



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

Monday, May 10th

Name:

Day 1L: Read the word problem:

There are 12 students in Ms. Miller's class. She needs 24 juice boxes for a class party. The juice boxes come in a package of 6 juice boxes each. How many boxes does she need to buy?

Check off each thing:

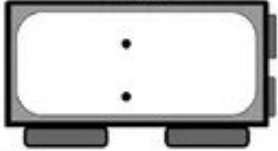
- Read the question.
  - Re-Read the question.
  - What is the question asking you?
- 

- What information will be helpful?
- 
- 

- What operation are you doing? (Addition or subtraction?)
-

Write the time inside each clock below.

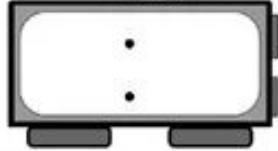
1)



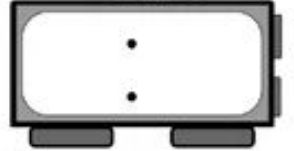
2)



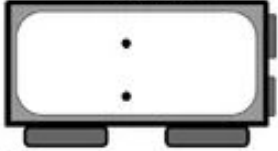
3)



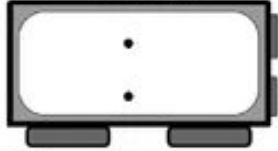
4)



5)



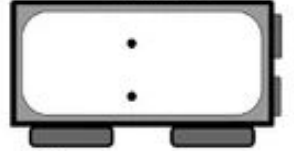
6)



7)

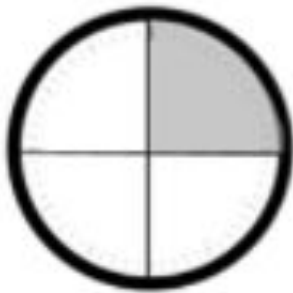


8)

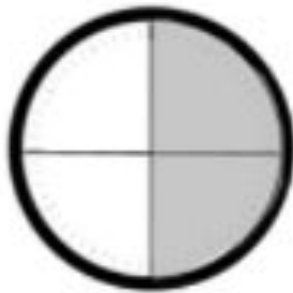



1. Tell what fraction of each clock is shaded in the space below using the words

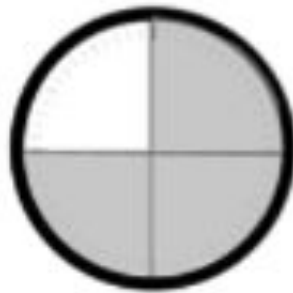
quarter	quarters	half	halves
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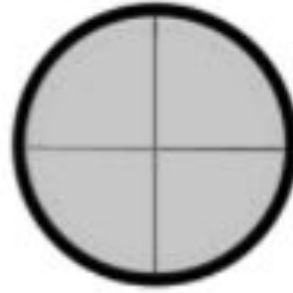
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\_\_\_\_\_



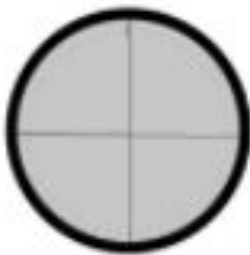
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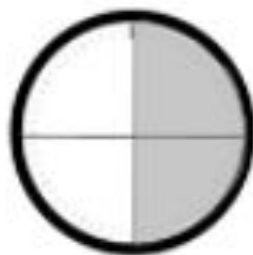
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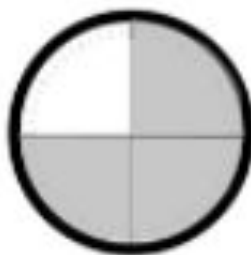
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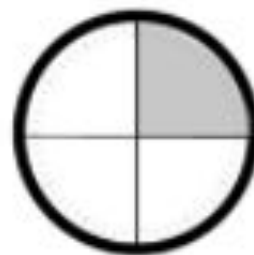
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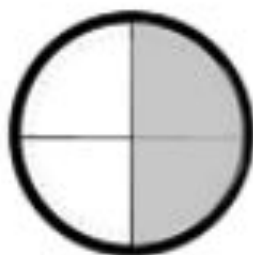
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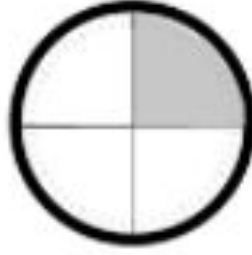
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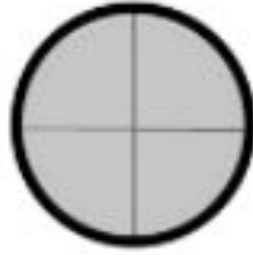
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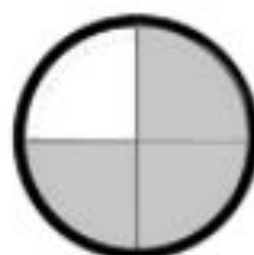
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\_\_\_\_\_  
\_\_\_\_\_

