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

Monday
January 25, 2021

Name:

Lesson 24

Objective: Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.

11 − 0	6 − 1	11 − 1	7 + 1	8 + 1
4 + 4	2 + 1	11 + 4	10 − 5	9 − 3
10 + 8	10 − 1	4 + 3	9 − 4	4 − 3
5 + 8	10 − 4	6 − 4	11 − 2	10 − 3
10 − 1	5 − 3	5 + 4	6 − 1	9 − 5
3 + 5	11 − 5	11 + 3	8 − 7	8 − 8
9 − 1	7 + 4	9 − 7	6 + 8	4 + 8
9 − 5	4 + 8	8 − 7	5 − 3	4 − 1

M4 L24 Day 1: Read the word problem

Sammy bought 114 notecards. He used 70 of them. How many unused notecards did he have left?

Check off each thing:

- o Read the question.
- o Re-Read the question.
- o How many notecards? _____
- o How many did he use? _____
- o What is the question asking?

_____

1: 122 − 80	**2: 174 − 56**
3: 136 − 57 I unbundled the hundred. Yes No I unbundled a ten. Yes No	**4. 146 − 67** I unbundled the hundred. Yes No I unbundled a ten. Yes No
5. 137 − 58 I unbundled the hundred. Yes No I unbundled a ten. Yes No	**6. 112 − 34** I unbundled the hundred. Yes No I unbundled a ten. Yes No

Name _____   Date _____

1. Solve using mental math. If you cannot solve mentally, use your place value chart and place value disks.

   a. 25 – 5 = _____ 25 – 6 = _____ 125 – 25 = _____ 125 – 26 = _____

   b. 160 – 50 = _____ 160 – 60 = _____ 160 – 70 = _____

2. Solve using your place value chart and place value disks. Unbundle the hundred or ten when necessary. Circle what you did to model each problem.

a.	b.
124 – 60 = _____	174 – 58 = _____
I unbundled the hundred. Yes No	I unbundled the hundred. Yes No
I unbundled a ten. Yes No	I unbundled a ten. Yes No

c.

$121 - 48 = $ _____

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

d.

$125 - 67 = $ _____

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

e.

$145 - 76 = $ _____

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

f.

$181 - 72 = $ _____

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

g.

111 – 99 = _____

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

h.

131 – 42 = _____

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

i.

123 – 65 = _____

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

j.

132 – 56 = _____

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

Name:_____ Date:_____

Complete: ☐ Class:_____

1. Solve using your place value chart and place value disks. Change 1 hundred for 10 tens and change 1 ten for 10 ones when necessary. Circle what you need to do to model each problem.

a. $157 - 74 =$ _____

I unbundled the hundred.   Yes No
I unbundled the ten.   Yes No

b. $124 - 46 =$ _____

I unbundled the hundred.   Yes No
I unbundled the ten.   Yes No

Name _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Main Idea and Details E-Chart

Name _____

Main Idea: _____

Detail: _____
_____
_____

Detail: _____
_____
_____
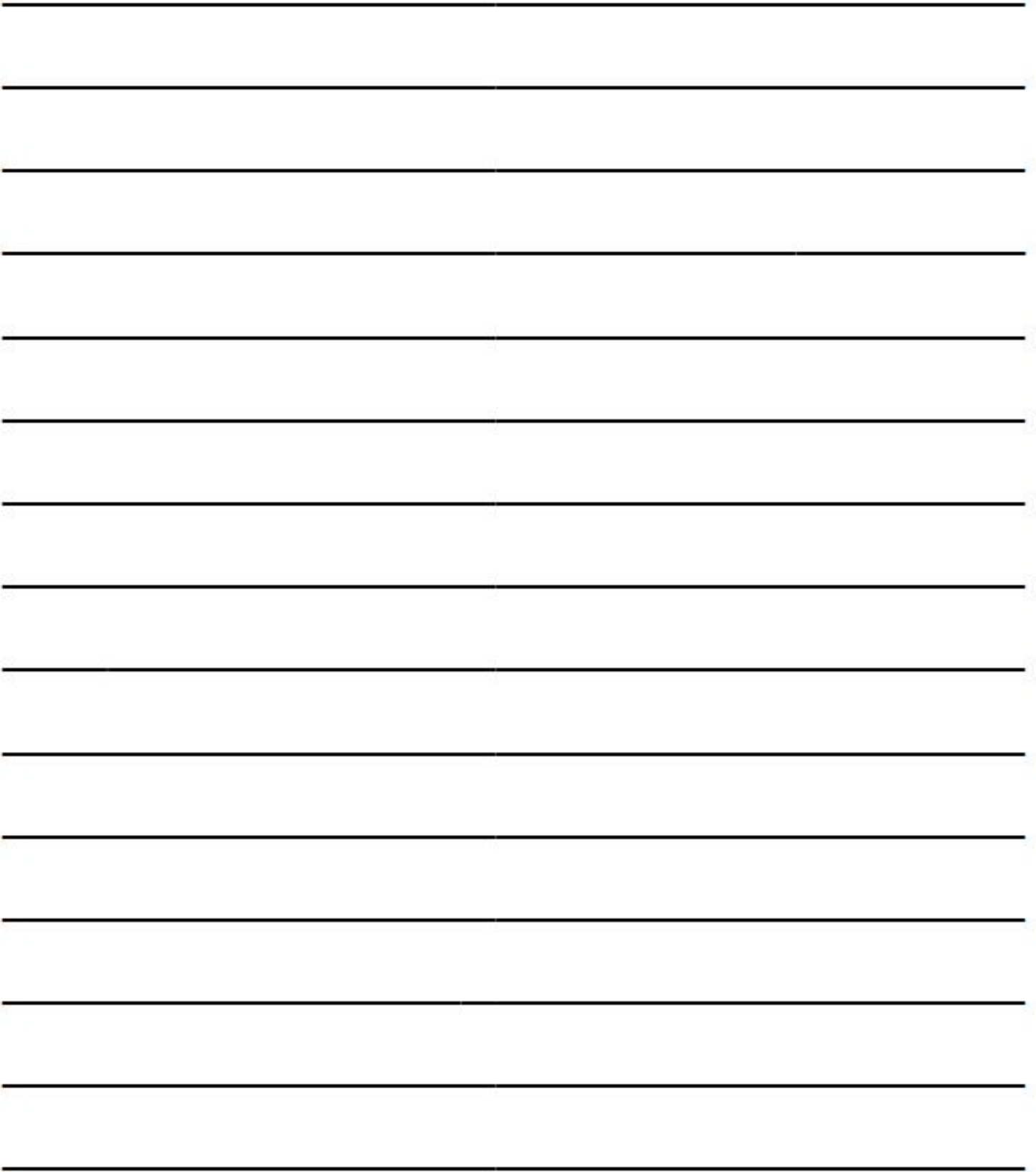
The red table has 35 table points. How many more table points does the red table need to have 91 points?

