



2nd Grade
Week 1

March 2020

Hello Parents,

We hope that this letter finds you doing well. In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Hola padres

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro Portal Familiar Empoderado en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917.

¡Esperamos que sigan seguros y de buena salud!

Additional Print Resources - March 2020

Week 1 - 2nd Grade

Parent/Guardian Instructions:

You will find learning opportunities for reading, math, science/social studies below. These lessons and activities are intended to provide you with 30-40 minutes of learning support **per subject** for each day. All materials listed in the learning calendar below are provided in these additional print materials. For reading and math, you will find lesson materials as well as “apply it” materials. “Apply it” materials are in the form of games, reader’s responses, etc. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).

Reading

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Lesson: Lesson 7, part one, p. 11 - 12 Recounting Stories RL.2.2</p> <ul style="list-style-type: none"> • Read the introduction • Fill in the chart to tell what happens in the beginning, middle and end of the story. <p>Apply It:</p> <ul style="list-style-type: none"> • Read independently while thinking about the beginning, middle and end of your story. • Write or sketch what happens in the beginning, middle and end of your story in your notebook. 	<p>Lesson: Lesson 7, part 2, p. 13-15 Recounting Stories RL.2.2</p> <ul style="list-style-type: none"> • Read “<i>The Lion and the Mouse</i>.” • Complete the chart by writing the important events in order. • Complete the writing activity on page 15. <p>Apply It:</p> <ul style="list-style-type: none"> • Read independently from a fiction text. • Write or sketch what happens in the beginning, middle and end in your notebook. 	<p>Lesson: Parent/Guardian opportunity, Retell details and events p. 16-17</p> <ul style="list-style-type: none"> • Read the instructions and guide the child through the activity. • When the activity requires a text, choose a text provided in a previous lesson, or a fiction text of your choice. 	<p>Lesson: Lesson 7, part 3, p. 18-19, Recounting Stories RL.2.2</p> <ul style="list-style-type: none"> • Read “<i>Pecos Bill and the Mountain Lion</i>.” • Answer the multiple choice questions on p.19. <p>Apply It:</p> <ul style="list-style-type: none"> • Read independently from a fiction text. • Write or sketch what happens in the beginning, middle and end in your notebook. 	<p>Lesson: Lesson 7, part 4, p. 18, 20 Recounting Stories RL.2.2</p> <ul style="list-style-type: none"> • Reread “<i>Pecos Bill and the Mountain Lion</i>” • Complete the Writing activity on page 20. <p>Apply It:</p> <ul style="list-style-type: none"> • Read independently from a fiction text. • Write or sketch what happens in the beginning, middle and end in your notebook.

Math (iReady Student At-Home Activity Packet)

Day 1 Lesson: Complete the odd numbers only of "Adding by Counting On and Making a Ten" on pg. 3 in the iReady Student At-Home Activity Packet Apply It: Complete the accompanying <u>Ready Center Activity 2.6</u>	Day 2 Lesson: Complete "Ways to Solve Two-Step Problems" on pg. 9 in the iReady Student At-Home Activity Packet Apply It: Complete the accompanying <u>Ready Center Activity 2.1</u>	Day 3 Lesson: Complete "Ways to Model Word Problems" on pg. 10 in the iReady Student At-Home Activity Packet Apply It: Complete the <u>Ready Center Activity 2.2</u>	Day 4 Lesson: Complete numbers 1-10 on "Subtract by Regrouping" on pg. 14 in the iReady Student At-Home Activity Packet USING printable base ten blocks OR base ten drawings Apply It: Complete the <u>Ready Center Activity 2.19</u>	Day 5 Lesson: Complete "Finding the Value of Three-Digit Numbers" on pg. 17 in the iReady Student At-Home Activity Packet Lesson Tools - <u>Paper Dice</u> Apply It: Complete the accompanying <u>Ready Center Activity 2.12</u>
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Social Studies

Days 1-5

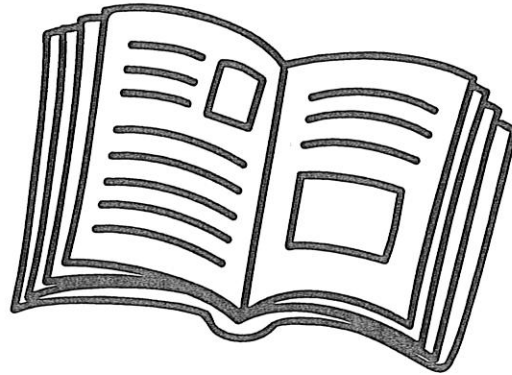
This week, read the three social studies articles below and complete the questions that go along with each article.

Meet Rosa Parks

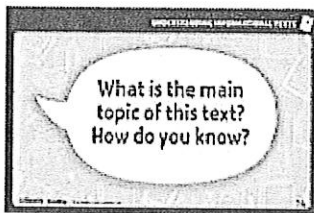
The Three Branches of Government

What Makes Someone a Hero?

Independent Reading!



See pages
60 and 61
of this
packet.



Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.stornory.com

www.freekidsbooks.org

en.childrenslibrary.org

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. Look Beyond the Word or Phrase.

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"

Lesson 7

Recounting Stories

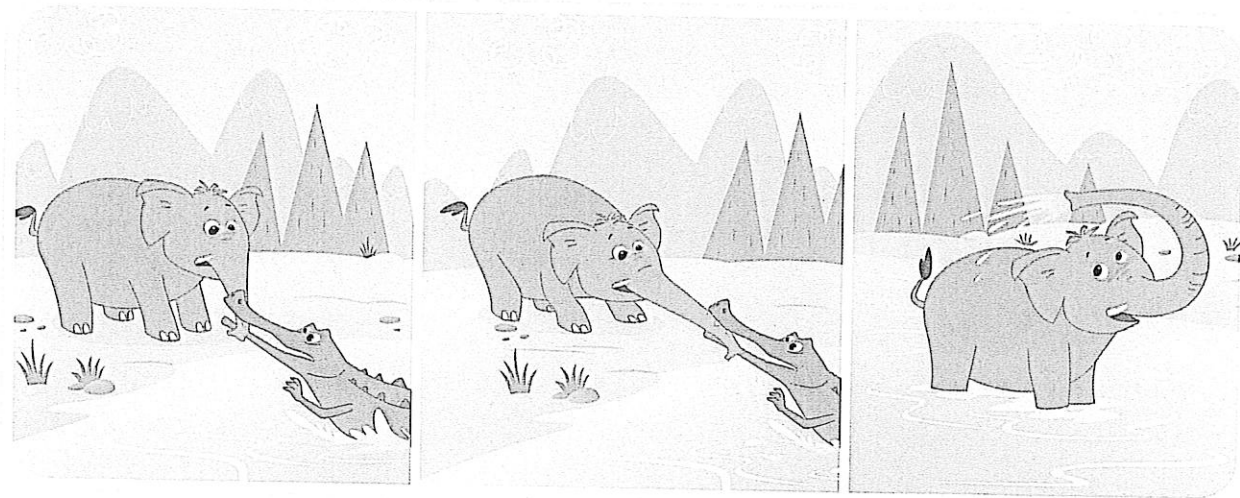
Learning Target

Retelling stories will help you understand the order of events and how these events happen.

