Updates for the Week of 5/13/24

Homework: May Choice Board & READ

Mon 5/13	Tues 5/14	Wed 5/15	Thu 5/16	Fri 5/17
Day 2 - Library and Art ***Library books due***	Day 3 - PE ***Wear Sneakers***	Day 4 - Music	Day 5 - Art	Day 6 - PE ***Wear Sneakers***

Updates:

- Science vocabulary terms to **STUDY** are under the science concepts below
- I apologize I made an error in my updates last week - there is NO PARP sheet for May. April was the last month of PARP for the school year.
- ***Completing i-Ready lessons, passages, and games are HIGHLY recommended*** *as we will have our final i-Ready assessment towards the end of May/beginning of June.*
- *This will be the* ***LAST HW Choice Board*** *of the school year. In June, students will still be expected to* ***read, complete i-Ready lessons****, and they can practice math work from the* ***Weekly Updates****.*
- As the temperatures increase, please continue to have your child **dress in layers** so if they are cold they can layer up and if they're hot, they can take the layers off. If your child does not have a coat during cold temperatures, they will need to sit inside for recess. Thank you for your support with this.

Concepts For This Week:

- Phonics Teaching Points from our lessons this week:
  - Reviewing silent consonants: gn, kn, wr, mb
  - We know ch spells /ch/ as in chair. CH can also spell /k/ like in choir and /sh/ as in chef. If you're not sure, try /ch/ first. Then, if that isn't right, you might try the sound /k/ and/or /sh/. Be flexible!
  - We know g spells the sound /g/ like in goat. We know that ge, gi, and gy can spell the /j/ sound. Sometimes, gh spells the sound /g/. That doesn't happen often though. Be on the lookout for the vowels AND consonants that follow g. Remember to be flexible.. you may need to try more than one way!

Please see back →

- T is sometimes silent in the middle of a two syllable word with the letter patterns STEN AND STLE, like in the words listen and whistle. If you notice a t in the middle of a word, and it sounds funny.. try the word without the /t/ sound. Be flexible!

- Reading
  - Rereading to learn more about important subtopics
  - Continuing to research an insect and jot down notes into categories
- Writing
  - Completing a graphic organizer for our chapter book
  - Organizing our information and adding more facts
- Math (optional worksheets for practice are attached)
  - Add and subtract lengths and on a number line (letters are attached)
- Science: Interdependent Relationships in Ecosystems
  - The essential core ideas in this unit are that:
    - 1) Plants cannot grow without sunlight, water, and air.
    - 2) Plants provide shelter, food, and other materials for animals. Some plants depend on animals to disperse seeds and pollination.
    - 3) There are different habitats in our world and different plants and animals live in specific habitats.
  - **Core Vocabulary to STUDY:**
    - **Dispersal:** the action of spreading things over a wide area
    - **Habitat:** the place or environment where a plant or animal normally lives and grows
    - **Interdependence:** when plants and/or animals rely or depend on one another
    - **Resources:** a supply of something that an organism has, or can use when it is needed
    - **Survive:** when an organism continues to live or exist
    - **Biodiversity:** many different plants and animals *living in one place*
    - **Ecosystem:** a community of living and nonliving things *that work together*
- Positivity Project Trait: Other People Mindset

Have a great week, Partners!

Best,
Miss Alexander

Add and Subtract Lengths

LESSON 25

Math Tools

Number Line

Dear Family,

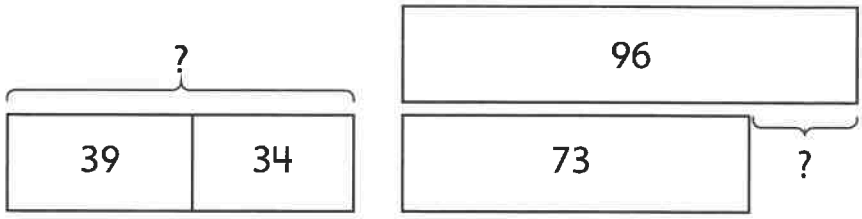
This week your child is learning to solve one- and two-step word problems involving length.

