Book: The Life Cycle of Moths and Butterflies
In this cycle, students are introduced to schwa words spelled with “a” (words spelled with an “a” but sound like a /u/ (i.e. adult, agree, along, across) In addition, they are introduced to the prefixes -dis and -de (i.e. disagree, dislike, deconstruct).

As you work with your child have them find and circle the words that follow schwa words spelled with “a”.

- Write the words you circled in the back of the book
- With the words they wrote have students read it, say it, write it, and read it again
- Use high-frequency words in sentences (oral and written)
- Read the list of high-frequency words and time yourself on fluency (keep running list)
- Search for high frequency words in sentences in the book
- High-Frequency Words to read and practice:

  another  inside  isn't  process
  usually  you're  similar
Engagement Text: “The Life Cycle of Moths and Butterflies”

Butterflies and moths are insects. They are called “advanced insects” because they have a complete life cycle. This means that each of the four stages of their life cycle looks completely different and serves a different purpose in the insect’s life.

The Four Stages

1. Egg

The first stage is the egg stage. A female butterfly or moth lays an egg, usually attached to a leaf or stem.

2. Larva

A caterpillar, or larva, hatches out of the egg. A caterpillar is a worm-like creature that has legs. A caterpillar usually has some sort of interesting pattern on its body and sometimes has small hairs. This stage is when the most frequent feeding and most rapid growth occur. The larva sheds its skin several times to allow for the growth.

3. Pupa

The chrysalis, or pupa, stage is when the real transformation begins. During this stage, the caterpillar rests and forms a brown or green covering over its body. The structure of the caterpillar breaks down and begins to take the form of an adult insect while it is inside the chrysalis.

4. Adult

The imago, or adult, stage is the last stage. A beautiful butterfly or moth emerges from the pupa. During this stage, the insect is most mobile and can mate and lay eggs. Adult butterflies and moths may also migrate.
Read aloud “The Life Cycle of Moths and Butterflies” to your child.

Recall:
”What type of text is this?” (nonfiction, informational)

”How do you know?” (Answers will vary.)

”What are the four stages in the life cycle of butterflies and moths?” (egg, larva, pupa, adult)

Vocabulary and Language:
”In the text, we learn that the pupa stage is when the real ‘transformation’ begins. What does ‘transformation’ mean?” (change; changing into something new)

”The adult butterfly ‘emerges’ from its chrysalis as an adult. How can you describe the word ‘emerges’?” (comes out; appears)

Digging Deeper: Extension Questions:
”Why does the larva need to shed its skin?” (so it can grow; because it is growing bigger)

”What questions do you have about the life cycle of butterflies and moths?” (Answers will vary.)
April Showers

Jane and Mary love the month of April, even though it rains a lot in April every year. They are twins, and their birthday is on April 21. This year, they want to celebrate their birthday at The Jumpy Jump. They usually have their birthday party at the park, but it is going to rain on their birthday this year, so that is why they changed their mind of where to have their birthday party. I think their birthday will be lots of fun at The Jumpy Jump.

1. Who is the story mostly about? _______________________

2. What are the twins celebrating? _______________________

3. When is their birthday? _______________________

4. Where do they want to celebrate this year? _______________________

5. Why did they not have their party at the park as usual? ____________________________________________
Maps

A map is like a picture of what a place looks like. Some maps have labels telling about the pictures on the maps. Other maps don’t have labels. Maps without labels use a key or legend. A key or legend tells what the pictures on the map means.

Word Work

Words that include: -ey

Draw It

Answer It

Connection
Jackrabbit

Daisy, the jackrabbit, lives in the desert. Daisy likes to sit in the shade when it is hot. Daisy has brown fur. It is hard for other animals to see her. In the evening, Daisy hops around looking for food. She nibbles on plants. Daisy can munch on cactus without getting hurt. She likes to live in the desert.

If I lived in the desert

__________________________
__________________________
__________________________
__________________________
Grandma

We went to Grandma’s house on Sunday. Grandma loves to cook for us. She always makes yummy food. This week Grandma baked a big ham. She also made mashed potatoes and green beans. We ate apple pie, my favorite dessert. I love to go to Grandma’s house.

My Grandma

Setting

Draw It
Write 3 sentences using your spelling words:

Always away

The story of the red tulip

My help

Spelling

I can independently edit writing using the Kettle Falls Elementary conventions checklist.
Stretch It!
Directions: Add words to make this sentence longer and better.

Sentence: They help put it away.

1. ______________________________________

2. ______________________________________

3. ______________________________________

Fix It!
Directions: This sentence is not right. Please fix it on the lines below.

There are so many different places to go.

Sort It!
Directions: Sort these words in some way.

<table>
<thead>
<tr>
<th>why</th>
<th>place</th>
<th>likes</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>right</td>
<td>write</td>
</tr>
</tbody>
</table>

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

Created by Ann Gardner
Directions: How are these words alike? Add more.

why, where, when, ...

Directions: Finish the sentence. Then tell more.

Help was on the way, because ________.

Directions: Find and write the words.

Words to which you may add the s suffix
Rebecca Sitton - Word Search - Units 15-20

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

good   new   write   our   me   man
too     any    day    same   right   look
think   also   around another came   come
work    three  must   because does   part
even    place  well   such   here   take
Unit 21 - Core Word Sentences

| again | off | went | old | number |

Use each Core Word to write a complete sentence.

1. 

2. 

3. 

4. 

5. 

