Updates for the Week of 6/3/24

Homework: i-Ready Lessons, Attached Math Worksheets, & READ

Mon 6/3	Tues 6/4	Wed 6/5	Thu 6/6	Fri 6/7
Day 1 - Music	Day 2 - Library and Art ***LIBRARY BOOKS DUE***	Day 3 - PE ***Wear Sneakers***	Day 4 - Music	Day 5 - Art

Updates:

- The May HW Choice Board was due Friday 5/31. Please hand it in this week. Thank you!
- *The May HW Choice Board was the **LAST HW Choice Board** of the school year. This month, 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. Thank you for your support with this.

Concepts For This Week:

- Phonics
  - Continuing our Word Collector unit
  - Compound words
- Reading
  - Continuing to research an insect and jot down notes into categories
  - Collecting and studying vocabulary & context clues
  - Researchers think about the author's perspective/point of view
- Writing
  - Planning a second nonfiction book
  - Continuing the following objectives with a second nonfiction book: Organizing our information and adding more facts; Helping readers picture information using comparisons and details as well as nonfiction text features; Glossary
- Math (HW worksheets are attached)
  - Understand partitioning shapes into halves, thirds, and fourths (letter is attached)

Please see back →

- Social Studies: What Makes Me Become We?
    - Needs and Wants
    - Goods and Services
    - Challenges of meeting needs and wants
- Positivity Project Trait: Spiral Review

Have a great week, Partners!

Best,
Miss Alexander

Understand Partitioning Shapes into Halves, Thirds, and Fourths

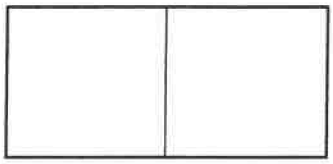
LESSON 29

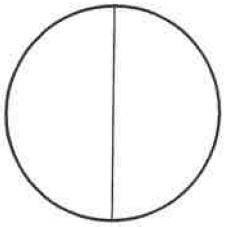
Dear Family,

This week your child is exploring the idea of equal parts of whole rectangles and circles to get ready for working with fractions next year.

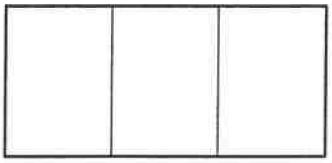
Your child will see whole rectangles and circles cut into 2, 3, or 4 equal parts.

2 equal parts are called halves. Each of these parts is called **one half** of the whole.

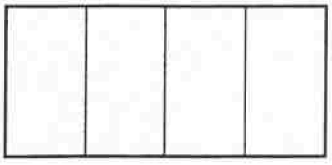


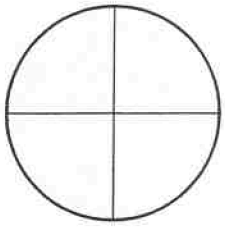


3 equal parts are called **thirds**. Each of these parts is called **one third** of the whole.



4 equal parts are called fourths. Each of these parts is called **one fourth** of the whole.





Invite your child to share what they know about halves, thirds, and fourths by doing the following activity together.