Your child might see a problem like this:

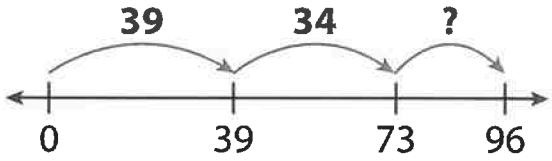
Yasmin has a new jump rope that is 96 inches long. Her jump rope is made of three different-colored sections: green, blue, and pink. The green section is 39 inches long. The blue section is 34 inches long. How long is the pink section?

First, model the problem to organize the information.

Bar Model



Open Number Line



Then, write and solve equations based on one of the models.

- How long are the green and blue sections combined?

  $39 + 34 = 73$

- How much more rope is there?

  $73 + ? = 96$ or $96 - 73 = ?$

  $73 + 23 = 96$ and $96 - 73 = 23$

  The pink section is 23 inches long.

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

ACTIVITY ADDING AND SUBTRACTING LENGTHS

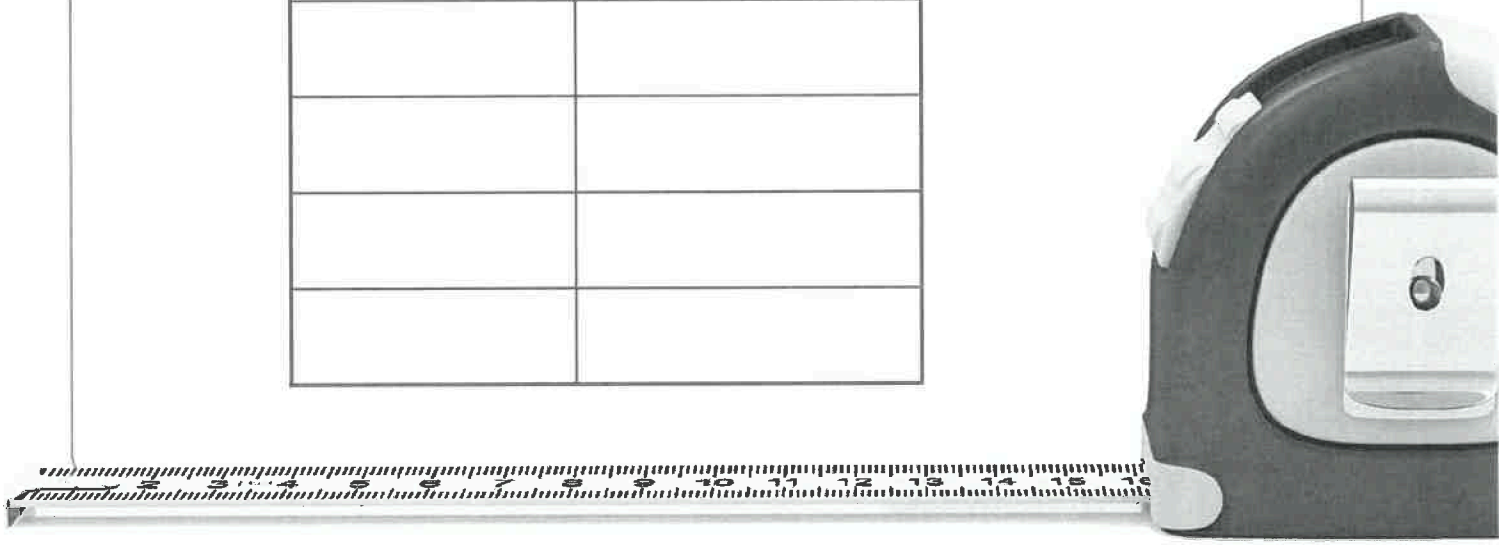
Do this activity with your child to explore adding and subtracting lengths.

Materials yardstick or measuring tape

Select several objects from around the home and measure their heights to the nearest inch. Record the heights in the table below. Then make up and solve addition and subtraction word problems with your child. Some examples are below.

- *How much taller is the refrigerator than the table?*
- *If the desk was 2 inches taller, how tall would it be?*
- *If I stacked a book and a lamp on the desk, how tall would the stack be from the floor?*
- *How much taller is the tallest chair than the shortest chair?*
- *If I stacked two chairs in the doorway, how tall is the space between the top of the chairs and the top of the doorway?*

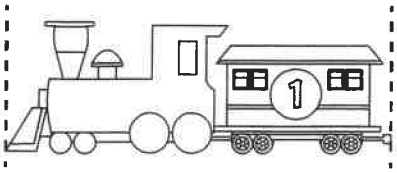
Object	Height (in inches)



Ways to Compare Lengths

Use an inch ruler to measure the objects.

