

Updates for the Week of 5/6/24

**Homework: May Choice Board & READ**



Mon 5/6	Tues 5/7	Wed 5/8	Thu 5/9	Fri 5/10
Day 3 - PE <b>Wear Sneakers</b>	Day 4 - Music	Day 5 - Art	Day 6 - PE <b>Wear Sneakers</b>	Day 1 - Music <b>Field Trip Permission Slip and Money DUE</b>

Updates:

- **Fishkill Regal Cinema Field Trip permission slip and \$23 cash due Friday 5/10**
  - Please keep the top part of the permission slip for your information. I only need the bottom part. Thank you!
- **Yearbook orders are due Monday 5/13**
- **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*.**
- Please fill out the **May PARP** sheet when reading every night. Students receive prizes when they are handed in and if most/all of the class hands it in, then our class will be recognized on the announcements, get a ribbon on our classroom door, and everyone will receive a prize. **Please encourage your child to fill it in every night when they read.** Thank you!!
- 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:**
  - We need to be on the lookout for vowels that are after letters c and g. The vowel will tell you whether the c says /k/ or /s/ and whether the g says /g/ or /j/.
    - **C:** When c is followed by a, o or u it makes the /k/ sound.
    - When c is followed by e, i or y it makes the /s/ sound. In the word city, c is followed by i. This lets us know c will sound like /s/.

***Please see back →***

- G: When g is followed by a, o, or u it makes the /g/ sound. When g is followed by e, i, or y it makes the /j/ sound."
  - 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!
  - 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
  - Retelling chunks of nonfiction texts
  - Learning from graphics and words
  - Figuring out tricky words
- Writing
  - Beginning our last writing unit: Nonfiction Writing Project
  - Reminding ourselves what a nonfiction text is
  - How to organize information, including headings and/or subheadings
- Math (optional worksheets for practice are attached)
  - Measurement (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.
- Positivity Project Trait: Leadership



Have a great week, Partners!

Best,  
Miss Alexander



# Estimate and Measure Length



Dear Family,

This week your child is learning about estimating lengths of objects using benchmark objects.

If you know the length of a common object, you can use that length to estimate the length of other objects.

Here are some helpful benchmarks you can use with your child to estimate length.

1 centimeter



a crayon  
is about  
1 centimeter  
across

1 inch



a quarter is  
about 1 inch  
across

1 foot



a notebook is  
about 1 foot  
in height

1 meter



a doorway is  
about 1 meter  
across

To estimate the length of this ribbon, your child might compare it to quarters and estimate that it would take 5 quarters to measure the ribbon. So, it is about 5 inches long.



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

## ACTIVITY ESTIMATING LENGTH

Do this activity with your child to estimate and measure length.

**Materials** quarter, ruler, toys or household objects

- Have your child collect three of their favorite small toys.
- Work with your child to estimate the length of each toy in centimeters. Encourage your child to use the width of a crayon as a benchmark measurement of 1 centimeter.
- Estimate the length of the toy in inches, using a quarter as a benchmark measurement of 1 inch.
- Fill in the table below with the estimates. Then use a ruler to measure the toys' lengths to the nearest inch or centimeter.
- Ask your child which of their estimates was closest to the actual length.

	Centimeters		Inches	
	Estimate	Actual	Estimate	Actual
Toy #1				
Toy #2				
Toy #3				

Keep an eye open for examples of benchmark lengths in your everyday life. Share these with your child. For example, the height of a tree might be a good example of 20 feet, and the length of a sidewalk square might be a good example of 1 meter.





## Understanding of Different Units of Length

**Use this rectangle for problems 1 and 2. Use a centimeter ruler and an inch ruler to measure the length of the rectangle.**



- 1** The rectangle is \_\_\_\_\_ centimeters long.
- 2** The rectangle is about \_\_\_\_\_ inches long.
- 3** Does it take fewer centimeters or fewer inches to measure the length of the rectangle?

It takes fewer \_\_\_\_\_.

**Use this rectangle for problems 4 and 5. Use a centimeter ruler and an inch ruler to measure the length of the rectangle.**



- 4** The rectangle is \_\_\_\_\_ centimeters long.
- 5** The rectangle is about \_\_\_\_\_ inches long.
- 6** Does it take more centimeters or more inches to measure the length of the rectangle?

It takes more \_\_\_\_\_.

**LESSON 22**

**7** Would it take more inches or more feet to measure the length of a table? Why?

**8** Would it take fewer feet or fewer yards to measure the length of a movie screen? Why?



## Using Different Units to Estimate Length

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

1 inch



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.

3 centimeters



The gray bar is about \_\_\_\_\_ centimeters long.