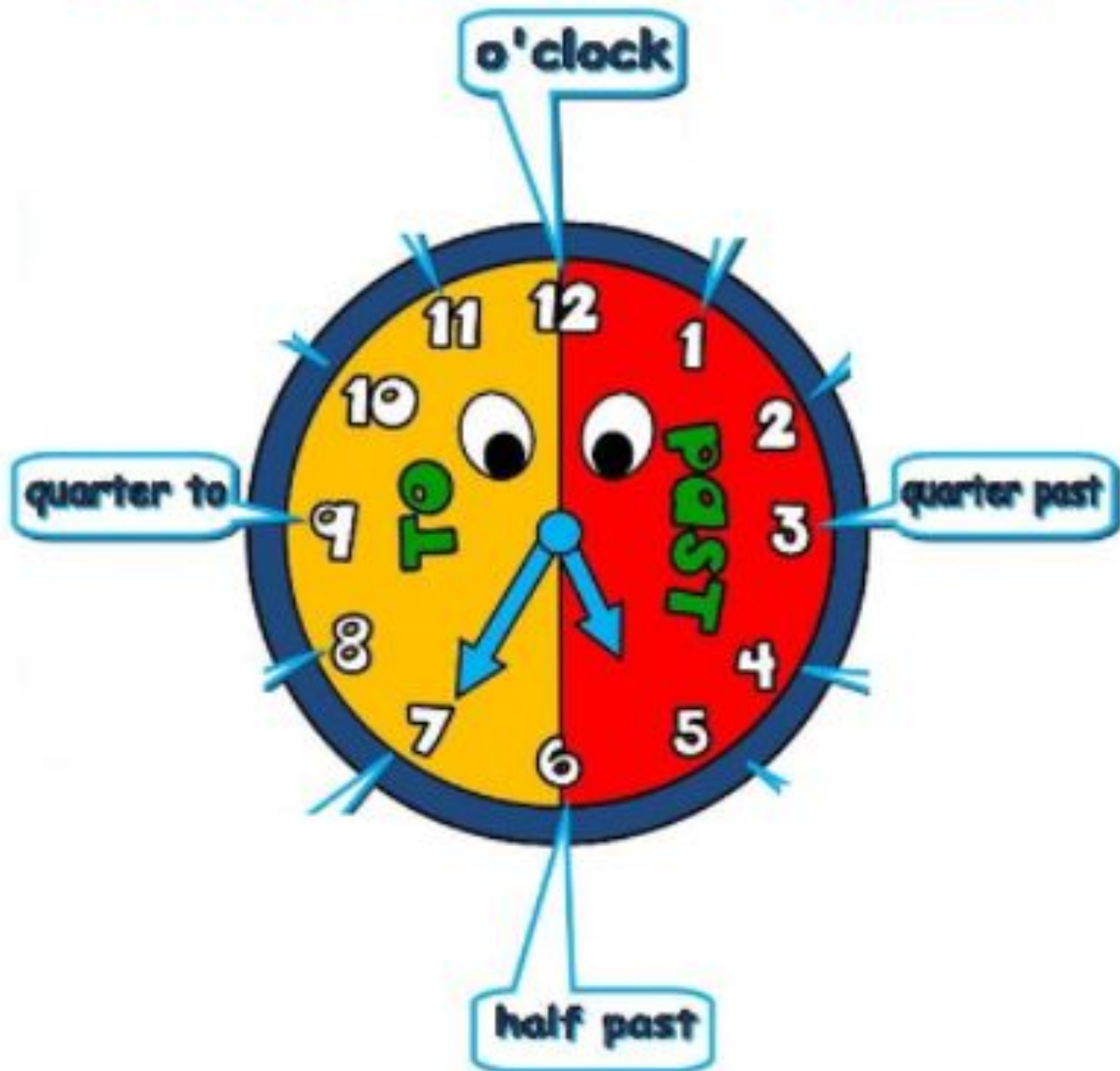


\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

# What's the time?



**a.m.** → Latin - ante meridiem = before noon

**p.m.** → Latin - post meridiem = after noon

Let's see if we can figure out these times:

Quarter PAST: hour: 15

Quarter past 1	Quarter past ____	Quarter past ____
Quarter past ____	Quarter past ____	Quarter past ____
Quarter past ____	Quarter past ____	Quarter past ____

Let's see if we can figure out these times:

Quarter TO: hour: 45

Quarter to 4	Quarter to ____	Quarter to ____
Quarter to ____	Quarter to ____	Quarter to ____
Quarter to ____	Quarter to ____	Quarter to ____

Let's see if we can figure out these times:

Quarter PAST: hour: 15



1:15



Let's see if we can figure out these times:

Quarter to: hour: 45



3:45



## “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. <b>Remodeling</b> or <b>removing</b> buildings can cause problems for bats.
2	A bat’s nest is called a <b>roost</b> . 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 <b>destroyed</b> when a building is changed or removed. Then the bat must find a new place to live.
3	Bats are <b>sensitive</b> to noise. This is another reason that changing buildings can be a problem. Bats need a quiet place to have babies and <b>hibernate</b> . 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.



# Protecting Pollinators Research

## Questions about “Bats’ Roosts in Danger!”

2R2, 2R8

**Directions:** Read the questions and discuss the answers with your partner.

Write down your own answers as a short response to each question.

1. What is the text mostly about?

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2. In Paragraph 2, what is the author’s point about changes that people make to buildings where bats live?

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3. In Paragraph 3, what is one reason the author gives about why it hurts bats when their roosts are damaged?

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Name \_\_\_\_\_

**-ch**

**-sh**

**-th**

both

crash

branch

bush

dish

finish

flash

fourth

mouth

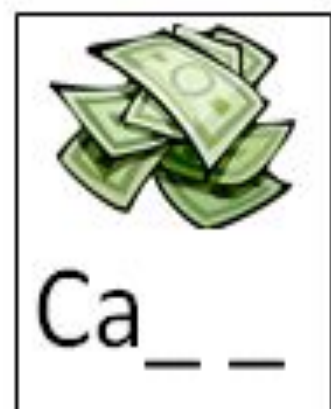
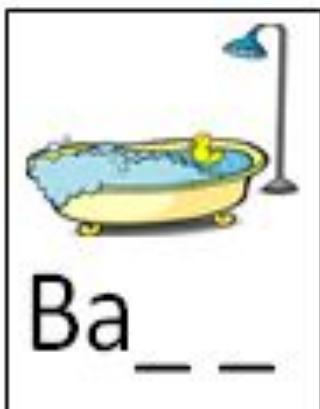
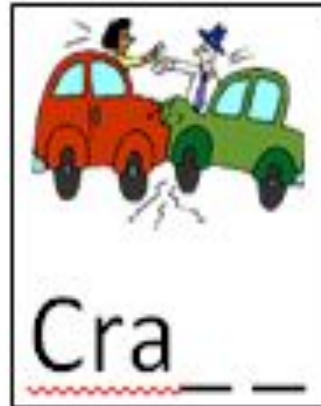
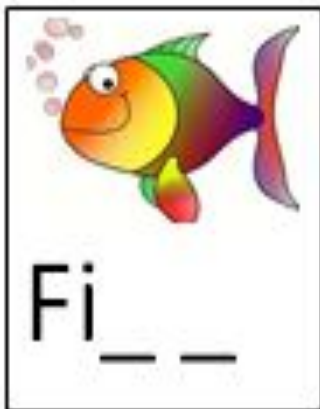
push

ranch

reach

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

## Ending Sounds Review





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Tuesday, May 11th

## Day 2L: Read the word problem:

There are 12 students in Ms. Miller's class. She needs 24 juice boxes for a class party. The juice boxes come in a package of 6 juice boxes each. |

How many boxes does she need to buy?

Check off each thing:

- Read the question.
- Re-Read the question.
- What is the question asking you?

---

What information will be helpful?

