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http://www.teachingintheearlyyears.com



## About this Resource

## Philosophy

Do you struggle with the ever-present "homework issue?" To give homework or not to give homework? I personally believe that kids should not have a lot of homework, especially in the younger grades. However, children DO need lots of home practice with Reading, Writing and Math. I have always found that many parents simply don't know how or what to reinforce at home, and we as teachers are often quick to say, "Read for 15 minutes and practice your math facts," when assigning homework. When parents are provided with SURPORT, they will begin to feel more comfortable helping their children read, write and do math. That's where this resource comes in! The Unteractive Homework Notelook is a notebook that children will create at home, with the assistance of their parents (the level of assistance needed will vary based on age and skill level). The activities are all hands-on and can be completed in about 10–15 minutes. Although by Grade 3 many students will be able to complete these activities independently, each activity will provide parents with Specific learning goals, instructions, and ideas for how they can help and support their child. Because parents and children can work together on these activities, parents will become involved in their child's learning and gain a better understanding of how to provide assistance and support, and how to extend the learning past the assignment. Children will be involved in engaging, hands-on activities that reinforce essential skills.

## Options for Use

There are many ways that this Interactive Homework Notebook can be utilized! I don't recommend sending homework home every night, but you might choose specific days (for example, Monday and Thursday) to send home a fun homework assignment that SUPPORTS the skills currently being taught in your classroom. The activities can also be used as extra practice for students who require it. Additionally, you as a CLASSROOM teacher can choose to use any of these activities in your own classroom. Any one of the IIO+ curriculum-related activities included makes a great addition to any reading, writing or math-based interactive notebook!

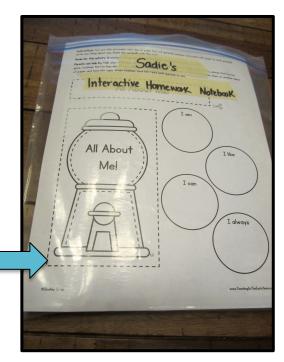
### ASSessment

Whether or not you assess these activities is your own personal choice. Personally, I do not recommend assessing every single homework assignment. You will be up to your ears in marking, and your time is better spent planning engaging activities and interacting with your students. Instead, think of these homework activities as extra practice and an opportunity for children and parents to work together to reinforce learned skills. That being said, it is important to check to ensure completion. You will need to integrate this practice into your classroom as you see fit, but there are a couple of options:

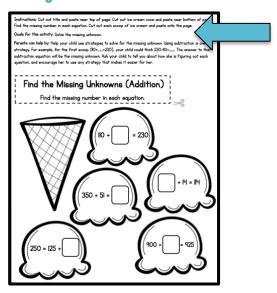
- Ask students to hand in their notebooks in the morning. Throughout the day take about 10 minutes to flip
  through each notebook, place a sticker or checkmark on the page to show that you have seen it, and hand
  notebooks back to students when the next homework assignment is given.
- Ask students to put their Homework Notebooks on their desks during morning work. Circulate the room, doing a quick check of each child's notebook. Children are responsible for putting the notebook away once it has been checked.
- Have students join you in small-group format (similar to a guided reading group) to discuss the homework assignment and share their work and ideas with others. Do a quick completion check during this time.

## Storage and Logistics

Before beginning the Interactive Homework Notebook, it is important to consider logistics. Where will the notebooks be stored? How will they travel from school to home with the activities? How will they be returned? Personally I love the large zip-loc bags. Journals can be placed into the zip-loc bag, along with the day's homework activity for safe traveling, as shown in the picture to the right:



## Layout



Each Interactive Homework Notebook assignment includes simple instructions, learning goals and ways that parents can help. This predictable layout will serve to not only help parents during the activity, but also to provide ideas for extending the learning past the assignment.

A limited variety of foldable templates are used in this interactive homework journal so that the templates become familiar to parents and students.

## Recommended Glue and Notebook

To assemble this notebook, white glue is recommended rather than a glue stick. It just sticks better! Additionally, try to use notebooks where the entire page is fastened into the bound area, rather than the spiral style. This will result in fewer pages falling/being ripped out.



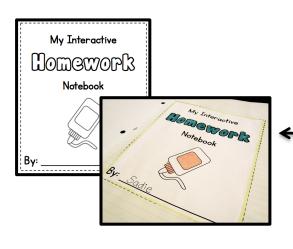
## Section 1: Notes and Unstructions



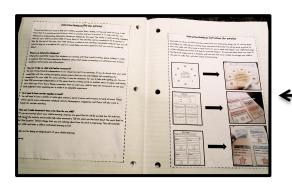
In this section you will find notes and instructions for introducing your Interactive Homework Notebook to students and their families. Please see below for instructions, or simply use as you see fit!



Introductory Note (page 7): sign and send this note home a couple of days before the initial Interactive Homework Notebook assignment. This will serve as a "heads-up" so that parents can have necessary supplies on hand.



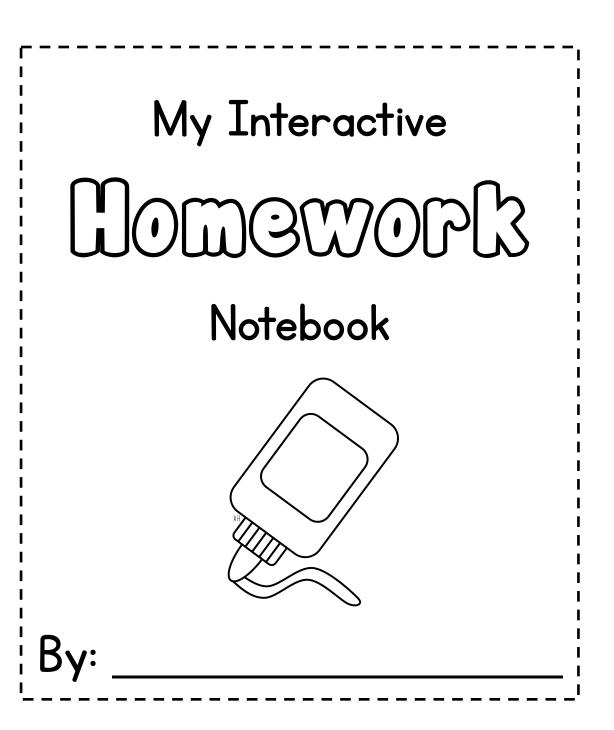
Interactive Notebook Cover Page (page 6):
Have students decorate this page. Then glue
it to the cover or the first inside page of
each student's Interactive Homework
Notebook.



Interactive Notebook Instructions and Parent FAQ (pages 8 and 9): Paste these 2 notes into front of Interactive Homework Notebook as shown in picture to the left.

## Unteractive Notebook Cover Page

Have students decorate this page and paste it to the front cover or first inside page of notebook (as shown on page 5).



#### IMPORTANT: Interactive Homework Notebooks

Dear Parents and Guardians.

I know how hard you work to help your children practice their reading, writing and math at home. I also know that it is sometimes hard to know what to practice and how to practice it. To help with this, our classroom will be implementing Interactive Homework Notebooks this year! This will be a really exciting, engaging way for your child to practice essential skills at home. Most of the activities can be completed in 10–15 minutes or less. By the end of the year, your child will have created an eye-catching and meaningful notebook that you will want to keep as a scrapbook for years to come!

Some supplies that you will need to have on hand are: a bottle of white glue, crayons, pencil crayons and scissors. Magazines/newspapers will be helpful for a few of the activities. That's it!

Please be on the look-out for your child's first Interactive Notebook homework assignment in the next couple of days!

Sincerely,

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Dear Parents and Guardians,

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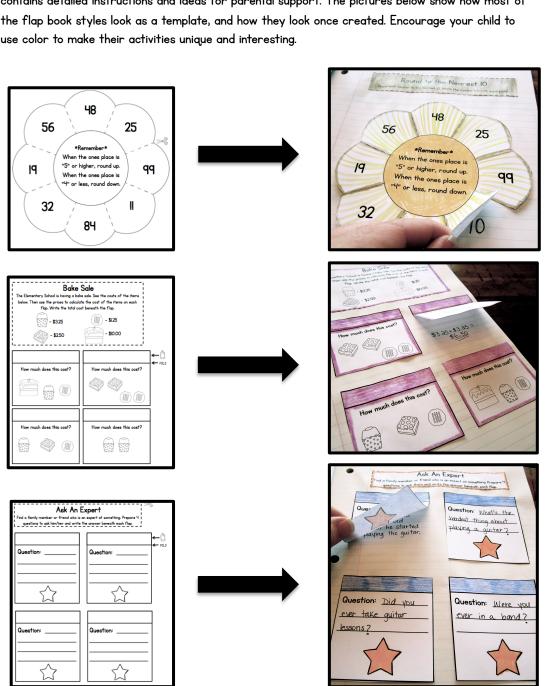
Sincerely,

## Interactive Notebook Instructions

Paste this note into front of interactive notebook as shown on page 5.

#### Interactive Notebook Instructions (for parents)

The hands-on nature of these activities means that your child will be doing a lot of cutting, gluing and folding. You child will love creating these interactive flap books! This will be great practice for fine motor skills, and will provide an opportunity for you to assist and support your child! Each page contains detailed instructions and ideas for parental support. The pictures below show how most of the flap book styles look as a template, and how they look once created. Encourage your child to use color to make their activities unique and interesting.



## Parent FAQ

Paste this note into front of interactive notebook as shown on page 5.

#### Interactive Notebook FAQ (for parents)

I know how hard you work to help your children practice their reading, writing and math at home. I also know that it is sometimes hard to know what to practice and how to practice it. To help with this, our classroom is implementing Interactive Homework Notebooks this year! This will be a really exciting, engaging way for your child to practice skills at home. Most of the activities can be completed in 10–15 minutes or less. By the end of the year, your child will have created an eye-catching, meaningful notebook that you will want to keep as a scrapbook for years to come! Below are some questions that you may be wondering about:

#### What is an Interactive Notebook?

Interactive essentially means that students are working with their hands (cutting, gluing, folding) in order to enhance their learning experience. Research shows that hands-on learning is an effective way to learn, reinforce, and process new information.

#### How can I help my child with his/her homework?

We are moving towards independence in our classroom, but it is a process. If you do decide that your child needs help with the cutting and gluing, please ensure that you are only helping, not completing the assignment for your child. For some activities it may be necessary for you to help with spelling, etc. You can help AND encourage independence at the same time by writing words on another piece of paper and having your child copy from there. Please remember that we want your child to enjoy her homework, so use your best judgment when assisting her to make it an enjoyable experience.

#### Do I need to have certain supplies on hand?

You will need to have a bottle of white glue, scissors, pencil crayons and crayons on hand at home. These will be used in every interactive notebook activity. Newspapers, magazines, and flyers will also come in handy for certain activities.

#### How can I make homework time a fun time for my child?

If you are excited about your child's learning, chances are good that he will be excited too. Sit with him, talk about the activity and provide help when necessary. Tell him what you like best about the work that he did. Stay positive. Tell him things that you are noticing about how his work is improving. This will motivate your child, and when a child is motivated, learning is fun!

Thank you for being an integral part of your child's learning.

Sincerely,

## Section 2: Unteractive Jemplates



In this section you will find all of the Interactive Homework Notebook templates. These are organized by topic and can be sent home in any order. The table of contents below shows where you will find particular skills and activities. You will notice that for some of the multiplication/division skills, I have included the same activity at two different levels. This has been done so that these activities appeal to curriculums from several different countries.

## Jemplate Jable of Contents

All About	Me!	pages	11-14
		P 45 - 5	

Skip Counting	page 15
	P 4.3 C

Addition/Subtract	tion pages	22-44
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Math in the Real World page 69

Comparing Numbers pages 70-73

Rounding Numbers pages 74-75

Fractions pages 76-79

Time pages 80-84

Reading Response pages 85-90

Words and Language pages 91-103

Focus on Writing pages 104-117

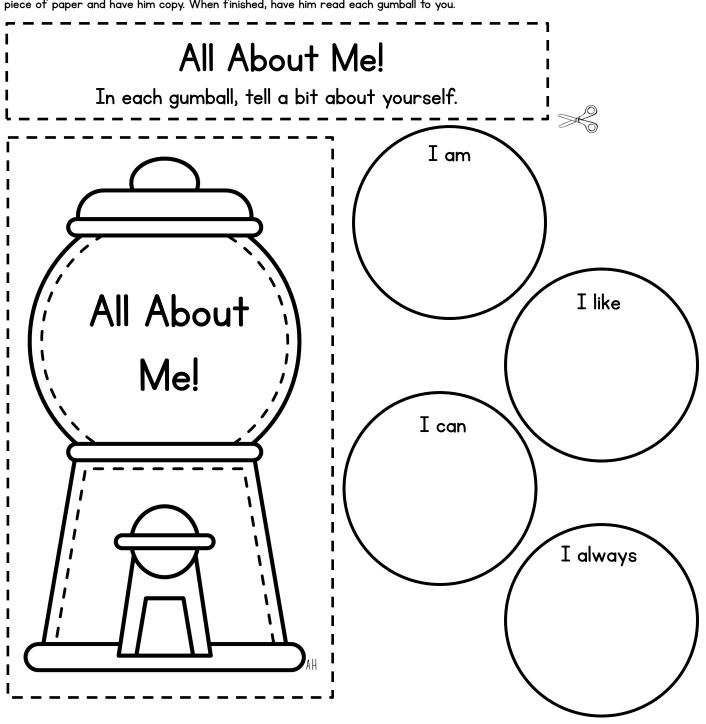
Newspaper/Magazine

Cut-and-Paste pages 118-127

**Instructions**: Cut out title and paste near top of page. Cut out gumball machine and paste onto page. In each gumball, write one thing about you. Paste the gumballs onto the page.

Goals for this activity: Complete a sentence. Write neatly in the space provided.

Parents can help by: Help your child think of things about himself by discussing what he likes to do, places that he has gone, routines that he has, etc. Encourage him to write a phrase rather than just one word. For example, write, "I am...an 8 year old boy who lives in London," rather than, "I am...8." If your child does not know how to spell some of the words, write them on another piece of paper and have him copy. When finished, have him read each gumball to you.



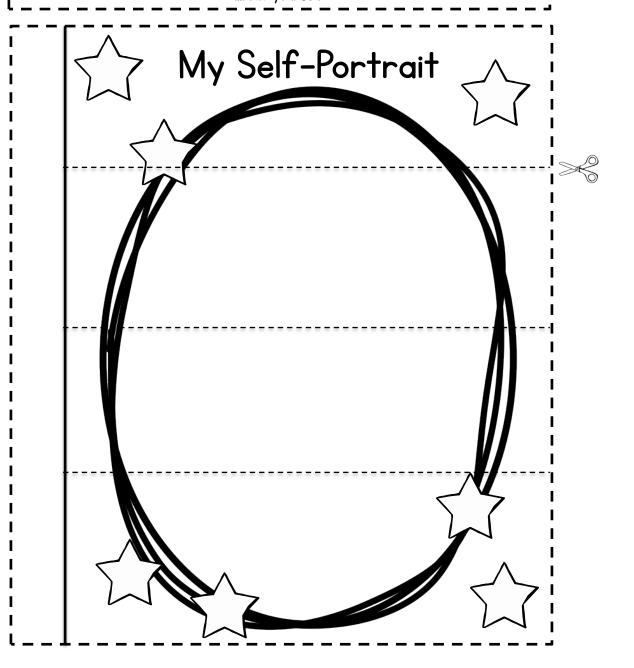
**Instructions**: Cut out title and paste near top of page. Cut out flap book. Draw a picture of yourself in the oval. Cut on the horizontal dotted lines to create flaps. Paste the left side of the flap book into notebook. Beneath each flap, write an interesting fact about yourself (I-2 sentences).

Goals for this activity: Write factual sentences using descriptive language.

Parents can help by: Provide your child with a mirror during the self-portrait portion. Help your child use descriptive language and complex sentences/descriptions in her writing. For example, if your child wants to write about her hobbies, help her describe them and write interesting descriptions ("I love to play soccer because I like to run fast. Last year I scored a goal at my very last game!" instead of "I can run fast.")

## L'Self Portrait and Facts About Me!

Draw a picture of yourself in the oval. Beneath each flap write an interesting fact about yourself.



Instructions: Complete the workspace with a picture and written details. Paste the workspace into notebook.

Goals for this activity: Write using factual information and memories. Write neatly in the space provided.

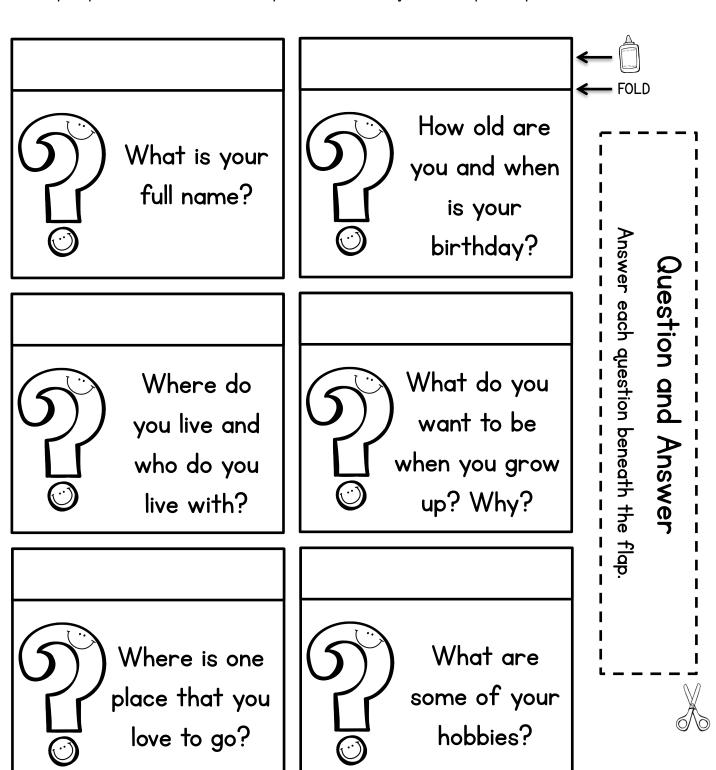
Parents can help by: Help your child think of things about your family by discussing stories, memories and the members of your family. If your child does not know how to spell some of the words, write them on another piece of paper and have him copy from it. When finished, have him read the information to you.

All About My Family	- I >> I I
Write about your family and draw a picture in the box.	!
	] [
The manhana of my family and	Jį
The members of my family are	   
My family is	i
My family likes to	 
Sometimes, my family	 
One tradition that my family has is	 

**Instructions**: Cut out title and paste near top of page. Cut out each question flap. Paste top portion of each one into notebook, creating a lift-up flap. Beneath each flap, write the answer to the question(s).

Goals for this activity: Read questions. Write an appropriate answer to each question.

Parents can help by: Listen to your child read each question. Help your child craft her response in a complete sentence that answers the question. For example, say, "My birthday is January I, 2005 and I am 9 years old," rather than "January I. 9 years old." When finished, have your child read each question, lift up the flap and read each answer.



Instructions: Fill in the missing numbers and paste the entire workspace into your notebook.

Goals for this activity: Count by 5's and 10's, starting at non-multiples of 5 or 10.

Parents can help by: Help your child figure out if the sequence is counting by 5's or by 10's. Help your child look for patterns in the numbers. For example, when counting by 5's, every second number has the same number in the ones place. When counting by 10's, each number has the same number in the ones place. The tens place goes up by I each time. When finished each sequence, have your child read the numbers aloud to you.

Skip-Counting By 5's and 10's Fill in the missing numbers.						
23	28	33				
	137	147	157			
IOI	106		116			
34			64	74		
		214	219	224		
965	975			1005		
392		402	407			
187	197		217			

**Instructions**: Cut and paste the title near top of page. Place glue on top section of each piece and paste into notebook, creating 6 flaps. Write the number beneath each flap.

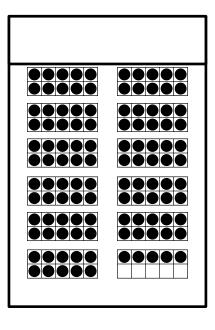
Goals for this activity: Understand ten frame representations, and that a full ten frame represents 10, while a half-full ten frame represents 5.

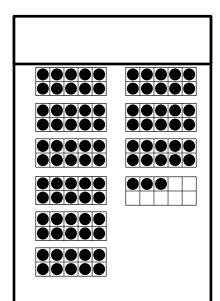
Parents can help by: Help child count a group of items, encouraging him to point as he counts. He should be skip-counting by 10's and 5's to count the ten frames, since each full ten frame represents 10. For example, for the first flap, he should count like this: "10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 115." When finished, have your child lift up each flap and say each number to you.

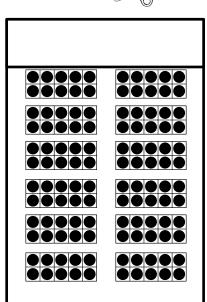
## Write the Number

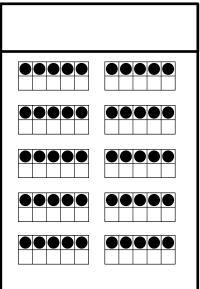
Write the number under each flap.

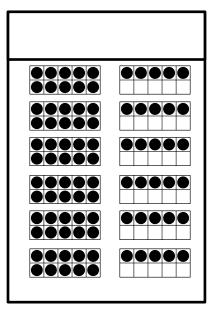


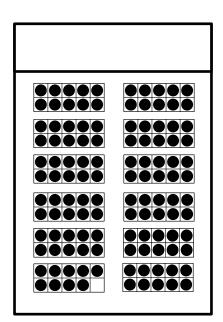












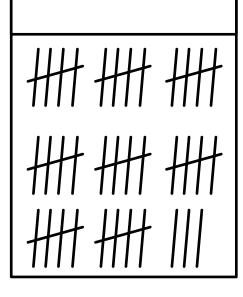
**Instructions**: Cut and paste the title near top of page. Place glue on top section of each piece and paste into notebook, creating 6 flaps. Write the number beneath each flap.

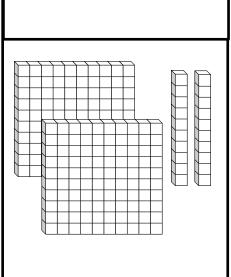
Goals for this activity: Determine the number that is represented on each flap. Write the number under the flap.

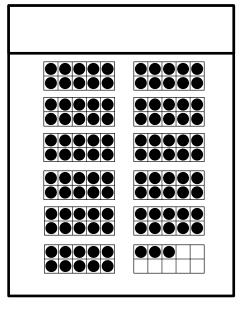
Parents can help by: Help child count a group of items by pointing while she counts. Encourage your child to skip-count as she counts. For example, on the first flap (tally marks), your child can skip-count by 5's for the full sets: "5, 10, 15, 20..." For the base ten blocks on the second flap, encourage your child to count the hundreds blocks first: "100, 200..." and then the tens blocks: "210, 220." For the ten frames on the third flap, your child can skip-count by 10's for the full ten frames: "10, 20, 30..." When finished, have your child lift up each flap and say each number to you.

## Write the Number

Write the number under each flap.

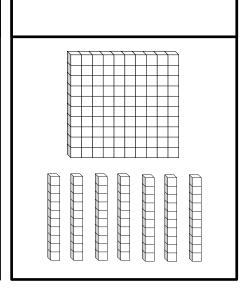






one-thousand, two-hundred thirty-five

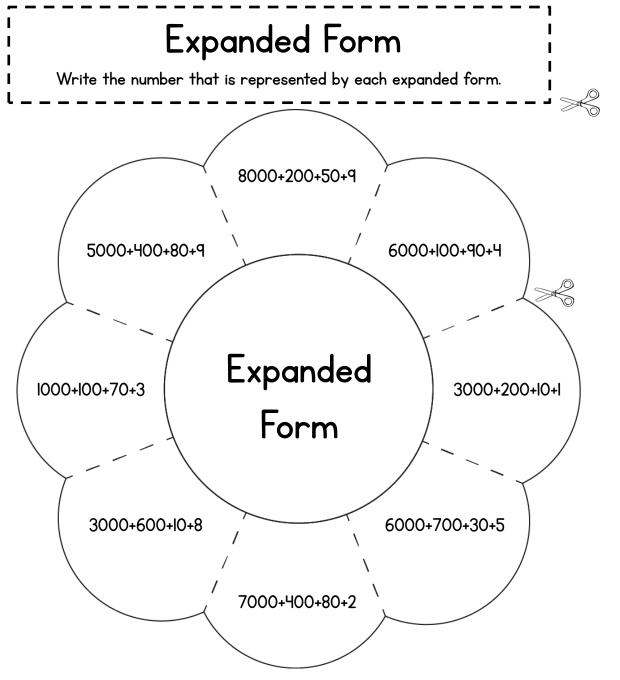
3000+200+40+9



**Instructions**: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the expanded number form on each flap. Write the number that is represented beneath each flap. For example, the expanded form 8000+200+50+9 represents the number 8259. The expanded form 6000+100+90+4 represents the number 6194.

