

JOIN THE AZALEA ELEMENTARY PTA

Help support our students and teachers by joining the PTA today! Your membership supports student programs, educational enrichment, teacher appreciation, school events and more. There is no obligation to volunteer your time, but your support makes everything we do...possible!

____\$5 - Single/Student Membership

____\$5 - Staff Membership

\$____ Tax-Deductible Donation

Please remit cash with this form. If paying online, check here _____

Member Name: _____

Phone: _____

Email: _____

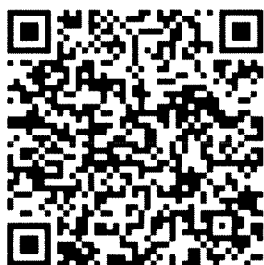
Address: _____

Student 1 Name: _____

Grade/Teacher: _____

Additional Students Name/Grade/Teacher: _____

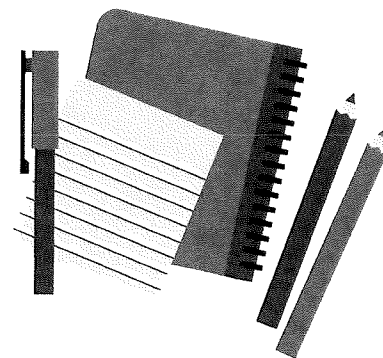
____ Please initial here if you would like to receive email notifications from the PTA for school events and announcements related to school events.



Sign Up Online



PTA Facebook



BIRTHDAY MARQUEE

**SHARE YOUR BIRTHDAY WITH THE
ENTIRE SCHOOL**



\$10

SCAN THE QR CODE

**NAME WILL BE DISPLAYED ON THE SCHOOL
MARQUEE FOR YOUR BIRTHDAY WEEK**

AZALEA ELEMENTARY

OPEN HOUSE & PTA GENERAL MEETING

Join us on **August 26th** in the
Cafeteria for...

General PTA Meeting 5pm

- Meet your PTA Board
- Join the PTA
- Learn about volunteer opportunities
- See what we have planned for the 2026/2027 school year!!

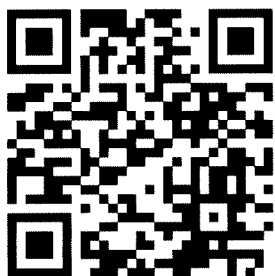
Classroom Presentation #1 - All Grades 5:30pm

Classroom Presentation #2 - All Grades 6:15pm

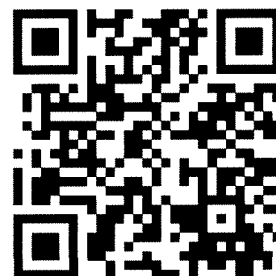
...And the **Book Fair** in the **Media Center!**

We will have a giveaway of Azalea Swag
during the General Meeting!!!

PTA Membership



PTA Facebook

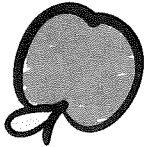




JOIN THE PTA TODAY!!



EVERY STUDENT PTA MEMBER CAN PARTICIPATE



* 4TH FRIDAY OF THE MONTH
WHEN SCHOOL IS IN SESSION

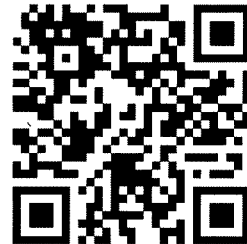
PTA DRESS DOWN DAYS

ANNUAL \$9



DONATIONS GO TO
THE HOLIDAY HELP FUND
FOR ELIGIBLE
FAMILIES AT AZALEA

MONTHLY \$1

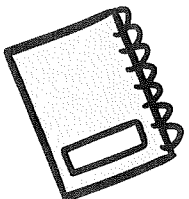


SCAN QR CODES BELOW TO PAY ONLINE (MONTHLY OR ANNUAL)
OR DROP YOUR \$1 IN THE PTA MAILBOX IN THE OFFICE EACH MONTH



2ND FRIDAY OF EVERY MONTH (BEGINNING SEPT)

