Updates for the Week of 1/6/25

Mon 1/6	Tues 1/7	Wed 1/8	Thu 1/9	Fri 1/10
Day 1 - Music	Day 2 - Art	Day 3 - Library and PE **Library book due** **Wear sneakers**	Day 4 - Music	Day 5 - Art

Updates:

- The December HW Checklist with a parent signature was due Friday 12/20. If you haven't turned it in yet, please do so.
- Please make sure your child is completing their **homework** each week.
  - Reading should be done every day. While your child reads, please make sure they fill out the **PARP** sheet that went home at the beginning of the month.
  - Math flash cards and worksheets are attached to the HW packet, as well as the Weekly Updates. Twenty minutes of i-Ready reading should be done each week, as well as twenty minutes of i-Ready math (if your child has access to a computer).

Concepts For This Week:

- Phonics
  - Diphthongs (special type of vowel team that makes a unique sound): oi & oy
  - Vowel Team: ou
- Reading
  - Learning from "how-to" stations
  - Nonfiction reading project
- Writing
  - Assessment: Using everything we've learned to write a short nonfiction book independently
- Math
  - Reviewing double-digit addition and subtraction problems with and without regrouping
  - Money
    - Touch Points (each touch point is counting by five)
    - Finding the value of like coins and mixed coins
    - Solving word problems using money
- Social Studies
  - Reviewing the different characteristics for each community (rural, suburban, and urban)
  - See attached vocabulary (should be studied at home) → **assessment this week**
- Positivity Project Trait: Optimism

Have a great week, Partners!

Best,

Miss Alexander

Dear Families,

We are wrapping up Unit 3 in Social Studies on different types of communities (urban, rural, suburban). Our unit assessment will take place on ___Wednesday 1/8/25___ Below you will find a study guide to help prepare for this.

1. **What is a community?** *A community is a place where people live, work, and have fun together.*

2. **Features of Urban, Rural and Suburban Communities:**
   Urban: lots of people and noise, very tall buildings, many apartment buildings, lots of different transportation

   Suburban: outside of a city, people live in neighborhoods, many houses on a street

   Rural: has lots of open space, most are made up of farmland

3. **Things you would see in each community:**
   Urban- skyscrapers, crowds, subway, gridlock (tons of traffic)

   Suburban- houses, malls, driveways, backyards

   Rural- crops, agriculture, farms, livestock (farm animals)

4. **Which type of community would you most like to live in? Which type of community would you least like to live in? Why? Give 2 reasons.**
   ❖ Students will need to be able to write their reasons for their choices

As always, if you have any questions or concerns, please do not hesitate to reach out.

Dear Families,

We are about to begin a new Social Studies unit called "Rural, Urban & Suburban Communities." In this unit students will be focusing on different communities. These are some of the ideas we will discuss:

- Rural, urban, and suburban communities have similarities and differences.
- Rural, urban, and suburban communities have distinct characteristics.

They will be answering questions and focusing on:

- Does where you live affect how you live?

Please take some time to talk with your child about these topics and review some of the vocabulary used in this unit.

farming / agriculture	the job of working on the land, producing crops, and raising livestock
community	a place where people live, work, or have fun together
commute	to travel from home to work and back
country	the open rural area outside of big towns and cities; or the land of a person's birth, residence, or citizenship; or a nation or its territory
crops	plants used as food that can be grown and harvested
density	number of people living together in one area
downtown	an area where the main businesses are
farm	a piece of land used for growing crops or raising livestock
high-rise	very tall building
home	the house in which a person or family lives
livestock	farm animals kept for use or raised to sell
neighbor	a person who lives close to another in any community

neighborhood	an area in a community where people live near one another
public transportation	ways of travel that are organized and that everybody can use
rural	community with open land, few buildings and businesses, and few people
social group	a group of community members who come together to share common interests
skyscrapers	very tall buildings
suburb	a community outside of the city where people live in neighborhoods with individual houses or small apartment houses
subway	trains that can run underground
town house	a house connected to the next house by a common sidewall
tradition	a special way of doing something that is passed down over time
transportation	a way of moving people or things from one place to another
urban	a city community with a lot of tall buildings; a community in which people live that is larger or more crowded than a town
gridlock	big traffic jam where streets cross and no cars can move
apartment house	A building that has three or more apartments for people to live in; there is one main entrance.

