

## Language Arts – Vocabulary

Week of April 6

Objective: I can learn new vocabulary words and apply them in sentences of my own. Words include:

- watermelon
- poke
- dent
- split
- mule
- joke
- rude

Materials: List of vocabulary words; Definitions Worksheet; Writing utensils

Procedures:

1. Students will read and discuss the vocabulary words in the story, “Watermelon for Lunch,” and their meanings.
2. The students will use the 7 words in sentences of their own on a separate sheet of paper.

## Definitions of Vocabulary Words

Watermelon – a tasty and juicy summer fruit that is red and green

Poke – to make a hole in something by jabbing or prodding it.

Dent – a small hollow mark in the surface of something caused by pressure or being hit.

Split – to separate into parts; to divide

Mule – the offspring of a male donkey and female horse

Joke – something said or done to cause laughter or amusement

Rude – Impolite or bad-mannered.

## Language Arts – Comprehension

Week of April 6

Objective: I can read a short story and understand what I read.

Materials: Story and worksheet with questions

Procedures:

1. Read story, “The Just-Right House.”
2. Students can answer comprehension questions either by printing worksheet (attached) or by writing answers on a separate sheet of paper.
3. We will discuss answers on Zoom.

## The Just-Right House

"Mom and I looked at a new house today," Dad said.

"Why?" I asked. "I like our house."

Dad said, "We all like our house. But it's too little for us. We must find a home with more room."

Mom said, "Our new house can't be too little. It can't be too big. It has to be just right for our family."

"Let's stay in this house," I said. "We like it here."

I asked, "Will our friends come to our new house?"

"Yes," said Mom. "They can come. They can bike to it."

"Can Gram come too?" I asked.

"Yes," said Dad.

"We'll give her a map. She can come to our new house too."

"Let's all go see the nice house," Dad said.

We got in the car. We rode over to the

nice house.

## The Just-Right House (continued)

The ride was quick. We saw a big house.  
It had a sign.

Dad said, "Look, here's our new house!"

It was a nice house.

We all liked it!

Visit our new house. It's not too little.  
It's not too big. It's a just-right house for  
our family.

## Comprehension Questions for “The Just-Right House”

Sometimes, a character tells the story. This character is the narrator. The narrator may use words like I, me, and we.

1. Who is the narrator of the story, “The Just-Right House”?
2. Why do you think so? Look for text evidence in the words to help you figure it out.
3. Why do you think that this short story is called, “The Just-Right House”?
4. Why is the family moving?
5. What adjectives are used to describe the new house?
6. Did the story have a good ending? Why or why not?
7. Is the narrator happy at the end of the story?

## Language Arts – Comprehension

Week of April 6

Objective: I can read a short story, by myself or with help, and answer questions to show that I understand what I read.

Materials: “Watermelon for Lunch” and Comprehension Questions.

Procedures:

1. Read selection called, “Watermelon for Lunch.”
2. Answer the questions (on attached sheet) about the selection either by printing the questions or on a separate sheet of paper.
3. We will discuss answers on Zoom.

## Watermelon for Lunch

One morning, Ant went for a walk. She found a big green thing. "A watermelon!"

"I like milk and I like hot dogs," said Ant. "But I LOVE watermelon! I will poke a hole in it with this stick."

The stick did not make a dent. So Ant hit it with a stone.

The watermelon did not split. Ant was sad.

"I will never get to eat this watermelon," said Ant.

Just then Mule walked by. Ant hid in back of the watermelon.

"Good morning, Mule," she shouted.

"Who is that?" asked Mule.

"It is me, the watermelon," said Ant.

"Is this a joke?" asked Mule as he sniffed it with his soft nose. "Who spoke to me?"

"This isn't a joke," shouted Ant. "I'm late for lunch. Will you kick me down the hill to my home?"



## Watermelon for Lunch (continued)

Mule didn't think watermelons ate lunch. But he wasn't a rude mule. So he gave it a kick.

The watermelon bumped down the hill.

"I hope that watermelon knows how to stop," said Mule. But it did not.

The huge watermelon hit a huge rock. It broke in two with a big SPLAT!

And Ant had watermelon for lunch.

## Comprehension Questions for, "Watermelon for Lunch."

1. In the story, "Watermelon for Lunch," who are the main characters?
2. What is the setting for "Watermelon for Lunch"?
3. What does Ant discover on her morning walk?
4. Why can't Ant eat the watermelon?
5. How does Ant trick Mule into helping to open the watermelon?
6. How did Mule open the watermelon so Ant was able to eat it?
7. Did the story have a good ending? Why or why not?

## Language Arts – Grammar

Week of April 6

Objective: I can identify adjectives and use my own adjectives to complete sentences.

Materials: Worksheet (attached) called “Adjectives: Senses”

Procedures:

1. Go over definition of adjectives. Adjectives are words that describe or tell about nouns. Some adjectives describe how something looks, sounds, tastes, smells, or feels.
2. Complete top of worksheet by writing the correct adjective in each column.
3. Complete the bottom half of worksheet by writing your own adjectives to complete each sentence.

Name \_\_\_\_\_

### Adjectives: Senses

**Adjectives** are words that describe, or tell about, nouns. Some adjectives describe how something looks, sounds, tastes, smells, or feels.

Examples: LOOKS     a *pretty* horse  
                  SOUNDS    a *quiet* voice  
                  TASTES     a *sweet* cookie  
                  FEELS      a *fuzzy* rabbit

Write each adjective in the correct column.

salty      green      rough      sweet      loud      scary  
quiet      dark      sour      beautiful      heavy      smooth

| Looks | Sounds | Tastes | Feels |
|-------|--------|--------|-------|
| _____ | _____  | _____  | _____ |
| _____ | _____  | _____  | _____ |
| _____ | _____  | _____  | _____ |

Write your own adjective to complete each sentence.

1. I like \_\_\_\_\_ food.
2. I like \_\_\_\_\_ music.
3. I like \_\_\_\_\_ weather.
4. I saw a \_\_\_\_\_ sunset last night.
5. I heard a \_\_\_\_\_ whistle.
6. I felt a \_\_\_\_\_ tap on my shoulder.

## Language Arts – Handwriting

Week of April 6

Objective: I can learn how to write capital V and lower case v. I can practice writing words with v.

Materials: Handwriting Book; Pencil (only pencil).

Procedures:

1. On page 96 of the Handwriting Book, trace and write lower case v and capital V.
2. Write words and a sentence on page 97 using words that begin with v.

## Language Arts – Creative Writing

Week of April 6

Objective: I can use a prompt and write a paragraph about it.

Materials: Journal; Pencil (pencil only)

Procedures:

1. In your journal, write a paragraph, at least four sentences, based on the following prompt:

If you could be a character from a book, who would you be, and why?

2. Draw an accompanying illustration.