

Updates for the Week of 5/20/24

Homework: May Choice Board & READ

Mon 5/20	Tues 5/21	Wed 5/22	Thu 5/23	Fri 5/24
Day 1 - Music	Day 2 - Library and Art <i>Library books due</i> <i>i-Ready Diagnostic in school</i>	Day 3 - PE <i>Wear Sneakers</i>	<i>No School</i>	<i>No School</i>

Updates:

- We have no school Thursday 5/23 - Tuesday 5/28. We will come back to school on Wednesday 5/29.
- Science vocabulary terms to **STUDY** are under the science concepts below
- **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:
 - Beginning Word Collector unit
- Reading
 - Rereading to learn more about important subtopics
 - Continuing to research an insect and jot down notes into categories
 - Bringing forward prior knowledge to new research
- Writing
 - Organizing our information and adding more facts
 - Helping readers picture information using comparisons and details as well as nonfiction text features

Please see back →

- Math (optional worksheets for practice are attached)
 - Read and make line plots (letter is 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: Spiral Review



Have a great week, Partners!

Best,
Miss Alexander

Read and Make Line Plots

LESSON
27

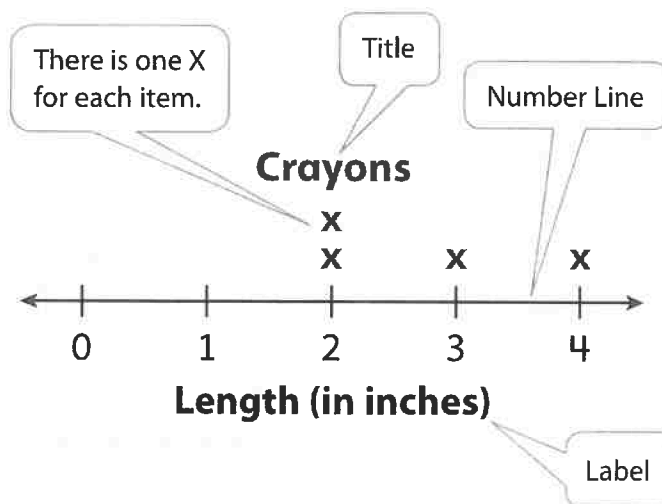
Dear Family,

This week your child is learning how to organize a set of measurements using a line plot.

Here is a table showing the lengths of four crayons. A line plot can show how many crayons of each length there are.

Crayon	Length (inches)
A	3
B	2
C	4
D	2

A **line plot** is made up of a number line, a title, and a label that tells what is being shown. It has an X for each measurement.



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

ACTIVITY MAKING LINE PLOTS

Do this activity with your child to read and make line plots.

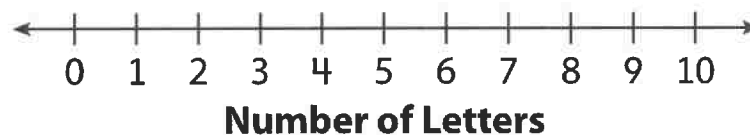
Together make a line plot of the number of letters in the first names of several of your child's classmates.

- First gather the data. Choose up to six classmates and count the number of letters in each name.
- Organize the data in the table below.

Name	Number of Letters

- Fill in the line plot. Mark one "X" for each name, above the correct number of letters.

Letters in Classmates' Names



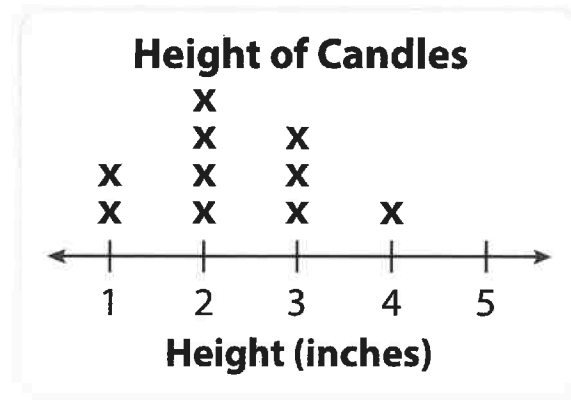
- Ask your child how the line plot would change if you added in the names Aba, Noe and Sam.