---

---

- What operation are you doing? (Addition or subtraction?)
  - Let's draw something to help us solve this problem!

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Decide whether the activity below would happen in the a.m. or the p.m. Circle your answer.

a. Waking up for school                      a.m. / p.m.

b. Eating dinner                                a.m. / p.m.

c. Reading a bedtime story                a.m. / p.m.

d. Making breakfast                         a.m. / p.m.

e. Having a play date after school        a.m. / p.m.

f. Going to bed                                 a.m. / p.m.

g. Eating a piece of cake                    a.m. / p.m.

h. Eating lunch                                a.m. / p.m.

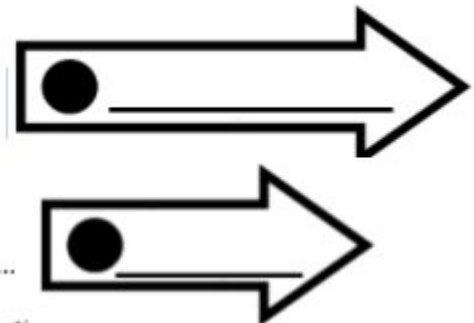
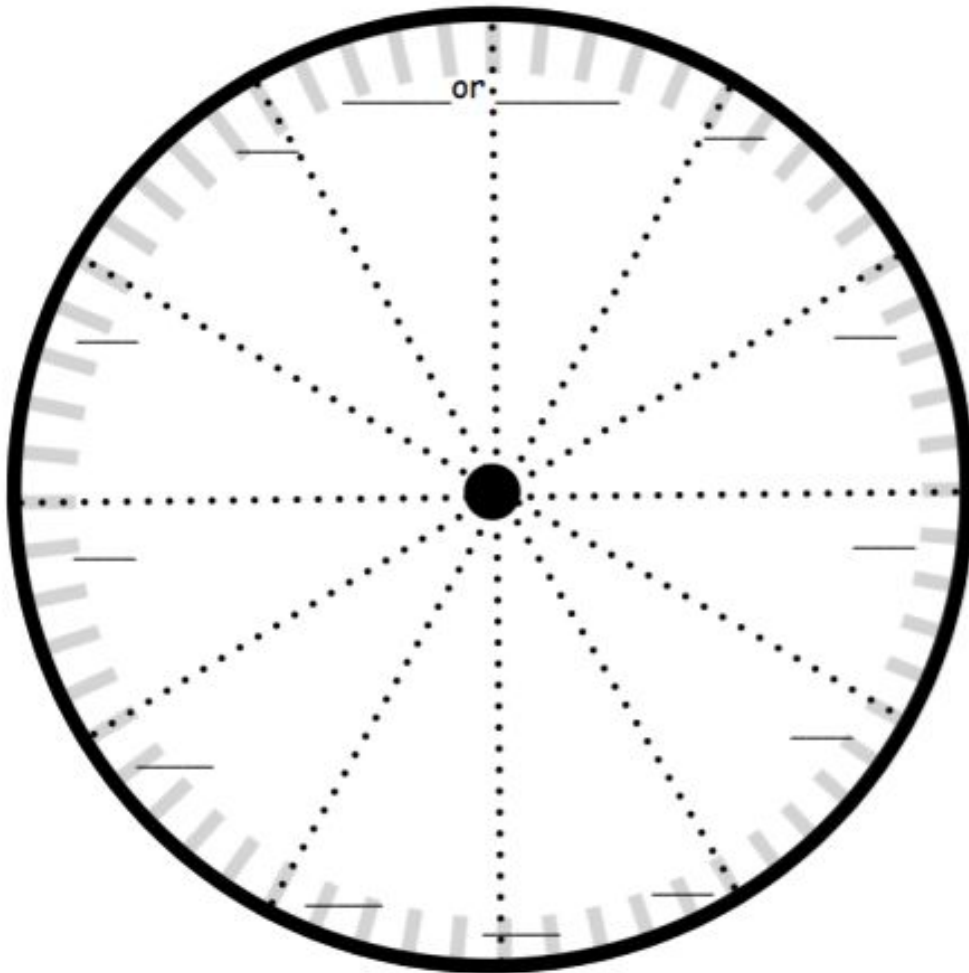
Name \_\_\_\_\_

Date \_\_\_\_\_

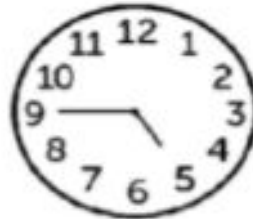
1. Fill in the missing numbers.

60, 55, 50, \_\_\_\_\_, 40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. Fill in the missing numbers on the face of the clock to show the minutes.



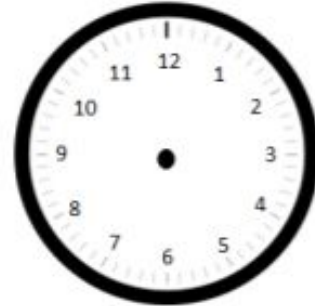




2. Draw the hands on the analog clock to match the time on the digital clock. Then, circle **a.m.** or **p.m.** based on the description given.

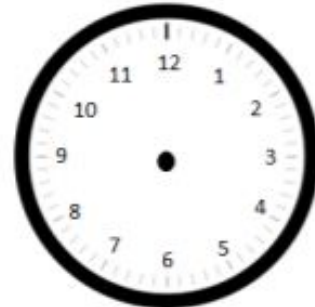
a. Brushing your teeth after you wake up

**7:10** a.m. or p.m.



b. Finishing homework

**5:55** a.m. or p.m.



3. Write what you might be doing if it were **a.m.** or **p.m.**

a. **a.m.** \_\_\_\_\_

b. **p.m.** \_\_\_\_\_



4. What time does the clock show?

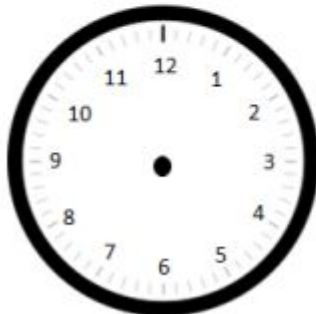
\_\_\_\_\_ : \_\_\_\_\_



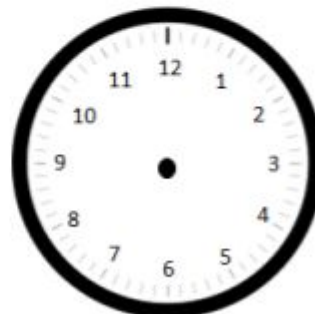
Name \_\_\_\_\_

Date \_\_\_\_\_

Draw the hour and minute hands on the clocks to match the correct time.



