



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

Monday, June 7th

Name:

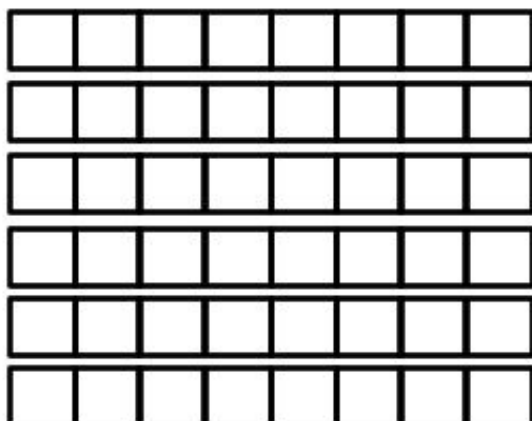
## Multiplication Picture Array

⇒ C Write a repeated addition equation for the array.



Concept development:

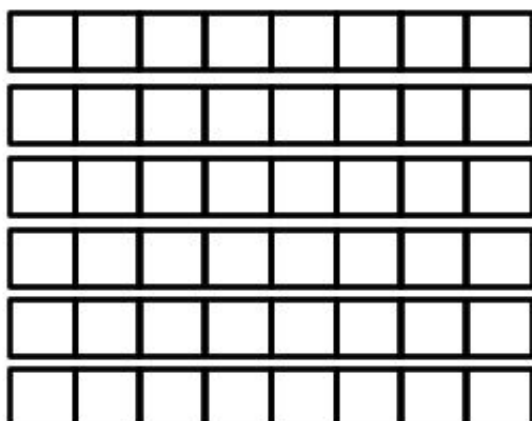
1. Shade in an array with 5 rows of 3.



Write a repeated addition equation for the array.

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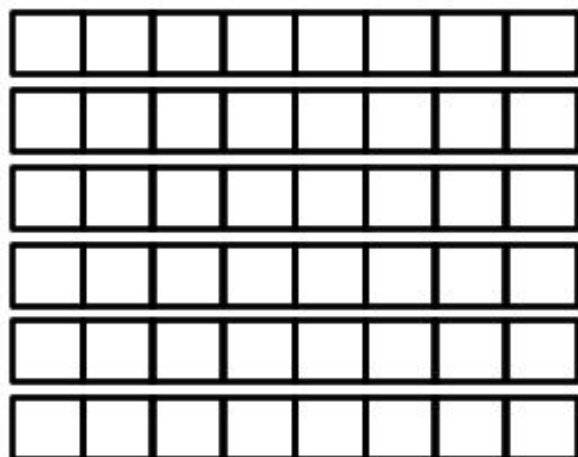
2. Shade in an array with 2 rows of 3.



Write a repeated addition equation for the array.

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3. Shade in an array with 4 rows of 6.



Write a repeated addition equation for the array.

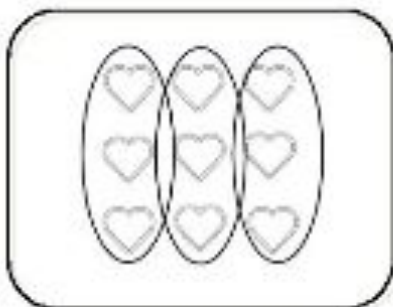
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## Repeated Addition Arrays

**Directions:** Write an equation to solve the problems.

Use repeated addition to write an equation to show how many pumpkins are shown by the array. Circle columns of pumpkins.

Example:



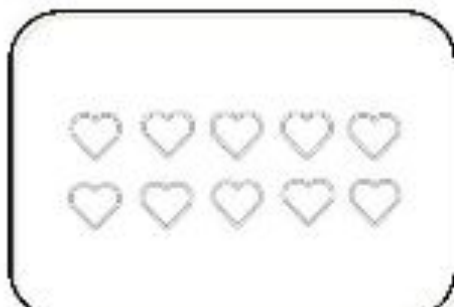
$$3 + 3 + 3 = 9$$

1.



