

Updates for the Week of 5/27/24

Homework: May Choice Board & READ

Mon 5/27	Tues 5/28	Wed 5/29	Thu 5/30	Fri 5/31
No School Memorial Day	No School	Day 4 - Music	Day 5 - Art	Day 6 - PE Wear Sneakers

Updates:

- I hope you all enjoyed the break!!
- Science vocabulary terms to **STUDY** are under the science concepts below. We will be having an assessment soon.
- **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:
 - Continuing our Word Collector unit
- Reading
 - Continuing to research an insect and jot down notes into categories
 - Bringing forward prior knowledge to new research
 - Researching big questions collaboratively
- Writing
 - Organizing our information and adding more facts
 - Helping readers picture information using comparisons and details as well as nonfiction text features
 - Glossary
- Math (optional worksheets for practice are attached)
 - Recognize and draw shapes (letter is attached)

Please see back →

- 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

Recognize and Draw Shapes



Dear Family,

This week your child is learning about recognizing and drawing shapes by paying attention to the characteristics they have.

Triangles have 3 sides, 3 angles, and 3 vertices.



Quadrilaterals have 4 sides, 4 angles, and 4 vertices.

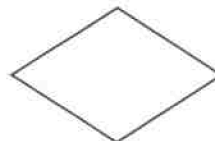
Rectangles and **squares** have 4 square corners.



rectangle

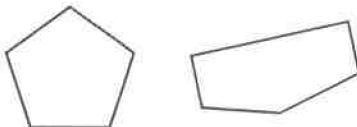


square

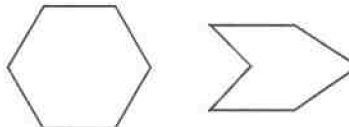


rhombus

Pentagons have 5 sides, 5 angles, and 5 vertices.



Hexagons have 6 sides, 6 angles, and 6 vertices.



Cubes have 6 surfaces, or faces, that are all the same.



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

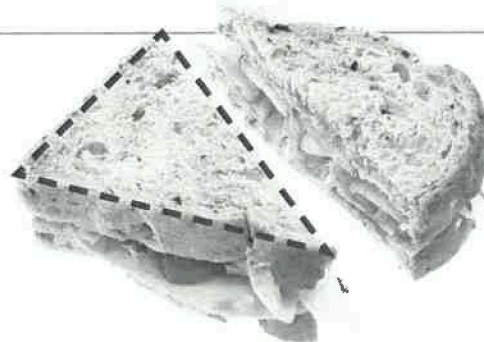
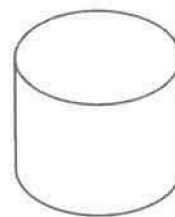
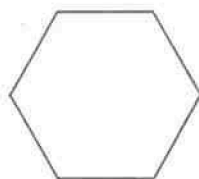
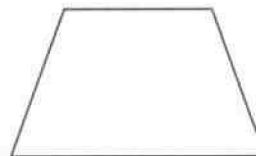
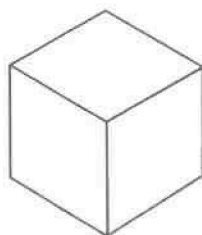
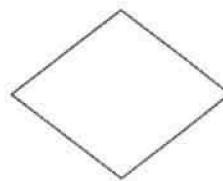
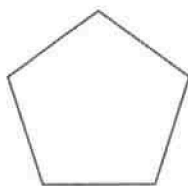
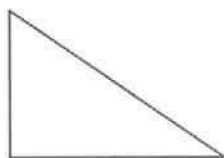
ACTIVITY SHAPES

Do this activity with your child to explore shapes.

Materials real-world objects with geometric shapes, pencil

Work with your child to look for and name shapes based on their characteristics.

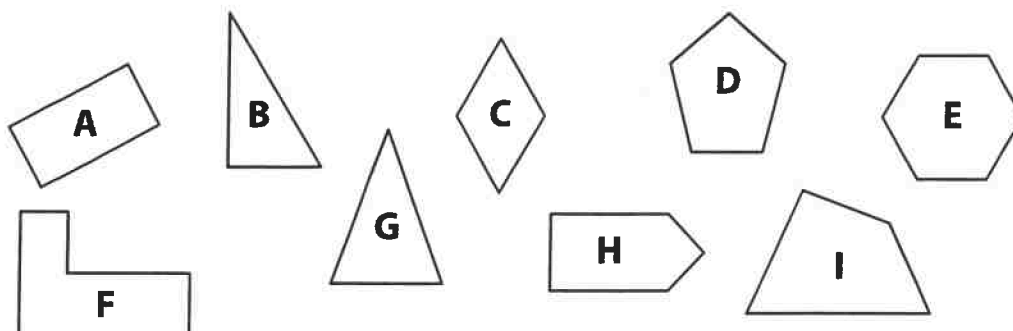
- Display real-world objects that match some of the shapes shown below. For example, you might show your child half a sandwich cut diagonally for the triangle, a square window that has 4 sides of same length and 4 vertices.
- Describe the characteristics of a shape shown below. Ask your child to circle the shape that matches your description. For example, say: *Circle the shape that has 6 faces.* Help your child to correctly identify and name the shape. Repeat.





