



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

Monday  
October 26th

## Lesson 1

Objective: Bundle and count ones, tens, and hundreds to 1,000.

$$\begin{array}{r} 19 \\ - 1 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

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

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

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

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




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

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

$$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$$

# Concept development

Concept development:

		
How many does this picture show? _____	How many does this picture show? _____	How many does this picture show? _____
Draw your own:	Draw your own:	Draw your own:

1. How many do you see? Standard form: \_\_\_\_\_



2. How many do you see? Standard form: \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_



Draw models of ones, tens, and hundreds. Your teacher will tell you which numbers to model.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. 2 ones + \_\_\_\_\_ ones = 10

2. 6 tens + \_\_\_\_\_ tens = 1 hundred

$2 + \underline{\hspace{2cm}} = 10$

$60 + \underline{\hspace{2cm}} = 100$

3. Rewrite in order from largest to smallest units.

6 tens

Largest \_\_\_\_\_

3 hundreds

\_\_\_\_\_

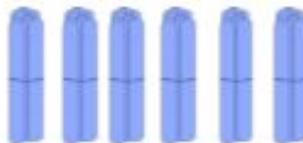
8 ones

Smallest \_\_\_\_\_

4. Count each group. What is the total number of sticks in each group?

*Bundles of 100*

\_\_\_\_\_

*Bundles of 10*

\_\_\_\_\_

*Ones*

\_\_\_\_\_

What is the total number of sticks? \_\_\_\_\_

5. Draw and solve.

Moses has 100 stickers. Jared has 60 stickers. Jared wants to have the same number of stickers as Moses. How many more stickers does Jared need?

Jared needs \_\_\_\_\_ more stickers.

# Lesson 1

G:2 M:3

## Bundle and Count Units

### ZEARN STUDENT NOTES

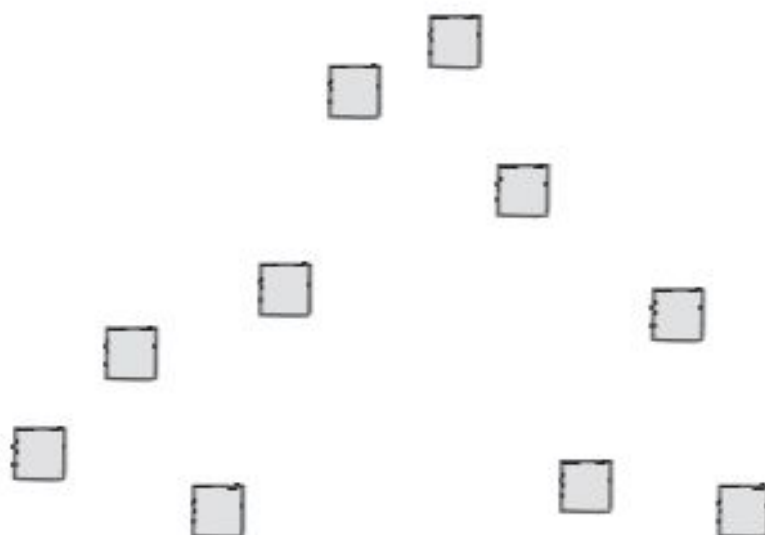
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete: ☐ Class: \_\_\_\_\_

1 Complete the equation.



=

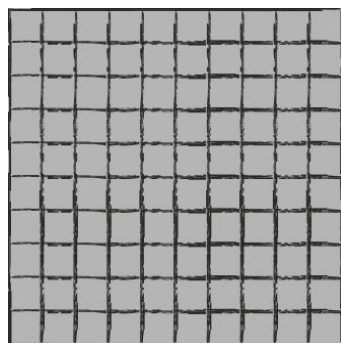


\_\_\_\_\_ ten = \_\_\_\_\_ ones

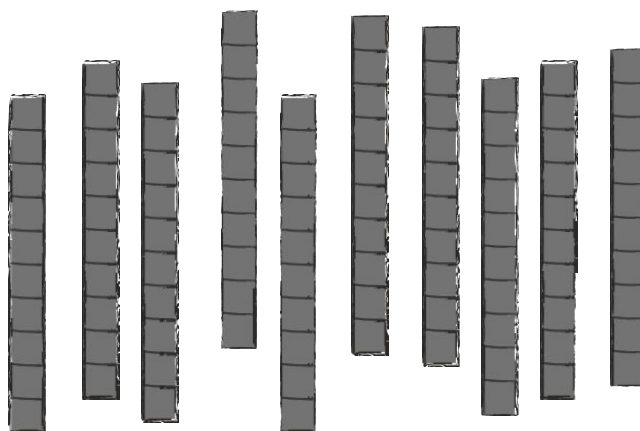


2

Complete the equation.