1 How much longer is the toy train than the tape?

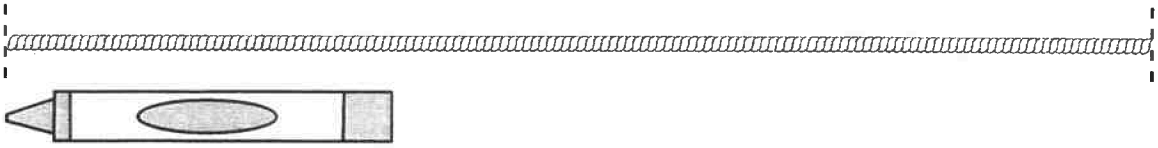


The toy train is _____ inch longer than the tape.

2 How much shorter is the leaf than the tape?

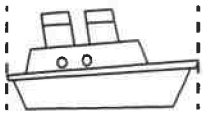
The leaf is _____ inches shorter than the tape.

3 How much longer is the string than the crayon?



The string is _____ inches longer than the crayon.

4 How much shorter is the toy boat than the tape?

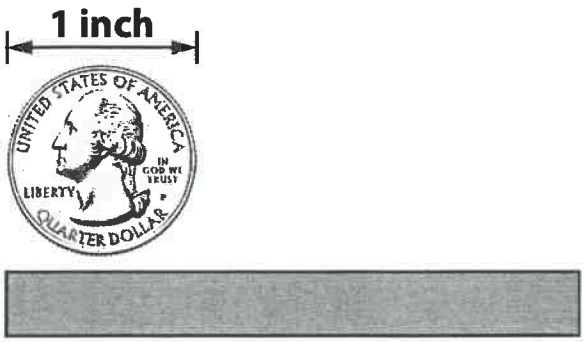


The toy boat is _____ inches shorter than the tape.

5 What equation could be used to find the answer to problem 4?

Using Different Units to Estimate Length

1 Use the quarter to estimate the length of the gray bar.

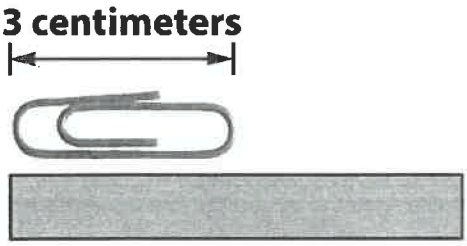


The gray bar is about _____ inches long.

2 Use an inch ruler to find the actual length of the gray bar.

The actual length is _____ inches.

3 Use the paper clip to estimate the length of the gray bar.



The gray bar is about _____ centimeters long.

4 Use a centimeter ruler to find the actual length of the gray bar.

The actual length is _____ centimeters.

Add and Subtract on the Number Line

LESSON 26

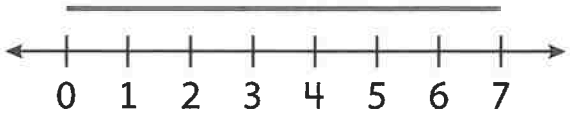
Math Tools

Number Line

Dear Family,

This week your child is learning how to use a number line to represent numbers as lengths and to add and subtract.

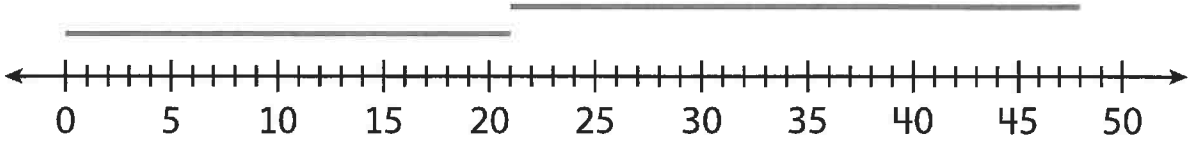
Your child will use **number lines** like the one shown below. They will learn that the numbers on a number line must be evenly spaced, and that a number can be represented as a length starting at 0. They will learn how to use a number line to solve problems.



