Mon 10/14	Tues 10/15	Wed 10/16	Thu 10/17	Fri 10/18
No School - Columbus Day	Day 4 - Music	Day 5 - Art	Day 6 - PE *Wear sneakers*	Day 1 - Music

Updates:

- Please continue to have your child complete their HW using the HW packet I sent home in the beginning of October.
- Students will **NOT** be able to access i-Ready until they have completed their diagnostics *in school*.
  - ### *How do I know if my child completed their i-Ready at school?*
    - Log in to i-Ready: Please see my teacher webpage on the Myers Corners website for directions
    - When you login, you'll need to click math or reading.
    - When you click on math or reading, if it says "Diagnostic," that means they can **NOT** do this at home yet (not until they finish the diagnostic at school).
    - When you click on math or reading, if it says "Lesson," that means they completed their diagnostic in school and they **CAN** complete the lessons at home.
- **Picture Day** is Friday 10/25
- Any attached work to the **Weekly Updates** is for additional, optional practice at home that does **not** need to be turned in.
- The **Parents as Partners** presentation is posted on Google Classroom along with Parent Teacher Conference (PTC) and Classroom Party sign ups. If you have not signed up for a PTC yet, please do so, thank you!
- If you haven't completed the **All About Your Child** Google Form from my welcome email before school began, please do so!

Concepts For This Week:

- Phonics
  - Homophones
  - R-Controlled Vowels
  - /er/ can be spelled er, ir, or
- Reading
  - Seeing patterns across book series
  - Growing ideas about characters in book series
  - Being a flexible word solver

Please see back —>

- Writing
  - Adding comparisons
  - Making our characters move, talk, think, and feel
  - Showing rather than telling by using describing words and adding details
  - Using our word wall to help us spell snap words
- Math
  - Continuing word problems

- Science: Structure and Properties of Matter
  - Understanding why certain materials are used for specific purposes based on their properties of matter to:
    - Plan and build a bridge model
    - Choose the best materials to design, build, and test a structure to support heavy weight
- Positivity Project Trait: Integrity

Have a great week, Partners!

Best,

Miss Alexander

Solve One-Step Word Problems

Dear Family,

This week your child is learning different ways to solve one-step word problems using addition or subtraction.

Learning Games

Cupcake

Pizza

Math Tools

Counters & Connecting Cubes
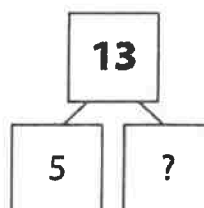
Consider the following word problem below.

Luis has 13 carrot sticks. He eats 5 carrot sticks. How many carrot sticks does he have left?
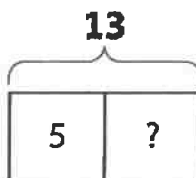
You can model this problem in many different ways.

You can write what you know and what you do not know.	**You can use a number bond.**
Total carrot sticks: 13 Carrot sticks eaten: 5 Carrot sticks left: ?	13 → 5, ?

You can use a bar model.

13 → 5 | ?

Each of these models will help you write all the facts of the fact family.

$13 - 5 = ?$ $13 - ? = 5$ $5 + ? = 13$ $? + 5 = 13$

You can solve to find that Luis has 8 carrot sticks left.

Invite your child to share what they know about solving one-step word problems by doing the following activity together.

ACTIVITY SOLVING ONE-STEP WORD PROBLEMS

Do this activity with your child to explore solving one-step word problems.

Materials 20 small objects (pennies, buttons, bite-sized crackers), a cup or other container

- Place 9 pennies in one cup and 6 pennies on the table.

- Ask your child the four questions below. Each time, give one equation that could be used to solve the problem (provided in parentheses). Then have your child give all the related equations in the same fact family. (The equations in the fact family are given below the question.)

  1. How many coins are there in all? $(9 + 6 = 15)$

  2. How many more pennies are in the cup than on the table? $(9 - 6 = 3)$

  3. If I take away 2 pennies from the cup, how many pennies will be left in the cup? $(9 - 2 = 7)$

  4. How many pennies will I need to put on the table to have 10 pennies on the table? $(10 - 6 = 4)$

- Repeat with a different number of pennies in the cup and on the table.