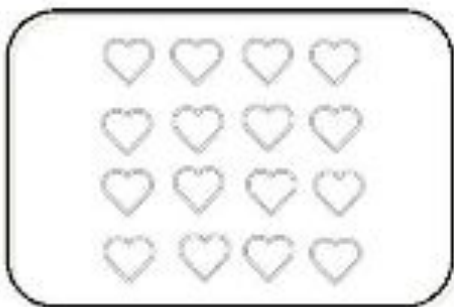
\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

# Draw the Array!

Directions: For each problem below, draw the array that represents it.  
Then solve for the answer.

1.  $2 \times 2 =$



2.  $2 \times 3 =$



3.  $3 \times 4 =$



4.  $3 \times 2 =$



5.  $4 \times 2 =$



6.  $4 \times 3 =$





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Wednesday, June 9th

Concept development:

Today we are looking at \_\_\_\_\_ numbers.

Complete these doubled numbers sentences. Keep going until you reach the sum of 10!

  $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

  $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

  $\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$

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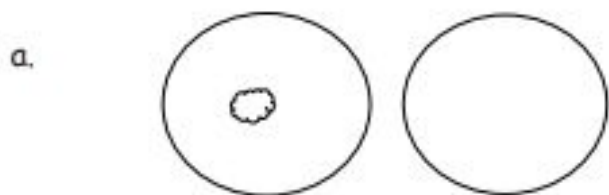
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Name \_\_\_\_\_

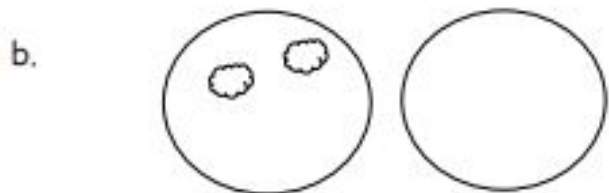
Date \_\_\_\_\_

1. Draw to double the group you see. Complete the sentence, and write an addition equation.



There is \_\_\_\_\_ cloud in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



There are \_\_\_\_\_ clouds in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



There are \_\_\_\_\_ clouds in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



There are \_\_\_\_\_ clouds in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



There are \_\_\_\_\_ clouds in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

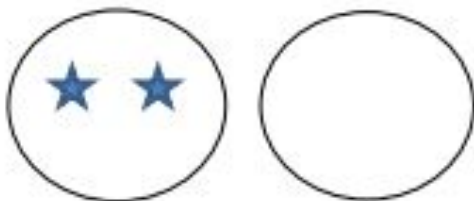


Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw to double the group you see. Complete the sentences, and write an addition equation.

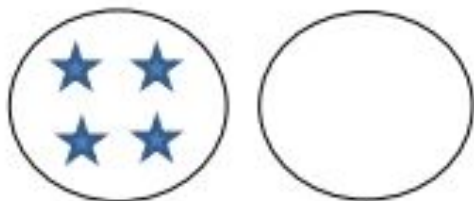
a.



There are \_\_\_\_\_ stars in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

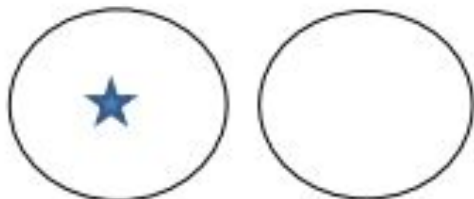
b.



There are \_\_\_\_\_ stars in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

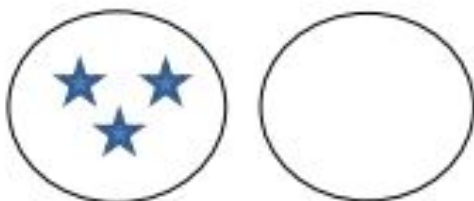
c.



There is \_\_\_\_\_ star in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

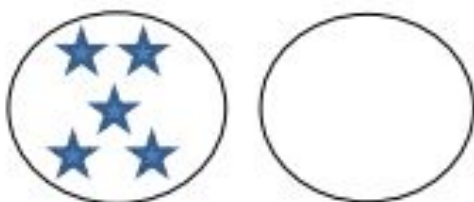
d.



There are \_\_\_\_\_ stars in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

e.



There are \_\_\_\_\_ stars in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Draw an array for each set. Complete the sentences.

- a. 2 rows of 5

2 rows of 5 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Circle one: 5 doubled is even/not even.

- b. 2 rows of 3

2 rows of 3 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Circle one: 3 doubled is even/not even.



