

Mrs. Bangayan 2/3 SDC

Student: _____

Grade _____

Wk 5

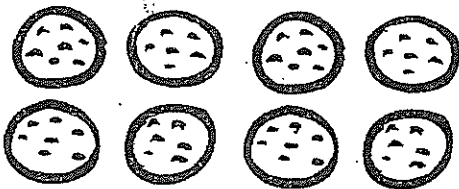
May 18 - 22, 2020

	Monday 5/18	Tuesday 5/19	Wednesday 5/20	Thursday 5/21	Friday 5/22
Math 45 mins -1 hour	Daily Math Practice Wk 33 #1-5 Chapter 7 Review Work Book: 469-470	Daily Math Practice #1-5 Problem Solving/ Reflect WB 471-472	Daily Math Practice #1-5	Daily Math Practice #1-5	No DMP
ELA 15 mins	Daily Language Review Wk 33	Daily Language Review #1-5	Daily Language Review #1-5	Daily Language Review #1-5	Daily Language Review #1-3
iRead	iRead (30 mins)	iRead (30 mins)	iRead (30 mins)	iRead (30 mins)	iRead (30 mins)
Reading/ Writing 30 - 45 mins	Read: Ginger's Finger/The Giant Wonders ELD Pages 276-277 Answer: Text Evidence Pages 276-277	Read: Captain's Log May 12, 1968 Wonders ELD Pages 278-279 Answer: Text Evidence Pages 278-279	Read: Captain's Log May 12, 1968 Wonders ELD Pages 278-279 Complete: Respond to Text Pg. 280-281	Read: Write to Sources Wonders ELD Page 282 Complete: Talk About It Page 283	LAST DAY OF SCHOOL WH☺☺☺-H☺☺!!! ☺H YEAH!!!

1. $46 - 32 =$ _____

2.
$$\begin{array}{r} 810 \\ + 76 \\ \hline \end{array}$$

3. Show how 4 kids can share.



4. Write the numbers in order.

442 408 473 459

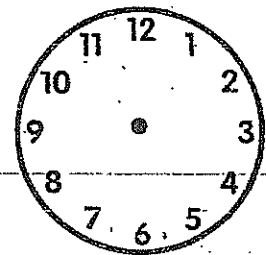
5. The bakery sold 31 pies on Sunday, 22 pies on Monday, and 16 pies on Tuesday. How many pies were sold in three days?

_____ pies

1. $5 \times 2 =$ _____

2.
$$\begin{array}{r} 95 \\ - 38 \\ \hline \end{array}$$

4. Show 15 minutes after 5 on the clock.



3. Circle the names for 8.

$4 + 4$

$16 - 8$

$12 - 5$

4×2

5. If there are 8 legs on one spider, how many legs are on 5 spiders?

_____ legs

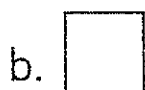
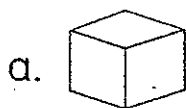
1. $76 - 30 = \underline{\hspace{2cm}}$

4. Mark the ninth dot.



2.
$$\begin{array}{r} 53 \\ + 37 \\ \hline \end{array}$$

3. Which shape does NOT belong?



5. Write four number sentences using 6, 12, and 18.

$$\begin{array}{rcl} \underline{\hspace{1cm}} & + & \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \\ \underline{\hspace{1cm}} & + & \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \\ \underline{\hspace{1cm}} & - & \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \\ \underline{\hspace{1cm}} & - & \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \end{array}$$

1. $29 \div 7 = \underline{\hspace{2cm}}$

4. $406 =$

4 hundreds 0 tens
6 ones

2.
$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

3. These shapes are congruent. Why?



- ☐ same size; different shape
- ☐ same size, same shape
- ☐ different size, same shape
- ☐ different size, different shape

5. Jerome spent 20 minutes on his spelling and 15 minutes reading a book. Did he work longer than a half hour?

yes no

Name _____

My Review

Chapter 7

Subtract Three-Digit Numbers

Vocabulary Check



place value

regroup

subtract

Write the correct word in the blank.

