

# First Grade Week 5 Daily Lessons

Please be sure to visit the [Morning Meeting Padlet](#) daily!

All pre-recorded lessons are also located [here](#).

[Specials](#) are optional for grades K-2; Recommended grades 3-5.

## Teacher availability throughout the day:

**10:00-11:30** Teacher available for check in, video calls, questions and/or concerns

**11:30-1:00** Lunch/No Technology- Teacher not available

**1:00-2:30** Teacher available for check in, video calls, questions and/or concerns

**2:30-3:30** Virtual Team Meetings- Teacher not available

## Monday

### Reading: Making Connections

**Pre-Recorded Lesson:**

[Connections](#)

**Extra resources:**

[Making Connections eSpark Learning Cause and Effect](#)

**Seesaw Activities:**

- **REQUIRED** Week 5- Fall Picking
- Week 5- RI 1.3 Text to Self Connection
- Week 5- RI 1.3 Cause and Effect

**Additional Daily Activities:**

Choice board: 1 RELA activity and 1 math activity  
IReady Reading or Math for 20 minutes  
Read for 20 minutes

## Tuesday

### Math- On-Level: Defining Attributes of 3D shapes

**Pre-Recorded Lesson:**

[Defining Attributes of 3D Shapes](#)

**Extra resources:**

[Shape Videos](#)

**Seesaw Activities:**

- **REQUIRED** Week 5- 3D Shapes
- Week 5 – Shape Sort
- Week 5- 3D Shape Hunt

### Math- Advanced: Money Word Problems

**Pre-Recorded Lesson:**

[Money Word Problems](#)

**Extra resources:**

[BrainPop Jr. Dollars and Cents](#)  
[BrainPop Jr. Counting Coins](#)

**My Math Workbook Pages:**

Problem Solving Strategies: 503-506  
Dollars: 509-512  
My Review: 515-518

**Seesaw Activities:**

- **REQUIRED** Week 5- Money Madness
- Week 5- Money Matching #1
- Week 5- Money Matching #2

### Math- Accelerated: Partitioning

**Pre-Recorded Lesson:**

[Partitioning/Fractions](#)

**Seesaw Activities:**

- **REQUIRED** Week 5- Color the Fraction
- Week 5- Equal or Unequal Halves

|   |   |
|---|---|
| <b>Extra resources:</b><br><a href="#">Interactive Fractions</a>  | <ul style="list-style-type: none"> <li>• Week 5- Fractions</li> </ul>   |
| <b>Additional Daily Activities:</b><br>Choice board: 1 RELA activity and 1 math activity<br>IReady Reading or Math for 20 minutes<br>Read for 20 minutes  |   |
|   |   |
| <h2>Wednesday</h2>  |   |
| <b>Phonics: ou and ow</b>   |   |
| <b>Lesson:</b><br><a href="#">Ou and Ow</a><br><a href="#">Digital Blending</a><br><br><b>Extra resources:</b><br><a href="#">Alphablocks</a><br><a href="#">Ou and Ow</a>  | <b>Seesaw Activities:</b> <ul style="list-style-type: none"> <li>• Week 5- Word Hunt ou/ow</li> <li>• Week 5- Sort: ou or ow?</li> <li>• Week 5- ou/ow Vowel Team Sort</li> </ul> |
| <b>Additional Daily Activities:</b><br>Choice board: 1 RELA activity and 1 math activity<br>IReady Reading or Math for 20 minutes<br>Read for 20 minutes  |   |
|   |   |
| <h2>Thursday</h2>   |   |
| <b>Writing: Poetry</b>  |   |
| <b>Lesson:</b><br><a href="#">Cinquain Poems</a><br><br><b>Extra resources:</b><br><a href="#">More Examples</a>  | <b>Seesaw Activities:</b> <ul style="list-style-type: none"> <li>• Week 5- Cinquain Poem</li> <li>• Week 5- Earth Day Acrostic</li> </ul>   |
| <b>Additional Daily Activities:</b><br>Choice board: 1 RELA activity and 1 math activity<br>IReady Reading or Math for 20 minutes<br>Read for 20 minutes  |   |
|   |   |
| <h2>Friday</h2>   |   |
| <b>Social Studies: Consumers and Producers</b>  |   |
| <b>Lesson:</b><br><a href="#">Pebble Go</a> – Consumers and Producers<br>Username: engaged<br>Password: learning<br><br><b>Extra resources:</b><br><a href="#">Brain Pop Jr. Needs and Wants</a><br><a href="#">Brain Pop Jr. Saving and Spending</a> | <b>Seesaw Activities:</b> <ul style="list-style-type: none"> <li>• Week 5- Producers and Consumers</li> <li>• Week 5- Consumer or Producer</li> </ul>                             |
| <b>Additional Daily Activities:</b><br>Choice board: 1 RELA activity and 1 math activity<br>IReady Reading or Math for 20 minutes<br>Read for 20 minutes  |   |

