Distance Learning Packet

Week 2

Name: _____

(First and Last Name)

SDC 4/5

Teacher: Ms. Azam **Grade:** _____ **Week 2: April 27th – May 1st** **Weekly Planner**

Welcome to our Virtual Classroom!

Student Time Expectation per day: 1-2 hours

Daily Routine Practice and Rehearsal (In any order that fits your family's home routine) *Times are approximate and will vary by student level.*

- **20 min.- 30 min. Reading Independently (Reading aloud, being read to, or reading silently)**
- **15-20 min. English Language Arts Practice.**
- **10-20 Min. Math Review Practice**
- **20 Min. P.E. (Refer to PE Packet) and/or Music (Refer to Music Sheet) – Please note: PE and Music are REQUIRED for our 4th and 5th Grade Students**
- **10 Min.-20 Min. Science (OPTIONAL)**

Content Area	Learning Objectives	Assignments: Daily Routines + These Tasks (check boxes when completed and send this page to me via email each Friday)
Language Arts	• I can answer questions about text that I read. • I can determine the main idea of a text and sequence the details.	***Parents can read the stories with you for assistance. • Monday – Read Baby Kangaroo and Answer Questions #1 and #2 • Tuesday – Read Chatterbox, The Rain Poem and Share with your family what you think is the main idea of the poem. • Wednesday –Read The Milkmaid and her Pail and Answer Questions #1 – #6 • Thursday – Read Valentine for Earth and Share with your family what you think is the main idea of the poem. • Friday – Read The Crab and his Mother and Answer Questions #1 – #6.
Mathematics	• I can solve addition problems. • I can solve subtraction problems. • I can use different strategies to solve addition or subtraction problems.	• Monday – Complete Subtraction Facts Practice – page B24 • Tuesday – Complete Addition & Subtraction Rule Lesson 1 – pgs. 61 & 62 • Wednesday – Complete Addition Properties & Subtraction Rules My Homework – pgs. 65 & 66 • Thursday – Complete Add and Subtract Mentally – pgs. 73 & 74 • Friday – Complete Subtraction Facts Practice – page B25
Science – Completely Optional but Fun and Engaging!	• I can learn about effects of the seasons on animals. • I can learn about the age of the Earth.	☐ https://mysteryscience.com/mini-lessons/birds-spring ☐ https://mysteryscience.com/lessons/seasonal/earth-day

K5 Learning

Sequencing

Reading Comprehension Worksheet

Practice
A parent or tutor should read along with the student, helping as needed.

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Sequencing is putting things in order, *from first to last.*

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Read the story, paying attention to the **sequence** of events, from *first to last.*

Baby kangaroos are called joeys. Mother kangaroos usually have only one joey each year. Mother kangaroos have a large pouch, like a pocket, on their bellies where they keep their babies safe. When a joey is born it is just one inch long. It looks like a tiny pink hairless worm. As soon as it is born, it crawls up through the mother's fur and into her pouch. The baby's back legs are not yet formed, so the tiny joey pulls itself along with its front legs. This trip only takes about five minutes, and the little joey stays in the mother's pouch for the first four months of its life.

Inside the pouch, the joey has room to move around, and milk to drink. After about four months in the pouch, the joey sticks its head out of the pouch for the very first time, and looks around. It rides around like that, watching and learning, for a few weeks. Then it jumps out and begins to learn to hop around and find food on its own.

Young joeys soon learn to find grass and other plants to eat. They also like to play-fight with each other. The mother kangaroo communicates with her joey by making clicking noises with her tongue. She teaches it how to protect itself from enemies by hiding in the water or by kicking with its back legs. Sometimes, if a joey is frightened by something outside, it will jump head-first back into its mother's pouch. And the joey still

goes back into the mother's pouch to sleep or to travel long distances. It still has plenty of room there, and its mother's milk to drink.