Goals for this activity: Recognize that a 4-digit number is made up of thousands, hundreds, tens and ones. Understand that the number in the thousands place represents a group of thousands. For example, in the number 3165, the number 3 means '3000.' Understand that the hundreds place represents a group of hundreds. For example, in the number 214, the number 2 means '200.' Understand that the number in the tens place represents a group of tens. For example, in the number 214, the number I means '10.' Convert expanded form to standard number form.

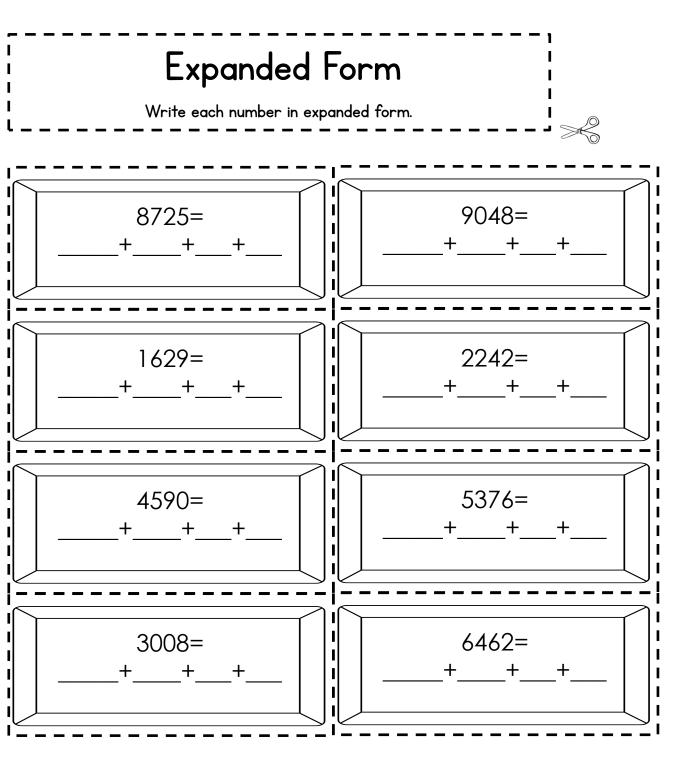
Parents can help by: When your child is finished the activity, expand on it by looking at other 4-digit numbers. Ask questions such as, "In the number 8457, what does the 8 mean?" (In 8457, the 8 means 8000, the 4 means 400, the 5 means 50 and the 7 means 7).



**Instructions**: Cut out title and paste near top of page. Write each number in expanded form and paste into notebook.

Goals for this activity: Recognize that a 4-digit number is made up of thousands, hundreds, tens and ones. Write a 4-digit number in expanded form. For example, 4861 can be written as 4000+800+60+1.

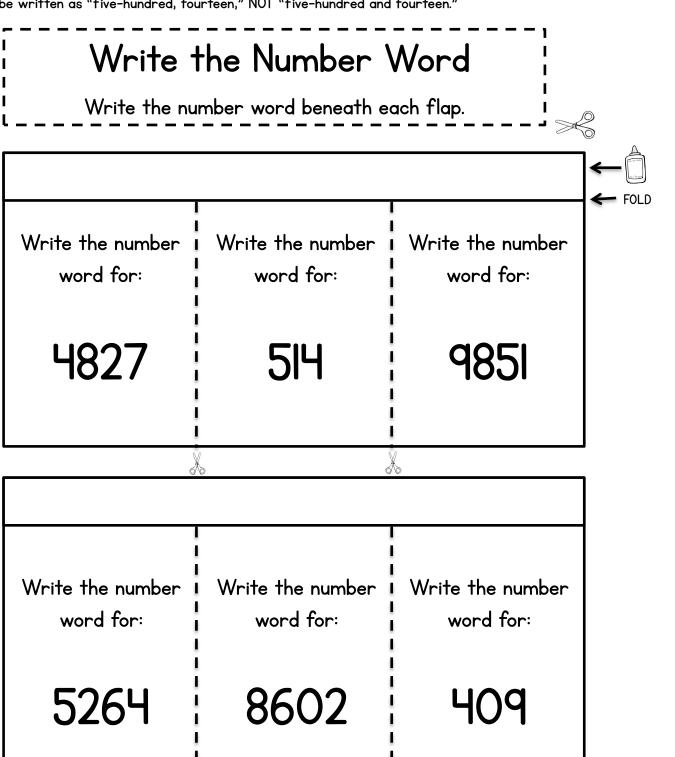
**Parents can help by:** As your child works, ask him what each number means, for example, "What does the number 7 mean in 8725? Does it mean 7000, 700, 70 or 7?" (The number 7 in 8725 means 700).



**Instructions**: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Beneath each flap, write the number word. For example, for the number 4827, write "four-thousand, eight-hundred, twenty-seven."

Goals for this activity: Represent numbers in words.

**Parents can help by:** If your child needs help spelling each number word, write it on a separate piece of paper and have him copy it. Help your child remember that there is no "and" in a number word. For example, 514 should be written as "five-hundred, fourteen," NOT "five-hundred and fourteen."



**Instructions**: Cut and paste the title near top of page. Cut out flaps. Paste the top section of each one into notebook. Beneath the flap, write the number that is represented by the description.

Goals for this activity: Recognize that a four-digit number is made up of thousands, hundreds, tens and ones. The number in the thousands place shows how many groups of 1000 there are. The number in the hundreds place shows how many groups of 100 there are. The number in the tens place shows how many groups of 10 there are. The number in the ones place shows how many l's there are.

Parents can help by: Help your child understand that a 4-digit number is made up of thousands, hundreds, tens and ones. For example the first flap represents 3475. Ask your child questions such as, "What does 4 hundreds represent?" (400), "What does 7 tens represent?" (70).

Thousands, Hundreds, Tens and Ones
Write the number beneath each flap.

3 thousands4 hundreds7 tens5 ones

I thousand 8 hundreds 2 tens 7 ones

7 thousands 9 hundreds 0 tens 1 one

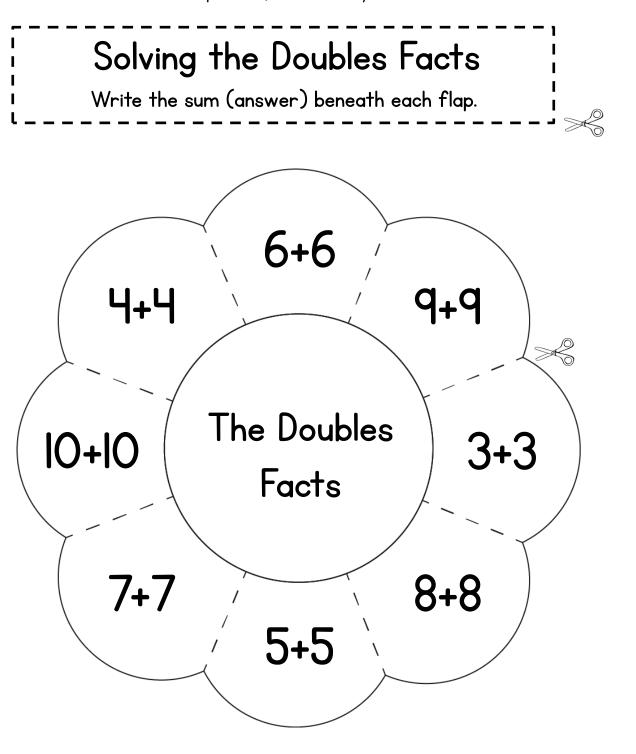
5 thousands2 hundreds7 tens9 ones

4 thousands 4 hundreds 6 tens 4 ones 2 thousands7 hundreds2 tens6 ones

**Instructions**: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal and write the answer (sum) beneath the flap.

Goals for this activity: Solve doubles facts up to 10. Work towards memorization rather than counting up.

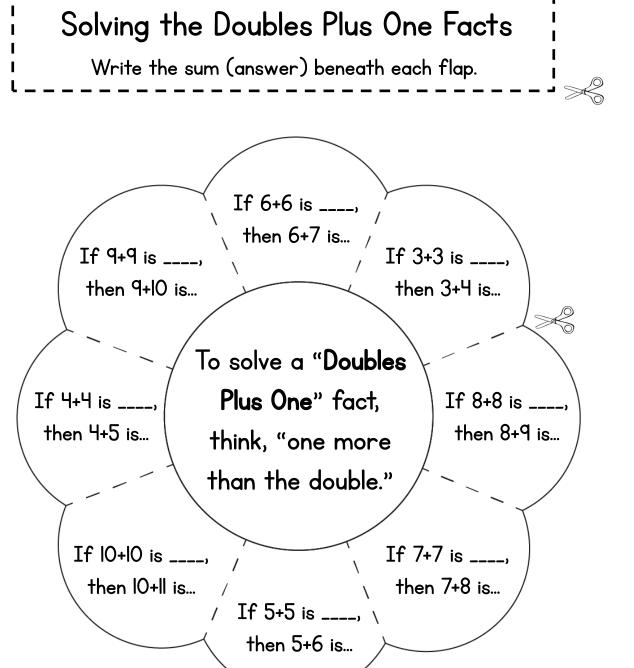
**Parents can help by:** When your child is finished, have him read each fact to you. Your child should be working towards memorizing his "doubles" facts. Help him by practicing them regularly, even after the activity is over. The more that these facts are practiced, the easier they become.



**Instructions**: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal and write the answer (sum) beneath the flap.

Goals for this activity: Solve the doubles plus one facts, using a doubles fact as a starting point.

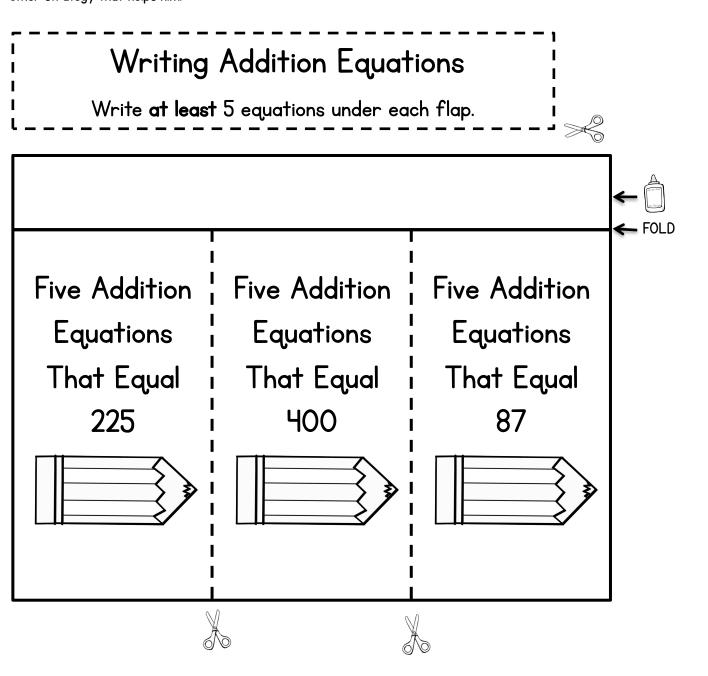
Parents can help by: Help your child realize that a "doubles plus one" fact is always one more than the double. For example, if you see the equation 4+5, you can think, "one more than 4+4." Help your child understand by having him explain his thinking out loud to you. Ask questions such as, "How did you figure that out?" or "How do you know that's the answer?"



**Instructions**: Cut out title and paste near top of page. Cut out flap book. Then cut each dotted line to create 3 flaps. Glue top section into notebook. Beneath the flap, write at least 5 equations.

**Goals for this activity**: Create different equations for the same sum (answer). Understand that a number can be made in many different ways.

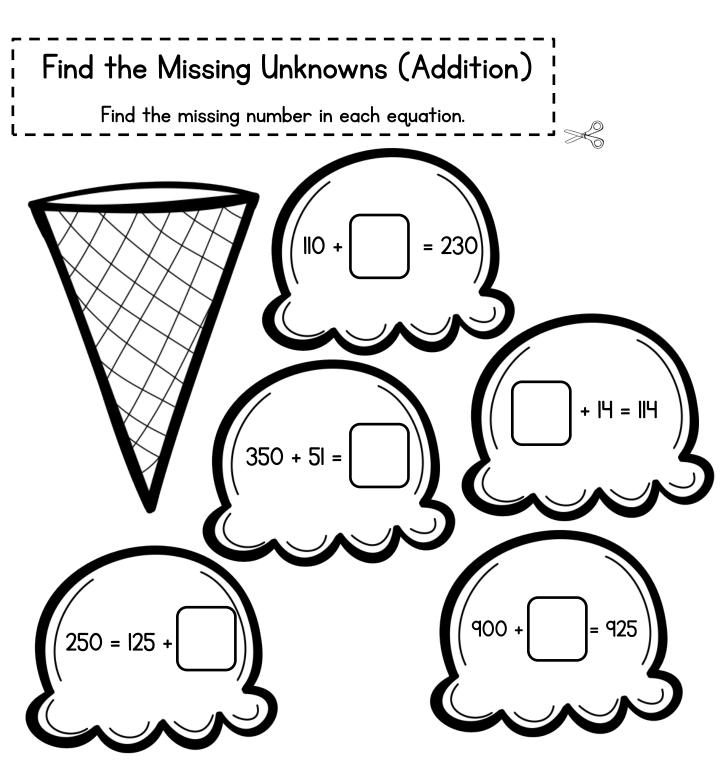
Parents can help by: Encourage your child to be creative with his equations. For example, try creating an equation with 3 addends (ex. 100+100+25=225). If your child struggles with the task of creating an equation, encourage him to begin with one number. Then figure out what needs to be added to make the sum. Allow your child to draw a picture or use any other strategy that helps him.



**Instructions**: Cut out title and paste near top of page. Cut out ice cream cone and paste near bottom of page. Find the missing number in each equation. Cut out each scoop of ice cream and paste onto the page.

Goals for this activity: Solve the missing unknown.

Parents can help by: Help your child use strategies to solve for the missing unknown. Using subtraction is one strategy. For example, for the first scoop (IIO+\_\_=230), your child could think 230-IIO=\_\_. The answer to that subtraction equation will be the missing unknown. Ask your child to tell you about how she is figuring out each question, and encourage her to use any strategy that makes it easier for her.

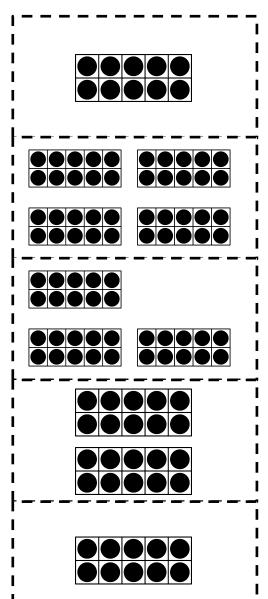


**Instructions**: Cut and paste title near top of page. Cut out all pieces. Read the equation and find the missing unknown on a ten frame. Paste the pieces beside one another in your notebook.

Goals for this activity: Find the missing unknown in an addition equation. Work with ten frame representations.

**Parents can help by:** Help your child count up by 10's to find the missing unknown. For example, in the question 290+\_\_=330, count up by 10's: "290...300, 310, 320, 330." You counted up 4 times, so the missing unknown is 40. If this is too confusing for your child, encourage her to use any strategy that allows her to be successful.

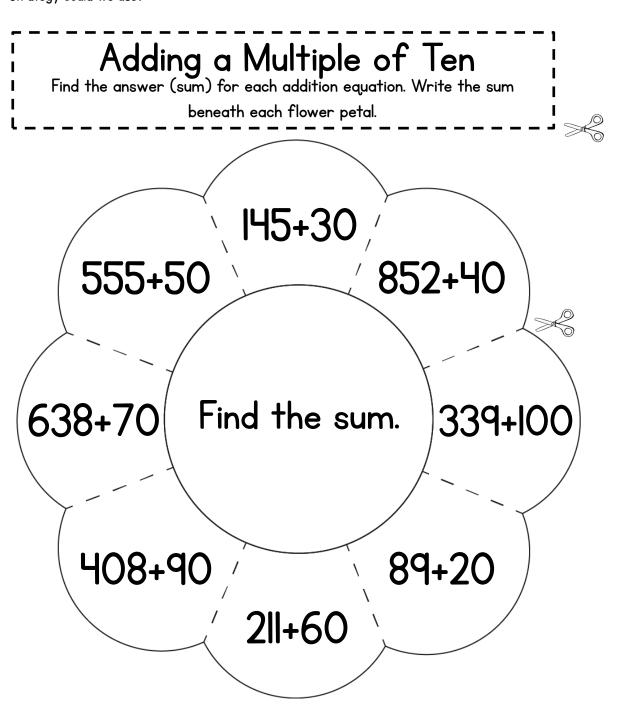
# Missing Unknown Cut-and-Paste (Addition) Match each equation to a ten frame.



**Instructions**: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal. Write the answer (sum) beneath each flap.

Goals for this activity: Add a multiple of ten to a 3-digit number.

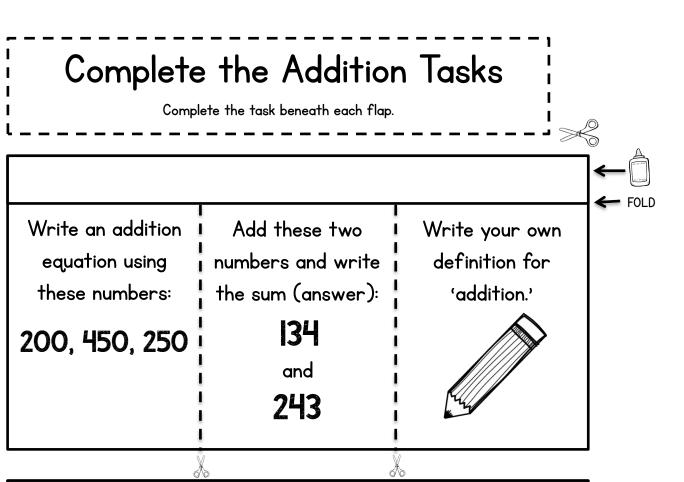
Parents can help by: Help your child use a strategy to figure out each equation. One strategy is adding the tens places together. For example, in IH5+30, add 3 groups of IO (30) to the 4 groups of ten in the number IH5. Now the number becomes I75 (because 30+40=70). Another strategy is to count up by IO's. For example, in IH5+30, 30 means 3 groups of IO, so count up 3 times by IO: IH5...I55, I65, I75. Ask your child questions such as, "How could we figure this out? What strategy could we use?"



**Instructions**: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Complete each task beneath the flap.

Goals for this activity: Complete a variety of addition tasks. Use the word "sum" to refer to the answer to an addition equation.

Parents can help by: As your child works, ask questions such as, "How do you know?" or "What would you do here?" Help your child understand that the word 'sum' means the answer to an addition equation. When your child is finished, check his addition to see if it is right. If not, have him try again, with your assistance if necessary. As an extension, talk about how you use addition in your everyday life/work.



Write 2 examples
of where you might
use addition in real
life.
IOOO.
Write 1 addition
equation with a sum
(answer) less than
1000, and write 1
addition equation
with a sum that is
greater than 1000.

**Instructions**: Complete the workspace using any strategy to solve the problem. Then glue into notebook.

Goals for this activity: Solve an addition problem using an effective strategy.

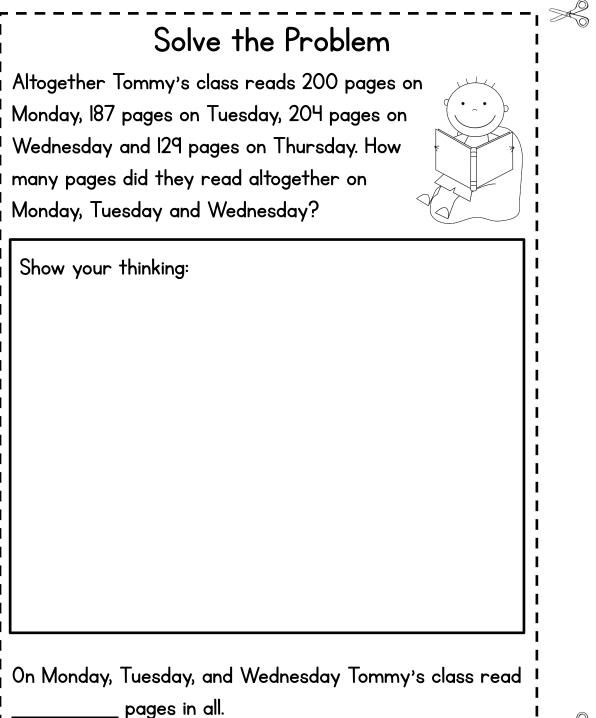
**Parents can help by:** Listen to your child read the problem. Then have him read it one sentence at a time and underline the important parts. For example, read the first sentence and ask, "Is there any important information here that we need to know?" Then read the second sentence and say the same thing. When your child is finished, ask him how he got the answer. Ask him to explain his thinking to you. Ask questions such as, "What strategy did you use to figure this out? How do you know that this is right?"

# Solve the Problem The Grade 3 class is planting trees on the edge of the school playground. Before lunch, they plant 142 trees. After lunch, they plant 210 trees. How many trees did they plant in all? Show your thinking: trees in all. They planted

**Instructions**: Complete the workspace using any strategy to solve the problem. Then glue into notebook.

Goals for this activity: Solve an addition problem using an effective strategy.

Parents can help by: Listen to your child read the problem. Then have her read it one sentence at a time and underline the important parts. For example, read the first sentence and ask, "Is there any important information here that we need to know?" Then read the second sentence and say the same thing. When finished reading, ask your child, "Is there any extra information in the problem that we don't need?" When your child is finished, ask her how she got the answer. Ask her to explain her thinking to you. Ask questions such as, "What strategy did you use to figure this out? How do you know that this is right?"



Instructions: Complete the workspace using any strategy to solve the problem. Then glue into notebook.

Goals for this activity: Solve an addition problem using an effective strategy.

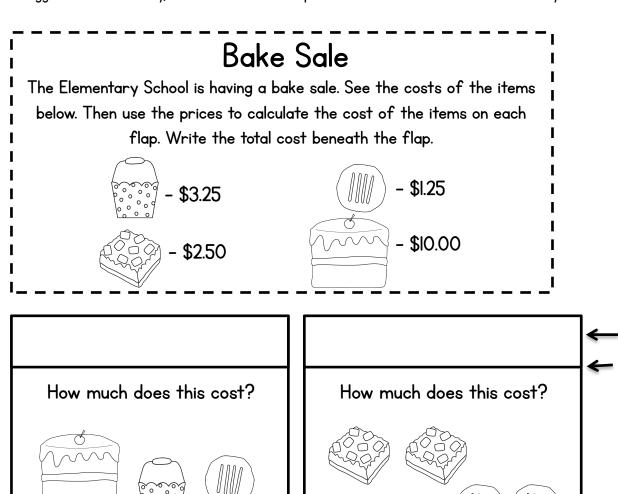
Parents can help by: Listen to your child read the problem. Then have him read it one sentence at a time and underline the important parts. For example, read the first sentence and ask, "Is there any important information here that we need to know?" Then read the second sentence and say the same thing. When your child is finished, ask him how he got the answer. Ask him to explain his thinking to you. Ask questions such as, "What strategy did you use to figure this out? How do you know that this is right?"

# Solve the Problem There are 4 school buses. There are 45 kids on each bus. How many kids are on the buses altogether? Show your thinking: There are kids on the school buses altogether.

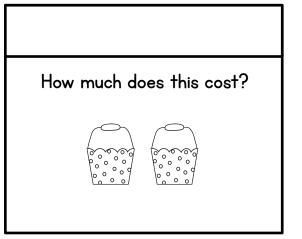
**Instructions**: Cut out title/price list and paste near top of page. Cut out each flap. Paste top portion of each one into notebook, creating a lift-up flap. Calculate the cost for each set of items and write total amount beneath the flap.