- **Read** Good storytellers take care to retell, or **recount**, the important **events** of the story in the **order** they happen. You can recount a story by telling the important events from the beginning, middle, and end.

Read this story. Think about what happens at the beginning, in the middle, and at the end.

How the Elephant Got Its Long Nose



A long time ago, elephants had short noses. But one day, a crocodile bit a young elephant on the nose.

The elephant tried to pull away. As he pulled and pulled, his nose got longer and longer.

When he pulled free, his nose was five feet long! He didn't like it at first. Then he found new things to do with his long nose. He reached into the trees to grab leaves to eat. Best of all, it was fun to take baths!

- **Think** Fill in the chart to tell the important story events in the order they happen.

Beginning	
Middle	
End	

- **Talk** Retell the story “How the Elephant Got Its Long Nose” to your partner. Use the events from your chart to help you.

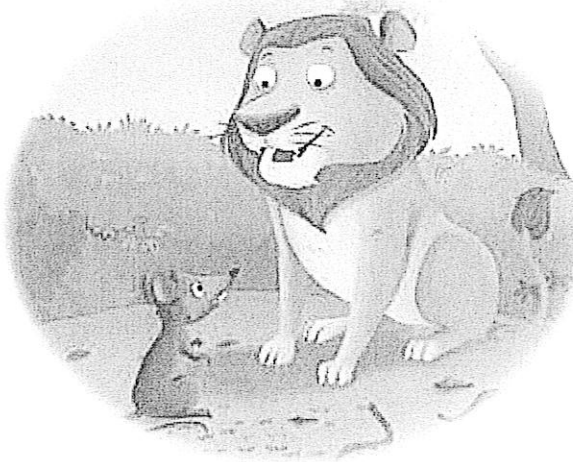
**Academic Talk**

Use these words to talk about the text.

• **recount** • **event** • **order**

The Lion and the Mouse

an Aesop fable



- 1 A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!
- 2 The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, "Forgive me! I didn't mean to wake you. If you let me go, I'll do something to help you someday."
- 3 The lion laughed at the idea that the little mouse could ever help him. "What could a tiny thing like you ever do for me?" the lion said. But he let the mouse go.
- 4 The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.
- 5 The lion couldn't move. Just then, the little mouse appeared. "Don't worry, my friend," he said. "I'll help you!" The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, "You were right, little one! Already you have helped me and have saved the King of the Beasts!"

Close Reader Habits

Underline sentences that tell important events. As you reread, think how you would retell those events in your own words.

Explore

What important events should you include when you recount the story "The Lion and the Mouse"?



As you recount a story, be sure to tell what the important events make the characters do.

► Think

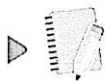
- 1** Complete the chart by writing the important events in order.

What Happens in the Story?

Beginning	
Middle	
End	

► Talk

- 2** Recount the whole story to your partner in your own words.

**Write**

- 3 Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart to help you write your answer. Write your answer in the space on page 112.

HINT What important event happens just before the lion says this?



Write Use the space below to write your answer to the question on page 109.

The Lion and the Mouse

- 3 Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart you filled out on page 109 to help you write your answer.

HINT What important event happens just before the lion says this?



Don't forget to check your writing.

Tools for Instruction

Retell Details and Events

When students retell text, they repeat orally what they remember after they read. To retell the text successfully, students must recall and organize the most important information in a logical sequence. However, students often struggle with identifying which information to omit. Retelling is useful during and after reading as a way to monitor comprehension. It also paves the way for summarizing, which is a closely related but more complex strategy. The activities below will build students' understanding of what constitutes a successful retelling.

Step by Step 30–45 minutes

1 Introduce retelling.

- Connect retelling informational text with retelling events in students' lives.
- Say, *When you retell something that happened to you, you tell the most important events and details so someone else can understand what happened.*
- Give students a prompt about their everyday lives, such as *Retell what happened to you on a really good day.*
- Then ask questions such as these, and have students jot down a few notes about their answers.
 - *What was your really good day?*
 - *What were the most important things that happened on that day? Write three or four events.*
 - *Write two details that tell more about each event.*
- Have students review their notes. Then tell them that they will each have three minutes to tell a partner orally what happened on their really good day. Time each retelling.
- Come back together as a whole group. Invite a few volunteers to share retellings.
- Ask, *Did you tell every single thing that happened?* (no) *What did you tell?* (the most important things that happened)

2 Model retelling informational text.

- Explain how retelling informational text is similar to the previous exercise. Say, *Readers can retell the most important events in informational text, just as they retell what happened on a very good day.*
- Select a brief informational passage, and read it aloud.
- Think aloud as you determine which details to omit, and which to include in your retelling.

Abraham Lincoln didn't have very much education growing up, but he did like to read. I think this is an important detail because he was a president, so I want to find out how he learned. I see a list of the titles of books he liked to read, but those details are too specific for my retelling. They are interesting to know, but I will leave them out.

- Complete your retelling from start to finish.

5 Provide guided practice with retelling.

- Select an informational text with rich visuals—photographs, diagrams, maps, and so on. Read the text together.
- Make one-sided copies of the pictures, so that the back of each copy is blank.
- On the back of each copy, work with students to write short descriptions of what each picture shows. Then put the copies of the pictures aside.
- Show the cover of the book, and reread the title. Ask, *What is this book about?* Work with students to brainstorm a list of the important facts or ideas that the author wants to tell readers about the topic. Then work together to reduce the list to three or four facts or ideas.
- Bring out the copies of the pictures again. Refer back to your list of the most important facts or ideas. Work with students to eliminate some of the pictures.
- When you have reduced the pictures to those that show the most important ideas, put them in order. Say, *Now we are going to retell the text, using these pictures.* Have volunteers stand in a line, displaying each picture. Have them read the information on the back.

Connect to Writing Have students write their retelling of the informational text, using the picture cards that they created.

6 Provide independent practice with retelling.

- Provide repeated opportunities for students to practice retelling the important information in other informational texts.