The joey keeps going back to its mother's pouch to sleep until it is too big to fit in it. That means that there are often two little joeys in the pouch—the one that is over a year old, and a new one that has just been born. The mother kangaroo has different kinds of milk for the older and the younger joey.

Joeys grow very fast. In only about two years, the little pink joey will grow to be as tall as six feet.

1. Write the numbers 1 through 6 in the boxes beside the events to show the sequence of what happened, from *first to last.*

	1-6?
The joey jumps out of the pouch and finds food on its own.	
When a joey is born, it is only one inch long.	
The joey stays in its mother's pouch until it is about 4 months old.	
The joey learns to play-fight with the other joeys.	
The newborn joey travels up into its mother's pouch.	
The joey sticks its head out of the pouch for the first time.	

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2. What are two things that might come next in this story?
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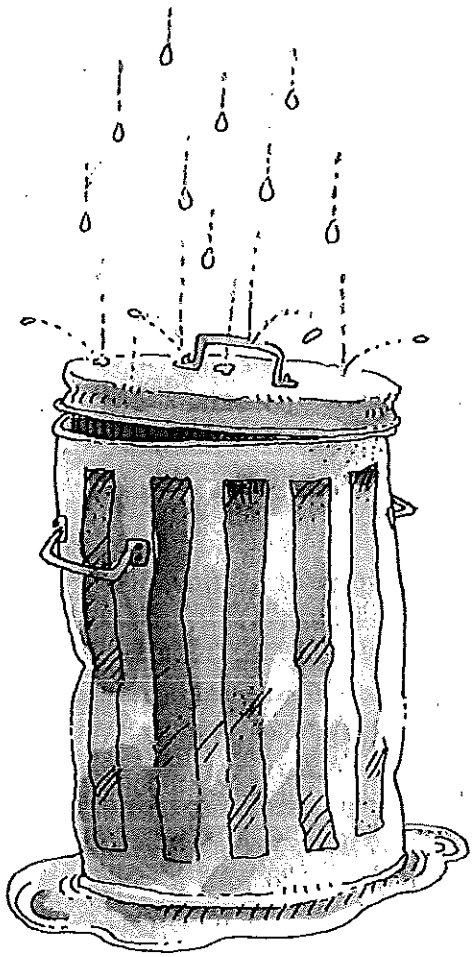
Chatterbox, The Rain

Bursting with news,
Chatterbox, the Rain,
Talks all day
To the windowpane,

To the trash can lid
Rattles on and on,
Babbles this and that
To the backyard lawn,

Chatterbox, the Rain,
Talks and talks all day,
And still has puddles
And puddles to say.

—Beverly McLoughland



K5 Learning

Supporting details

Reading Comprehension Worksheet

Practice
A parent or tutor should read along with the student, helping as needed.

The **main idea** of a story is what the whole story is *mostly about*.

The **details** are *small pieces of information* that make the story more interesting.

As you read this story, think about what the whole story is *mostly about*.

The Milkmaid and her Pail

Patty the Milkmaid was going to market, carrying her milk in a pail on her head. As she walked along she began to plan what she would do with the money she would get for the milk. "I'll buy some chickens from Farmer Brown," she said to herself. "They will lay eggs each morning. Then I will sell the eggs to the parson's wife. With the money that I get from the sale of the eggs, I'll buy myself a pretty new dress and a ribbon for my hair. Patty walked along, thinking about the pretty new dress and the ribbon for her hair. She forgot all about the pail of milk she was carrying on her head. She tossed her head back, the pail fell off her head, and all the milk spilled out onto the road. So Patty had to go home and tell her mother what had happened. "Ah, my child," said her mother, don't count your chickens before they hatch."

1. What is this whole story *mostly about*?
   A. Patty the Milkmaid should have been more careful with the pail of milk.
   B. Patty the Milkmaid was carrying her milk to market.
   C. Patty the Milkmaid wanted a new dress and a ribbon for her hair.

