Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Monday
May 3, 2021

Name:

My opinion is that you should squish an ant …	My opinion is that you should NOT squish an ant …
Reasons	**Reasons**

... because it will not hurt the ant.

... because the ant has a home and a family.

... because ants take people's picnic food.

... because the ant takes food to its family.

.... because no one would care if the ant got squished.

... because it is a fun game to squish ants.

... because an ant would not squish a person.

.... because the other ants need the ant's help.

8 + 10 =	12 - 1 =	14 - 1 =	15 - 4 =	6 + 9 =
8 + 3 =	10 - 5 =	7 + 7 =	12 - 11 =	8 - 6 =
10 - 5 =	10 + 2 =	11 - 3 =	10 - 7 =	9 + 11 =
13 - 8 =	10 + 11 =	2 + 6 =	8 + 12 =	4 + 10 =
11 + 6 =	5 + 6 =	7 - 3 =	5 + 6 =	11 + 5 =
12 - 12 =	13 - 9 =	2 - 1 =	3 - 2 =	8 + 15 =
12 - 4 =	10 + 8 =	1 + 1 =	8 + 5 =	6 + 13 =
11 - 6 =	4 + 14 =	8 + 8 =	10 - 4 =	8 + 6 =

Day 1N: Read the word problem: (M8 L9)

Mr. Thompson's class raised 96 dollars for a field trip. They need to raise a total of 120 dollars.

a. How much more money do they need to raise in order to reach their goal?

Check off each thing:

- Read the question.
- Re-Read the question.
- What information do they give you?

A. _____

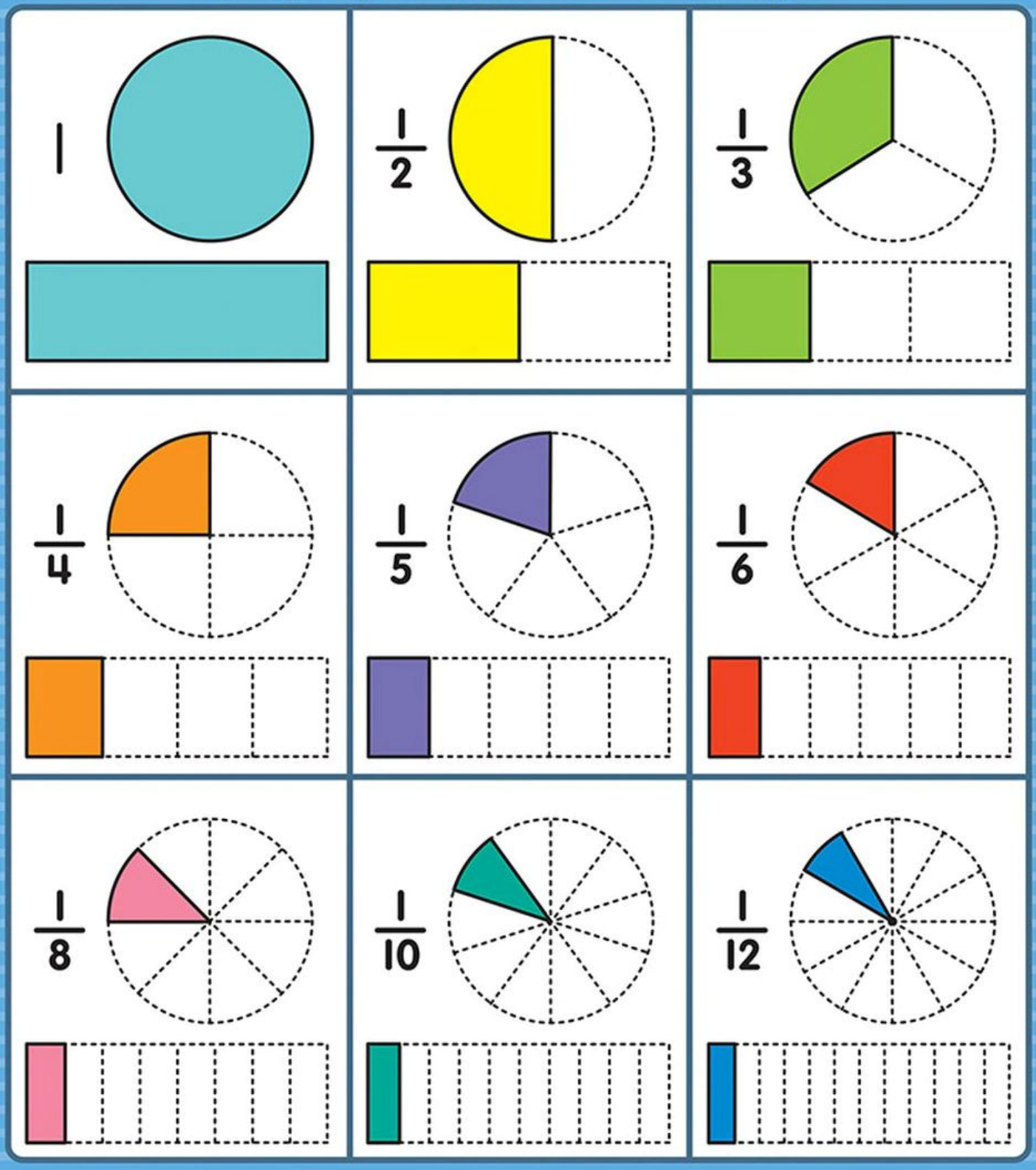
B. _____

- What is the question asking you?

_____

Fractions

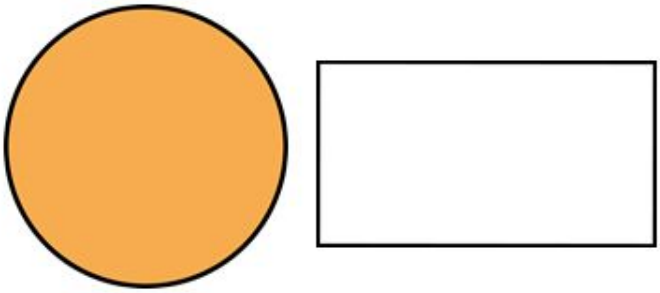
Parts of a Whole



Unit Fractions

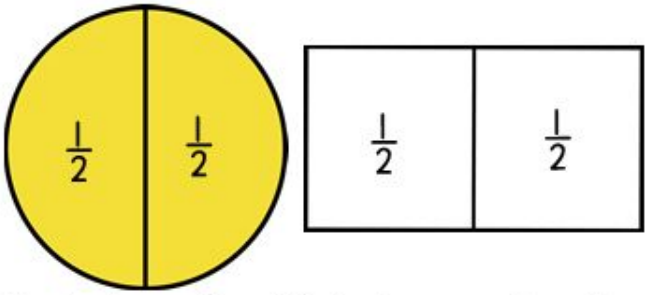
You can break a whole into smaller equal parts. Each part of the whole is one single unit fraction.

Whole Shapes



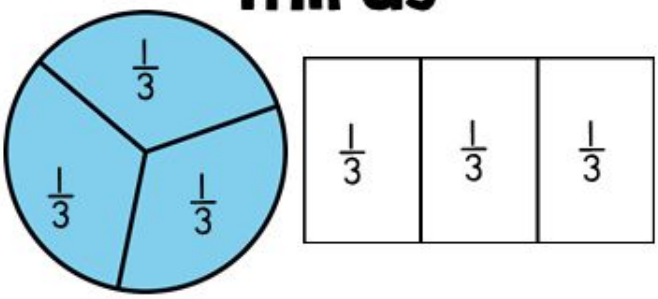
Each shape represents one whole. Neither shape is split into fractions (equal parts).

Halves



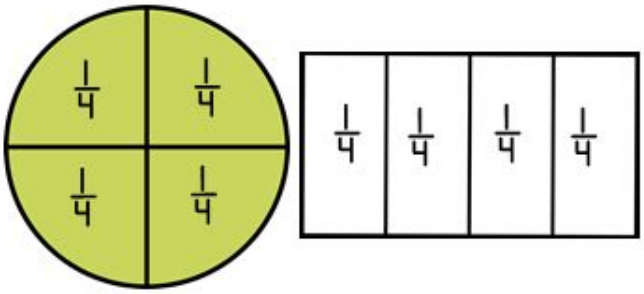
Each shape is split into two equal parts. Each part is one half of the whole.

Thirds



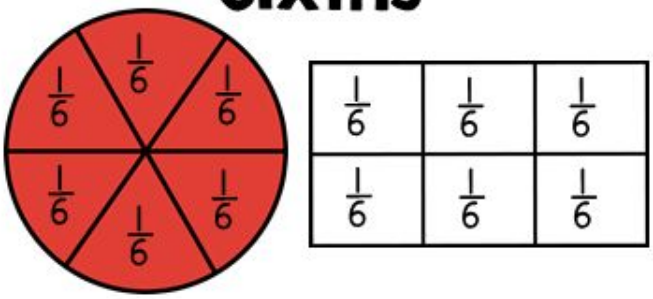
Each shape is split into three equal parts. Each part is one third of the whole.

Fourths



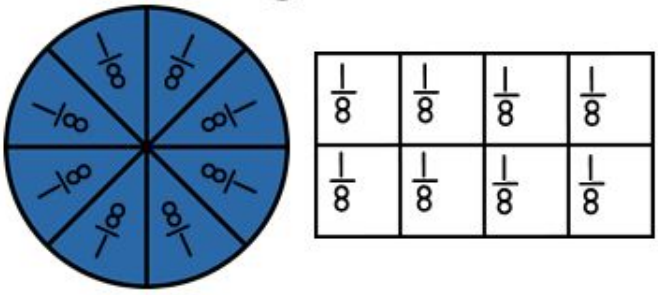
Each shape is split into four equal parts. Each part is one fourth of the whole.

