

# The Welch Report

Week of January 5, 2015

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## Mark Your Calendar!

### January

NO PROGRESS REPORTS THIS WEEK

8 – REPORT CARDS HOME

~~16~~ – Class PJ day and potluck

23

“And now we welcome  
the new year, full of  
things that have never  
been”

— Rainer Maria Rilke

## Class News

I hope you enjoyed your break! We found ourselves surrounded by family and friends just about the whole break. Annie was brave enough to try ski lessons and did phenomenal!! I think we will have her continue. Downhill skiing can be scary, yet fun! ☺ On Christmas day, we drove around downtown and gave out wool socks and McDonalds gift cards. It's so so important to me that Annie understand that giving is so much more fulfilling than receiving. This is our new Christmas tradition. What are some of your favorite traditions?

On January ~~16<sup>th</sup>~~<sup>23<sup>rd</sup></sup> we will be having a class pajama day and potluck. I will send home more information by Friday this week. We are very very busy this time of year, all the way through the end of school so please make sure you're child has good attendance! ☺

We are reading, *Marven of the Great North Woods*. Ask your child: *Why did Marven's parents send him to the logging camp?*

In math we will begin chapter 5: Factors, Multiples, and Patterns. **PLEASE be helping your child with homework.** Students should still be practicing their simple multiplication and division facts.

In class, our current needs are: **Glue!** ☺

As always, if you have any questions or concerns, please don't hesitate to call me at 245-5521 or 310-5077 (before 7:00 p.m.).

## Spelling

beauty	ugly
lazy	marry
ready	sorry
empty	honey
valley	movie
duty	hungry
lonely	alley
body	twenty
turkey	hockey
fifty	monkey
fiery	envy
mercy	chimney
imaginary	



# OUTDOOR ICE SKATING PROGRAM



[www.anchorageskateclub.com](http://www.anchorageskateclub.com)  
anchorageskateclub@gmail.com

## 2015 After-School Skate Club Registration for all programs now open

PROGRAM INFORMATION: OPEN TO SKATERS OF ALL SKILL LEVELS

**AFTER-SCHOOL SKATE—FEE \$35.00/SKATER/SESSION**

**LAKE HOOD MONDAY AND WEDNESDAY 3:30-4:30 PM**

\_\_\_ Winter Session: 1/12/15 – 1/29/15

\_\_\_ Spring Session: 2/11/15 – 3/5/15

### CHECK DESIRED PROGRAM(S) ABOVE AND COMPLETE BELOW

#### SKATER INFORMATION:

Skater's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

SKATING LEVEL(check one): \_\_\_ beginner \_\_\_ some experience \_\_\_ advanced

#### PARENT/GUARDIAN INFORMATION:

Name: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Home #: \_\_\_\_\_ Cell#: \_\_\_\_\_ Work#: \_\_\_\_\_

\_\_\_ I would like to volunteer to help with After-School Skate / Learn to Skate (circle one/both)

*contact information will be used for emergency purposes and schedule changes only  
\*\*any program information or changes will be distributed through e-mail first\*\**

Make Checks Payable to: Anchorage Skate Club.

These sessions are open to Lake Hood Elementary students & families only.

REGISTRATION WILL BE LIMITED TO 30 PARTICIPANTS – 1<sup>ST</sup> COME, 1<sup>ST</sup> SERVE BASIS\*

**This is NOT an Anchorage School District sponsored event.**

# Home Reading Log

Name \_\_\_\_\_

Week of 1/5 - 1/11/15

1/9  
1/11

Weekend	Title _____ Pages _____	Reading Minutes
	Summary _____ _____ _____	Parent Signature

1/5

Monday	Title _____ Pages _____	Reading Minutes
	Summary _____ _____ _____	Parent Signature

1/6

Tuesday	Title _____ Pages _____	Reading Minutes
	Summary _____ _____ _____	Parent Signature

1/7

Wednesday	Title _____ Pages _____	Reading Minutes
	Summary _____ _____ _____	Parent Signature

1/8

Thursday	Title _____ Pages _____	Reading Minutes
	Summary _____ _____ _____	Parent Signature

Total Minutes Reading (Must be at least 2 hours or 120 minutes) \_\_\_\_\_

Name \_\_\_\_\_

## Final /ē/

When you hear the final /ē/ sound in a two-syllable word, think of the spelling patterns *y* and *ey*.

beauty      honey

► In the starred word *movie*, the final /ē/ sound is spelled *ie*.