Recognizing and Drawing Shapes

- 1 Look at the number of sides, angles, and vertices of each shape below.



Sort the shapes. Write each shape's letter in the correct column.

Triangles	Quadrilaterals	Pentagons	Hexagons

- 2 Draw two different shapes that each have 4 sides. Then write the name for shapes with 4 sides.

Shape name: _____

- 3 Draw two different shapes that each have 5 angles. Then write the name for shapes with 5 angles.

Shape name: _____

- 4 Draw two different shapes that each have 3 vertices. Then write the name for shapes with 3 vertices.

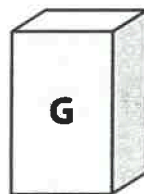
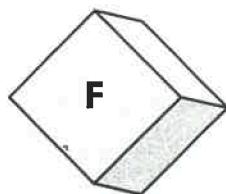
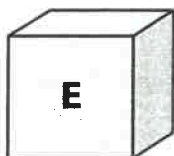
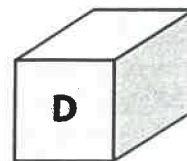
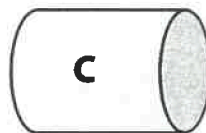
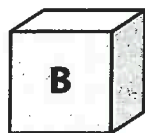
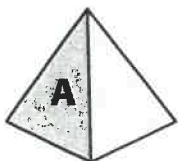
Shape name: _____



LESSON 28

Recognizing and Describing Cubes

1 Circle the cubes.



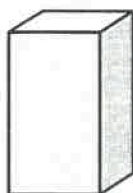
2 Write how many of each a cube has:

_____ faces

_____ vertices

_____ edges

3 Explain why the shape shown is NOT a cube.

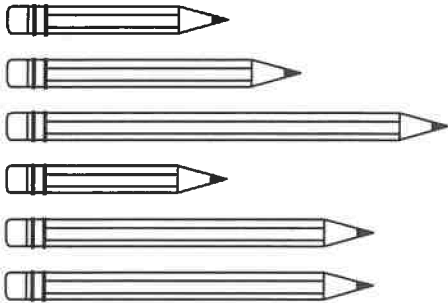




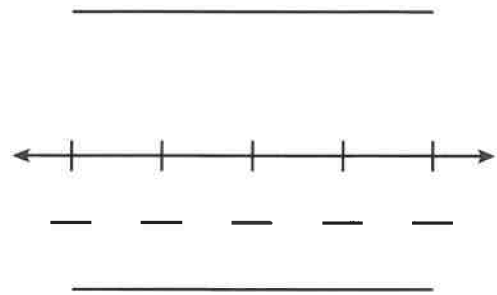
LESSON 27

Organize Data in Line Plots

- 1** Luca has these pencils in his pencil box. Measure the pencils in centimeters and write the length beside each pencil.



- 2** Use the measurements to make a line plot. Draw an X on the line plot for each pencil.



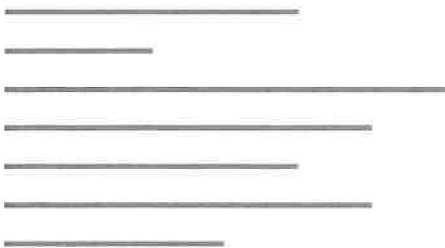
- 3** What is the length of the shortest pencil?

_____ centimeters

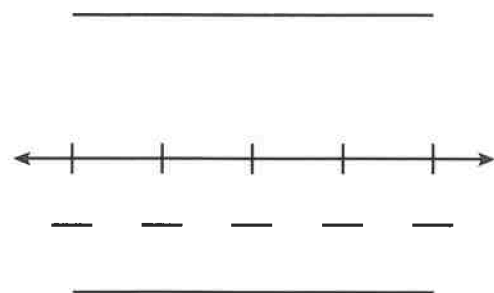
- 4** How many pencils are shorter than 5 centimeters?

_____ pencils

- 5** Ally has these pieces of yarn in her craft basket. Measure the yarn in centimeters and write the length beside each piece.