Answer: _____

Equation that matches your work: Number Sentence

Sentence that matches the story: Word Sentence

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

Tuesday
January 26, 2021

Lesson 25

Objective: Relate manipulative representations to a written method.

6 - 3 = ☐	4 - 0 = ☐	9 - 5 = ☐	12 + 9 = ☐	8 - 7 = ☐
11 + 7 = ☐	3 + 6 = ☐	10 - 6 = ☐	1 + 5 = ☐	7 + 4 = ☐
9 - 1 = ☐	1 - 0 = ☐	10 - 9 = ☐	8 + 2 = ☐	8 - 5 = ☐
8 + 4 = ☐	5 + 9 = ☐	7 - 1 = ☐	11 - 2 = ☐	8 - 3 = ☐
2 + 4 = ☐	5 + 0 = ☐	2 + 2 = ☐	10 - 6 = ☐	12 + 5 = ☐
4 + 2 = ☐	6 - 2 = ☐	7 + 9 = ☐	4 + 2 = ☐	10 - 6 = ☐
3 + 0 = ☐	9 + 3 = ☐	7 + 1 = ☐	10 - 8 = ☐	11 - 4 = ☐
3 - 1 = ☐	5 - 3 = ☐	7 - 4 = ☐	10 + 3 = ☐	2 + 6 = ☐

14

M4 L24 Day 2: Read the word problem

o   Sammy bought 114 notecards. He used 70 of them. How many unused notecards did he have left?

- o   Check off each thing:
  - o   Read the question.
  - o   Re-Read the question.
- o   How many notecards? _____
- o   How many did he use? _____
- o   What is the question asking?

_____

- o   Draw a diagram to help you solve this problem!

Problem 1: 175 – 56

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

Problem 2: 115 – 56

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

139 – 97

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

144 – 88

I unbundled the hundred.   Yes No

I unbundled a ten.   Yes No

Name _____   Date _____

1. Solve the following problems using the vertical form, your place value chart, and place value disks. Unbundle a ten or hundred when necessary. Show your work for each problem.

a. 72 – 49	b. 83 – 49
c. 118 – 30	d. 118 – 85
e. 145 – 54	f. 167 – 78
g. 125 – 87	h. 115 – 86

Name _____   Date _____

1. Solve the following problems using the vertical form, your place value chart, and place value disks. Unbundle a ten or hundred when necessary. Show your work for each problem.

a. 65 – 38	b. 66 – 49
c. 111 – 60	d. 120 – 67
e. 163 – 66	f. 184 – 95
g. 114 – 98	h. 154 – 85

Name:_____ Date:_____

Complete: ☐   Class:_____

1 114 people went to the circus. 89 of them went in the evening. The rest went during the day.

How many went during the day?

YOUR DRAWING

YOUR WORD SENTENCE

_____ people went during the day.

EXTRA WORKSPACE

Name:_____ Date:_____

Complete: ☐ Class:_____

1. Solve the following problems using the vertical form, your place value chart, and place value disks. Unbundle a ten or hundred when necessary. Show your work for each problem.

   a. 97 – 69

   b. 121 – 65

Name _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Answer: _____

Equation that matches your work: Number Sentence

Sentence that matches the story: Word Sentence

Barnard College	Columbia University	New York University
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Wednesday
January 27, 2021

Lesson 26

Objective: Use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method.

4 + 2	9 - 1	7 - 6	11 - 9	7 + 5
4 + 9	9 - 4	10 + 6	8 - 7	5 - 3
12 - 9	5 + 6	10 - 5	3 + 5	12 + 0
6 + 0	11 + 9	3 - 2	9 - 7	5 - 1
4 + 3	10 - 0	10 - 7	7 - 3	9 + 2
3 + 4	9 - 3	8 - 3	3 + 6	9 - 7
11 + 2	9 - 7	11 - 5	8 + 9	2 + 10
3 - 2	6 - 2	6 + 9	12 + 9	6 + 3

26

- o M4 L24 Day 3: Read the word problem
  - o Sammy bought 114 notecards. He used 70 of them. How many unused notecards did he have left?
    - o Check off each thing:
      - o Read the question.
      - o Re-Read the question.
    - o How many notecards? _____
    - o How many did he use? _____
      - o What is the question asking?