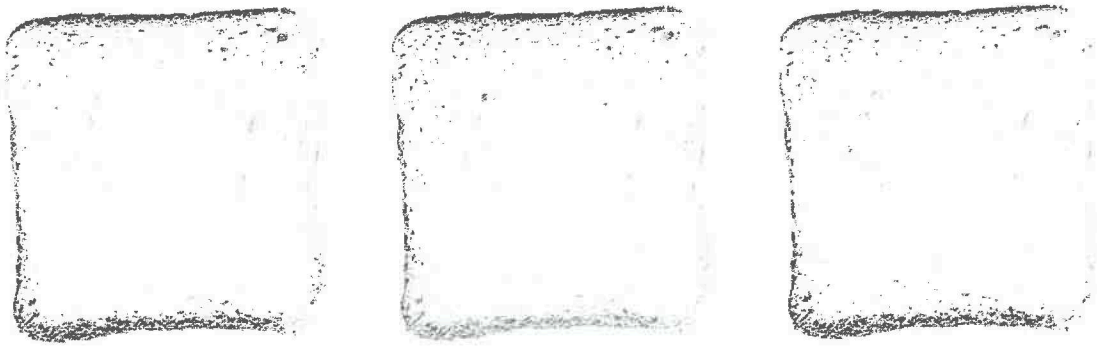
ACTIVITY EQUAL PARTS

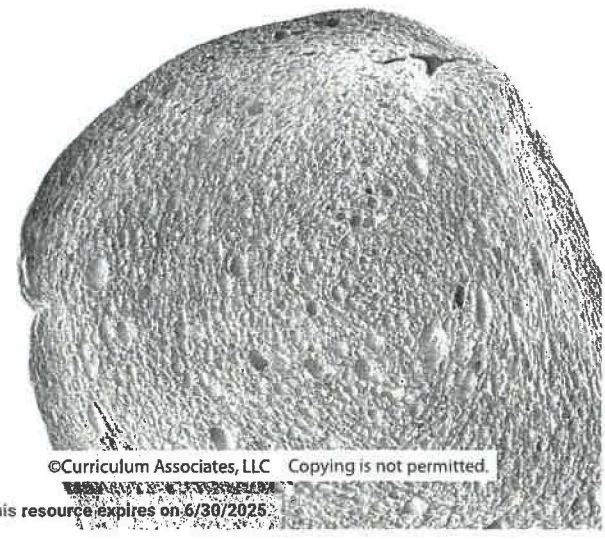
Do this activity with your child to understand halves, thirds, and fourths in shapes.

Materials sandwich ingredients, including square bread slices

Along with your child, make a sandwich using square pieces of bread.

- Ask your child to show with their finger how to cut the sandwich into halves. Ask your child to show you more than one way. Talk about how many pieces there would be if you cut the sandwich into halves.
- Ask your child to show you how to cut the sandwich into thirds and fourths. Talk about how many pieces there would be if you cut the sandwich into thirds or into fourths.
- Ask your child how they would like the sandwich divided and cut the sandwich accordingly.





LESSON 29 SESSION 1 ● ○ ○

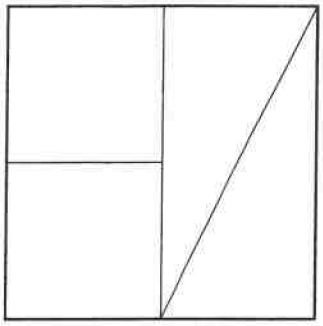
Explore Partitioning Shapes into Halves, Thirds, and Fourths

How do you divide shapes into 2, 3, and 4 equal parts?

MODEL IT

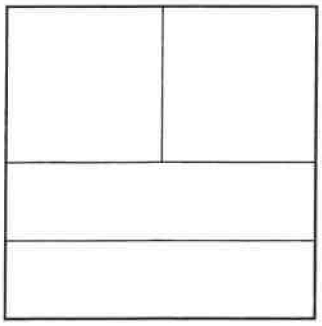
Complete the models and sentences below.

1. Shade **one fourth** of this square.



The whole square is ..... fourths.

2. Shade one fourth of this square.



The whole square is ..... fourths.

DISCUSS IT

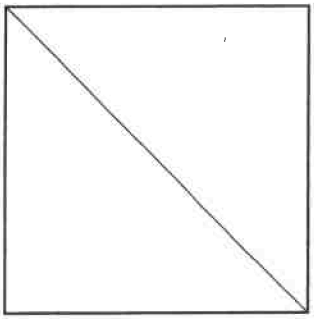
- Compare your shaded fourths to your partner's shaded fourths. Are they the same?
- I know I have shaded one fourth of the square because . . .

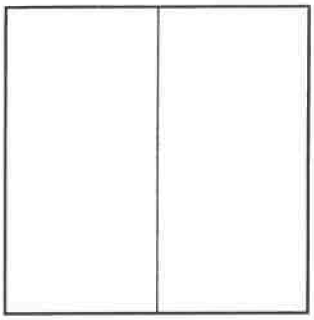
Learning Targets
- Show and name halves, thirds, and fourths.
- Divide shapes into equal parts.

MODEL IT

Complete the models and sentences below.

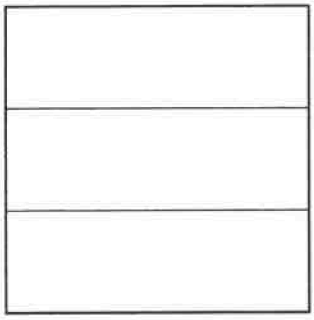
3 Shade **one half** of each square.