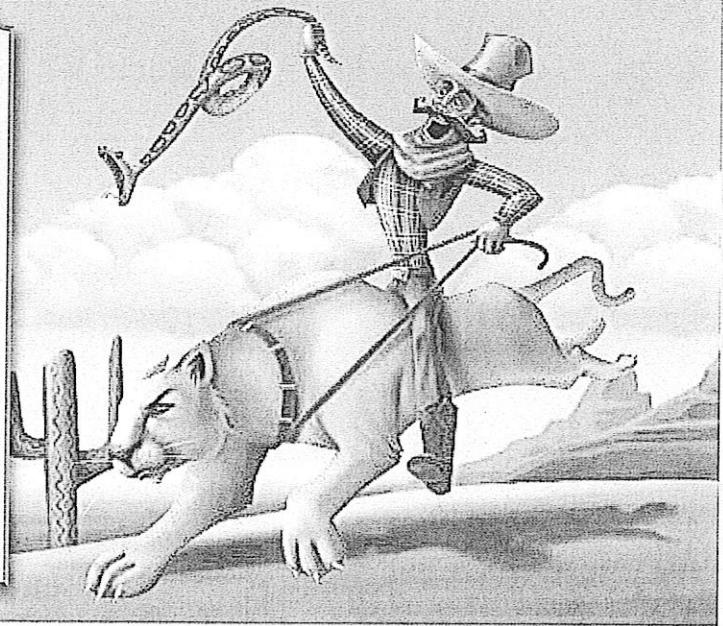
Check for Understanding

If you observe...	Then try...
confusion about which details to omit	writing the main idea of the text, and then having students list the details they think are most important. Review each detail, and ask <i>Is this detail directly related to [main idea]?</i> If it is not, list it under the heading "Interesting Information." Gradually decrease the amount of support to allow students to engage in this thought process independently.

PECOS BILL

and the Mountain Lion

a tall tale of the Old West



- 1 Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.
- 2 Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn't just ride horses. He could ride anything that came along.
- 3 One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.
- 4 Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.

Close Reader Habits

What important events happen in the beginning, middle, and end of the story? As you reread, **underline** those important events.

► Think

1 Which sentence tells something that happens in the middle of the story?

- A Bill grew up with a pack of coyotes.
- B Bill was born in Texas a long time ago.
- C Bill sends Flash home to keep him safe.
- D Bill rides the giant mountain lion back home.

2 Why does Bill grab the rattlesnake?

- A to use it like a rope to catch the mountain lion
- B to save it from being hurt by the mountain lion
- C to stop it from scaring his horse, Flash
- D to try to scare away the mountain lion with it



The mountain lion is important to this story. I'm going to reread what happens when Pecos Bill first meets the mountain lion.

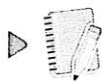
► Talk

3 What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

► Write

4 **Short Response** Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 113.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.



Write Use the space below to write your answer to the question on page 111.

PECOS BILL and the Mountain Lion



Short Response Recount the end of the story. Tell the most important events in order, using your own words.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

Check Your Writing

- ☐ Did you read the question carefully?
- ☐ Can you say the question in your own words?
- ☐ Did you use proof from the text in your answer?
- ☐ Are your ideas in a good, clear order?
- ☐ Did you answer in full sentences?
- ☐ Did you check your spelling, capital letters, and periods?

Add.

1 $8 + 2 =$ _____

2 $8 + 3 =$ _____

3 $6 + 4 =$ _____

4 $6 + 8 =$ _____

5 $7 + 3 =$ _____

6 $7 + 5 =$ _____

7 $9 + 1 =$ _____

8 $9 + 6 =$ _____

9 $5 + 5 =$ _____

10 $5 + 8 =$ _____

11 $9 + 2 =$ _____

12 $2 + 9 =$ _____

13 $8 + 4 =$ _____

14 $4 + 8 =$ _____

15 $6 + 9 =$ _____

16 $6 + 7 =$ _____

17 Which strategy did you use to solve problem 11? Explain.

Make a Ten

What You Need

- 20 counters
- 5 game markers in one color for Partner A
- 5 game markers in a different color for Partner B
- Recording Sheet and Game Board



Check Understanding

Find $14 - 8$. Then find $6 + 8$. Explain how you can solve each.

What You Do

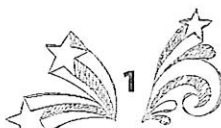
1. Take turns. Pick a number sentence on the **Recording Sheet**.
2. Explain how to make a ten to solve. Tell your partner.
3. Your partner checks the answer with counters.
4. If you are right, write the answer on the **Recording Sheet** and cover that number on the **Game Board** with a game marker. If you are wrong, your turn ends.
5. The first player with three squares in a row wins.

I can find $6 + 9$.
I will picture a number line to add.



Go Further!

Pick a square on the **Game Board**. Write a fact family for that number on a separate sheet of paper.



Make a Ten

$\underline{\hspace{2cm}} = 6 + 8$	$\underline{\hspace{2cm}} = 15 - 6$	$9 + 8 = \underline{\hspace{2cm}}$
$13 - 8 = \underline{\hspace{2cm}}$	$\underline{\hspace{2cm}} = 8 + 7$	$14 - 7 = \underline{\hspace{2cm}}$
$13 - 5 = \underline{\hspace{2cm}}$	$14 - 8 = \underline{\hspace{2cm}}$	$7 + 9 = \underline{\hspace{2cm}}$

14	8	16
15	17	9
7	5	6

Solve problems 1–6. Show your work.

- 1** Jack has 9 flowers to plant. He plants 2 flowers before lunch. Then he plants 3 more after lunch. How many flowers does Jack have left to plant?

Jack has _____ flowers left to plant.

- 2** There are 8 girls at the park. First, 5 girls go home. Then 6 more girls come to the park. How many girls are at the park now?

There are _____ girls at the park.

- 3** Bella paints 6 pictures on Monday and 8 pictures on Wednesday. Then she paints 3 more pictures on Friday. How many pictures does Bella paint this week?

Bella paints _____ pictures this week.

- 4** Ali puts 12 books in a box. She takes 4 books out of the box. Then she puts 6 books in the box. How many books are in the box now?

There are _____ books in the box.

- 5** Lucas has 5 crayons. His sister gives him 6 more. Then he gives 4 to a friend. How many crayons does Lucas have now?

Lucas has _____ crayons.

- 6** Miss Brady puts 15 pencils in her desk. Then she takes out 9 pencils. After school she puts 5 pencils back in her desk. How many pencils are in Miss Brady's desk now?

There are _____ pencils in the desk.

Solve Word Problems

What You Need

- Recording Sheet

Check Understanding

You have 18 pennies. You give 9 pennies to your sister and 4 pennies to your brother. How many pennies do you have now?

What You Do

1. Take turns. Choose a model on the **Recording Sheet**.
2. Make up a word problem using the model and the numbers.
3. Your partner solves the problem and answers the question.
4. You check your partner's answer.
5. Repeat until all the models are used.

Which model shows comparing one number to another number?

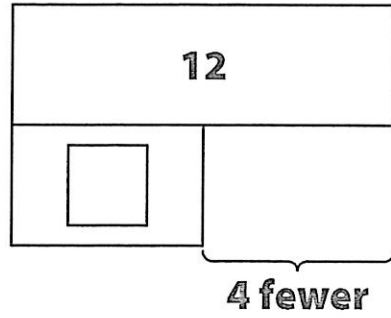


Go Further!