_____

- o Yesterday we drew a diagram to help you solve this problem now let's solve it!

Problem 1: 172 – 56

hundreds	tens	ones

Problem 2: 137 – 45

hundreds	tens	ones

Problem 3: 112 - 75

hundreds	tens	ones

Problem 4: 127 - 19

hundreds	tens	ones

Problem 5: 116 - 36

hundreds	tens	ones

Problem 6: 123 - 86

hundreds	tens	ones

Name _____   Date _____

1. Solve vertically. Draw chips on the place value chart. Unbundle when needed.

a. 181 – 63 = _____

hundreds	tens	ones

b. 134 – 52 = _____

hundreds	tens	ones

c. 175 – 79 = _____

hundreds	tens	ones

EUREKA
MATH

Lesson 26:   Use math drawings to represent subtraction with up to two
decompositions and relate drawings to a written method.

engage^{ny}   30

d. 115 – 26 = _____

hundreds	tens	ones

e. 110 – 74 = _____

hundreds	tens	ones

2. Tanisha and James drew models on their place value charts to solve this problem: 102 – 47. Tell whose model is incorrect and why.

James   Tanisha

_____'s model is incorrect because _____

_____.

Name _____   Date _____

1. Solve vertically. Draw chips on the place value chart. Unbundle when needed.

   a. 114 – 65 = _____

hundreds	tens	ones

   b. 120 – 37 = _____

hundreds	tens	ones

   c. 141 – 89 = _____

hundreds	tens	ones

EUREKA MATH | Lesson 26: | Use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method.

engage^{ny}

32

Name:_____   Date:_____

Complete: ☐   Class:_____

1

SHOW YOUR WORK

hundreds	tens	ones

$$\begin{array}{r} 115 \\ -28 \\ \hline \end{array}$$

→

hundreds	tens	ones

$$\begin{array}{r} 123 \\ -75 \\ \hline \end{array}$$

Name:_____ Date:_____

Complete: ☐   Class:_____

Solve vertically. Draw disks on the place value chart. Unbundle when needed.