## Grade 1 RELA

\*Please note: if you are unable to print the activities, your child can write them on a blank piece of paper, or do the activity digitally on Seesaw (through notes/drawing/photo etc.) Otherwise your child can write their responses on the choice board.\*

| <p><b>Connections</b></p> <p>Complete the <u><a href="#">Zookeepers and Vets</a></u> attachment below</p>   | <p><b>Producers and Consumers</b></p> <p>Create a T chart and list all the producers and consumers you can think of.</p>  | <p><b>Poetry- Earth Day</b></p> <p>Write a cinquain or an acrostic poem about the Earth.</p>  |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
|---|---|---|-------------|-------|---|---|---------------|--------|--|--|---------|-----|--|--|---------|------|--|--|-------------|---|
| <p><b>Red Words Review</b></p> <p>Using the red words below, create a word search. Have a family member solve it, or post to Seesaw for your class to solve!</p> <p>Have, also, give, next, who, put, you, so, great, for, from, most, would</p>  | <p><b>Ou and Ow</b></p> <p>Read the passage below. Record all the ou and ow words.</p> <p><i>Wow! I went to the farm and saw a loud cow and a brown mouse. I left the farm to go to town. I shouted, "I saw a cow and a mouse!" My friend asked, "how?" I replied, "I went down the road and passed a clown. He frowned but pointed me to the farm." When I was talking, I was surrounded by a crowd. I spoke loud and proud!</i></p>   | <p><b>Ou and Ow</b></p> <p>Create a T chart like the one below. Write down ou and ow words. Bonus— list the words in alphabetical order.</p> <table border="1" data-bbox="1036 695 1424 772"> <thead> <tr> <th>Ou</th> <th>Ow</th> </tr> </thead> <tbody> <tr> <td>-</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> </tr> </tbody> </table> | Ou          | Ow    | - | - | -             | -      |  |  |         |     |  |  |         |      |  |  |             |   |
| Ou  | Ow  |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
| -   | -   |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
| -   | -   |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
| <p><b>Informative/How To Writing Review</b></p> <p>Write an informative piece about your day. Pick one specific topic (instead of animals, pandas). Be sure to include the following:</p> <ul style="list-style-type: none"> <li>▫ Opening (grab your reader's attention)</li> <li>▫ Table of contents</li> <li>▫ Facts, NOT opinions</li> <li>▫ Closing (remind the reader what you taught them)</li> </ul> <p>OR</p> <p>Write a how to. Be sure to include the following:</p> <ul style="list-style-type: none"> <li>▫ Ingredients/supplies</li> <li>▫ Opening (grab your reader's attention)</li> <li>▫ Four steps</li> <li>▫ Transition words (first, then, next, last, finally, after that)</li> <li>▫ Closing (remind the reader what you taught them)</li> </ul> | <p><b>Noun Review</b></p> <p>Change the following nouns to either common nouns or proper nouns:</p> <table border="1" data-bbox="634 1079 1011 1312"> <thead> <tr> <th>Common Noun</th> <th>Proper Noun</th> </tr> </thead> <tbody> <tr> <td>Store</td> <td></td> </tr> <tr> <td></td> <td>Hershey's Bar</td> </tr> <tr> <td>School</td> <td></td> </tr> <tr> <td></td> <td>Georgia</td> </tr> <tr> <td>Car</td> <td></td> </tr> <tr> <td></td> <td>Crayola</td> </tr> <tr> <td>Girl</td> <td></td> </tr> <tr> <td></td> <td>Mr. Neuhaus</td> </tr> </tbody> </table> | Common Noun   | Proper Noun | Store |   |   | Hershey's Bar | School |  |  | Georgia | Car |  |  | Crayola | Girl |  |  | Mr. Neuhaus | <p><b>Go on iReady reading for 20 minutes (2 separate times this week).</b></p> <p><a href="https://launchpad.classlink.com/fcs">https://launchpad.classlink.com/fcs</a></p> <p>*See reflection sheet attached*</p> |
| Common Noun   | Proper Noun   |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
| Store   |   |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
|   | Hershey's Bar   |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
| School  |   |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
|   | Georgia   |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
| Car   |   |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
|   | Crayola   |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
| Girl  |   |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |
|   | Mr. Neuhaus   |   |             |       |   |   |               |        |  |  |         |     |  |  |         |      |  |  |             |   |

