

Home Learning - May 25-29, 2020

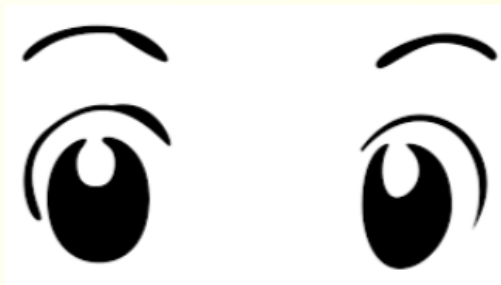
2Henderson



Welcome to week 8! You are all getting to be experts with Home Learning now! The last few weeks we have been learning some new things and I'm hearing some positive comments from parents and children. It is always exciting to learn new things. Remember you can always reach out to me if you have any questions! Send an email at susan.henderson@nbed.nb.ca or send me a private message on Facebook. Have a great week!

Here is our joke for the week!

What did the left eye say to the
right eye?



Math

Math ideas this week include:

- Reflex Math
- Dreambox
- Additional Online Math Fact Practice - these are also saved on our class webpage - just go to the weblinks tab.
 - https://www.abcya.com/games/math_bingo
 - https://www.abcya.com/games/marble_drop_addition
 - https://www.abcya.com/games/sum_of_all_dice
 - https://www.abcya.com/games/first_to_five
 - https://www.abcya.com/games/roll_to_the_finish
 - https://www.abcya.com/games/ducky_race_subtraction
- New Challenges this week:
 - **Growing/Increasing Patterns (part 4)** - scroll below for a new page.
 - **2 Digit Addition - No Regrouping** - scroll below and it's saved as a separate document for future use.
 - **Website:** <https://www.iknowit.com/> - I've assigned you new activities.

Literacy

- **Writing**
 - This week we will go back to writing a "Small Moment" story. I would love to hear about something that you have been doing! So choose 1 thing you have done in the past few weeks and tell me all about it. I hope that you will also share in our FB group so the other students can hear what you have been doing. You can either post a picture of your story or read it to us! Here are some things we have learned about small moment writing:
 - Choose 1 small moment - not a whole day
 - Start with a good opening (when, who, what, where, why)
 - Each time you tell us something, add 2-3 details

- Strong ending with how you felt/thought and why (should include the word because)
- After you are done....EDIT!!!!
 - Check that you have periods at the end of your sentences
 - Check that you have uppercase in right spots (first of sentences, names of things (people, stores, games, days, months, etc.)
 - Check for word wall words - those little words we use often should be spelled correctly. Check your word wall sheet if you need to (in Writing Workshop binder)

- **Read** 30 minutes a day - if you have magazines or books at home they are a great option. If you don't then there is lots to read online!
 - Raz-Kids - I have assigned you each another book that I would like you to practice first and then record it for me to listen to! I loved hearing many of you read last week and would like for you to do the same with the new book I've assigned! I'll give you lots of bonus stars for recording. Beside the "Level Up" space ship you will now see a "My Assignment" space ship. Please go in there and find the book I chose for you! 😊
 - Tumble Books **Username: nlib and password: nbschools**
<https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=/TumbleSearch.aspx>

Spelling/Word Work

- Beginning Blends:

Watch:

<https://www.youtube.com/watch?v=pQgJnpE7IL8>

- Play Roll and Spell - Blends (see below and posted separately as well)

Wellness/Physical Activities

You can find some activities on Miss Downey's teacher page. Wellness and physical activity are very important to our health and happiness. Please spend 30 minutes a day on these activities.

<http://nsee.nbed.nb.ca/teacher/miss-downey>

First Nations Culture

You can find some activities on Ms. Mountain's teacher page.

<http://nsee.nbed.nb.ca/teacher/ms-mountain>

Art

You can find a fun art project here - you could do a similar project with a coffee filter:

<https://www.youtube.com/watch?v=BhGvWVImkZM>

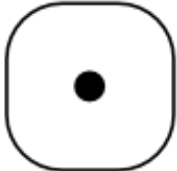





Keep scrolling down for Math, Spelling and Writing.