1. 153 − 46 = _____

hundreds	tens	ones

2. 118 − 79 = _____

hundreds	tens	ones

Name: _____

Make-Say-Check-Mix

Make/Say	Check/Mix	Write
	☐ ☐ ☐	
	☐ ☐ ☐	
	☐ ☐ ☐	
	☐ ☐ ☐	
	☐ ☐ ☐	

close	how	each
happy	should	
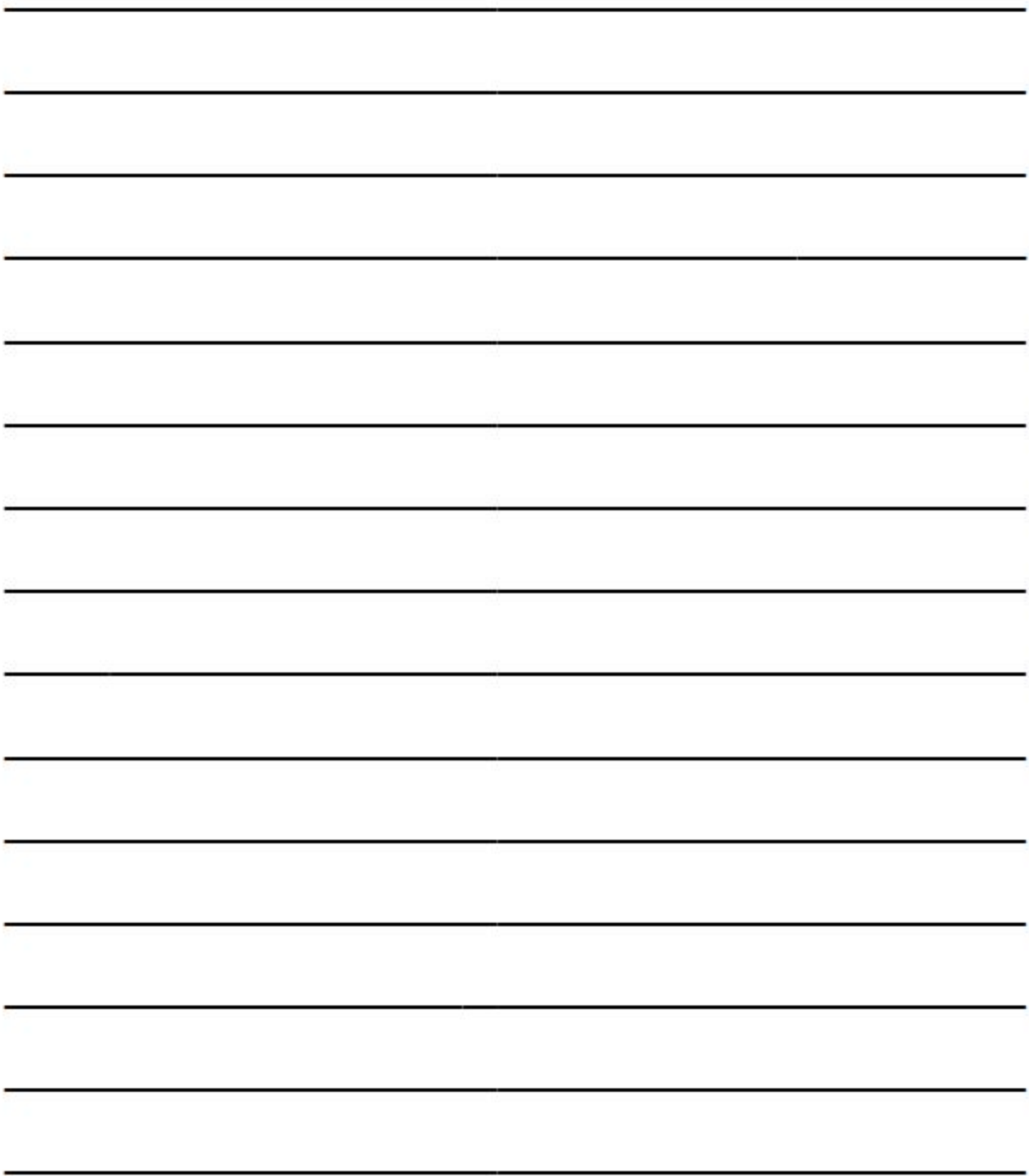
_____

_____
_____

Answer: _____

Equation that matches your work: Number Sentence

Sentence that matches the story: Word Sentence

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

Thursday
January 28, 2021

Lesson 27

Objective: Subtract from 200 and from numbers with zeros in the tens place.

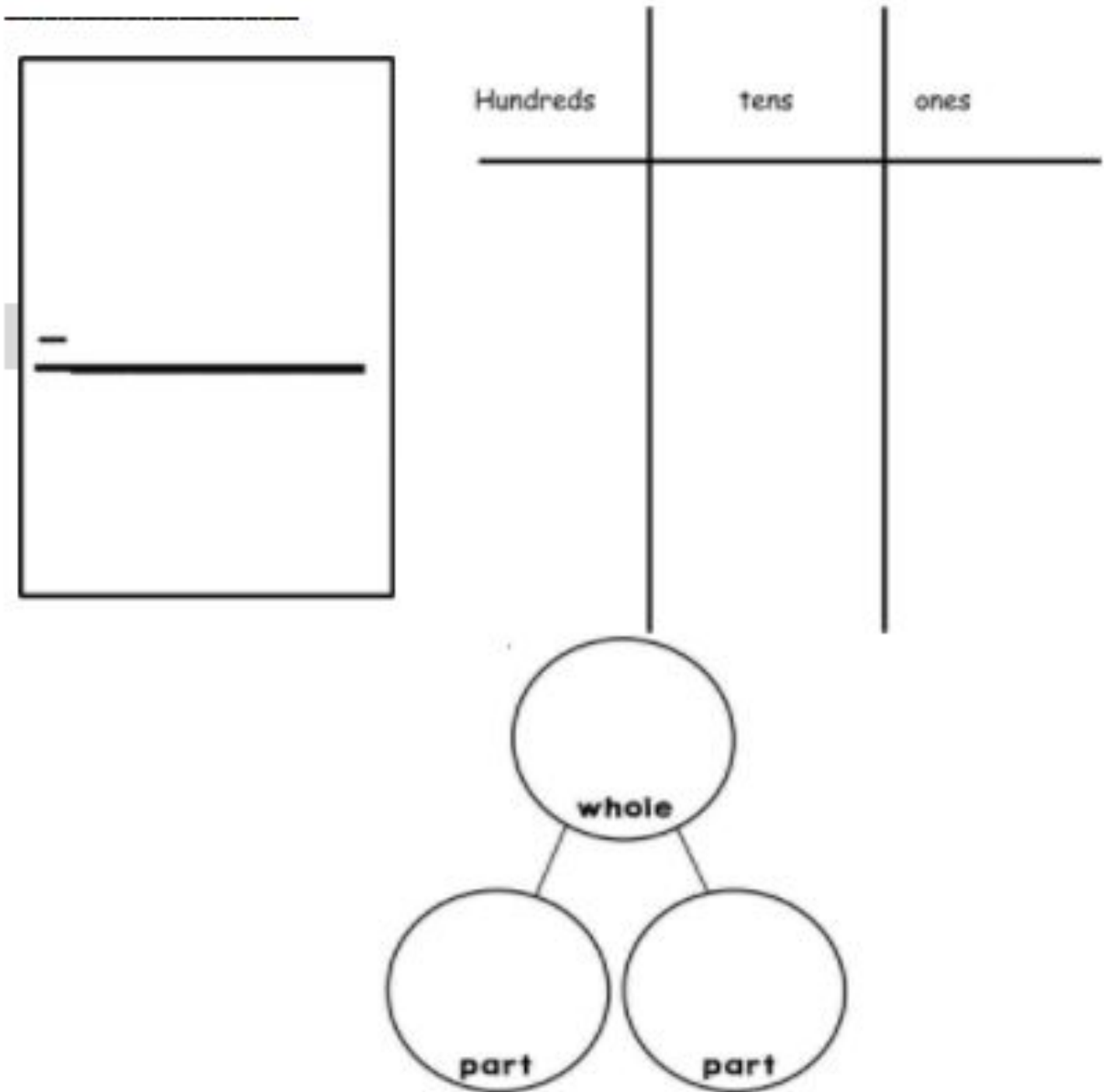|				
10 + 7 = ☐	11 + 3 = ☐	10 - 7 = ☐	10 - 2 = ☐	3 + 0 = ☐
3 + 5 = ☐	5 - 3 = ☐	9 - 5 = ☐	4 - 3 = ☐	3 + 7 = ☐
10 + 10 = ☐	8 + 8 = ☐	7 + 2 = ☐	9 + 6 = ☐	10 - 6 = ☐
9 - 1 = ☐	7 + 2 = ☐	10 + 11 = ☐	11 - 7 = ☐	11 - 7 = ☐
7 + 12 = ☐	9 + 3 = ☐	10 - 6 = ☐	11 + 3 = ☐	4 - 2 = ☐
9 - 8 = ☐	8 - 5 = ☐	6 + 5 = ☐	7 - 3 = ☐	9 - 9 = ☐
12 - 6 = ☐	4 + 9 = ☐	9 + 4 = ☐	2 + 11 = ☐	8 + 6 = ☐
2 + 8 = ☐	2 - 1 = ☐	11 - 4 = ☐	12 - 7 = ☐	7 + 0 = ☐