Goals for this activity: Work with money amounts. Add more than two numbers.

Parents can help by: Encourage your child to write the cost for each item beside the item on the flap. Help show your child that it is easier to add the large amounts first. For example, add the \$10 items before the \$1.25 items. If your child struggles with this activity, use real coins or draw pictures to make it more hands-on and easy-to-understand.



How much does this cost?



**Instructions**: Cut out title/fundraising list and paste near top of page. Cut out each flap. Paste top portion of each one into notebook, creating a lift-up flap. Calculate the total amount on each flap and write it beneath the flap.

Goals for this activity: Work with 3-digit dollar amounts.

Parents can help by: Encourage your child to use any strategy that she feels comfortable with. Try adding the hundreds first, then the tens, then the ones. For example, if she is adding \$165+\$150, add the hundreds first to make \$200, then the tens to make \$110, and then the ones to make \$5. Lastly, add those numbers together (\$200+\$110+\$5) to make \$315.



The school had a fundraiser to raise money for a new play structure. Below are the four students who raised the most money. Use the amounts to calculate the total on each flap. Write the total amount beneath the flap.



- \$150.00



- \$165.00



- \$178.00



- \$180.00

Altogether, how much money did these students raise?





Altogether, how much money did these students raise?



Altogether, how much money did these students raise?





Altogether, how much money did these students raise?

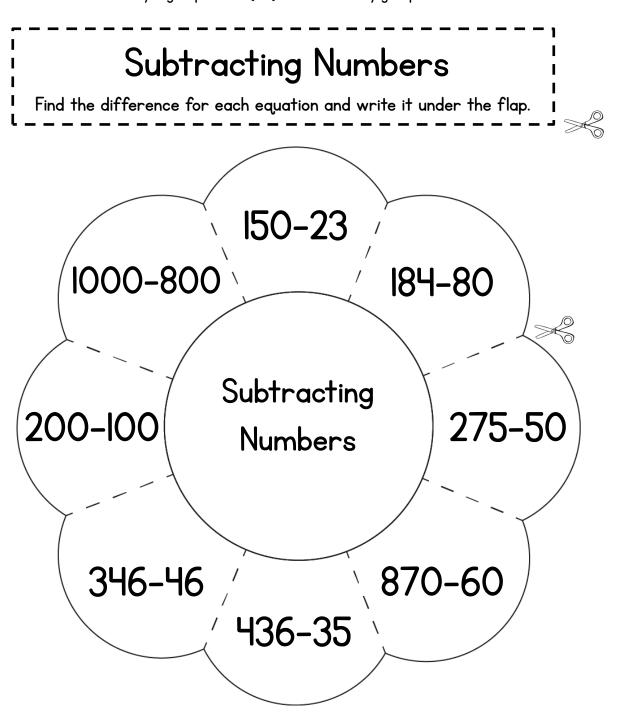




**Instructions**: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal. Solve it and write the answer (difference) beneath each flap.

Goals for this activity: Solve a subtraction equation using an effective strategy.

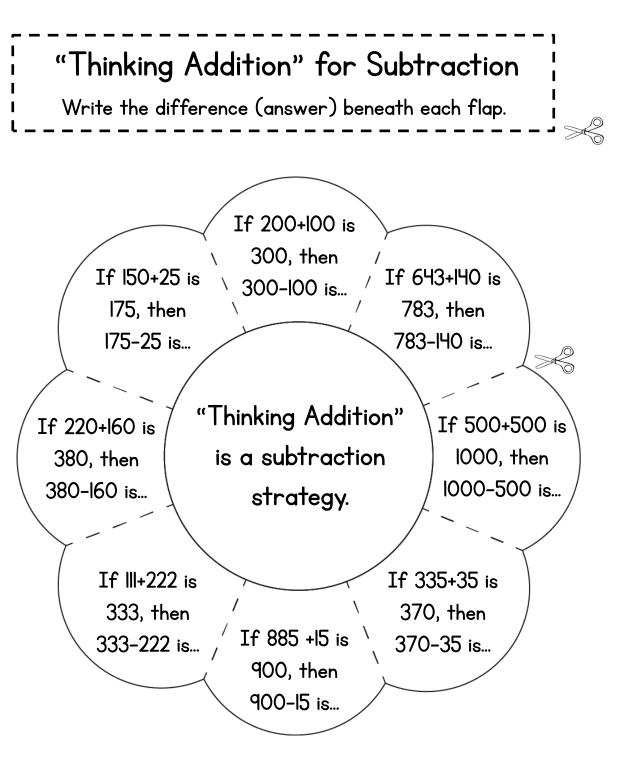
**Parents can help by:** Encourage your child to use an effective strategy for each equation. Ex. For 1000-800, think of 1000 as 10 hundreds. Then take away 8 hundreds. How many hundreds are left? For 150-23, break the 23 up into a 20 and a 3. First subtract 150-20, then subtract another 3. For 184-80, think about the tens place. You need to take away 8 groups of 10 (80). Now how many groups of 10 are left in the number?



**Instructions**: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal and write the answer (difference) beneath the flap.

Goals for this activity: Solve a subtraction equation by using the "think addition" strategy. Understand that addition and subtraction are opposites, and one can be used to help solve the other.

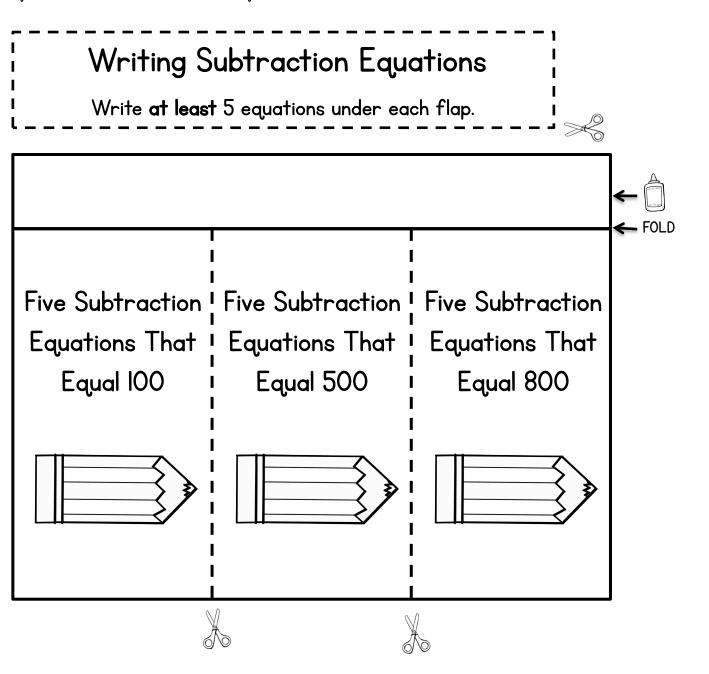
Parents can help by: Help your child understand that addition and subtraction are related as she reads each flap. Help her realize that the same three numbers are used in each pair of equations. For example, on the top flap, the numbers 200, 100 and 300 are used to form these equations: 200+100=300 and 300-100=200.



**Instructions**: Cut out title and paste near top of page. Cut out flap book. Then cut each dotted line to create 3 flaps. Glue top section into notebook. Beneath the flap, write at least 5 equations.

Goals for this activity: Create different equations for the same difference (answer). Understand that the same number can be made in many different ways.

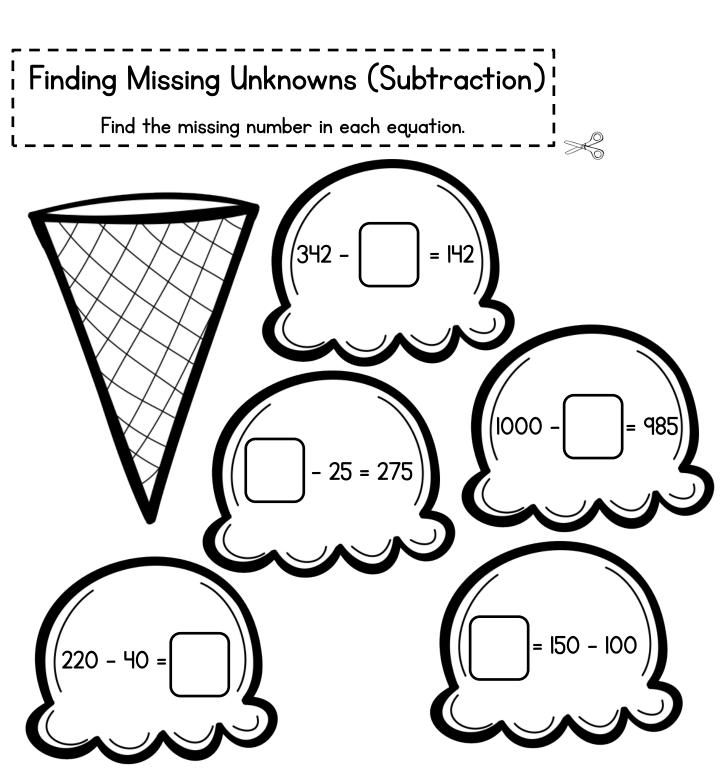
Parents can help by: Encourage your child to be creative with her equations. For example, try taking away multiple numbers (ex. 200–50–50=100). If your child struggles with the task of creating an equation, encourage her to begin with a big number. Then figure out what she has to subtract to get the desired difference. An effective strategy to use with subtraction is backwards addition. For example, for an equation with a difference of 100, you could start with 100 in an addition equation (ex. 100+5=105). Then turn that equation backwards to create a subtraction equation: 105–5=100.



**Instructions**: Cut out title and paste near top of page. Cut out ice cream cone and paste near bottom of page. Find the missing number in each equation. Cut out each scoop of ice cream and paste onto the page.

Goals for this activity: Use strategies to find the missing numbers.

Parents can help by: Help your child use strategies such as "thinking addition" to solve the missing unknown. For example, for 342-\_\_=142, ask your child, "What could you add to 142 to make 342?" As your child works, ask him questions such as, "How did you figure that out? What should you do to figure this one out?"



**Instructions**: Cut and paste title near top of page. Cut out all pieces. Read the equation and find the missing unknown on a ten frame. Paste the pieces beside one another in your notebook.

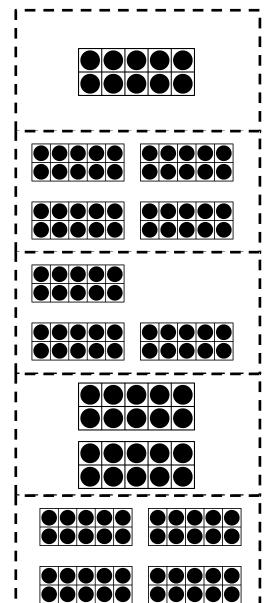
Goals for this activity: Find the missing unknown in a subtraction equation. Work with ten frame representations.

Parents can help by: Help your child count by 10's to find the missing unknown. For example, in the question 120-\_\_\_=90, count back by 10's: "120...110, 100, 90." You counted back 3 times, so the missing unknown is 30. Another effective strategy is to "think addition." For example, in the first question ask, "What could you add to 90 to make 120?" If this is too confusing for your child, encourage her to use any strategy that allows her to be successful.

Missing Unknown Cut-and-Paste (Subtraction)

Match each equation to a ten frame.

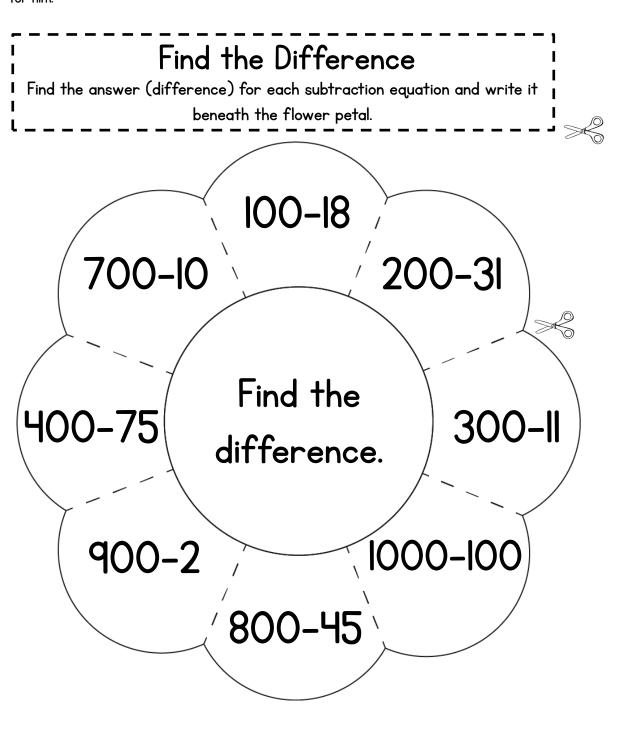




**Instructions**: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the equation on each petal. Write the answer (difference) beneath each flap.

Goals for this activity: Solve three-digit subtract two-digit subtraction equations.

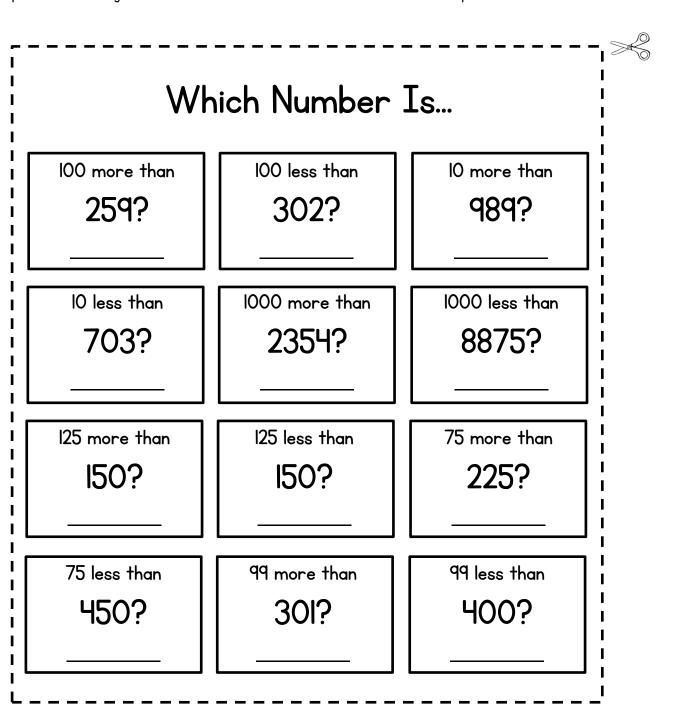
Parents can help by: Help your child subtract these numbers mentally by encouraging the use of strategies (rather than counting on fingers). One useful strategy is to use addition. To do this, turn the equation backwards (since addition and subtraction are opposites). For example, for 700-10=\_\_\_, turn it around to make \_\_\_\_+10=700 and ask your child, "What could we add to 10 to make 700?" If this is too hard, encourage your child to use any other strategy that makes sense for him.



Instructions: Complete the workspace and paste it into notebook.

Goals for this activity: Understand the significance of place value.

Parents can help by: Encourage your child use place value for this activity. For 100 less, simply subtract 100 from the hundreds place. For 100 more, add 100 to the hundreds place. For example, in the number 259, 2 is in the hundreds place. This means 200. For 100 more, add 200+100 to make 300. Now the number becomes 359. When working with 10 more/10 less, look at the tens place. When working with 1000 more/1000 less look at the number in the thousands place.



**Instructions**: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Complete each task beneath the flap.

Goals for this activity: Complete a variety of subtraction tasks. Use the word "difference" to refer to the answer to a subtraction equation.

Parents can help by: As your child works, ask questions such as, "How do you know?" or "What would you do here?" Help your child understand that the word 'difference' means the answer to a subtraction equation. When your child is finished, check his subtraction to see if it is right. If not, have him try again, with your assistance if necessary. As an extension, talk about how you use subtraction in your everyday life/work.



Complete the task beneath each flap.



Write a subtraction equation using these numbers:

**75, 225, 150** 

Subtract the smaller number from the larger number and write the difference (answer):

645, 800

Write your own definition for 'subtraction.'



Write 2 examples of where you might use subtraction in real life.



Write 3
subtraction
equations that
equal

**500**.

Write I subtraction
equation with a
difference (answer)
less than 1000, and
write I subtraction
equation with a
difference that is
greater than 1000.

Goals for this activity: Solve a subtraction problem using an effective strategy.

Parents can help by: Listen to your child read the problem. Then have her read it one sentence at a time and underline the important parts. For example, read the first sentence and ask, "Is there any important information here that we need to know?" Then read the second sentence and say the same thing. When your child is finished, ask her how she got the answer. Ask her to explain her thinking to you. Ask questions such as, "What strategy did you use to figure this out? How do you know that this is right?"

Solve the Problem	
There are 255 kids who attend Cresentview Elementary School. On Monday 34 kids were not at school. How many kids were at school on Monday?	
Show your thinking:	
On Monday there were kids at school.	

Goals for this activity: Solve a subtraction problem using an effective strategy.

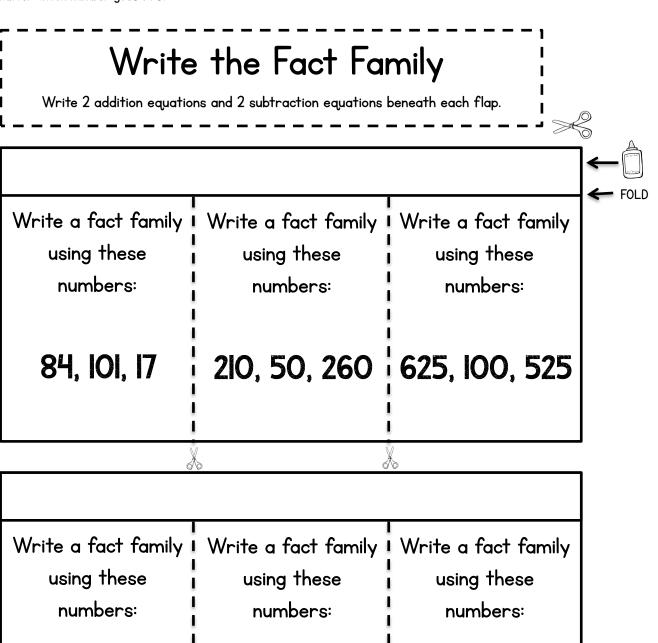
Parents can help by: Listen to your child read the problem. Then have her read it one sentence at a time and underline the important parts. For example, read the first sentence and ask, "Is there any important information here that we need to know?" Then read the second sentence and say the same thing. When your child is finished, ask her how she got the answer. Ask her to explain her thinking to you. Ask questions such as, "What strategy did you use to figure this out? How do you know that this is right?"

Solve the Problem  There are 200 cupcakes at the bakery.  Throughout the morning, 18 customers come to the bakery. They each buy 2 cupcakes. How many cupcakes are left?	
Show your thinking:	
There are cupcakes left.	

**Instructions**: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Write a complete fact family (2 addition equations and 2 subtraction equations) beneath each flap.

Goals for this activity: Understand the meaning of "fact family." Understand that when 2 numbers are added, order does not matter. Given 3 numbers, form a complete fact family.

**Parents can help by:** Help your child see that 3 numbers can be used to create a fact family (4 related equations – 2 addition and 2 subtraction). For example, if you are given the numbers 3, 4 and 7, the following equations make up the fact family: 3+4=7, 4+3=7, 7-4=3 and 7-3=4. Reinforce the following knowledge: addition and subtraction are opposites; when adding 2 numbers it does not matter which number goes first.



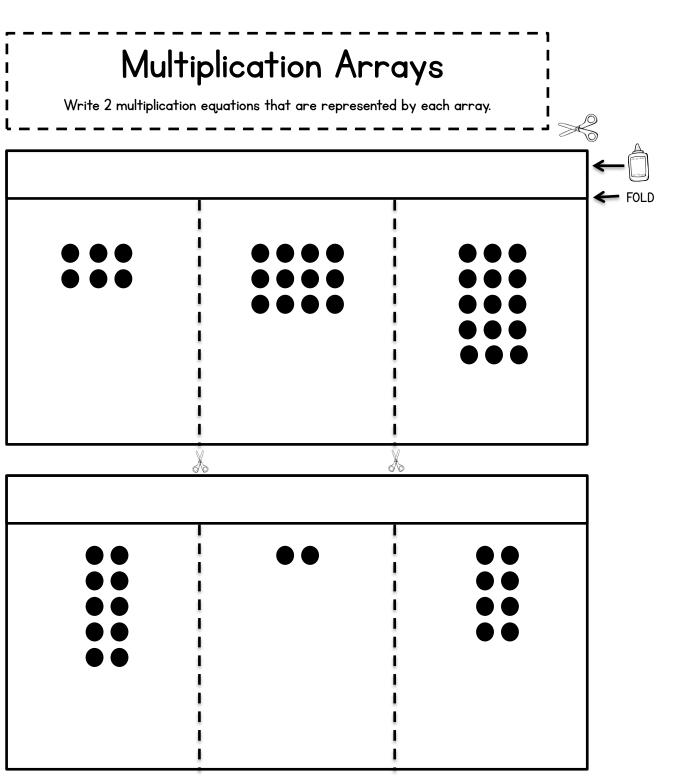
230, 65, 295 101, 203, 102

1000, 15,

**Instructions**: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Use the array to write two multiplication equations beneath each flap.

Goals for this activity: Understand multiplication as "groups of." Understand that in a multiplication equation, it doesn't matter which number comes first. Ex. 4x3 is the same as 3x4.

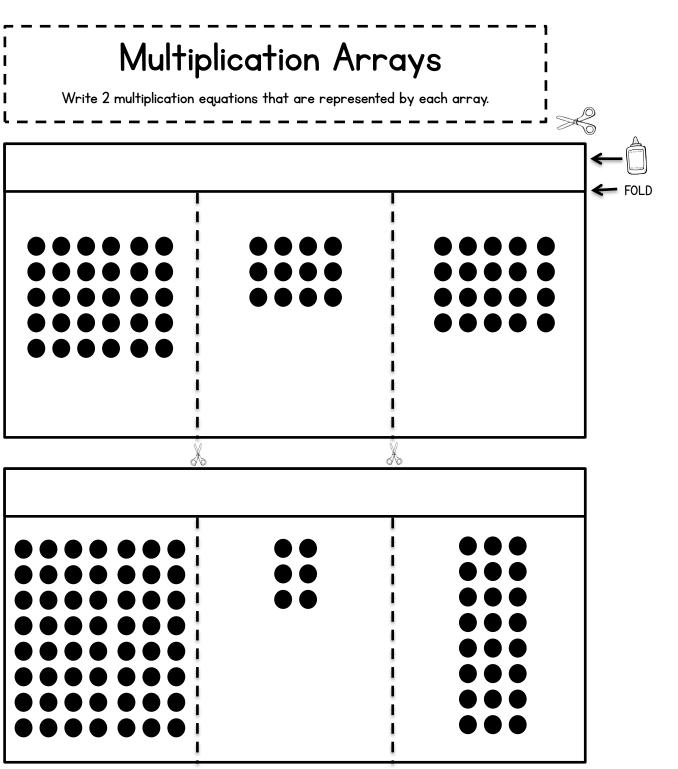
Parents can help by: Help your child use the rows and columns of the array to form two multiplication equations. For example the first array represents 2x3 (2 groups of 3) and 3x2 (3 groups of 2). Reinforce that the answer to the multiplication equation represents the total number of dots in the array.



**Instructions**: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Use the array to write two multiplication equations beneath each flap.

Goals for this activity: Understand multiplication as "groups of." Understand that in a multiplication equation, it doesn't matter which number comes first. Ex. 4x3 is the same as 3x4.