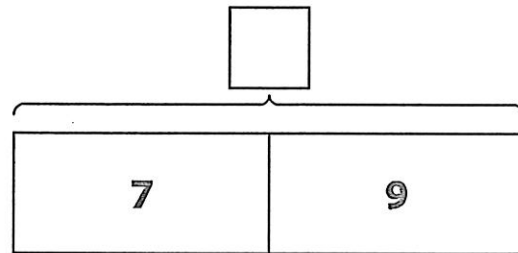
Make up a problem that uses addition or subtraction. Choose numbers less than 10 for your problem. Ask your partner to solve your problem.

Solve Word Problems

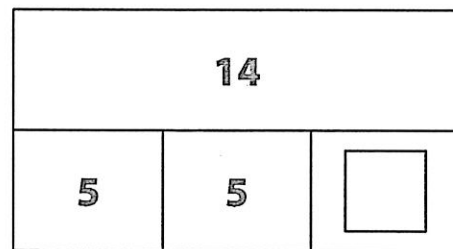
$$\square - 9 = 8$$



$$7 + 5 + \square = 15$$



$$16 - 9 + 8 = \square$$



Solve problems 1–6. Show your work.

- 1** Tony has 37 building blocks. Then he buys more blocks. Now he has 51 blocks. How many blocks does Tony buy?

Tony buys _____ blocks.

- 2** There are some chairs in the art room. Mrs. Lopez brings in 16 more chairs. Now there are 42 chairs. How many chairs were in the room at the start?

There were _____ chairs in the room at the start.

- 3** Jen has some buttons. She gets 23 more buttons from her mom. Now she has 65 buttons. How many buttons did Jen have to begin with?

Jen had _____ buttons to begin with.

- 4** Colby packs 31 boxes in one day. He packs 12 boxes in the morning and some boxes after lunch. How many boxes does Colby pack after lunch?

Colby packs _____ boxes after lunch.

- 5** Ayanna reads 26 pages of her book at school. Later she reads more pages at home. Now she has read 54 pages. How many pages does Ayanna read at home?

Ayanna reads _____ pages at home.

- 6** The camp has some tents. Campers set up 42 more tents. Now the camp has 60 tents. How many tents did the camp have to begin with?

The camp had _____ tents to begin with.

Word Problem Equation Match**What You Need**

- Recording Sheet

**Check Understanding**

Write a number sentence to model this word problem.
There are 14 children on the playground.
There are 6 girls. How many boys are on the playground?

What You Do

1. Pick a word problem on the **Recording Sheet**. Read the problem.
2. Draw a line to a number sentence you could use to solve the problem.
3. Solve the problem. Write the answer to the question.
4. Your partner checks your answer.
5. Take turns until all the word problems have been solved.

I can draw a picture to help me choose a number sentence for the problem.

**Go Further!**

Pick a number sentence on the **Recording Sheet**. Write a different word problem for the number sentence. Ask your partner to solve your problem.



Word Problem Equation Match

Word Problems

Number Sentences

There are 7 pencils in the cup and 5 pencils in the box. How many pencils are there in all?

$$\square = 7 - 5$$

Todd put 7 marbles in the jar. Alex took 5 marbles out of the jar. How many marbles are in the jar now?

$$7 - \square = 4$$

Ari had 7 crayons. He gave some crayons to his sister. Now he has 4 crayons. How many crayons did Ari give to his sister?

$$7 + 5 = \square$$

Norah has 4 pieces of chalk. This is 7 fewer pieces of chalk than Sam has. How many pieces of chalk does Sam have?

$$5 + 4 = \square$$

There are 4 more black markers than red markers in the bag. There are 5 red markers. How many black markers are there?

$$\square - 7 = 4$$



Subtracting by Regrouping

Name: _____

Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.

$$\begin{array}{r} \textcircled{1} \quad 32 \\ - 16 \\ \hline 16 \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 48 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 57 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 63 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 76 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 82 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{7} \quad 38 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{8} \quad 53 \\ - 44 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{9} \quad 42 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{10} \quad 96 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{11} \quad 92 \\ - 56 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{12} \quad 65 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{13} \quad 86 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{14} \quad 59 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{15} \quad 77 \\ - 48 \\ \hline \end{array}$$

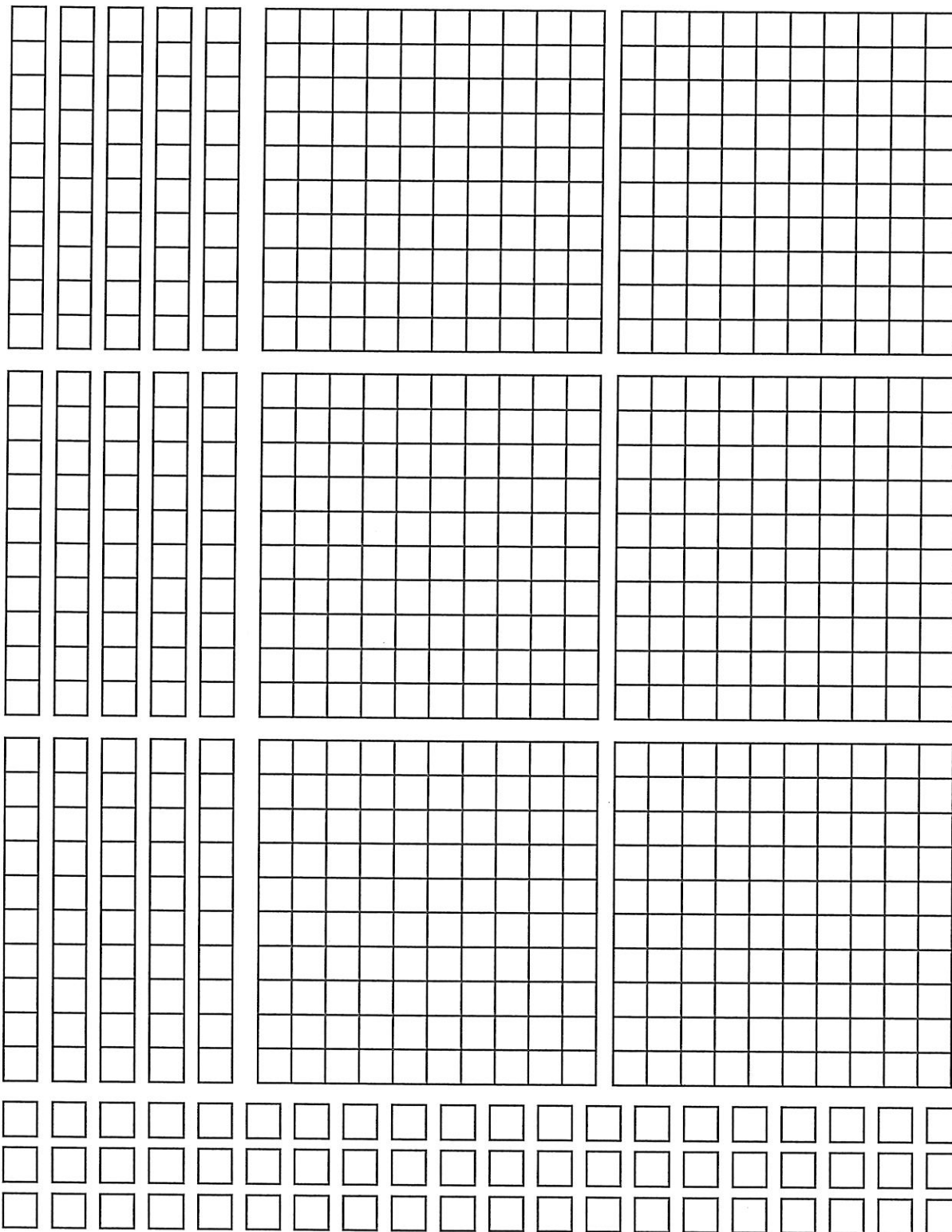
$$\begin{array}{r} \textcircled{16} \quad 62 \\ - 27 \\ \hline \end{array}$$