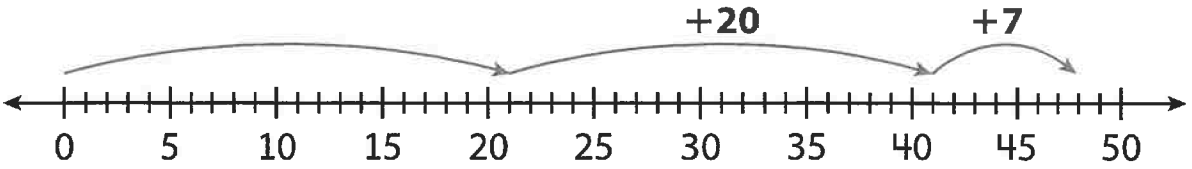
Your child might see a problem like this:

Kenyi buys a sunflower that is 21 inches tall. Now the sunflower is 48 inches tall. How many inches has the sunflower grown since Kenyi bought it?

You can draw lengths above a number line to solve this problem. Draw a length from 0 to 21. Then draw a second length from 21 to 48. The second length is 27.



You can also show jumps on the number line to solve this problem. Show a jump from 0 to 21. Then show jumps from 21 to 48. $20 + 7 = 27$



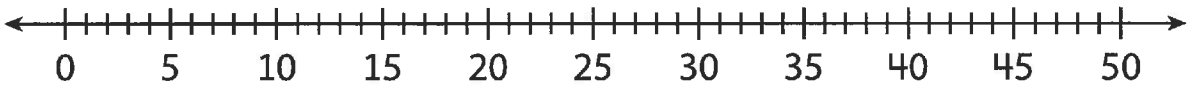
Both number lines show that the sunflower has grown 27 inches.

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

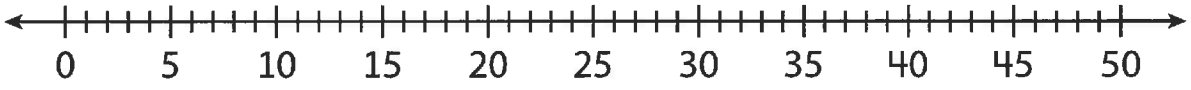
ACTIVITY USING A NUMBER LINE TO ADD AND SUBTRACT

Do this activity with your child to add and subtract on a number line.

- Ask your child to name a number between 10 and 25.
- Have your child ask a family member to select a different number between 10 and 25.
- Ask your child to use the number line below to add their number to the family member's number. Have your child explain how they used the number line to find the answer.



- Ask your child to select a number between 26 and 50 and have your child ask another family member to select a number between 10 and 25.
- Have your child use a second number line to subtract the family member's number from their number. Have your child explain how they used the number line to find the answer.

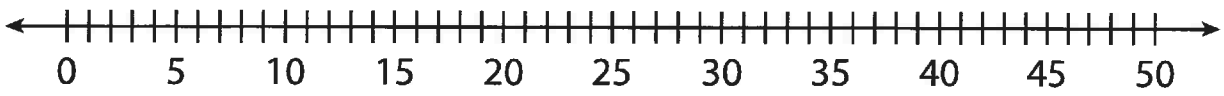


- Ask your child: *How can you use a number line to add and subtract?*

Adding on the Number Line

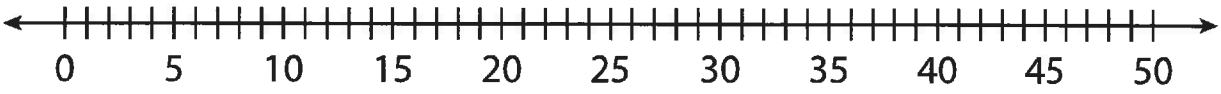
Use the number lines to solve the problems.

1 Jordan has a bike that is 36 inches long. Nick has a bike that is 12 inches longer than Jordan's bike. How long is Nick's bike?



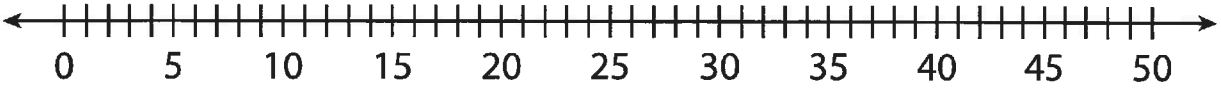
Nick's bike is _____ inches long.