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

340L

# Zookeepers and Vets

Many people love animals. Some people even take care of animals as their jobs. Veterinarians, or vets, make animals well. Zookeepers take care of animals in a zoo. Both people make sure animals are healthy. Zookeepers feed animals every day. Some zookeepers even teach the zoo animals tricks. Vets take care of animals that are hurt or sick. They do not see the animals every day like zookeepers do. They only



see them when the animals need help or a check-up.



1. What two individuals are being compared?

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

2. How are they similar?

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

3. How are they different?

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

©Jessica Tobin- Elementary Nest

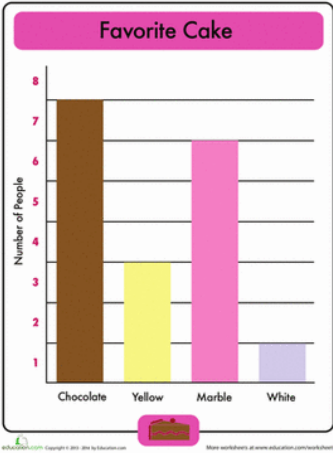
## iReady Reflections

### READING

| Date | Name of Lesson | Something I Learned |
|------|----------------|---------------------|
|      |                |                     |
|      |                |                     |

# Grade 1 Math

\*Please note: if you are unable to print the activities, your child can write them on a blank piece of paper, or do the activity digitally on Seesaw (through notes/drawing/photo etc.) Otherwise your child can write their responses on the choice board.\*