Sixths



Each shape is split into six equal parts. Each part is one sixth of the whole.

Eighths



Each shape is split into eight equal parts. Each part is one eighth of the whole.

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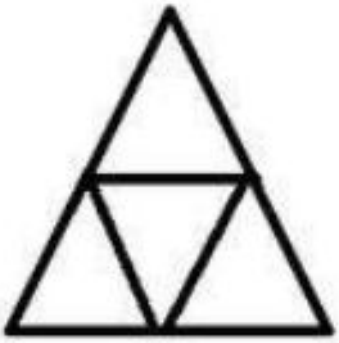
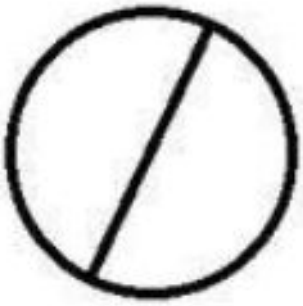
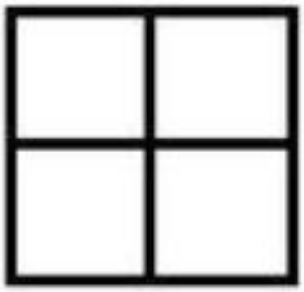
Write if these shapes are cut into Halves, Thirds, Fourths, or Whole!

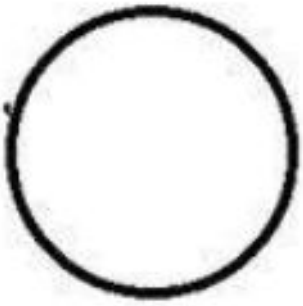
1._____ 2._____ 3._____ 4._____



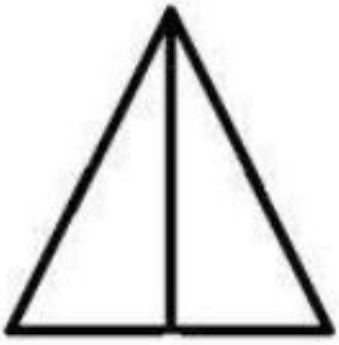
5._____ 6._____ 7._____ 8._____

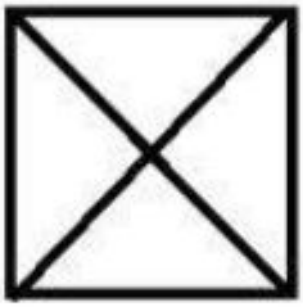






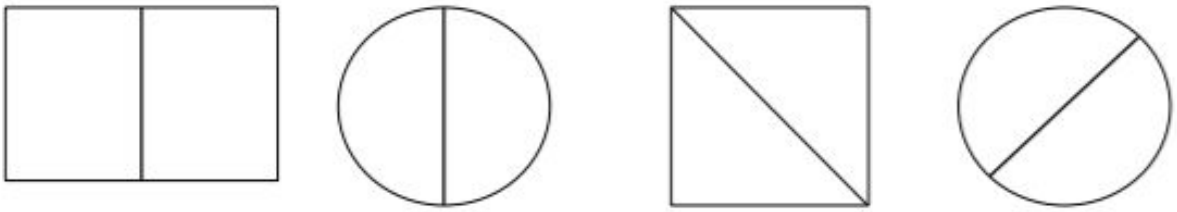
9._____ 10._____ 11._____ 12._____





Name _____ Date _____

1. a. Do the shapes in Problem 1(a) show halves or thirds? _____

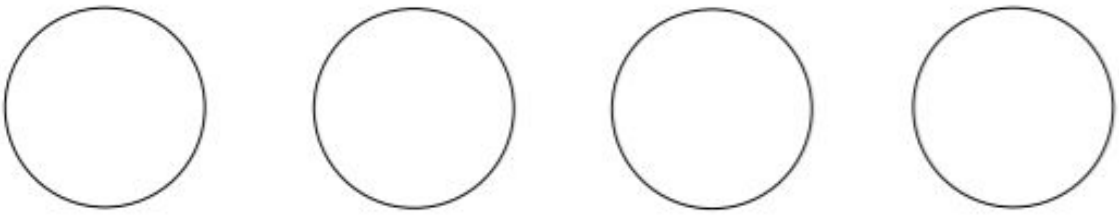


b. Draw 1 more line to partition each shape above into fourths.

2. Partition each rectangle into thirds. Then, shade the shapes as indicated.

3 thirds 2 thirds 1 third

3. Partition each circle into fourths. Then, shade the shapes as indicated.

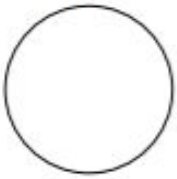


4 fourths 3 fourths 2 fourths 1 fourth

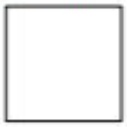
4. Partition and shade the following shapes as indicated. Each rectangle or circle is one whole.

a. 1 fourth

b. 1 third



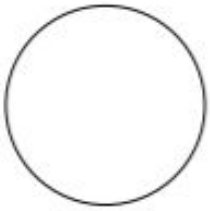
c. 1 half



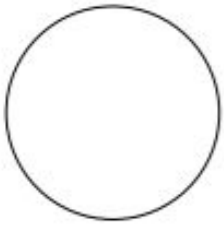
d. 2 fourths

e. 2 thirds

f. 2 halves



g. 3 fourths



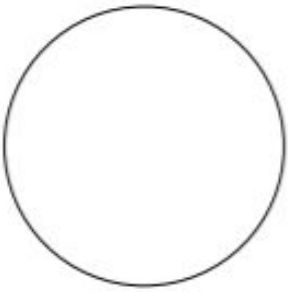
h. 3 thirds

i. 3 halves

5. Split the pizza below so that Maria, Paul, Jose, and Mark each have an equal share. Label each student's share with his or her name.

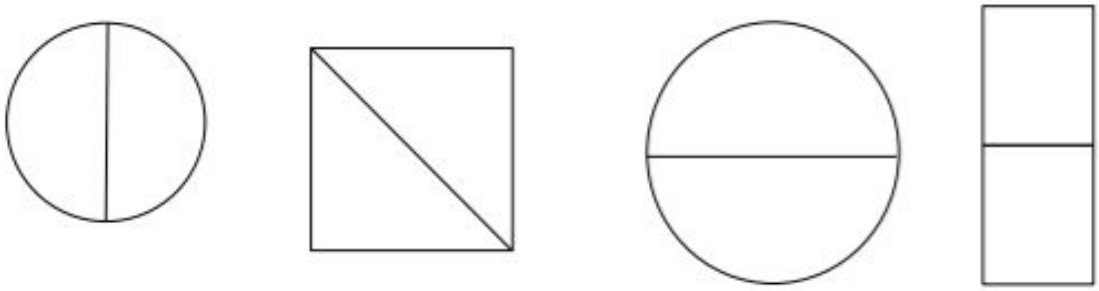
a. What fraction of the pizza was eaten by each of the boys?

b. What fraction of the pizza did the boys eat altogether?



Name _____ Date _____

1. a. Do the shapes below show halves or thirds? _____

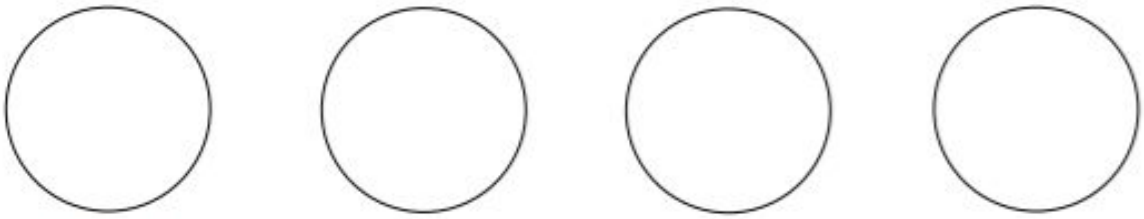


b. Draw 1 more line to partition each shape above into fourths.

2. Partition each rectangle into thirds. Then, shade the shapes as indicated.

2 thirds 1 third 3 thirds

3. Partition each circle into fourths. Then, shade the shapes as indicated.



1 fourth 3 fourths 4 fourths 2 fourths

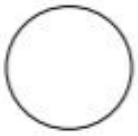
Name _____ Date _____

Partition and shade the following shapes as indicated. Each rectangle or circle is one whole.

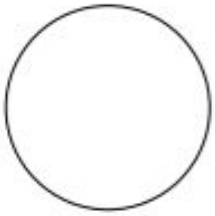
1. 2 halves

2. 2 thirds

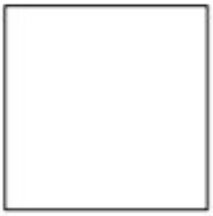
3. 1 third



4. 1 half



5. 2 fourths



6. 1 fourth

1) 123 − 70 = ____

2) 676 ÷ 900 = ____

3) 68 ÷ 10 = ____

4) 325 − 300 = ____

5) 97 ÷ 4 = ____

6) 98 − 40 = ____

7) 88 ÷ 1 = ____

8) 103 − 30 = ____

9) 212 ÷ 800 = ____

10) 96 ÷ 5 = ____

11) 21 − 20 = ____

12) 1159 − 400 = ____

Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Tuesday

What details in the text help you know that the author's opinion is that people should protect bats?

9 + 16 =	8 + 13 =	4 - 4 =	9 + 2 =	4 - 2 =
7 + 15 =	12 + 13 =	10 - 9 =	9 - 2 =	12 + 6 =
6 - 2 =	8 + 16 =	10 - 3 =	9 + 0 =	13 - 9 =
0 + 6 =	15 - 8 =	9 + 4 =	10 - 8 =	10 - 4 =
9 - 2 =	3 + 6 =	6 - 4 =	4 + 13 =	6 - 0 =
7 + 1 =	7 - 5 =	3 + 1 =	12 - 9 =	5 + 0 =
9 - 2 =	13 - 1 =	4 + 5 =	4 + 14 =	5 + 5 =
13 - 7 =	10 + 12 =	8 + 16 =	6 + 1 =	4 + 10 =

Day 2N: Read the word problem: (M8 L9)

Mr. Thompson's class raised 96 dollars for a field trip. They need to raise a total of 120 dollars.

a. How much more money do they need to raise in order to reach their goal?