2 Kimi builds a stack of books that is 18 centimeters tall. Then she adds another 23 centimeters of books. How tall is the stack of books now?



The stack of books is _____ centimeters tall.

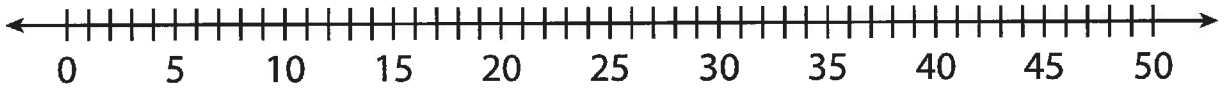
3 A tree grows 11 feet. The tree is now 32 feet tall. How tall was the tree at the start?



The tree was _____ feet at the start.

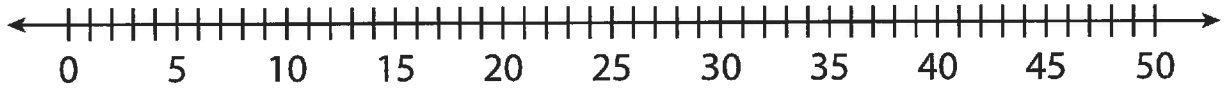
Adding on the Number Line *continued*

4 Pippa has 16 red flowers in her garden. She plants 17 yellow flowers. How many flowers are in Pippa's garden?



Pippa has _____ flowers in her garden.

5 Tyler has a table that is 14 inches shorter than Cam's table. Tyler's table is 32 inches long. How long is Cam's table?



Tyler's table is _____ inches long.

Name: NO Regrouping

Addition
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} 272 \\ +\ 507 \\ \hline 779 \end{array}$$

B.

$$\begin{array}{r} 225 \\ +\ 352 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 252 \\ +\ 603 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 373 \\ +\ 222 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 804 \\ +\ 121 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 157 \\ +\ 831 \\ \hline \end{array}$$

Name: Regrouping

Addition
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} {\scriptstyle ①\ ①\ \ } \\ 8\ 9\ 9 \\ +\ 9\ 3\ 1 \\ \hline 1,8\ 3\ 0 \end{array}$$

B.

$$\begin{array}{r} 9\ 3\ 9 \\ +\ 6\ 8\ 1 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 8\ 9\ 8 \\ +\ 9\ 4\ 5 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 7\ 9\ 4 \\ +\ 7\ 9\ 6 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 9\ 9\ 7 \\ +\ 7\ 4\ 3 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 3\ 9\ 4 \\ +\ 9\ 4\ 7 \\ \hline \end{array}$$

Name: NO Regrouping

Subtraction
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} 856 \\ -\ 555 \\ \hline 301 \end{array}$$

B.

$$\begin{array}{r} 841 \\ -\ 531 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 769 \\ -\ 312 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 764 \\ -\ 752 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 332 \\ -\ 131 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 997 \\ -\ 756 \\ \hline \end{array}$$

Name: Regrouping

Subtraction
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} \overset{4}{\cancel{5}}\ \overset{\overset{12}{\cancel{2}}}{\cancel{3}}\ \overset{17}{\cancel{7}} \\ -\ 2\ 4\ 9 \\ \hline 2\ 8\ 8 \end{array}$$

B.

$$\begin{array}{r} 9\ 4\ 4 \\ -\ 3\ 5\ 6 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 7\ 6\ 5 \\ -\ 3\ 9\ 9 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 2\ 6\ 5 \\ -\ 1\ 9\ 9 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 5\ 5\ 2 \\ -\ 3\ 8\ 5 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 4\ 4\ 6 \\ -\ 3\ 8\ 9 \\ \hline \end{array}$$

Name: TANG MATH Match (P)

A.

Draw lines to connect each match.


Band Practice

6:00
morning


Eat Breakfast

3:00
afternoon


Spaghetti Dinner

7:00
night

B.

Draw lines to connect each match.


Eat Breakfast

8:00
night


Violin Lesson

6:00
morning


Go to Sleep

2:00
afternoon

C.

Draw lines to connect each match.


Band Practice

7:00
morning


Bridge with Stars

3:00
afternoon

9:00
night

D.

