



Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Monday
October 19th

Name:

Review day for measurement: Test tomorrow!

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

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 1 \\ \hline \end{array}$$

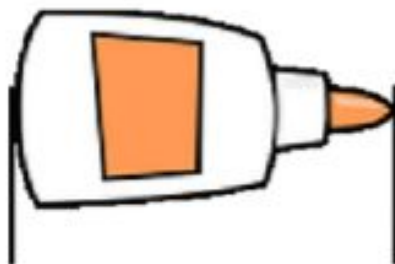
$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

Application Problem

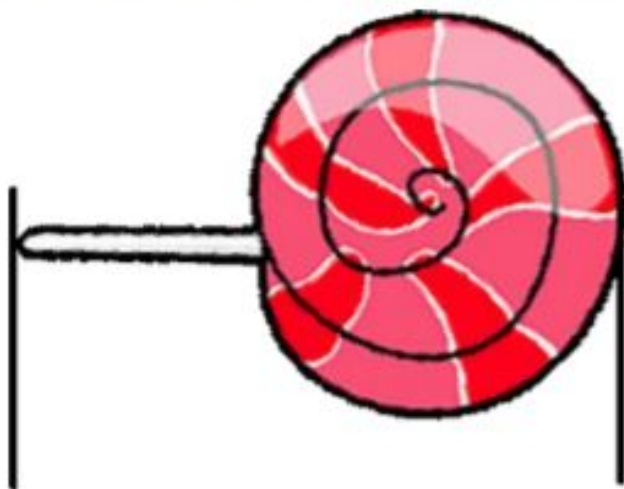
Concept development

Use the centimeter square at the bottom of the next page to measure the length of each object. Mark the endpoint of the square as you measure.

1. The picture of the glue is about _____ centimeters long.



2. The picture of the lollipop is about _____ centimeters long.

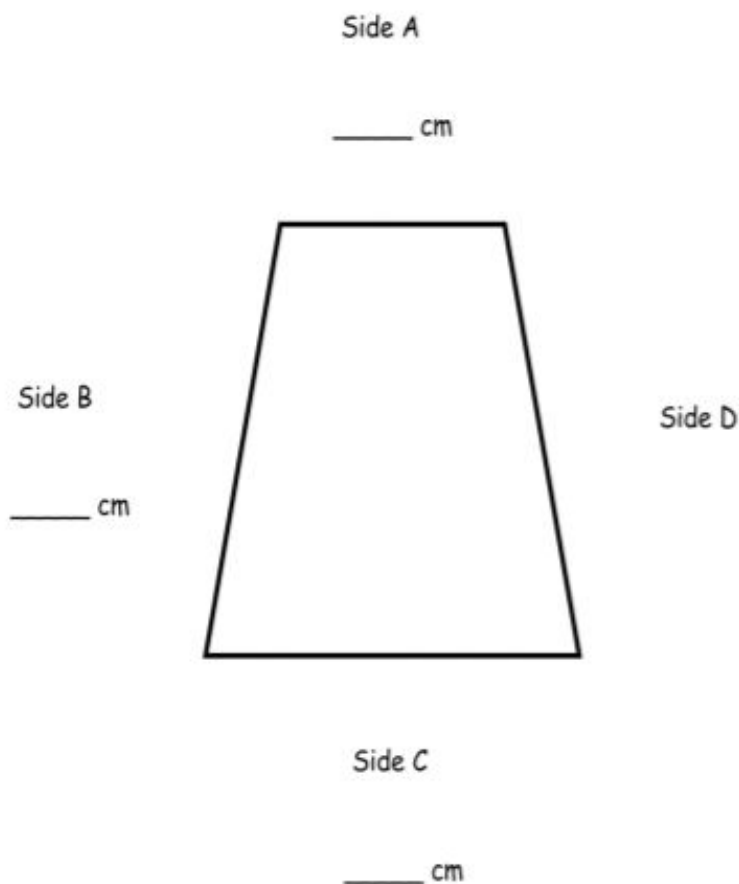


3. The picture of the scissors is about _____ centimeters long.

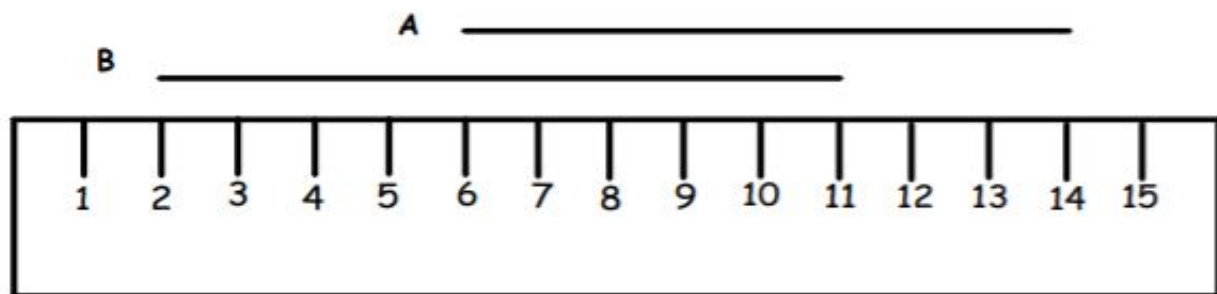


4. Shawn and Steven had a contest to see who could jump farther. Shawn jumped 75 centimeters. Steven jumped 9 more centimeters than Shawn.
- a. How far did Steven jump? _____ centimeters
 - b. Who won the jumping contest? _____
 - c. Draw a tape diagram to compare the lengths that Shawn and Steven jump.