1. To identify the value of the digit 9 in the numbers 976, 93, and 9, use what you know about _____.
2. You can _____ to find the difference.
3. To take a number apart and write it a new way is to _____.



Concept Check



Subtract.

4. $600 - 400 =$ _____

5. $700 - 600 =$ _____

Hooray,
we're free!



Subtract.

$$\begin{array}{r} 6. \quad 800 \\ - 400 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 900 \\ - 600 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 773 \\ - 100 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 261 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 938 \\ - 329 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 885 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 357 \\ - 189 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 987 \\ - 598 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 201 \\ - 124 \\ \hline \end{array}$$

Rewrite the problem. Subtract.

$$15. \quad 385 - 166$$

$$\begin{array}{r} \\ - \\ \hline \\ \end{array}$$

$$16. \quad 247 - 189$$

$$\begin{array}{r} \\ - \\ \hline \\ \end{array}$$

$$17. \quad 925 - 638$$

$$\begin{array}{r} \\ - \\ \hline \\ \end{array}$$

Subtract.

$$\begin{array}{r} 18. \quad 400 \\ - 254 \\ \hline \end{array}$$

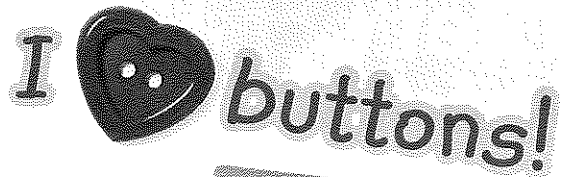
$$\begin{array}{r} 19. \quad 700 \\ - 443 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 300 \\ - 165 \\ \hline \end{array}$$

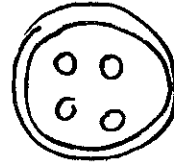
Name _____



Problem Solving



21. There are 620 buttons. 200 of them are square. The rest are round. How many buttons are round?



_____ buttons

22. Clara had 359 pennies. She lost some. Now she has 266 pennies. How many pennies did Clara lose?



_____ pennies

Test Practice

23. There are 334 cars in the parking lot on Sunday. On Monday, there are 182 cars. How many more cars were there on Sunday?

334

☐

182

☐

152

☐

150

☐

Reflect

Chapter 7

Answering the
Essential Question



Show the ways to subtract three-digit numbers.

Subtract hundreds.

$$800 - 500 = \underline{\quad}$$

Regroup tens to subtract.

$$\begin{array}{r} 835 \\ - 726 \\ \hline \end{array}$$

ESSENTIAL
QUESTION



How can I subtract
three-digit numbers?

Regroup tens
and hundreds
to subtract.

$$\begin{array}{r} 935 \\ - 397 \\ \hline \end{array}$$

Rewrite to
subtract.

$$\begin{array}{r} 381 - 298 \\ \hline \end{array}$$

You are part
of this equation!

You + School = Cool

Correct the sentences.

1. mr clark is a vet at the san diego zoo

2. youd better hurry the school bus is coming

Write two words in the -eat family.

3. _____

Write the missing word.

4. _____ play a game.

Lets Let Let's

5. story : read :: song : _____

Correct the sentences.

1. i have some cupcakes do you want one

2. a old man sitted on the bench and eated an apple

Circle the word that is spelled correctly.

3. uway over miny

Circle the word that is the opposite of "now."

4. then maybe next how

What causes the baby to laugh?

5. My baby sister always laughs when I make funny faces.

Correct the sentences.

1. i cant play now can you come back later

2. ringling brothers circus is coming to town on october 19

Where do the quotation marks go in this sentence?

3. Annie said, I like chocolate ice cream.

Write the word that means more than one peach.

4. _____

Write the word that is missing.

5. Do you _____ how to ice-skate?
no now know

Correct the sentences.

1. lets plant flowers by mrs olsons fence

2. my room is a mess mom says i haves to clean it now

Circle the word that does not belong.