Draw lines to connect each match.


Eat Dinner

7:00
night

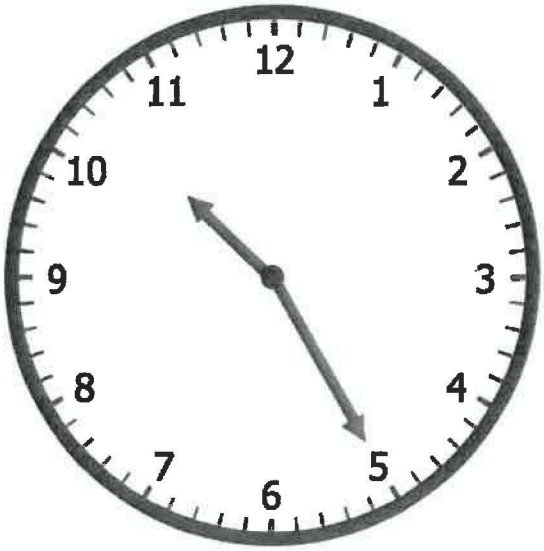

Eat Breakfast

4:00
afternoon

6:00
morning

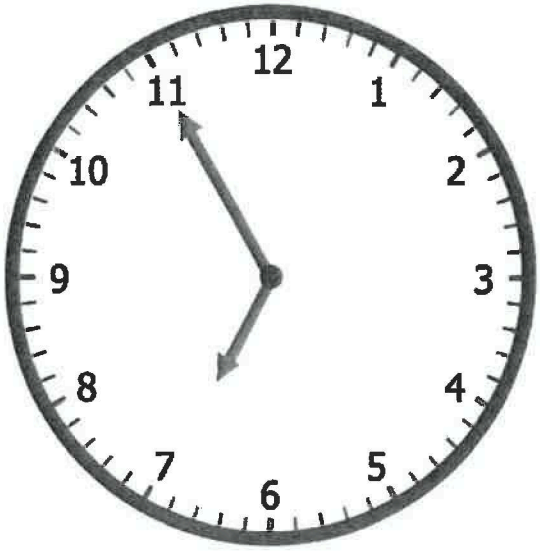
Name: TANG MATH Time (P)

A.



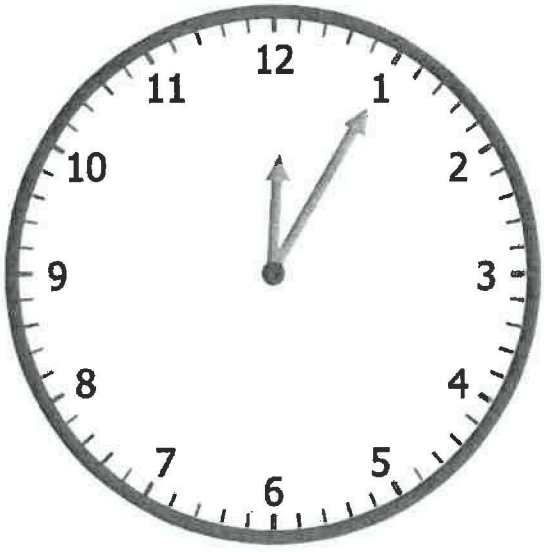
What time is it? ____ : ____

B.



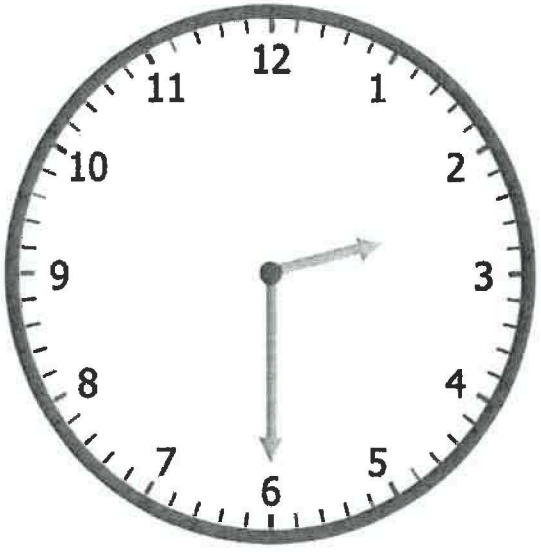
What time is it? ____ : ____

C.