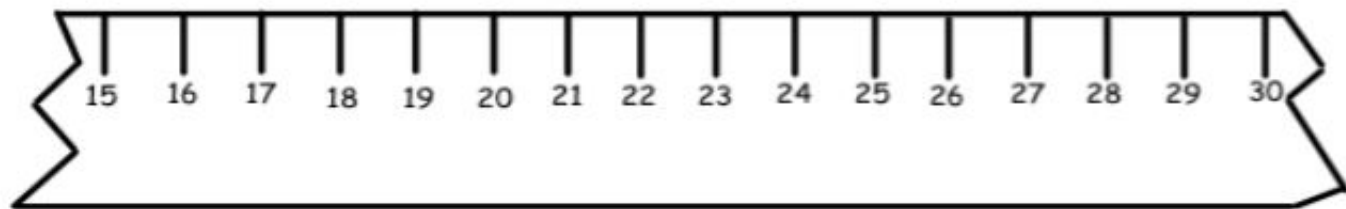
4. Measure the lengths of Sides A, B, and C. Write each length on the line.

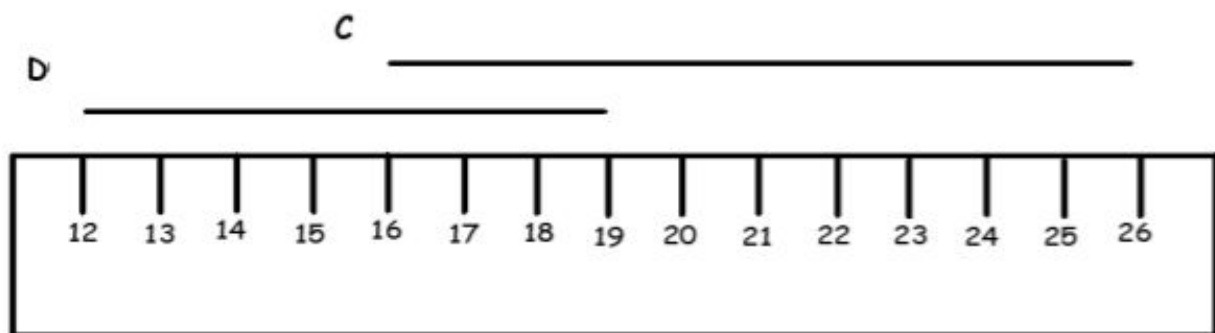


- a. Which side is the longest? Side A Side B Side C
- b. How much longer is Side B than Side A? _____ cm longer
- c. How much shorter is Side A than Side C? _____ cm shorter
- d. Sides B and D are the same length.
What is the length of Sides B and D together? _____ cm
- e. What is the total length of all four sides of this figure? _____ cm

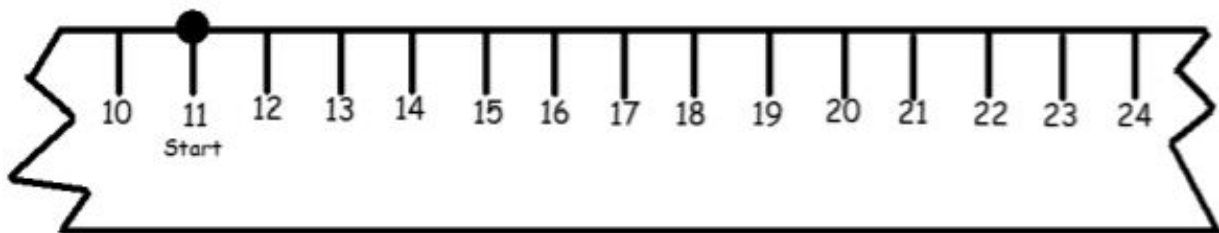


- Line A is _____ cm long.
 - Line B is _____ cm long.
 - Together, Lines A and B measure _____ cm.
 - Line A is _____ cm (longer/shorter) than Line B.
2. A cricket jumped 5 centimeters forward and 9 centimeters back, and then stopped. If the cricket started at 23 on the ruler, where did the cricket stop? Show your work on the broken centimeter ruler.





- Line C is _____ cm.
 - Line D is _____ cm.
 - Lines C and D are _____ cm.
 - Line C is _____ cm (longer/shorter) than Line D.
2. An ant walked 12 centimeters to the right on the ruler and then turned around and walked 5 centimeters to the left. His starting point is marked on the ruler. Where is the ant now? Show your work on the broken ruler.



--	--

pal	pan	pin
plan	rat	rid
rob	scrap	slid
spin	strip	tap
shin	us	van

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Powell & Powell Phonics, Spelling, and Word Study Lessons, Grade 2

SP 3 Word Cards, a

e	e	e
e	e	e
e	e	e
e	e	e
e	e	e

Language Dive Practice Sheet

Name: _____ Date: _____

Directions: Complete the sentence frames below. Then, practice reading them aloud

1. We can access _____
[educational resource], which gives us the chance to
_____ [verb phrase].

2. We can access _____
[educational resource], which gives us the chance to
_____ [verb phrase],
without _____ [-ing word +
noun].