12:55



5:25

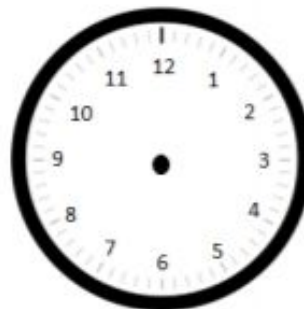
Name \_\_\_\_\_

Date \_\_\_\_\_

Draw the hands on the analog clock to match the time on the digital clock. Then, circle **a.m.** or **p.m.** based on the description given.

1. The sun is rising.

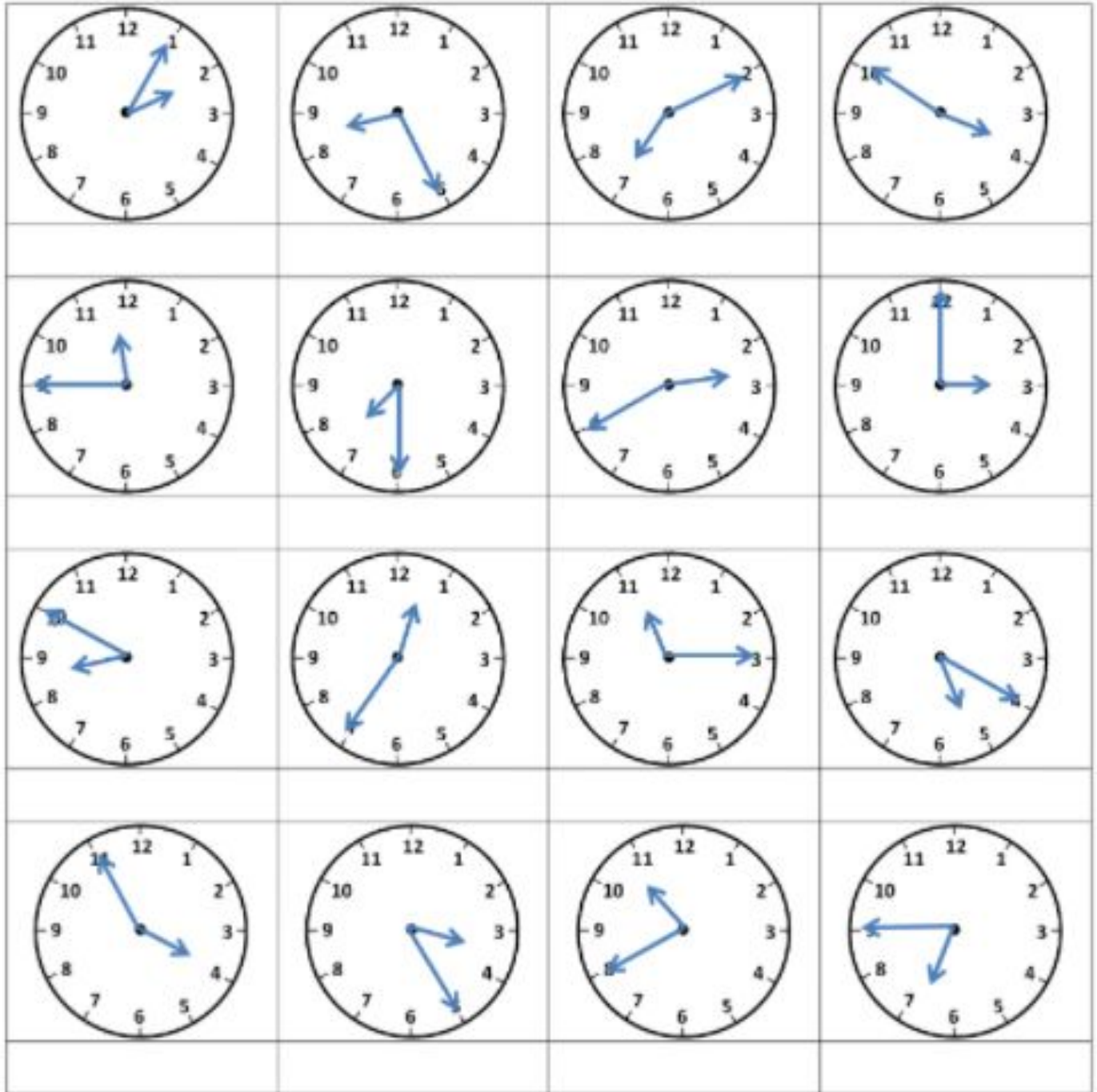
6:10 a.m. or p.m.



2. Walking the dog

3:40 a.m. or p.m.





## “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. <b>Remodeling</b> or <b>removing</b> buildings can cause problems for bats.
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Remodel: to make changes to a room or building.	Sensitive: showing a strong reaction to the environment.

## Comparing Two Texts about Bats

**Directions:** Look at the chart below. Read each point.

Put an X to show in which text each point appears.

Use your copy of "Bats' Roosts in Danger!" and *A Place for Bats* to help you. (RI.2.1, RI.2.9)

<b>Points made by the author:</b>	<b>"Bats' Roosts in Danger!"</b>	<b><i>A Place for Bats</i></b>
People make choices that affect bats.		
People spray poisons that cause white nose syndrome.		
If their mothers are scared away, bat pups may not survive.		
Some bats build roosts in old buildings.		

Name \_\_\_\_\_

**-ch**

**-sh**

**-th**

push	ranch	reach
splash	such	swish
teach	scratch	tooth
wash	watch	which



k	m	n	t	r	p	m	d	c	p
d	c	v	h	i	o	i	u	s	x
r	a	i	h	v	s	n	p	c	f
a	d	s	h	h	c	l	c	h	h
g	z	g	f	c	a	r	i	c	b
p	r	n	q	s	h	t	a	m	o
u	l	i	h	c	u	o	c	h	t
f	k	h	o	j	q	q	j	z	h
x	o	t	g	m	y	x	d	y	y
w	i	s	h	l	t	q	z	s	b

both

chick

couch

dish

math

much

ship

splash

thin

wish



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Wednesday, May 12th

### Day 3L: Read the word problem:

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How many boxes does she need to buy?

Check off each thing:

- Read the question.
- Re-Read the question.
- What is the question asking you?