Check off each thing:

- Read the question.
- Re-Read the question.
- What information do they give you?

A. _____

B. _____

- What is the question asking you?

_____

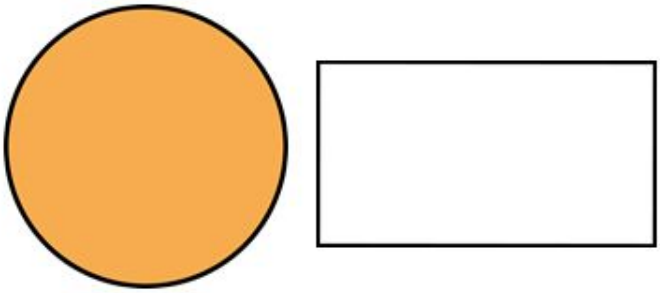
- Draw something to help you understand the question:

_____

Unit Fractions

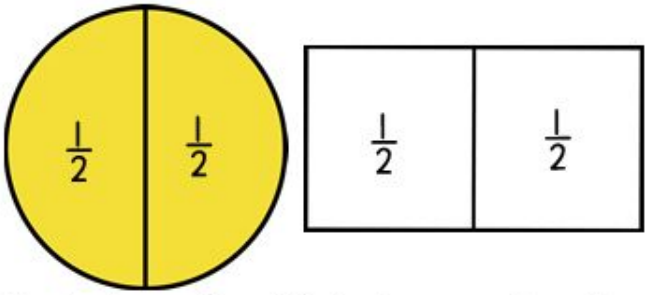
You can break a whole into smaller equal parts. Each part of the whole is one single unit fraction.

Whole Shapes



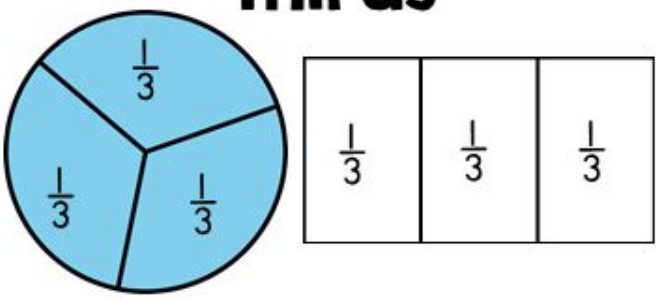
Each shape represents one whole. Neither shape is split into fractions (equal parts).

Halves



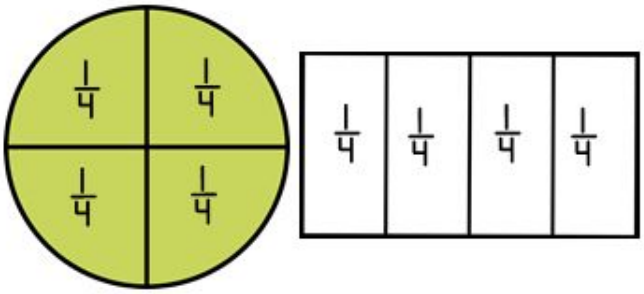
Each shape is split into two equal parts. Each part is one half of the whole.

Thirds



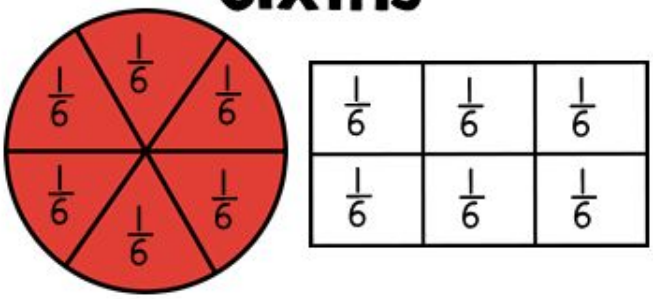
Each shape is split into three equal parts. Each part is one third of the whole.

Fourths



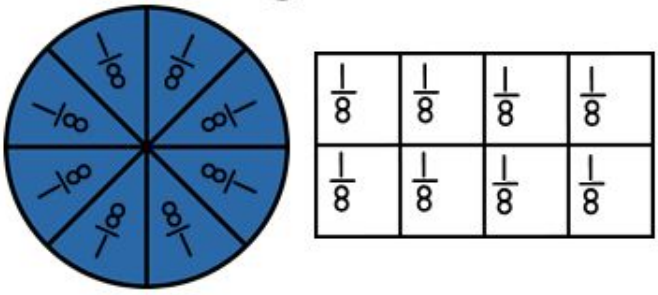
Each shape is split into four equal parts. Each part is one fourth of the whole.

Sixths



Each shape is split into six equal parts. Each part is one sixth of the whole.

Eighths



Each shape is split into eight equal parts. Each part is one eighth of the whole.

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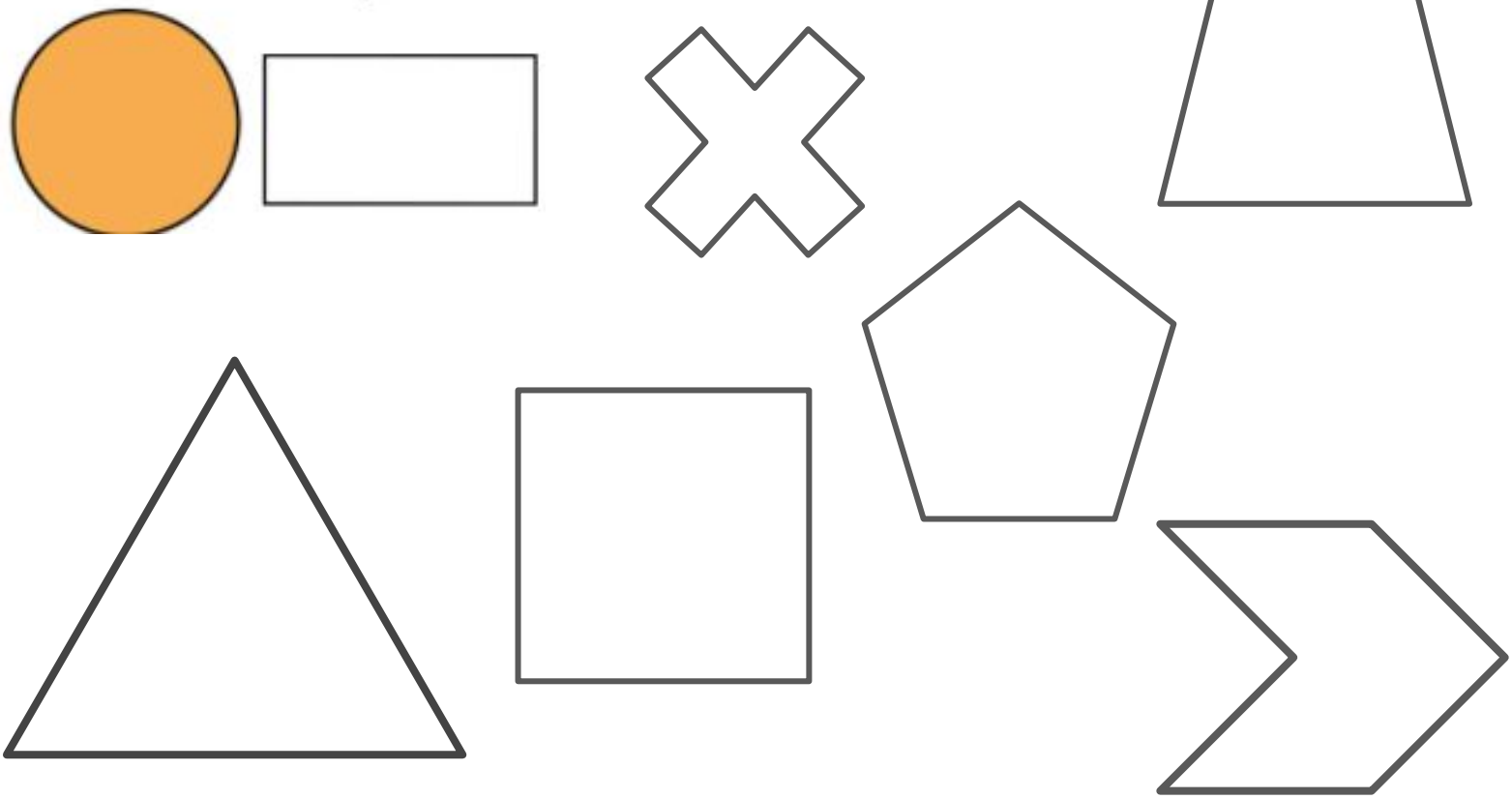
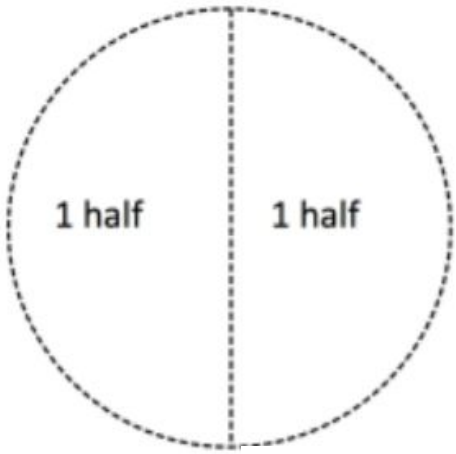
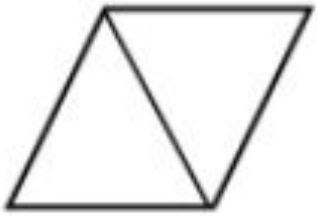
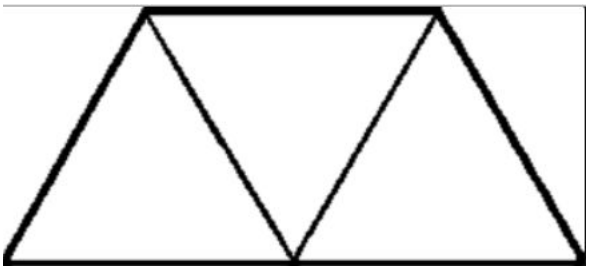
Whole Shapes