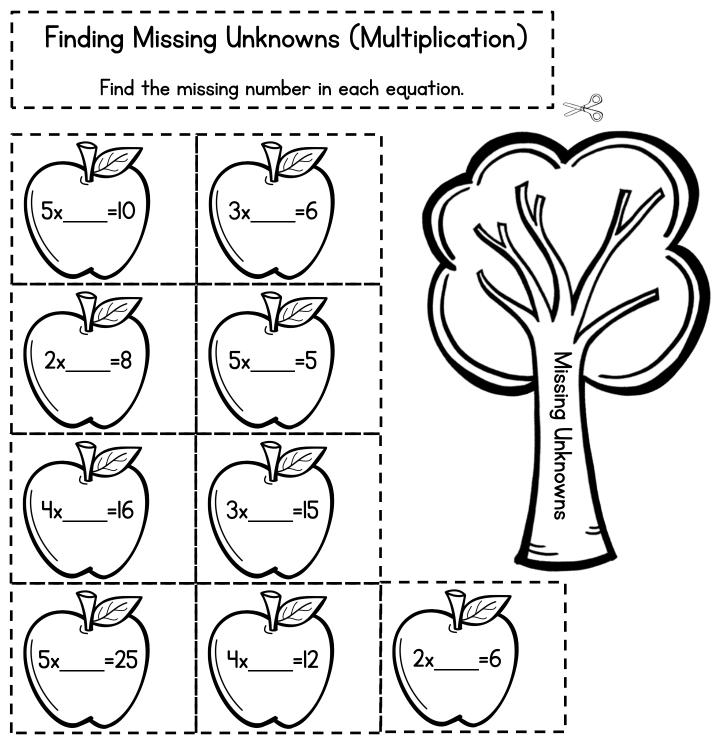
Parents can help by: Help your child use the rows and columns of the array to form two multiplication equations. For example the first array represents 5x6 (5 groups of six) and 6x5 (6 groups of 5). Reinforce that the answer to the multiplication equation represents the total number of dots in the array.



**Instructions**: Cut out title and paste near top of page. Cut out tree and paste onto page. Find the missing number in each equation. Cut out each apple and paste onto the page.

Goals for this activity: Find the missing number in a multiplication equation.

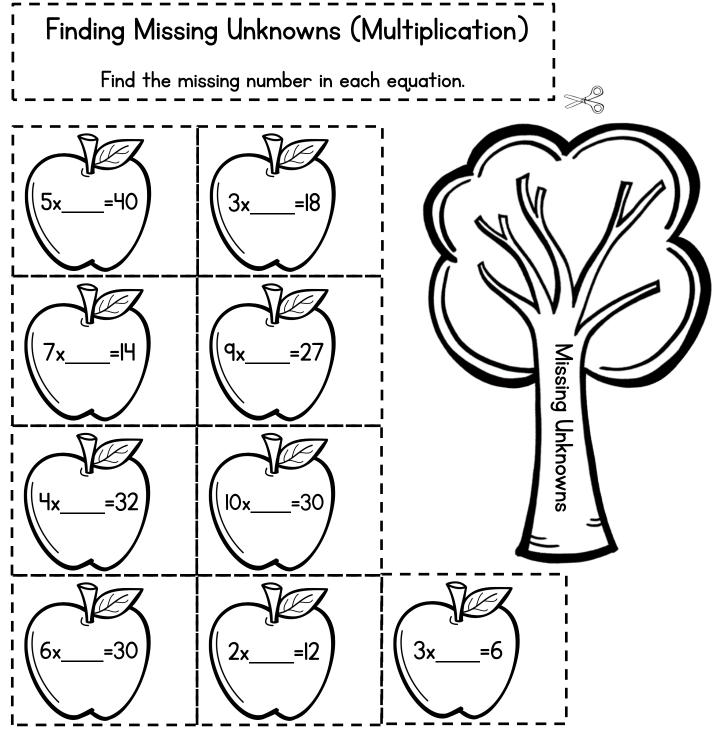
**Parents can help by:** If your child does not yet know her multiplication facts, use the "groups of" strategy. For example, for the equation  $5x_{--}=10$ , ask, "How many groups of 5 do we need to make 10?" For  $3x_{--}=6$ , ask, "How many groups of 3 do we need to make 6?" If your child requires more assistance, encourage her to draw a picture or use any other strategy that makes sense to her.



**Instructions**: Cut out title and paste near top of page. Cut out tree and paste onto page. Find the missing number in each equation. Cut out each apple and paste onto the page.

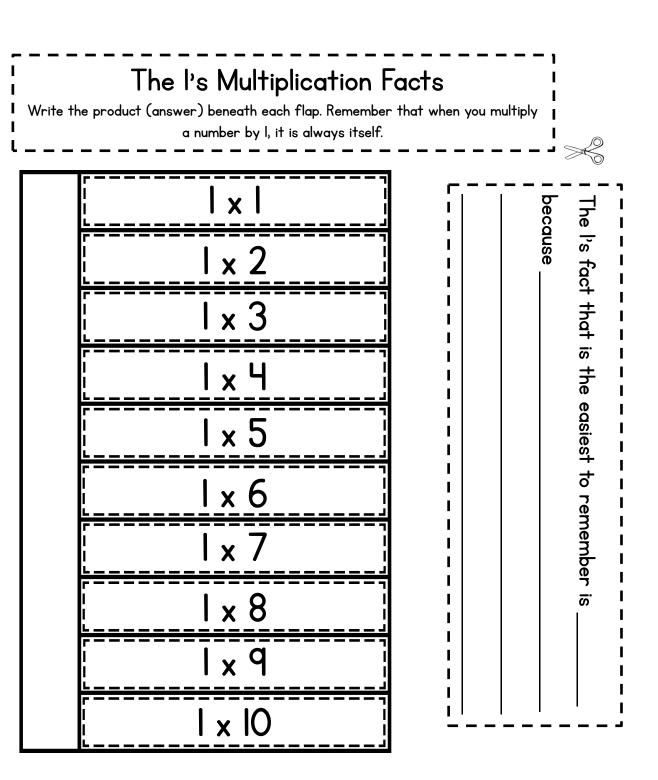
Goals for this activity: Find the missing number in a multiplication equation.

Parents can help by: If your child does not yet know her multiplication facts, use the "groups of" strategy. For example, for the equation  $5x_{-}=40$ , ask, "How many groups of 5 do we need to make 40?" For  $3x_{-}=18$ , ask, "How many groups of 3 do we need to make 18?" If your child requires more assistance, encourage her to draw a picture or use any other strategy that makes sense to her.



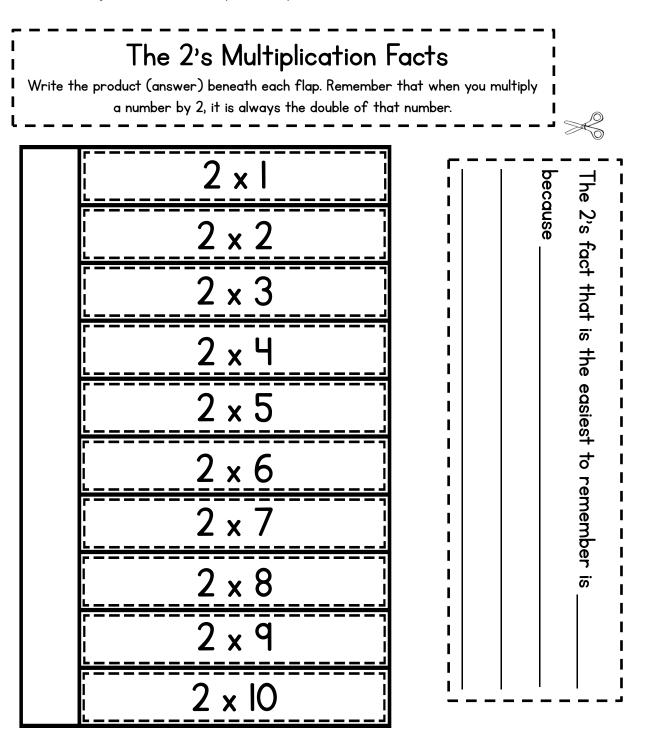
Goals for this activity: Solve the I's multiplication facts.

Parents can help by: Help your child use a strategy to solve the multiplication facts. Help your child understand that whenever you multiply a number by I, the answer is always that number. For example, when you multiply 5xI, the answer is 5. When you multiply 8xI, the answer is 8. When finished, extend the learning by asking your child some harder equations, for example 1000xI, reinforcing the fact that the answer will always be the same number.



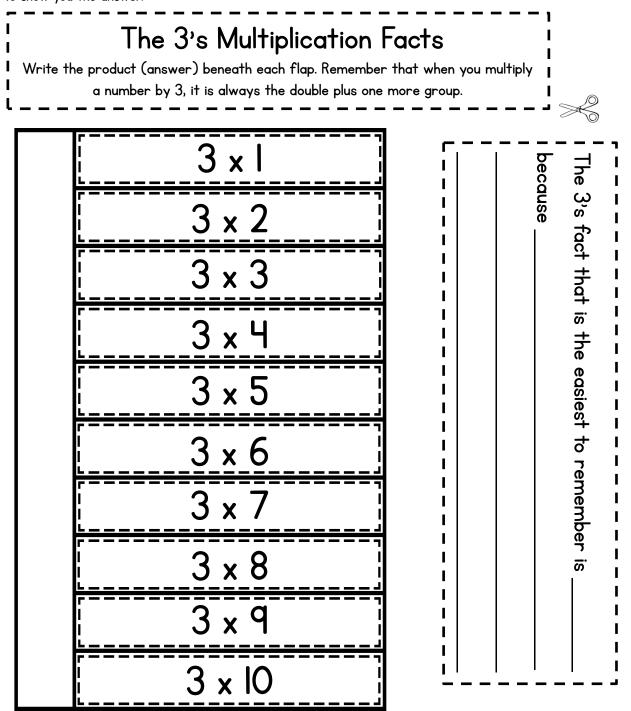
Goals for this activity: Solve the 2's multiplication facts.

Parents can help by: Help your child use a strategy to solve the multiplication facts. Help your child understand that whenever you multiply a number by 2, the answer is the double of that number. For example, when you multiply 5x2, the answer is the double of 5 (10). When you multiply 8x2, the answer is the double of 8 (16). When finished, ask your child to read each equation and lift the flap to show you the answer.



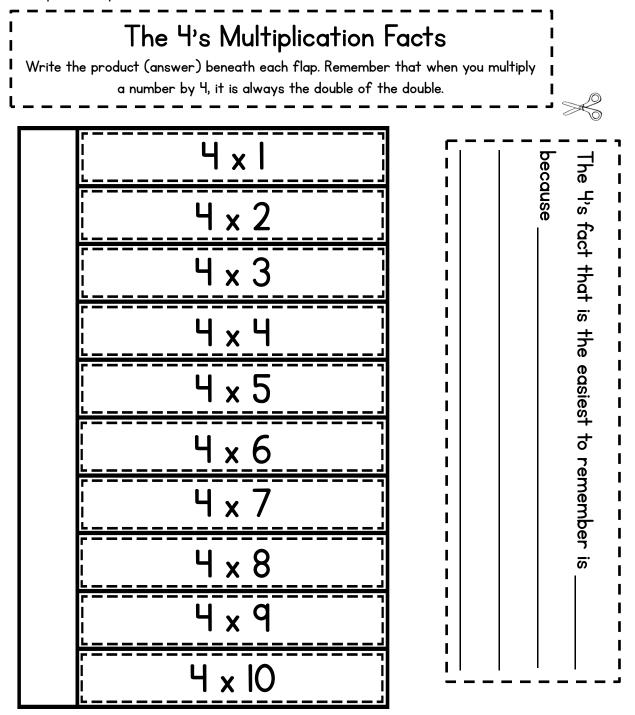
Goals for this activity: Solve the 3's multiplication facts.

Parents can help by: Help your child use a strategy to solve the multiplication facts. Help your child understand that whenever you multiply a number by 3, the answer is the double of that number plus one more group. For example, when you multiply 5x3, the answer is the double of 5 (10) + one more group of 5 (15). When you multiply 8x3, the answer is the double of 8 (16) plus one more group of 8 (24). When finished, ask your child to read each equation and lift the flap to show you the answer.



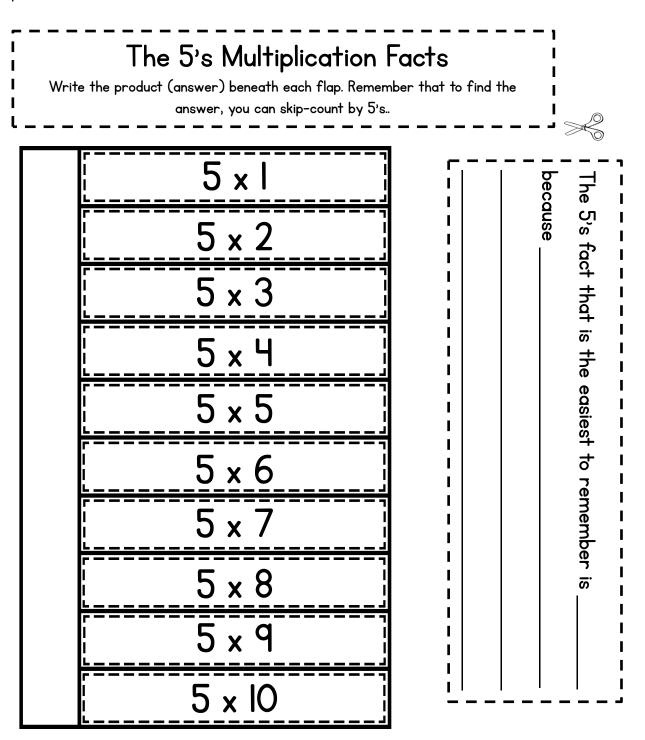
Goals for this activity: Solve the 4's multiplication facts.

Parents can help by: Help your child use a strategy to solve the multiplication facts. Help your child understand that whenever you multiply a number by 4, the answer is the double of the double (sounds confusing but it's really not!) For example, when you multiply 5x4, you double the 5 to make 10, and then double 10 to make 20. When you multiply 8x4, you double the 8 to make 16, and then double the 16 to make 32. When finished, ask your child to read each equation and lift the flap to show you the answer.



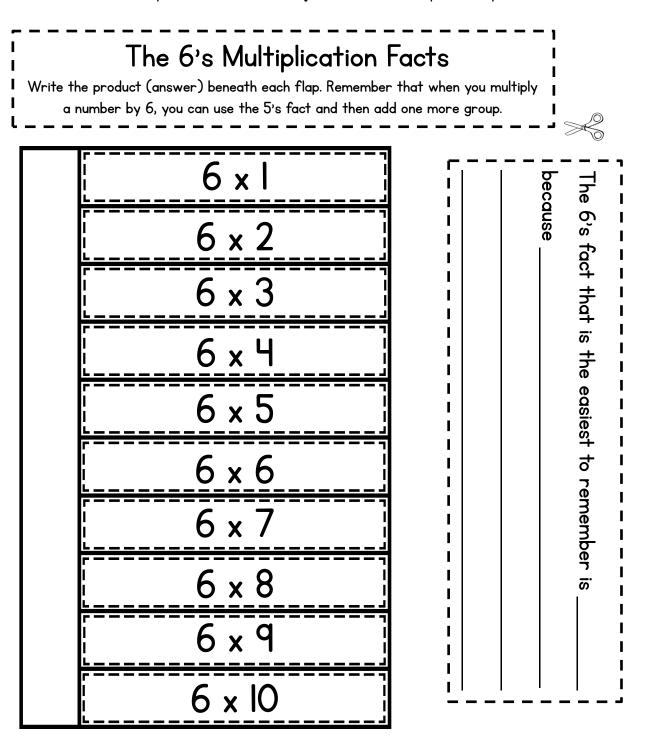
Goals for this activity: Solve the 5's multiplication facts.

Parents can help by: Help your child use a strategy to solve the multiplication facts. Help your child understand that skip-counting is a quick way to figure out the 5's facts. For example, to figure out 5x4, skip-count by 5's 4 times: "5, 10, 15, 20." To solve 5x9, skip-count by 5's 9 times. When finished, ask your child to read each equation and lift the flap to show you the answer.



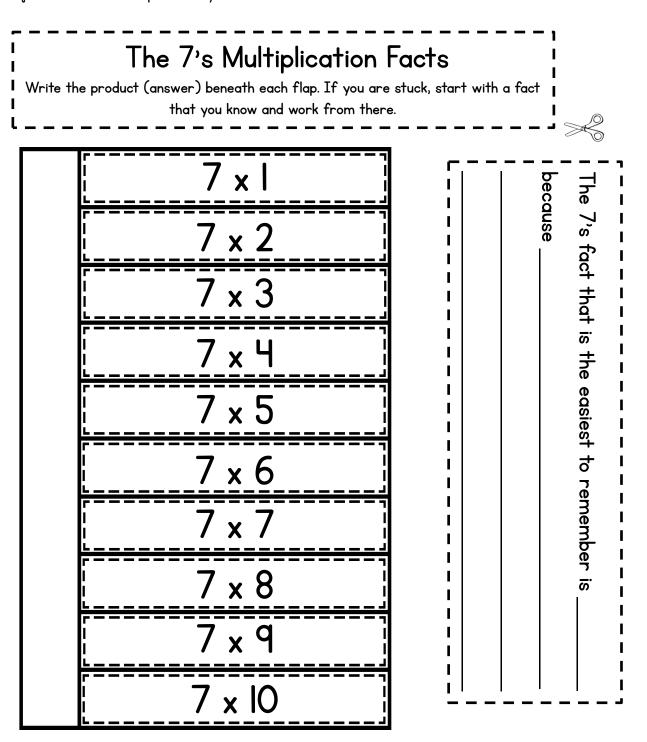
Goals for this activity: Solve the 6's multiplication facts.

Parents can help by: Help your child use a strategy to solve the multiplication facts. Help your child understand that whenever you multiply a number by 6, you can use the 5's fact and then add one more group. For example, when you multiply 6x2, think 5x2=10, plus one more group of 2=12. Another example is 6x4: think 5x4=20, plus one more group of 4=24. When finished, ask your child to read each equation and lift the flap to show you the answer.



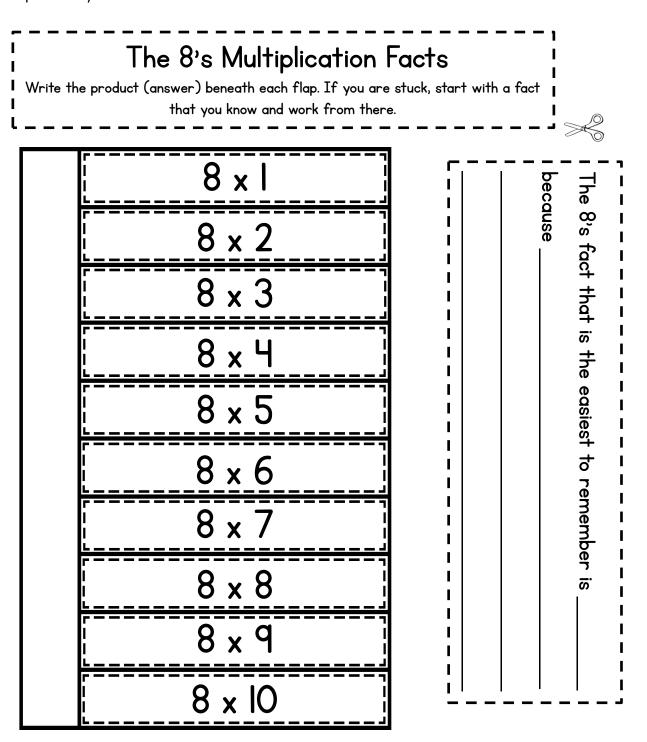
Goals for this activity: Solve the 7's multiplication facts.

**Parents can help by:** Help your child use a known fact to solve the multiplication facts. For example, suppose your child is stuck on 7x6. If he knows that 7x5 is 35, then he can just add one more group of 7 to make 42. If he is stuck on 7x9, he can think that 7x10=70, and then subtract one group of 7 to make 63. When finished, ask your child to read each equation and lift the flap to show you the answer.



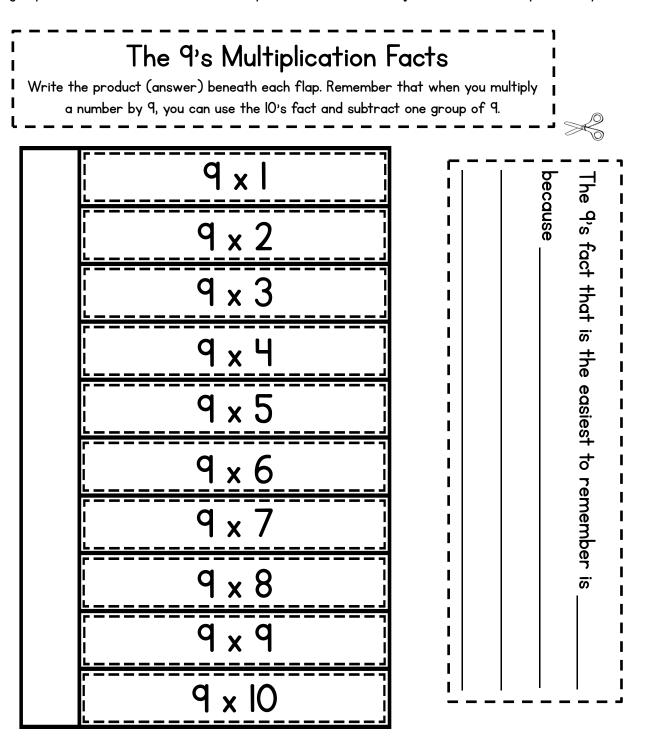
Goals for this activity: Solve the 8's multiplication facts.

Parents can help by: Help your child use a known fact to solve the multiplication facts. For example, if your child is stuck on 8x6, start with 8x5=40, and then add one more group of 8 to make 48. If your child is stuck on 8x9, start with 8x10=80, and then subtract one group of 8 to make 72. When finished, ask your child to read each equation and lift the flap to show you the answer.



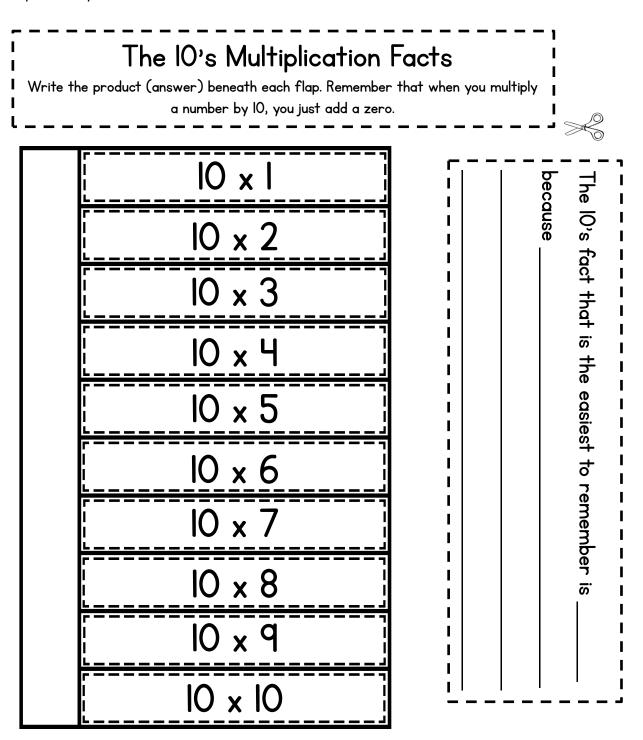
Goals for this activity: Solve the 9's multiplication facts.

Parents can help by: Help your child use a strategy to solve the multiplication facts. Help your child understand that whenever you multiply a number by 9, you can start with the 10's fact and then subtract one group of 9. For example, for 9x3, start with 10x3=30, then subtract one group of 3 to make 27. For 9x9, start with 10x9=90, and subtract one group of 9 to make 81. When finished, ask your child to read each equation and lift the flap to show you the answer.



Goals for this activity: Solve the 10's multiplication facts.

Parents can help by: Help your child use a strategy to solve the multiplication facts. Help your child understand that whenever you multiply a number by 10, you just add a zero to the end of the number. For example, for 4x10, just add a 0 to 4 to make 40. For 10x4, just add a 0 to 9 to make 90. When finished, ask your child to read each equation and lift the flap to show you the answer.



Goals for this activity: Solve a multiplication problem using an effective strategy.

Parents can help by: Listen to your child read the problem. Then have him read it one sentence at a time and discuss how each part could be represented. For example, say "How can we show that there are 5 tables? How can we show that there are 5 pairs of scissors on each table? What could you do to figure this out? Could you use multiplication?" Encourage your child to use multiplication to solve this problem by thinking of it as a "groups of" problem. Each table represents a "group" and there are 5 pairs of scissors in each group (5 groups of 5, or 5x5).