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

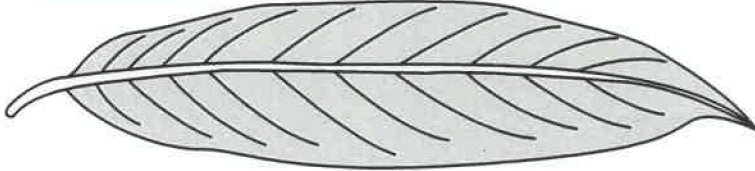
The actual length is \_\_\_\_\_ centimeters.



## Using Different Units to Estimate Length *continued*

- 5** Use the paper clip to estimate the length of the leaf.

**3 centimeters**



The leaf is about \_\_\_\_\_ centimeters long.

- 6** Use a centimeter ruler to find the actual length of the leaf.

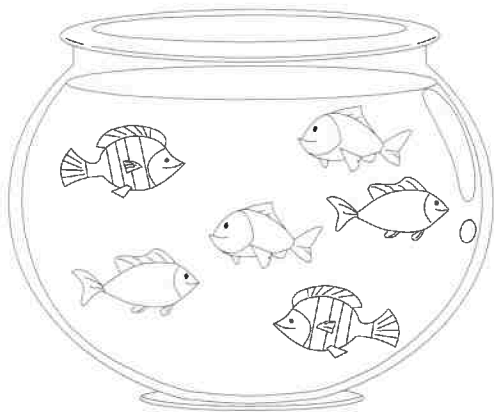
The actual length is \_\_\_\_\_ centimeters.

- 7** Which is the best estimate for the length of a fish bowl?

12 inches

5 feet

15 meters



Name: \_\_\_\_\_

- A. Pearl's playlist has some songs.  
Pearl adds 36 more songs to the playlist.  
Pearl's playlists now has 58 songs.  
How many songs were on Pearl's playlist to start?

Pearl's playlist had \_\_\_\_\_ songs to start.

- B. There were some kids on the bus.  
37 more kids get on the bus.  
Now there are 88 kids on the bus.  
How many kids were on the bus to start?

\_\_\_\_\_ kids were on the bus to start.

Name: \_\_\_\_\_

- A. Drew swam 30 laps in the pool on Thursday.  
On Friday, Drew swam 38 laps.  
How many laps did Drew swim in all?

Drew swam \_\_\_\_\_ laps in all.

- B. Luke wrote 31 thank you letters in the morning.  
In the afternoon, Luke wrote 26 thank you letters.  
How many letters did Luke write today in all?

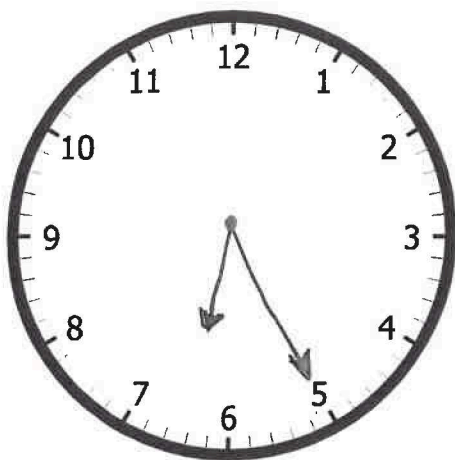
Luke wrote \_\_\_\_\_ letters in all.

Name: \_\_\_\_\_

**TANG MATH**

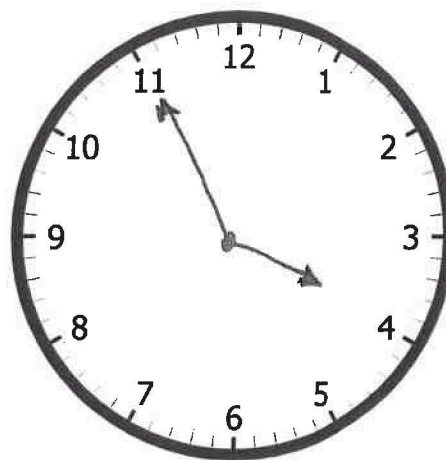
Time (P)

A.



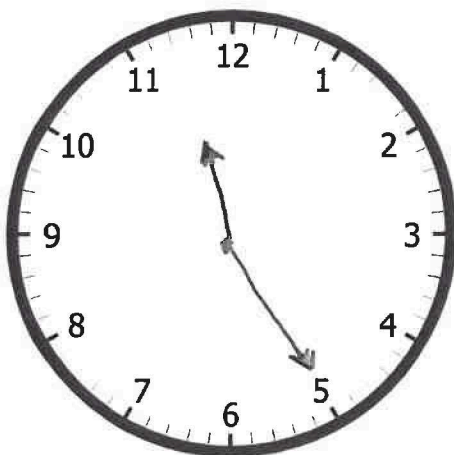
What time is it? \_\_\_\_:\_\_\_\_

B.