LESSON 27

Reading and Making Line Plots

Use the line plot to answer problems 1–2.



- 1** How many candles are 1 inch tall?

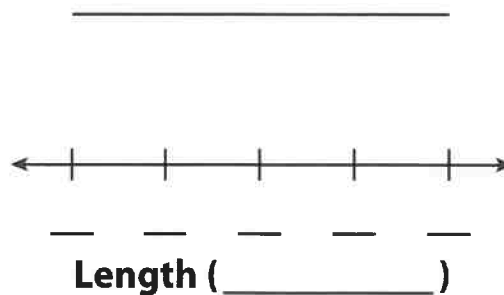
_____ candles

- 2** How many inches tall are the greatest number of candles?

_____ inches

- 3** The length of different vehicles is listed in the table. Complete the line plot to show the data.

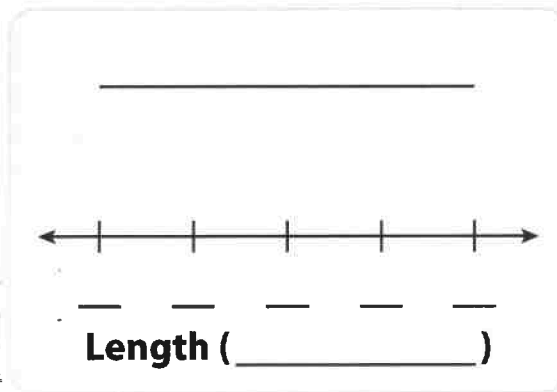
Vehicle Lengths (feet)
9
10
10
12
13
10



**Reading and Making Line Plots** *continued*

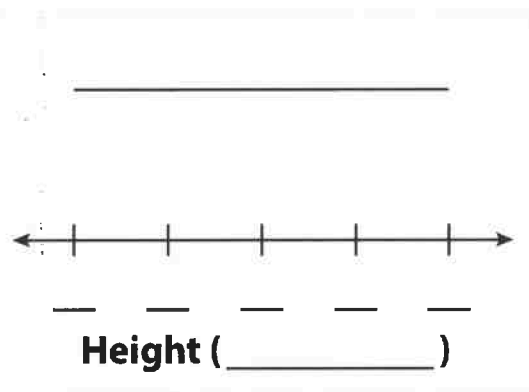
- 4 Selena measures the crayons in her crayon box. She writes the lengths in a table. Complete the line plot to show the data.

Crayon Lengths (centimeters)
20
18
16
18
20
19



- 5 The heights of Yusuf's sunflowers are listed in the table. Complete the line plot to show the data.

Sunflower Heights (inches)
76
72
74
74
75
73





Adding and Subtracting 10 and 100

Solve.

1 $80 + 10 =$ 90

2 $90 + 10 =$ _____

3 $95 + 10 =$ _____

4 $100 + 10 =$ _____

5 $180 + 10 =$ _____

6 $190 + 10 =$ _____

7 $195 + 10 =$ _____

8 $195 - 10 =$ _____

9 $30 + 10 =$ _____

10 $31 + 10 =$ _____

11 $67 - 10 =$ _____

12 $65 - 10 =$ _____

13 $100 - 10 =$ _____

14 $109 - 10 =$ _____

15 $200 - 10 =$ _____

16 $209 - 10 =$ _____

17 $697 + 10 =$ _____

18 $697 + 100 =$ _____

19 $697 - 10 =$ _____

20 $697 - 100 =$ _____

21 $493 + 10 =$ _____

22 $493 + 100 =$ _____

23 $493 - 10 =$ _____

24 $493 - 100 =$ _____

- 25 Looking at problems 2, 3, and 4, what stays the same? What changes?
How does it change?