Write each Spelling Word under its spelling of final /ē/.

*y*

*ey*

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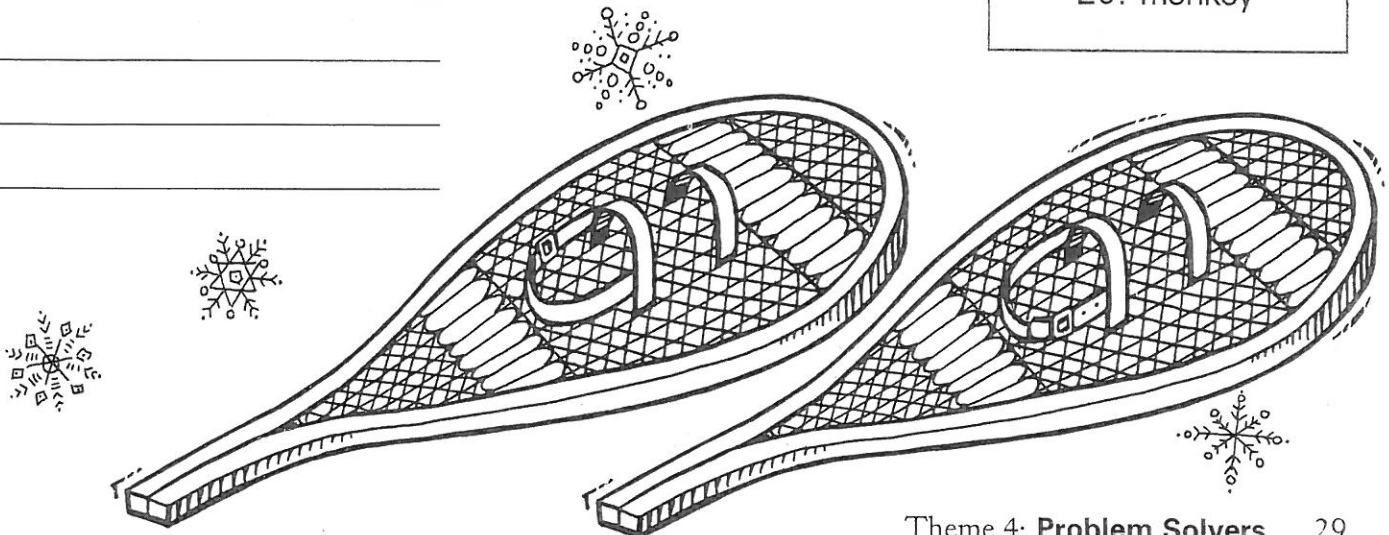
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### Another Spelling

### Spelling Words

1. beauty
2. ugly
3. lazy
4. marry
5. ready
6. sorry
7. empty
8. honey
9. valley
10. movie\*
11. duty
12. hungry
13. lonely
14. alley
15. body
16. twenty
17. turkey
18. hockey
19. fifty
20. monkey



Name \_\_\_\_\_

# Spelling Spree

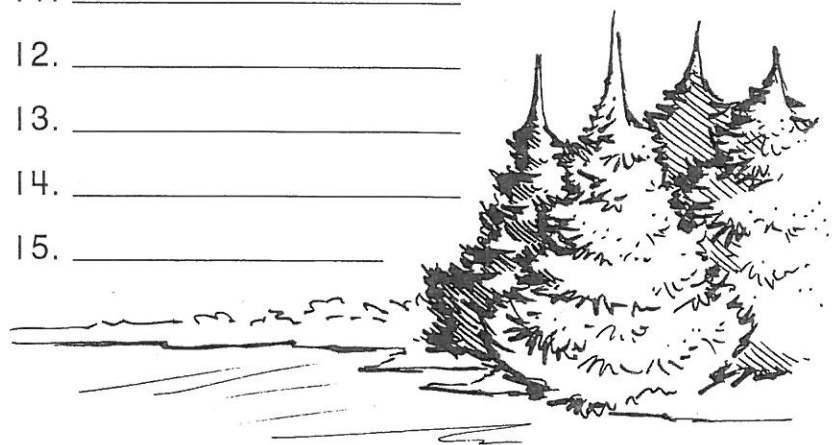
Word Search Circle the 15 Spelling Words in the puzzle. Then write them on the lines below.