Read and Respond: “The Rainforest School”

Name: _____ Date: _____

Directions: First, re-watch page 13 from the *Off to Class* read-aloud video. Think about the details in the text. Then, answer the question below.

How does technology help students to learn in the village of Xixuaú? Use details from the text in your explanation.

Name: _____

Date: _____

College: _____

Class of: _____

<hr/> <hr/>

Answer: _____

Equation that matches your work: Number Sentence

--

Sentence that matches the story: Word Sentence

--



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Tuesday
October 20th

Name _____ Date _____

Note: Students need a centimeter ruler and 6 small paper clips to complete the assessment.

1. Use your ruler to find the length of the pencil and the crayon.



- a. How long is the crayon? _____ centimeters
- b. How long is the pencil? _____ centimeters
- c. Which is longer? pencil crayon
- d. How much longer? _____ centimeters

2. Samantha and Bill are having a beanbag throwing contest and need to measure each of their throws.



- a. Circle the most appropriate tool to measure their throws.

ruler

paper clips

meter stick

centimeter cubes

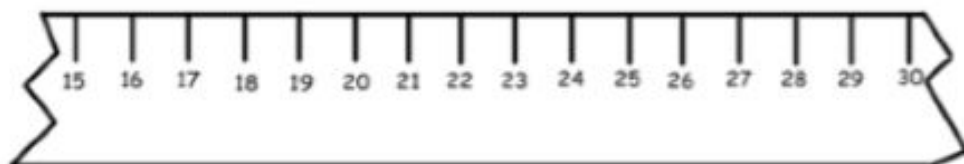
- b. Explain your choice using pictures or words.

- c. Bill throws his beanbag 5 meters, which is 2 meters farther than Samantha threw her beanbag. How far did Samantha throw her beanbag? Draw a diagram or picture to show the length of their throws.

- d. Sarah threw her beanbag 3 meters farther than Bill. Who won the contest? How do you know?

3. Use the broken centimeter ruler to solve the problem.

A grasshopper jumped 7 centimeters forward and 4 centimeters back and then stopped. If the grasshopper started at 18, where did the grasshopper stop? Show your work.



Name _____

-ame

-ate

-ake

ate

make

brake

same

cake

name

blame

late

take

skate

plate

shake

game

awake

crate

shame

mistake

came

frame

tame

flame

fame

date

gate

rate

state

bake

quake

flake

stake

Problem and Solution Response Sheet

Name: _____ Date: _____

Directions: Think about a problem that you have encountered at school. Write a sentence to describe the picture. Then, draw a picture that matches your writing. Next, think of how you might solve that problem. On the next page, write a sentence to describe your solution.


Problem:

Picture:



Solution:

Picture:



Name: _____

Date: _____

College: _____

Class of: _____

<hr/> <hr/>

Answer: _____

Equation that matches your work: Number Sentence

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Sentence that matches the story: Word Sentence

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Wednesday
October 21st

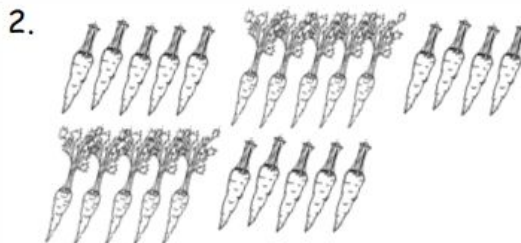
Name _____

Date _____

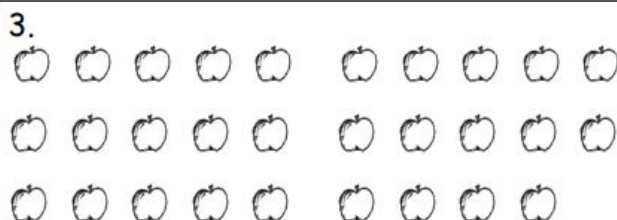
Circle groups of 10. Write the number to show the total amount of objects.



There are _____ grapes.



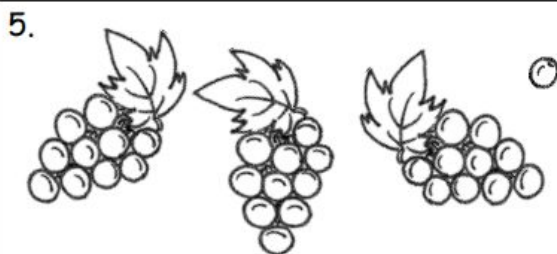
There are _____ carrots.



There are _____ apples.



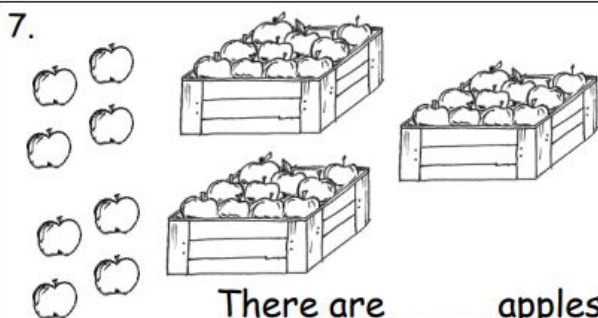
There are _____ peanuts.