| <p><b>Play Greg Tang How Much How Many?</b></p> <p><a href="https://www.gregtangmath.com/howmany">https://www.gregtangmath.com/howmany</a></p>  | <p><b>Go on Reflex for twenty minutes. Write down a fact family you learned.</b><br/> <a href="https://www.reflexmath.com/">https://www.reflexmath.com/</a></p> <p>See below for your teacher's login:<br/>         Mrs. Robson: Robsonk<br/>         Mrs. Sanford: Sanfordd<br/>         Mrs. Shelton: Sheltonca<br/>         Ms. Siegel: Siegeln<br/>         Ms. Silverboard: Silverboard</p>   | <p><b>Go on iReady math for twenty minutes (2 separate times this week).</b><br/> <a href="https://launchpad.classlink.com/fcs">https://launchpad.classlink.com/fcs</a></p> <p>*See reflection sheet attached*</p>   |       |          |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |
|---|--|--|-------|----------|-------|-------|--------|--|--|--|------|--|--|--|------|--|--|--|----------|--|--|--|-------------------|--|--|--|
| <p><b>Types of Graphs- Bar Graph</b></p> <p>Use the graph below to answer the following questions</p>  <p>How many people chose chocolate and yellow?</p> <p>How many more people chose marble than white?</p> <p>Two more people voted for white. Which other cake has the same amount?</p> <p>Write your own question</p> | <p><b>Base Ten Word Problems</b></p> <p>Solve the following word problems. Draw base ten blocks to solve.</p> <p><i>Mrs. Robson has 30 pencils. Ms. Silverboard gave her 20 pencils. How many pencils does Ms. Robson have now?</i></p> <p><i>Ms. Sanford has a stack of 62 books. Ms. Boling took 40 books. How many books does Ms. Sanford still have?</i></p> <p><i>Ms. Shelton had 33 stickers. She gave 20 to her students. How many stickers does Ms. Shelton have left?</i></p> | <p><b>Attributes/shapes</b></p> <p>Complete the following 3D shape attribute chart:</p> <table border="1" data-bbox="1032 638 1427 911"> <thead> <tr> <th>Shape</th> <th>Vertices</th> <th>Edges</th> <th>Faces</th> </tr> </thead> <tbody> <tr> <td>Sphere</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cube</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cone</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cylinder</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Rectangular Prism</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Pick 2 Shapes--</b><br/>         How are the shapes alike?<br/>         _____<br/>         _____</p> <p>___How are the shapes different?<br/>         _____<br/>         _____</p> | Shape | Vertices | Edges | Faces | Sphere |  |  |  | Cube |  |  |  | Cone |  |  |  | Cylinder |  |  |  | Rectangular Prism |  |  |  |
| Shape   | Vertices   | Edges  | Faces |          |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |
| Sphere  |  |  |       |          |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |
| Cube  |  |  |       |          |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |
| Cone  |  |  |       |          |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |
| Cylinder  |  |  |       |          |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |
| Rectangular Prism   |  |  |       |          |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |
| <p><b>Addition Review</b></p> <p>9+5=                      13+2=<br/>         3+6=                      20+10=<br/>         7+4=                      45+10=<br/>         9+9=                      30+30=<br/>         1+8=                      2+10=</p> <p>Create 10 of your own addition problems to solve!</p>  | <p><b>Geometry- 3D Shapes</b></p> <p>Create 2 shape riddles about 3D shapes. Make sure to include information about the dimension, vertices, edges and faces.</p>  | <p><b>Geometry- 3D Shapes</b></p> <p>Complete the two attachments below</p>  |       |          |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |

Name

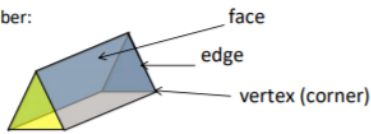
Date




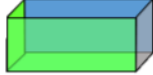
### 3D SHAPE PROPERTIES SHEET 1

For each shape, write down the number of faces, edges and vertices it has. If you are not sure, can you find or make an example of the shape to have a look at.

Remember:



A triangular prism has 5 faces, 9 edges and 6 vertices.

| Shape   | Properties                    |
|---|-------------------------------|
| Name of shape: _____<br> | Faces:<br>Edges:<br>Vertices: |
| Name of shape: _____<br> | Faces:<br>Edges:<br>Vertices: |




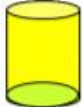

Name

Date



### 3D SHAPE PROPERTIES SHEET 3

For each shape, write down the number of faces, edges and vertices.

| Shape   | Properties                    |
|---|-------------------------------|
| Name of shape: _____<br>  | Faces:<br>Edges:<br>Vertices: |
| Name of shape: _____<br> | Faces:<br>Edges:<br>Vertices: |
| Name of shape: _____<br>  | Faces:<br>Edges:<br>Vertices: |



## iReady Reflections

### MATH

| Date | Name of Lesson | Something I Learned |
|------|----------------|---------------------|
|      |                |                     |
|      |                |                     |