=



hundred =      tens

EXTRA WORKSPACE





# Lesson 1

G:2 M:3

## EXIT TICKET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete: ☐ Class: \_\_\_\_\_

1. Draw lines to match and make each statement true.

10 tens =

1 thousand

10 hundreds =

1 ten

10 ones =

1 hundred

2. Circle the largest unit. Box the smallest.

4 tens

2 hundreds

9 ones



3. Draw models of each and label the following number:

SHOW YOUR WORK

2 tens

7 ones

6 hundreds



Name: \_\_\_\_\_

-ake	-ame	-ice	-ope	-ine	-oke

make	mice	same	line
slope	name	broke	lame
lake	pine	rice	choke
hope	joke	take	mine
nice	fame	fine	lice

Try to come up with your own words that have a VCe ending.

## Off to Class Note-Catcher: "Water, Water, Everywhere"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write and draw in each box.

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

# Problem and Solution Informative Paragraph: “Water, Water, Everywhere,” Page 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student Writing

**Topic Sentence**

**Information about the Problem:**



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

Tuesday  
October 27th

## Lesson 2

Objective: Count up and down between 100 and 220 using ones and tens.

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

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

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

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

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

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

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

$$\begin{array}{r} 1 \\ + 19 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 1 \\ + 19 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 1 \\ + 10 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$


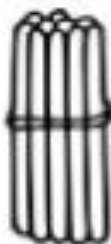

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 10 \\ \hline \end{array}$$



# Concept development

Concept development:

		
How many does this picture show? _____	How many does this picture show? _____	How many does this picture show? _____
Draw your own:	Draw your own:	Draw your own:

1. How many do you see? Standard form: \_\_\_\_\_



2. How many do you see? Standard form: \_\_\_\_\_



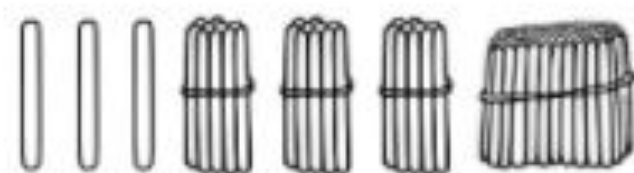
5. How many do you see? Standard form: \_\_\_\_\_




6. How many do you see? Standard form: \_\_\_\_\_




7. How many do you see? Standard form: \_\_\_\_\_




8. How many do you see? Standard form: \_\_\_\_\_




9. How many do you see? Standard form: \_\_\_\_\_



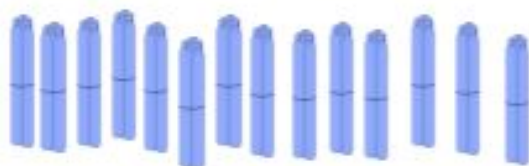

Name \_\_\_\_\_

Date \_\_\_\_\_

1. How many in all?

 \_\_\_\_\_ ones = \_\_\_\_\_ tens \_\_\_\_\_ stars in all.

2. These are bundles with 10 sticks in each.



a. How many tens are there? \_\_\_\_\_

b. How many hundreds? \_\_\_\_\_

c. How many sticks in all? \_\_\_\_\_

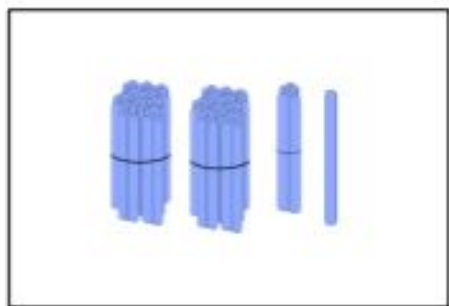
3. Sally did some counting. Look at her work. Explain why you think Sally counted this way.