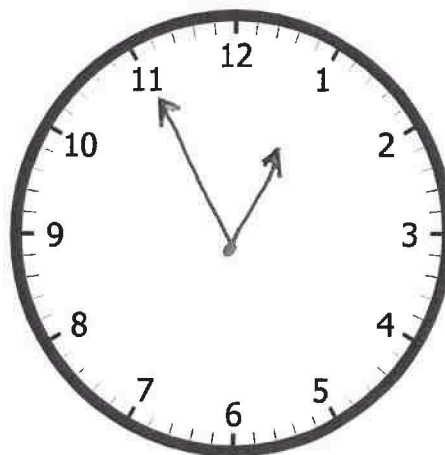
What time is it? \_\_\_\_:\_\_\_\_

C.



What time is it? \_\_\_\_:\_\_\_\_

D.



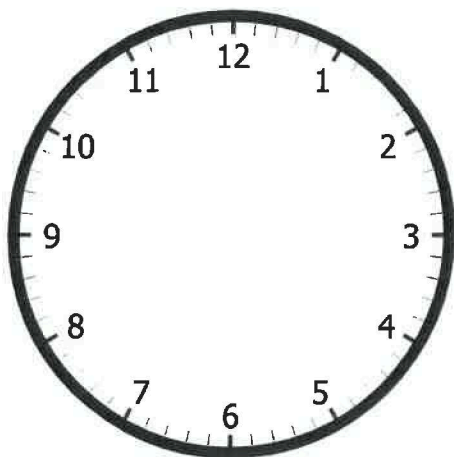
What time is it? \_\_\_\_:\_\_\_\_

Name: \_\_\_\_\_

**TANG MATH**

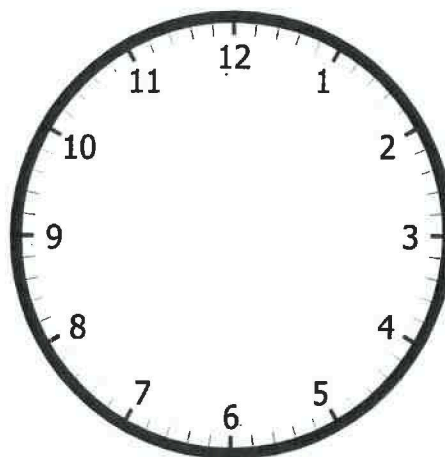
Time (A)

A.



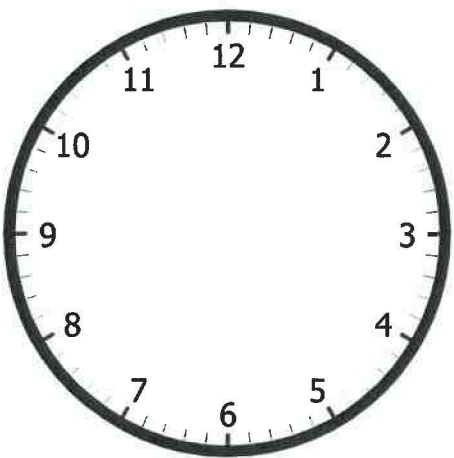
Draw hands on the clock to show 1:15.

B.



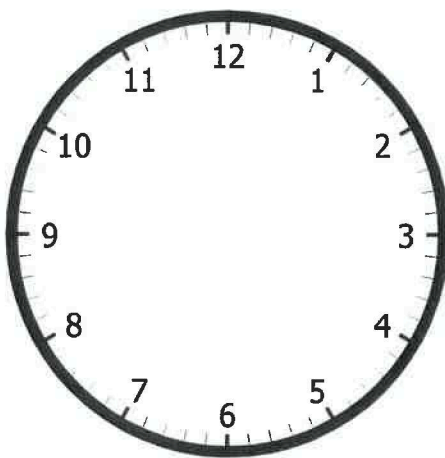
Draw hands on the clock to show 10:25.

C.



Draw hands on the clock to show 7:40.

D.



Draw hands on the clock to show 8:15.



## LESSON 13

## Writing Three-Digit Numbers

**Write the number using only digits.**

1 one hundred sixty-four

\_\_\_\_\_

2 six hundred fifty-two

\_\_\_\_\_

3 three hundred twelve

\_\_\_\_\_

4 two hundred sixty-one

\_\_\_\_\_

5 two hundred five

\_\_\_\_\_

6 five hundred nineteen

\_\_\_\_\_

**Write the number using only digits.**

7  $100 + 10 + 6$

\_\_\_\_\_

8  $500 + 4$

\_\_\_\_\_

9  $300 + 40 + 5$

\_\_\_\_\_

10  $300 + 50 + 4$

\_\_\_\_\_

11  $400 + 60$

\_\_\_\_\_

12  $500 + 40$

\_\_\_\_\_



## LESSON 13

# Writing Three-Digit Numbers

*continued*

**Write the number in expanded form.  
Then write the number using words.**

**13** 522     \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**14** 435     \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**15** 218     \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**16** 310     \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_

**17** Explain how problem 8 is the same as and different from problem 12.