DONATE \$1/MTH FOR EAGLES DRESS DOWN DAYS



26-27 AZALEA PTA EVENTS CALENDAR

August

7th Shirt Sales (Meet and Greet) 8-10
24th-28th Spirit Shirt Sales Online
24th-28th Book Fair
26th General Meeting & Open House
28th PTA Dress Down Day

September

4th Bday Pencils
11th Eagles Dress Down Day
14th-30th Papa Johns Fundraiser
14th Grandparents Day
15th Dot Day
24th Donuts for Grownups
25th PTA Dress Down Day

October

2nd C2C Breakfast/Bday Pencils
7th Walk to School Day
9th Eagles Dress Down Day
23rd Trunk or Treat/ Fall Carnival
23rd PTA Dress Down Day
29th Chipolte Spirit Night

November

6th C2C Breakfast/Bday Pencils
12th Family Stream Night
13th Eagles Dress Down Day
18th Great American Teach In
21-29 Thanksgiving Break
19th Chi-Fil-A Spirit Night

December

4th C2C Breakfast/Bday Pencils
4th, 10-2 Holiday Shop Preview
7th-10th, 9:30-2 Holiday Shop
9th Family Movie Night/Gen Mtg
11th Eagles Dress Down Day
19-Jan 3 Winter Break

January

6th C2C Breakfast/Bday Pencils
8th Eagles Dress Down Day
22nd PTA Dress Down Day
26th-29th Valentine's shop
28th Literacy Night & V-Shop night

February

5th C2C Breakfast/Bday Pencils
11th Family Dance
12th Eagles Dress Down Day
18th Chipolte Spirit Night
26th PTA Dress Down Day

March

4th General Mtg/Family Game Night
5th C2C Breakfast/Bday Pencils
11th Spring Carnival
12th Eagles Dress Down Day
18th Chic-Fil-A Spirit Night
26th PTA Dress Down Day

April

2nd C2C Breakfast/Bday Pencils
2nd Donuts for Grown Ups
9th Eagles Dress Down Day
23rd - Easter Break

May

3rd - 7th Teacher Apprec Week
7th C2C Breakfast/Bday Pencils
14th Eagles Dress Down Day
20th Pizza in Park/General Mtg
21st SnoCone Day
TBD 5th Grade Grad Bkfst
27th Last Day of School

Multiplication Notes:

Multiply by multiples of 10

Step 1: Multiply the non-zero values

Step 2: place the zeros from the factors into the product to correct the place value

700×20
 $7 \times 2 = 14$
 $700 \times 20 = 14,000$

30×50
 $3 \times 5 = 15$
 $30 \times 50 = 1,500$

40×200
 $4 \times 2 = 8$
 $40 \times 200 = 8,000$

Multiply using partial products

$$\begin{array}{r}
 115 \\
 \times 24 \\
 \hline
 460 \\
 2000 \\
 + 100 \\
 \hline
 2760
 \end{array}$$

$400 = 100 \times 4$
 $40 = 10 \times 4$
 $20 = 5 \times 4$
 $2000 = 100 \times 20$
 $200 = 10 \times 20$
 $100 = 5 \times 20$

Step 1: Decompose the numbers you are multiplying

Think: $115 = 100 + 10 + 5$

Think $24 = 20 + 4$

Step 2: Use the distributive property to find all the smaller multiplication problems

Think: $115 \times 4 = (100 \times 4) + (10 \times 4) + (5 \times 4)$
 Think: $115 \times 20 = (100 \times 20) + (10 \times 20) + (5 \times 20)$

Step 3: Find the partial products:

Step 4: Add the partial products together to find the full product.

Multiply using area model

Step 1: Decompose both values in our multiplication problem using expanded form.