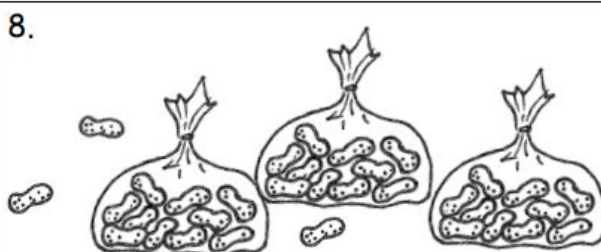
There are _____ grapes.



There are _____ carrots.



There are _____ apples.



There are _____ peanuts.

Make a number bond to show tens and ones.

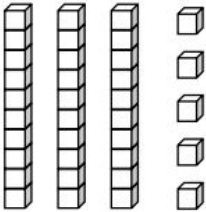
<p>9.</p>	<p>10.</p>
<p>11.</p>	<p>12.</p>

Make a number bond to show tens and ones. Circle tens to help.

<p>13.</p>	<p>14.</p>
<p>15.</p>	<p>16.</p>

Write the tens and ones. Complete the statement.

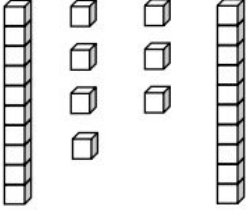
9.



tens	ones

There are _____ cubes.

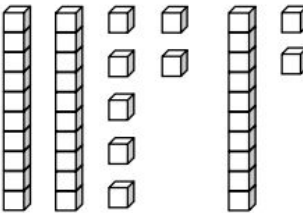
10.



tens	ones

There are _____ cubes.

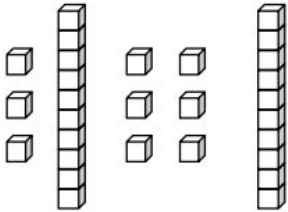
11.



tens	ones

There are _____ cubes.

12.



tens	ones

There are _____ cubes.

Write the missing numbers. Say them the regular way and the Say Ten way.

13.

tens	ones

➡ 35

14.

tens	ones
2	7

➡ _____

15.

tens	ones
3	9

➡ _____

16.

tens	ones

➡ 29

17.

tens	ones
	0

➡ 40

18.

tens	ones

➡ 9

Name _____ Date _____

1. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 74

tens	ones

b. 78

tens	ones

c. _____

tens	ones
9	1

d. _____

tens	ones
10	9

e. 116

tens	ones

f. 103

tens	ones

g. _____

tens	ones
11	2

h. _____

tens	ones
12	0

i. _____

tens	ones
10	5

j. 102

tens	ones

2. Match.

a.

tens	ones
9	7



10 tens 5 ones

b.

tens	ones
10	7



10 tens 7 ones

c.

tens	ones
11	0



9 tens 7 ones

d.

tens	ones
10	5



12 tens 0 ones

e.

tens	ones
10	1



110

f.

tens	ones
12	0



11 tens 8 ones

g.

tens	ones
11	8




101

Name _____

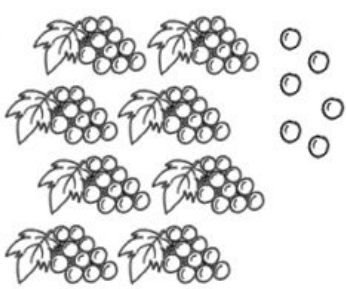
Date _____

Write the tens and ones. Complete the statement.

1. 

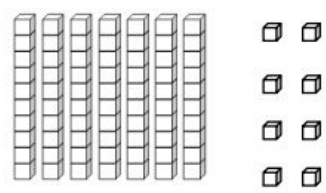
tens	ones

43 = ____ tens ____ ones

2. 

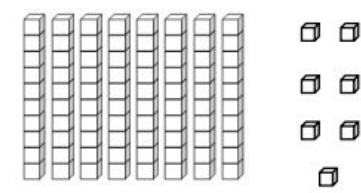
tens	ones

____ = ____ tens ____ ones

3. 

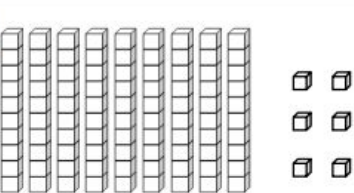
tens	ones

There are ____ cubes.

4. 

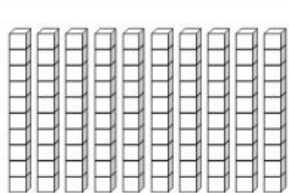
tens	ones

There are ____ cubes.

5. 

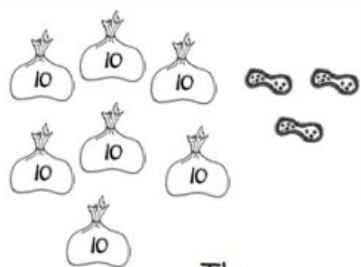
tens	ones

There are ____ cubes.

6. 

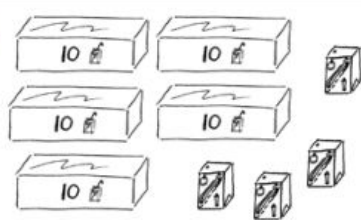
tens	ones

There are ____ cubes.

7. 

tens	ones

There are ____ peanuts.

8. 

tens	ones

There are ____ juice boxes.

9. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 40

tens	ones

b. 46

tens	ones

c. _____

tens	ones
5	9

d. _____

tens	ones
9	5

e. 75

tens	ones

f. 70

tens	ones

g. 60

tens	ones

h. _____

tens	ones
8	0

i. _____

tens	ones
5	5

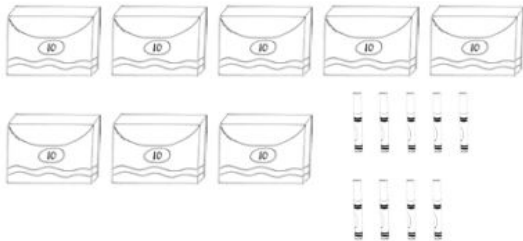
j. _____

tens	ones
10	0

Name _____

Date _____

1. Write the tens and ones. Complete the statement.



tens	ones

There are _____ markers.

2. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

a. 90

tens	ones

b. _____

tens	ones
8	7

glide

pride

slide

side

tide

wide

twice

spice

hide

mice

rice

ride

whine

dice

nice

pine

ice

price

dine

line

nine

vine

shine

fine

Off to Class Note-Catcher: "Out of the Rubble"

Name: _____ **Date:** _____

Directions: Write and draw in each box.

School:	Location (place):
Problem	Solution
Why is this school important to the community?	

**Problem and Solution Informative
Paragraph: "Out of the Rubble," Part 1**

Name: _____ **Date:** _____

Student Writing

Topic Sentence

Information about the Problem:

Name: _____

Date: _____

College: _____

Class of: _____

<hr/> <hr/>

Answer: _____

Equation that matches your work: Number Sentence

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Sentence that matches the story: Word Sentence

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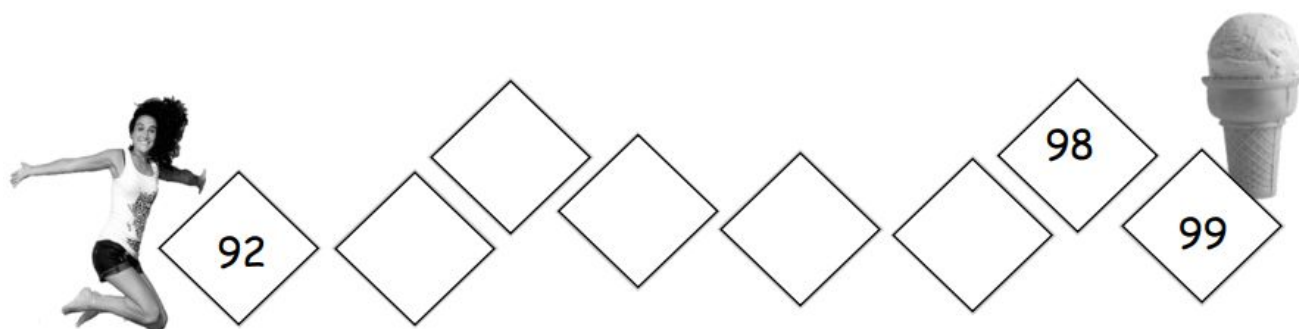
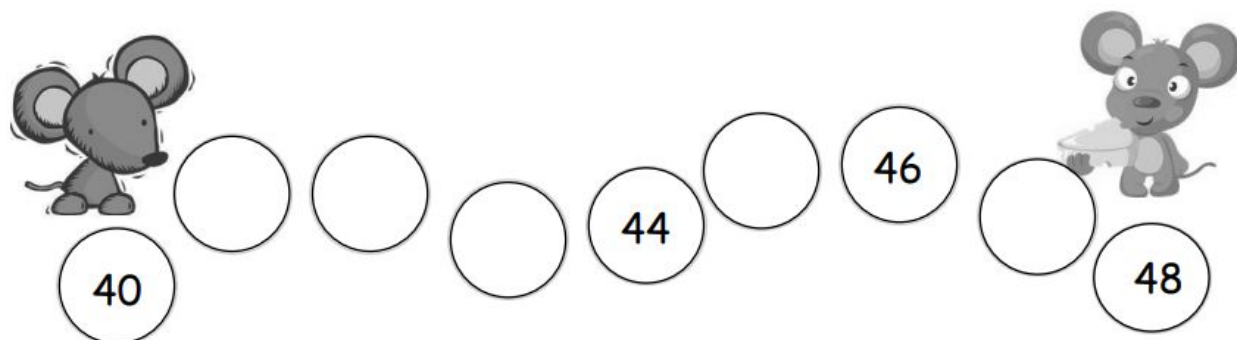
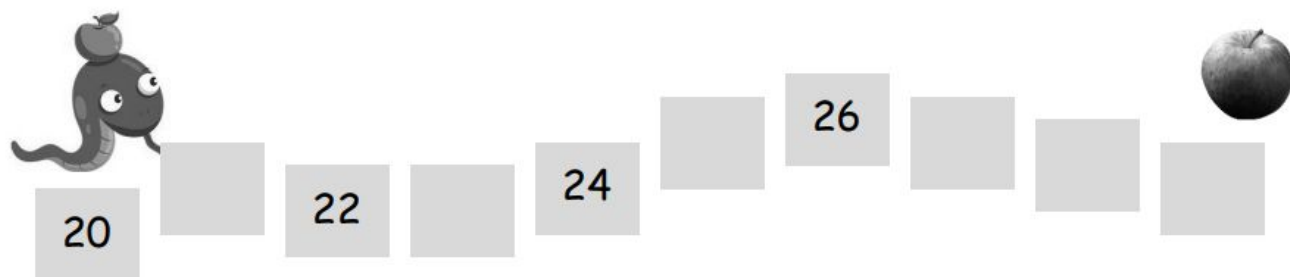
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Thursday
October 22th

Name _____

Date _____

Count up or down by 1s. Help the animals and the girl get what they want!