177, 178, 179, 180, 190, 200, 210, 211, 212, 213, 214

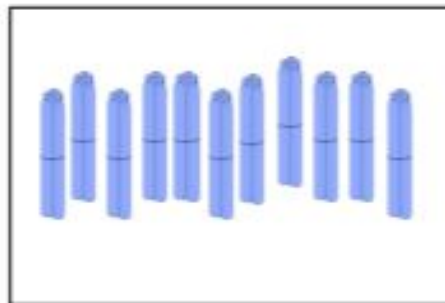
Name \_\_\_\_\_

Date \_\_\_\_\_

1. These are bundles of hundreds, tens, and ones. How many straws are in each group?



\_\_\_\_\_ straws



\_\_\_\_\_ straws

2. Count from 96 to 140 with ones and tens. Use pictures to show your work.

3. Fill in the blanks to reach the benchmark numbers.

35, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 40, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 100, \_\_\_\_\_, 300

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Draw, label, and box 100. Draw pictures of the units you use to count from 100 to 124.

- 
2. Draw, label, and box 124. Draw pictures of the units you use to count from 124 to 220.

3. Draw, label, and box 85. Draw pictures of the units you use to count from 85 to 120.

- 
4. Draw, label, and box 120. Draw pictures of the units you use to count from 120 to 193.

## Lesson 2

G:2 M:3

## Count Up

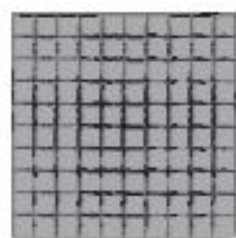
## ZEARN STUDENT NOTES

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete: ☐ Class: \_\_\_\_\_

1

Label the units of ten as you skip-count to 200.



100



110



120



130



140



150



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





EXTRA WORKSPACE





## Lesson 2

G:2 M:3

## EXIT TICKET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete: ☐ Class: \_\_\_\_\_


1. These are bundles of hundreds, tens, and ones. How many straws are in each group?



\_\_\_\_\_ straws



\_\_\_\_\_ straws

- 
2. Count from 96 to 140 with ones and tens. Use pictures to show your work.

SHOW YOUR WORK

3. Fill in the blanks to reach the benchmark numbers.

35, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 40, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 100, \_\_\_\_\_, 300



## Parts of a Problem and Solution Informative Paragraph Anchor Chart

**Informative writing** informs the reader using facts and details about a subject.

Parts of My Problem and Solution Informative Paragraph	Job of Each Part
Topic Sentence	Introduces the topic
Information about the problem	Describes the problem using key details from the text
Information about the solution	Describes the solution using key details from the text
Conclusion	Reminds readers of the topic

## My Partner's Writing Rubric

My partner's writing has a topic sentence and a conclusion.	no	one of them	yes, both
My partner's writing tells many details about the problem.	few details	some details	many details
My partner's writing tells many details about the solution.	few details	some details	many details
My partner's picture matches the details in her paragraph.	no	some details	yes



## 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



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

Wednesday  
October 28th

### Lesson 3

Objective: Count up and down between 90 and 1,000 using ones, tens, and hundreds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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


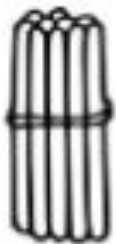

$$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$$

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

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

# Concept development

Concept development:

		
How many does this picture show? _____	How many does this picture show? _____	How many does this picture show? _____
Draw your own:	Draw your own:	Draw your own:

1. How many do you see? Standard form: \_\_\_\_\_

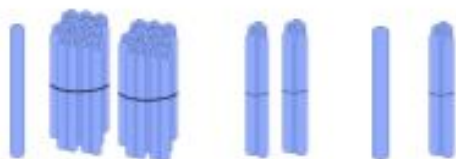


2. How many do you see? Standard form: \_\_\_\_\_





4. Sally bundled her sticks in hundreds, tens, and ones.

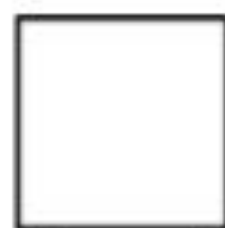


- a. How many sticks does Sally have? \_\_\_\_\_
- b. Draw 3 more hundreds and 3 more tens. Count and write how many sticks Sally has now.