2. Which of these is a *small piece of information* from the story that makes the story more interesting?

   A. Patty was on her way home from the market.
   B. Patty was carrying the pail of milk on her head.
   C. Patty was wearing a pretty new dress.

3. Which of these is a *small piece of information* from the story that makes the story more interesting?

   A. Patty decided to take the milk money home to her mother.
   B. Patty wanted to buy chickens so that she could sell the eggs.
   C. Patty was swinging the pail of milk as she walked along the road.

4. Which of these is a *small piece of information* from the story that makes the story more interesting?

   A. Patty's mother was angry when she learned what had happened.
   B. Patty's mother thought Patty had bought chickens with the milk money.
   C. Patty tossed her head back, and the pail fell off her head.

5. What is another *small piece of information* from the story that makes the story more interesting?

   _____

6. How do the details in this story make the story more interesting?

   _____

Valentine for Earth

Oh, it will be fine
To rocket through space
And see the reverse
Of the moon's dark face,

To travel to Saturn
Or Venus or Mars,
Or maybe discover
Some uncharted stars.

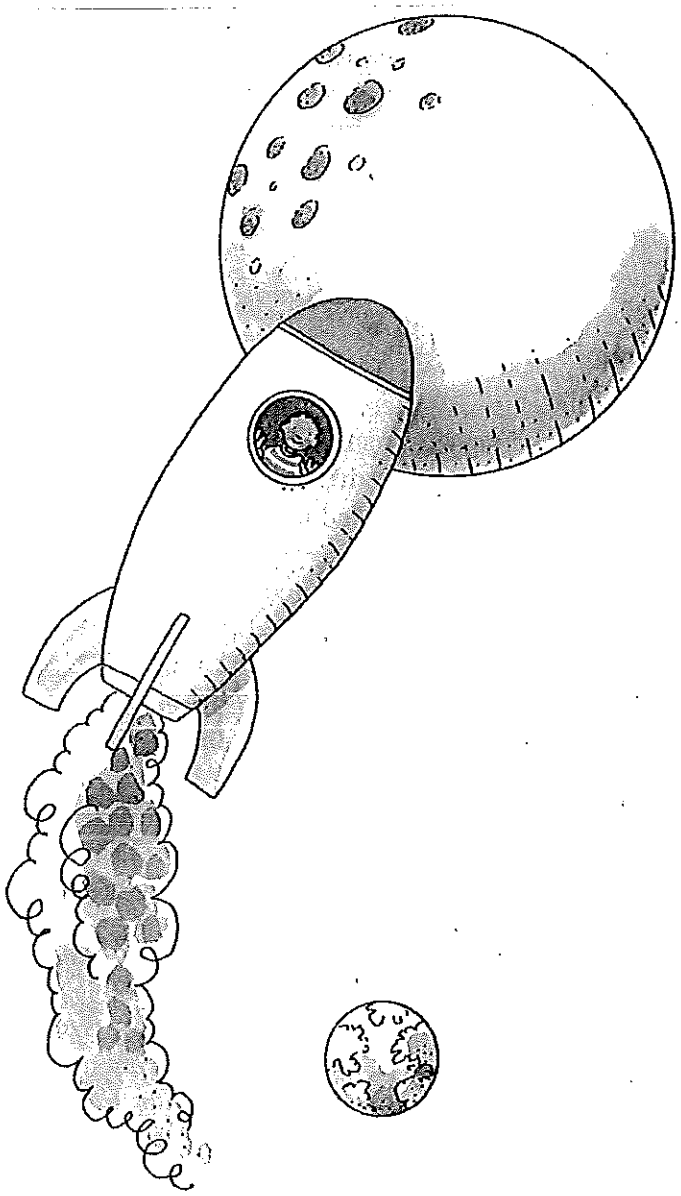
But do they have anything
Better than we?
Do you think, for instance,
They have a blue sea

For sailing and swimming?
Do the planets have hills
With raspberry thickets
Where a song sparrow fills

The summer with music?
And do they have snow
To silver the roads
Where the school buses go?

