

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

# Ms. Bain's ELAR Homework

Extra copies available on the HSI  
database and at  
[www.msbaainsclass.weebly.com](http://www.msbaainsclass.weebly.com)

Due: January 18, 2013

Reading Log (40 Points) \_\_\_\_\_

Spelling (20 Points) \_\_\_\_\_

Vocabulary (10 Points) \_\_\_\_\_

STAAR Fiction (15 Points) \_\_\_\_\_

STAAR Poetry (15 Points) \_\_\_\_\_

Total Points: \_\_\_\_\_

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

## READING LOG

Students are expected to read at least 20 minutes each night, then fill in the spaces with answers to the daily question. Questions are meant for fiction books. If students read nonfiction books, they should write about what they learned from reading.

### MONDAY

I read \_\_\_\_\_ for \_\_\_\_\_ minutes.

What is your favorite scene from the story?

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Parent Signature: \_\_\_\_\_

### TUESDAY

I read \_\_\_\_\_ for \_\_\_\_\_ minutes.

Is this a Just Right book for you and why/why not?

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Parent Signature: \_\_\_\_\_

WEDNESDAY

I read \_\_\_\_\_ for \_\_\_\_\_ minutes.

Describe each of the main characters.

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Parent Signature: \_\_\_\_\_

THURSDAY

I read \_\_\_\_\_ for \_\_\_\_\_ minutes.

Do you recommend this book? Why/why not?

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Parent Signature: \_\_\_\_\_

## Spelling and Vocabulary Words

### Spelling Words:

1. Shark
2. Check
3. Queen
4. Circus
5. Flake
6. Crack
7. Second
8. Squeeze
9. Quart
10. Squeak
11. Quick
12. Coldest
13. Africa
14. Mexico
15. America

### Vocabulary Words:

1. Pollen
2. Store
3. Clumps
4. Passages
5. Absorb
6. Throughout
7. Coverings
8. Spines
9. Tropical
10. dissolve

## Creative Spelling Homework

Spelling tests will be every Friday. Only complete Spelling Homework for the Spelling Words NOT the Vocabulary Words. You must complete 100 points worth of activities. Therefore, you can do two 50 points activities or a 100 point activity.

### 50 Point Choices:

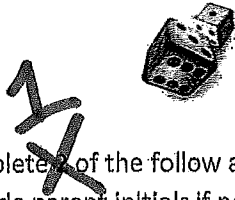
- Silly sentences. Use your <sup>15</sup>10 spelling words to write 10 silly sentences.
- Picture words. Draw a picture for each spelling word and write the word under it OR draw a large illustration and write your spelling words somewhere in the picture.
- Definitions. Look up your spelling words in the dictionary and write the definition of each word.
- 3 Times Each. Write each word neatly 3 times.
- Rainbow Spelling. Write each spelling word one time using different colors.
- Cursive Spelling. Write each word in cursive 2 times.
- Syllable Spelling. Write each word and divide it by syllables. (ex/cite/ment)

### 100 Point Choices:

- Ransom Spelling. Write your spelling words by cutting letters from magazines or newspapers and gluing them on paper.
- 30 Second Words. Write a TV commercial using your spelling words. You may turn in a script OR perform it for the class!
- Cheer Words. Write a cheer for each of your spelling words.
- Caption Words. Cut out a picture from a newspaper or magazine and use spelling words to write a story about the picture.
- Synonym and Antonym. Write each spelling word. Next to the spelling word write a synonym and antonym for that word.
- Cartoon Words. Create a comic strip with illustrations using all of your spelling words.

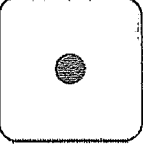
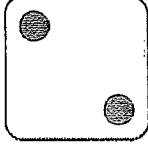
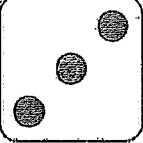
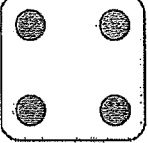
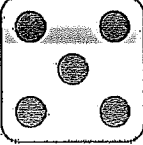
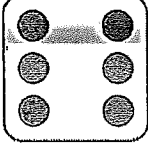
Blank lined writing area with horizontal lines.

A large rectangular area containing 25 horizontal lines, intended for writing or drawing.



## Vocabulary Rock and Roll

Complete ~~2~~ of the follow activities for each of your Vocabulary Words on the paper provided. Please provide parent initials if needed. If you want to make it more interesting, roll a die to determine which two activities you will complete.