41

Concept development

1. 106 - 58 =

Look at the numbers on top, do we need to unbundle (decompose) the WHOLE to subtract?

_____

Hundreds	tens	ones

whole

part   part

2. 100 – 83 =

Look at the numbers on top, do we need to unbundle (decompose) the WHOLE to subtract?
_____

Hundreds	tens	ones

3. 106 – 58 =

Look at the numbers on top, do we need to unbundle (decompose) the WHOLE to subtract?
_____

Hundreds	tens	ones

4. 200 – 67 =

Look at the numbers on top, do we need to unbundle (decompose) the WHOLE to subtract?

_____

Hundreds	tens	ones

5. 200 – 33 =

Look at the numbers on top, do we need to unbundle (decompose) the WHOLE to subtract?

_____

Hundreds	tens	ones

6. 103 – 59 =

Look at the numbers on top, do we need to unbundle (decompose) the WHOLE to subtract?

_____

	Hundreds	tens	ones

6. 200 – 49 =

Look at the numbers on top, do we need to unbundle (decompose) the WHOLE to subtract?

_____

	Hundreds	tens	ones

Name _____   Date _____

1. Make each equation true.

    a. 1 hundred = _____ tens

    b. 1 hundred = 9 tens _____ ones

    c. 2 hundreds = 1 hundred _____ tens

    d. 2 hundreds = 1 hundred 9 tens _____ ones

2. Solve vertically. Draw chips on the place value chart. Unbundle when needed.

    a. 100 – 61 = _____

hundreds	tens	ones

    b. 100 – 79 = _____

hundreds	tens	ones

c. 200 – 7 = _____

hundreds	tens	ones

d. 200 – 87 = _____

hundreds	tens	ones

e. 200 – 126 = _____

hundreds	tens	ones

Name:_____ Date:_____

Complete: ☐   Class:_____

1   Solve $100 - 83$ using a different strategy. Try counting on!

SHOW YOUR WORK

2 Solve 200 – 111. Use the place value chart to show your work. Unbundle when you need to.

hundreds	tens	ones

$$\begin{array}{r} 200 \\ -\ 111 \\ \hline \end{array}$$

EXTRA WORKSPACE

Name:_____ Date:_____

Complete: ☐   Class:_____

Solve vertically. Draw disks on the place value chart. Unbundle when needed.