3. quack meow woof jump cheep

Number the words in alphabetical order.

4. ☐ sheep ☐ horse ☐ goat ☐ pig

Circle the word that has one syllable.

5. inside many friend family

Does a capital letter go here? Write "yes" or "no" on each line.

1. dr. Winston lives in texas.

a

b

c

a. _____ b. _____ c. _____

2. Today is monday, june 16.

a

b

c

a. _____ b. _____ c. _____

3. alex and jake are twins.

a

b

c

a. _____ b. _____ c. _____

How many did you get correct each day? Color the squares.

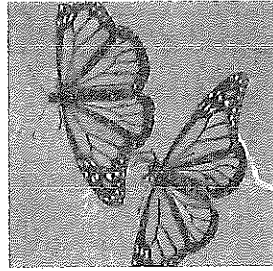
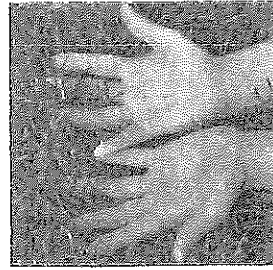
5					
4					
3					
2					
1					
	Monday	Tuesday	Wednesday	Thursday	Friday

Poetry Terms

metaphor

A metaphor compares two things.

Jane's fingers are butterflies.



repetition

Repetition repeats the same word or phrase.

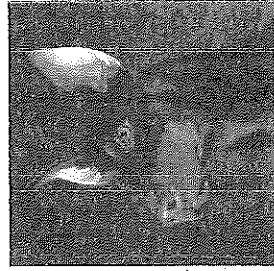
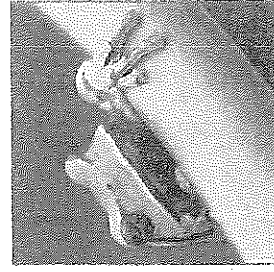
I won! I won!



rhyme

The words *frog* and *dog* rhyme.
They end in the same sound.

The little green frog.
Liked a big funny dog.



COLLABORATE

Work with a partner.

Make up two

metaphors. Use the words below.

water

mirror

thunder

drum

The _____ is a

beating _____

The _____ is

a shiny _____

Ginger's Fingers

1 Sentence Structure

Reread line two of the poem.

An adjective is a word that describes a noun. Write the adjective that describes the noun *trips*.

2 Specific Vocabulary

Look at the tenth line of the poem. Circle the word *sunrise*. This compound word combines two smaller words. Draw a line separating the two words. What is a sunrise?

3 Literary Element

Repetition

Reread the poem. What words does the poet repeat? Draw a box around those words.

Ginger's fingers are shooting stars,
They talk of adventurous trips to Mars.
Fingers talking without words,
Signing when sounds can't be heard.

Ginger's fingers are ocean waves,
They talk of fish and deep sea caves.
Fingers talking without words,
Signing when sounds can't be heard.

Ginger's fingers are butterflies,
They talk of a honey-gold sunrise.
Fingers talking without words,
Signing when sounds can't be heard.

Essential Question

How can others inspire us?

Read about different ways that people inspire others.

The Giant

Dodge, dart, dash,

Zigzag, slash!

I sizzle, SIZZLE, when I dribble,

I'm lightning on the court.

My team calls me The Giant,

Even though I'm kinda short.

The other team might laugh to see

A player tiny as a flea.

But I'm a rocket, fiery hot,

Watch me soar, SOAR, on my jump shot!