I used capital letters and punctuation correctly. Yes or No. (Circle one.)
Subtraction & Measuring Practice  page 1 of 2

DJ likes to make hops on the number line to solve 2-digit subtraction problems, like this:

\[ 54 - 25 \]

\[ \begin{array}{c}
5 + 20 + 4 = 29 \\
so \quad 54 - 25 = 29
\end{array} \]

1 Solve each of the subtraction problems below. You can use DJ’s number line strategy or some other way to solve the problem. Show your work each time.

a  \[ 56 - 29 \]

\[
\begin{array}{c}
\quad \\
so \quad 56 - 29 = \quad \\
\end{array}
\]

b  \[ 70 - 36 \]

\[
\begin{array}{c}
\quad \\
so \quad 70 - 36 = \quad \\
\end{array}
\]

c  \[ 63 - 19 \]

\[
\begin{array}{c}
\quad \\
so \quad 63 - 19 = \\
\end{array}
\]

(continued on next page)
Subtraction & Measuring Practice  page 2 of 2

2  Measure the ladybugs’ paths below. Use the centimeter side of your ruler. Write the length of each path on the correct line.

Bug A walked ______ cm  Bug B walked ______ cm

Bug C walked ______ cm  Bug D walked ______ cm

3  Which ladybug has the longest path? (circle one)
   Bug A    Bug B    Bug C    Bug D

4  How much longer is Bug A’s path than Bug B’s path? ______

5  How much shorter is Bug D’s path than Bug A’s path? ______

6  How far did the 4 ladybugs walk in all? Write an equation to show.

7  Draw a path from the ladybug to the flower. Measure it with the centimeter side of your ruler.

My path is ______ centimeters long.
Fraction Races & More page 1 of 2

Note to Families
Here are the rules for a new fraction game we learned in school. Please play this game with your child several times. Then have your child complete the exercise on the back of this sheet and return it to school.

1. Use the extra set of construction paper strips to fold, cut, and label another fraction kit. It should be just like the one you brought home with you.

2. Set your whole strip out in front of you and stack the other fraction pieces to the side so you’re ready to play. Have your partner do the same.

3. Anchor a paperclip with a pencil and use it as a spinner arrow. Spin the spinner and take the fraction piece that it names and lay it on top of your whole strip. Then give your partner a turn. Continue taking turns back and forth until one of you has filled your whole strip. The tricky part is that you have to go out evenly. If you spin a fourth and then a half, so that three-fourths of your whole strip is covered, and then spin another half, you can’t use it. In this case, you lose your turn and have to wait until your next turn to try again.

4. When one person has won by filling his or her entire strip with fraction pieces, clear them off and play again.

5. When this seems easy, play backward. That is, start by covering your whole strip with fraction pieces. (You can do this using any combination of pieces you want—2 halves, 4 fourths, a half, a fourth, and 2 eighths, etc. You may have to do some trading along the way.) Then take turns spinning the spinner and removing the pieces it names. The first person to remove all of his or her pieces from the strip is the winner.

(continued on next page)
Comparing Fractions

Use your fraction pieces to do the exercises below.

1. Circle the larger of the two fractions in each pair. The first one is done for you.
   
   **Example:**
   
   \[
   \frac{2}{8} \quad \bigcirc \quad \frac{3}{4}
   \]
   
   \[
   \text{Wow! } \frac{3}{4} \text{ is way bigger than } \frac{2}{8}!
   \]

   - a \( \frac{1}{2} \) \( \frac{1}{4} \)
   - b \( \frac{1}{4} \) \( \frac{3}{8} \)
   - c \( \frac{3}{8} \) \( \frac{1}{2} \)

2. Circle the smaller of the two fractions in each pair.
   
   - a \( \frac{1}{8} \) \( \frac{1}{4} \)
   - b \( \frac{1}{4} \) \( \frac{3}{8} \)
   - c \( \frac{3}{8} \) \( \frac{1}{2} \)

3. Lay out each combination of fractions shown below and find one fraction piece that is the same length. The first one is done for you.

   **Example:**
   
   \[
   \frac{1}{8} + \frac{1}{8} = \frac{1}{4}
   \]
   
   Well, that's pretty easy. If I lay 2 eighths end to end, I can see that the one-fourth piece is exactly the same length.

   - a \( \frac{1}{4} + \frac{1}{4} = \) __________
   - b \( \frac{1}{2} + \frac{1}{2} = \) __________
   - c \( \frac{2}{8} + \frac{1}{4} = \) __________
   - d \( \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \) __________
   - e \( \frac{1}{4} + \frac{1}{4} + \frac{1}{2} = \) __________
   - f \( \frac{1}{8} + \frac{1}{8} + \frac{1}{4} = \) __________
More Ant Stories  page 1 of 2

1  There are 4 lines of ants. There are 5 ants in every line. The queen wants 30 ants for her parade.

a  How many ants are lined up right now? Show your work.

b  How many more ants need to line up? Show your work.

2  CHALLENGE  Use the numbers in the box to fill in the blanks below.

<table>
<thead>
<tr>
<th>18</th>
<th>11</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>16</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>4</td>
<td>17</td>
</tr>
</tbody>
</table>

a  Find 2 numbers whose sum is 21. ______, ______

b  Find 2 numbers whose sum is 29. ______, ______

c  Find 2 numbers whose difference is 10. ______, ______

d  Find 2 numbers whose difference is 14. ______, ______

e  Find 4 numbers that have the smallest total. ______, ______, ______, ______
More Ant Stories page 2 of 2

Hi! I am a worker army ant. I am 1 centimeter long.

My 10 army ant friends make a line that is 10 centimeters, or 1 decimeter, long.

3 List four different things on you or in your kitchen that are about the same length as a decimeter.

4 Use your ruler to help draw a line below that is exactly 15 centimeters long. How many of us army ants could stand on your line?

5 One hundred of my army ant friends would make a line that is 100 centimeters, or 1 meter long. That’s about the same as the distance between the floor and the doorknob on a regular door.

List four different things in your home that are about the same length as a meter.