Solve the Problem	
There are 5 pairs of scissors on each table.  There are 5 tables in the room. How many pairs of scissors are there altogether?	
Show your thinking:	
There are pairs of scissors altogether.	
Did you use addition or multiplication to solve this problem?  Why?	
vvny:   	

Goals for this activity: Solve a multiplication problem using an effective strategy.

Parents can help by: Listen to your child read the problem. Then have him read it one sentence at a time and discuss how each part could be represented. For example, say "How can we show that there are 5 plates? How can we show that there are 4 cookies on each plate? What could you do to figure this out? Could you use multiplication?" Encourage your child to use multiplication to solve this problem by thinking of it as a "groups of" problem. Each plate represents a "group" and there are 4 cookies in each group (5 groups of 4, or 5x4).

Sc	olve the Pr	oblem	 )	- <sub>1</sub> %
There are 4 chocolat plate. If there are 5 are there in all?	•			
Show your thinking	<b>j</b> :			][
				1
				li I
There are	cookies in all.			J¦
Did you use addition	or multiplication	to solve	this problem?	 
Why?				! ! !
. <del></del>	<del></del>		<del></del>	- <del>-</del>

Goals for this activity: Solve a multiplication problem using an effective strategy.

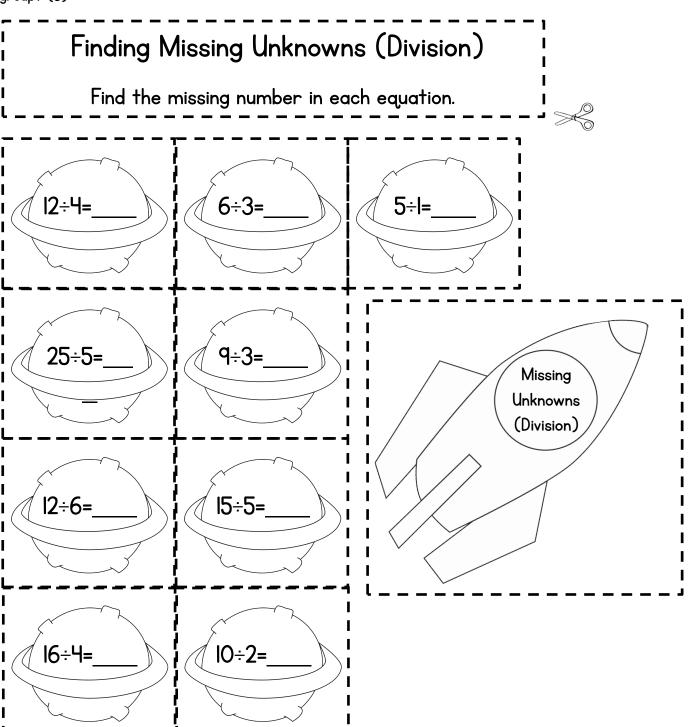
Parents can help by: Listen to your child read the problem. Then have him read it one sentence at a time and discuss how each part could be represented. For example, say "How can we show that there are 10 people? How can we show that they each roast 3 marshmallows? What could you do to figure this out? Could you use multiplication?" Encourage your child to use multiplication to solve this problem by thinking of it as a "groups of" problem. Each person represents a group, and there are 3 marshmallows in each group (10 groups of 3, or 10x3).

Solve the Problem	
10 friends are camping for the night. Each person roasts 3 marshmallows over the bonfire. Altogether, how many marshmallows do they roast?	
Show your thinking:	
Altogether, they roast marshmallows.	
Did you use addition or multiplication to solve this problem?	
Why?	$\bigcirc$
'	>

**Instructions**: Cut out title and paste near top of page. Decorate and cut out rocket ship and paste onto page. Find the missing number in each equation. Cut out each planet and paste onto the page.

Goals for this activity: Use strategies to find the missing numbers.

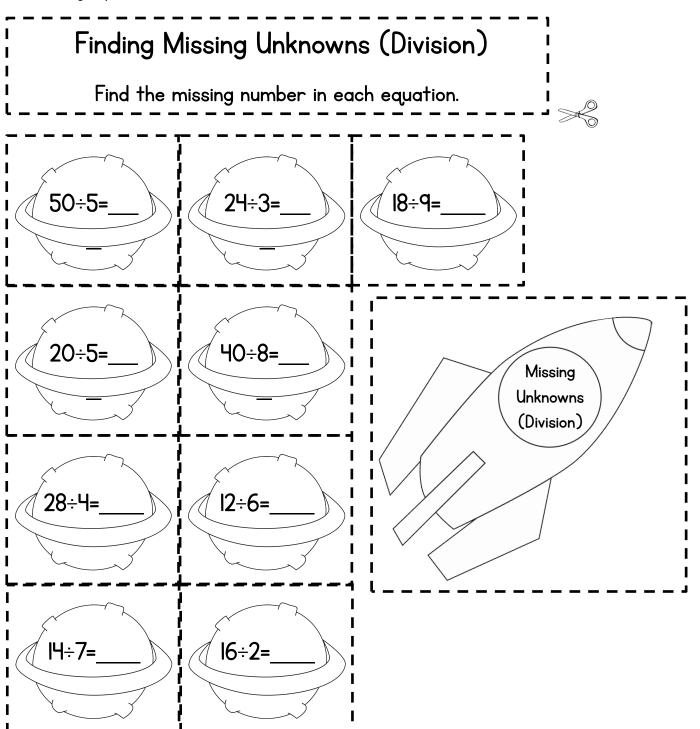
Parents can help by: Help your child use strategies to solve the missing unknown. A useful strategy for division is turn the equation backwards and think of multiplication (since multiplication and division are opposites). For example, for  $12 \div 4 = 1$ , think, "What could I multiply by 4 to make 12?" (\_\_\_x4=12). Another strategy is to break the total into equal groups. For example, for  $12 \div 4$ , take 12 and break it into 4 equal groups. How many are in each group? (3)



**Instructions**: Cut out title and paste near top of page. Decorate and cut out rocket ship and paste onto page. Find the missing number in each equation. Cut out each planet and paste onto the page.

Goals for this activity: Use strategies to find the missing numbers.

**Parents can help by**: Help your child use strategies to solve the missing unknown. A useful strategy for division is turn the equation backwards and think of multiplication (since multiplication and division are opposites). For example, for  $50 \div 5 = 10$ , think, "What could I multiply by 5 to make 50?" (\_\_\_x5=50). Another strategy is to break the total into equal groups. For example, for  $50 \div 5$ , take 50 and break it into 5 equal groups. How many are in each group? (10).



**Instructions**: Cut out title and paste near top of page. Cut out each flap. Paste top portion of each one into notebook, creating a lift-up flap. Beneath each flap, draw a picture to represent the equation.

Goals for this activity: Understand that division means dividing a total into equal groups.

Parents can help by: Help your child understand each division equation. The first number is the total amount of items. The second number represents the number of groups that the items are divided into. For example, in the equation 12+3, your child should draw a picture of 12 items being divided into 3 equal groups.

## Division Pictures

Beneath each flap, draw a picture to represent the division equation.

Draw a picture to represent:

12÷3

Draw a picture to represent:

6:4

Draw a picture to represent:

20÷10

Draw a picture to represent:

6÷2

Draw a picture to represent:

25÷5

Draw a picture to represent:

10÷5

Goals for this activity: Solve a division problem using an effective strategy.

Parents can help by: Listen to your child read the problem. Then have her read it one sentence at a time and discuss how each part could be represented. For example, say "How can we show that there are 16 pencils? How can we show that the pencils are being divided between 4 tables? What could you do to figure this out? Could you use division?" Encourage your child to use division to solve this problem by thinking of it as an "equal groups" problem. The 16 pencils need to be divided into 4 equal groups (16÷4). It will be beneficial for your child to draw a picture to help her.

Solve the Problem	%   
Miss Lewis has 16 pencils. She is going to divide them equally between 4 tables. How many pencils will each table get?	         
Show your thinking:	 
There will be pencils on each table.	 
Did you use division or multiplication to solve this problem?	   
Why?	     
	, S

Goals for this activity: Solve a division problem using an effective strategy.

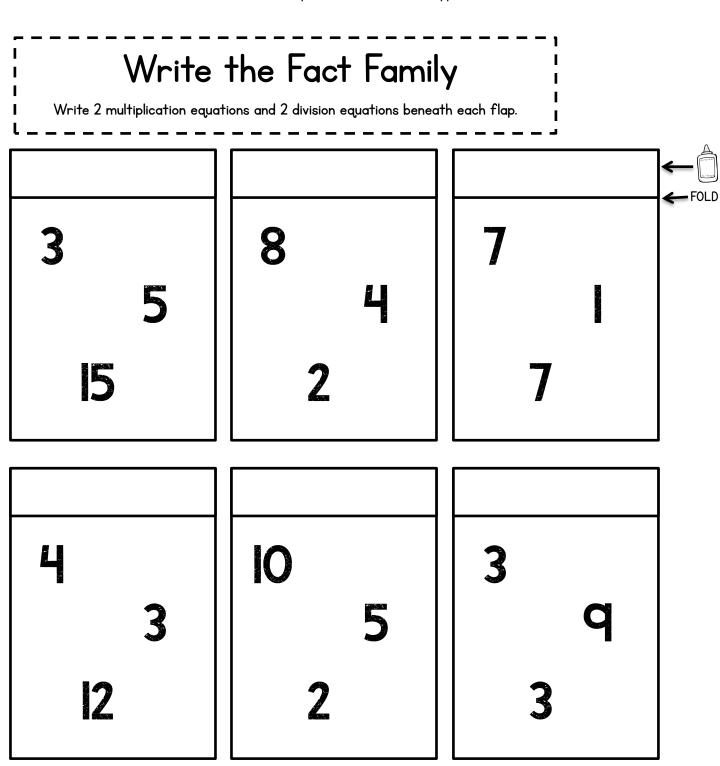
Parents can help by: Listen to your child read the problem. Then have her read it one sentence at a time and discuss how each part could be represented. For example, say "How can we show that there are 40 chocolate chips? How can we show that they are divided between 5 cupcakes? What could you do to figure this out? Could you use division?" Encourage your child to use division to solve this problem by thinking of it as an "equal groups" problem. The 40 chocolate chips need to be divided into 5 equal groups, since there are 5 cupcakes (40+5). It will be beneficial for your child to draw a picture to help her.

Solve the Problem	I I
Shannon decorated 5 cupcakes by putting the same number of chocolate chips on each one.  Altogether, she used 40 chocolate chips. How many chocolate chips were on each cupcake?	           
Show your thinking:	 
There are chocolate chips on each cupcake.	
Did you use division or multiplication to solve this problem?  Why?	       
	I I - **

**Instructions**: Cut and paste the title near top of page. Cut out each piece and paste top section into notebook to create a lift-up flap. Write a complete fact family (2 multiplication equations and 2 division equations) beneath each flap.

Goals for this activity: Understand that 3 numbers can be used to form a fact family: 2 multiplication equations and 2 division equations. Given 3 numbers, form a complete fact family.

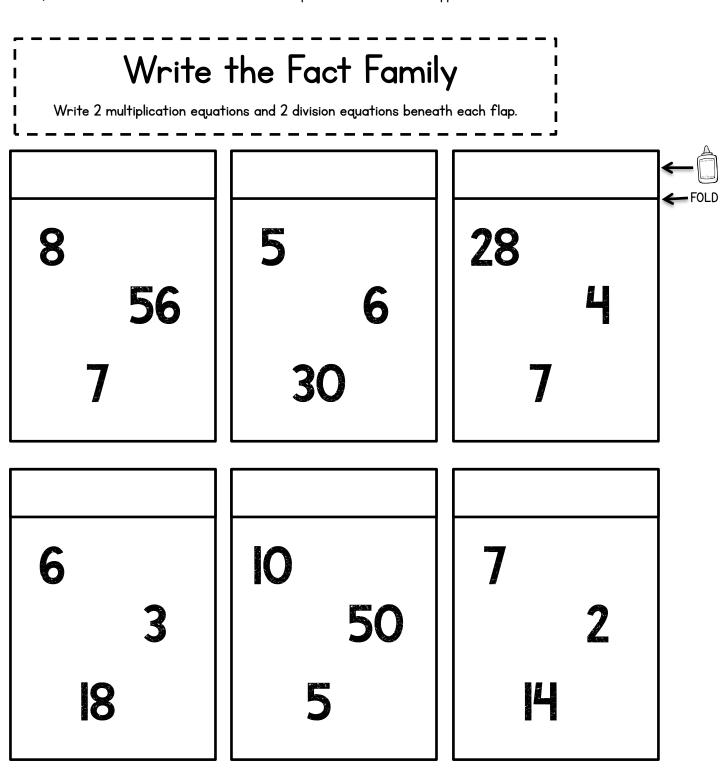
**Parents can help by:** Help your child see that 3 numbers can be used to create a fact family (4 related equations – 2 multiplication and 2 division). For example, if you are given the numbers 3, 5 and 15, the following equations make up the fact family: 3x5=15, 5x3=15, 15+5=3 and 15+3=5. Reinforce the fact that multiplication and division are opposites.



**Instructions**: Cut and paste the title near top of page. Cut out each piece and paste top section into notebook to create a lift-up flap. Write a complete fact family (2 multiplication equations and 2 division equations) beneath each flap.

Goals for this activity: Understand that 3 numbers can be used to form a fact family: 2 multiplication equations and 2 division equations. Given 3 numbers, form a complete fact family.

**Parents can help by:** Help your child see that 3 numbers can be used to create a fact family (4 related equations – 2 multiplication and 2 division). For example, if you are given the numbers 3, 5 and 15, the following equations make up the fact family: 3x5=15, 5x3=15, 15+5=3 and 15+3=5. Reinforce the fact that multiplication and division are opposites.

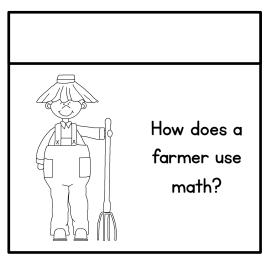


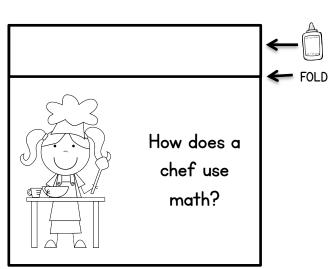
**Instructions**: Cut out title and paste near top of page. Cut out each flap. Paste top portion of each one into notebook, creating a lift-up flap. Beneath the flap, write about how each worker uses math in his/her job.

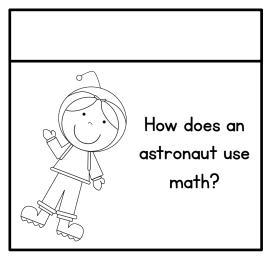
Goals for this activity: Make connections between math and real life. Write neatly in complete sentences.

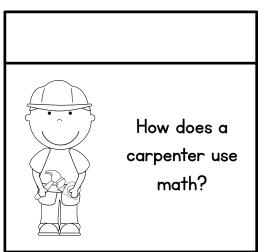
Parents can help by: Discuss with your child how she thinks the various workers use math in real life. Once you begin discussing, your child will probably realize that math is used more than she thinks! Help your child decide how to write the information beneath the flaps. To extend the learning, discuss how you use math every day in your life.











**Instructions**: Cut out title and paste near top of page. Paste each rectangle into notebook. Write "greater than" or "less than" on each line.

Goals for this activity: Use "greater than" and "less than" in correct contexts. Count quantities represented by base 10 blocks.

Parents can help by: Ask your child to count each representation of base 10 blocks. Encourage her to start with the hundreds, then count the tens, and then the ones. For example, if there are 2 hundreds, 3 tens and 2 ones, count like this: "100, 200.... 210, 220, 230...231, 232." After your child counts the blocks, have her write the number beside the blocks so that she doesn't forget while she adds the other numbers. If your child uses other strategies to figure out more or less, such as recognizing that one quantity has more hundreds blocks than the other, that is fine too!

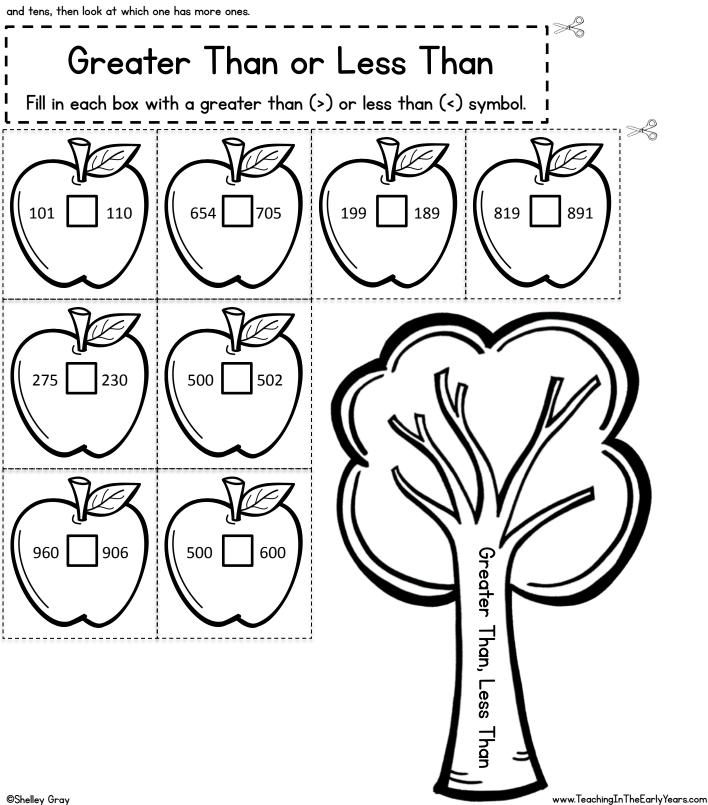
<b>0</b> =	= 100	Than or Less Than? than" or "less than" on each line.	Ī
	100+140	is	
	200-101	is	
	465-410	is	
	<b>I35+50</b>	is	

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**Instructions**: Cut and paste the title near top of page. Color apple tree and paste into notebook. Complete each apple by writing a greater than (>) or less than (<) sign in the space. Glue the apples on the page around the tree.

Goals for this activity: Compare numbers to 1000. Use place value principals when comparing (ex. There are more hundreds in this number, so it is greater than that number).

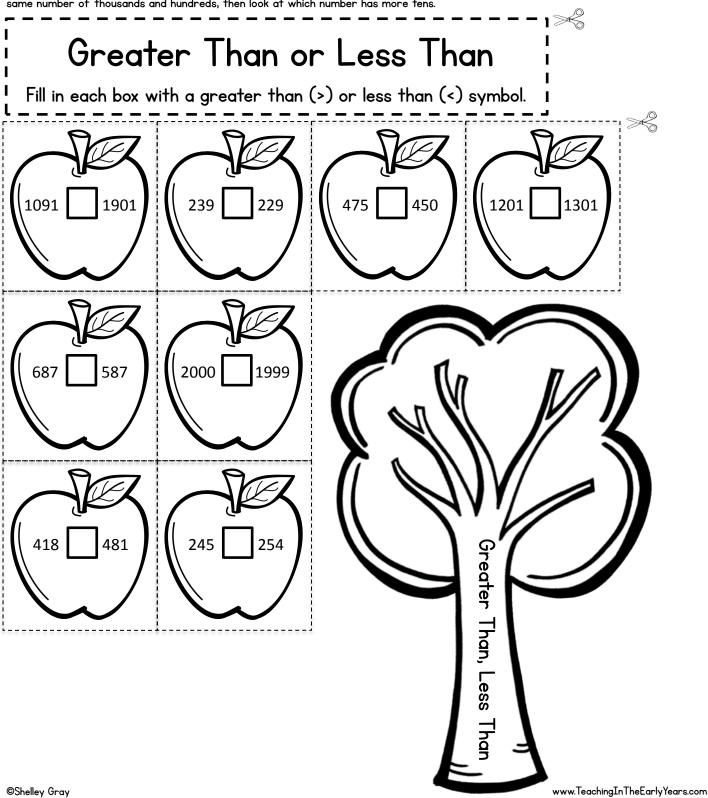
Parents can help by: Help your child understand how many hundreds, tens and ones are in each number. For example, in 324 there are 3 hundreds, 2 tens and 4 ones. When I compare this to the number 524, I know that 524 is higher because there are more hundreds. If both numbers have the same amount of hundreds, look at which one has more tens. If both numbers have the same number of hundreds and tens, then look at which one has more ones.



**Instructions**: Cut and paste the title near top of page. Color apple tree and paste into notebook. Complete each apple by writing a greater than (>) or less than (<) sign in the space. Glue the apples on the page around the tree.

Goals for this activity: Compare numbers to 1000. Use place value principals when comparing (ex. There are more hundreds in this number, so it is greater than that number).

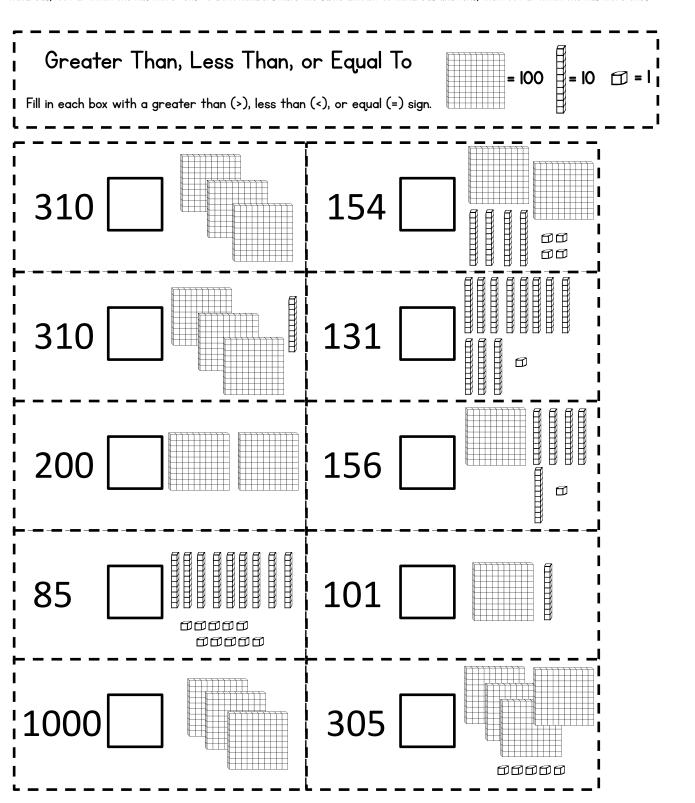
Parents can help by: Help your child understand how many thousands, hundreds, tens and ones are in each number. For example, in 2324 there are 2 thousands, 3 hundreds, 2 tens and 4 ones. When I compare this to the number 3727, I know that 3727 is higher because there are more thousands. If both numbers have the same amount of thousands, look at which one has more hundreds. If both have the same number of thousands and hundreds, then look at which number has more tens.



Instructions: Cut and paste the title near top of page. Complete each rectangle by writing a greater than (>), less than (<), or equal (=) sign in the space. Glue the rectangles into notebook.

Goals for this activity: Compare a number to a base 10 representation using >, <, or =. Use place value concepts when comparing, for example: "There are more hundreds in this number, so it is greater than that number."

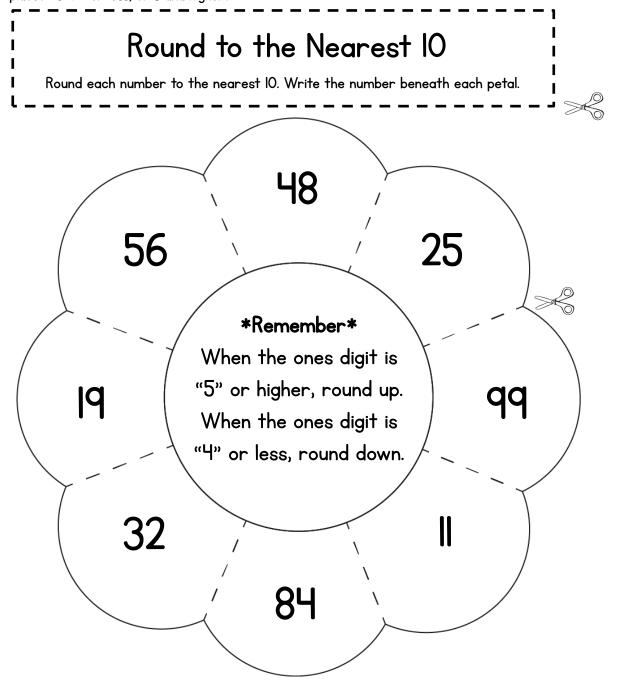
Parents can help by: Help your child understand how many hundreds, tens and ones are in each number. For example, in 255 there are 2 hundreds, 5 tens and 5 ones. When I compare this to the number 300, I know that 300 is higher because there are more hundreds. If both numbers have the same amount of hundreds, look at which one has more tens. If both numbers have the same amount of hundreds and tens, then look at which one has more ones.