 <p>Write a definition for each word.</p>	 <p>Write a <b>SYNONYM</b> (same) for each word.</p>
 <p>Draw a picture for each vocabulary word.</p>	 <p>Write a story using each word.</p>
 <p>Write a sentence telling what each word reminds you of.</p>	 <p>Act out each word. Or play charades with a friend or family member.</p> <p>Parent Initial:</p>



A large rectangular box with a thick black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box. The box is positioned in the upper two-thirds of the page.

## No Time to Talk

May 23, 2011

Dear Principal Becker,

I understand that school is meant for learning. It is important to have good reading skills and to be able to solve math problems. But I think school is also important for another reason. It helps people learn to get along with others.

It may seem like lunchtime is not important. After all, I spend most lunchtimes just chatting to my friends. But this activity is more important than it looks.

I am learning how to get along with others. I am learning how to solve problems. I am finding out new things from people, and realizing my mistakes. I am learning how to stand up for myself. I am learning how to say sorry. These are all important skills to learn.

My problem is that the time for lunch and our other breaks keep getting shorter. I know this is happening so we can spend more time in class learning. But please do not forget that we are also learning in our lunchtimes. We are learning people skills. It is important that we have enough time to spend with our friends.

I ask that you consider making our lunch break longer. A little more time spent with friends each day would benefit everybody.

Best,

Simone Anderson

1 Read this sentence from the letter.

**My problem is that the time for lunch and our other breaks keep getting shorter.**

What does the word shorter mean?

- Ⓐ Less short
- Ⓑ The most short
- Ⓒ More short
- Ⓓ The least short

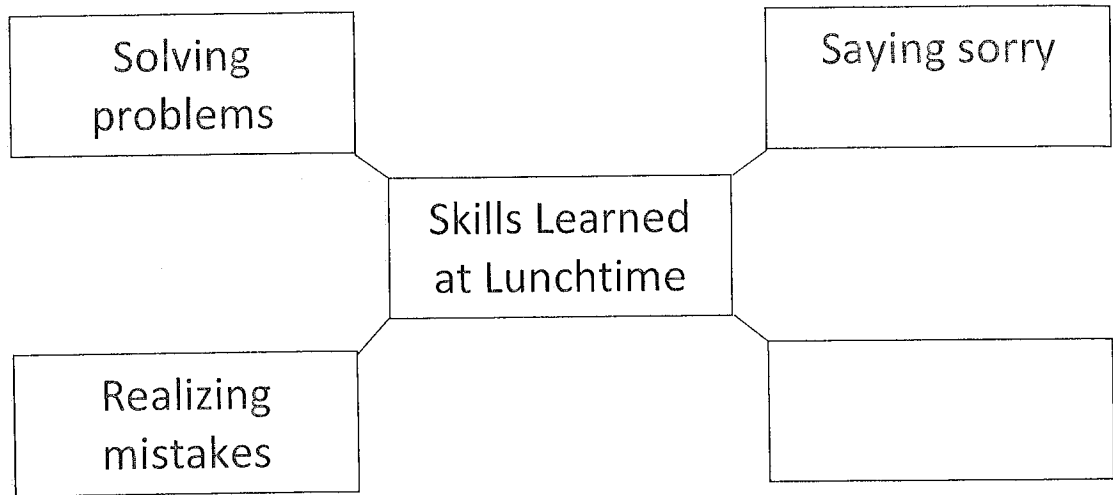
2 What does the word benefit mean in the last paragraph of the letter?

- Ⓐ Change
- Ⓑ Help
- Ⓒ Interest
- Ⓓ Harm

- 3 According to the letter, what does Simone learn at lunchtime?
- Ⓐ Math skills
  - Ⓑ Reading skills
  - Ⓒ People skills
  - Ⓓ Drawing skills
- 4 Why did Simone write the letter?
- Ⓐ To persuade the principal to do something
  - Ⓑ To entertain the principal
  - Ⓒ To show the principal her writing skills
  - Ⓓ To teach the principal how to do something
- 5 Which sentence best shows the main idea of the letter?
- Ⓐ *I understand that school is meant for learning.*
  - Ⓑ *It may seem like lunchtime is not important.*
  - Ⓒ *After all, I spend most lunchtimes just chatting to my friends.*
  - Ⓓ *It is important that we have enough time to spend with our friends.*

- 6 What is the third paragraph mostly about?
- Ⓐ What Simone learns at lunchtime
  - Ⓑ How long lunchtime lasts for
  - Ⓒ What skills students should be taught
  - Ⓓ What problems Simone has each day

7 Look at the web below.



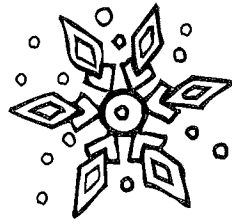
Which of these best completes the web?