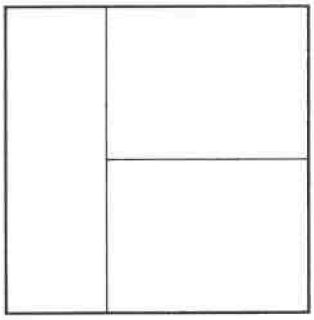




Each whole square is ..... halves.

4 Shade **one third** of each square.





Each whole square is ..... **thirds**.

DISCUSS IT

- What tells you the name of the part?
- I knew the square was divided into thirds because . . .

5 REFLECT

Look at all the squares divided above. Which parts are bigger, the halves or thirds? Explain.

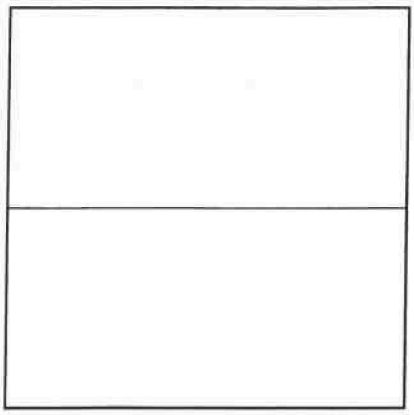
.....

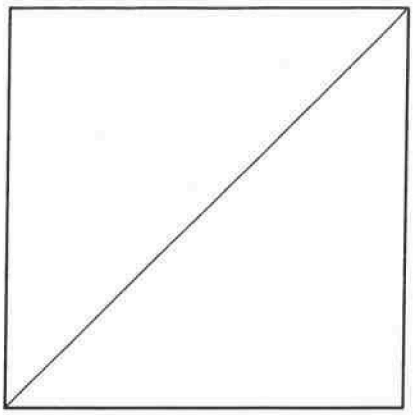
.....

.....

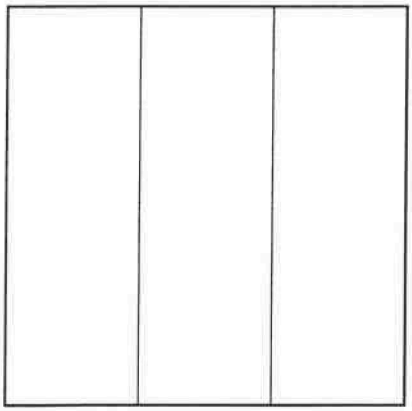
Solve.

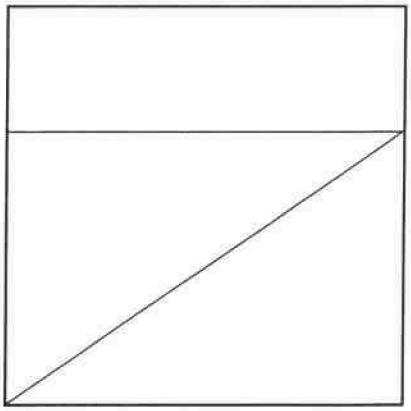
3 Shade one half of each square.



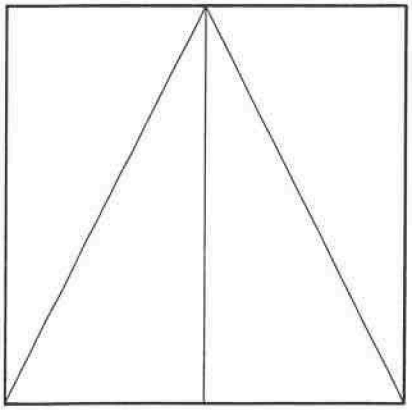


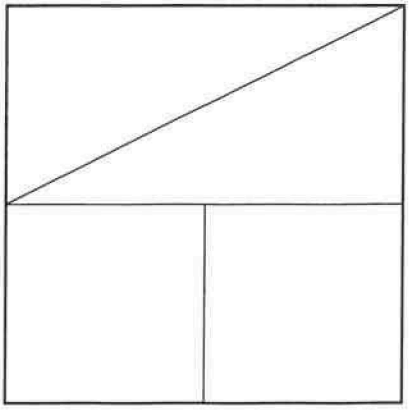
4 Shade one third of each square.