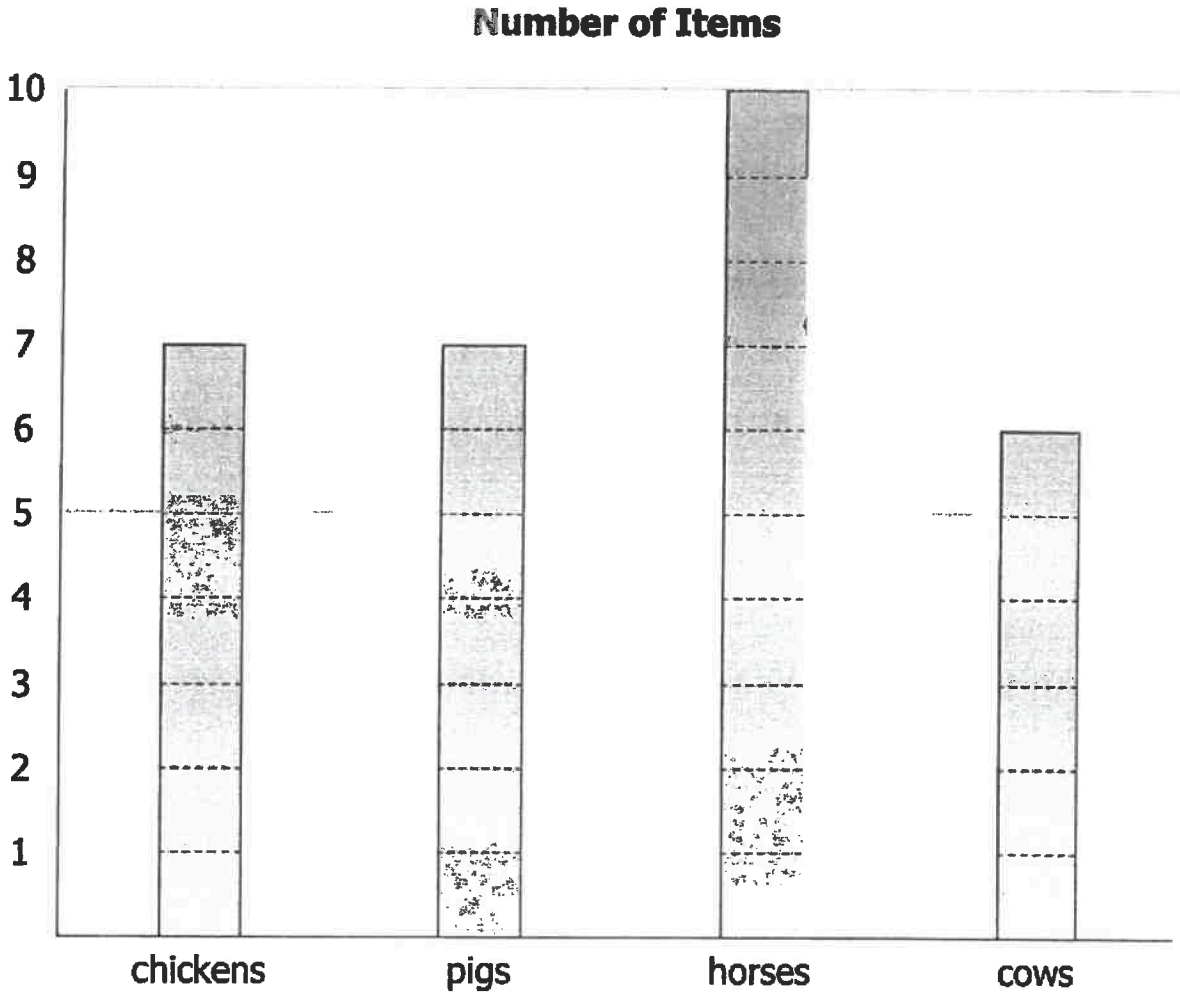
What time is it? ____ : ____

D.



What time is it? ____ : ____

A.



Most: chickens pigs horses cows

Fewest: chickens pigs horses cows

More: chickens & pigs horses & cows

Fewer: chickens & horses pigs & cows

chickens + pigs + horses + cows: _____