

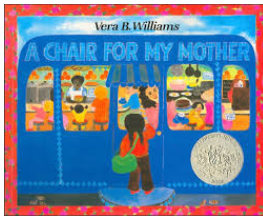
Unit 3: Resources in Our Communities  
**Week 2: What do people need? What do people want?**

Dear Families,

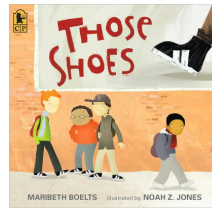
This week we are thinking about the goods we use, and which of those we **need** and **want**.

Here are some activities to do with your child this week. When you do an activity, check the box. You don't have to do every activity and you can do any of them more than once. Remember to make time for reading, too! Please help your child return this Family Links to school at the end of the week. We hope you enjoy learning with your child!

*This week we are reading...*



**A Chair for My Mother**  
 by Vera B. Williams



**Those Shoes**  
 by Maribeth Boelts

These stories show children thinking about something they need or want. Go to the library or look on your bookshelf at home to find more stories about people getting something they need or want.

Your child is practicing singing and reading "Giving Thanks" (attached). Read and sing it together! You can find the tune by searching for "Giving Thanks - Beres Hammond" on YouTube.

<p style="text-align: center;"><b>Reading Log</b></p> <p style="text-align: center;">Your child can read to you, and you can read to your child.</p> <p style="text-align: center;"><i>It's always a good idea to read a book many times. We can find something new in a book each time we read the words or look at the illustrations.</i></p>	
Title and Author	What do you think?



<p><b>Go outside or look out the window</b> <input type="checkbox"/></p> <p>Where in your neighborhood do you get some of the things you and your family need and want? Do you have to travel to buy groceries? How do you get there? Go together to a place where you get something you need.</p>	<p><b>Talk about...</b> <input type="checkbox"/></p> <p>... things you need and things you want. Where do you get them? Why do you shop in the places you do? Do you know people who work in any kind of market? Write down a list of questions you'd like to answer about where things come from.</p>	
<p><b>Tell a story</b> <input type="checkbox"/></p> <p>Think of something you really, really want. Then tell a story about how you or another character got it or didn't get it. Can you turn the story into a poem?</p>	<p><b>Read together!</b></p> <p>at least 10 minutes every day</p> <p>Record your reading on the back of this page.</p>	<p><b>Play with math ideas</b> <input type="checkbox"/></p> <p>Pick any number greater than 9. Show how many different ways that number can be expressed.</p>
<p><b>Explore science and engineering</b> <input type="checkbox"/></p> <p>Plants give us many resources we depend on. Set up a journal to observe and record the growth of plants. Each page should have space to draw and write and record the date. Do you have any plants at home? Plant some seeds in a container and watch!</p>	<p><b>Play with words; grow a reader</b> <input type="checkbox"/></p> <p>Our Weekly Words are <b>need, want, choice, save, spend, and sell.</b></p> <p>Use each of these words in a sentence. Then use each word in a question.</p>	

Child's name \_\_\_\_\_ Adult's name \_\_\_\_\_

# Vocabulary



need

<https://newsnetwork.mayoclinic.org>

something that a person requires in order to be healthy, comfortable, and successful



want

<https://www.npr.org/sections/thesalt/2018/01/08/575406713/are-gummy-bear-flavors>

something that a person would like to have



choice

<https://www.forbes.com/sites/forbescoachescouncil/2017/05/19/the-difference-between-making>

making a decision about one thing when there are two or more possibilities



save

<https://www.score.org/blog/7-little-ways-save-money-when-youre-self-employed>

to put money aside to use in the future



spend

<https://www.moneyunder30.com/intentional-spending>

to use money to pay for something



sell

[https://www.clarin.com/tecnologias-tener-cuenta-comprar-televisor\\_0\\_51Gibe-AM.html](https://www.clarin.com/tecnologias-tener-cuenta-comprar-televisor_0_51Gibe-AM.html)

to offer something in exchange for money



Teachers Need:

- \*This week's Family link (front and back)
- \*Vocabulary Sheet
- \*Giving Thanks Poem
- \*Decomposing Numbers math

## **Giving Thanks**

By Beres Hammond

Right now, I'm taking it easy,  
Check my steps, I'm not in a hurry,  
Soon I'll have the things that I need so bad.