5 Shade one fourth of each square.

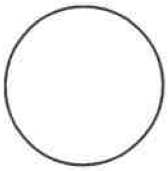




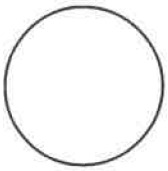
MODEL IT: CIRCLE AREA MODELS

Divide the circles into the number of equal parts shown.

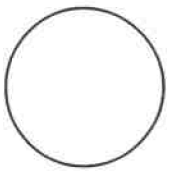
4 Two equal parts



5 Three equal parts



6 Four equal parts



DISCUSS IT

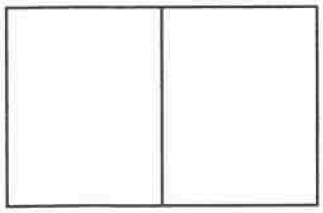
- How can you describe the parts of each circle?
- I know the parts are equal because . . .

CONNECT IT

Answer the questions below.

7 How are the rectangle and the circle models the same? How are they different?

8 The rectangle is divided into halves. Show a way to divide it again, so that each part is one fourth of the rectangle.

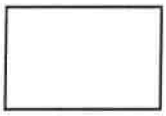


Practice Partitioning Shapes into Equal Parts

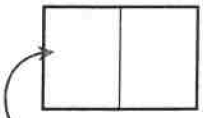
Study the Example showing how to divide a rectangle into equal parts. Then solve problems 1–9.

EXAMPLE

Divide this rectangle into equal parts.

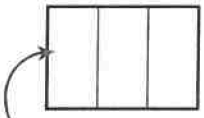


2 equal parts



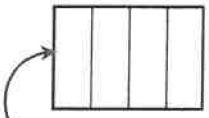
one half

3 equal parts



one third

4 equal parts



one fourth

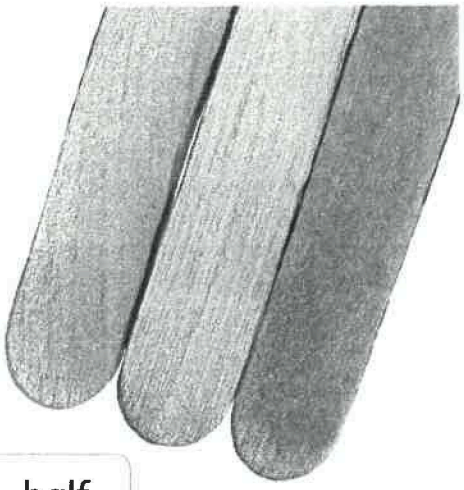
1 Divide this rectangle into two equal parts.

2 Use a word from the box to complete the sentence about the rectangle in problem 1.

Each part is a ..... of the whole rectangle.

half
third
fourth

3 Show another way to divide the rectangle into two equal parts.



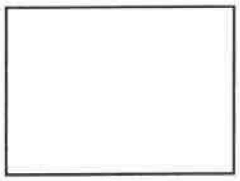
4 Divide this rectangle into three equal parts.

5 Use a word from the box to complete the sentence about the rectangle in problem 4.

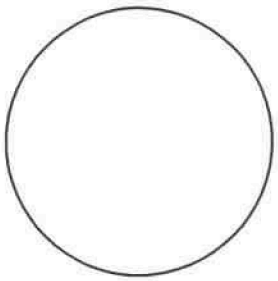
Each part is a ..... of the whole rectangle.