L R E E A S H O C K E Y T H E  
A C L A S P W S T T R I P T M  
Z F I S H H U T H U L E E H P  
Y O V E U K T U E S S M A R T  
E A E Y N A F R Y L H O N E Y  
T H S U G H H K I M O V E E S  
S H Y R R O S E E A P I X E L  
F I F T Y L E Y A Y B E T A N  
U P V S H Y U L H M S W E E T  
M A T I E U G L Y O U E N Y W  
A L I M Y S L O A N B N O S E  
R R A L A K E T W K I T T E N  
R B O D Y Y L O N E L Y I V T  
Y N Q U E E S T A Y A L L E Y

## Spelling Words

1. beauty
2. ugly
3. lazy
4. marry
5. ready
6. sorry
7. empty
8. honey
9. valley
10. movie\*
11. duty
12. hungry
13. lonely
14. alley
15. body
16. twenty
17. turkey
18. hockey
19. fifty
20. monkey

- |          |           |
|----------|-----------|
| 1. _____ | 9. _____  |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ |           |



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Name \_\_\_\_\_

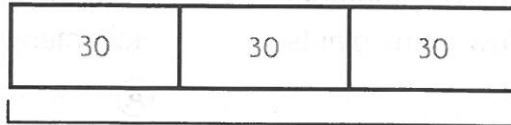
**Problem Solving • Multistep  
Division Problems**

COMMON CORE STANDARD CC.4.OA.3

Use the four operations with whole numbers to solve problems.

Solve. Draw a diagram to help you.

1. There are 3 trays of eggs. Each tray holds 30 eggs. How many people can be served if each person eats 2 eggs?

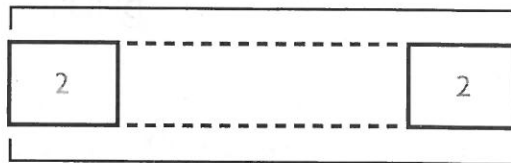


90

45

**Multiply to find the total number of eggs.**

**Think:** What do I need to find? How can I draw a diagram to help?



**Divide to find how many people can be served 2 eggs.**

45 people can be served.      90

2. There are 8 pencils in a package. How many packages will be needed for 28 children if each child gets 4 pencils?
- \_\_\_\_\_

3. There are 3 boxes of tangerines. Each box has 93 tangerines. The tangerines will be divided equally among 9 classrooms. How many tangerines will each classroom get?
- \_\_\_\_\_

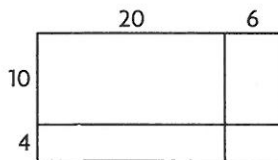
4. Misty has 84 photos from her vacation and 48 photos from a class outing. She wants to put all the photos in an album with 4 photos on each page. How many pages does she need?
- \_\_\_\_\_

**Lesson Check** (CC.4.OA.3, CC.4.NBT.6)

- Gavin buys 89 blue pansies and 86 yellow pansies. He will plant the flowers in 5 rows with an equal number of plants in each row. How many plants will be in each row?
  - (A) 875
  - (B) 175
  - (C) 35
  - (D) 3
- A pet store receives 7 boxes of cat food. Each box has 48 cans. The store wants to store the cans in equal stacks of 8 cans. How many stacks can be formed?
  - (A) 8
  - (B) 42
  - (C) 56
  - (D) 336

**Spiral Review** (CC.4.OA.3, CC.NBT.5, CC.NBT.6)

- What product does the model show?  
(Lesson 3.4)



- (A) 284
  - (B) 304
  - (C) 340
  - (D) 364
- Mr. Hatch bought 4 round-trip airplane tickets for \$417 each. He also paid \$50 in baggage fees. How much did Mr. Hatch spend? (Lesson 2.12)
    - (A) \$467
    - (B) \$1,698
    - (C) \$1,718
    - (D) \$16,478
  - Mae read 976 pages in 8 weeks. She read the same number of pages each week. How many pages did she read each week? (Lesson 4.10)
    - (A) 109
    - (B) 120
    - (C) 122
    - (D) 984
  - Yolanda and her 3 brothers shared a box of 156 toy dinosaurs. About how many dinosaurs did each child get? (Lesson 4.5)
    - (A) 40
    - (B) 50
    - (C) 60
    - (D) 80



Name \_\_\_\_\_

## Model Factors

COMMON CORE STANDARD CC.4.OA.4

Gain familiarity with factors and multiples.