Oh, I'm all for rockets
And worlds cold or hot,
But I'm wild in love
With the planet we've got!

—Frances Frost



Supporting details

Reading Comprehension Worksheet

Practice

A parent or tutor should read along with the student, helping as needed.

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The **main idea** of a story is what the whole story is *mostly about.*

The **details** are *small pieces of information* that make the story more interesting.

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As you read this story, think about what the whole story is *mostly about.*

The Crab and His Mother

A Mother Crab was watching her son play on the beach. Like all crabs, the Young Crab walked along sideways. He walked along to the left, then he walked along to the right. The Mother Crab saw the lobsters on the other side of the beach. The lobsters were all walking straight forward. The Mother Crab said to her son, "Why do you walk sideways like that, my son? It would be much better to walk straight forward."

The Young Crab said to his mother, "That is true, dear mother. Show me how to walk straight, and I will follow your example."

The Mother Crab tried and tried, but she could not walk straight forward. She finally gave up trying, when she saw how foolish she had been to find fault with her son.

1. What is this whole story *mostly about*?

   A. We learn best by example.
   B. The lobsters walked straight forward.
   C. The Young Crab learned to walk straight forward.

2. Which of these is a *small piece of information* from the story that makes the story more interesting?

   A. The Mother Crab walked up and down the beach, looking for her son.
   B. The Young Crab walked along to the left, then he walked along to the right.
   C. The Young Crab sat by his mother, watching the lobsters walking around on the beach.

3. Which of these is a *small piece of information* from the story that makes the story more interesting?

   A. The Mother Crab laughed when she saw her son walking sideways.
   B. The Mother Crab told the lobsters that it would be better if they walked sideways.
   C. The Mother Crab told her son that it would be better to walk straight forward.

4. Which of these is a *small piece of information* from the story that makes the story more interesting?

   A. The Mother Crab showed the Young Crab how to walk straight forward.
   B. The Mother Crab tried and tried, but she could not walk straight forward.
   C. The Mother Crab asked the lobsters to show the Young Crab how to walk straight forward.

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5. What is another *small piece of information* from the story that makes the story more interesting?

_____

6. How do the details in this story make the story more interesting?

_____
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B 2 4 *Forty subtraction facts*

THE MAD MINUTE

18 − 9	9 − 4	14 − 5	16 − 9	13 − 8	14 − 7	13 − 5	8 − 6	14 − 8	10 − 4
10 − 8	12 − 5	15 − 7	7 − 4	17 − 8	14 − 6	7 − 1	10 − 5	13 − 7	10 − 6
17 − 9	8 − 2	11 − 5	10 − 7	15 − 9	9 − 5	2 − 0	16 − 8	15 − 6	11 − 8
12 − 4	12 − 6	15 − 8	11 − 6	16 − 7	11 − 7	9 − 6	8 − 5	12 − 8	11 − 4

Name

Addition Properties and [illegible]

Lesson 1

ESSENTIAL QUESTION

What strategies can I use to add or subtract?

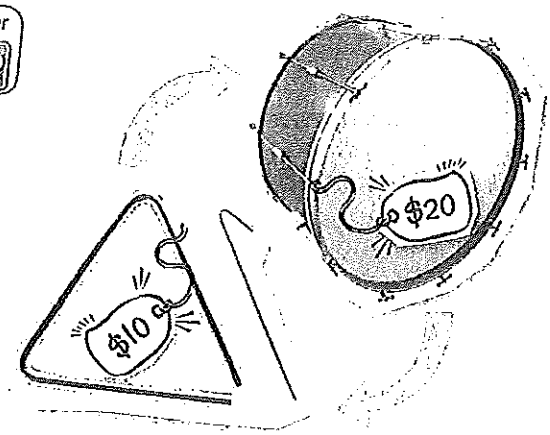
Addition properties can be used to help solve addition problems.