Count up.

Stop!




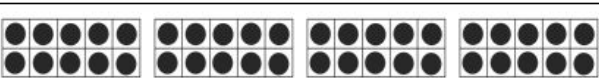
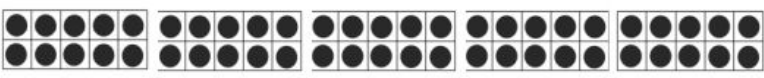
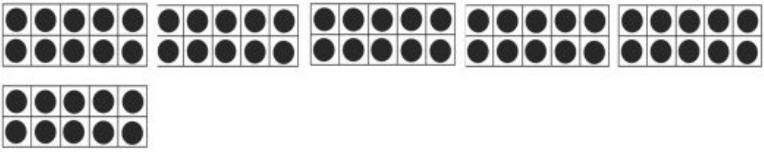
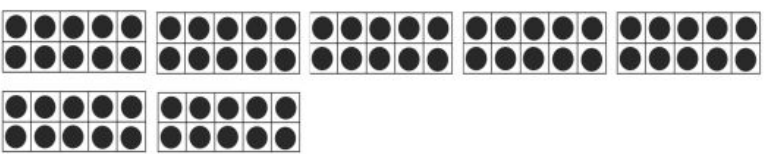
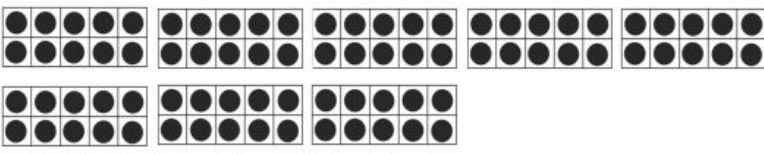
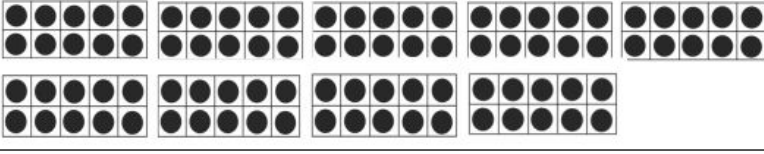
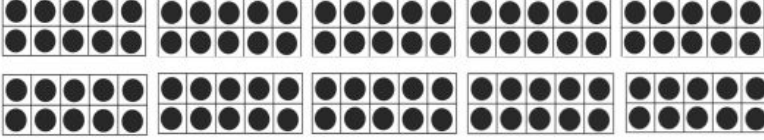
Count down.



Name _____

Date _____

Count up by tens, and write the numbers.

	10
	20
	
	
	50
	
	
	
	
	

Name _____

Date _____

1. Fill in the missing numbers in the chart up to 120.

a.

b.

c.

d.

e.

71	81	91		111
	82		102	
73	83	93		113
	84	94	104	114
76	86	96	106	116
77	87	97		117
79	89	99	109	119
80		100	110	

2. Write the numbers to continue the counting sequence to 120.

96, 97, _____, _____, _____, _____, _____,
_____, _____, _____, _____, _____, _____,
_____, _____, _____, _____, _____, _____,
_____, _____, _____, _____, _____, _____

3. Circle the sequence that is incorrect. Rewrite it correctly on the line.

a.

107, 108, 109, 110, 120

b.

99, 100, 101, 102, 103

4. Fill in the missing numbers in the sequence.

a.

115, 116, _____, _____, _____

b.

_____, _____, 118, _____, 120

c.

100, 101, _____, _____, 104

d.

97, 98, _____, _____, _____, _____

Name _____

-oke	-one	-ope

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oke	oke	oke
oke	oke	oke
oke	oke	oke
one	one	one
one	one	one
one	one	one
ope	ope	ope
ope	ope	ope
ope	ope	ope

SP 6 Word Cards, b

Patterns of Pairs of Phonics, Spelling, and Word Study Lessons, Grade 2

j	w	br
p	ch	sm
sp	str	c
b	l	t
z	ph	sh
st	thr	h
l	m	r
sl	gr	c

**Problem and Solution Informative
Paragraph: "Out of the Rubble," Part 2**

Name: _____ **Date:** _____

Student Writing

Information about the Solution:

Conclusion Statement:

Name: _____

Date: _____

College: _____

Class of: _____

<hr/> <hr/>

Answer: _____

Equation that matches your work: Number Sentence

--

Sentence that matches the story: Word Sentence

--







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Friday
October 23rd

Name _____

Date _____

For each pair, write the number of items in each set. Then, circle the set with the *greater* number of items.

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>

5. Circle the number that is *greater* in each pair.

a. 1 ten 2 ones 3 tens 2 ones

b. 2 tens 8 ones 3 tens 2 ones

c. 19 15

d. 31 26

6. Circle the set of coins that has a *greater* value.


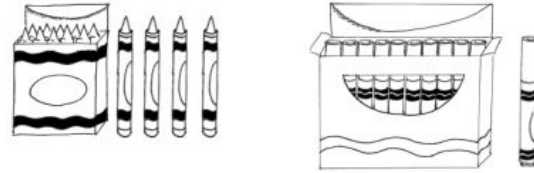




3 dimes



3 pennies

For each pair, write the number of items in each set. Circle the set with *fewer* items.