Use tiles to find all the factors of the product.

Record the arrays on grid paper and write the factors shown.

1. 15

2. 30

3. 45

4. 19

$$1 \times 15 = 15$$

$$3 \times 5 = 15$$

1, 3, 5, 15

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

5. 40

6. 36

7. 22

8. 4

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9. 26

10. 49

11. 32

12. 23

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## Problem Solving

REAL WORLD

13. Brooke has to set up 70 chairs in equal rows for the class talent show. But, there is not room for more than 20 rows. What are the possible number of rows that Brooke could set up?

\_\_\_\_\_

14. Eduardo thinks of a number between 1 and 20 that has exactly 5 factors. What number is he thinking of?

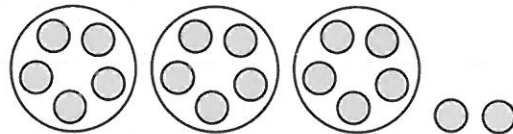
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**Lesson Check** (CC.4.OA.4)

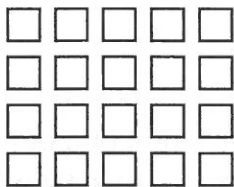
- Which of the following lists all the factors of 24?
  - (A) 1, 4, 6, 24
  - (B) 1, 3, 8, 24
  - (C) 3, 4, 6, 8
  - (D) 1, 2, 3, 4, 6, 8, 12, 24
- Natalia has 48 tiles. Which of the following shows a factor pair for the number 48?
  - (A) 4 and 8
  - (B) 6 and 8
  - (C) 2 and 12
  - (D) 3 and 24

**Spiral Review** (CC.4.OA.1, CC.4.NBT.5, CC.4.NBT.6)

- The Pumpkin Patch is open every day. If it sells 2,750 pounds of pumpkins each day, about how many pounds does it sell in 7 days? (Lesson 2.4)
- What is the remainder in the division problem modeled below? (Lesson 4.2)



- (A) 210 pounds
  - (B) 2,100 pounds
  - (C) 14,000 pounds
  - (D) 21,000 pounds
- (A) 2
  - (B) 3
  - (C) 5
  - (D) 17
- Which number sentence is represented by the following array? (Lesson 2.1)
  - Channing jogs 10 miles a week. How many miles will she jog in 52 weeks? (Lesson 3.1)



- (A)  $4 \times 5 = 20$
- (B)  $4 \times 4 = 16$
- (C)  $5 \times 2 = 10$
- (D)  $5 \times 5 = 25$

- (A) 30 miles
- (B) 120 miles
- (C) 200 miles
- (D) 520 miles

Name \_\_\_\_\_

## Factors and Divisibility

COMMON CORE STANDARD CC.4.OA.4

Gain familiarity with factors and multiples.

Is 6 a factor of the number? Write *yes* or *no*.

1. 36

2. 56

3. 42

4. 66

Think:  $6 \times 6 = 36$

**yes**

Is 5 a factor of the number? Write *yes* or *no*.

5. 38

6. 45

7. 60

8. 39

List all the factor pairs in the table.

9.

Factors of 12	
_____ × _____ = _____	_____, _____
_____ × _____ = _____	_____, _____
_____ × _____ = _____	_____, _____

10.

Factors of 25	
_____ × _____ = _____	_____, _____
_____ × _____ = _____	_____, _____
_____ × _____ = _____	_____, _____

11. List all the factor pairs for 48. Make a table to help.

_____ × _____ = _____	_____, _____
_____ × _____ = _____	_____, _____

## Problem Solving

12. Bryson buys a bag of 64 plastic miniature dinosaurs. Could he distribute them equally into six storage containers and not have any left over? **Explain.**

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13. Lori wants to distribute 35 peaches equally into baskets. She will use more than 1 but fewer than 10 baskets. How many baskets does Lori need?