---

What information will be helpful?

---

---

- What operation are you doing? (Addition or subtraction?)
  - Yesterday we drew, now let's solve this problem!

Name \_\_\_\_\_

Date \_\_\_\_\_

1. How much time has passed?



a. 6:30 a.m. → 7:00 a.m. \_\_\_\_\_

b. 4:00 p.m. → 9:00 p.m. \_\_\_\_\_



c. 11:00 a.m. → 5:00 p.m. \_\_\_\_\_

d. 3:30 a.m. → 10:30 a.m. \_\_\_\_\_



e. 7:00 p.m. → 1:30 a.m. \_\_\_\_\_

f.  →  \_\_\_\_\_

p.m.                      a.m.

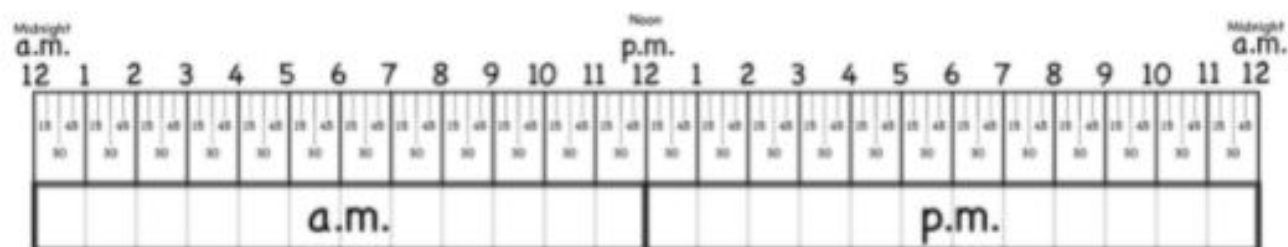
g.  →  \_\_\_\_\_

a.m.                      p.m.

h.  →  \_\_\_\_\_

a.m.                      a.m.

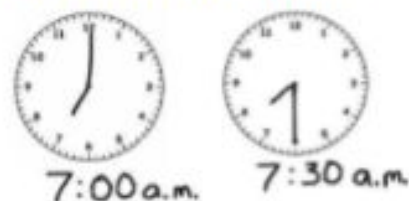
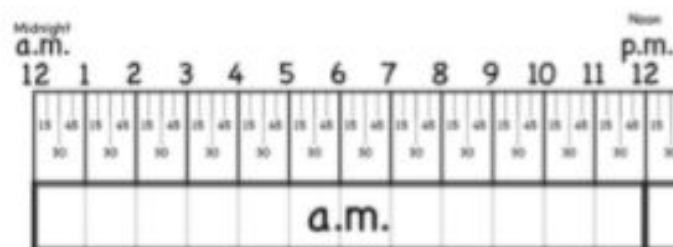
We are used to seeing out clocks like this in a circle: but we can also make it look like a number line... Like this!



Today we are looking at word problems with TIME and this number line may help us figure out how much time something took or how much time has passed.

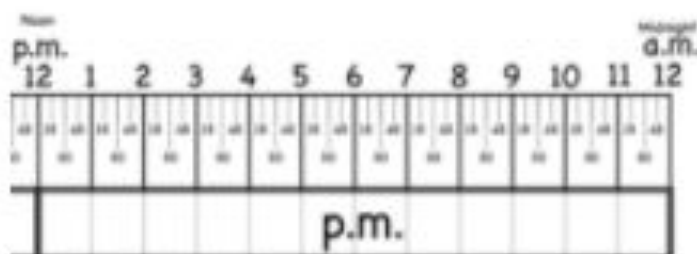
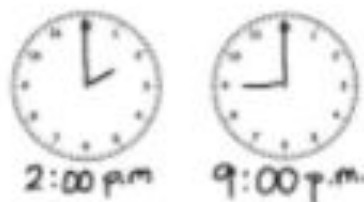
### 1. Problem 1

Kalpana gets up at 7:00 a.m. She leaves the house at 7:30 a.m. How long does it take her to get ready?



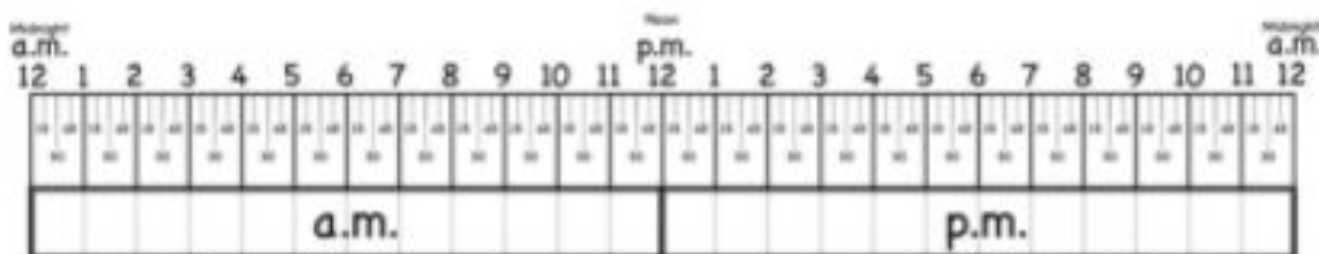
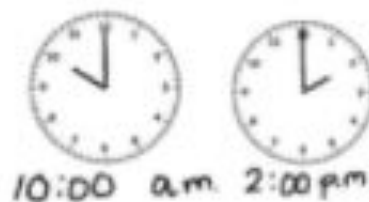
## 2. Problem 2

Tony goes bowling on Saturday at 2:00 p.m. He gets home at 9:00 p.m. How long did he stay out?



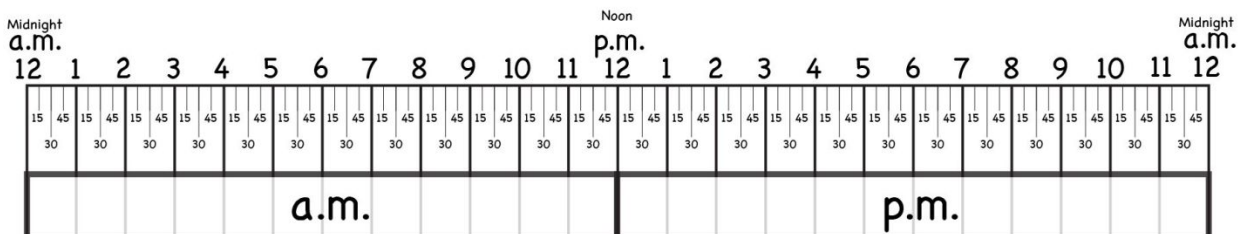
## 3. Problem 3

Students arrive at the museum at 10:00 a.m. They leave at 2:00 p.m. How long are students at the museum?