<p>7.</p>  <p>_____</p> <p>_____</p>	<p>8.</p>  <p>_____</p> <p>_____</p>
<p>9.</p>  <p>_____</p> <p>_____</p>	<p>10.</p>  <p>_____</p> <p>_____</p>

11. Circle the number that is *less* in each pair.

- | | | |
|----|---------------|---------------|
| a. | 2 tens 5 ones | 1 ten 5 ones |
| b. | 28 ones | 3 tens 2 ones |
| c. | 18 | 13 |
| d. | 31 | 26 |

12. Circle the set of coins that has *less* value.



13. Circle the amount that is *less*. Draw or write to show how you know.

32

17


Name _____

Date _____

Word Bank

1. Draw quick tens and ones to show each number. Label the first drawing as *less than (L)*, *greater than (G)*, or *equal to (E)* the second. Write a phrase from the word bank to compare the numbers.

is greater than
is less than
is equal to

<p>a.</p>  <p>20 _____ 18</p>	<p>b.</p> <p>2 tens 3 tens</p> <p>2 tens _____ 3 tens</p>
<p>c.</p> <p>24 15</p> <p>24 _____ 15</p>	<p>d.</p> <p>26 32</p> <p>26 _____ 32</p>

2. Write a phrase from the word bank to compare the numbers.

36 _____ 3 tens 6 ones

1 ten 8 ones _____ 3 tens 1 one

38 _____ 26

1 ten 7 ones _____ 27

15 _____ 1 ten 2 ones

30 _____ 28

29 _____ 32

3. Put the following numbers in order from *least* to *greatest*. Cross off each number after it has been used.

9 40 32 13 23

4. Put the following numbers in order from *greatest* to *least*. Cross off each number after it has been used.

9 40 32 13 23

5. Use the digits 8, 3, 2, and 7 to make 4 different two-digit numbers less than 40. Write them in order from *greatest* to *least*.

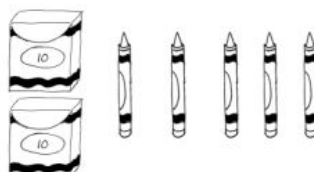
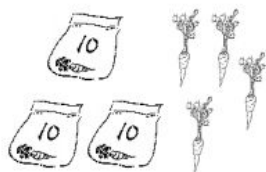
8 3 2 7

Examples: 32, 27, ...

Name _____

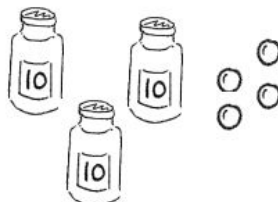
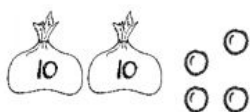
Date _____

1. Write the number of items in each set. Then, circle the set that is *greater* in number. Write a statement to compare the two sets.



_____ is greater than _____.

2. Write the number of items in each set. Then, circle the set that is *less* in number. Say a statement to compare the two sets.