- Ⓐ Solving math problems
- Ⓑ Standing up for yourself
- Ⓒ Managing time
- Ⓓ Reading well

- 8 Which statement is most likely true about Simone?
- Ⓐ She writes a lot of letters to the principal.
  - Ⓑ She spends a lot of time in class talking.
  - Ⓒ She enjoys spending time with her friends.
  - Ⓓ She wishes that her friends were nicer.

X  
MH

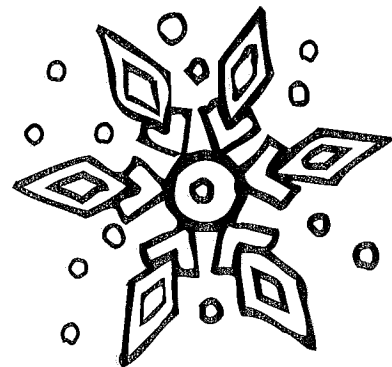
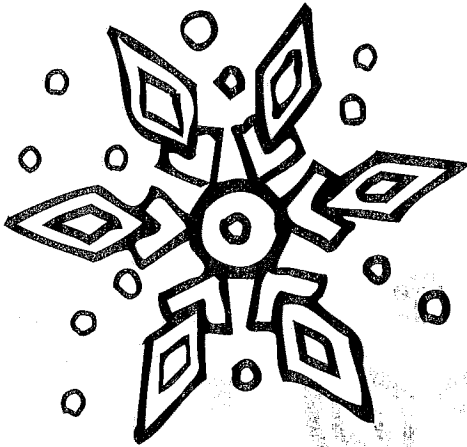
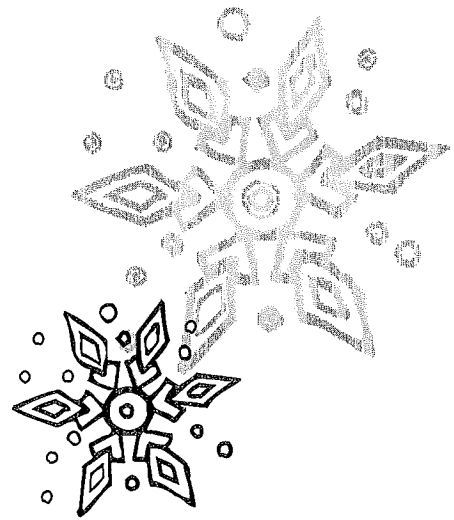
# I Wish I Knew



Winter,  
I wish I knew  
The way you make  
Each snowflake new,  
Just how you think up  
Each design—

Winter,  
I wish I knew  
The secret of your mind.

—Beverly McLoughland



## Understanding the Poem

Read each question and choose the best answer. You may wish to reread "I Wish I Knew" as you work.

1. This poem is about \_\_\_\_\_.
  - (A) water and snow
  - (B) a wish that came true
  - (C) a magical time of day
  - (D) one of the four seasons
  
2. The poet wants to know \_\_\_\_\_.
  - (A) the right way to make a wish
  - (B) how to communicate with nature
  - (C) why each snowflake is so unique
  - (D) how one season changes into another
  
3. The speaker of the poem \_\_\_\_\_.
  - (A) is a human being
  - (B) is a force of nature
  - (C) knows all the secrets of nature
  - (D) makes a special design for every snowflake
  
4. The poem is addressed to \_\_\_\_\_.
  - (A) winter
  - (B) the poet
  - (C) the reader
  - (D) a snowflake
  
5. According to this poem, nature is \_\_\_\_\_.
  - (A) perfect the way it is
  - (B) beautiful in its simplicity
  - (C) complicated and highly technical
  - (D) impossible to understand completely



## Understanding the Poem

The author of this poem personifies winter. That is, she speaks about winter as if it were a human being. She says that Winter “thinks up designs for snowflakes.” What would you add to that? How could you personify the other seasons? Add more examples.

<p><b>Winter</b></p>  <p>Winter paints the world white.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Spring</b></p>  <p>Spring invites the birds to sing.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Summer</b></p>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Fall</b></p>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>