2. These are bundles of hundreds, tens, and ones. Draw to show how you would count to 1,000.



3. Draw, label, and box 100. Draw pictures of the units you use to count from 100 to 124.



100

4. Draw, label, and box 93. Draw pictures of the units you use to count from 93 to 115.



93

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Fill in the blanks to reach the benchmark numbers.

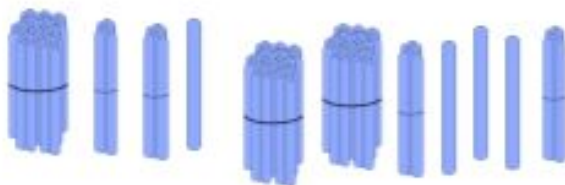
a. 14, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 20, \_\_\_\_\_, \_\_\_\_\_, 50

b. 73, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 80, \_\_\_\_\_, 100, \_\_\_\_\_, 300, \_\_\_\_\_, 320

c. 65, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 70, \_\_\_\_\_, \_\_\_\_\_, 100

d. 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 100, \_\_\_\_\_, \_\_\_\_\_, 400

2. These are ones, tens, and hundreds. How many sticks are there in all?



There are \_\_\_\_\_ sticks in all.

3. Show a way to count from 668 to 900 using ones, tens, and hundreds.

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw, label, and box 90. Draw pictures of the units you use to count from 90 to 300.

2. Draw, label, and box 300. Draw pictures of the units you use to count from 300 to 428.

3. Draw, label, and box 428. Draw pictures of the units you use to count from 428 to 600.

4. Draw, label, and box 600. Draw pictures of the units you use to count from 600 to 1,000.

**Lesson 3**  
G:2 M:3

**EXIT TICKET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete: ☐ Class: \_\_\_\_\_

1. Draw a line to match the numbers with the units you might use to count them.

300 to 900

ones, tens, and hundreds

97 to 300

ones and tens

484 to 1,000

ones and hundreds

743 to 800

hundreds



2. These are bundles of hundreds, tens, and ones. Draw to show how you would count to 1,000.

SHOW YOUR WORK



Name \_\_\_\_\_

1.

11.

2.

12.

3.

13.

4.

14.

5.

15.

6.

16.

7.

17.

8.

18.

9.

19.

10.

20.

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## Problem and Solution Informative Paragraph: “Water, Water, Everywhere,” Page 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Student Writing

Information about the Solution: 

Conclusion Statement:



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

Thursday  
October 29th

## Lesson 4

Objective: Count up to 1,000 on the place value chart.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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


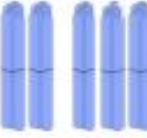

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

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

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Marcos used the place value chart to count bundles. How many sticks does Marcos have in all?

Hundreds	Tens	Ones
		

Marcos has \_\_\_\_\_ sticks.

2. Write the number:



Hundreds	Tens	Ones

3. These are hundreds. If you put them together, which unit will you make?



- a. one      b. hundred      c. thousand      d. ten

4. Imagine 585 on the place value chart. How many ones, tens, and hundreds are in each place?

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
 ones      tens      hundreds

Name \_\_\_\_\_

Date \_\_\_\_\_

Work with your partner. Imagine your place value chart. Write down how you might count from the first number up to the second number. Underline the numbers where you bundled to make a larger unit.

1. 476 to 600

2. 47 to 200

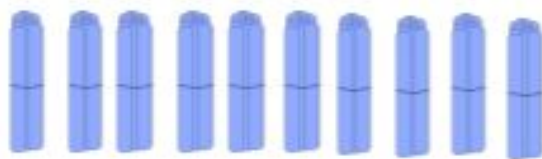
3. 188 to 510

4. 389 to 801

Name \_\_\_\_\_

Date \_\_\_\_\_

1. These are bundles of 10. If you put them together, which unit will you make?



- a. one                      b. ten                      c. hundred                      d. thousand