$127 = 100 + 20 + 7$
 $46 = 40 + 6$

Step 2: Create your area model (3 digit by 2 digit)

Step 3: Find the partial products

Step 4: Add the partial products to find the total product

	100	20	7
40	$40 \times 100 = 4000$	$40 \times 20 = 800$	$40 \times 7 = 280$
6	$6 \times 100 = 600$	$6 \times 20 = 120$	$6 \times 7 = 42$

4000
 800
 280
 600
 120
 $+ 42$
 $\hline$
 5842

Multiply using standard algorithm

$$\begin{array}{r}
 115 \\
 \times 24 \\
 \hline
 460 \\
 2300 \\
 \hline
 2760
 \end{array}$$

Step 1: Decompose the problem mentally into smaller problems

$$\begin{array}{cc}
 115 & 115 \\
 \times 4 & + \times 20 \\
 \hline & \hline
 \end{array}$$

Step 2: Multiply the top number by the ones place of the bottom number.

Step 3: Place a zero to represent that you are in the tens place and then multiply the top number by the tens place of the bottom number.

Step 4: Add the partial products

What Will Students Learn in This Unit?

Using Area Models and Partial Products

Your child will use area models to represent multiplication of multi-digit factors. The place value of each digit is used to find the area of the smaller rectangles, which are the partial products. Then these partial products are added to find the total product.

Example:

A clothing store is 57 feet long and 43 feet wide. What is the area of the clothing store?

		57	
		50	+ 7
43	40	2,000	280
	+ 3	150	21

Add the partial products.

$$2,000 + 280 + 150 + 21 = 2,451$$

The area of the clothing store is 2,451 square feet.

Using Partial Products and an Algorithm

Your child will learn an algorithm for multiplying by using the place values of each digit to find the partial products.

$$\begin{array}{r}
 143 \\
 \times 26 \\
 \hline
 20 \times 100 = 2,000 \\
 20 \times 40 = 800 \\
 20 \times 3 = 60 \\
 6 \times 100 = 600 \\
 6 \times 40 = 240 \\
 6 \times 3 = +18 \\
 \hline
 3,718
 \end{array}$$

Using an Algorithm

Your child will learn an algorithm for multiplying multi-digit numbers. They can use this process without using partial products.

$$\begin{array}{r}
 21 \swarrow \text{Regroup.} \\
 143 \\
 \times 26 \\
 \hline
 858 \\
 + 2,860 \\
 \hline
 3,718
 \end{array}$$

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Week 1: Suffix –ant: Being in a state or condition

1. **Comic** – A funny story or a book with pictures and speech bubbles.
2. **Ostrich** – A very large bird that cannot fly but can run very fast.
3. **Connecticut** – A state in the northeastern United States.
4. **Insult** – A mean word or action that hurts someone's feelings.
5. **Grumble** – To complain quietly or in a grouchy way.
6. **Gallop** – The fast running speed of a horse.
7. **Hurry** – To move or act quickly because there is not much time.
8. **Distinct** – Easy to notice because it is different from something else.
9. **Contestant** – A person who takes part in a contest or competition.
10. **Defendant** – A person who is accused of doing something wrong in a court case.

11. **Assistant** – A person who helps someone with a job or task.
12. **Brilliant** – Very smart, bright, or impressive.
13. **Compliant** – Willing to follow rules or directions.
14. **Extravagant** – Spending or using more money or things than is needed.
15. **Ignorant** – Not knowing something or lacking information about it.
16. **Consonant** – A letter in the alphabet that is not a vowel (A, E, I, O, U).
17. **Applicant** – A person who asks to be accepted for a job, school, or activity.
18. **Migration** – The movement of people or animals from one place to another.
19. **Route** – The path or way used to get from one place to another.
20. **Trace** – A very small sign, mark, or amount of something.

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Name: _____

Date: _____

Day 5: Pinellas Problem Solving Routine practice

Directions: Use the Pinellas Problem Solving Routine to find the products. Show all your work in the space provided.

Students are planting flowers in the school garden. They plant 16 rows with 22 flowers in each row. How many flowers did the students plant altogether?