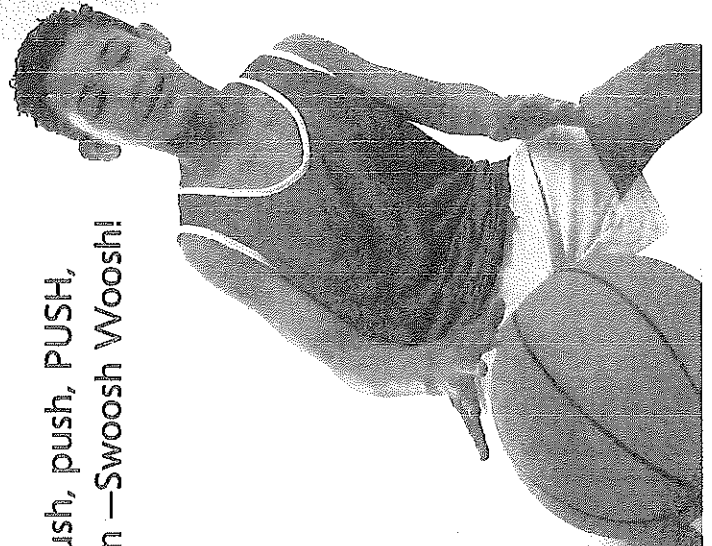
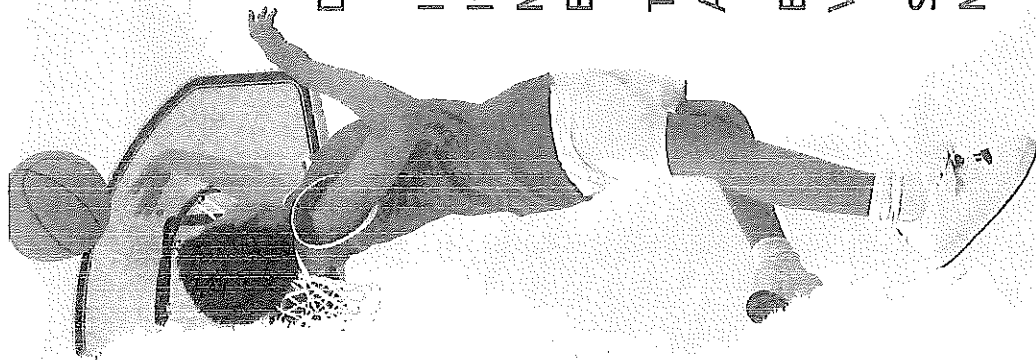
Stretching, flexing, push, push, PUSH,

My ball flies up and in —Swoosh Woosh!

I show them all

You don't need tall

To rule the ball!



Text Evidence

1 Literary Element Metaphor

Read line four of the poem.

What does the narrator compare himself to? Write the metaphor.

2 Comprehension Theme

Look at the last three lines of the poem. Why does the narrator inspire others?

Underline the words that tell you.



3 Talk About It

Why does the narrator's team call him "The Giant"? Write two ways he is a giant.

Text Evidence

1 Specific Vocabulary

Look at the third line of the poem. Circle the word *satín*.
Satín is a very smooth cloth.
What is compared to satín in the poem?

2 Literary Element

Repetition

A stanza in a poem is a group of lines that belong together.
Reread the first stanza. Which words are repeated? Draw a box around the words.



3 Talk About It

How does the crew feel about the storm? Discuss your answers. Write your ideas.

Captain's Log,

May 12, 1868

We set sail from a port in Spain,
Sun high, no sign of rain.
The sea was satín, so blue—so blue.
Our ship was a bird, we flew—we flew.

Just past noon, how very weird,
Came a sound that we most feared.
Thunder rumbled, a giant drum.
Thunder rumbled, rum tum tum.

Rain was pouring, pouring.
The wind was a monster, roaring, roaring.
My crew, extremely terrified,
Froze at their posts, pale and wide-eyed.

A huge wave lifted up our ship,
My feet began to slip, slip, slip.
I knew that it was up to me,
To guide us through that stormy sea.

I grabbed a rope, reached for the mast,
And got back to the helm at last—at last
Shook off the rain, looked at my crew,
“Steady lads, I’ll get us through.”

The crew heard my call,
Each lad stood up tall.
All hands now on deck, we trimmed every sail.
Courageous, together, we rode out that gale.

1 Literary Element Rhyme

Reread stanza five of the poem.
Write two pairs of rhyming
words in the stanza.

2 Comprehension Theme

Look at the last stanza.
Underline the words that
tell how the narrator inspires
the crew.