2. These are bundles of hundreds, tens, and ones. How many sticks are there in all?



\_\_\_\_\_

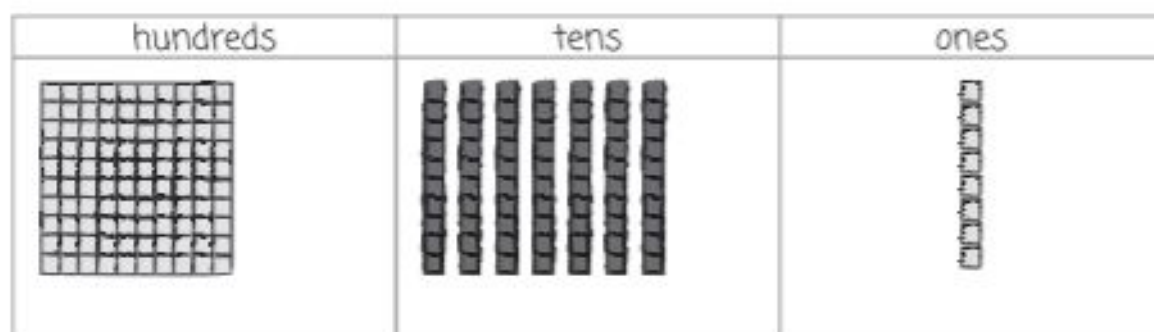
3. Imagine the place value chart. Write the numbers that show a way to count from 187 to 222.

**Lesson 4**

G:2 M:3

**Benchmark Bundle****ZEARN STUDENT NOTES**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete: ☐ Class: \_\_\_\_\_**1** What number is this?

The place value chart shows: \_\_\_\_\_

EXTRA WORKSPACE





## Lesson 4

G:2 M:3

## EXIT TICKET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete: ☐ Class: \_\_\_\_\_

1. These are bundles of 10. If you put them together, which unit will you make?



a. one

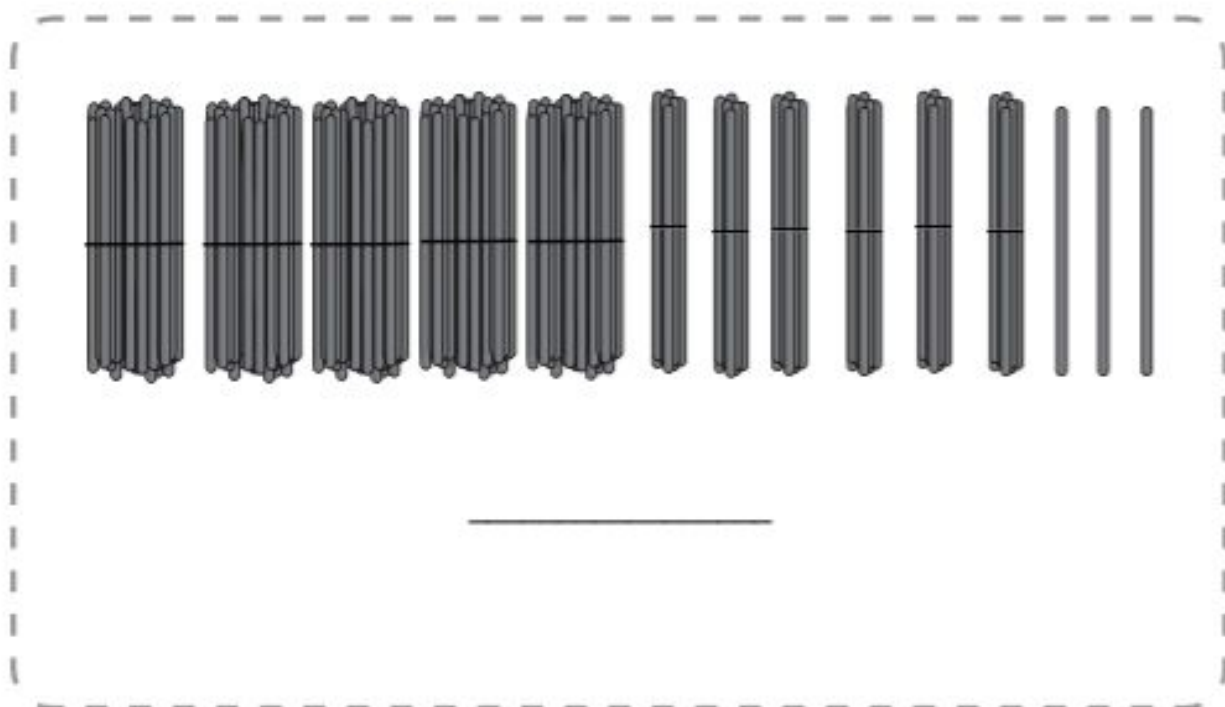
b. ten

c. hundred

d. thousand



2. These are bundles of hundreds, tens and ones. How many sticks are there in all?



3. Imagine the place value chart. Write the numbers that show a way to count from 187 to 222.

SHOW YOUR WORK



cast	best	send
fast	nest	thank
last	pest	task
past	rest	gift
vast	test	fist
blast	vest	skunk
chimp	chest	rust