- 6** Use the measurements to make a line plot. Draw an X on the line plot for each piece of yarn.





Organize Data in Line Plots *continued*

- 7** What is the length of the longest piece of yarn?

_____ centimeters

- 8** How many pieces of yarn are longer than 2 centimeters?

_____ pieces



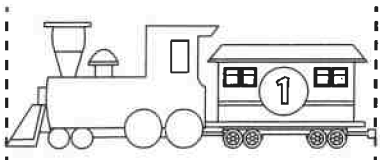
- 9** How did you answer problem 8 using the line plot?



Ways to Compare Lengths

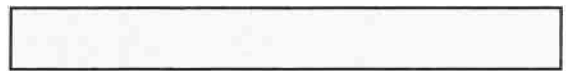
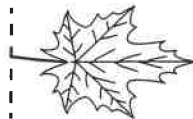
Use an inch ruler to measure the objects.

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



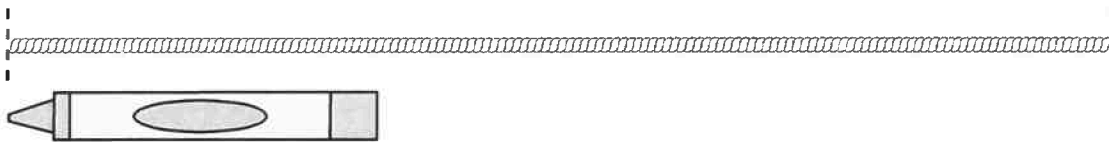
The toy train is _____ inch longer than the tape.

- 2 How much shorter is the leaf than the tape?



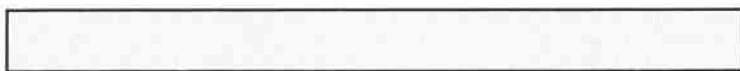
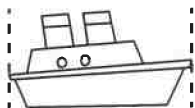
The leaf is _____ inches shorter than the tape.

- 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.

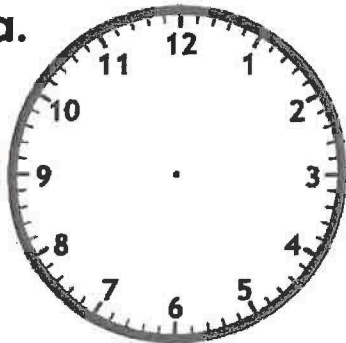
- 5 What equation could be used to find the answer to problem 4?

Name: _____

Telling Time

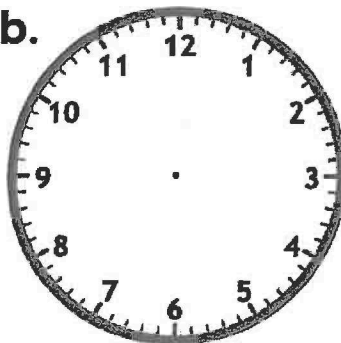
Draw the hands on the clock to show the time.

a.



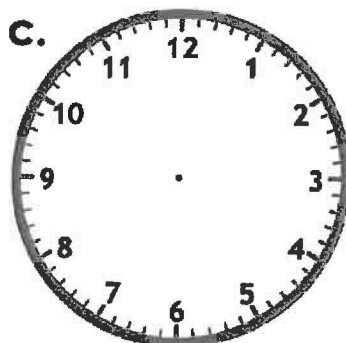
3:00

b.



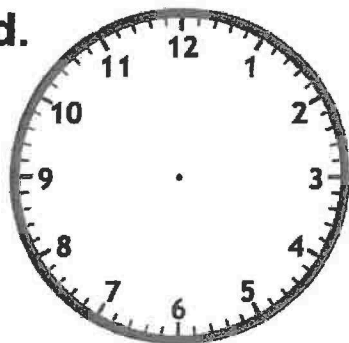
6:00

c.



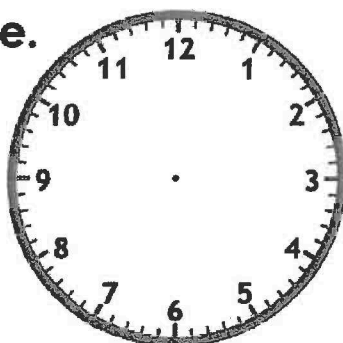
10:00

d.



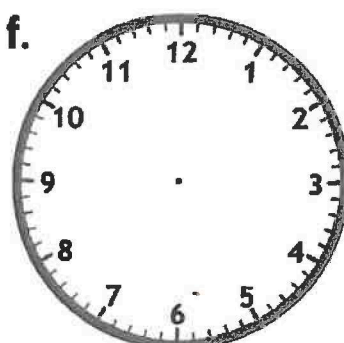
1:00

e.