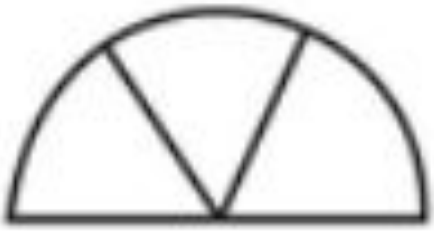


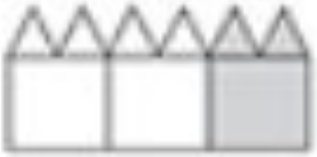




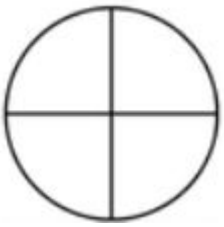
1 third	1 third	1 third

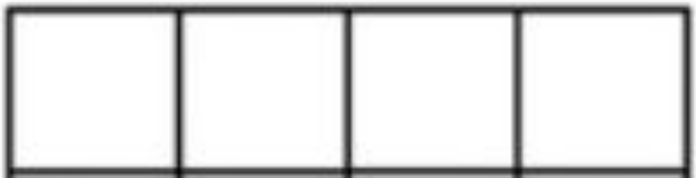


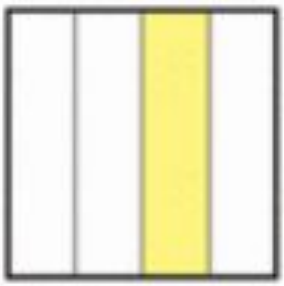




1 fourth	1 fourth
1 fourth	1 fourth







Concept development:

1. Partition these rectangles into halves (Horizontal Partition)

a. Shade in 1 half

b. Shade in 2 halves

2. Partition these rectangles into third (Vertical partition)

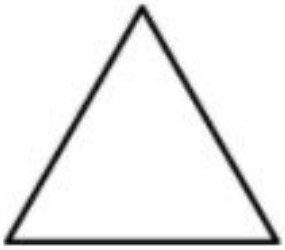
a. Shade 1 third

b. Shade in 2 third

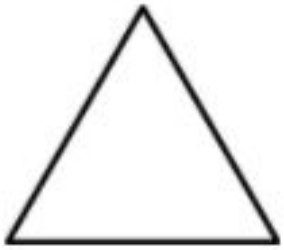
c. Shade 3 third

3. Partition these triangles

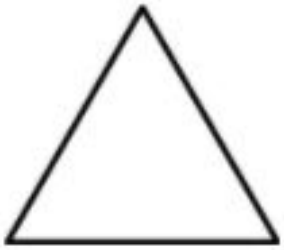
a. 1 half



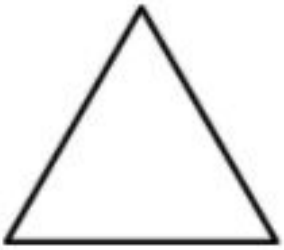
b.2 halves



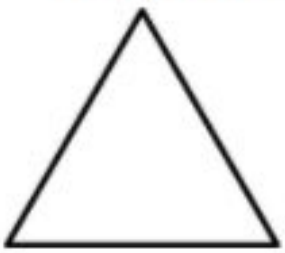
c. 1 third



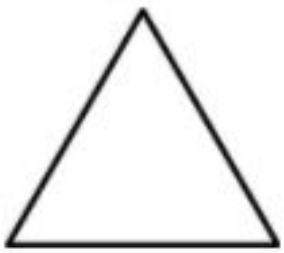
d. 2 thirds



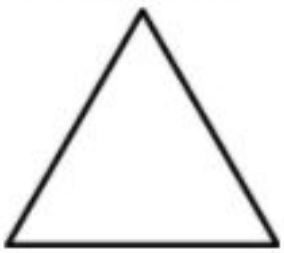
a. 1 fourth



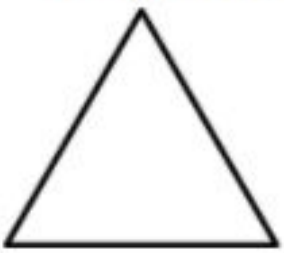
b.2 fourths



c. 3 fourths

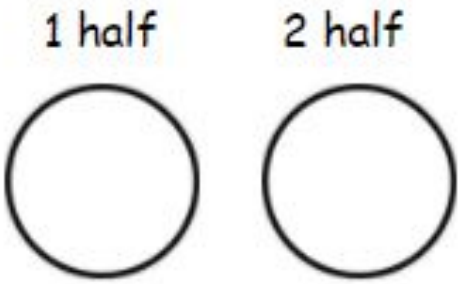


d. 4 fourths

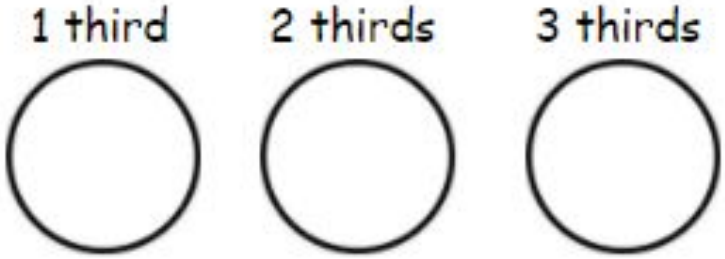


4. Partition these circle as indicated

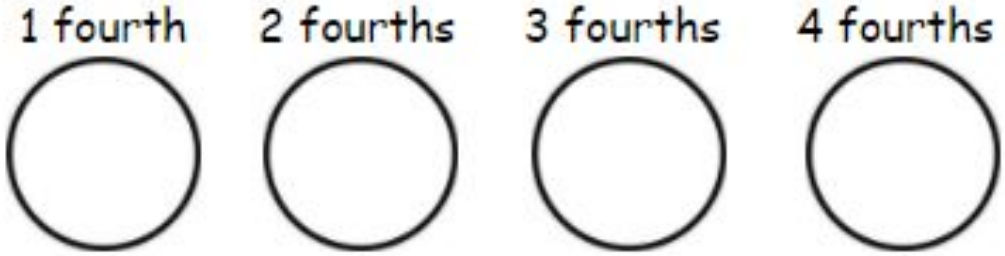
a. halves



b. thirds



c. Fourths



Circle which is bigger:

1 half or 1 fourth

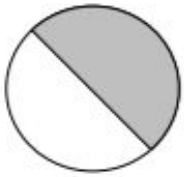
1 third or 1 half

1 third or 1 fourth

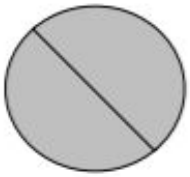
Name _____ Date _____

1. For Parts (a), (c), and (e), identify the shaded area.

a.



_____ half

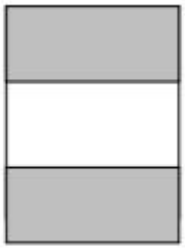


_____ halves

b. Circle the shape above that has a shaded area that shows 1 whole.

c.

_____ third

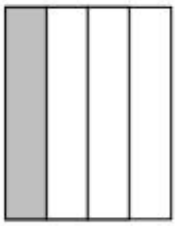


_____ thirds

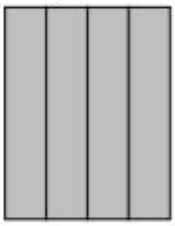
_____ thirds

d. Circle the shape above that has a shaded area that shows 1 whole.

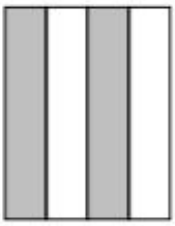
e.



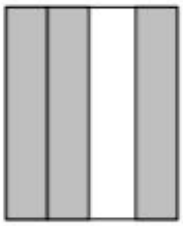
_____ fourth



_____ fourths



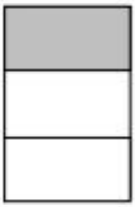
_____ fourths



_____ fourths

f. Circle the shape above that has a shaded area that shows 1 whole.

2. What fraction do you need to color so that 1 whole is shaded?

a. 

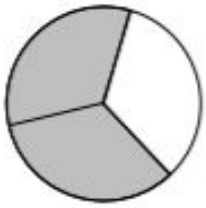
_____

b.

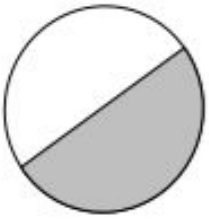
_____

c.

_____

d. 

_____

e. 

_____

f.

_____

3. Complete the drawing to show 1 whole.

a. This is 1 half.
Draw 1 whole.

b. This is 1 third.
Draw 1 whole.

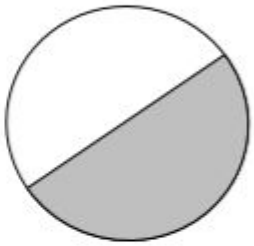
c. This is 1 fourth.
Draw 1 whole.

Name _____ Date _____

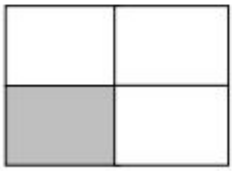
What fraction do you need to color so that 1 whole is shaded?