LESSON 15

Skip Counting by Fives, Tens, and Hundreds

Complete the skip-counting patterns.

1 200, 205, 210, 215,
220, 225

2 520, 530, 540, _____,

3 800, 700, 600, _____,

4 650, 655, 660, _____,

5 370, 360, 350, _____,

6 780, 785, 790, _____,

7 439, 449, _____, _____,
479, 489, _____

8 885, 890, _____, _____,
905, _____

9 233, 333, _____, _____,
633, _____

10 632, 642, _____, _____,
672, _____

11 485, 495, _____, _____,
525, _____

12 185, 180, _____, _____,
165, _____

13 How can you tell if problem 7 is skip counting by fives, tens, or hundreds?

14 Write your own pattern skip counting by fives, tens, or hundreds. Your pattern should have at least 6 numbers in it. The pattern can count forward or backward.



LESSON 18

Using Subtraction Strategies with Three-Digit Numbers

Subtract.

1 $300 - 200 = \underline{100}$

$300 - 195 = \underline{\hspace{2cm}}$

$300 - 165 = \underline{\hspace{2cm}}$

2 $800 - 300 = \underline{\hspace{2cm}}$

$800 - 285 = \underline{\hspace{2cm}}$

$800 - 290 = \underline{\hspace{2cm}}$

3 $600 - 400 = \underline{\hspace{2cm}}$

$600 - 490 = \underline{\hspace{2cm}}$

$600 - 485 = \underline{\hspace{2cm}}$

4 $400 - 300 = \underline{\hspace{2cm}}$

$400 - 280 = \underline{\hspace{2cm}}$

$400 - 265 = \underline{\hspace{2cm}}$

5 $700 - 400 = \underline{\hspace{2cm}}$

$700 - 415 = \underline{\hspace{2cm}}$

$700 - 435 = \underline{\hspace{2cm}}$

6 $900 - 500 = \underline{\hspace{2cm}}$

$900 - 505 = \underline{\hspace{2cm}}$

$900 - 545 = \underline{\hspace{2cm}}$

7 $500 - 200 = \underline{\hspace{2cm}}$

$500 - 225 = \underline{\hspace{2cm}}$

$500 - 265 = \underline{\hspace{2cm}}$

8 $800 - 300 = \underline{\hspace{2cm}}$

$800 - 115 = \underline{\hspace{2cm}}$

$800 - 155 = \underline{\hspace{2cm}}$



LESSON 18

Using Subtraction Strategies with Three-Digit Numbers *continued*

9 $300 - 200 = \underline{\hspace{2cm}}$

$300 - 220 = \underline{\hspace{2cm}}$

$300 - 280 = \underline{\hspace{2cm}}$

10 $500 - 192 = \underline{\hspace{2cm}}$

11 $800 - 679 = \underline{\hspace{2cm}}$

12 $700 - 347 = \underline{\hspace{2cm}}$

- 13 In problem 2, how can knowing the answer to the first part help you answer the other two parts?



LESSON 18

Using Addition Strategies with Three-Digit Numbers**Complete each addition equation.**