Roll and Spell

***Beginning Sounds**

Directions for One Player: If you roll a 1, 2, 4, 5, or 6, think of a word with that spelling feature and write it. If you roll a 3, roll again! Keep playing until one of the columns is filled up. Color the winning column!

Directions for Partners: The player to roll a higher number goes first. Player 1 rolls the dice. If you roll a 1, 2, 4, 5, or 6, think of a word with that spelling feature and write it. Then player 2 rolls next. If you roll a 3, roll again! Keep playing until one of the columns is filled up. The player to fill in the last word for the column is the winner!

					
fr	br	Roll Again	dr	tr	cr

2-Digit Addition

Strategy 2: Expanded

We are ready to learn a new addition strategy this week!

Parents: please remember that it is different than how you learned to add but I encourage you to follow the strategies that I am introducing for a few reasons. First and foremost, it allows your child to see what is happening when numbers are added and gives them a better overall understanding. Secondly, this is how they will see it done at school next year as well.

For now we are going to continue with numbers that do not involve regrouping (or carrying as the parents learned).

Let's begin by watching a few videos of this strategy. **These videos are showing the second addition strategy that we will learn: Expanding the Numbers.** This shows how each 2-digit number has some tens and ones. The students modeled 2-digit numbers last week so this should be easy for them to see that the first number tells how many tens and the second number shows the number of ones.

Please watch the videos below:

<https://www.youtube.com/watch?v=iy1ReLiokg4>


<https://www.youtube.com/watch?v=aXucBs7P8S0>

<https://www.youtube.com/watch?v=Fij9HkkFco0> (stop video at 2:14)

<https://www.youtube.com/watch?v=Fc810fnlu0Y>

Here are a few for you to try. Get a separate piece of paper and figure out each question using expanded form.

2-Digit Addition – No Regrouping

$\begin{array}{r} 18 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ + 13 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 64 \\ + 12 \\ \hline \end{array}$
$\begin{array}{r} 33 \\ + 23 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ + 12 \\ \hline \end{array}$
$\begin{array}{r} 13 \\ + 15 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ + 12 \\ \hline \end{array}$		$\begin{array}{r} 73 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ + 11 \\ \hline \end{array}$
$\begin{array}{r} 48 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ + 13 \\ \hline \end{array}$	$\begin{array}{r} 48 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ + 59 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ + 11 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ + 43 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ + 12 \\ \hline \end{array}$

Here are some examples of how it looks to add by expanding:

$$\begin{array}{r} 26 \\ + 13 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 20 + 6 \\ 10 + 3 \\ \hline 30 + 9 = 39 \end{array}$$

$$\begin{array}{r} 51 \\ + 34 \\ \hline 85 \end{array}$$

$$\begin{array}{r} 50 + 1 \\ 30 + 4 \\ \hline 80 + 5 = 85 \end{array}$$

$$\begin{array}{r} 32 \\ + 24 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 30 + 2 \\ 20 + 4 \\ \hline 50 + 6 = 56 \end{array}$$

$$\begin{array}{r} 45 \\ + 12 \\ \hline 57 \end{array}$$

$$\begin{array}{r} 40 + 5 \\ 10 + 2 \\ \hline 50 + 7 = 57 \end{array}$$

Growing Patterns - Part 4

Ask your child to show the same growing pattern in a different way.

1. Try to make this pattern with either numbers, actions or letters.



2. Try to make this pattern using shapes.

blue, red blue, blue, red, red blue, blue, blue, red, red, red

3. Create this same pattern using manipulatives such as Lego, cereal, candy, or buttons.

2, 4, 6, 8, 10...

4. Have your child listen to this pattern and then repeat the same pattern using either shapes, actions, numbers, or colors.

clap snap, clap clap snap, clap clap clap snap...