**Instructions**: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the number on each petal. Round it to the nearest 10 and write the number beneath the flap.

Goals for this activity: Round to the nearest 10.

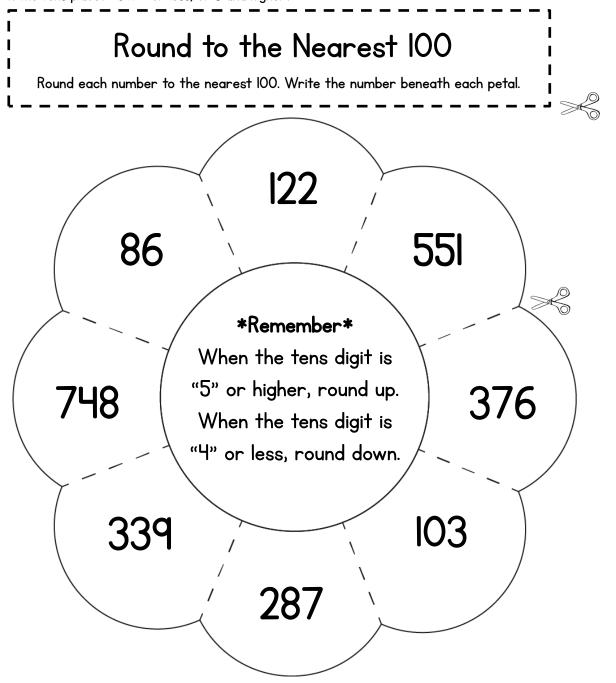
Parents can help by: Help your child understand the rule that is written in the center of the flower. When the ones digit is 4 or less, round down. When the ones digit is 5 or higher, round up. For example, in the number 13, the ones digit is a 3, so you round down to 10. In the number 16, the ones digit is a 6, so you round up to 20. In the number 41, the ones digit is a 1 so you round down to 40. In the number 47 the ones digit is a 7, so you round up to 50. To reinforce your child's knowledge, ask questions such as, "How do you know that you should round up/down?" or "Which number is in the ones place? Is it 4 or less, or 5 and higher?"



**Instructions**: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at the number on each petal. Round it to the nearest 100 and write the number beneath the flap.

Goals for this activity: Round to the nearest 100.

Parents can help by: Help your child understand the rule that is written in the center of the flower. When the tens digit is 4 or less, round down. When the tens digit is 5 or higher, round up. For example, in the number 133, the tens digit is a 3, so you round down to 100. In the number 164, the tens digit is a 6, so you round up to 200. In the number 417, the ones digit is a 1 so you round down to 400. In the number 476 the tens digit is a 7, so you round up to 500. To reinforce your child's knowledge, ask questions such as, "How do you know that you should round up/down?" or "Which number is in the tens place? Is it 4 or less, or 5 and higher?"



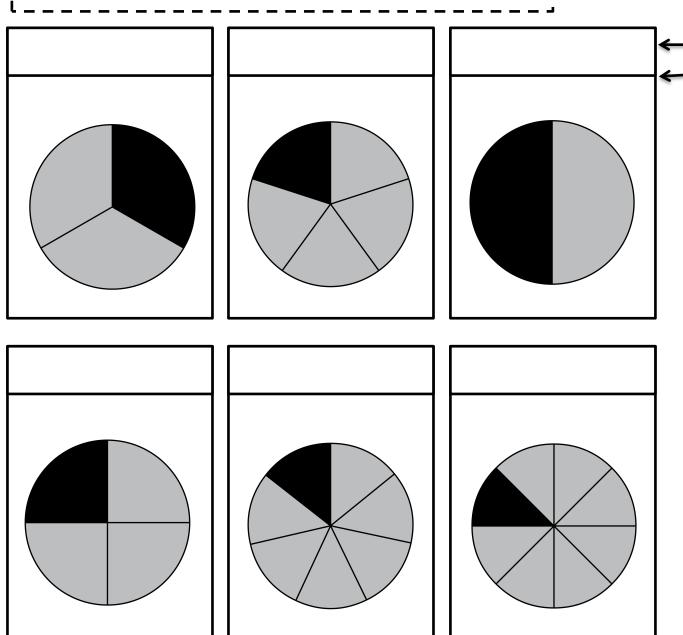
**Instructions**: Cut and paste the title near top of page. Cut out each piece and paste top section into notebook to create 6 lift-up flaps. Beneath each flap, write the fraction that is represented by the black portion.

Goals for this activity: Write fractions based on a picture representation.

Parents can help by: Help your child remember that the fraction should be based on the black portion. So if there is one black piece, and 3 pieces in total, the fraction is one-third. After your child is finished, ask her to show you each fraction and read it aloud. To extend this activity, talk with your child about where fractions are used in real life.

# Write the Fraction

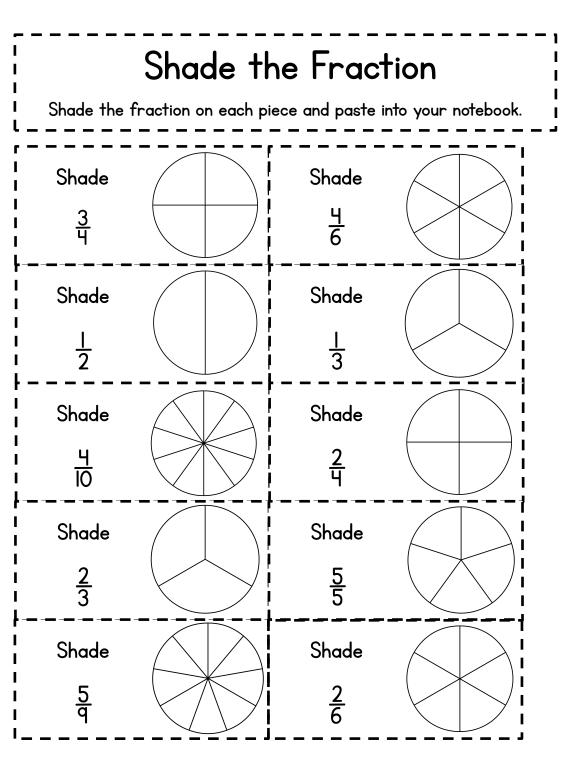
Beneath each flap, write the fraction that is represented by the **black** part.



**Instructions**: Cut and paste the title near top of page. Complete each rectangle by shading the fraction. Glue the rectangles into notebook.

Goals for this activity: Understand the meaning of the numerator (the number on top) and the denominator (the number on the bottom).

Parents can help by: As your child works, ask questions such as, "What does this number on the bottom represent? Is that the total number of pieces or the part that is shaded in?" Extend the learning by discussing fractions in cooking or elsewhere. For example, when a recipe says to add 34 cup of flour, what does that really mean?



Instructions: Complete the workspace by using an effective strategy to solve the problem. Then glue into notebook.

Goals for this activity: Solve an 'addition with fractions' problem.

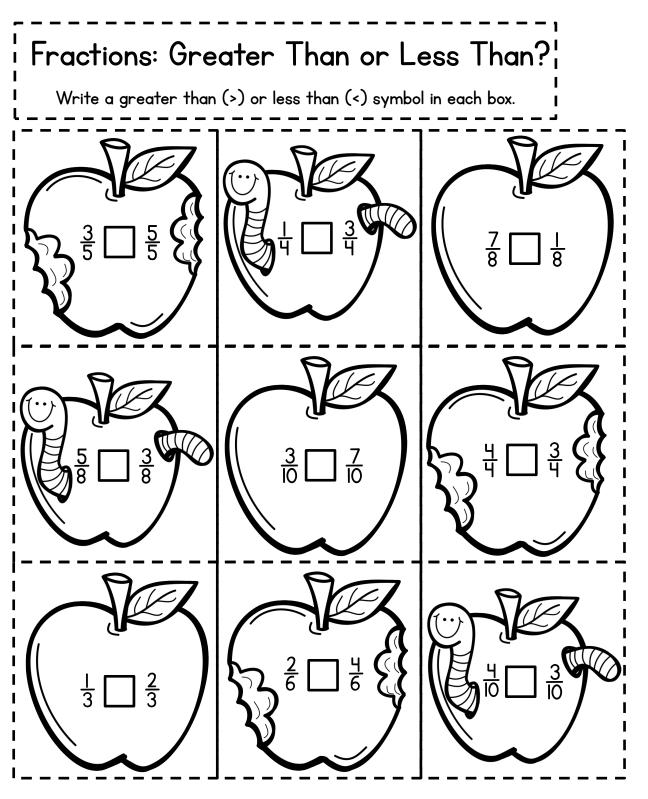
Parents can help by: Listen to your child read the problem. Then have her read it one sentence at a time and discuss how each part could be represented. For example, say "How can we show that she used ¼ cup for the cookies? How can we show that she used 2/4 cup for the brownies? How will we find the total amount used?" Reinforce the fact that when you add fractions with the same denominator (bottom number), you simply keep the denominator the same and add the numbers on top.

Solve the Problem	
While baking, Anna uses $\frac{1}{4}$ cup of flour for the cookies. Then she uses $\frac{2}{4}$ cup of flour for the brownies. How much flour does she use altogether?	       
Show your thinking:	   
Altogether, Anna uses cup of flour.	    -
Was this problem easy or difficult to solve?	   
Why?	 

**Instructions**: Cut out title and paste near top of page. Complete each apple with a > or < sign and paste each piece into your notebook.

Goals for this activity: Compare fractions with the same denominator using a greater than or less than symbol.

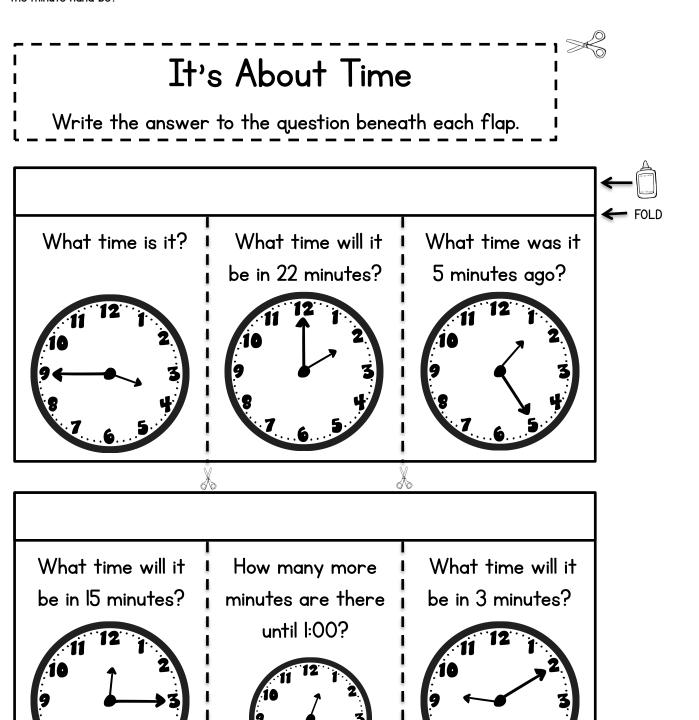
Parents can help by: Reinforce the fact that when you compare fractions with the same denominator (bottom number), you simply compare the numerator (top number). So 4/6 is bigger than 2/6 because the denominators are the same, and 4 is bigger than 2.



**Instructions**: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Beneath each flap, write the answer to each question.

Goals for this activity: Work with analog clocks. Tell the time and calculate times.

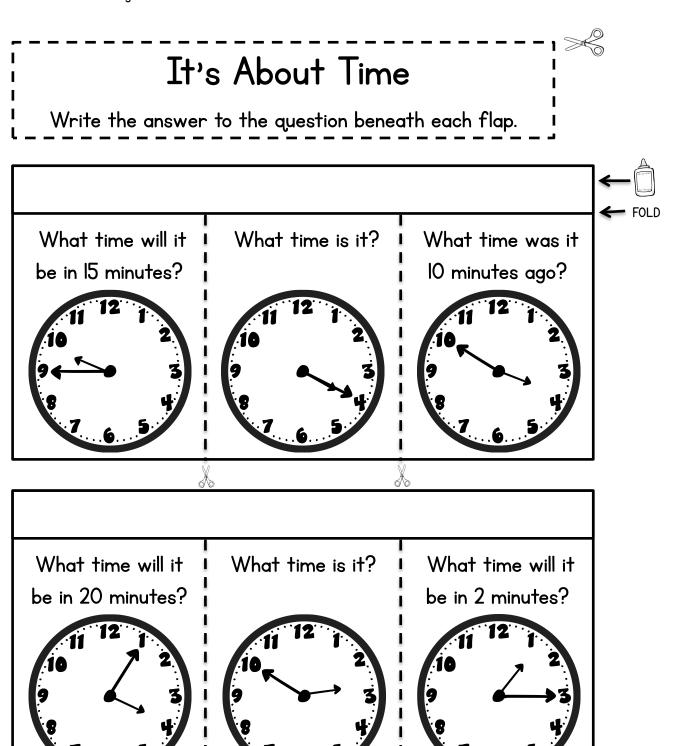
Parents can help by: Help your child understand that if the hour hand is between two numbers, the smaller number is the hour that is represented. Encourage your child to count by 5's to figure out the minute. For example, to get to the "4," count, "5, 10, 15, 20." To help your child, ask questions such as, "22 minutes ago, where would the minute hand have been?" or "In 15 minutes where will the minute hand be?"



**Instructions**: Cut and paste the title near top of page. Cut out each rectangle. Cut on dotted lines to create 3 flaps. Paste top section into notebook. Beneath each flap, write the answer to each question.

Goals for this activity: Work with analog clocks. Tell the time and calculate times.

Parents can help by: Help your child understand that if the hour hand is between two numbers, the smaller number is the hour that is represented. Encourage your child to count by 5's to figure out the minute. For example, to get to the "4," count, "5, 10, 15, 20." To help your child, ask questions such as, "In 15 minutes where will the minute hand be?" or "How do you know where the minute hand was 10 minutes ago?"



**Instructions**: Complete the workspace by drawing hands on the clock to solve the problem. Then glue into notebook.

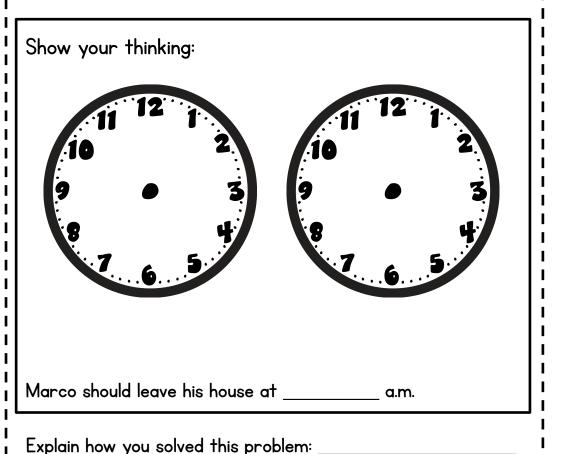
Goals for this activity: Solve a time problem using an effective strategy.

Parents can help by: Listen to your child read the problem. Then have him read it one sentence at a time and discuss how each part could be represented. For example, say "How can we show that Marco starts school at 8:55? How do we know what time it will be 15 minutes before that?" When finished, have your child read the answer sentence to you. Extend the learning by discussing times on your home clock: "What time is it now? What time was it 5 minutes ago? What time will it be in 10 minutes?"

# Solve the Problem

Marco starts school at 8:55 am. It takes him 15 minutes to walk to school. At what time should Marco leave his house?







Instructions: Complete the workspace by drawing hands on the clock to solve the problem. Then glue into notebook.

Goals for this activity: Solve a time problem using an effective strategy.

Parents can help by: Listen to your child read the problem. Then have him read it one sentence at a time and discuss how each part could be represented. For example, say "How can we show that the movie begins at 7:30? How do we know what time it will be I hour 30 minutes after that?" When finished, have your child read the answer sentence to you. Extend the learning by discussing times on your home clock: "What time is it now? What time was it 5 minutes ago? What time will it be in 10 minutes?"

# Solve the Problem

The movie begins at 7:30 pm. It is I hour 30 minutes long. At what time does the movie end?



Show your thinking: The movie ends at \_\_\_\_\_p.m.

Explain how you solved this problem:



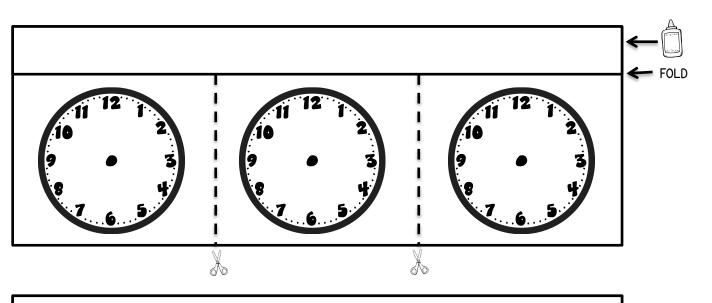
**Instructions**: Cut and paste the title near top of page. Create each flap book by cutting on the dotted lines and pasting the top section into notebook. Each flap book should have three flaps. Draw a time on each clock. Below the flap, write something that you do at that time of day. For example, if you draw hands to represent 6:00 on a clock, you might write, "I eat supper at 6:00." beneath the flap.

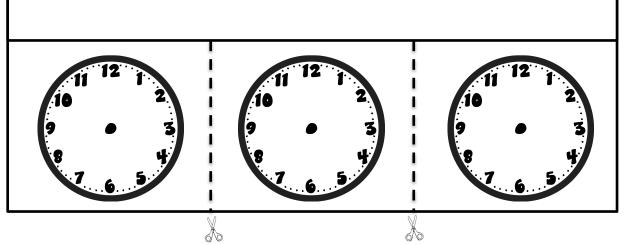
Goals for this activity: Relate time to real life events. Represent times.

Parents can help by: Assist your child by asking questions such as, "At about what time do you get up in the morning? How would you represent that time on the clock? Where should the hour and minute hands be?" Extend the learning by making telling time part of your daily routine. At random times throughout the day, ask your child to figure out what time it is using an analog clock (clock with hands).

# My Daily Schedule

Complete each clock with a time. Beneath the flap, write something that you do each day at that time.

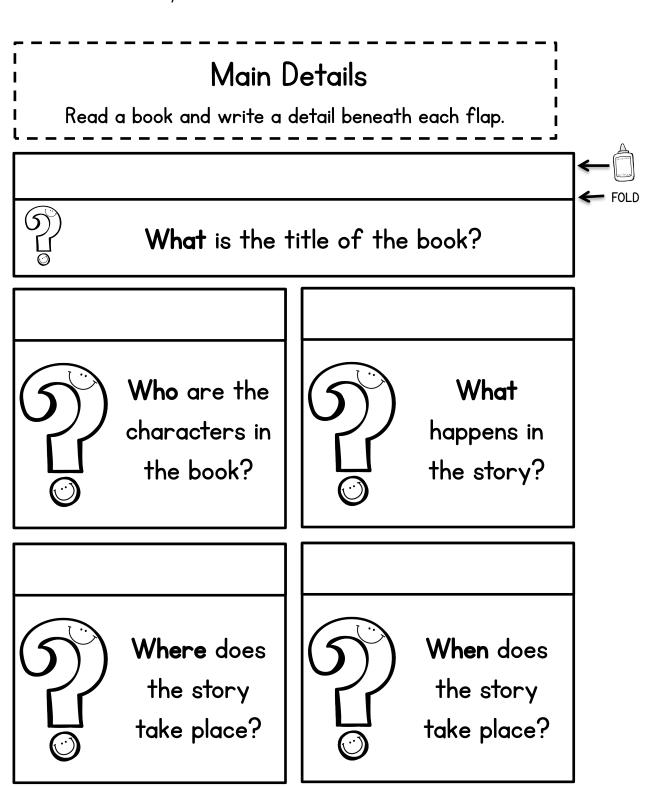




**Instructions**: Cut out title and paste near top of page. Cut out each question flap. Paste top portion of each one into notebook, creating a lift-up flap. Read a book and write the answer to each question beneath the flap.

Goals for this activity: Read a book (together with a parent) and recall the main details.

Parents can help by: Listen to your child read a book. Then read the questions together and discuss. Help your child write a concise but detailed answer to each question. When finished, have your child read each question, lift up the flap and read each answer aloud to you.



**Instructions**: Cut out title and paste near top of page. Cut out flap book and cut on horizontal lines to create 4 lift-up flaps. Paste left side of flap book into notebook. Write a question about the book on top of each flap. Write the answer beneath the flap.

Goals for this activity: Read a book (together with a parent). Form questions and answers.

Parents can help by: Listen to your child read a book. Talk about the story with your child, using the 5 W's as a guide: who, what, when, where and why? Then help your child decide which questions and answers he wants to include on the flap book. When finished, have your child read each question and answer to you.

# Asking and Answering Questions

After reading a book, write a question on top of each flap. Write the answer beneath the flap.

F	old 	
] 	Question:	   
i I	Question:	I
!	Question:	I I
!	Question:	,   

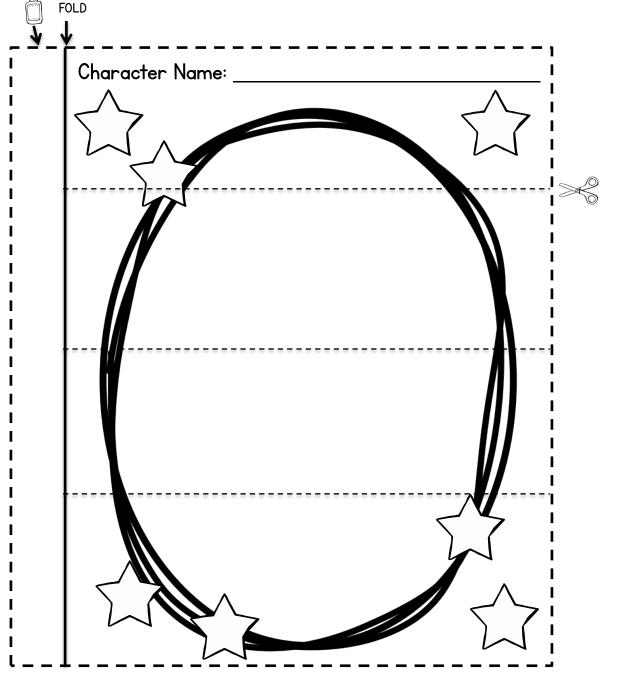
**Instructions**: Cut out title and paste near top of page. Cut out flap book. Draw a picture of a book character in the oval. Cut on the horizontal dotted lines to create flaps. Paste the left side of the flap book into notebook. Beneath each flap, write a fact about the character, along with evidence from the text, for example, "Sarah is a kind person. I know this because in the book she....."

Goals for this activity: Recall and write details about a book character using evidence from the text.

Parents can help by: Re-read a book together with your child, stopping to discuss what you notice about the character. How does he/she act, dress or talk? What does he/she do or say? Help your child choose character details based on evidence from the text, and write about them beneath each flap (ex. Sarah is a kind person. I know this because in the book she....). Encourage your child to write complex descriptions using adjectives (describing words).