17 How did you know which problems to circle?

18 Check one of your answers by solving it using a different strategy. Show your work.

Manipulatives
Base-Ten Blocks

Day 4



Add and Subtract Within 100

What You Need

- Recording Sheet



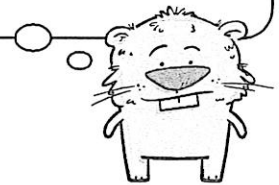
Check Understanding

Find $63 - 36$. Explain how you can solve by finding tens and ones.

What You Do

1. Take turns. Pick a number sentence on the **Recording Sheet**.
2. Solve. Show your work in the space.
3. Your partner checks your answer.
4. Take turns until all the number sentences have been solved.

I can find out how many tens are in each number and how many ones are in each number.



Go Further!

Draw an open number line to model each problem on the **Recording Sheet**.



Partner A _____

Partner B _____

Add and Subtract Within 100

$$58 + 38 = \underline{\hspace{2cm}}$$

$$82 - 16 = \underline{\hspace{2cm}}$$

$$25 + 67 = \underline{\hspace{2cm}}$$

$$68 - 49 = \underline{\hspace{2cm}}$$

$$95 - 48 = \underline{\hspace{2cm}}$$

$$45 + 49 = \underline{\hspace{2cm}}$$



The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $300 + 50 + 1 =$ _____

2 2 hundreds + 6 tens + 7 ones =

3 $400 + 20 + 6 =$ _____

4 $400 + 60 + 2 =$ _____

5 $600 + 40 + 2 =$ _____

6 5 hundreds + 1 ten + 3 ones =

7 3 hundreds + 7 tens + 5 ones =

8 $500 + 20 + 6 =$ _____

9 $200 + 8 =$ _____

10 2 hundreds + 8 tens + 0 ones =

11 $600 + 70 + 1 =$ _____

12 6 hundreds + 0 tens + 7 ones =

13 $400 + 70 + 6 =$ _____

14 2 hundreds + 3 tens + 3 ones =

15 3 hundreds + 2 tens + 3 ones =

16 3 hundreds + 3 tens + 2 ones =

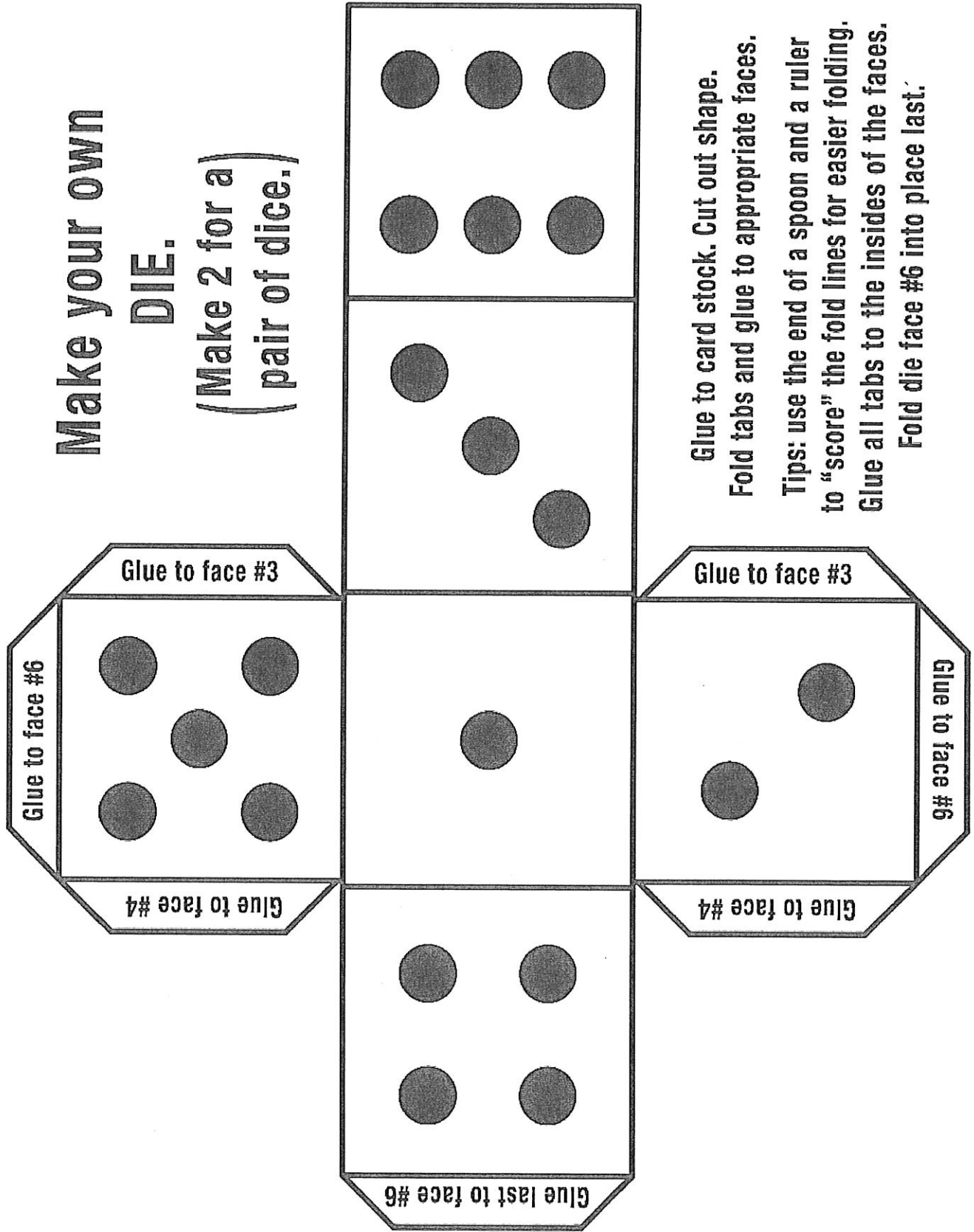
Answers:

233	607	476	323	267	671
426	513	526	208	642	462
332	375	280	351		

Make your own

DIE.