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Thursday, June 10th

Name \_\_\_\_\_

Date \_\_\_\_\_

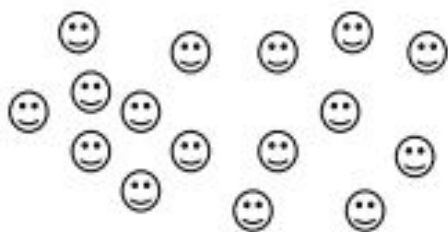
1. Pair the objects to decide if the number of objects is even.



Even/Not Even



Even/Not Even



Even/Not Even

2. Draw to continue the pattern of the pairs in the space below until you have drawn 10 pairs.



- Write the number of dots in each array in Problem 2 in order from least to greatest.
- Circle the array in Problem 2 that has 2 columns of 7.
- Box the array in Problem 2 that has 2 columns of 9.
- Redraw the following sets of dots as columns of two or 2 equal rows.

a.



b.



There are \_\_\_\_\_ dots.

There are \_\_\_\_\_ dots.

Is \_\_\_\_\_ an even number? \_\_\_\_\_

Is \_\_\_\_\_ an even number? \_\_\_\_\_

- Circle groups of two. Count by twos to see if the number of objects is even.

a. There are \_\_\_\_\_ twos. There are \_\_\_\_\_ left over.

b. Count by twos to find the total.  
 \_\_\_\_\_

c. This group has an even number of objects: True or False

Name \_\_\_\_\_

Date \_\_\_\_\_

Redraw the following sets of dots as columns of two or 2 equal rows.

1.



2.



There are \_\_\_\_\_ dots.

There are \_\_\_\_\_ dots.

Is \_\_\_\_\_ an even number? \_\_\_\_\_

Is \_\_\_\_\_ an even number? \_\_\_\_\_



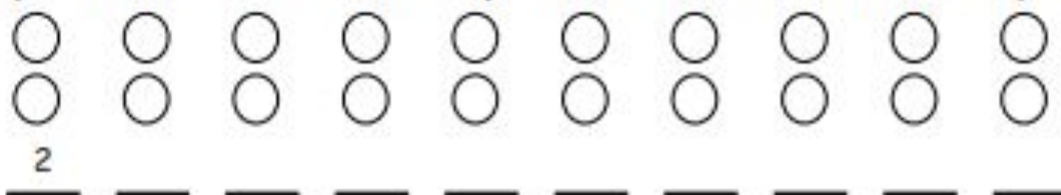


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Friday, June 11th

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Skip-count the columns in the array. The first one has been done for you.



2. a. Solve.

$1 + 1 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$3 + 3 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$9 + 9 = \underline{\quad}$

$10 + 10 = \underline{\quad}$

- b. Explain the connection between the array in Problem 1 and the answers in Problem 2(a).

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3. a. Fill in the missing numbers on the number path.

20, 22, 24, \_\_\_\_\_, 28, 30, \_\_\_\_\_, \_\_\_\_\_, 36, \_\_\_\_\_, 40, \_\_\_\_\_, \_\_\_\_\_, 46, \_\_\_\_\_, \_\_\_\_\_

- b. Fill in the odd numbers on the number path.

0, \_\_\_\_\_, 2, \_\_\_\_\_, 4, \_\_\_\_\_, 6, \_\_\_\_\_, 8, \_\_\_\_\_, 10, \_\_\_\_\_, 12, \_\_\_\_\_, 14, \_\_\_\_\_, 16, \_\_\_\_\_, 18, \_\_\_\_\_, 20, \_\_\_\_\_

4. Write to identify the **bold** numbers as even or odd. The first one has been done for you.

a. <b>6 + 1 = 7</b> <u>even</u> + 1 = <u>odd</u>	b. <b>24 + 1 = 25</b> _____ + 1 = _____	c. <b>30 + 1 = 31</b> _____ + 1 = _____
d. <b>6 - 1 = 5</b> _____ - 1 = _____	e. <b>24 - 1 = 23</b> _____ - 1 = _____	f. <b>30 - 1 = 29</b> _____ - 1 = _____

5. Are the **bold** numbers even or odd? Circle the answer, and explain how you know.

a. <b>28</b> even/odd	Explanation:
b. <b>39</b> even/odd	Explanation:
c. <b>45</b> even/odd	Explanation:
d. <b>50</b> even/odd	Explanation:

Name \_\_\_\_\_ Date \_\_\_\_\_

Are the **bold** numbers even or odd? Circle the answer, and explain how you know.

a.  <b>18</b> even/odd	Explanation:
b.  <b>23</b> even/odd	Explanation:



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ELA



Name:

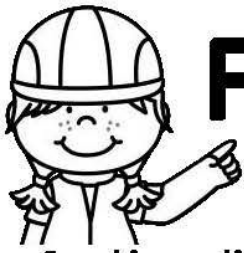
❖ What instructions should we include for planting wildflowers?

Record at least 3 steps to share with the class



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

Date: \_\_\_\_\_



# Fix it Up Sentences Set 2

Directions: These sentences are under construction.  
Fix them by rewriting them. Use the check list.



1. tim likes to play on saturday

\_\_\_\_\_

-----

\_\_\_\_\_

capital letters    spaces    punctuation

Month						
S	M	T	W	T	F	S

2. how many mondays are in june

\_\_\_\_\_

-----

\_\_\_\_\_

capital letters    spaces    punctuation



3. ben and i are going to a party on sunday

\_\_\_\_\_

-----

\_\_\_\_\_

capital letters    spaces    punctuation



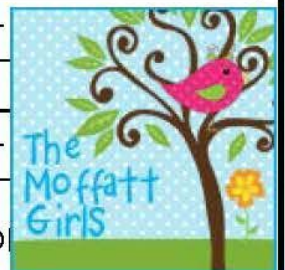
4. if i go to the park, will you come, too