1 $543 + 268 = \underline{\quad 811 \quad}$

2 $415 + 385 = \underline{\hspace{2cm}}$

3 $794 + 136 = \underline{\hspace{2cm}}$

4 $675 + 225 = \underline{\hspace{2cm}}$

5 $431 + 279 = \underline{\hspace{2cm}}$

6 $215 + 166 = \underline{\hspace{2cm}}$

7 $189 + \underline{\hspace{2cm}} = 230$

8 $\underline{\hspace{2cm}} + 27 = 604$

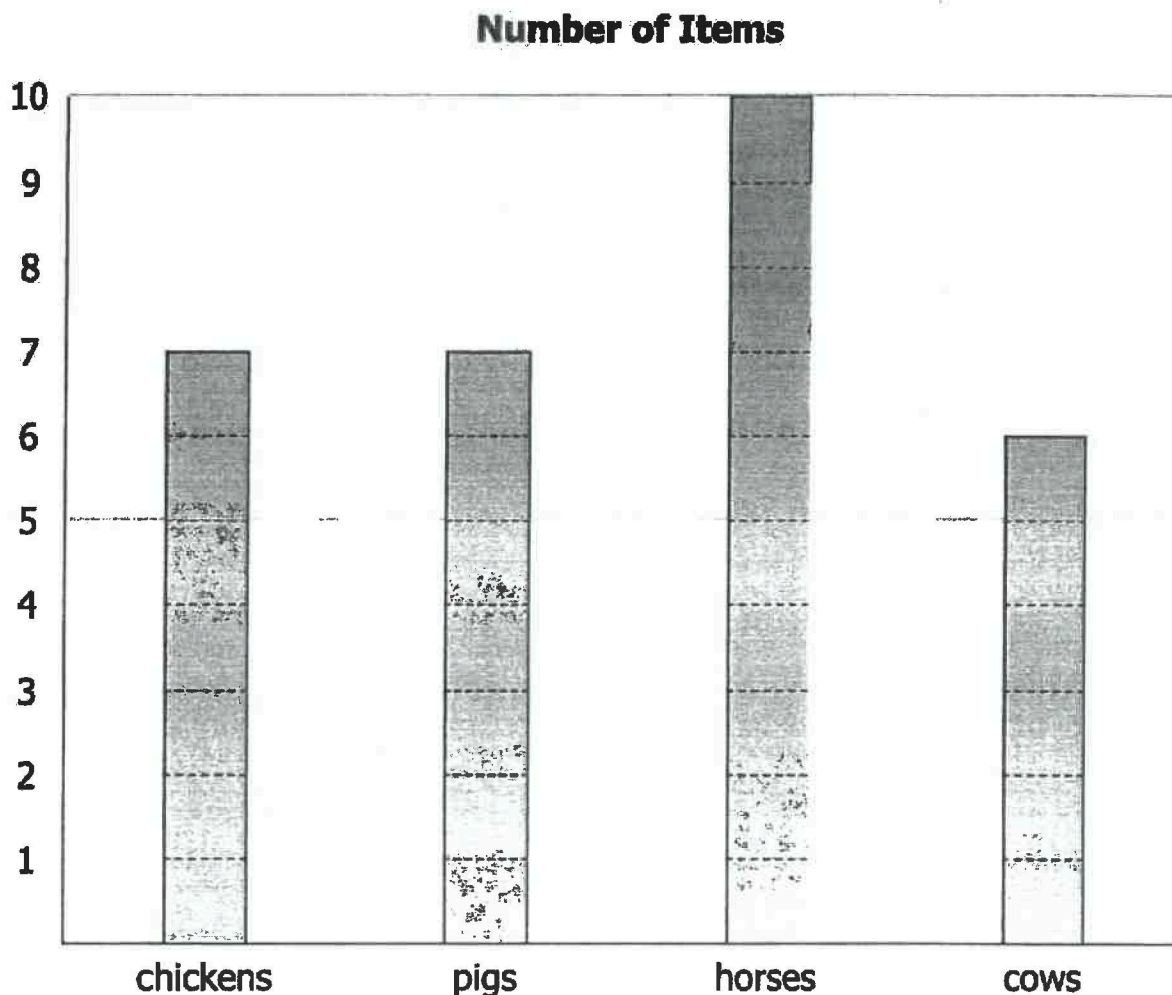
9 $\underline{\hspace{2cm}} + 35 = 813$

10 $653 + \underline{\hspace{2cm}} = 711$

11 Explain the strategy you used to solve problem 10.**12** Show one way to complete the equation $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 754$.

Name: _____

A.