Math in My World

Watch Tutor

Example 1

Carlos is buying the items shown. Does the order in which the musical instruments are scanned change the total cost?



$10 + $20 = $20 + $10

$□ = $□

The order in which the instruments are scanned does not change the total cost. This is the Commutative Property of Addition.

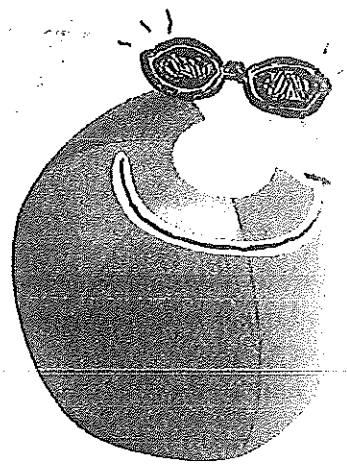
Key Concept Addition Properties

Words	**Commutative Property of Addition** The order in which numbers are added does not change the sum.
Examples	4 + 1 = 5 1 + 4 = 5
Words	**Associative Property of Addition** The way in which numbers are grouped when added does not change the sum.
Examples	(5 + 2) + 3 → 7 + 3 → 10 5 + (2 + 3) → 5 + 5 → 10
Words	**Identity Property of Addition** The sum of any number and 0 is the number.
Examples	8 + 0 = 8 0 + 8 = 8

Parentheses ( ) show which numbers are added first.

Example 2

There were 16 people at the pool on Saturday. There were no people at the pool on Sunday. How many people were there on Saturday and Sunday?



___ + ___ = ___ This is the Property of Addition.

So, there were ___ people at the pool on Saturday and Sunday.

You can use properties and rules to find the **unknown**, or missing number, in a number sentence.

Example 3

Find the unknown in 10 − ___ = 10.

When you subtract 0 from any number, the result is the number.

So, the unknown is ___.

Key Concept Subtraction Rules

Words	When you subtract 0 from any number, the result is the number.
Examples	22 − 0 = 22 14 − 0 = 14
Words	When you subtract any number from itself, the result is 0.
Examples	16 − 16 = 0 20 − 20 = 0

Talk MATH

Which subtraction rule is like the opposite of the Identity Property of Addition? Explain your reasoning.

Guided Practice

Find each unknown. Draw a line to identify the property or rule used.

1. 19 − ___ = 19
   ___ = ___

2. (5 + ___) + 2 = 5 + (9 + 2)
   ___ = ___

3. 74 + 68 = ___ + 74
   ___ = ___

- Commutative Property of Addition
- Associative Property of Addition
- When you subtract 0 from any number, the result is the number.

Name ____________________

MY Homework

Lesson 1

Addition Properties and Subtraction Rules

Homework Helper

eHelp

Need help? connectED.mcgraw-hill.com

Add (44 + 18) + 22 mentally.

Use the Associative Property of Addition to make these numbers easier to add. The way in which numbers are grouped when added does not affect the sum.

(44 + 18) + 22 = 44 + (18 + 22) ← Find 18 + 22 first.

= 44 + 40

= 84

So, 44 + 18 + 22 = 84.

Practice

Complete each number sentence. Identify the property or rule used.

1. 85 + 0 =

2. 96 + 13 = 13 +

3. ______ − 0 = 37

4. (15 + 23) + 7 = 15 + (______ + 7)

Problem Solving

5. While bird watching, Gabrielle saw 6 robins and 3 blue jays. Chase saw 3 robins and 6 blue jays. Who saw more birds? Tell which property you used.

6. Mathematical PRACTICE 5 **Use Mental Math** For homework, Brooke has 15 math problems, 5 social studies problems, and 9 science problems. Use mental math to determine how many problems she has for homework. Tell which property you used.

7. A soccer team scored 2 goals in the first half. If they won the game by a score of 2 goals to 1 goal, how many goals did they score in the second half? Tell which property you used.

Vocabulary Check

Write a number sentence that demonstrates each property.