1.

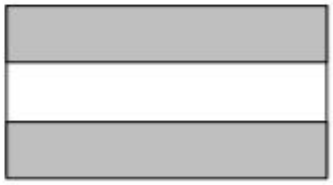
_____

2. 

_____

3. 

_____

4. 

_____

1) 25 − 0 = ____

2) 58 + 60 = ____

3) 26 + 8 = ____

4) 18 − 9 = ____

5) 909 + 500 = ____

6) 755 − 100 = ____

7) 29 − 8 = ____

8) 70 + 40 = ____

9) 13 − 10 = ____

10) 440 + 500 = ____

11) 762 − 200 = ____

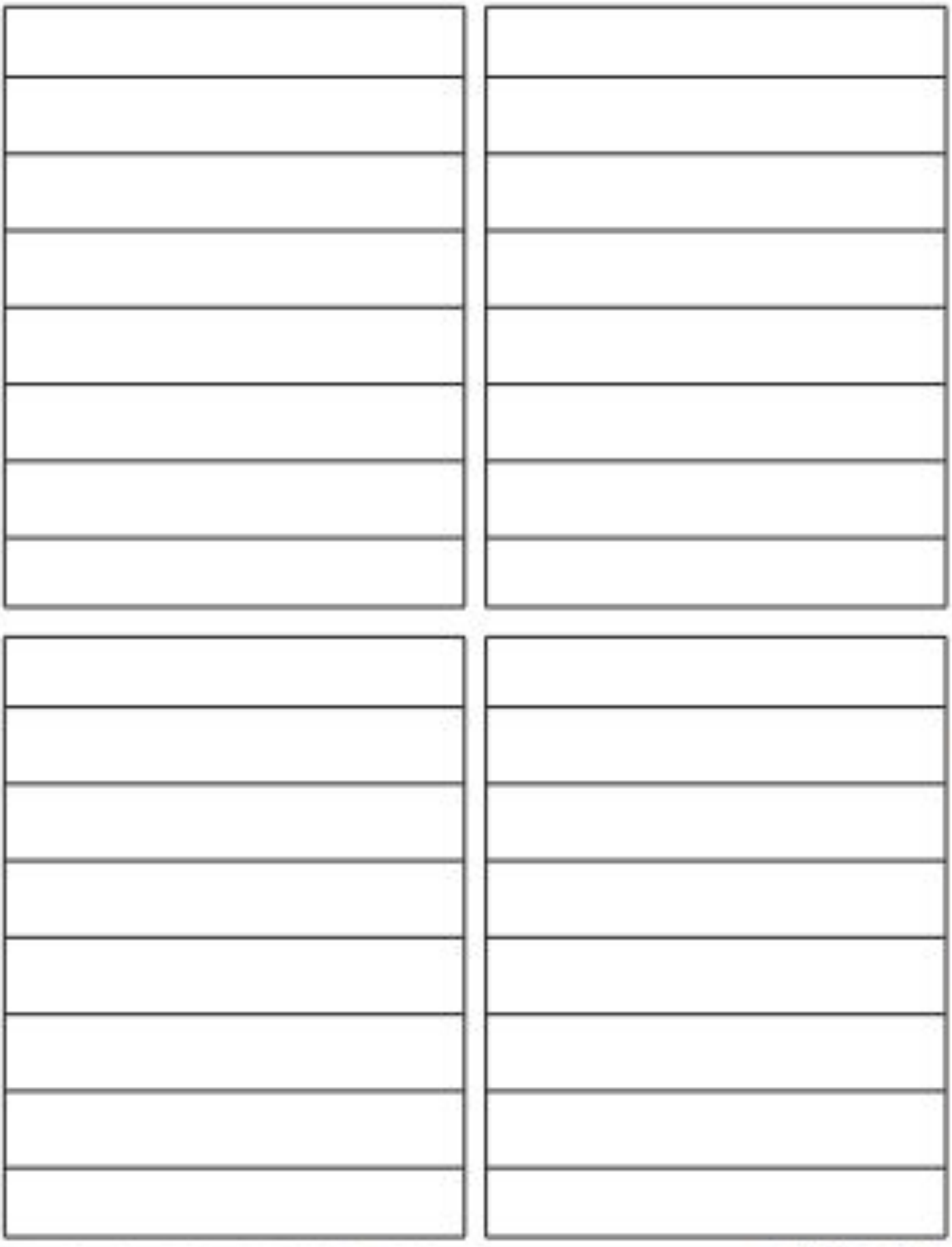
12) 47 + 40 = ____

Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Wednesday

What is one danger that bats need protection from? How can people help bats?

Name _____



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wanted	at	all
am	in	can
like	came	just
an	what	now
want	with	and
get	met	will
ask	saw	have
man	look	see
back	or	how
make	than	are

7 - 0	5 + 1	9 - 0	4 + 9	3 + 6
6 - 5	8 - 6	9 - 3	7 - 3	3 + 5
7 - 2	7 - 0	4 + 2	7 - 0	8 + 9
6 - 3	5 + 2	4 - 4	3 - 1	2 + 3
6 + 7	1 + 7	3 + 8	8 + 7	6 + 3
4 - 2	7 + 7	5 + 10	10 - 2	9 + 5
6 + 3	7 - 4	1 + 3	1 + 5	4 - 1
4 + 1	0 + 7	5 + 1	6 - 1	2 + 1

Day 3N: Read the word problem: (M8 L9)

Mr. Thompson's class raised 96 dollars for a field trip. They need to raise a total of 120 dollars.

a. How much more money do they need to raise in order to reach their goal?

Check off each thing:

- Read the question.
- Re-Read the question.
- What information do they give you?

A. _____

B. _____

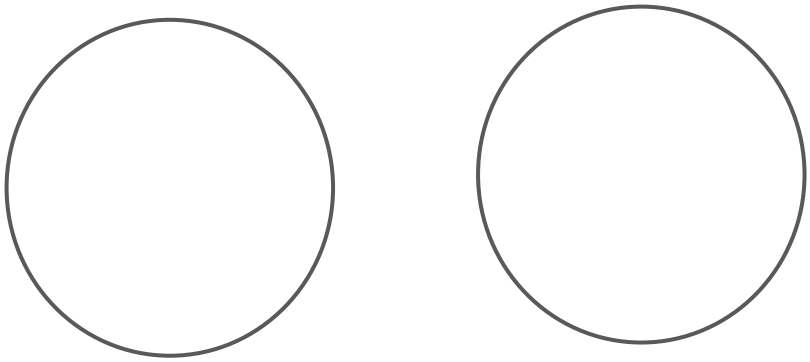
- What is the question asking you?

_____

Are we adding? Or subtracting? _____

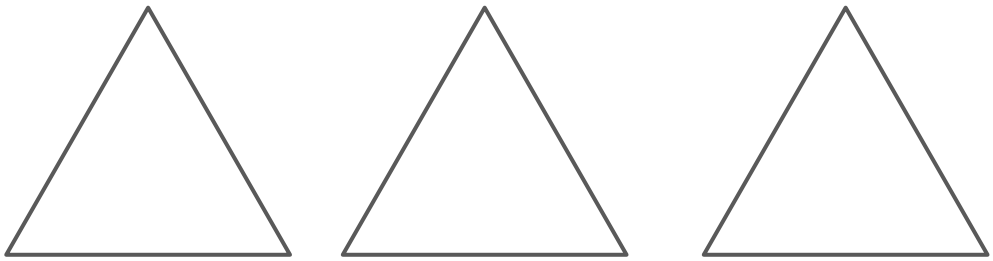
Solve the question!

a. 2 halves

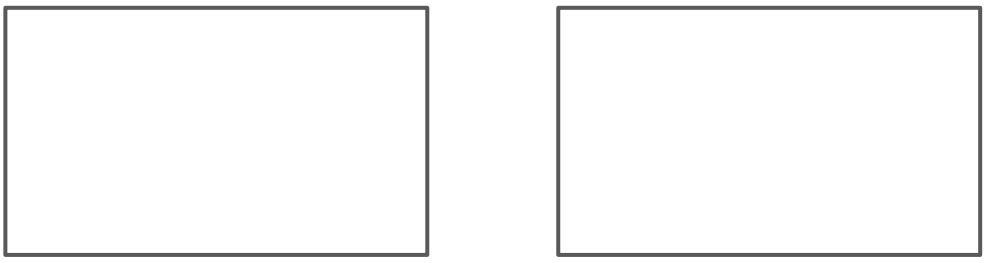


c. 4 fourths

d. 2 halves



f. 4 fourths



Name _____ Date _____

1. Partition the rectangles in 2 different ways to show equal shares.

   a. 2 halves

   b. 3 thirds

   c. 4 fourths

Name _____ Date _____

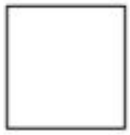
1. Partition the rectangles in 2 different ways to show equal shares.

a. 2 halves

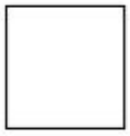
b. 3 thirds

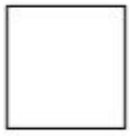
c. 4 fourths

d. 2 halves



e. 3 thirds





f. 4 fourths

Name _____ Date _____

Partition the rectangles in 2 different ways to show equal shares.

1. 2 halves

2. 3 thirds

3. 4 fourths

1) 71 − 3 = ____

2) 53 + 30 = ____

3) 32 − 30 = ____

4) 448 + 500 = ____

5) 22 − 0 = ____

6) 96 + 2 = ____

7) 35 − 20 = ____

8) 432 + 500 = ____

9) 420 + 500 = ____

10) 56 − 50 = ____

11) 67 + 50 = ____

12) 123 − 30 = ____

Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Thursday

Research Notecatcher:

Reasons Bats are important:

Do you think people should take action to protect bats? Why or why not?

