Ms. Gallivan’s Literacy Class: (Priah, Abby, Grayden, Noah, Emmett, Isabella, Autumn)

**Reading:**

Read the following poem:

November comes and November goes, with the last red berries and the first white snows.

With the night coming early, and the dawn coming late, and ice in the bucket and frost by the gate.

The fires burn and the kettles sing, and earth sinks to rest until next spring.

 -Clyde Watson

When a poet writes a poem, they use many describing words to *paint a picture in our minds* when we read it. As readers, when we see a picture in our mind, we are **visualizing**. This is very important and helps us to understand what we read.

I would like you to get a piece of paper and write the date at the top. Then, draw a picture of what you see in your mind (visualize) when you read the November poem. Add as many details as you can

**Writing:**

1. With an adult’s permission, go get a piece of fruit or a vegetable to have for a snack. Think about how the snack, tastes, feels, smells and looks. Then make a chart something like this and write two describing words for each sense. *Think back to the charts we added to in our Descriptive Writing duo-tangs!*

My snack was a(n): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Tastes | Feels | Smells | Looks |
| *
 | *
 | *
 | *
 |

**Spelling:**

**Priah, Abby, Grayden:**

Have someone call out your spelling words for you. Write out each word 1 time **without looking**: about, car, what, best, drink. Check to see how you did. If you got a word wrong, look closely to figure out which part of the word you need to work on. For example, if you spelled *what* like *whut*, then you need to work on remembering the ‘a’.

**Isabella, Noah, Emmett, Autumn**

Have someone call out your spelling words for you. Write out each word 1 time **without looking**: again, people, because, they, could. Check to see how you did. If you got a word wrong, look closely to figure out which part of the word you need to work on. For example, if you spelled *they* like *thay*, then you need to work on remembering the ‘e’.