(Make 2 for a pair of dice.)



Glue to card stock. Cut out shape.

Fold tabs and glue to appropriate faces.

Tips: use the end of a spoon and a ruler to "score" the fold lines for easier folding.

Glue all tabs to the insides of the faces.

Fold die face #6 into place last.

Understand Three-Digit Numbers

What You Need

- three number cubes (1–6)
- Recording Sheet



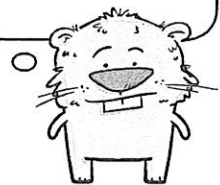
Check Understanding

How many hundreds, tens, and ones are in the number 640?

What You Do

1. Take turns. Roll the three number cubes. Use the numbers to make a three-digit number. Use one number for hundreds, one number for tens, and one number for ones.
2. Write your number in a box on the **Recording Sheet**.
3. Make a quick drawing of the hundreds, tens, and ones in the number. Then fill in the blanks.
4. Your partner checks the answer by counting aloud the hundreds, tens, and ones in the drawing.
5. Take turns until all the boxes have been used.

I can label each part of my drawing 100, 10, or 1. Then I can count the hundreds, tens, and ones.



Go Further!

Choose a number on the **Recording Sheet**. Write another way you can show that number.



Understand Three-Digit Numbers

How Many Hundreds, Tens, and Ones?

= _____ hundreds + _____ tens + _____ ones

= _____ hundreds + _____ tens + _____ ones

= _____ hundreds + _____ tens + _____ ones

= _____ hundreds + _____ tens + _____ ones



Meet Rosa Parks

by Susan LaBella (Adapted by ReadWorks)



Many years ago, some places in the United States had laws that kept black and white people apart. Some laws said that black people could not use the same bathrooms as white people. Other laws said that black people could not use the same water fountains as white people. Some even said that black people could not sit next to white people on buses.

One day, a black woman got on a bus. Her name was Rosa Parks. After she sat down, the bus got full. The bus driver told Rosa to give up her seat to a

white man. The white man had gotten on the bus after Rosa. Rosa did not think it was fair for her to give up her seat. So she refused and stayed in her seat. Rosa was arrested for refusing to move.

People heard about the way Rosa protested against the law. Some people said the laws should be fairer. Soon, more people wanted the laws to be changed.

Slowly, the laws started to change. New laws said that bus drivers could not make black people give up their seats anymore. These laws said black people must be able to use the same bathrooms and water fountains as white people.

Rosa Parks was a person of strong character. She spoke out for what she believed in. This is why we think of Rosa as a hero who worked for fairness and equality.

Name: _____ Date: _____

1. What did Rosa Parks refuse to do on a bus?

- A. give up her seat to an old lady
- B. sit down instead of standing up
- C. give up her seat to a white man

2. Rosa's protest caused some people to start saying the law should be changed. What was an effect of these people demanding change?

- A. Places in the United States slowly began changing their laws.
- B. Rosa was arrested for refusing to change seats on the bus.
- C. Rosa started to believe that the laws were not fair.

3. Read these sentences from the text.

"Rosa Parks spoke out for what she believed in. She was a person of strong character."

What evidence from the text supports this statement?

- A. Rosa refused to give up her seat on the bus because she thought it was unfair.
- B. Some people who heard about Rosa's protest started saying there should be fairer laws.
- C. When the bus Rosa was on became full, the bus driver told Rosa to give up her seat.

4. The article says Rosa Parks was a person of strong character. How else could Rosa be described, based on the article?

- A. brave
- B. lonely
- C. friendly

5. What is the main idea of this article?

- A. Rosa Parks spoke out against a law she thought was unfair by refusing to give up her seat on a bus to a white man.
- B. The United States used to have many laws that kept black people and white people apart.
- C. Rosa Parks wanted to be able to sit down on a bus, but an law stopped her from sitting.

6. Read these sentences from the text.

"The bus driver told Rosa to give up her seat to a white man. Rosa refused. She believed it was not fair that she had to give up her seat.

"Rosa was arrested after refusing to move."

Based on these sentences, what does the word "refuse" mean?

- A. say no
- B. yell
- C. cry

7. Read these sentences from the text.

"The bus driver told Rosa to give up her seat to a white man. Rosa refused. She believed it was not fair that she had to give up her seat."

How could the last two sentences best be combined?

- A. Rosa refused, so she believed it was not fair that she had to give up her seat.
- B. Rosa refused, but she believed it was not fair that she had to give up her seat.
- C. Rosa refused because she believed it was not fair that she had to give up her seat.

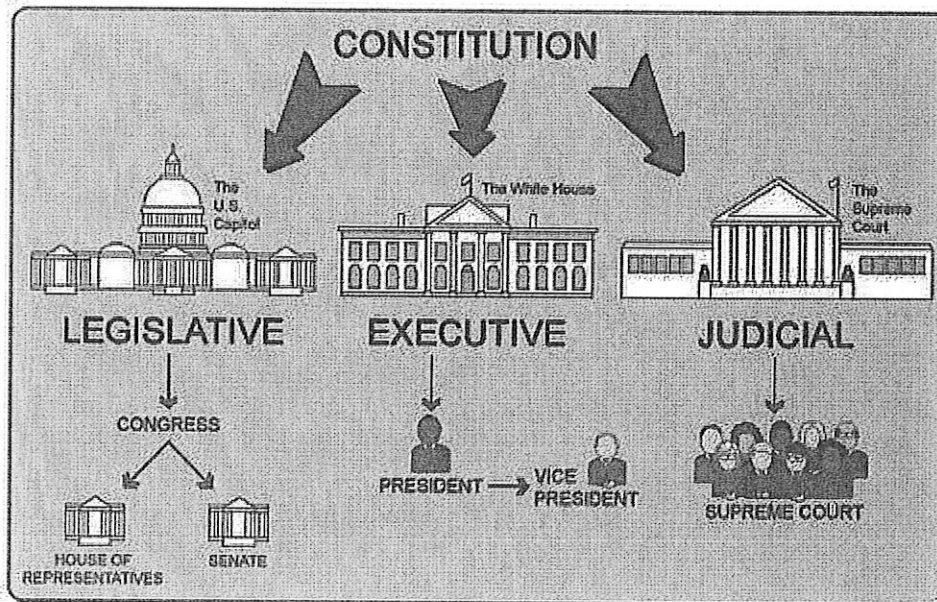
8. How did Rosa Parks protest against the law that said black people could not sit next to white people on buses?

9. What did people do when they heard about Rosa's protest?

10. If Rosa had agreed to move from her seat, would the laws keeping black people and white people apart in the United States have changed? Why or why not? Support your answer with evidence from the text.