Name \_\_\_\_\_

<b>-ast</b>	<b>-est</b>	<b>Other Patterns</b>

## Parts of a Problem and Solution Informative Paragraph Anchor Chart

**Informative writing** informs the reader using facts and details about a subject.

Parts of My Problem and Solution Informative Paragraph	Job of Each Part
Topic Sentence	Introduces the topic
Information about the problem	Describes the problem using key details from the text
Information about the solution	Describes the solution using key details from the text
Conclusion	Reminds readers of the topic

## My Partner's Writing Rubric

My partner's writing has a topic sentence and a conclusion.	no	one of them	yes, both
My partner's writing tells many details about the problem.	few details	some details	many details
My partner's writing tells many details about the solution.	few details	some details	many details
My partner's picture matches the details in her paragraph.	no	some details	yes



## 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



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

Friday  
October 30th



## Lesson 5

Objective: Write base ten three-digit numbers in unit form; show the value of each digit.

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

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

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

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

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

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

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

$$\begin{array}{r} 1 \\ + 19 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 1 \\ + 19 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 1 \\ + 10 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ + 10 \\ \hline \end{array}$$

hundreds	tens	ones

hundreds	tens	ones

hundreds	tens	ones

hundreds	tens	ones

hundreds	tens	ones

hundreds	tens	ones

hundreds	tens	ones

hundreds	tens	ones

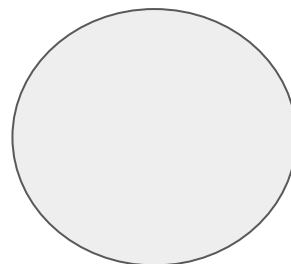
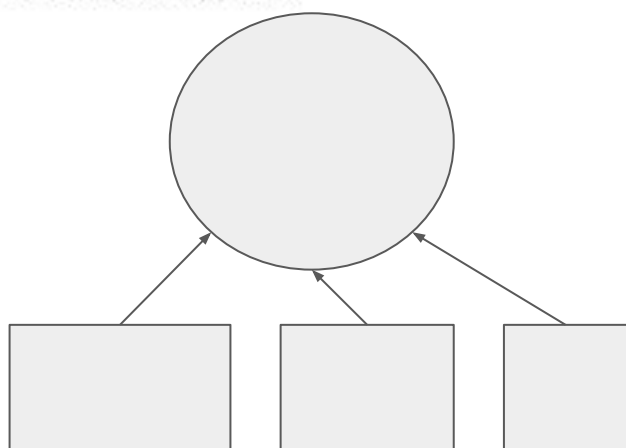
Individual place value charts

Individual place value charts

Name \_\_\_\_\_

Date \_\_\_\_\_

Your teacher will tell you a number to write in each box. In a whisper voice, say each number in word form. Use number bonds to show how many **ones, tens, and hundreds** are in the number.




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Name \_\_\_\_\_

Date \_\_\_\_\_

Your teacher will tell you a number to write in each box. In a whisper voice, say each number in word form. Use number bonds to show how many ones, tens, and hundreds are in the number.

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Look at the Hide Zero cards. What is the value of the 6?

5	6	9
---	---	---

- a. 6                      b. 600                      c. 60
2. What is another way to write 5 ones 3 tens 2 hundreds?
- a. 325                      b. 523                      c. 253                      d. 235
3. What is another way to write 6 tens 1 hundred 8 ones?
- a. 618                      b. 168                      c. 861                      d. 681
4. Write 905 in unit form.
- \_\_\_\_\_
- \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