8. Commutative Property of Addition

9. Associative Property of Addition

10. Identity Property of Addition

Test Practice

11. Which number sentence represents the Commutative Property of Addition?

Ⓐ $357 + 0 = 357$

Ⓑ $(7 + 19) + 3 = 7 + (19 + 3)$

Ⓒ $36 + 14 = 14 + 36$

Ⓓ $79 - 79 = 0$

Name _____

Add and Subtract Mentally

Lesson 3

ESSENTIAL QUESTION

What strategies can I use to add or subtract?

To mentally add or subtract larger numbers, you can take and give to make one number end in a ten, hundred, or thousand.

Math in My World

Tutor

Example 1

The table shows the number of instruments sold at an instrument store. What is the total number of guitars and trumpets that was sold?

Instruments Sold

Instrument	Number Sold
guitar	223
trumpet	67

Find 223 + _____.

Make a ten.

Take from one addend. → 223 + 67 ← Give to the other addend.

–3 +3

220 70

220 + 70 = _____ ← Write a number sentence.

So, there were _____ guitars and trumpets sold.

Example 2

Find 184 – 59.

Make a ten. 59 is close to 60.

Add 1 to 59 to make 60.

184 – 60 = 124

Since you subtracted 1 too many, add it back in. 124 + 1 = 125

So, 184 – 59 = _____.

Example 3

Attendance at a concert was 82,000 people. The following week, there were 76,000 people. How many more people attended the concert the first week?

Find 82,000 − 76,000.

Both numbers have the same greatest place-value position.

Helpful Hint

You can also think 82 thousands − 76 thousands

TTH	TH	H	T	O
8	2	0	0	0
7	6	0	0	0

The greatest place-value position is ten thousands.

1. First subtract the ten thousands and the thousands.

   82 − 76 =

2. The difference, 6, is in the thousands place.

   So, 82,000 − 76,000 =

So, thousand more people attended the first concert.

Talk MATH

Look at Exercise 3. Explain why you add 4 to the difference of 104 before writing the final answer.

Guided Practice

Make a ten, hundred, or thousand to mentally add.

1. 57 + 58

− ☐ + 2

☐ + 60 =

So, 57 + 58 =

2. 499 + 77

+ 1 − ☐

500 + ☐ =

So, 499 + 77 =

Use mental math to subtract.

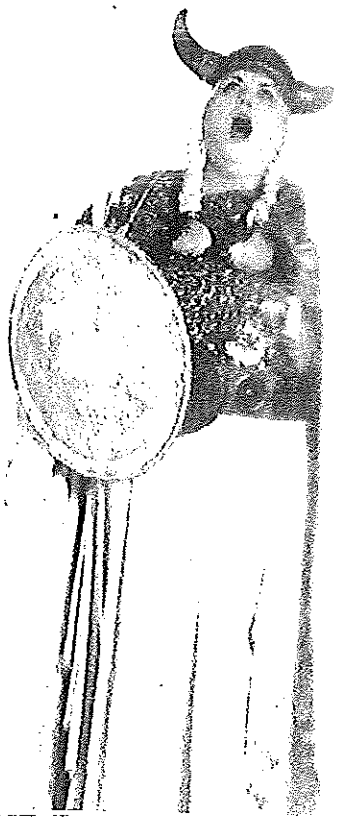
3. 184 − 76

Make a ten. 76 + 4 =

184 − =

104 + 4 =

So, 184 − 76 =



B 2 5 *Forty subtraction facts*

THE MAD MIN

13 −4	10 −5	15 −6	8 −8	18 −9	11 −3	13 −8	14 −9	9 −1
10 −6	11 −5	6 −4	17 −9	2 −0	14 −5	10 −4	14 −6	4 −2
16 −9	12 −5	9 −6	17 −8	11 −4	13 −5	14 −8	13 −6	7 −1
12 −6	10 −9	16 −8	10 −2	12 −3	15 −9	11 −2	10 −3	7 −1