## Grade 1 ADV Math

*\*Please note: if you are unable to print the activities, your child can write them on a blank piece of paper, or do the activity digitally on Seesaw (through notes/drawing/photo etc.) Otherwise your child can write their responses on the choice board.\**

|   |  |   |
|---|--|---|
| <p><b>Play Greg Tang BreakApart Addition or Subtraction Partial Sums</b></p> <p><a href="http://www.gregtangmath.com/breakapart">http://www.gregtangmath.com/breakapart</a></p>   | <p><b>Go on Reflex for twenty minutes. Write down a fact family you learned.</b></p> <p><a href="https://www.reflexmath.com/">https://www.reflexmath.com/</a></p> <p>See below for your teacher's login:<br/>         Mrs. Robson: Robsonk<br/>         Mrs. Sanford: Sanfordd<br/>         Mrs. Shelton: Sheltonca<br/>         Ms. Siegel: Siegeln<br/>         Ms. Silverboard: Silverboard</p> | <p><b>Go on iReady math for twenty minutes (2 separate times this week).</b></p> <p><a href="https://launchpad.classlink.com/cs">https://launchpad.classlink.com/cs</a></p> <p>*See reflection sheet attached*</p>  |
| <p><b>Money Word Problems</b></p> <p>Mrs. Robson had a twenty-dollar bill, two five-dollar bills, and seven one-dollar bills. Does she have enough money to buy two books that each cost \$15?</p> <p>Ms. Siegel had three quarters, one dime, one nickel, and six pennies. Does she have enough money to buy a pencil that costs \$0.95?</p> <p>Create two combinations of money that are equal to \$42.</p> | <p><b>Place Value Review</b></p> <p>Create three number riddles using place value:</p> <p>Ex. I have five hundreds, no ones, and seven tens. What number am I?</p> <p>Answer: 570</p>  | <p><b>My Math Workbook</b></p> <p>Complete the following lessons in your Volume 1 and Volume 2 My Math workbook or online on Launch Pad &gt; McGraw Hill</p> <p><b>Chapter 3 Review</b><br/>Pages 211-214</p> <p><b>Chapter 4 Review</b><br/>Pages 281-284</p> <p><b>Volume 2</b><br/>Problem Solving Strategies: 503-506</p> <p>Dollars: 509-512</p> <p>My Review: 515-518</p> |
| <p><b>Addition and Subtraction Review:</b></p> <p>Solve each of these problems. Then, create a word problem to match each problem</p> <ol style="list-style-type: none"> <li>1. <math>45-34=</math></li> <li>2. <math>65+19=</math></li> <li>3. <math>78-29=</math></li> <li>4. <math>38+53=</math></li> </ol>  | <p><b>Money Review</b></p> <p>Watch Brain Pop Jr. Equivalent Coins</p> <p><a href="https://jr.brainpop.com/math/money/equivalentcoins/">https://jr.brainpop.com/math/money/equivalentcoins/</a></p> <p>Login: Barnwell</p> <p>Password: Bears</p> <p>Complete the activity and the hard quiz</p>   | <p><b>Graphing Review</b></p> <p>Use the following information to create your own bar graph and picture graph. Make sure to include a title and labels.</p> <p><i>Favorite Animals</i></p> <p>Giraffe- 10<br/>         Bear- double giraffe<br/>         Monkey- 8<br/>         Zebra- 2 less than monkey</p>   |

## iReady Reflections

### MATH

| Date | Name of Lesson | Something I Learned |
|------|----------------|---------------------|
|      |                |                     |
|      |                |                     |

## Grade 2 Math (ACC)

\*Please note: if you are unable to print the activities, your child can write them on a blank piece of paper, or do the activity digitally on Seesaw (through notes/drawing/photo etc.) Otherwise your child can write their responses on the choice board.\*