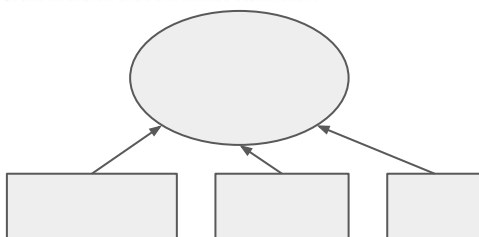
1. What is the value of the 7 in 

7	6	4
---	---	---

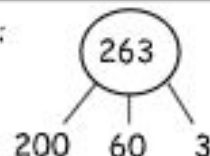
 ? \_\_\_\_\_

2. Make number bonds to show the hundreds, tens, and ones in each number. Then, write the number in unit form.

a. 333

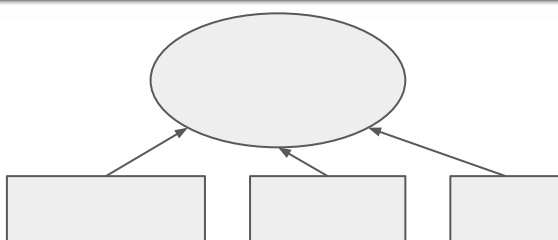


Example:

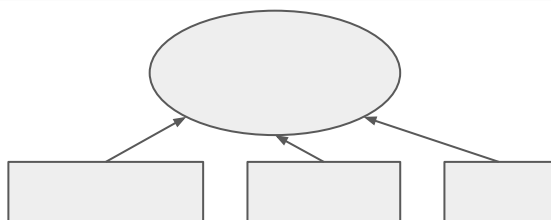


2 hundreds 6 tens 3 ones

b. 330



c. 303



3. Draw a line to match unit form with number form.

a. 1 hundred 1 one = 11

b. 1 ten 1 one = 710

c. 7 tens 1 one = 110

d. 7 hundreds 1 one = 701

e. 1 hundred 1 ten = 101

f. 7 hundreds 1 ten = 71

Name \_\_\_\_\_

Date \_\_\_\_\_

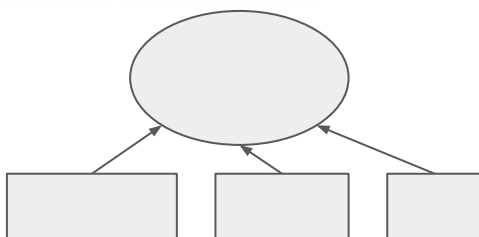
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7	6	4
---	---	---

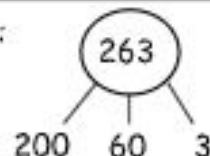
 ? \_\_\_\_\_

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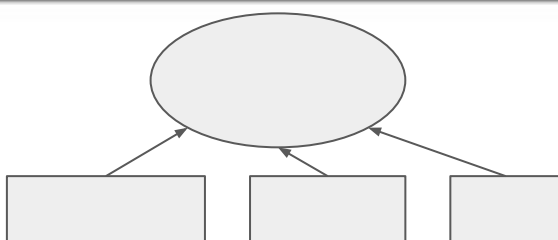


Example:

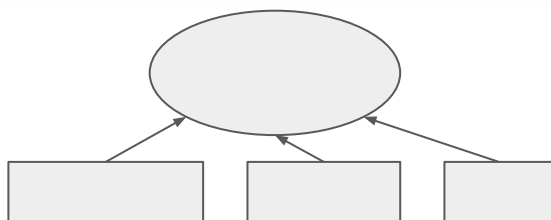


2 hundreds 6 tens 3 ones

b. 330



c. 303





**Lesson 5**  
G:2 M:3

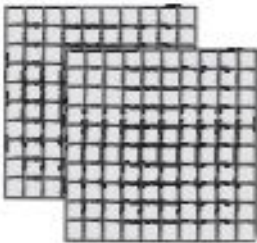


**One Number, Many Forms**

**ZEARN STUDENT NOTES**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete: ☐ Class: \_\_\_\_\_

**1** Write this in your notes.

hundreds	tens	ones
		

Unit Form: \_\_\_\_\_

Word Form: \_\_\_\_\_

Number Form: \_\_\_\_\_



2

Finish solving.

4	8	5
---	---	---

Unit form: \_\_\_\_\_

Circle the value:    4   40   400    8   80   800    5   50   500

3

Solve this in your notes.