Make Sense of the Problem:

Representation that Matches the Problem:

Equation:

Calculations:

Answer Sentence:

A teacher buys 52 boxes of pencils. Each box contains 18 pencils. How many pencils did the teacher buy in all?	
Make Sense of the Problem:	Representation that Matches the Problem:
Equation:	Calculations:
Answer Sentence:	

*Make sure that you write and underline the question AND answer the question in a complete sentence.

Fish in a Tree Chapters 1-3 Comprehension questions

1. On page 9, discuss the analogy, "I need attention like a fish needs a snorkel" and how it relates to how Ally feels when at school?
2. Why was Ally in trouble for giving Mrs. Hall a sympathy card? Explain how it happened and why it was a mistake? (page 10)
3. On page 11, Ally says, "I wish I had my Sketchbook of Impossible Things. It's the only thing that makes me feel like I'm not a waste of space." In the sketchbook, Ally draws the images she sees in her mind movies. Why does Ally feel like a waste of space? What are Ally's strengths?
4. On page 14, discuss the analogy, "me avoiding consequences would be like the rain avoiding the sky" What does this mean and how does it relate to Ally's experiences in school?
5. List three character traits to describe Ally.
6. Predict: Why do you think Ally might have given her teacher a sympathy card?
7. What does Ally mean when, on page 15 she says, "even I'm tired of me?"

*Make sure that you write and underline the question AND answer the question in a complete sentence.

Fish in a Tree Chapters 4-6 Comprehension questions

1. Ally and Ally's mom both loved the book Alice in Wonderland. Ally describes the book, "a book about living in a world where nothing makes sense". In your world, what are some things that don't make sense to you?
2. Grandpa and Dad would ask Travis and Ally if they were having a silver dollar day or a wooden nickel day. What is the difference between these types of days? Describe a silver dollar day for you. Describe a wooden nickel day for you.
3. Travis told Ally to not have low expectations of herself. Do you think you have low or high expectations for yourself? Give an example of some high expectations to have.
4. Was your Chapter 2 prediction correct? What clues could have led you to believe that? Has there ever been a time YOU have felt humiliated or embarrassed like Ally? What does it feel like?

Additional Practice

Name _____

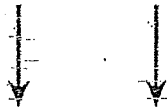
Review

You can use rounding or compatible numbers to estimate a product.

There are 329 students in a grade school. Each student donates 11 canned items. About how many canned items does the school collect?

$$329 \times 11 = c$$

329 rounds to 330.



11 rounds to 10.

$$330 \times 10 = 3,300$$

A reasonable estimate is that the school collected 3,300 canned items.

Estimate the product.

1. $412 \times 17 =$ _____ $\times$ _____ $=$ _____

2. $281 \times 32 =$ _____ $\times$ _____ $=$ _____

3. $81 \times 687 =$ _____ $\times$ _____ $=$ _____

4. $57 \times 509 =$ _____ $\times$ _____ $=$ _____

5. $749 \times 64 =$ _____ $\times$ _____ $=$ _____

6. $499 \times 51 =$ _____ $\times$ _____ $=$ _____

7. $79 \times 643 =$ _____ $\times$ _____ $=$ _____

8. $24 \times 702 =$ _____ $\times$ _____ $=$ _____

Lesson 5-1 • Reinforce Understanding

Estimate Products of Multi-Digit Factors

Name _____

Review

You can multiply with multiples of 10 to help when estimating products of multi-digit factors.

Estimate the product 52×303 .

$$50 \times 300 = 5 \times 10 \times 3 \times 100$$

$$= 5 \times 3 \times 1,000$$

$$= 15 \times 1,000$$

$$= 15,000$$

Estimate the product using rounded numbers or multiples of 10.

1. 713×82

4. 398×61

2. $5,585 \times 5$

5. 352×27

3. 205×11

6. $7,258 \times 8$

Estimate the product presented in the word problem.

7. The classroom library has 12 shelves. Each shelf holds 53 books. About how many books does the classroom library have in all? Show your work.