Answers:
1. $9 + 6 = 15; 6 + 9 = 15; 15 - 9 = 6; 15 - 6 = 9$
2. $9 - 6 = 3; 9 - 3 = 6; 3 + 6 = 9; 6 + 3 = 9$
3. $9 - 2 = 7; 9 - 7 = 2; 2 + 7 = 9; 7 + 2 = 9$
4. $10 - 6 = 4; 10 - 4 = 6; 4 + 6 = 10; 6 + 4 = 10$

Solving Take-Apart Word Problems

Solve problems 1–6.

1 Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many potatoes are red? Show your work.

Solution _____ potatoes are red.

2 Levi has 17 pet fish. 7 of the fish are yellow. The rest are blue. How many fish are blue? Show your work.

Solution _____ fish are blue.

3 Ada reads 12 books over the summer. 5 books are about cats. The rest are about horses. How many books are about horses? Show your work.

Solution _____ books are about horses.

4 There are 16 chairs at a table. Students sit in 7 of the chairs. The rest of the chairs are empty. How many chairs are empty? Show your work.

Solution _____ chairs are empty.

Solving Take-Apart Word Problems *continued*

5 Luis sees 14 dogs at the dog park. 6 of the dogs are small. The rest of the dogs are big. How many dogs are big? Show your work.

.

Solution _____ dogs are big.

6 Sadie has 20 crayons. 8 crayons are in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie's crayon box? Show your work.

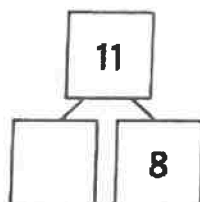**Solution** _____ crayons are in Sadie's crayon box.
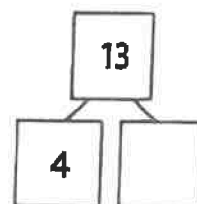
7 Which strategy did you use to solve problem 6? Explain why.

Using Fact Families to Help Subtract
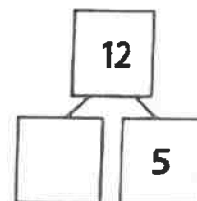
Complete the number bond for each subtraction equation.

1 $11 - 8 = ?$

```
    [11]
   /    \
 [  ]   [8]
```

2 $13 - 4 = ?$

```
    [13]
   /    \
 [4]   [  ]
```

3 $15 - 9 = ?$

```
    [15]
   /    \
 [9]   [  ]
```

4 $12 - 5 = ?$

```
    [12]
   /    \
 [  ]   [5]
```

5 $14 - 6 = ?$

```
    [14]
   /    \
 [  ]   [6]
```
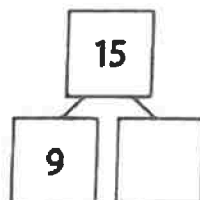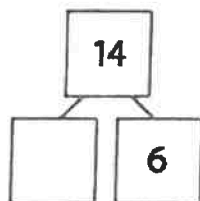
6 $11 - 7 = ?$

```
    [11]
   /    \
 [7]   [  ]
```
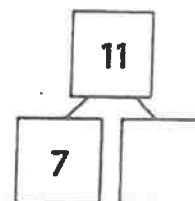
Complete the number bond and the fact family.

7 _____ + _____ = 13 $13 -$ _____ $=$ _____

$13 =$ _____ + _____   _____ $= 13 -$ _____

```
    [13]
   /    \
 [  ]   [5]
```

8 _____ + _____ = 17 $17 -$ _____ $=$ _____

$17 =$ _____ + _____   _____ $= 17 -$ _____

```
    [17]
   /    \
 [9]   [  ]
```
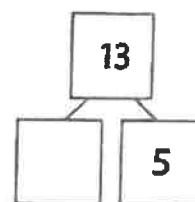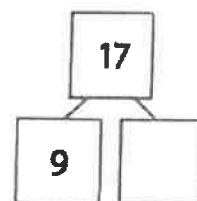
9 How can a fact family help you subtract?