1. 100 – 44 = _____

hundreds	tens	ones

2. 200 – 76 = _____

hundreds	tens	ones
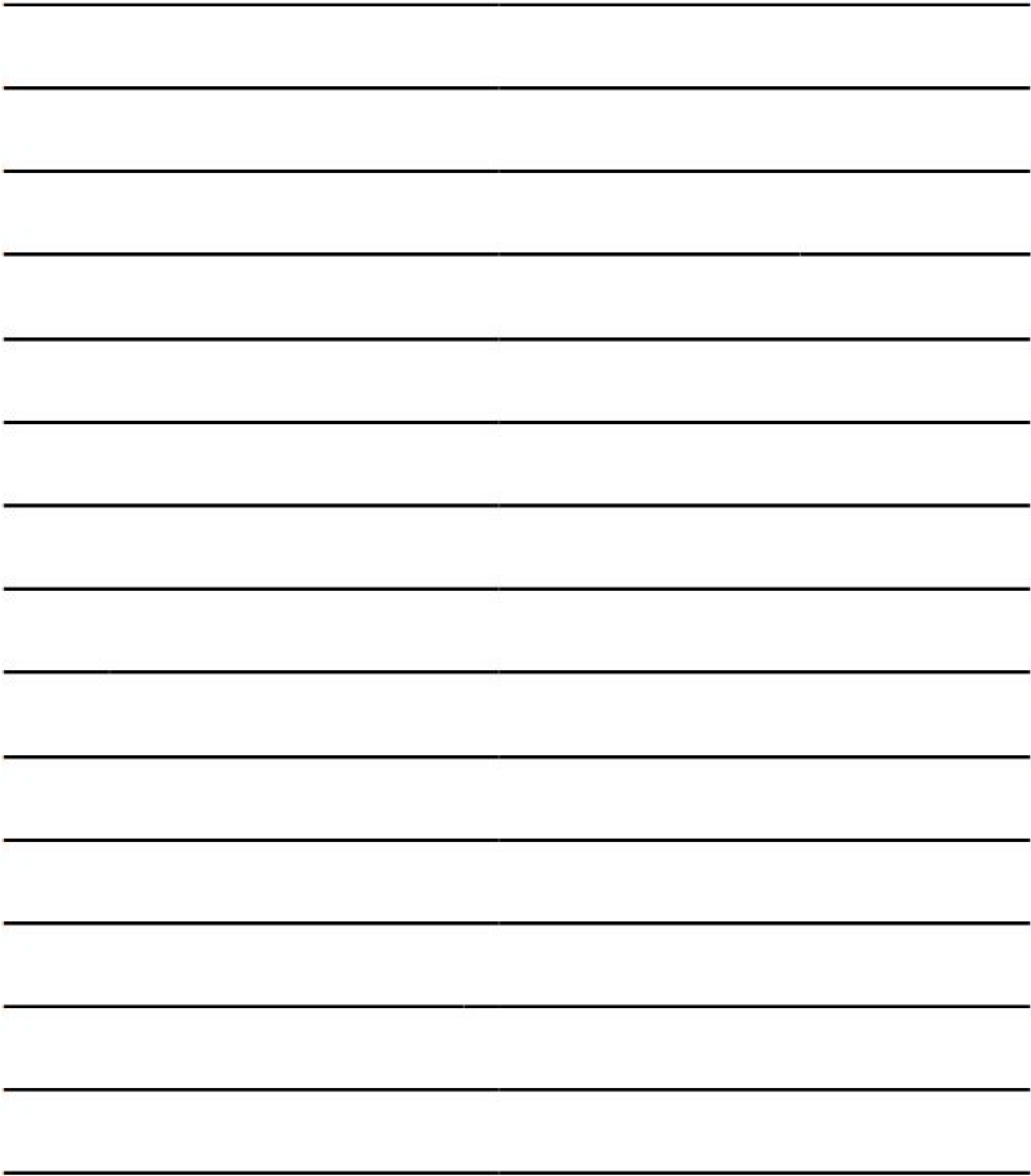
Name:_____   Date:_____