Morning sun rising behind me,  
Stars at night come out to remind me,  
To give thanks for all of the things that I have.  
All is well, I've got my health and in such good shape,  
Pocket's broke and I've got nothing  
waiting for that break.

So I'm giving thanks now  
Yes I'm giving thanks, for all I've got,  
I'm giving thanks, whether or not,  
I'm giving thanks for the life in me  
I'm giving thanks now.

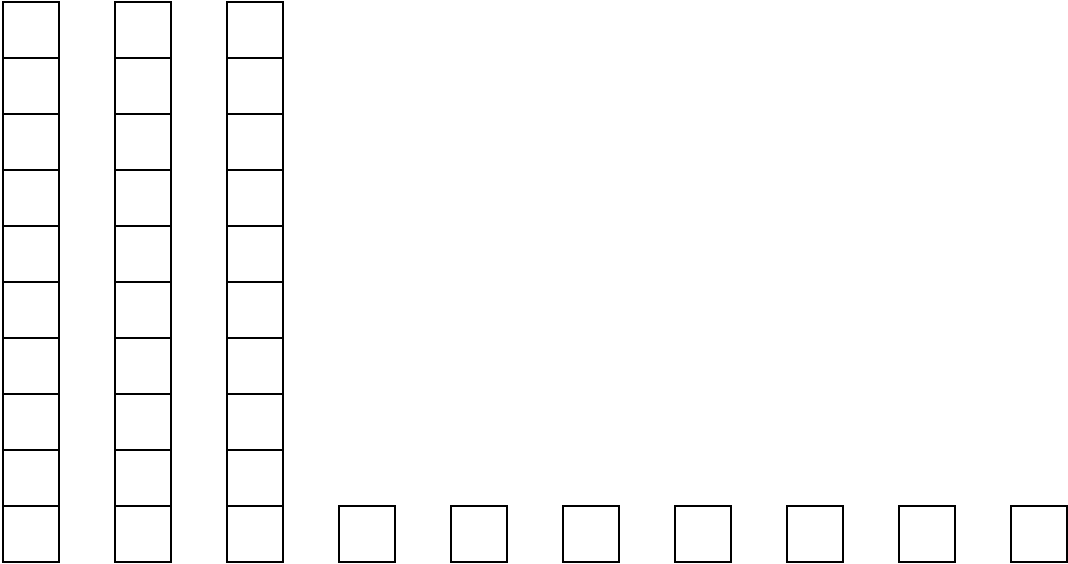
## Decomposing (taking apart) Numbers

Pick any number greater than 9. Show how many different ways that number can be expressed.

For example, my number is **37**. Here are some possible ways to represent it:

$30 + 7 = 37$	$37 > 30$ "37 is greater than 30."	$19 < 37$ "19 is less than 37."	$30 + 7 = 10 + 20 + 7$	$10 + 10 + 10 + 7 = 37$
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3 tens and 7 ones:



The diagram shows three vertical rods, each composed of ten small squares, representing 30. To the right of these rods are seven individual small squares, representing 7. Together, they represent the number 37.

**Tens and Ones** Cut out units of ten and units of one and arrange to represent numbers above 9.

A grid of ten vertical columns. Each column contains ten small rectangular boxes stacked vertically. The boxes are separated by solid horizontal lines, and the entire grid is enclosed in a dashed border. This grid is intended for students to place cut-out units of ten and ones to represent numbers greater than 9.

A horizontal grid consisting of two rows of ten boxes each. The boxes are separated by dashed lines, forming a 2x10 grid. This grid is intended for students to place cut-out units of ten and ones to represent numbers greater than 9.