8:00

f.

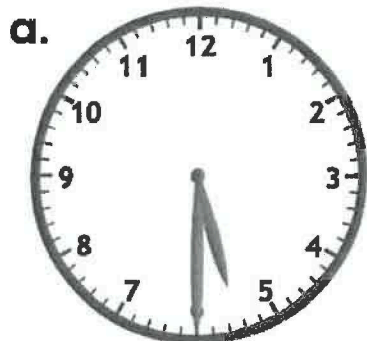


12:00

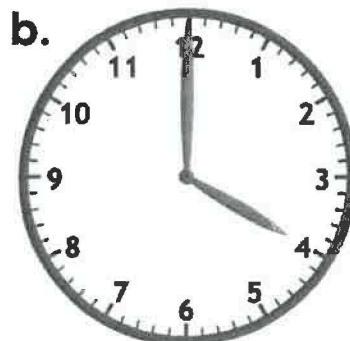
Name: _____

Telling Time

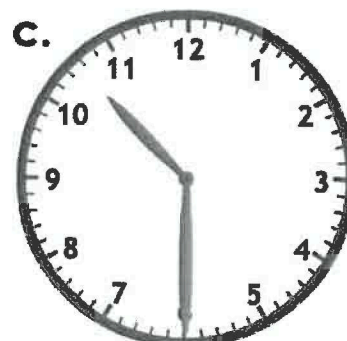
Write the time shown.



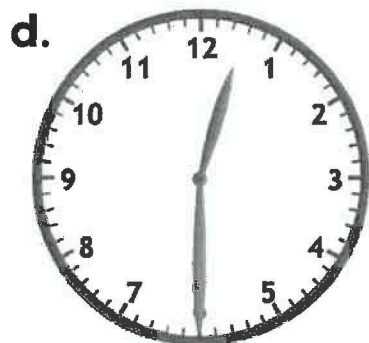
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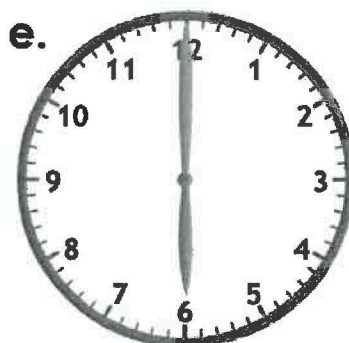
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- - - - -



- - - - -

Name: _____

Addition
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} 795 \\ + 915 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 526 \\ + 695 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 292 \\ + 899 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 377 \\ + 733 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 934 \\ + 696 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 884 \\ + 327 \\ \hline \end{array}$$

Name: _____

Subtraction
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} 746 \\ - 277 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 365 \\ - 179 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 561 \\ - 285 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 936 \\ - 567 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 843 \\ - 754 \\ \hline \end{array}$$

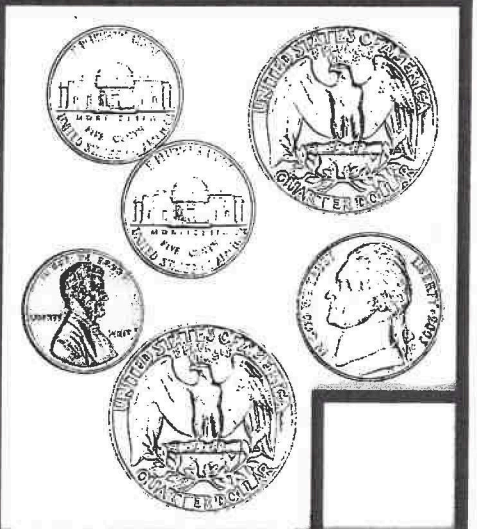
F.

$$\begin{array}{r} 848 \\ - 259 \\ \hline \end{array}$$

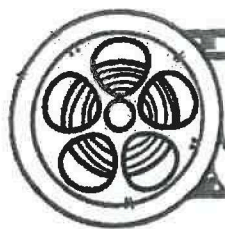
Name: _____

Mixed Coins Count

Find the value of the coins.




















Name: _____



Movie Time



Directions: Complete picture graph to answer the questions below.

Snacks at the Movies							Total
popcorn							
pretzel							
soda							



= 1 person



= 1 person



= 1 person

- How many people got popcorn at the movies ? _____
- How many people got a soda at the movies ? _____
- How many people got popcorn and a soda at the movies ? _____
- Did people buy more sodas or pretzels at the movies ?

- Which snack did people buy the least of ? _____
- How many more popcorns were bought than sodas ? _____
- Which snack did people buy the most of ? _____