College:_____   Class of:_____

_____

_____
_____

Answer: _____

Equation that matches your work: Number Sentence

Sentence that matches the story: Word Sentence

ELA Materials

Megalodon tooth

Spider trapped in amber
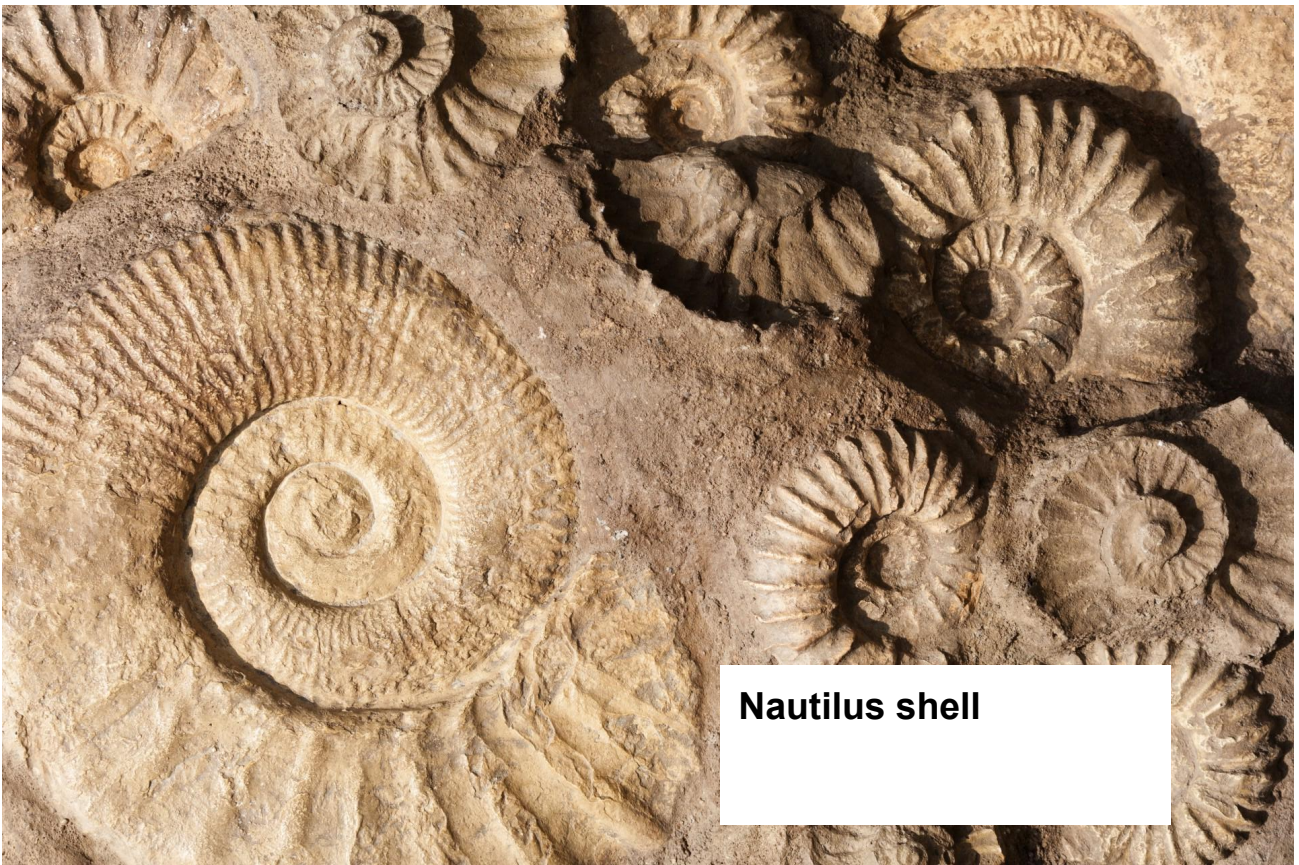
Nautilus shell

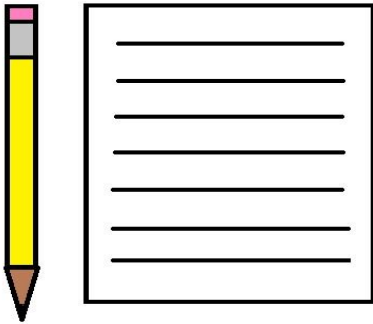**Maiasaura eggs**

Brontosaurus skeleton
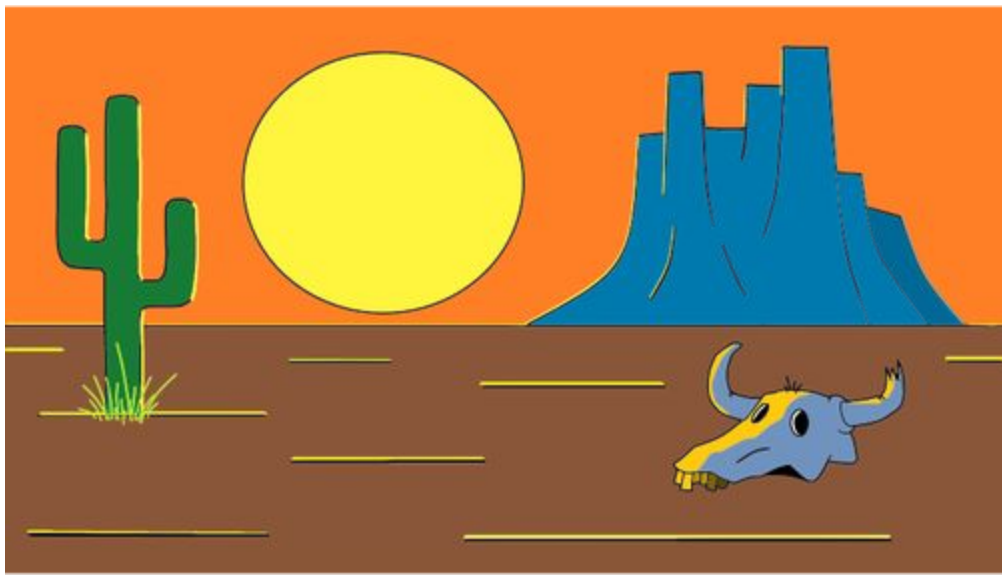
desert

hills
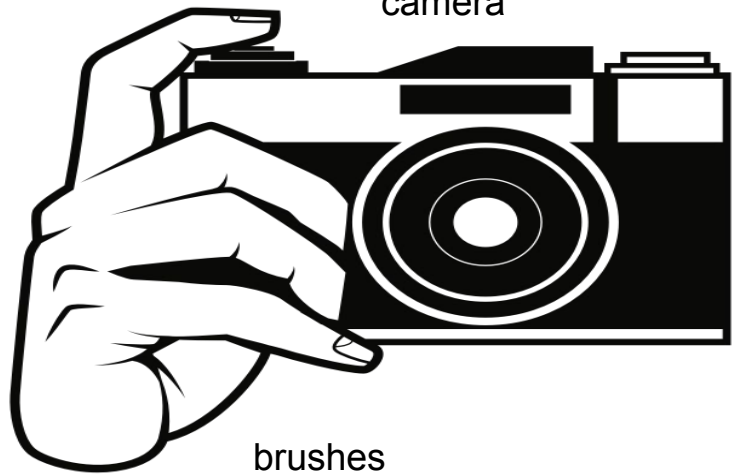
mountain

beach

tropical island

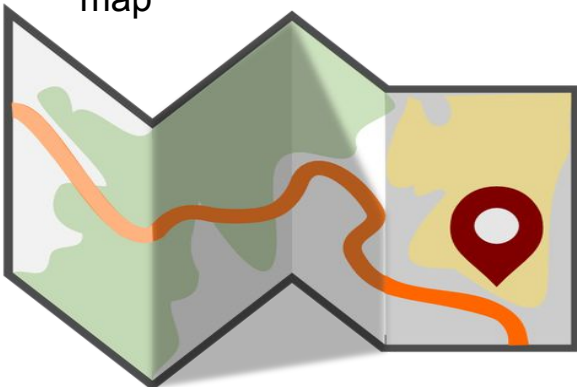paper and pencil

shovel

hammer and
chisel

camera

pickax

brushes

map

tape measure
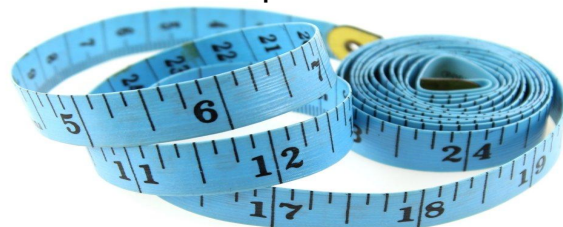
Actions	Thoughts	Feelings
Dig Hammer Chip Excavate Think See Find Pick Chisel Present Discover Study Observe	"I wonder …" "I know …" "I didn't know …" "I hope …" "I'm surprised that …"	Surprised Disappointed Frustrated Happy Excited Tired Exhausted