My opinion is that...

Name _____

Wait for your teacher to read the words aloud. Then, use the boxes to help you write the sight words.

HFW 9 Letter Boxes

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9 - 8 =	8 - 6 =	4 + 14 =	10 - 5 =	4 + 4 =
11 - 1 =	8 + 3 =	5 + 10 =	9 - 0 =	8 - 6 =
10 + 10 =	8 + 13 =	11 - 6 =	5 + 12 =	11 - 3 =
8 - 5 =	7 + 8 =	15 - 3 =	2 - 2 =	1 + 13 =
7 + 5 =	6 + 17 =	3 - 2 =	5 + 0 =	7 - 5 =
17 - 9 =	6 + 14 =	11 + 7 =	12 + 8 =	12 - 1 =
4 + 5 =	10 + 10 =	7 - 1 =	14 - 2 =	10 + 5 =
13 - 2 =	9 - 7 =	5 + 11 =	5 + 17 =	6 + 12 =

1) 101 − 10 = ____

2) 28 + 50 = ____

3) 82 + 70 = ____

4) 92 − 1 = ____

5) 26 + 20 = ____

6) 77 − 3 = ____

7) 17 + 5 = ____

8) 696 − 600 = ____

9) 13 − 10 = ____

10) 544 − 300 = ____

11) 495 + 900 = ____

12) 32 + 10 = ____

Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Friday

"Bats' Roosts in Danger!"

1	Are bats living around your home? Once bats lived only in natural areas. In many places there are buildings where forests once stood. This means that today bats often build roosts in buildings. We must be careful or we may put these bats in danger. **Remodeling** or **removing** buildings can cause problems for bats.
2	A bat's nest is called a **roost.** Bats build roosts in different places at different times of the year. Bats can build roosts in trees and caves. Some bats build roosts inside houses and barns. A bat's roost can be **destroyed** when a building is changed or removed. Then the bat must find a new place to live.
3	Bats are **sensitive** to noise. This is another reason that changing buildings can be a problem. Bats need a quiet place to have babies and **hibernate**. If there is too much noise, they might leave their nest. It can hurt a whole group of bats.
4	Bats need our help! Check for bats before you add on to or remove a building. Give them another place to live by putting up a bat box. You can also grow plants that bats like in your garden. You can help bats by saving their roosts.

Glossary:

Destroy (destroyed): to damage something so that it cannot be fixed.	Remove: to take something off or away.
Hibernate (hibernating): to sleep through the winter in a den or to burrow to save energy.	Roost: a bat's nest.
Remodel: to make changes to a room or building.	Sensitive: showing a strong reaction to the environment.

RAP:

What is the author's opinion about bats and their roosts? How do you know?

5 + 7 = ☐	4 + ☐ = 10	☐ = 9 - 1	4 + 10 = ☐	3 - 3 = ☐
3 + ☐ = 4	17= ☐ + 9	10 + 6 = ☐	8 + 6 = ☐	☐ = 9 - 4
☐ = 9 + 2	5 + ☐ = 9	4 = 8 - ☐	☐ + 1 = 1	0 + 6 = ☐
2 - 1 = ☐	9 - ☐ = 9	4 = 5 - ☐	9 + ☐ = 13	1 + 1 = ☐
7 = 8 - ☐	9= ☐ - 1	8 = 10 - ☐	8 - 3 = ☐	9 - ☐ = 8
4= ☐ - 2	☐ = 6 + 9	1 + 7 = ☐	1= ☐ - 7	1 = 4 - ☐
2 - 2 = ☐	12= ☐ + 9	1 + 9 = ☐	2 = 10 - ☐	5= ☐ - 1
☐ + 8 = 9	5= ☐ - 1	☐ + 10 = 11	☐ = 6 + 10	☐ = 9 - 5

Day 4N: Read the word problem: (M8 L9)

Mr. Thompson's class raised 96 dollars for a field trip. They need to raise a total of 120 dollars.

a. How much more money do they need to raise in order to reach their goal?

b. If they raise 86 more dollars, how much extra money will they have?

Check off each thing:

- Read the question.
- Re-Read the question.
- Day 3 we learned that they need to reach 24 more dollars?
- What is the question asking you today for part B?

Are we adding? Or subtracting? _____

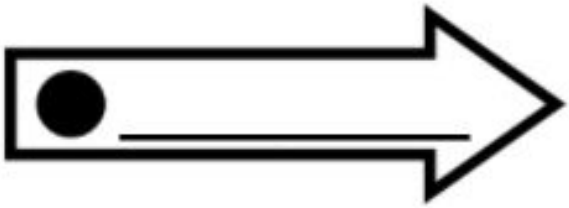
Solve the question!

Concept Development:

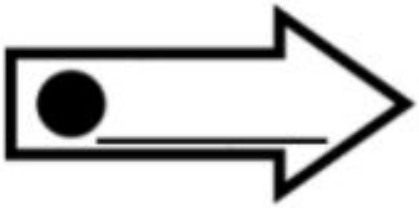
Today we are starting on _____! Let's start by

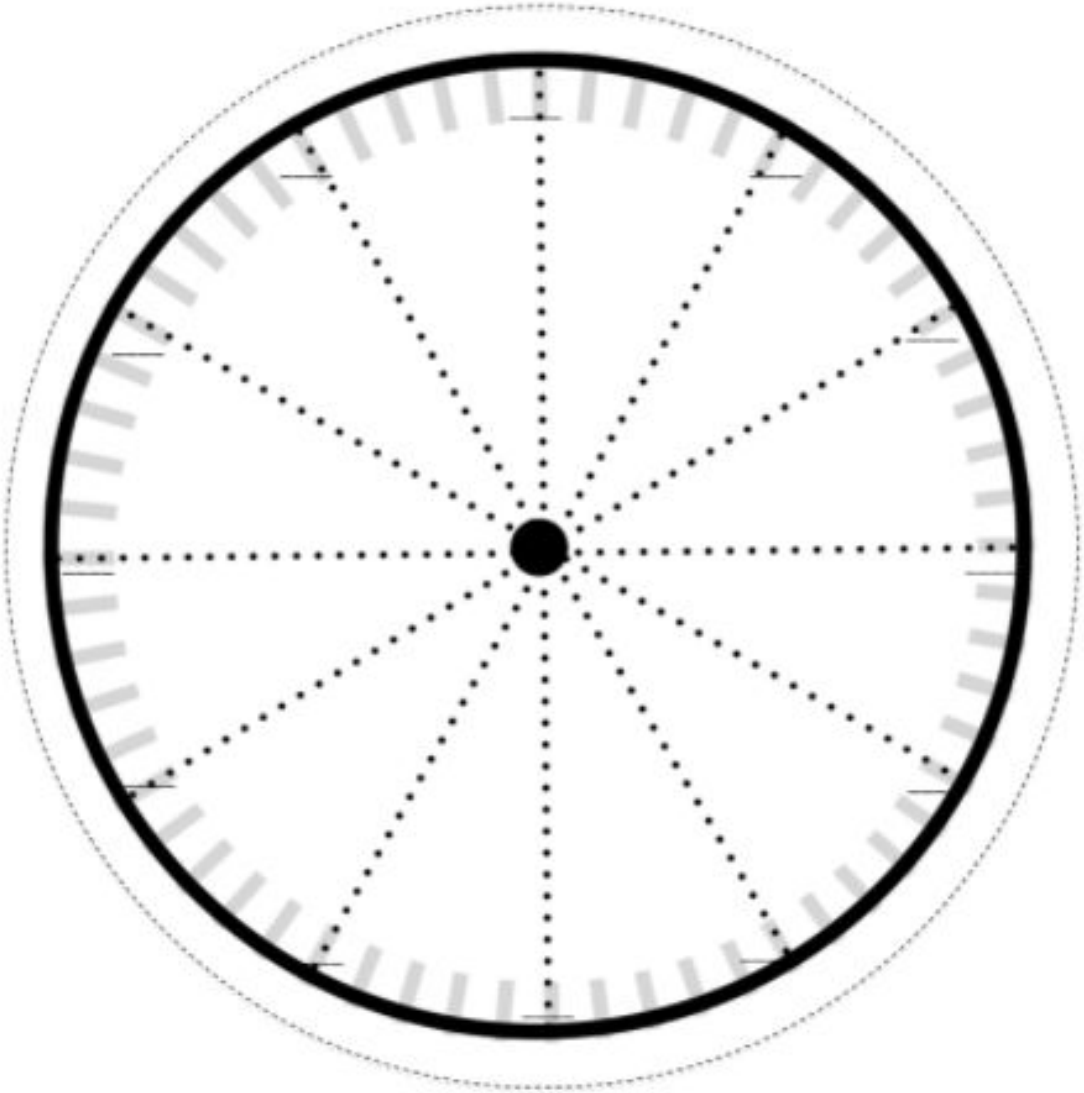
There are _____ minutes in an hour, and _____ minutes means o'clock.

The _____ hand is the...



The _____ hand is the...





1	2	3	4	5	6	7	8	9	10	11	12

1 hour is _____ minutes, and 1 minute is _____ seconds.

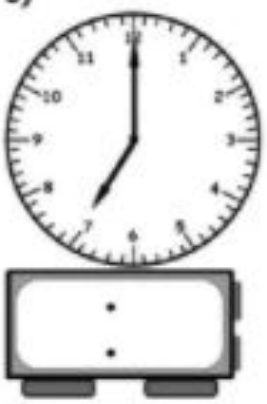
When the Minute hand (_____) is on 12, it means it has been 60 mins so it becomes o'clock.

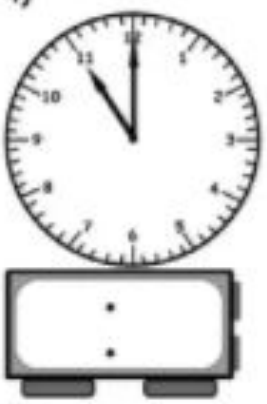
Each of these clocks have the _____ hand on the 12.