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**Lesson Check** (CC.4.OA.4)

- Which of the following numbers has 9 as a factor?  
(A) 28  
(B) 30  
(C) 39  
(D) 45
- Which of the following numbers does NOT have 5 as a factor?  
(A) 15  
(B) 28  
(C) 30  
(D) 45

**Spiral Review** (CC.4.NBT.4, CC.4.NBT.5)

- Which of the following shows a strategy to use to find  $4 \times 275$ ? (Lesson 2.8)  
(A)  $(4 \times 300) + (4 \times 25)$   
(B)  $(4 \times 300) - (4 \times 25)$   
(C)  $(4 \times 275) - 100$   
(D)  $(4 \times 200) + 75$
- Jack broke apart  $5 \times 216$  as  $(5 \times 200) + (5 \times 16)$  to multiply mentally. What strategy did Jack use? (Lesson 2.8)  
(A) the Commutative Property  
(B) the Associative Property  
(C) halving and doubling  
(D) the Distributive Property
- Jordan has \$55. She earns \$67 by doing chores. How much money does Jordan have now? (Lesson 1.6)  
(A) \$122  
(B) \$130  
(C) \$112  
(D) \$12
- Trina has 72 collector's stamps. She puts 43 of the stamps into a stamp book. How many stamps are left? (Lesson 1.7)  
(A) 29  
(B) 31  
(C) 39  
(D) 115

# School-Home Letter

Dear Family,

Throughout the next few weeks, our math class will be working with factors, multiples, and patterns. The students will study and learn to find factors and multiples and work with number patterns.

Here is a sample of how your child will be taught.

## Vocabulary

**common factor** A number that is a factor of two or more numbers

**common multiple** A number that is a multiple of two or more numbers

**divisible** A number is divisible by another number if the quotient is a counting number and the remainder is zero.

**composite number** A whole number greater than 1 that has more than two factors

**prime number** A number that has exactly two factors: 1 and itself

## MODEL Find Factor Pairs

Use division to find all the factor pairs for 36.  
Divisibility rules can help.

Factors of 36	
$36 \div 1 = 36$	1, 36
$36 \div 2 = 18$	2, 18
$36 \div 3 = 12$	3, 12
$36 \div 6 = 6$	6, 6
$36 \div 9 = 4$	9, 4

### Divisibility Rules

- Every whole number is divisible by 1.
- The number is even. It's divisible by 2.
- The sum of the digits is divisible by 3.
- The number is even, and divisible by 3.
- The sum of the digits is divisible by 9.

### Tips

#### Divisibility

A whole number is divisible by another whole number when the quotient is a whole number and the remainder is 0.

## Activity

Using the divisibility rules, have your child find all the factor pairs for these numbers:

18, 48, 39, 63

# Carta para la casa

Querida familia,

Durante las próximas semanas, en la clase de matemáticas trabajaremos con factores, múltiplos y patrones. Aprenderemos a hallar factores y múltiplos y a trabajar con patrones de números.

Este es un ejemplo de la manera como aprenderemos.

## Vocabulario

**factor común** Un número que es factor de dos o más números

**común múltiplo** Un número que es múltiplo de dos o más números

**divisible** Un número es divisible entre otro número si el cociente es un número entero y el residuo es cero.

**número compuesto** Un número entero mayor que 1 que tiene más de dos factores

**número primo** Un número que tiene exactamente dos factores: 1 y él mismo

### MODELO Hallar pares de factores

Usa la división para hallar todos los pares de factores para 36. Las reglas de divisibilidad te pueden ayudar.

Factores de 36	
$36 \div 1 = 36$	1, 36
$36 \div 2 = 18$	2, 18
$36 \div 3 = 12$	3, 12
$36 \div 6 = 6$	6, 6
$36 \div 9 = 4$	9, 4

#### Reglas de divisibilidad

- Todos los números enteros son divisibles entre 1.
- El número es par. Es divisible entre 2.
- La suma de los dígitos es divisible entre 3.
- El número es par y divisible entre 3.
- La suma de los dígitos es divisible entre 9.

#### Pistas

##### Divisibilidad

Un número entero es divisible entre otro número entero si el cociente es un número entero y el residuo es 0.

## Actividad

Usando las reglas de divisibilidad, pida a su niño o niña que halle todos los pares de factores para estos números: 18, 48, 39, 63.