### Character Details

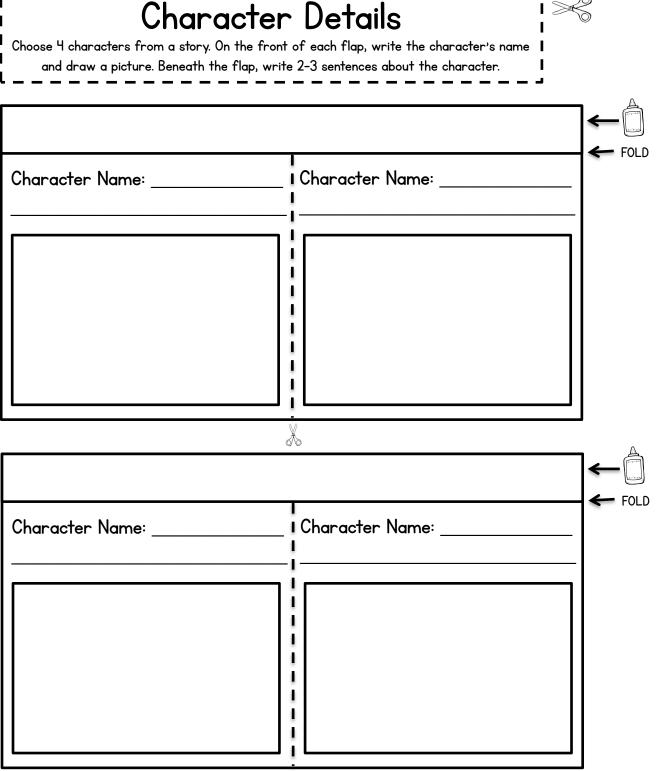
Draw a picture of a character from a story. Beneath each flap, write a l-2 sentence fact about the character with evidence from the book.



**Instructions**: Cut out title and paste near top of notebook page. Cut out flap books and cut on dotted line. Paste top portion into notebook, creating two flaps. Complete the activity by choosing four book characters. Draw a picture of each one and write 2–3 sentences about each one beneath the flap.

Goals for this activity: Recall and write details about a book character.

Parents can help by: Re-read a book together with your child, stopping to discuss what you notice about the character. How does he/she act? What does he/she like to do? Help your child form 2-3 descriptive sentences about each character.



Instructions: Complete the activity by describing the setting. Draw a picture and write some details below.

Goals for this activity: Recall and write details about the setting of a book. Make text-to-self connections.

Parents can help by: Re-read a book together with your child, stopping to discuss what you notice about the setting. Where does the story take place? When does it take place? Does the setting change throughout the story? When finished, have your child read the description to you.

Setting Details	
Where and when does the story take place? Draw a picture and write a description of the setting.	 
	$\exists$
Where does the story take place?	— ; — ;
When does the story take place?	— ! — !
What is one thing that you notice about the setting?	- ;
	— i — !
What does the setting remind you of?	– į

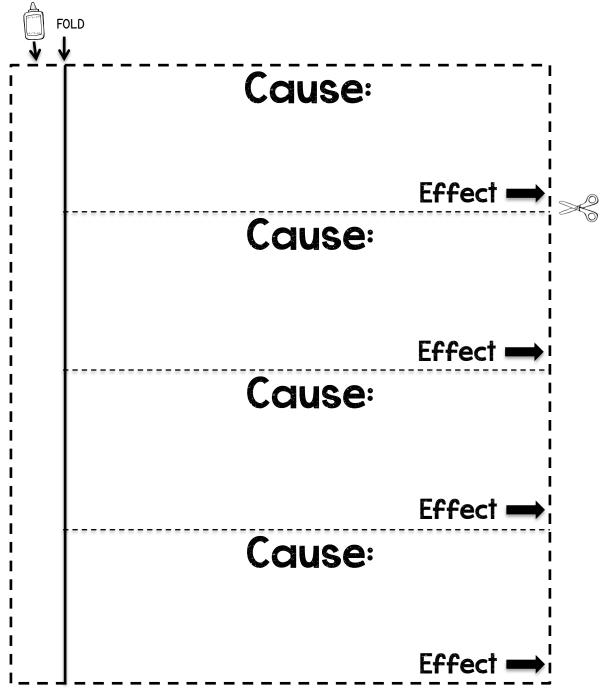
Instructions: Cut out title and paste near top of page. Cut out flap book and cut on horizontal lines to create 4 lift-up flaps. Paste left side of flap book into notebook. Write a "cause" on top of each flap. Beneath the flap, write the "effect." For example, a cause might be "Henry didn't hear his alarm clock and slept in." The effect might be, "Henry was late for school."

Goals for this activity: Read a book (together with a parent) and recognize cause/effect.

Parents can help by: Listen to your child read a book. Talk about cause and effect during and after reading. For example, you might ask, "Why did that happen? What was the cause?" Help your child understand that the "cause" is the reason for something else happening. The "effect" is what happens as a result of the cause. When finished, have your child read each cause/effect flap to you.

#### Cause and Effect

After reading a book, write a cause on top of each flap. Write the effect beneath the flap.



**Instructions**: Cut around flower outline. Cut on dotted lines to create flaps. Paste the center of the flower into the notebook. Each petal should lift up like a flap. Look at each picture and write I–2 adjectives to describe it beneath the flap.

Goals for this activity: Use descriptive language.

**Parents can help by**: Encourage your child to use interesting and original adjectives. For example, to describe the ice cream, encourage your child to use words such as "chilly" instead of "cold." Extend the learning by brainstorming adjectives to describe items around your house.

# Adjectives (Describing Words)

Beneath each flap, write I-2 adjectives to describe the picture.

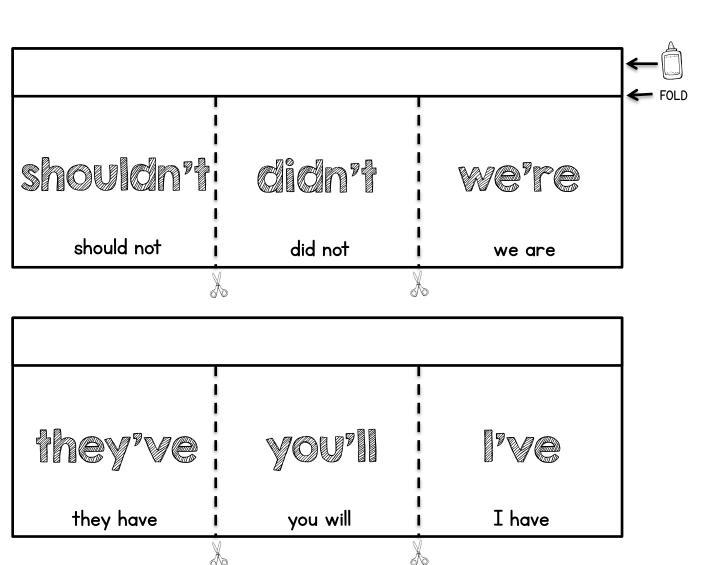


**Instructions**: Cut and paste the title near top of page. Create each flap book by cutting on the dotted lines and pasting the top section into notebook. Each flap book should have three flaps. Read the contraction on each flap. Write a sentence beneath the flap that uses that contraction.

Goals for this activity: Use contractions in a sentence. Understand the meaning of contractions.

Parents can help by: Together with your child, read the contractions on the flaps and discuss them. Discuss when they might be used. As your child forms sentences to write under the flaps, ensure that he is using the contraction is the proper context. When finished, have him read the sentences aloud to you. As an extension activity, brainstorm some other contractions that weren't included here.

# Contractions Beneath each flap, write a sentence using the contraction.



**Instructions**: Cut and paste the title near top of page. Create each flap book by cutting on the dotted lines and pasting the top section into notebook. Each flap book should have three flaps. Add the prefix to each word. Beneath the flap, write the new word with the prefix, and write a sentence using the new word.

Goals for this activity: Understand that a prefix is added to the beginning of the word (ex. un+happy=unhappy). Write complete sentences.

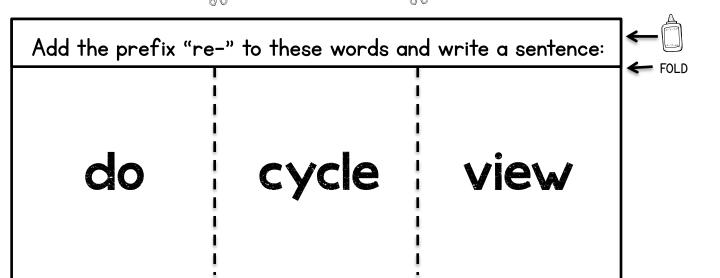
Parents can help by: When your child is finished, have her read each new word and sentence to you, ensuring that each sentence includes an uppercase letter and proper punctuation. Extend the learning by trying to think of other prefixes that can added to an existing word.

# Adding Prefixes

Beneath each flap, write the word with the prefix. Then write a sentence using the new word.

Add the prefix "un-" to these words and write a sentence:

happy cover usual



**Instructions**: Cut and paste the title near top of page. Create each flap book by cutting on the dotted lines and pasting the top section into notebook. Each flap book should have three flaps. Add the suffix to each word. Beneath the flap, write the new word with the suffix, and write a sentence using the new word.

Goals for this activity: Understand that a suffix is added to the end of the word (ex. wonder+ful=wonderful). Write complete sentences.

Parents can help by: When your child is finished, have her read each new word and sentence to you, ensuring that each sentence includes an uppercase letter and proper punctuation. Extend the learning by trying to think of other suffixes that can added to an existing word.

# Adding Suffixes

Beneath each flap, write the word with the suffix. Then write a sentence using the new word.

Add the suffix "-ful" to these words and write a sentence:

Care wonder use

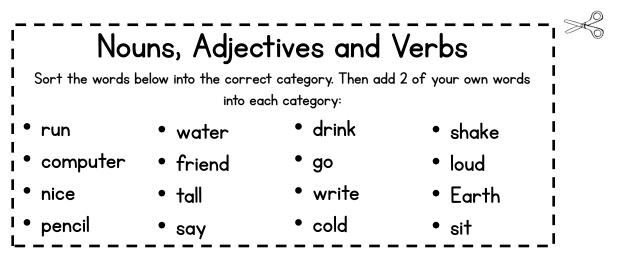
Add the suffix "-ly" to these words and write a sentence:

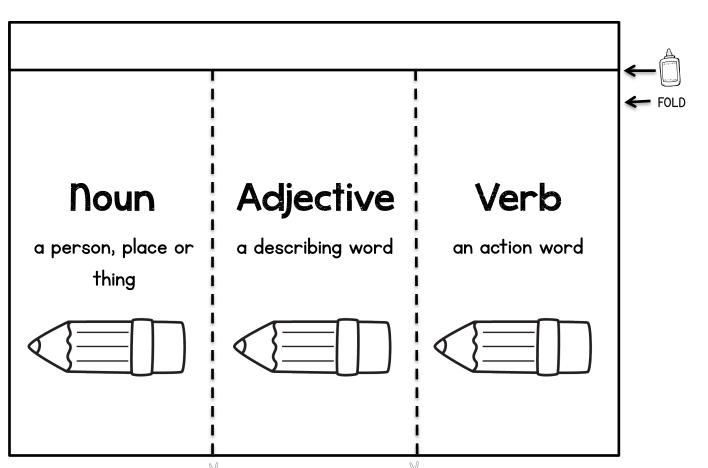
Friend quick slow

**Instructions**: Cut and paste the title/word box near top of page. Create flaps on flap book by cutting on the dotted lines and pasting the top section into notebook. Sort the words from the word box into the appropriate space beneath the flaps. Then add two of your own words beneath each flap.

Goals for this activity: Understand that a noun is a person, place or thing, an adjective is a word that describes a noun, and a verb is an action word.

**Parents can help by:** Ask your child questions such as, "How do you know that this word is a noun? How do you know that this word is an adjective? What could it describe?"





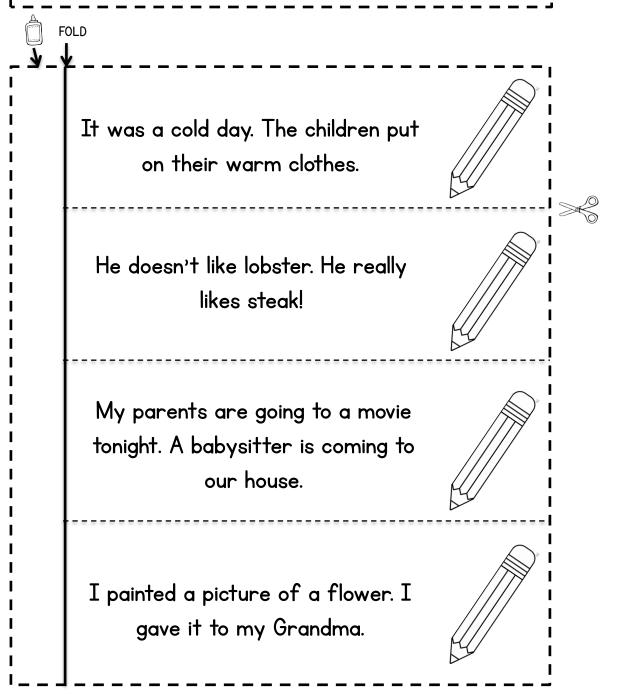
**Instructions**: Cut out title and paste near top of page. Cut out flap book and cut on horizontal lines to create 4 flaps. Paste left side of flap book into notebook. Write a new, compound sentence beneath each flap.

Goals for this activity: Understand that a compound sentence can be formed when two shorter sentences are joined using a word such as "and," "but," or "so."

Parents can help by: Listen to your child read the sentence on each flap to you. Ask, "What word could we use to join these two sentences and make them into a compound sentence?" For example, in the first sentence, your child might choose to write, "It was a cold day, so the children put on their warm clothes."

### Compound Sentences

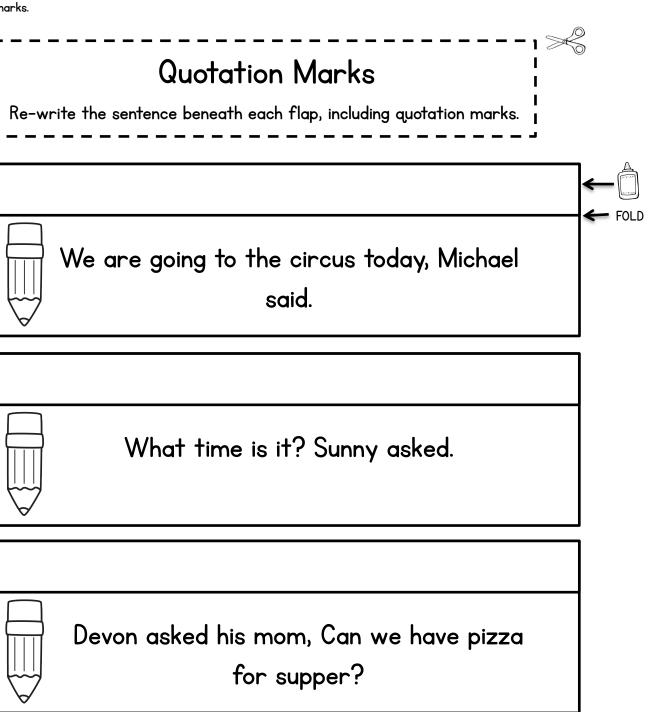
Join the two sentences on each flap to create a compound sentence (use "and," "but," or "so" to join them). Write the new sentence beneath the flap.



**Instructions**: Cut out title and paste near top of page. Cut out each flap. Paste top portion of each one into notebook, creating a lift-up flap. Re-write each sentence beneath the flap, including quotation marks.

Goals for this activity: Place quotation marks in the appropriate spot.

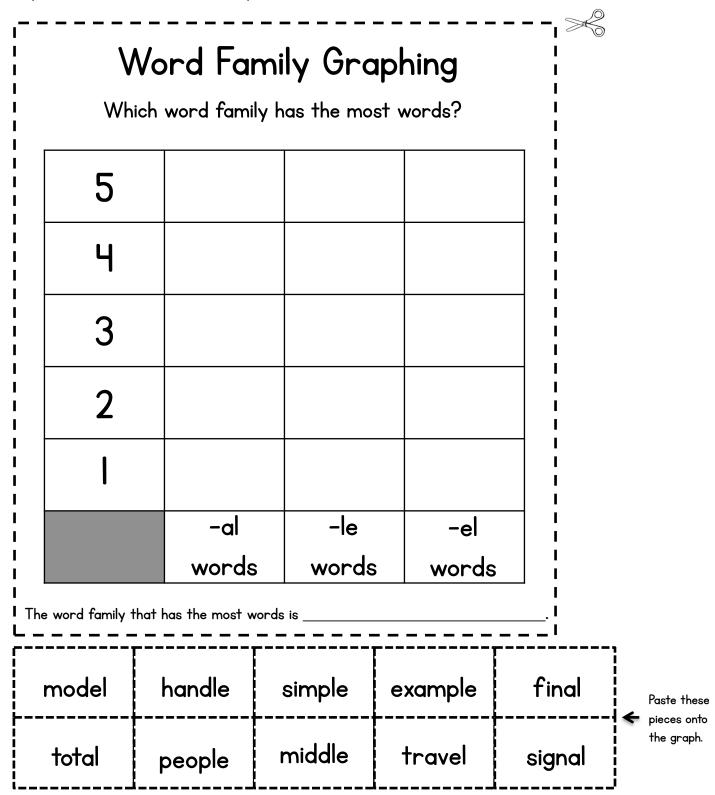
Parents can help by: Help your child by asking questions such as, "Is there a part of this sentence where someone is speaking? Where should the quotation marks go?" Extend the activity by asking your child to form a new sentence that uses quotation marks



**Instructions**: Cut out graph and paste into notebook. Cut out small graphing pieces and paste them onto the appropriate space on the graph. For example, the word "total" should be pasted into the "-al words" column.

Goals for this activity: Create and interpret a bar graph. Work with word families.

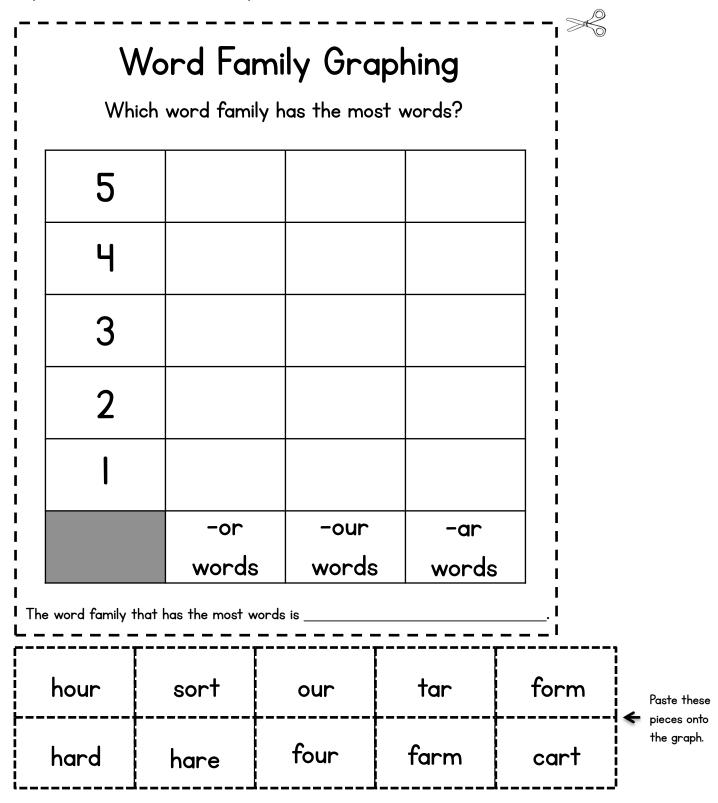
Parents can help by: Talk about the graph with your child. "What do you think the numbers mean? How do you know which word family this one fits into? Where should this piece go?" When your child finishes, extend the learning by discussing the results: "How many words are in the -le column?"



**Instructions**: Cut out graph and paste into notebook. Cut out small graphing pieces and paste them onto the appropriate space on the graph. For example, the word "hour" should be pasted into the "-our words" column.

Goals for this activity: Create and interpret a bar graph. Work with word families.

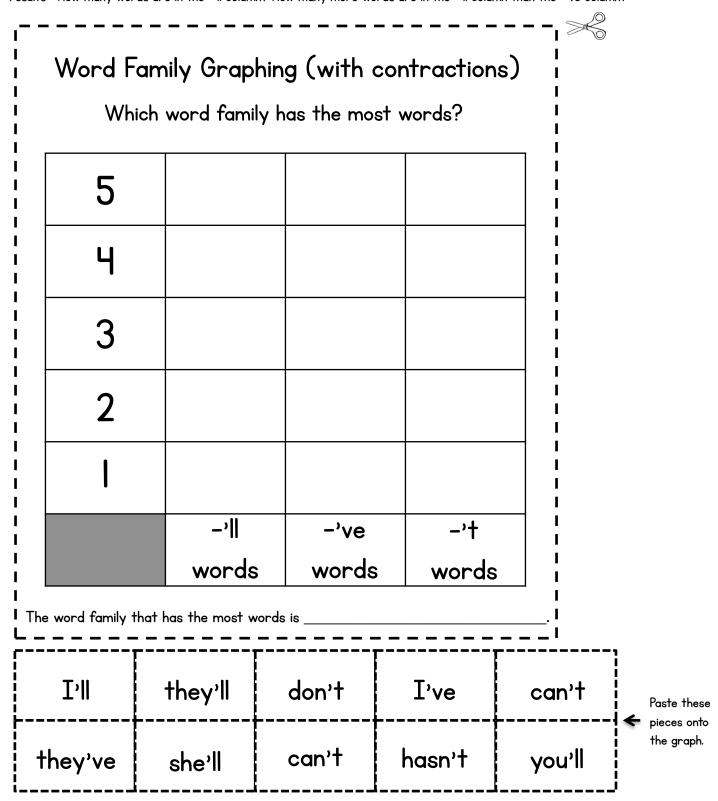
Parents can help by: Talk about the graph with your child. "What do you think the numbers mean? How do you know which word family this one fits into? Where should this piece go?" When your child finishes, extend the learning by discussing the results: "How many words are in the -le column? How many more words are in the -ar column than the -or column?"



**Instructions**: Cut out graph and paste into notebook. Cut out small graphing pieces and paste them onto the appropriate space on the graph. For example, the word "they'll" should be pasted into the "-'ll words" column.

Goals for this activity: Create and interpret a bar graph. Work with contractions.

Parents can help by: Talk about the graph with your child. "What do you think the numbers mean? How do you know which word family this one fits into? What does this contraction mean?" When your child finishes, extend the learning by discussing the results: "How many words are in the -'Il column? How many more words are in the -'Il column than the -'ve column?"



**Instructions**: Cut out title and paste near top of page. Cut out flap book and cut on horizontal lines to create 4 flaps. Paste left side of flap book into notebook. Write a sentence beneath each flap that uses alliteration (a sentence where most of the words begin with the same sound or letter).

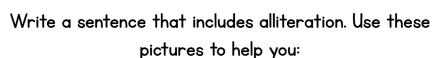
Goals for this activity: Understand the meaning of alliteration. Write an interesting sentence using alliteration.

Parents can help by: Talk about the meaning of alliteration, explaining that it occurs when most of the words in a sentence begin with the same letter or sound, for example "She sells sea shells by the sea shore." Help your child use the pictures on the top of each flap to form a sentence using alliteration. For example, "The bear and the bird put berries in the bucket."

#### **Alliteration**

Beneath each flap, write a sentence using alliteration (when most of the words in a sentence begin with the same letter or sound).











Write a sentence that includes alliteration. Use these pictures to help you:



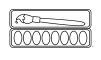




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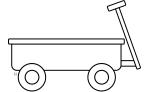




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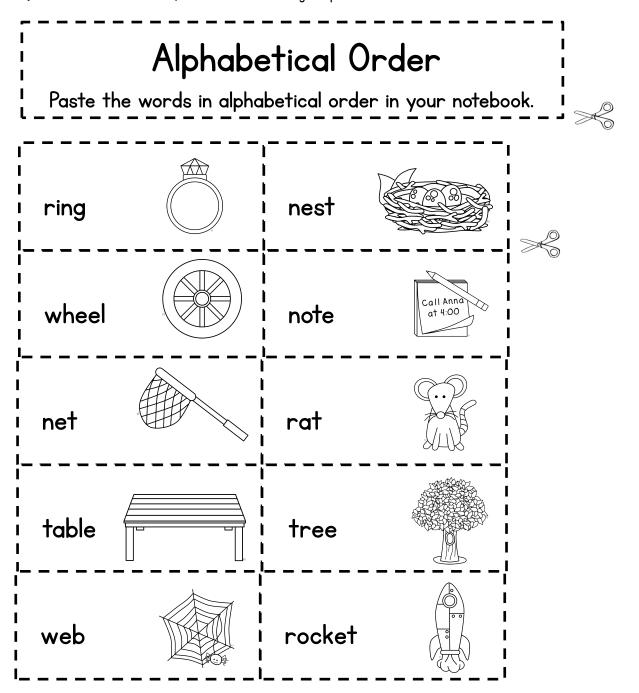


**FOLD** 

**Instructions**: Cut and paste the title near top of page. Cut out words and put them in alphabetical order. Then paste them into your notebook in alphabetical order.