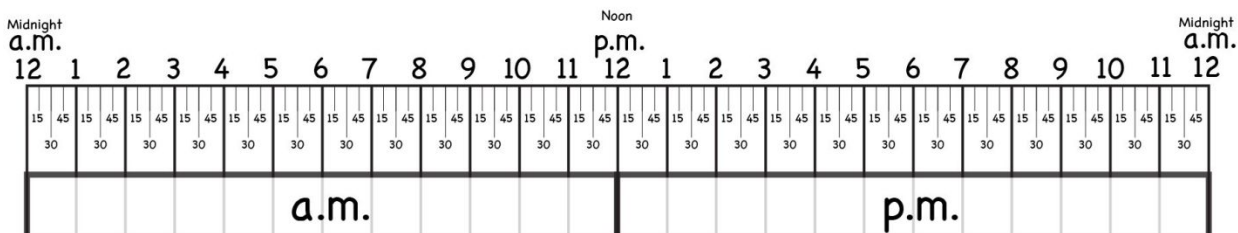


2. Solve.

a. Tracy arrives at school at 7:30 a.m. She leaves school at 3:30 p.m. How long is Tracy at school?



b. Anna spent 3 hours at dance practice. She finished at 6:15 p.m. What time did she start?

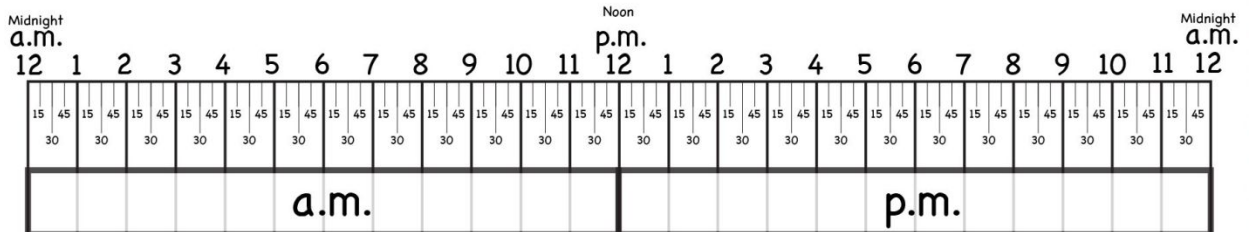


Name \_\_\_\_\_

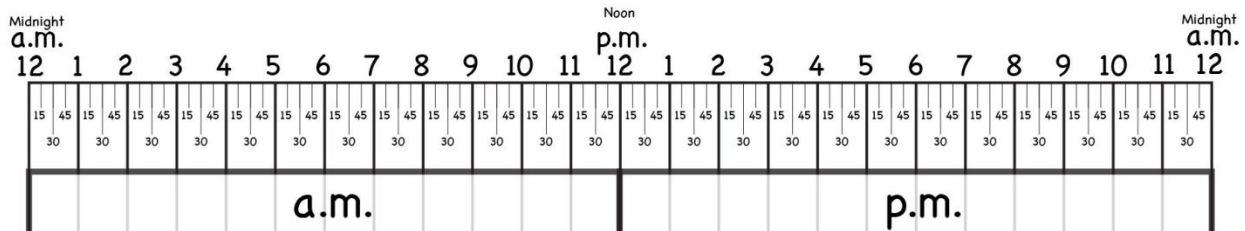
Date \_\_\_\_\_

How much time has passed?

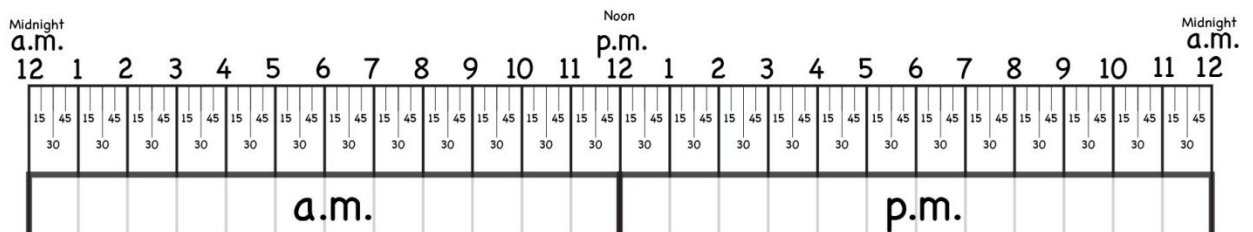
1. 3:00 p.m. → 11:00 p.m. \_\_\_\_\_



2. 5:00 a.m. → 12:00 p.m. (noon) \_\_\_\_\_



3. 9:30 p.m. → 7:30 a.m. \_\_\_\_\_





Ideas for Shared Writing:

Opinion:

Reason:

Name \_\_\_\_\_

**-ch**

**-sh**

**-th**

wash

watch

which

brush

beach

church

fresh

month

north

porch

rush

touch

h i n q a r r b u c q w z e l  
t t d z u o y x a q i x r h u  
a d e e h s h w l t j g l s n  
g e a e t e t o r a h i r i c  
y c r o t j l a d r k x h d h  
h a l h c w t j k n r n u l h  
s o w z e g k l i s q v n g k  
p f v b d f b k j o h i x h q  
z z u o n j n a w x j x p o k  
n v t a a p b i c h o w n c l  
j v u e u h q z n n b f b m h  
n f l h k q c k q b q i y a s  
x z s t o s q a d h s i f d a  
e i w s x v h w e c l o t h m  
f l y y n u j r e t p t z t s

bath

cloth

dish

each

fish

fish

lunch

smash

teach

teeth



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

Thursday, May 13th

Examples-

Bats are important to plants:

Bats are important to animals:



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

Friday, May 14th

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Circle groups of two apples.