The Three Branches of Government

by ReadWorks



The United States Constitution was written more than two hundred years ago. It explains how the American government should work. The people who wrote the Constitution did not want one person to have too much power in the government. So they split the government into three parts. The three parts are called branches. Each branch has different responsibilities. They all work together. But each branch also checks the other branches to make sure no branch has too much power.

One branch is called the legislative branch. Its responsibility is to make laws. This branch includes the United States Congress. Congress is made up of two parts called the House of Representatives and the Senate. Americans vote to choose the people in Congress. These people go to Washington, D.C., to make laws.

Another branch is called the executive branch. Its responsibility is to carry

out the laws. It makes sure people obey the laws. The president and the vice president are part of the executive branch. So is their group of advisers, called the Cabinet. Every four years, Americans vote to choose a president and a vice president.

The third branch is called the judicial branch. It decides on the meanings of the laws. It also decides if the laws break the rules of the Constitution. The Supreme Court is part of the judicial branch. Nine judges work in the Supreme Court. The president picks the judges, and the Senate has to agree with the president's choices. The judges make important decisions about the country's laws.

Name: _____ Date: _____

1. What are the three branches of the U.S. government?

- A. Congress, the Supreme Court, and the Senate
- B. the president, the House of Representatives, and the Senate
- C. legislative, executive, and judicial

2. This article describes the three branches of government and their responsibilities. Which branch does it describe first?

- A. the executive branch
- B. the judicial branch
- C. the legislative branch

3. Read these sentences from the text.

"The people who wrote the Constitution did not want one person or group to have too much power. That was why they divided the government into three parts, known as branches."

What can you conclude based on this evidence?

- A. The three branches of the government do not have the same amount of power.
- B. The people who wrote the Constitution wanted every American to help make laws.
- C. The people who wrote the Constitution did not want to have just one branch of government.

4. Which is an example of how one branch of government can be affected by the other branches?

- A. The executive branch includes the president, the vice president, and the Cabinet.
- B. Justices on the Supreme Court are appointed by the president and approved by the Senate.
- C. Voters in each state elect their representation in the House and their senators to go to Congress.

5. What is the main idea of this article?

- A. The U.S. Constitution is the law of the land, and it lays out rules for the government and rights for the American people.
- B. The judicial branch decides on the meanings of the laws and whether laws break the rules of the U.S. Constitution.
- C. The U.S. Constitution says that the country must have a Congress, a Supreme Court, and a president.

6. Read these sentences from the text.

"The United States Constitution was written over two hundred years ago. It explains how the United States government should work. The people who wrote the Constitution did not want one person or group to have too much power. That was why they divided the government into three parts, known as branches."

Why does the author begin this article by talking about the U.S. Constitution?

- A. to give the reader background information about why there are three branches of government
- B. to explain to the reader why the U.S. Constitution is the most important piece of writing in history
- C. to help the reader learn more about the history of the United States

7. Choose the answer that best completes this sentence.

The legislative branch of government has the power to make laws, _____ the executive branch carries those laws out.

- A. so
- B. because
- C. but

8. Why did the people who wrote the Constitution divide the government into three branches?

9. How do Supreme Court justices get their jobs?

10. Do the three branches of government have to work together for the government to be successful? Why or why not? Use evidence from the text to support your answer.

Name: _____ Date: _____

1. What is a meaning of the word **branch**?

- A. one who owns (something)
- B. a line of family descent
- C. a quiet or timid person

2. What is another meaning of the word **branch**?

- A. a woody party of a tree
- B. a map line dividing Earth halfway between the poles
- C. a local tax on property

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Blood is carried by many tiny blood vessels, _____ to all areas of the body.

- A. branches
- B. branchy
- C. branching
- D. branch

4. In seven years it is so tall that you can stand under its _____.

- A. branches
- B. branchy
- C. branching
- D. branch

5. He pointed to a sprawly, _____, trailing plant with notched leaves and cup - shaped purplish - red flowers.

- A. branches
- B. branchy
- C. branching
- D. branch

6. A caterpillar can climb a _____.

- A. branches
- B. branchy
- C. branching
- D. branch

7. Please write your own sentence using the word **branch**.

8. What would you like to remember about the meaning of the word **branch** so that you can use it when you write or speak?

Name: _____ Date: _____

1. What is a meaning of the word **power**?

- A. a personal difficulty
- B. add up to
- C. ability to control others

2. What is another meaning of the word **power**?

- A. the rate of doing work
- B. a floor of a building
- C. the circumstances of a certain time

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. They needed a _____ source, some kind of fuel.

- A. overpowering
- B. powerful
- C. powers
- D. powerfully
- E. powerless
- F. power
- G. powered

4. A _____ storm just hit the shore and knocked down some trees.

- A. overpowering
- B. powerful
- C. powers
- D. powerfully
- E. powerless
- F. power
- G. powered

5. The separation of _____ has a system of checks and balances.

- A. overpowering
- B. powerful
- C. powers
- D. powerfully
- E. powerless
- F. power
- G. powered

6. Some wheels are _____ by motors.

- A. overpowering
- B. powerful
- C. powers
- D. powerfully
- E. powerless
- F. power
- G. powered

7. When you are surrounded by smart people, try not to feel _____.

- A. overpowering
- B. powerful
- C. powers
- D. powerfully
- E. powerless
- F. power
- G. powered

8. I pitched as _____ as I could.

- A. overpowering
- B. powerful
- C. powers
- D. powerfully
- E. powerless
- F. power
- G. powered

9. When the janitor walked in, the _____ scent of cleaning solution filled the air.

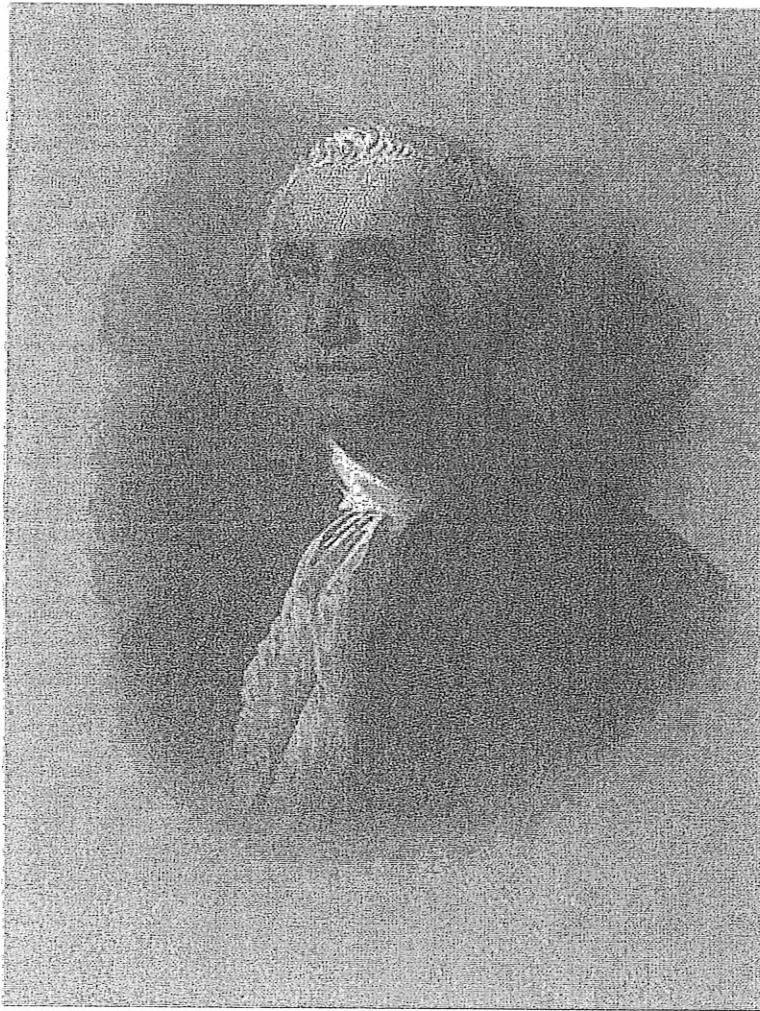
- A. overpowering
- B. powerful
- C. powers
- D. powerfully
- E. powerless
- F. power
- G. powered