5	4	8
---	---	---

Unit form: \_\_\_\_\_

Value: \_\_\_\_\_

EXTRA WORKSPACE



**Lesson 5**  
G:2 M:3

**EXIT TICKET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete: ☐ Class: \_\_\_\_\_

1. Look at the Hide Zero cards. What is the value of the 6?

5	6	9
---	---	---

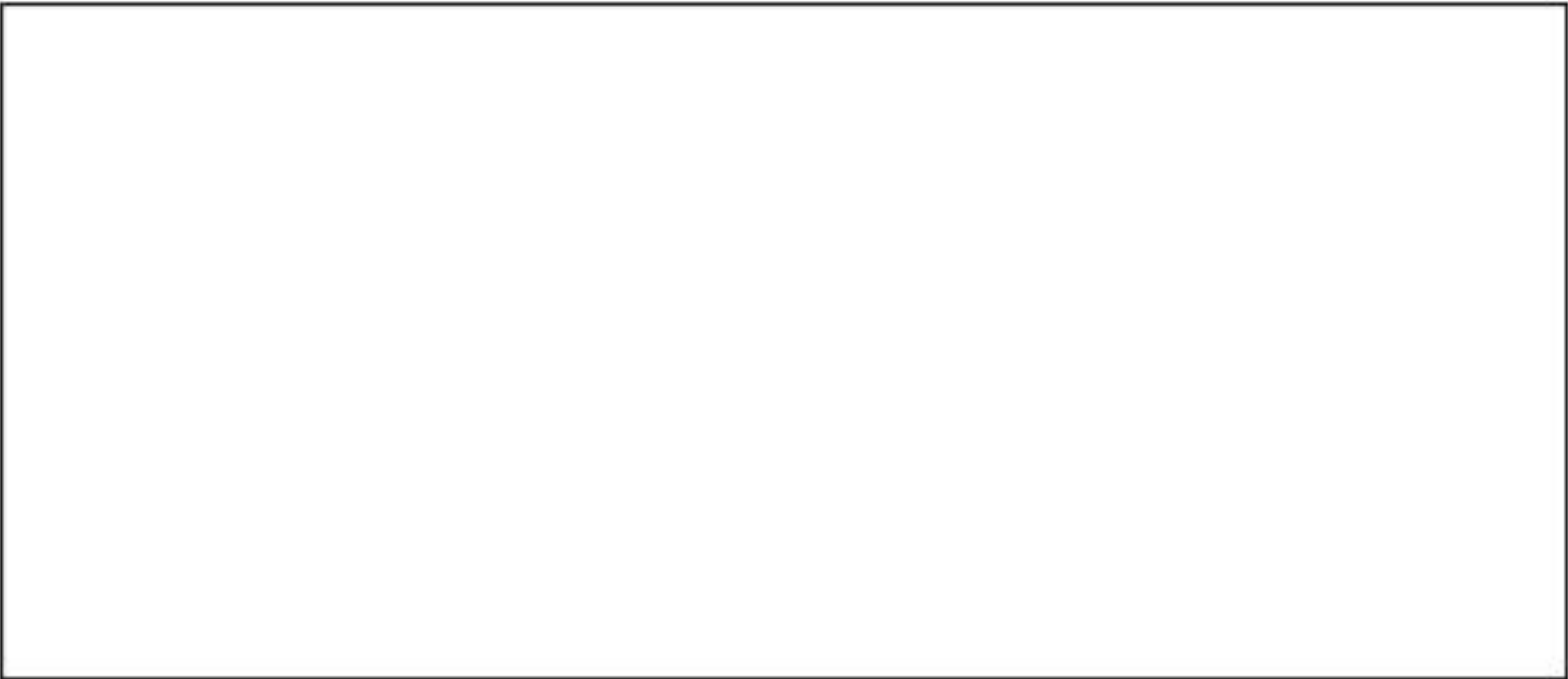
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- \_\_\_\_\_



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I used spelling strategies to stretch out words.	no	sometimes	yes





Handwriting practice lines consisting of multiple sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, with a red line below the bottom line. There are 10 such sets of lines spanning the width of the page.





## Unit 2 Reflection Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Which pieces of the close reading and writing process felt challenging?

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Share an example of how you used collaboration during the writing process.

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Which school did you enjoy learning about the most?

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Name: \_\_\_\_\_

-unk	-ift	-ask	Other patterns

skunk	punk	bask	thank
gift	cast	best	rest
lift	mask	sask	blast
gunk	chimp	dunk	lunk
task	rift	cask	rust
sift	pest	hunk	vest