3 Specific Vocabulary

Look at the last line of the
poem. A *gale* is a strong wind.
What causes the gale in the
poem? Write your answer.

Make Connections

Talk about how the person in each
poem is inspiring. **ESSENTIAL QUESTION**
In the poems, which person is most
inspiring to you? Why? **TEXT TO SELF**



Partner Discussion Work with a partner. Answer the questions. Discuss what you learned about "Captain's Log." Write the page numbers where you found text evidence.

	Text Evidence 
Why is the crew in danger?	
In the beginning of the poem, _____.	Page(s): _____
Then the wind _____ and the rain _____.	Page(s): _____
Large waves are _____.	Page(s): _____

	Text Evidence 
How does the captain react to the danger?	
First, the captain gets _____.	Page(s): _____
Then the captain tells the crew _____.	Page(s): _____
The crew is _____.	Page(s): _____



Group Discussion Present your answers to the group. Cite text evidence to justify your thinking. Listen to and discuss the group's opinions about your answers.



Write Review your notes about "Captain's Log." Then write your answer to the Essential Question. Use text evidence to support your answer. Use vocabulary words from this week's reading in your writing.

How does the captain in "Captain's Log" inspire his crew?

The crew feels terrified because _____

Huge waves are _____

The captain gets _____

He inspires the crew by _____

In the end, the captain and the crew _____



Share Writing Present your writing to the class. Discuss their opinions. Think about what the class has to say. Did they justify their claims? Explain why you agree or disagree with their claims.

I agree with _____

That's a good comment, but _____

Write to Sources



Take Notes About the Text I took notes on this idea web to answer the question: *How does the poet use metaphors in "Captain's Log"? Use one example of a metaphor from the poem in your response.*

A monster is a scary creature, and roaring is a very loud noise.

I can picture the wind blowing hard and making noise.

Metaphor:
The wind was a monster, roaring, roaring.

The wind is loud and scary.

It helps show why the crew is scared.

Write About the Text I used notes from my idea web to write about a metaphor in the poem "Captain's Log."

Student Model: Informative Text

The poet uses a metaphor in "Captain's Log" to help readers picture the storm. "The wind was a monster, roaring, roaring" is the metaphor. This metaphor compares the wind to a roaring monster. A roaring monster is a big, very loud creature. The poet uses this metaphor to show that the wind is loud and scary. The metaphor also shows why the crew is afraid. The poet's metaphor helps me picture what happens during the storm.

TALK ABOUT IT



Text Evidence

Circle the sentence that tells what a monster is. What words describe the monster?

Grammar

Underline the verb in third sentence. Is this present-tense verb an action verb?

Condense Ideas

Draw a box around the second and third sentences. How can you use the word *that* to combine these sentences?

Your Turn



How does the poet use metaphors in "Ginger's Fingers"? Use one metaphor to explain your answer.

>> Go Digital

WRITE YOUR RESPONSE ONLINE. USE YOUR STUDENT CREDENTIALS.

UNTIL
5



"Captain's Log"

Use the Writing Frame to orally summarize the poem and tell how the poet uses metaphors.

"Captain's Log" shows how a ship's captain inspires his _____.

The poem begins with the ship sailing so fast the captain compares the ship to _____.

Later, just past noon, the captain and crew get scared when they hear _____. The storm makes the wind so

strong the captain **compares** it to _____. The crew gets frightened and _____, which means the crew stops moving.

When a huge wave lifts the ship, the captain feels his _____.

The captain knows he must do something or the ship _____.

The captain steers the ship. He tells his men he will get them through _____. The crew does what the _____ does and gets to

work. **From this we see** how one person can _____. The poet uses metaphors in this poem. A metaphor **compares** two things that are

_____. For example, the poet **compares** the wind to a roaring _____. This metaphor helps the reader picture how strong the

storm's _____ is and why the crew is so _____.

Use the Writing Frame to write about what you learned on another sheet of paper. Include the signal words in bold as you summarize the most important ideas and information.