| <p><b>Play Greg Tang Satisfaction</b><br/> <a href="http://www.gregtangmath.com/satisfaction">http://www.gregtangmath.com/satisfaction</a></p> <p>Mode: Identify</p>  | <p><b>Go on Reflex for twenty minutes.</b><br/> <b>Write down a fact family you learned.</b><br/> <a href="https://www.reflexmath.com/">https://www.reflexmath.com/</a></p> <p>See below for your teacher's login:<br/>           Mrs. Robson: Robsonk<br/>           Mrs. Sanford: Sanfordd<br/>           Mrs. Shelton: Sheltonca<br/>           Ms. Siegel: Siegeln<br/>           Ms. Silverboard: Silverboard</p> | <p><b>Go on iReady math for twenty minutes (2 separate times this week).</b><br/> <a href="https://launchpad.classlink.com/fcs">https://launchpad.classlink.com/fcs</a></p> <p>*See reflection sheet attached*</p> |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |  |  |
|---|--|--|-------|-------|--------|--|--|--|------|--|--|--|------|--|--|--|----------|--|--|--|-------------------|--|--|--|--|--|
| <p><b>Attributes/shapes</b></p> <p>Complete the following 3D shape attribute chart:</p> <table border="1" data-bbox="204 663 623 984"> <thead> <tr> <th>Shape</th> <th>Vertices</th> <th>Edges</th> <th>Faces</th> </tr> </thead> <tbody> <tr> <td>Sphere</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cube</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cone</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cylinder</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Rectangular Prism</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Pick 2 Shapes--</b><br/>           How are the shapes alike?</p> <p>_____</p> <p>_____</p> <p>How are the shapes different?</p> <p>_____</p> <p>_____</p> | Shape  | Vertices   | Edges | Faces | Sphere |  |  |  | Cube |  |  |  | Cone |  |  |  | Cylinder |  |  |  | Rectangular Prism |  |  |  | <p><b>Expanded Form Addition Review</b><br/>           Maya has 27 markers. Hayden has 12 markers. Chase has 35 markers. Dillon has 24 markers. How many markers do they have in all?</p> <p>There were 31 tigers in the zoo. There were also 59 monkeys and 17 lions. How many animals are in the zoo?</p> <p>Sally has 350 Legos. Her brother has 212 Legos. How many Legos do they have in all?</p> | <p><b>Types of Graphs</b><br/>           Use the following information to create your own bar graph and picture graph.</p> <p><i>Favorite Animals</i></p> <p>Giraffe- 10<br/>           Bear- double giraffe<br/>           Monkey- 8<br/>           Zebra- 2 less than monkey</p> |
| Shape   | Vertices   | Edges  | Faces |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |  |  |
| Sphere  |  |  |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |  |  |
| Cube  |  |  |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |  |  |
| Cone  |  |  |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |  |  |
| Cylinder  |  |  |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |  |  |
| Rectangular Prism   |  |  |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |  |  |
| <p><b>Partitioning</b></p> <p>Using chalk, playdoh, or paper:<br/>           1.Partition a circle into halves, thirds, and fourths. Remember to label each shape.<br/>           2. Partition a rectangle into halves, thirds, and fourths. Remember to label each shape.<br/>           Optional: Upload a picture to Seesaw</p>   | <p><b>My Math Workbook</b></p> <p>Complete the following lessons in your Volume 2 My Math workbook or online on Launch Pad &gt; McGraw Hill</p> <p><b>Chapter 12 Check My Progress</b><br/>           757-758</p> <p><b>Chapter 12 Lesson 7</b><br/>           777-782</p>   | <p><b>Partitioning</b></p> <p>Complete the 2.G.3 attachments below</p>   |       |       |        |  |  |  |      |  |  |  |      |  |  |  |          |  |  |  |                   |  |  |  |  |  |



2.G3- I can Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.



2.G3- I can Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.



Match the shape with the correct amount of shares.  
There may be more than one shape for a letter.

1. A. One equal share
2. B. Three equal shares
3. C. Two Equal Shares
4. D. Four equal shares
- 5.

- b. The rectangle below has two \_\_\_\_\_.
- (A) Thirds  
(B) Fourths  
(C) Halves  
(D) Wholes
7. The rectangle below has \_\_\_\_\_ fourths.
- (A) Three  
(B) Four  
(C) Two  
(D) One
8. The circle below has three \_\_\_\_\_.
- (A) Thirds  
(B) Fourths  
(C) Halves  
(D) Fifths
9. The circle below has four \_\_\_\_\_.
- (A) Thirds  
(B) Wholes  
(C) Fourths  
(D) Halves
10. Three equal shares is the same as three halves. (T) (F)

## iReady Reflections

### MATH

| Date | Name of Lesson | Something I Learned |
|------|----------------|---------------------|
|      |                |                     |
|      |                |                     |