Solve Word Problems Involving Money

Math Tools

⌒ Number Line

Dear Family,

This week your child is learning about finding the value of money and solving word problems involving coins and bills.
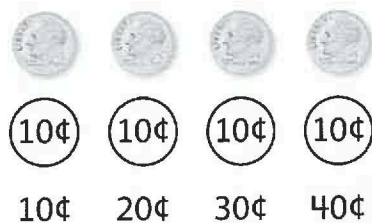
Your child will learn that a **penny** has a value of 1¢, a **nickel** has a value of 5¢, a **dime** has a value of 10¢, and a **quarter** has a value of 25¢.

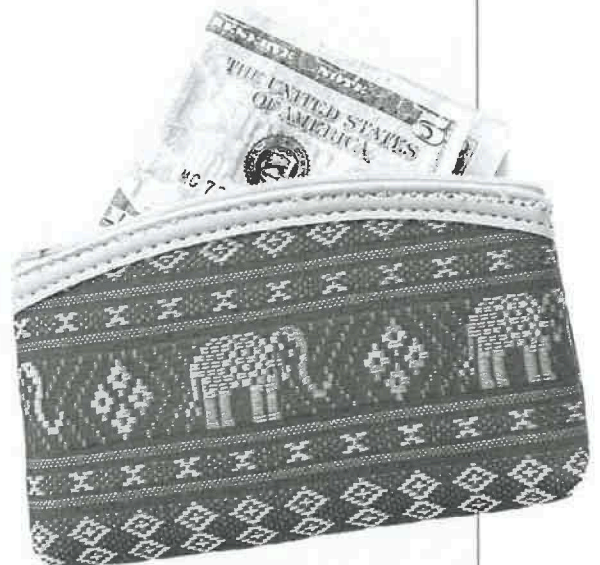To find the value of nickels, your child may count by fives.

(5¢) (5¢) (5¢) (5¢)

5¢   10¢   15¢   20¢

The value of four nickels is 20¢.

To find the value of dimes, your child may count by tens.

(10¢) (10¢) (10¢) (10¢)

10¢   20¢   30¢   40¢

The value of four dimes is 40¢.

Invite your child to share what they know about money by doing the following activity together.

ACTIVITY COUNTING MONEY

Do this activity with your child to explore finding the value of money.

Materials 10 pennies (or paper circles each labeled 1¢),10 nickels (or 10 paper circles each labeled 5¢), 10 dimes (or 10 paper circles each labeled 10¢), index cards or paper labeled 1–10

- Combine the coins and spread them out on a table. Invite your child to arrange the coins and tell you the name and value of each type of coin.

- Have your child choose one type of coin. Mix the cards numbered 1–10 and let your child choose a card. Your child will make a set of coins using the number on the card. (For example, if you child chooses dimes and the number card 6, he or she will make a set of 6 dimes.)

- Encourage your child to count by ones, fives, or tens to determine the value for each set of coins. If needed, have your child place the coins in a line, and count along with your child from left to right.

- After a few rounds, ask your child to make sets of pennies, nickels, and dimes using a chosen number card. Compare the value of each set.
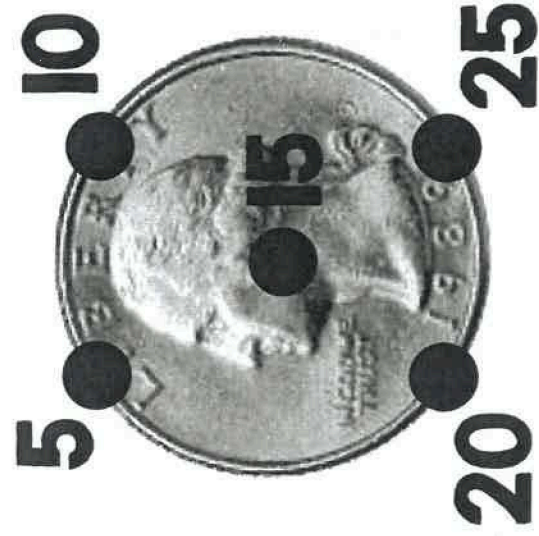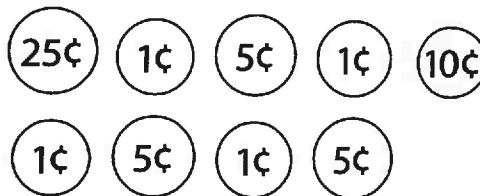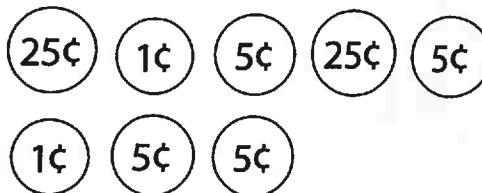
Touch Money

Finding the Value of Sets of Mixed Coins

Solve problems 1–5. Show your work.

