



Mrs. Lyles
and

Ms. Yarborough's
Peek at the Week
November 29- December 3

LEVEL UP

Important Dates

Dec. 1st- Wear Wilder Wednesday Spirit Shirts

**Dec. 2nd - Wear Fuzzy Socks
Marco's Pizza Spirit Night**

Dec.3rd Holiday Pictures (see next slide for more information)

**Dec. 6th - Dress like a Candy Cane
Campus Spelling Bee @8:30**

Dec. 7th - Favorite Flannel Day

**Dec.8th Math CBA 1
Cozy Scarf Day**

Announcements

Please be sure to sign your child's conduct sheet every Friday.

Any graded work will be sent home on Thursdays in the "Thursday Folder".

LEVEL UP

Imagine Learning

Students will track minutes completed on their data trackers. Students will earn brag tags for the number of hours completed by set date.

- 10 hours by November 29th
- 20 hours by January 28th
- 30 hours by March 30th
- 40 hours by May 2nd

[Imagine Learning Link](#)

Username and password is your child's student ID number

Imagine Math

Site Code: 4808090

Students will be required to complete at least one lesson this week.

HOLIDAY PICTURES

WILDER
ELEMENTARY

Wilder Elementary is pleased to announce that we will be taking holiday pictures on Friday, Dec. 3rd.

Parents may choose to have students take their picture with Santa or with just the beautiful rustic Christmas scene backdrop.

Pictures will be \$7.00, and students may wear regular dress code or dress up in holiday clothes.

Payments can be made online at "My School Bucks" or turned into the front office using the order form provided.

In order to have your student's picture made, we must receive payment on or before Dec. 1st!



INDIVIDUAL OR
SIBLING PICTURE
OPTIONS AVAILABLE!

*Digital Prints will be
provided for \$7.*

Holiday Pictures

If you would like your child to take holiday pictures this year, please log into MySchoolBucks to complete the order form. Digital prints will be emailed to the address provided. This will allow you to make as many copies you as you'd like!

Parents will have the option for students to take a picture with Santa or with just the beautiful rustic Christmas backdrop.

If you prefer to pay in person, please use the order form [here](#). Only exact cash or checks made out to "Wilder Elementary" will be accepted in the front office. Order are due by December 1st.



Ms. Yarborough



Nov.29-Dec.3

What We're Learning in Math

Division Unit Test on Friday!

- Review Long Division Standard Algorithm
- Interpreting Remainders (students will solve division word problems and will need to understand what should be done with the remainder)
- Estimating Quotients
- Strip Diagrams with Multiplication and Division

Math Homework

- **Monday/Tuesday:** ASTROS
- **Wednesday/Thursday:** Division Unit Test Review
- Study your multiplication flashcards daily.

What We're Learning in Science

- Matter: Comparing Mixtures/Including Solutions

Science Homework

- **Wednesday:** STEMscopes Assignment



Mrs. Lyles

LEVEL UP

Nov. 30 - Dec. 3

What We're Learning in Reading

Nonfiction

- Text Features/Graphics
- Text Structure

Students should spend 20-40 minutes daily on Imagine Language & Literacy

What We're Learning in Writing

Argumentative Writing

- Claim
- Evidence
- Counterclaim
- Rebuttal
- Conclusion

What We're Learning in SS

Exploration and Colonization of Texas

- Chapter Questions 2-4

Word Study:

The spelling test will be Tuesday, Dec 7th. - New words will go home tomorrow, Tuesday, Nov. 30th

Vocabulary Study - [Vocabulary Words Study - Nov. 30-Dec. 3rd](#)

How To Interpret Remainders

Round It

Take the whole number quotient
and add 1 more.

Use this when everything or
everyone has to fit and you can't
leave anything out.

Ignore It

Ignore the remainder and only use
the quotient as your answer.

Use this when the question asks for FULL
or WHOLE items or when the item cannot
easily be split in real life.

Focus on It!

Use the remainder (and not the
quotient) as your answer.

Use this when the question asks
how much is left over or left out or
partially filled.

LEVEL UP

Compute
Whole Numbers
Division
Methods

Relationship between
Multiplication and Division

$25 \times 6 = 150$
 $6 \times 25 = 150$
 $150 \div 25 = 6$
 $150 \div 6 = 25$

Four-Digit Dividends
and One-Digit Divisor

$1,958 \div 6 = 326 \text{ r } 2$
Dividend/Total Divisor Quotient Remainder

Rectangular Arrays

$235 \div 5 = 47$

5	x		
50	10		235
50	10		<u>-200</u>
50	10		35
50	10		<u>-30</u>
30	6		5
30	6		<u>-5</u>
5	+ 1		0
5	+ 1		<u>47</u>

Number
and
Operations
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4th

$326 \text{ r } 2$

$$\begin{array}{r}
 6 \overline{) 1,958} \\
 \underline{-18} \\
 15 \\
 \underline{-12} \\
 38 \\
 \underline{-36} \\
 2
 \end{array}$$

Area Models

$958 \div 6 = 159 \text{ r } 4$

x	100	+	50	+	9	r4
6	958		358		58	
	<u>-600</u>		<u>-300</u>		<u>-54</u>	
	358		58		4	

6	958	100
	<u>-600</u>	
	358	50
	<u>-300</u>	
	58	9
	<u>-54</u>	
	remainder	④



Sentence Stems

Based on details in the story, what can the reader infer about ____?

Which sentence best helps the reader understand that the story is told from the first-person point of view?

What is paragraph ___ mainly about?

What is the author's message (theme) in this selection?

What is the best summary of the selection?

What does the word _____ mean in paragraph _____?

What does paragraph _____ reveal about _____ character?