When a base word ends with a consonant and *e*, drop the *e* and add *-ed* or *-ing*: raked, raking (*rake*).
- When a base word ends with a vowel and a consonant, double the final consonant before adding *-ed* or *-ing*: gripped, gripping (*grip*).
- When a word ends in *y*, change the *y* to *i* before adding *-ed*: fried (*fry*).

SPELLING TIP

Adding *-ed* or *-ing* to some base words does not change the base word: wished, wishing (*wish*).

Write the spelling words that contain the matching spelling patterns. Then read each word out loud.

jogging	amusing	referred	relied	threatening
dripping	easing	injured	renewing	gnarled
skimmed	regretted	deserved	complicated	envied
accepted	forbidding	applied	qualified	fascinated

add *-ed* without a spelling change

1. _____

2. _____

add *-ing* without a spelling change

3. _____

4. _____

drop final *e* and add *-ed*

5. _____

6. _____

7. _____

8. _____

double final consonant and add *-ed*

9. _____

10. _____

11. _____

change *y* to *i* and add *-ed*

12. _____

13. _____

14. _____

15. _____

drop final *e* and add *-ing*

16. _____

17. _____

double final consonant and add *-ing*

18. _____

19. _____

20. _____

Name _____

Read the clues. Complete the puzzle with your vocabulary words. Use the letters in the boxes to solve the riddle. Use a dictionary if you need help.

spectacular	situation	debate	debris
risk	representatives	union	scarce
convention	resolve	committees	proposal

1. difficult to get or find _____
2. to settle, explain, or solve _____
3. something formed by joining two or more together _____
4. plan or suggestion _____
5. formal meeting for a special purpose _____
6. chance of loss or harm _____
7. condition or state of affairs _____
8. people chosen to speak or act for others

9. groups of people chosen to do certain work _____
10. to argue or discuss _____
11. unusual and impressive _____
12. scattered remains of something _____

Australia is the only continent in the world that does not have:

Name _____

Two words can be shortened to make one word. These shortened words are called **contractions**. An **apostrophe** (') takes the place of the missing letter or letters.

- Some contractions connect a verb (such as *have, had, is, are, will*) and the word *not*.

Example: *could not* becomes *couldn't*

- Other contractions connect a pronoun (such as *she, he, they*) and a verb.

Example: *you will* becomes *you'll*

SPELLING TIP

To know where to put the apostrophe in a contraction, ask yourself where the missing letters would go. In the contraction *wouldn't*, the apostrophe replaces the *o* in *not*. **Note:** The contraction of *will not*, *won't*, is irregular.

Write the spelling words that are formed using the words listed below.

you've	doesn't	we'll	I've	wouldn't
she'd	there's	we've	didn't	he'd
that's	you're	we're	they're	don't
what's	wasn't	couldn't	shouldn't	isn't

- | | | |
|--------------|-------------|------------|
| <i>is</i> | 7. _____ | <i>not</i> |
| 1. _____ | 8. _____ | 13. _____ |
| 2. _____ | <i>will</i> | 14. _____ |
| 3. _____ | 9. _____ | 15. _____ |
| <i>would</i> | <i>are</i> | 16. _____ |
| 4. _____ | 10. _____ | 17. _____ |
| 5. _____ | 11. _____ | 18. _____ |
| <i>have</i> | 12. _____ | 19. _____ |
| 6. _____ | | 20. _____ |



Look through this week's readings for two different contractions. Write the sentences in your writer's notebook.

Name _____

you've	doesn't	we'll	I've	wouldn't
she'd	there's	we've	didn't	he'd
that's	you're	we're	they're	don't
what's	wasn't	couldn't	shouldn't	isn't

A. Write the spelling word that is the opposite of each word or phrase below.

- would _____
- is _____
- did _____
- could _____
- should _____
- he would not _____
- you are not _____
- they are not _____

B. Write the spelling word that best completes each sentence.

- Molly said that _____ help me with my homework.
- The old car _____ have good brakes.
- _____ tried my best to teach my dog to sit.
- _____ be on vacation next week.
- _____ the biggest pumpkin I've ever seen!
- I had to study, so I _____ at the game.
- _____ the answer to the last question?
- Brett and I are in the contest, and _____ winning!
- _____ touch that hot pan!
- Did you say _____ never seen the Grand Canyon?
- The reporter said _____ a chance of rain today.
- We can rest now that _____ finished our work.

Name _____

Remember

A **contraction** is a shortened form of two words. An apostrophe (') takes the place of the missing letter or letters.

- Some contractions connect a verb (such as *have, had, is, are, will*) and the word *not*. For example: *have not* becomes *haven't*; *will not* becomes *won't*.
- Other contractions connect a pronoun (such as *she, he, they*) and a verb. For example: *they will* becomes *they'll*.

you've	doesn't	we'll	I've	wouldn't
she'd	there's	we've	didn't	he'd
that's	you're	we're	they're	don't
what's	wasn't	couldn't	shouldn't	isn't

A. Combine the two words to make a contraction. Write the spelling word on the line.

- | | |
|------------------------|-------------------------|
| 1. I + have = _____ | 9. should + not = _____ |
| 2. could + not = _____ | 10. he + would = _____ |
| 3. you + are = _____ | 11. is + not = _____ |
| 4. was + not = _____ | 12. we + are = _____ |
| 5. we + will = _____ | 13. would + not = _____ |
| 6. they + are = _____ | 14. we + have = _____ |
| 7. what + is = _____ | 15. she + would = _____ |
| 8. you + have = _____ | |

B. Write these spelling words on the lines in alphabetical order. Alphabetize them to the third letter. *doesn't, there's, don't, didn't, that's*

- | | |
|-----------|-----------|
| 16. _____ | 19. _____ |
| 17. _____ | 20. _____ |
| 18. _____ | |

Name _____

- A **singular noun** names one person, place, idea, or thing.
- A **plural noun** names more than one person, place, idea, or thing. Most plural nouns are formed by adding *-s* or *-es*: *song, songs; inch, inches*.
- A noun can function in a sentence as a subject, a direct object of an action verb, or an object of a preposition.

My parents walked the dog around the neighborhood.

Read each sentence. Draw one line under each singular noun. Draw two lines under each plural noun.

1. The campers told stories around the campfire.
2. Bright sparks drifted up into the sky.
3. The wind blew through the branches of the trees.
4. A full moon peeked above the top of the mountain.
5. The first story was about two boys on a raft.
6. My friend told a tale about knights and dragons.
7. Two girls spoke about training horses on a ranch.
8. The counselors added more logs to the flames.
9. Another hour passed before the fire went out.
10. The campers headed back to the cabins beside the lake.



Use the sentences as a model. In your writer's notebook, write about a place you visited. Draw one line under each singular noun and two lines under each plural noun. Can you figure out the function of each noun? Is it a subject, a direct object of an action verb, or an object of a preposition? Discuss with a partner.