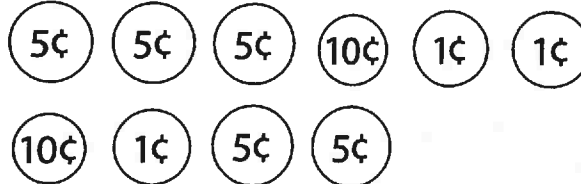**1** Gracie has the coins shown at the right. How many cents does she have?

25¢ 1¢ 5¢ 1¢ 10¢

1¢ 5¢ 1¢ 5¢

Gracie has _____ ¢.

2 Evan has the coins shown at the right. How many cents does he have?

25¢ 1¢ 5¢ 25¢ 5¢

1¢ 5¢ 5¢

Evan has _____ ¢.

3 Mei has the coins shown at the right. How many cents does she have?

5¢ 5¢ 5¢ 10¢ 1¢ 1¢

10¢ 1¢ 5¢ 5¢

Mei has _____ ¢.

4 Carlos has the coins shown at the right. How many cents does he have?

25¢ 5¢ 5¢ 10¢ 5¢

10¢ 1¢ 25¢ 10¢
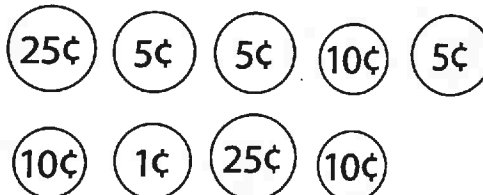
Carlos has _____ ¢.

5 Jana has the coins shown at the right. How many cents does she have?
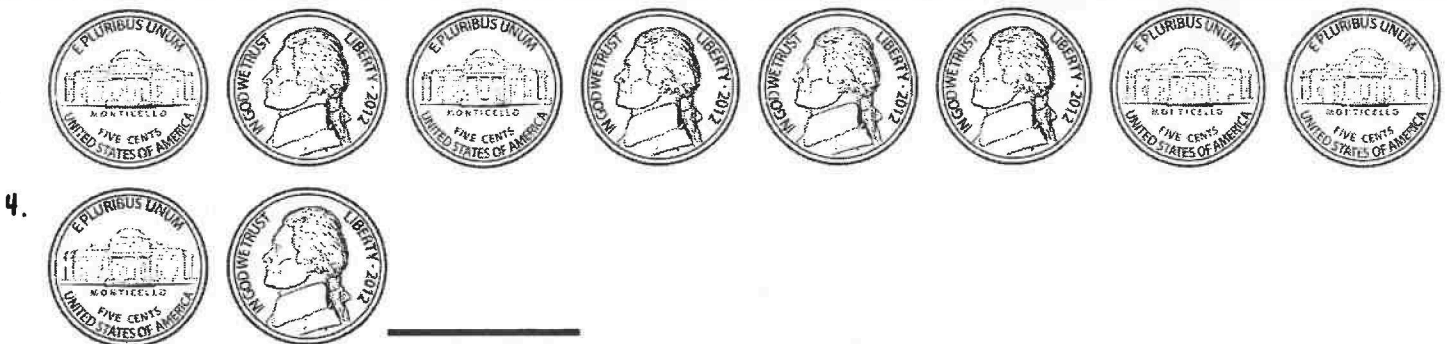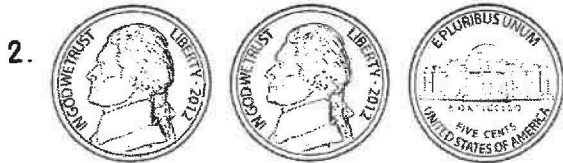
10¢ 5¢ 5¢ 1¢ 1¢ 10¢

1¢ 5¢ 1¢ 25¢
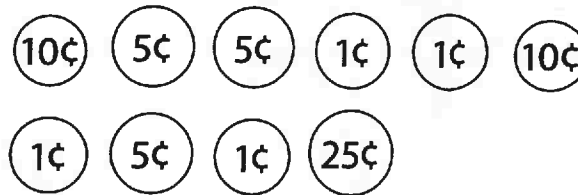
Jana has _____ ¢.

Name _____ Date _____

Counting Pennies C

Find the total value of the coins. Write your answer on the line. Remember to use touch points!