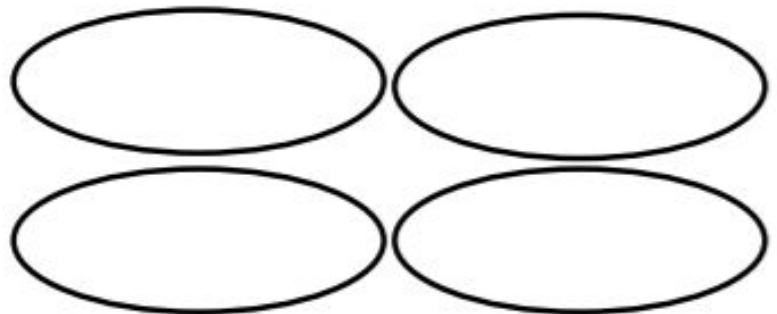
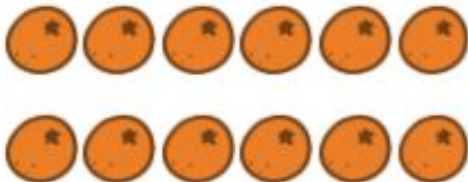
There are \_\_\_\_\_ groups of two apples.

2. Circle groups of three balls.



There are \_\_\_\_\_ groups of three balls.

3. Redraw the 12 oranges into 4 equal groups.



4 groups of \_\_\_\_\_ oranges

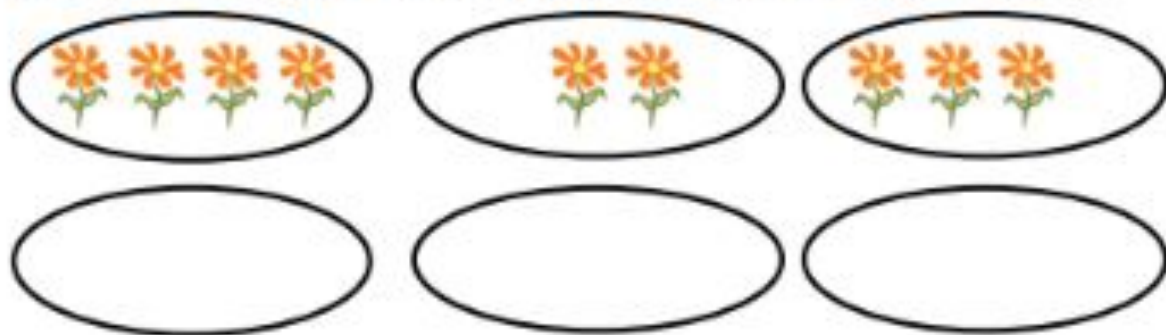
4. Redraw the 12 oranges into 3 equal groups.



3 groups of \_\_\_\_\_ oranges

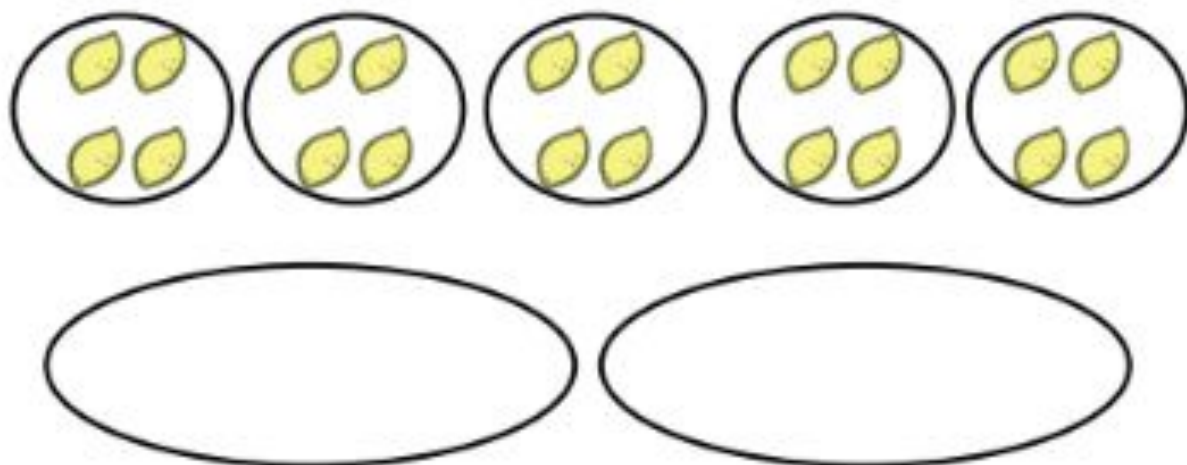


5. Redraw the flowers to make each of the 3 groups have an equal number.



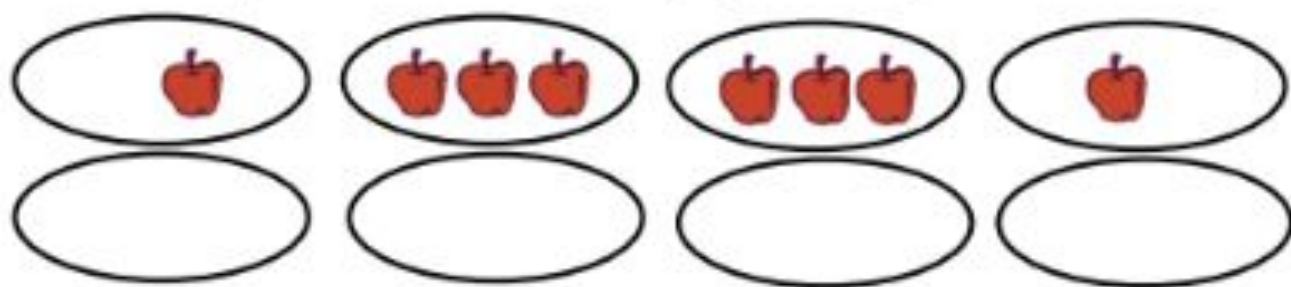
3 groups of \_\_\_\_\_ flowers = \_\_\_\_\_ flowers.