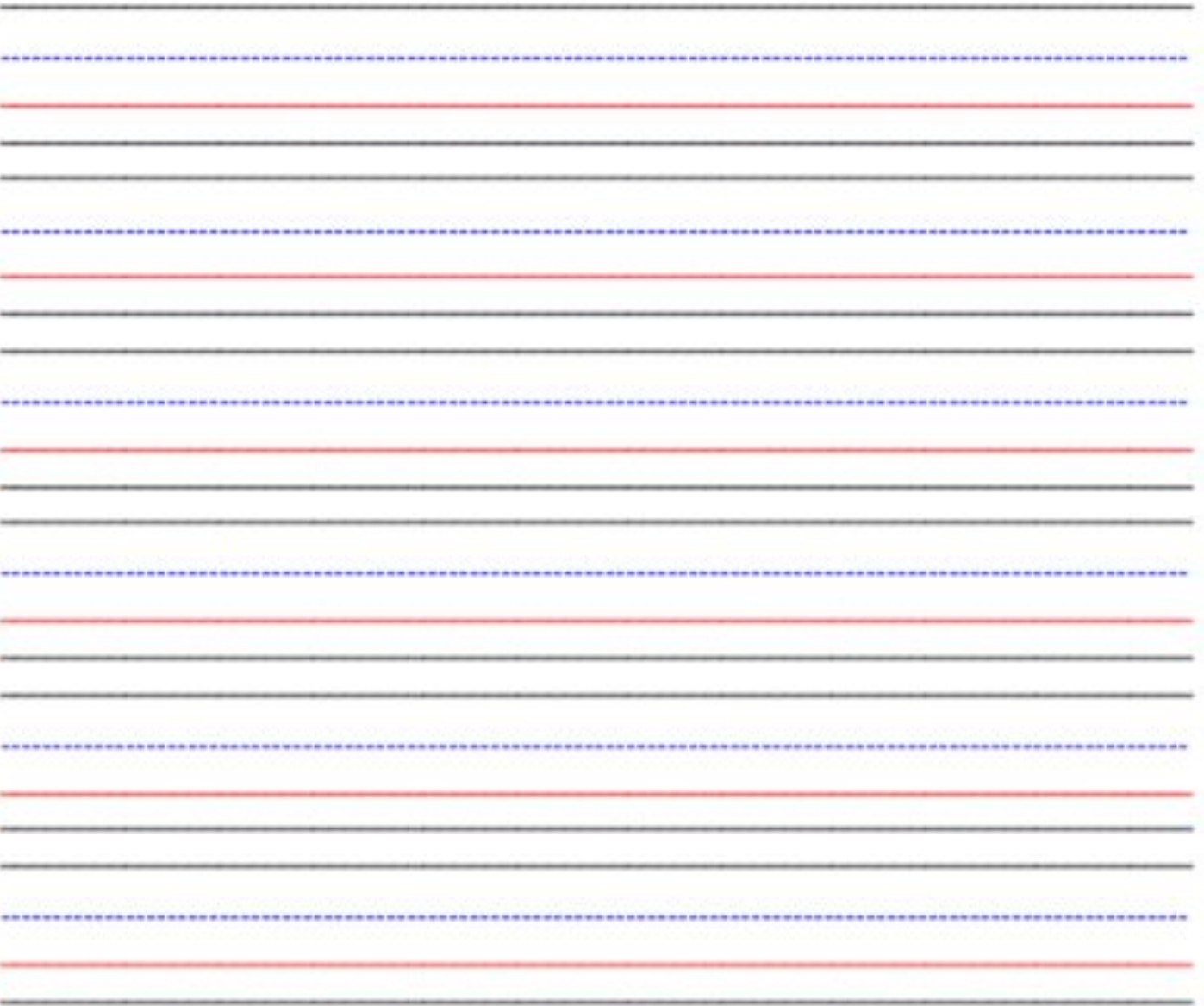
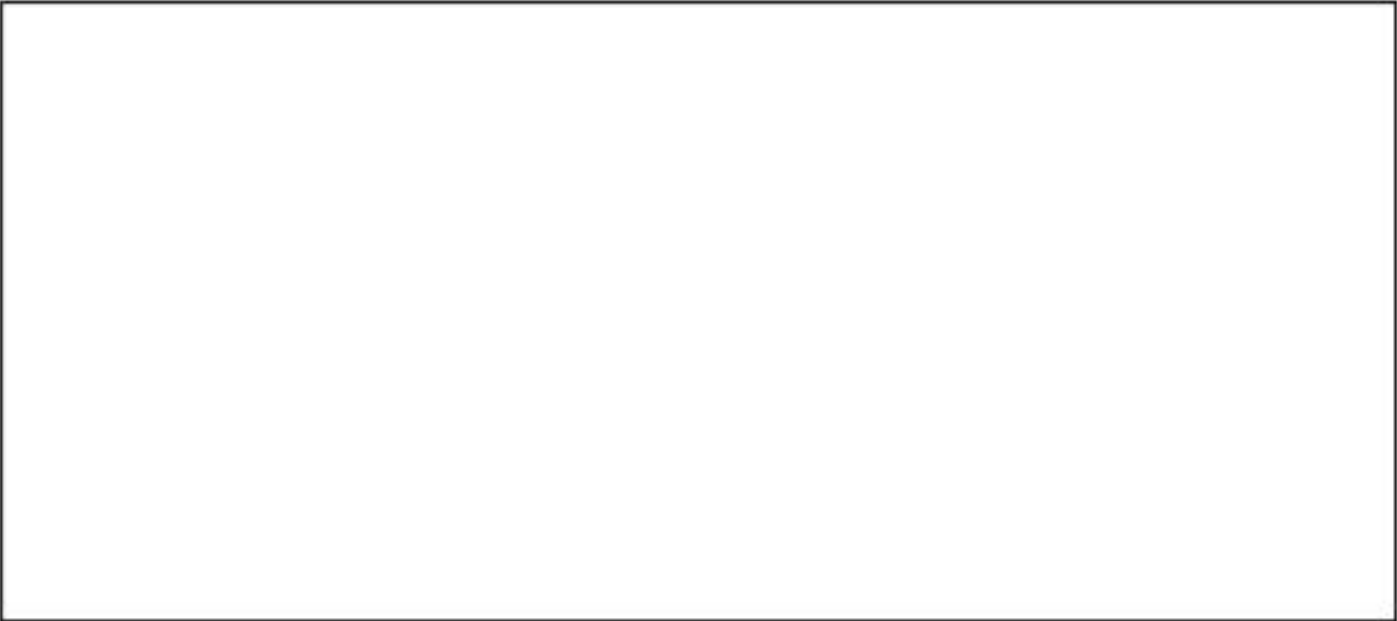
_____ is less than _____.

3. Circle the set of coins that has a greater value.



4. Circle the set of coins that has less value.





EVALUATE

**I disagree with
what you said
because...**

EVALUATE:

**I agree with
what you said
because...**

EVALUATE

**I somewhat
agree with what
you said, but...**

PRAISE

**I like how
you...**

BUILD

**I can add to
what you said
because...**

My Writing Rubric

My writing has a topic sentence and a conclusion.	no	one of them	yes, both
My writing tells many details about the problem.	few details	some details	many details
My writing tells many details about the solution.	few details	some details	many details
My picture matches the details in my paragraph.	no	some details	yes
My sentences start with a capital letter and end in a period.	no	one of them	yes, both
I used spelling strategies to stretch out words.	no	sometimes	yes