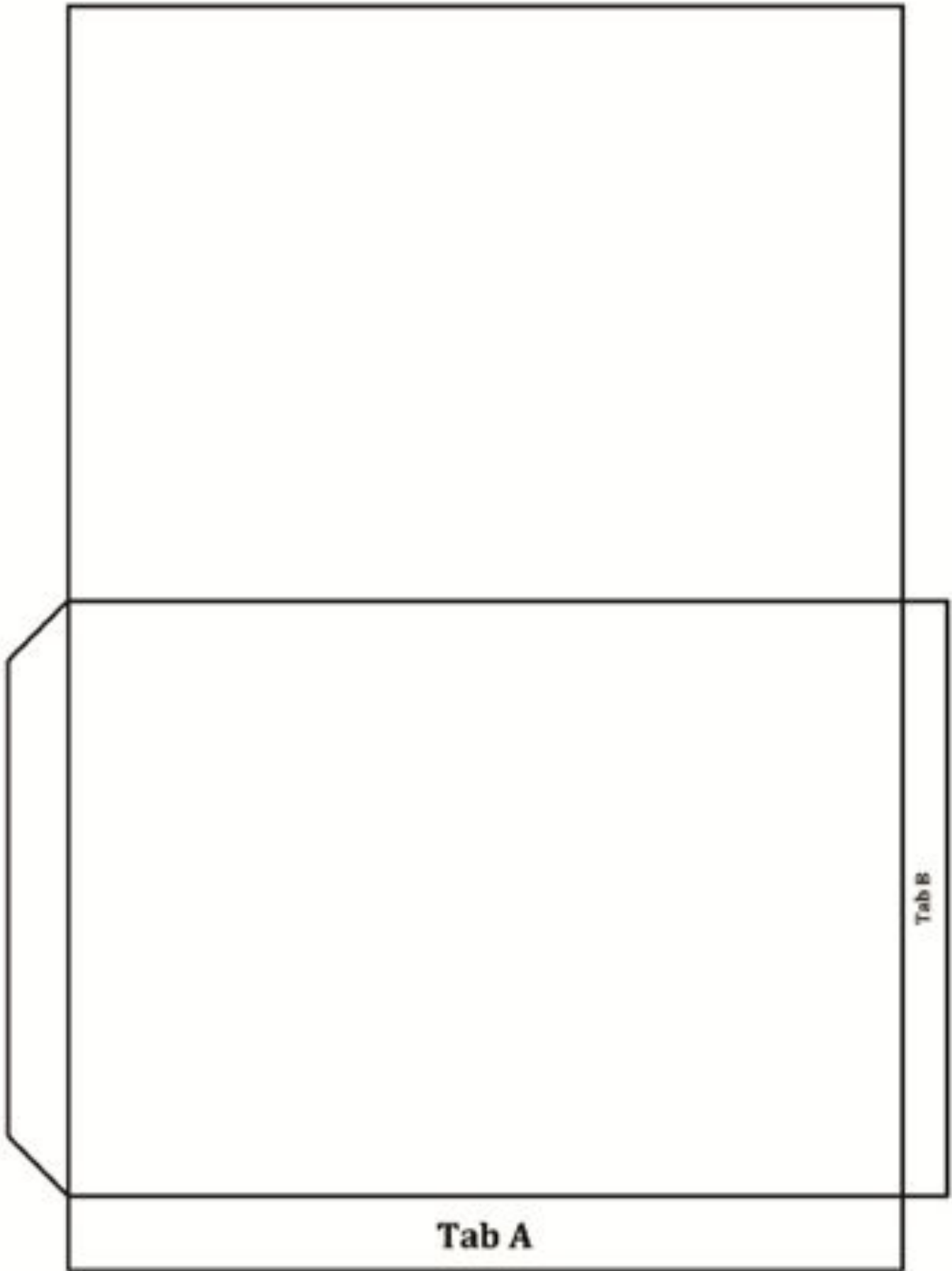
\_\_\_\_\_

-----

\_\_\_\_\_

capital letters    spaces    punctuatio





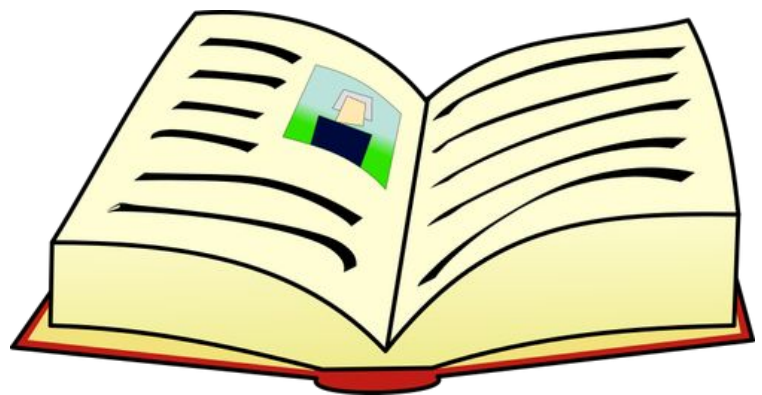


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# Close Reading

June 7-11

Name:



## Food for Thought

Read the nutrition article.

Then follow the directions in the Text Marking box.

Does it matter how much fat, salt, and sugar children eat? Should kids avoid fatty foods like chicken fingers and French fries? Should they steer clear of salty junk foods, like puffed cheese sticks? Should they stay away from foods loaded with chemicals and dyes? Soda has both.

Fat, salt, and sugar make foods taste good. But too much of a good thing can harm you. That's why food scientists strongly support healthy eating. They want to direct children and parents toward wiser food choices. Teachers, school nurses, doctors, and many parents agree. They hope schools will share the responsibility of keeping kids fit and strong.

So, many school communities urge cafeteria lunches to be both tasty *and* nourishing. They encourage serving wholesome, natural foods.

They don't want kids eating foods with unhealthy ingredients in them. And scientists and educators want school lunches to be varied. They suggest that menus celebrate cultural differences.

Teachers and principals care deeply about how kids learn best. Science shows that a healthy diet increases a child's ability to stay alert for learning. That is surely food for thought.



A healthy salad

### Text Marking

Make an inference: What worries the author of this article?

\_\_\_\_\_ Underline text clues.



Think about what you already know.



# Food for Thought

► Answer each question. Give evidence from the article.

- 1 Foods with too much sugar, fat, or salt are called \_\_\_\_\_.
- A. junk foods     B. sandwiches     C. school food     D. wholesome choices

What in the text helped you answer? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2 Which word means the same as *steer clear* (paragraph 1)?
- A. encourage     B. direct     C. avoid     D. vary

What in the text helped you answer? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3 Look back at your text markings. Think about what you already know. What does the writer think about how kids eat?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 4 Why would educators support wholesome school lunches?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_