6. Redraw the lemons to make 2 equal size groups.



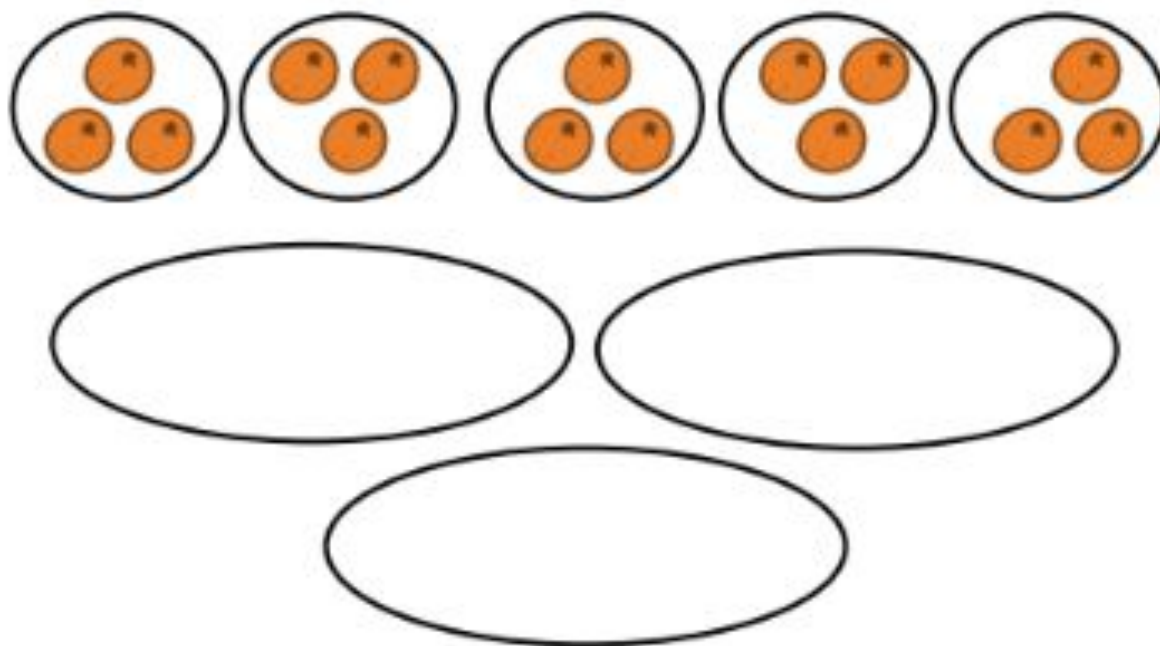
2 groups of \_\_\_\_\_ lemons = \_\_\_\_\_ lemons.

5. Redraw the apples to make each of the 4 groups have an equal amount.



4 groups of \_\_\_\_\_ apples = \_\_\_\_\_ apples.

6. Redraw the oranges to make 3 equal groups.



3 groups of \_\_\_\_\_ oranges = \_\_\_\_\_ oranges.

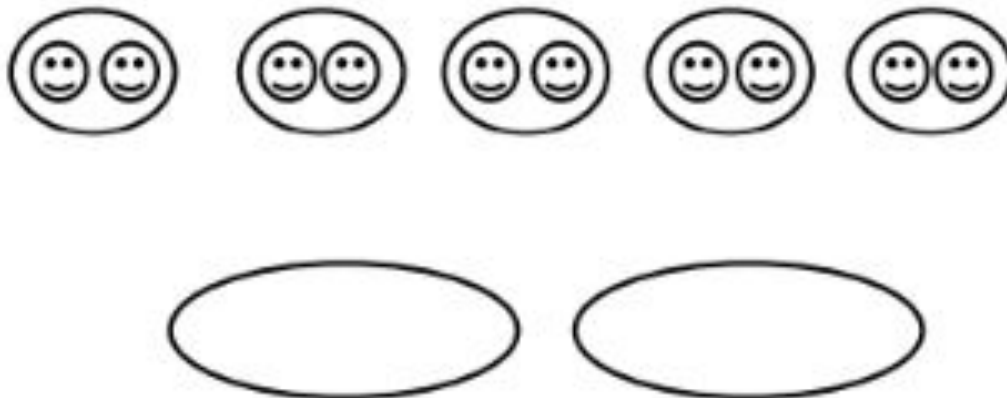
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Circle groups of 4 hats.



2. Redraw the smiley faces into 2 equal groups.



2 groups of \_\_\_\_\_ = \_\_\_\_\_

# Oreo Opinion Writing



**Opinion - Give your opinion.**



**Reason - Your reason for your opinion.**



**Example - Give an example to support your opinion.**



**Opinion - Restate your opinion.**



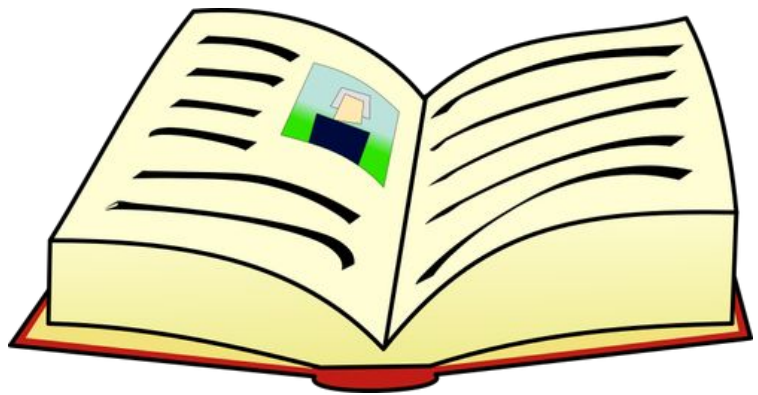


Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

# Close Reading

May 10th - 14th

Name:



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

# Pearls in Oysters

Pearls are a very valuable kind of gemstone because they are rare. They are also the only gemstone created by an animal.



The oyster makes a pearl when something foreign enters the oyster and injures it. Nacre, a special material made by the oyster, covers the object in layers. This protects the oyster from the harmful object.

Over time and building up layer upon layer of nacre, a beautiful pearl forms. When the oyster is harvested, it is opened up to sometimes reveal a beautiful pearl.

## 1. Remembering: Main Idea

Who? \_\_\_\_\_ → \_\_\_\_\_  
What? \_\_\_\_\_ → \_\_\_\_\_  
Why? \_\_\_\_\_ → \_\_\_\_\_

## 2. Understanding: Details

Write 3 sentences about what you remember or learned.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 3. Applying

How is a pearl an example of a valuable gemstone?

\_\_\_\_\_

#### **4. Analyzing**

What are the steps that must happen to create a pearl?

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#### **5. Evaluating**

If a very large piece of debris found its way into an oyster what do you predict would happen?

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#### **6. Creating**

If you could create a beautiful piece of jewelry made from pearls what would it look like?

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#### **7. Your Opinion**

What other gemstones do you think are beautiful?

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# Note-Taking Guide



main idea



connection

underline

key detail



surprising detail



unfamiliar word,  
phrase, or content



"I understand"

Reading A-Z