Goals for this activity: Understand alphabetical order and perform an alphabetical order task.

Parents can help by: Encourage your child to place all of the words in alphabetical order before pasting them in his book. If he is confused with words that begin with the same letter, encourage him to look at the second letter. For example, "ring" and "rat" both start with the same letter. Since they both start with "r," we look to the second letter in each word ("i" in ring and "a" in rat). Since "a" comes before "i," rat comes before ring in alphabetical order.



**Instructions**: Complete the work space by making each noun plural (more than one). Then write a sentence using at least two of the plural nouns.

Goals for this activity: Work with regular and irregular plural nouns.

Parents can help by: Help your child with the irregular plural nouns (if needed) by asking questions. For example, for "child," ask "Does 'childs' sound right? How else could we say 'more than one child?' Let's use it in a sentence and see if it sounds right."



## Plural Nouns

Make each noun "plural" (more than one). Be careful; some of them are tricky! When you're finished, write a sentence using at least 2 of the plural nouns.

Noun	Make it Plural!	Noun	Make it Plural!
apple	apples	box	
child		paper	
person		deer	
light		mouse	
foot		kite	
chair		knife	

**Instructions**: Cut out title and paste near top of page. Cut out flap book and cut on horizontal lines to create 4 lift-up flaps. Paste left side of flap book into notebook. Write a step beneath each flap.

Goals for this activity: Write the steps for a task.

Parents can help by: Help your child think of something that he knows how to do well. Examples include: "How to Make a Peanut Butter Sandwich," "How to Score a Goal in Soccer," or "How to Decorate Your Bedroom." Then help him break the task up into 4 steps. Encourage your child to write descriptive sentences beneath the flaps to describe each step.

# How To Choose something that you know how to do well. Write the steps beneath each flap. Remember to use descriptive language. **FOLD** First, lext. astly,

**Instructions**: Cut out title and paste near top of page. Cut out flap and paste the top section into your notebook. On the flap, draw a picture of a memorable birthday party. Beneath the flap, write a description of it using the 5 W's: who, what, when, where and why.

Goals for this activity: Write 4-8 sentences about a past experience. Use uppercase letters and proper punctuation.

Parents can help by: With your child, discuss a memorable birthday party. Where was it? What did you do? When did you go? Whose party was it? What other interesting memories come to mind? Help your child put his thoughts into words to write a 4-8 sentence description beneath the flap. Encourage him to use an uppercase letter at the beginning of each sentence and a proper punctuation mark at the end.

# A Memorable Birthday Party Draw a picture of a memorable birthday party. Beneath the flap, write about it. Use the 5 W's: who, what, when, where, why?

**Instructions**: Cut out title and paste near top of page. Cut out flap and paste the top section into your notebook. On the flap, draw a picture of your favorite hobby. Beneath the flap, write a 4–8 sentence description of it using the 5 W's: who, what, when, where and why.

Goals for this activity: Write 4-8 sentences about a favorite hobby. Use uppercase letters and proper punctuation.

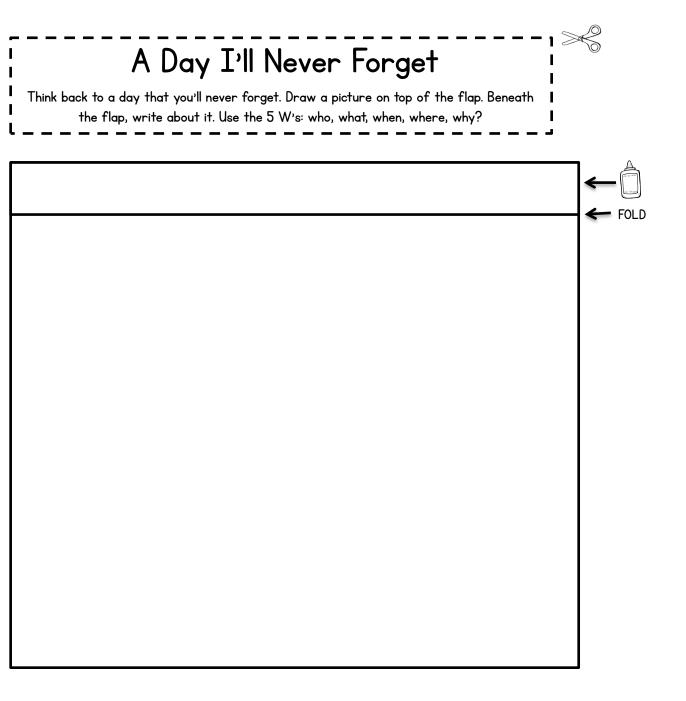
Parents can help by: With your child, discuss a favorite hobby. What is it? Where do you do it? When does it happen? Who else does it with you? Why do you like it? Help your child put his thoughts into words to write a 4-8 sentence description beneath the flap. Encourage him to use an uppercase letter at the beginning of each sentence and a proper punctuation mark at the end.

# My Favorite Hobby Draw a picture of your favorite hobby. Beneath the flap, write about it. Use the 5 W's: who, what, when, where, why?

**Instructions**: Cut out title and paste near top of page. Cut out flap and paste the top section into your notebook. On the flap, draw a picture of a day you'll never forget. Beneath the flap, write a description of it using the 5 W's: who, what, when, where and why.

Goals for this activity: Write 4-8 sentences about a day you'll never forget. Use uppercase letters and proper punctuation.

Parents can help by: With your child, discuss a day you'll never forget. Where was it? What did you do? When did it take place? Who was with you? What other interesting memories come to mind? Help your child put his thoughts into words to write a 4-8 sentence description beneath the flap. Encourage him to use an uppercase letter at the beginning of each sentence and a proper punctuation mark at the end.



**Instructions**: Cut out title and paste near top of page. Cut out flap book. Cut on each horizontal dotted line to create 3 flaps. Paste left side of flap book into notebook. Read the top of each flap. Beneath each flap, complete the sentence.

Goals for this activity: Write a neat, thoughtful response to each sentence starter.

Parents can help by: With your child, discuss where you would like to travel to if you could go anywhere. Have a discussion using questions such as, "Where would you go? Why would you go there? What do you think it would be like? What would you do?" Help your child form sentences for beneath each flap, using vivid describing words. When your child is finished writing, have her read each flap aloud to you.

#### If I Could Travel Anywhere in the World...

Complete the sentence beneath each flap. Use exciting words and descriptions.



If I could travel anywhere in the world, I would go to...

I would go there because...



Some of the things I would do there are...

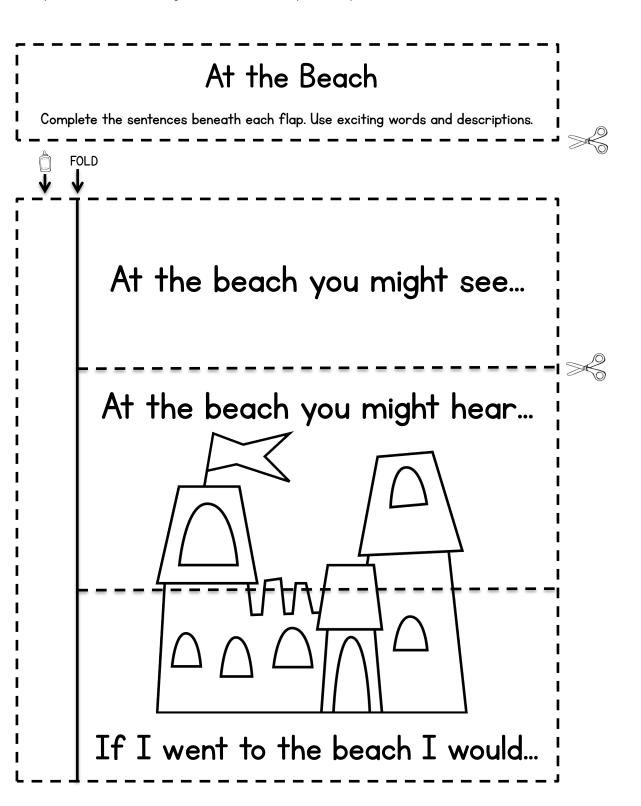


**FOLD** 

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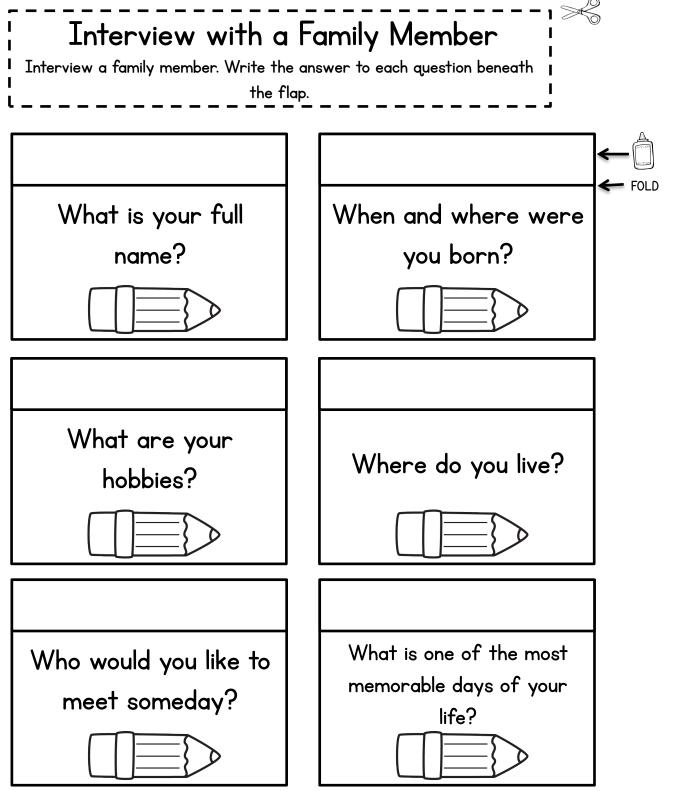
Parents can help by: With your child, discuss what it would be like at the beach. Have a discussion using questions such as, "What would you see and hear? What would you do? Who else would be there?" Help your child form sentences for beneath each flap, using vivid describing words. When your child is finished writing, have her read each flap aloud to you.



**Instructions**: Cut out title and paste near top of page. Cut out each question flap. Paste top portion of each one into notebook, creating a lift-up flap. Choose a family member to interview. Ask the questions from each flap and write the answer beneath the flap.

Goals for this activity: Conduct an interview. Write answers based on interview questions. Take interest in another person.

Parents can help by: Help your child turn answers into concise written responses. When finished, have your child read each question and answer aloud to you.



**Instructions**: Cut out title and paste near top of page. Cut out each question flap. Paste top portion of each one into notebook, creating a lift-up flap. Choose a family member to interview. Prepare questions and write them on top of each flap. After the interview, write the answers beneath each flap.

Goals for this activity: Conduct an interview with a family member or friend who is an expert at something. Write clear and concise questions and answers. Take interest in another person.

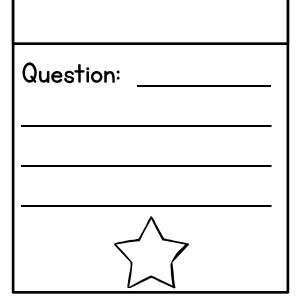
Parents can help by: Help your child create questions and write answers that are interesting, clear and concise. When finished, have your child read each question and answer aloud to you.

## Ask An Expert

Find a family member or friend who is an expert at something. Prepare 4 questions to ask him/her and write the answer beneath each flap.

Question:	Question:

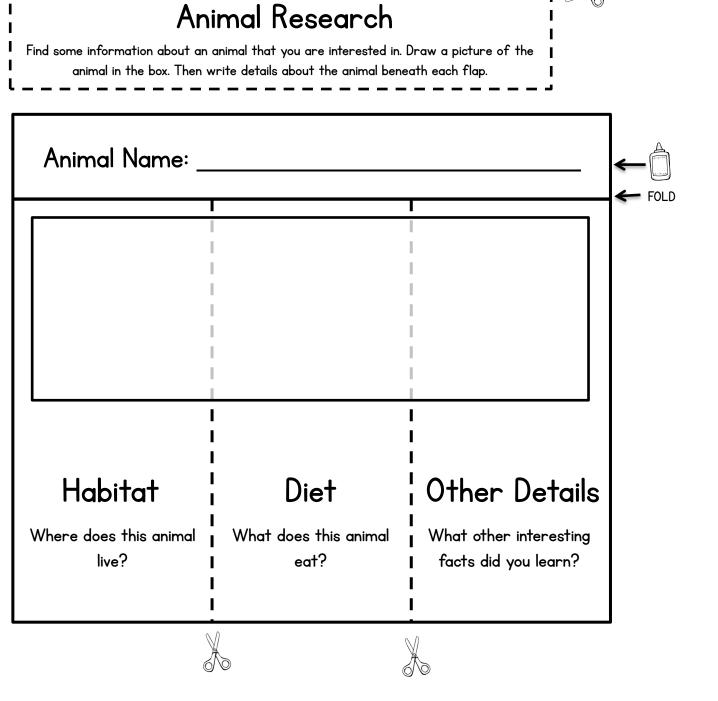
Question:



**Instructions**: Cut out title and paste near top of page. Choose an animal that you are interested in. Draw a picture of the animal in the box, then cut on the vertical lines to create 3 flaps. Glue top section into notebook. Find interesting information about the animal and write it beneath each flap.

Goals for this activity: Find interesting, important information about an animal. Use neat printing.

**Parents can help by:** Help your child find interesting information about a favorite animal. Use online sources, books, and/ or prior knowledge. Help your child decide what to include by asking questions such as, "Is this an important fact? Do you think others would find this interesting? How can we write this information in another way?"



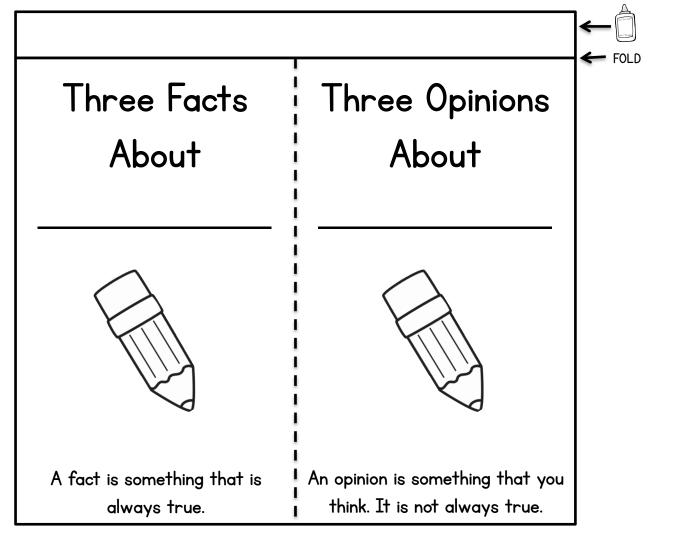
**Instructions**: Cut out title and paste near top of page. Cut out flap book and cut on dotted line to create two flaps. Paste top portion into notebook. Choose a topic that you are interested in. Beneath the first flap, write three facts about the topic. Beneath the second flap, write three opinions about the topic.

Goals for this activity: Recognize the difference between a fact and an opinion, and generate three of each. Write a complete sentence. Discuss a personal interest.

Parents can help by: Explain to your child that a fact is something that is always true and can be proven. An opinion is simply what someone thinks and is not always true. Relate this to one of your child's interests. For example you might say, "A fact about baseball is that you need a bat and ball to play. An opinion about baseball is that it is the best sport to play." Once she is familiar with the meaning of fact/opinion, help her decide on a topic and brainstorm 3 facts and 3 opinions.

## Facts and Opinions

Choose a topic that you are interested in. Write 3 facts and 3 opinions about it.



Instructions: Complete the work space and paste it into notebook.

Goals for this activity: Use creativity and descriptive language.

Parents can help by: Encourage your child to use vivid descriptive language. Say, "How can we make this sentence more exciting and interesting?" For example instead of, "Baseball is really fun," you could say, "I love baseball because I have so much fun playing! The best part is when we get to go to another town for our baseball games." When finished, have your child read the completed sentences aloud to you.

Write and Draw!	
Write 3–5 sentences to describe your favorite sport. Where do you play it? Who do you play it with? When? What are some other interesting facts? Then draw a picture in the box.	 
Draw a picture:	 

Instructions: Complete the work space and paste it into notebook.

Goals for this activity: Use creativity and descriptive language.

Parents can help by: Encourage your child to use vivid descriptive language. Say, "How can we make this sentence more exciting and interesting?" For example instead of, "There is lots to do in my community," you could say, "There are so many things to do in my community, like sports, fishing, and shopping!" When finished, have your child read the completed sentences aloud to you.

Write and Draw!
Write 3–5 sentences to describe your community. Where is it located? What are some things that you can do in your community? What are some nteresting facts about it?
Draw a picture:

**Instructions**: Cut out title and paste near top of page. Cut out each flap. Paste top portion of each one into notebook, creating a lift-up flap. Write I-2 descriptive sentences beneath each flap.

**Goals for this activity**: Use vivid describing words. Use prior knowledge to write a description.

Parents can help by: Encourage your child to make his sentence even better by adding interesting describing words. For example, instead of, "The lemonade was cold," you could write, "The yellow lemonade was ice-cold and perfect for this scorching hot day!"

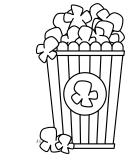
# Descriptive Sentences

Write I-2 sentences beneath each flap using exciting, vivid describing words.

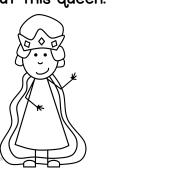
Write I-2 descriptive sentences about these tomatos.



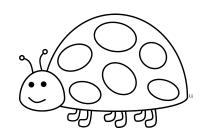
Write I-2 descriptive sentences about this popcorn.



Write I-2 descriptive sentences about this queen.



Write I-2 descriptive sentences about this ladybug.



**Instructions**: Cut out title and paste near top of page. Cut out flaps and paste the top section of each one into your notebook. Go for a nature walk outside and make observations about what you see, hear, feel and wonder. Write 2–3 sentences about your observations beneath each flap.

Goals for this activity: Observe nature. Use neat printing, uppercase letters and proper punctuation.

Parents can help by: Go for an outdoor nature walk with your child. Try to notice the little things that are sometimes missed. What does it smell like? What sounds do you hear? What do you see around you? Look for the little details. Help your child decide what to write about in her notebook. Encourage her to use an uppercase letter at the beginning of each sentence and a proper punctuation mark at the end.

# My Outdoor Observations

Go outside for a walk and make some observations as you go. What do you see, hear, feel and wonder? Write 2–3 sentences beneath each flap.









l feel...



l wonder...

#### Real Estate Research

Find a picture of a real estate ad in a newspaper or online. Paste the ad below. Then write 5 things that you know from reading the ad. You might start your sentences with, "I know that..." or "This ad says that..."

**Instructions**: Cut out title and paste near top of page. Find a real estate ad and write 5 things that it tells you.

**Goals for this activity**: Write complete sentences. Read and understand a non-fiction advertisement.

Parents can help by: Help your child find a real estate ad in a newspaper or online. Talk with your child about what the descriptions mean. Ask questions to help your child understand, such as, "This sentence says '3 bed/2 bath.' What do you think that means?"

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#### Make it Interesting!

Find 5 "boring" or uninteresting sentences in a newspaper or magazine. Paste them into your notebook. Then re-write each sentence to make it more interesting. Add adjectives, more interesting words, or change the way it is written!

**Instructions**: Cut out title and paste near top of page. Find 5 boring sentences in a newspaper or magazine. Re-write them to make them more interesting.

Goals for this activity: Expand on sentences using descriptive language.

Parents can help by: Help your child find uninteresting sentences by asking, "Does this sentence sound interesting to you? Do you think you could make it more interesting?" Encourage your child to add descriptive language. For example, the sentence "Apples are healthy," could be improved by adding more information: "Apples are very nutritious and can be eaten in so many different ways!"

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Parents can help by: Help your child find uninteresting sentences by asking, "Does this sentence sound interesting to you? Do you think you could make it more interesting?" Encourage your child to add descriptive language. For example, the sentence "Apples are healthy," could be improved by adding more information: "Apples are very nutritious and can be eaten in so many different ways!"

## Make it Interesting!

Find 5 "boring" or uninteresting sentences in a newspaper or magazine. Paste them into your notebook. Then re-write each sentence to make it more interesting. Add adjectives, more interesting words, or change the way it is written!

**Instructions**: Cut out title and paste near top of page. Find 5 boring sentences in a newspaper or magazine. Re-write them to make them more interesting.

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#### Describe a Picture

Find an interesting picture in a magazine or newspaper. Paste it into your notebook. Then write a description of the picture. Use the 5 W's in your description – who, what, when, where, why?

**Instructions**: Cut out title and paste near top of page. Find an interesting picture in a magazine/newspaper and write a description for it using the 5 W's.

**Goals for this activity**: Describe a picture using the 5 W's: who, what, when, where, why. Base the description on actual facts or on observations/assumptions.

Parents can help by: Question your child as he looks at the picture:
"What do you think is happening? Why is it happening? Where is this?
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## An Interesting Article

Find an interesting article in a magazine or newspaper, and read it along with a parent. Paste it into your notebook. Then write 5 interesting facts that you learned while reading.

**Instructions:** Cut out title and paste near top of page. Find an interesting article in a magazine or newspaper, and read it along with a parent. Paste it into your notebook. Then write 5 interesting facts that you learned while reading.

**Goals for this activity**: Read and understand (with assistance) a non-fiction article. Choose main ideas from the article.

Parents can help by: Your child will likely need assistance reading the article. To help her choose interesting facts, ask questions such as, "What's one thing that you remember from the article? What's one thing that you were confused about? What are you still wondering?"

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# Ordering Prices

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Goals for this activity: Compare and order dollar values.

Parents can help by: Help your child place the items in order by asking questions such as, "What number is in the tens place? Is it higher or lower than that number?" or "How do you know that this one costs less than that one?"

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## Fact and Opinion

Find an interesting picture in a magazine or newspaper. Paste it into your notebook. Then write 3 facts and 3 opinions about the picture. Remember that a fact is something that is always true. An opinion is something that you think, and is not always true.

**Instructions**: Cut out title and paste near top of page. Find an interesting picture in a magazine or newspaper. Write 3 facts and 3 opinions about the picture.

**Goals for this activity**: Distinguish between fact and opinion. Write in complete sentences.

Parents can help by: Help your child distinguish between fact and opinion by asking questions such as, "Is this true all the time, or is it just your own opinion? Would other people say the same thing, or would they have a different opinion?" Ensure that your child writes in complete sentences, using uppercase letters and proper punctuation.

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## Parts of Speech

Cut out 5 nouns, 5 adjectives and 5 verbs from a magazine or newspaper. Paste each one into your notebook. Write an "N" beside each noun, an "A" beside each adjective and a "V" beside each verb.

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Write an "N," "A," or "V" beside each one.

Goals for this activity: Recognize a noun as a person, place or thing, an adjective as a describing word, and a verb as an action word.

Parents can help by: Help your child by asking questions such as, "Is this word a person, place or thing? Does it describe something? Is it referring to an action like walking or talking?"

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# Two-Syllable Words

Find words with 2 syllables in a magazine or newspaper. Cut them out and paste them in your notebook. How many twosyllable words can you find? **Instructions**: Cut out title and paste near top of page. Cut out two-syllable words from a magazine or newspaper and paste them into your notebook.

**Goals for this activity**: Recognize a syllable as a unit of sound.

Parents can help by: Help your child use strategies for calculating number of syllables, such as clapping for each unit of sound. Ex. "wa-ter" or "win-dow."

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## Dictionary Skills

In a newspaper or magazine, find 5 words that you do not know the meaning of. Cut out and paste the words into your notebook. Then find the definition in a dictionary (traditional or online). Write the definition beside each word. Instructions: Cut out title and paste near top of page. Find
5 confusing words in a newspaper or magazine. Find and
write the definition beside each one.

Goals for this activity: Use a dictionary.

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# thank-you!

Thank-you for your purchase! If you have questions, concerns or general comments, please feel free to contact me through my blog:

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or my Facebook page:

https://www.facebook.com/teachingresourcesbyshelleygray

Have a wonderful day!

Shelley

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