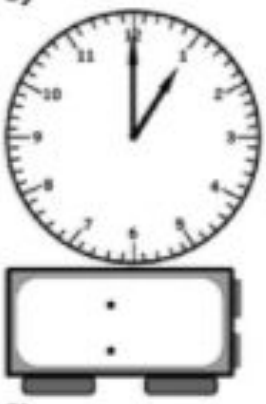
Write the time inside each clock below.

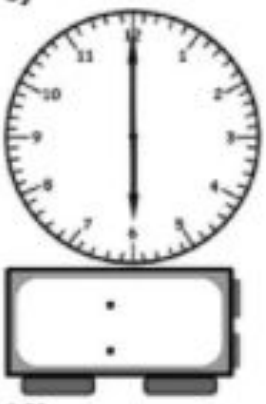
1)

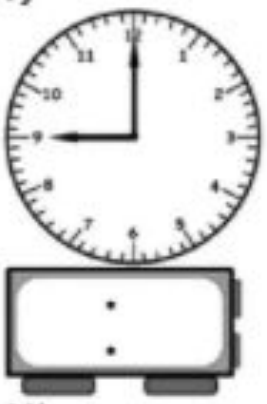
2)

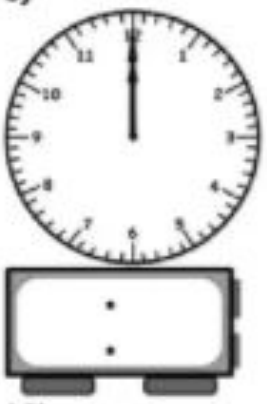
3) 

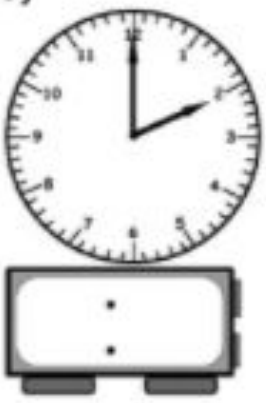
4) 

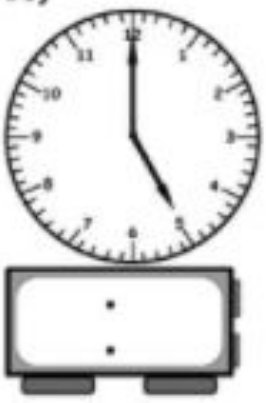
5) 

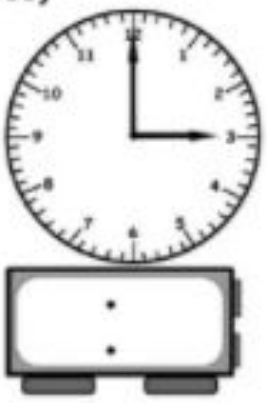
6) 

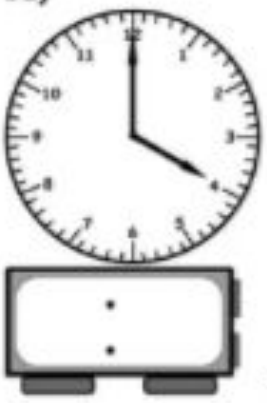
7) 

8) 

9) 

10) 

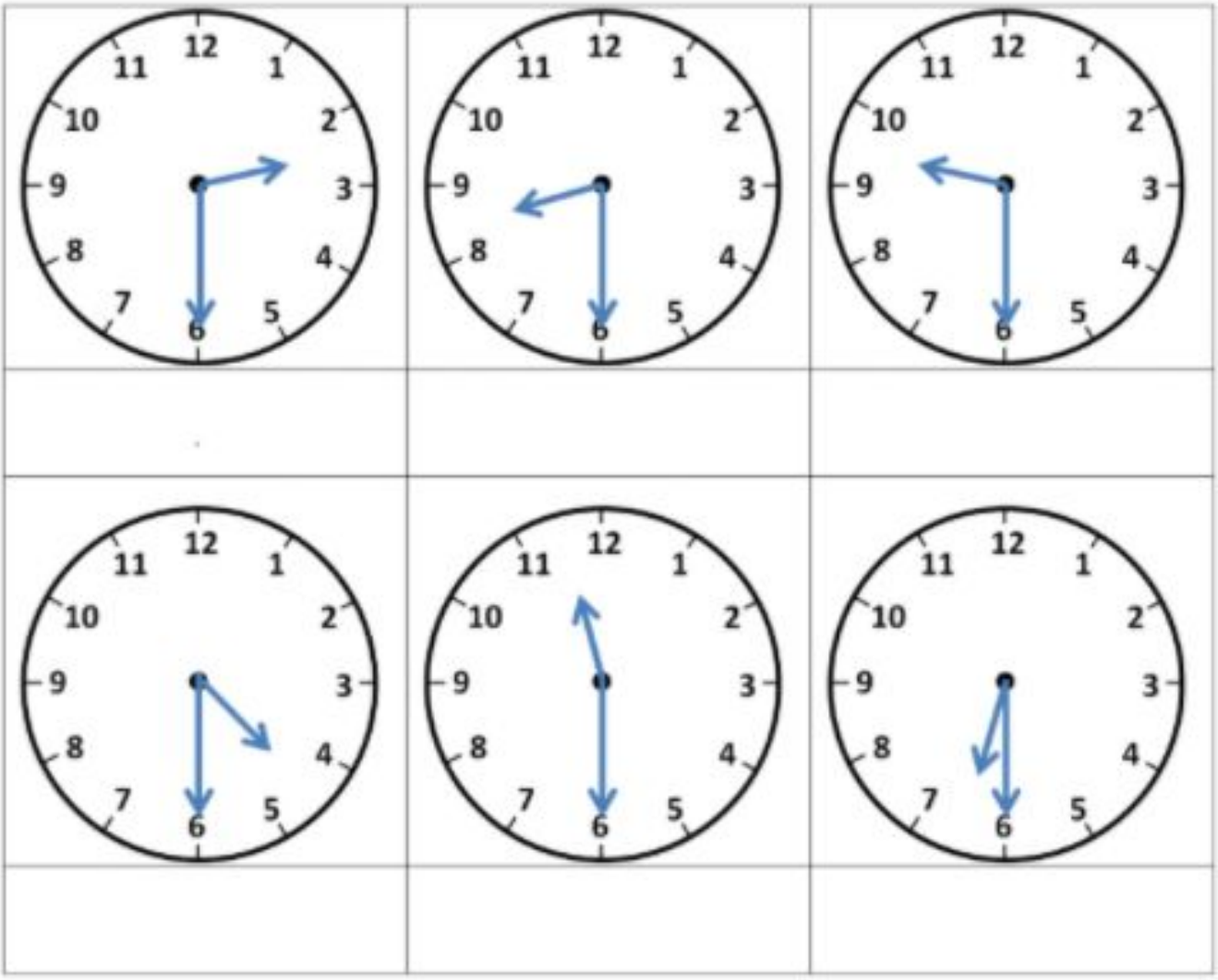
11) 

12) 

If the _____ hand is on the 6 it is _____ minute.

	12	1	2	3	4	5	6
Minutes	0						

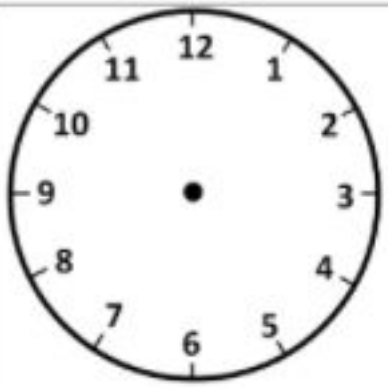
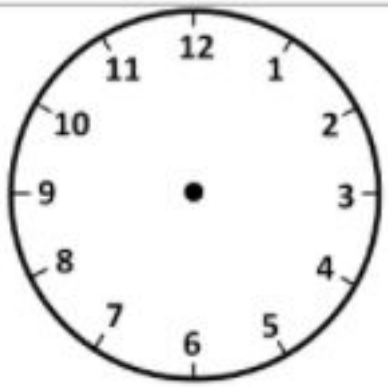
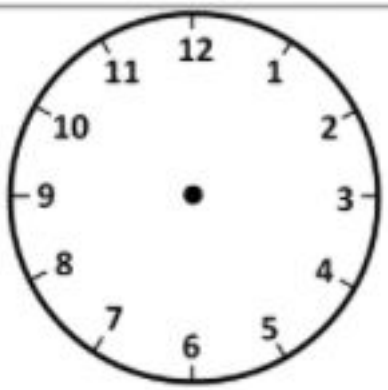
You can say this is 2:30 or half past 2 because we are halfway around the clock.



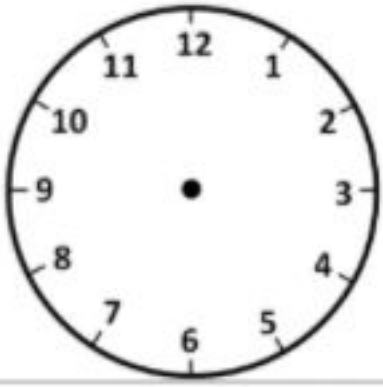
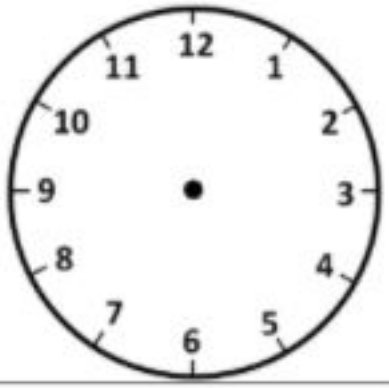
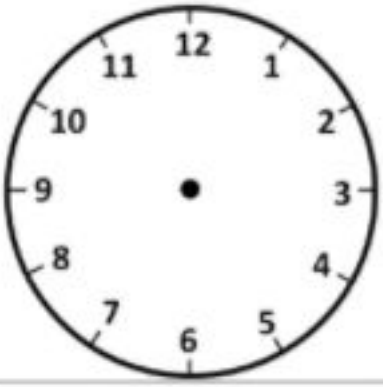
Do you see where the hour hand is? It is not exactly on the hour it is halfway to the next number!