1. (2 pennies) _____

2. (4 pennies) _____

3. (8 pennies) _____

4. (3 pennies) _____

5. (5 pennies) _____

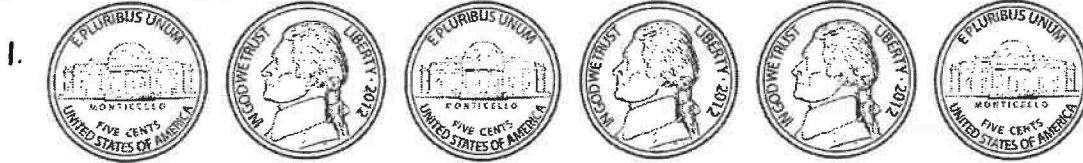6. (3 pennies) _____

7. (6 pennies) _____

8. (7 pennies) _____

9. (5 pennies) _____

Name _____ Date _____

Counting Nickels C

Find the total value of all the coins. Write your answer on the line. Remember to use touch points to help you.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____
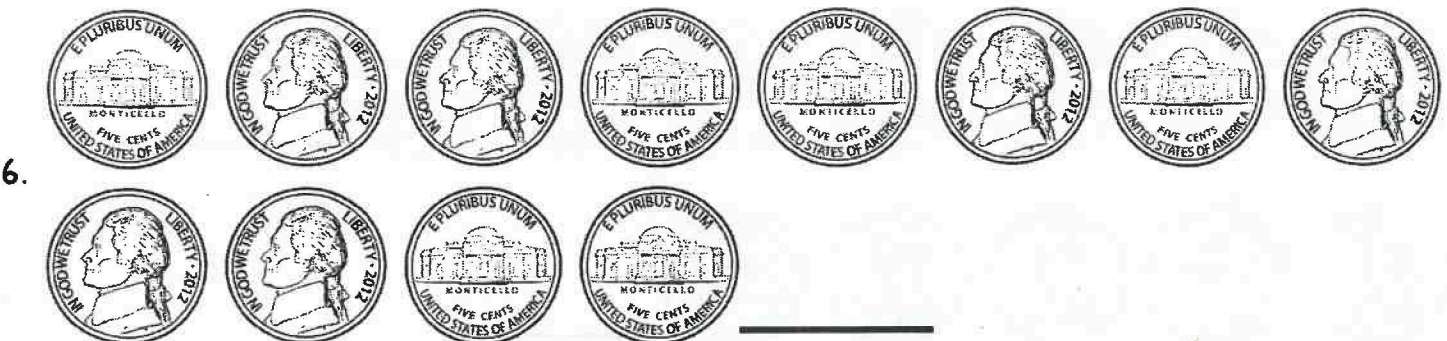
Name _____ Date _____

Counting Dimes C

Find the total value of the coins. Write your answer on the line. Remember to use touch points to help.

1. (two dimes) _____

2. (five dimes) _____

3. (nine dimes) _____

4. (three dimes) _____

5. (eight dimes) _____

6. (four dimes) _____

7. (seven dimes) _____

8. (three dimes) _____

9. (six dimes) _____

Name _____ Date _____

Counting Quarters C

Find the total value of the coins. Write your answer on the line. Remember to use touch points to help you count.

1.   _____

2.   _____

3.   _____

4.   _____

5.   _____

6.   _____

7.   _____

Name: _____ Date: _____

2 –Digit Subtraction

Directions: Solve the problem. Use the key to color the apples.

1.
```
  2 8
-   1 5
_____
```

2.
```
  4 2
-   3 3
_____
```

3.
```
  6 7
-   2 4
_____
```

4.
```
  5 3
-   1 5
_____
```

5.
```
  6 8
-   1 2
_____
```

6.
```
  5 8
-   2 4
_____
```

7.
```
  2 3
-   1 5
_____
```

8.
```
  4 6
-   2 7
_____
```

9.
```
  7 9
-   4 4
_____
```

Subtracting by Regrouping

Circle all the problems where you can regroup a ten to help you subtract. Then solve the circled problems. Show your work.

(1)
```
   32
 − 16
 ─────
   16
```

2
```
   48
 − 15
 ─────
```

3
```
   57
 − 25
 ─────
```

4
```
   63
 − 39
 ─────
```

5
```
   76
 − 26
 ─────
```

6
```
   82
 − 37
 ─────
```

7
```
   38
 − 28
 ─────
```

8
```
   53
 − 44
 ─────
```

9
```
   42
 − 25
 ─────
```

10
```
   96
 − 40
 ─────
```

11
```
   92
 − 56
 ─────
```

12
```
   65
 − 23
 ─────
```

13
```
   86
 − 19
 ─────
```

14
```
   59
 − 33
 ─────
```

15
```
   77
 − 48
 ─────
```

16
```
   62
 − 27
 ─────
```

17 How did you know which problems to circle?

18 Check one of your answers by solving it using a different strategy. Show your work.