Most:

Fewest:

More:

Fewer:

chickens + pigs + horses + cows: _____

Name:

No Regrouping

Addition
Standard Algorithm

TANGMATH

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**TANGMATH**

A.

$$\begin{array}{r} \textcircled{1} \textcircled{1} \\ 899 \\ + 931 \\ \hline 1,830 \end{array}$$

B.

$$\begin{array}{r} 939 \\ + 681 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 898 \\ + 945 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 794 \\ + 796 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 997 \\ + 743 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 394 \\ + 947 \\ \hline \end{array}$$

Name: NO Regrouping

Subtraction
Standard Algorithm

TANGMATH

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.

$$\begin{array}{r}
 4 \overset{12}{\cancel{2}} \overset{17}{\cancel{7}} \\
 - 249 \\
 \hline
 288
 \end{array}$$

B.

$$\begin{array}{r}
 944 \\
 - 356 \\
 \hline
 \end{array}$$

C.

$$\begin{array}{r}
 765 \\
 - 399 \\
 \hline
 \end{array}$$

D.

$$\begin{array}{r}
 265 \\
 - 199 \\
 \hline
 \end{array}$$

E.

$$\begin{array}{r}
 552 \\
 - 385 \\
 \hline
 \end{array}$$

F.

$$\begin{array}{r}
 446 \\
 - 389 \\
 \hline
 \end{array}$$

Name: _____

A.

Draw lines to connect each match.



Band Practice

6:00
morning



Eat Breakfast

3:00
afternoon



Spaghetti Dinner

7:00
night

C.

Draw lines to connect each match.



Band Practice

7:00
morning



Bridge with Stars

3:00
afternoon



9:00
night

B.

Draw lines to connect each match.



Eat Breakfast

8:00
night



Violin Lesson

6:00
morning



Go to Sleep

2:00
afternoon

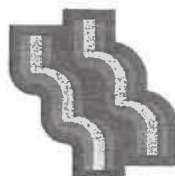
D.

Draw lines to connect each match.



Eat Dinner

7:00
night



Eat Breakfast

4:00
afternoon



6:00
morning

Name: _____

Time (P)

A.



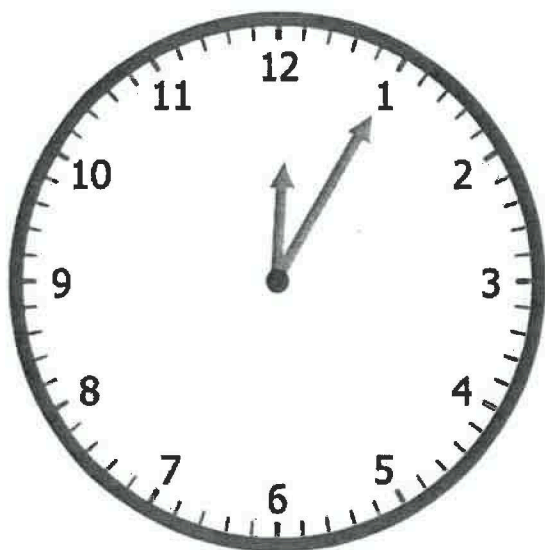
What time is it? ____:____

B.



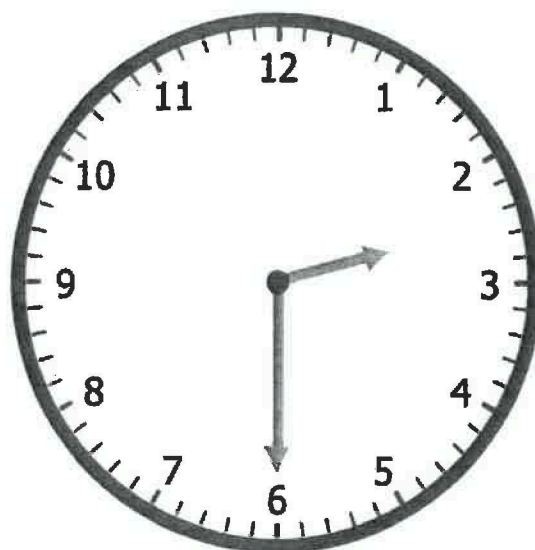
What time is it? ____:____

C.



What time is it? ____:____

D.



What time is it? ____:____