half
third
fourth

6 Show another way to divide the rectangle into three equal parts.



7 Divide this circle into four equal parts.



8 Use a word from the box to complete the sentence about the circle in problem 7.

Each part is a ..... of the whole circle

half
third
fourth

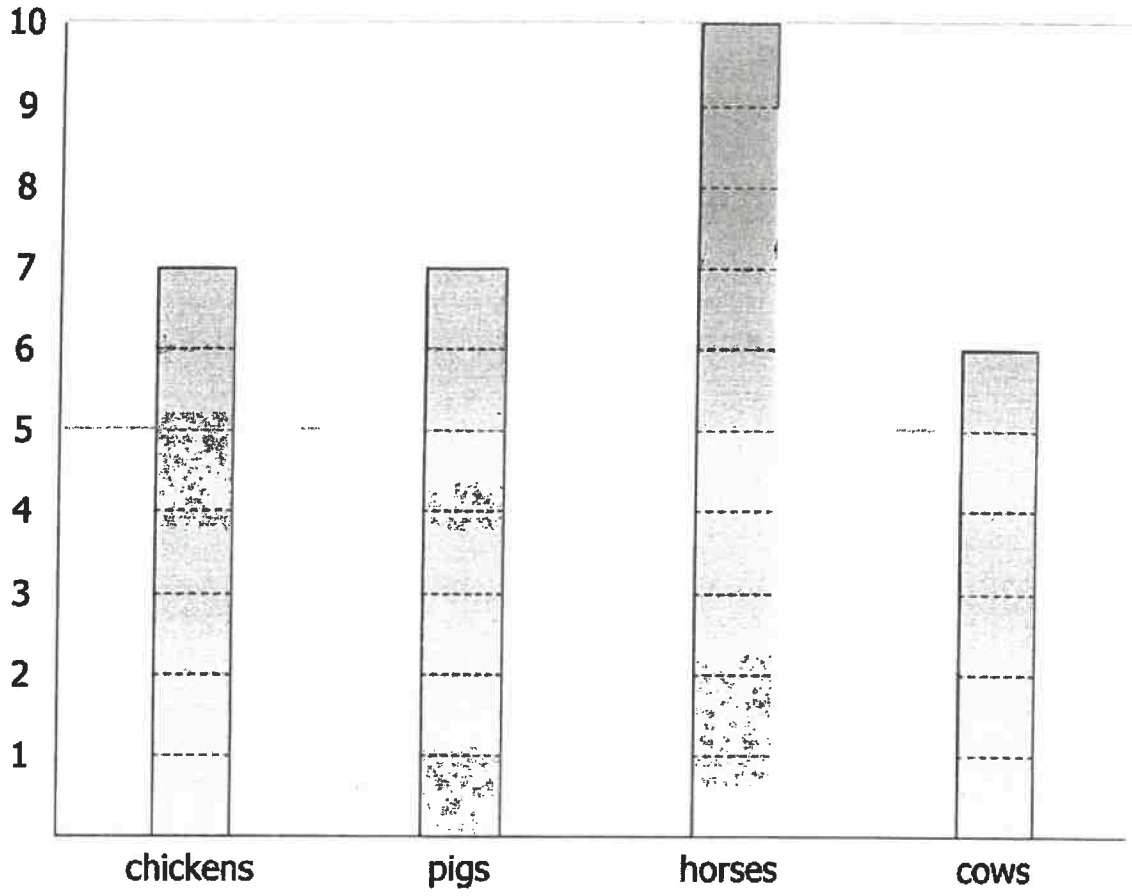
9 Use a word from the box to complete the sentence about the circle in problem 7.

The circle is divided into .....

halves
thirds
fourths

A.

Number of Items



Most: chickens pigs horses cows

Fewest: chickens pigs horses cows

More: chickens & pigs horses & cows

Fewer: chickens & horses pigs & cows

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

TANG MATH

A.

$$\begin{array}{r} {\scriptstyle (1)\ (1)\ \ } \\ 899 \\ +\ 931 \\ \hline 1{,}830 \end{array}$$

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

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? _____ : _____

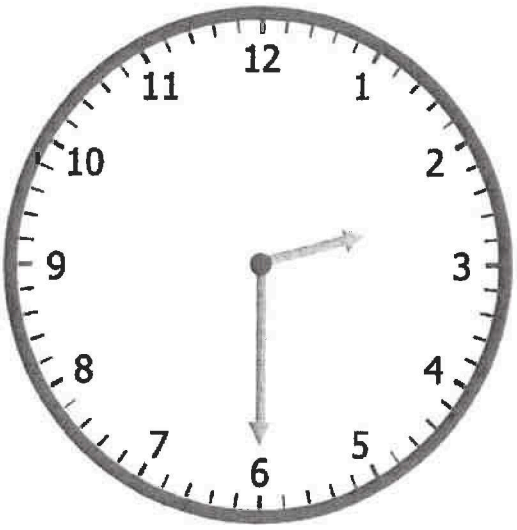
B.

What time is it? _____ : _____

C.

What time is it? _____ : _____

D.



What time is it? _____ : _____