10. Please write your own sentence using the word **power**.

11. What would you like to remember about the meaning of the word **power** so that you can use it when you write or speak?

What Makes Someone A Hero

by Susan LaBella



Heroes are people who do something brave, unusual, or important. Heroes are men and women who take risks. They make a positive difference in the world.

Some heroes lived long ago. George Washington was the first president of the United States. Some heroes did great things recently. Sally Ride was an astronaut and an educator, and the first American woman to go into space.

Some of the greatest heroes did not just do remarkable things that made

them famous. In their everyday lives, they behaved in ways that made people admire their character. Character is a group of qualities that make up who a person is. Heroes are often people with great character.

Many people with great character are honest. Honest people tell the truth, even when it is hard to do.

Someone with great character may also be compassionate. A compassionate person cares about others and works to help them.

A person with great character may also be responsible. Responsible people do things they promised to do. Other people can depend on them.

Heroes can combine great actions with great character. Now think: Do you have a hero?

Name: _____ Date: _____

1. What kind of difference do heroes make in the world?

- A. a small difference
- B. a negative difference
- C. a positive difference

2. This article lists two heroes. One of them is George Washington. Who is the other?

- A. Dolly Madison
- B. Sally Ride
- C. Martha Washington

3. Read this paragraph from the article.

"Heroes are people who do something brave, unusual, or important. Heroes are men and women who take risks. They make a positive difference in the world."

What can be concluded from this paragraph about doing something brave?

- A. Women are more likely to do something brave than men are.
- B. Doing something brave is the same thing as doing something unusual.
- C. Doing something brave makes a difference in the world.

4. Based on the information in this article, what is a quality that people admire in others?

- A. honesty
- B. beauty
- C. shyness

5. What is the main idea of this article?

- A. Heroes are people who make a positive difference in the world through their actions.
- B. Sally Ride was an astronaut, an educator, and the first American woman to go into space.
- C. Honesty, compassion, and responsibility are some of the qualities that can make up a person's character.

6. Read these paragraphs from the article.

Many people with great character are honest. Honest people tell the truth, even when it is hard to do.

Someone with great character may also be compassionate. A compassionate person cares about others and works to help them.

Which word does the author use to show readers how the second paragraph connects to the first paragraph?

- A. also
- B. be
- C. great

7. Read these sentences from the text.

"Heroes are men and women who take risks. They make a positive difference in the world."

Whom does the word "they" refer to here?

- A. heroes
- B. women
- C. men

8. According to the article, what do responsible people do?

9. What can heroes combine great actions with?

10. What is more important to being a hero: great actions or great character? Support your answer with evidence from the article.

Name: _____ Date: _____

1. What is a meaning of the word **admire**?

- A. stay away from
- B. to find
- C. to be amazed at

2. What is another meaning of the word **admire**?

- A. poke or thrust abruptly
- B. to think well of
- C. to ask someone to marry

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Mother Monster was greatly _____.

- A. admirer
- B. admired
- C. admirers
- D. admiration
- E. admiring

4. Everyone who sees you wearing this dress will be filled with _____.

- A. admirer
- B. admired
- C. admirers
- D. admiration
- E. admiring

5. The guests did not stand around _____ the sculpture.

- A. admirer
- B. admired
- C. admirers
- D. admiration
- E. admiring

6. Carlita, as usual, was surrounded by _____.

- A. admirer
- B. admired
- C. admirers
- D. admiration
- E. admiring

7. One _____ was a famous gallery owner.

- A. admirer
- B. admired
- C. admirers
- D. admiration
- E. admiring

8. Please write your own sentence using the word **admire**.

9. What would you like to remember about the meaning of the word **admire** so that you can use it when you write or speak?

Name: _____ Date: _____

1. What is a meaning of the word **quality**?
- A. a feature that makes a person or thing what it is
 - B. to be worried
 - C. the place where something begins

2. What is another meaning of the word **quality**?
- A. an organ important for digestion
 - B. the exact location of something
 - C. a degree of excellence

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. These are only _____ reports.
- A. quality
 - B. qualitative
 - C. qualities
4. I just purchased a high- _____ car.
- A. quality
 - B. qualitative
 - C. qualities
5. How many different _____ do you want in a shoe?
- A. quality
 - B. qualitative
 - C. qualities

6. Please write your own sentence using the word **quality**.

7. What would you like to remember about the meaning of the word **quality** so that you can use it when you write or speak?

Name: _____ Date: _____

1. What is a meaning of the word **risk**?

- A. a business company
- B. a written request
- C. a source of danger

2. What is another meaning of the word **risk**?

- A. to dream
- B. the chance of possible loss or injury
- C. a field of flowers

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Any climbers trying to go up the mountain might be _____ their lives.

- A. risk
- B. risking
- C. riskier
- D. risky
- E. risks
- F. risked

4. It was _____ than I would have liked.

- A. risk
- B. risking
- C. riskier
- D. risky
- E. risks
- F. risked

5. It was a high _____ job .

- A. risk
- B. risking
- C. riskier
- D. risky
- E. risks
- F. risked

6. You _____ your life to save your pet!

- A. risk
- B. risking
- C. riskier
- D. risky
- E. risks
- F. risked

7. Mountain climbers face several _____, including severe, or harsh, weather.

- A. risk
- B. risking
- C. riskier
- D. risky
- E. risks
- F. risked

8. Some people prefer the _____ jobs.

- A. risk
- B. risking
- C. riskier
- D. risky
- E. risks
- F. risked

9. Please write your own sentence using the word **risk**.

10. What would you like to remember about the meaning of the word **risk** so that you can use it when you write or speak?