Let's actually draw on a clock!

2 o'clock → 2:00 5 o'clock → ___:___ 9 o'clock → ___:___

		
5 o'clock	9 o'clock	3 o'clock

Half past 2 → 2:30 Half past 4 → ___:___ Half past 8 → ___:___

		
Half past 5	Half past 3	Half past 11

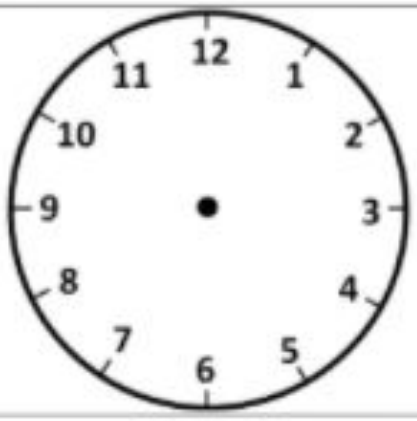
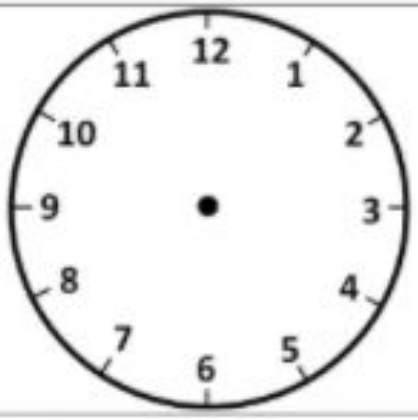
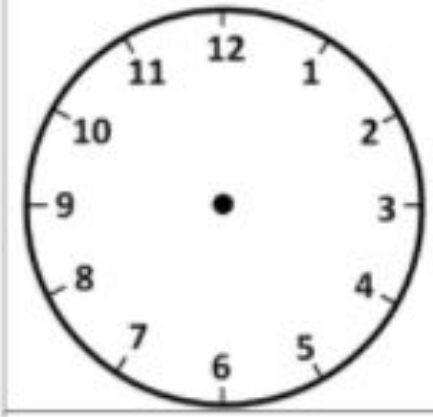
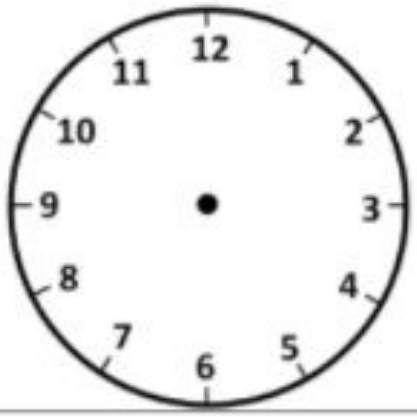
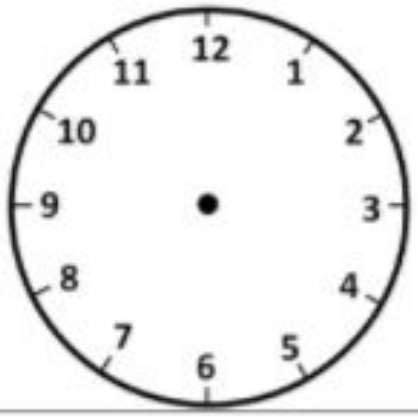
Problem set:

Half past 3	_____ o'clock	

Complete the missing digital times:

5 o'clock → 5:00 Half past 3 → ___:___ 9 o'clock → ___:___

Draw the hands in the correct place for each clock. The first one has been done for you.

		
Half past 9	4 o'clock	Half past 3
		
Half past 7	6 o'clock	Half past 12

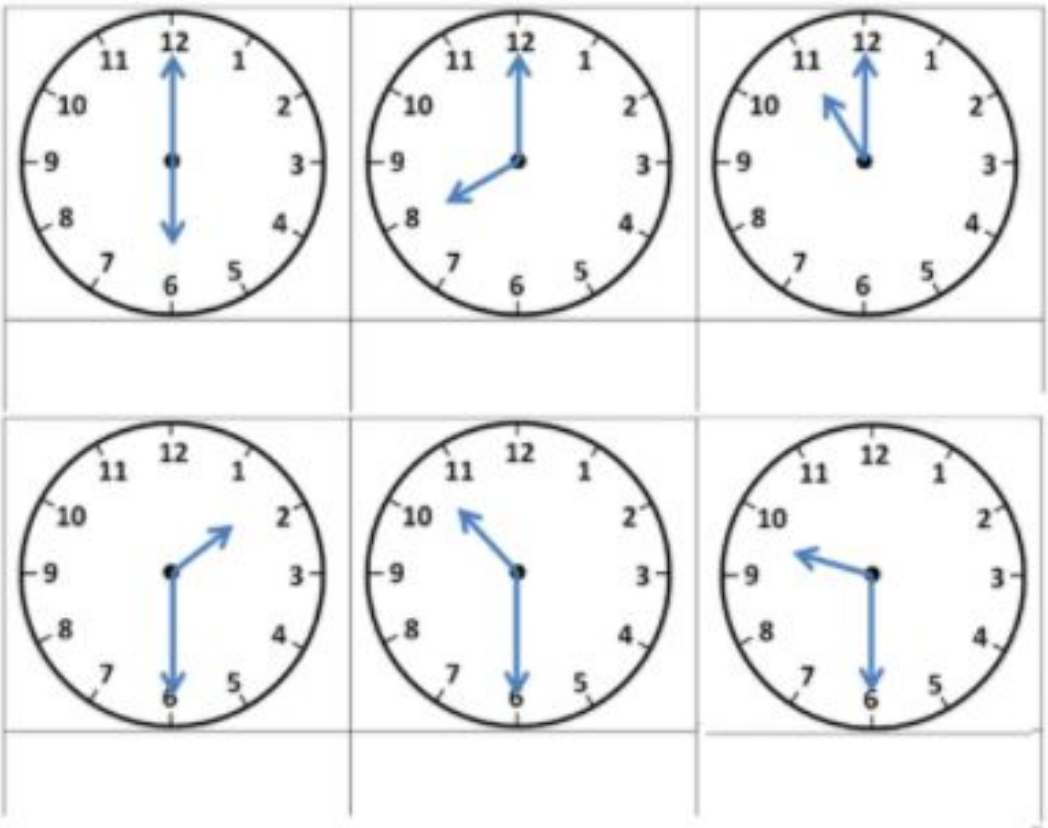
Complete the missing digital times:

Half past 2 → 2:30 7 o'clock → ___:___ Half past 10 → ___:___

Name: _____ M8 L13a

Exit ticket: M8 L13a

What time is it on each clock?



1) 860 + 800 = ____

2) 32 – 20 = ____

3) 961 – 400 = ____

4) 56 + 90 = ____

5) 56 + 90 = ____

6) 816 + 200 = ____

7) 60 – 8 = ____

8) 13 – 6 = ____

9) 28 + 30 = ____

10) 689 + 800 = ____

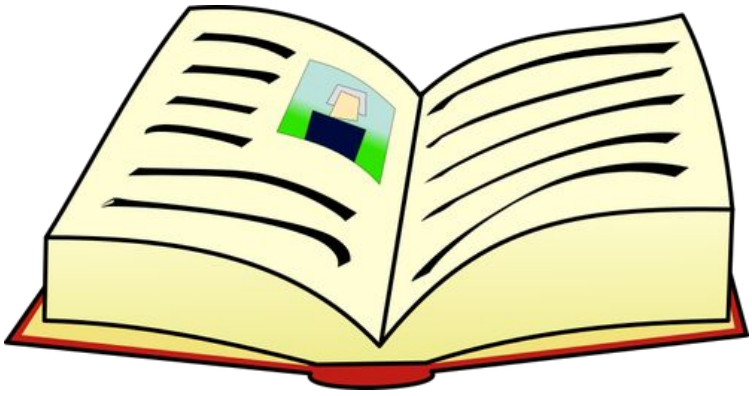
11) 791 – 100 = ____

12) 162 – 100 = ____

Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Close Reading
May 3rd-7th

Name:



Name:

Unusual Animal Friends

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Animals sometimes adopt or become friends with other animals that may be considered strange choices! Cats becoming friends with mice, chickens adopting puppies, and elephants becoming friends with dogs are just a few examples of unusual animal friends.

There is even a case in which a bear, a lion, and a tiger were the best of friends after being rescued together.

The animals in these strange friendships do not think they are strange at all. They love each other no matter the species!

1. Remembering: Main Idea

Who? ⟶

What? ⟶

Why? ⟶ _____

2. Understanding: Details

Write 3 sentences about what you remember or learned.

_____

_____

_____

3. Applying

Why are unusual animal friendships so interesting to people?

_____

4. Analyzing

What are some unusual animal friendships that you read about or know about?

_____

_____

_____

5. Evaluating

If you knew one animal friend was predatory and one animal friend was a prey animal what behaviors would you look for to see if they were friends?

_____

_____

_____

6. Creating

If you could help two animals become friends which animals would you choose?

_____

_____

_____

7. Your Opinion

What are your favorite animals?

_____

_____

_____

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Note-Taking Guide

main idea

connection

underline

key detail

surprising detail

unfamilar word, phrase, or content

"I understand"

Reading A-Z

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