Time Transition Words

help move the story forward and show the sequence of events

beginning
- First
- Once
- One time
- To begin
- To start
- Initially
- In the beginning
- It started when
- First of all
- Once upon a time
- One morning
- One day
- One night

middle
- Then
- Next
- Later
- Second
- Also
- Soon
- After that
- Suddenly
- Before long
- Later that day/night
- In the meantime
- Meanwhile
- Unfortunately
- As soon as

ending
- Finally
- Last
- At last
- In the end
- At the end of the
- Eventually
- In conclusion
- To sum it up
- Last, but not least,
- As a result

Narrative Planner: My First Fossil Find

Beginning. Establish a Situation:
Setting: Tools:
Middle. Describe when you found the fossil:
What actions did you take to discover the fossil?   What did the fossil look like?

Middle. Explain how you responded when you found the fossil:

How did you feel?

What did you think?

End. Provide a sense of closure:

What happened after you found the fossil?

Revising and Editing Checklist

| Revising	Editing
☐ I included actions I took to find the fossil and what the fossil looked like. ☐ I included details to show what I thought and how I felt when I discovered the fossil. ☐ I included actions I took after I found the fossil. ☐ I included temporal words that show the order of events (then, suddenly).	☐ I used irregular past-tense verbs correctly (saw, ran). ☐ My sentences start with a capital letter. **I see a cat.** ☐ My sentences end with the correct punctuation. ☐ The words from the Interactive High-Frequency Word Wall are spelled correctly.

Partner Suggestion #1:
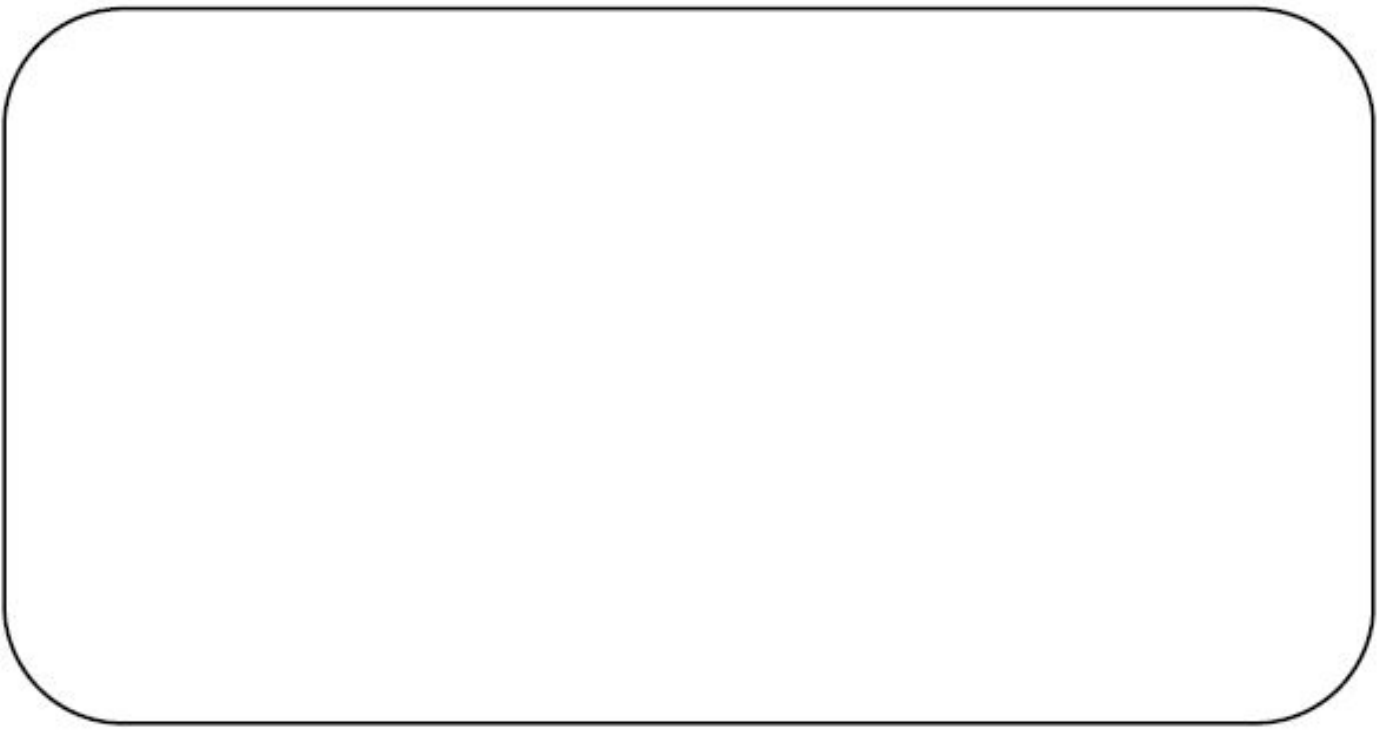
_____

_____

Teacher Suggestion #1:

_____

_____

Fossil Huntress

My First Fossil Find
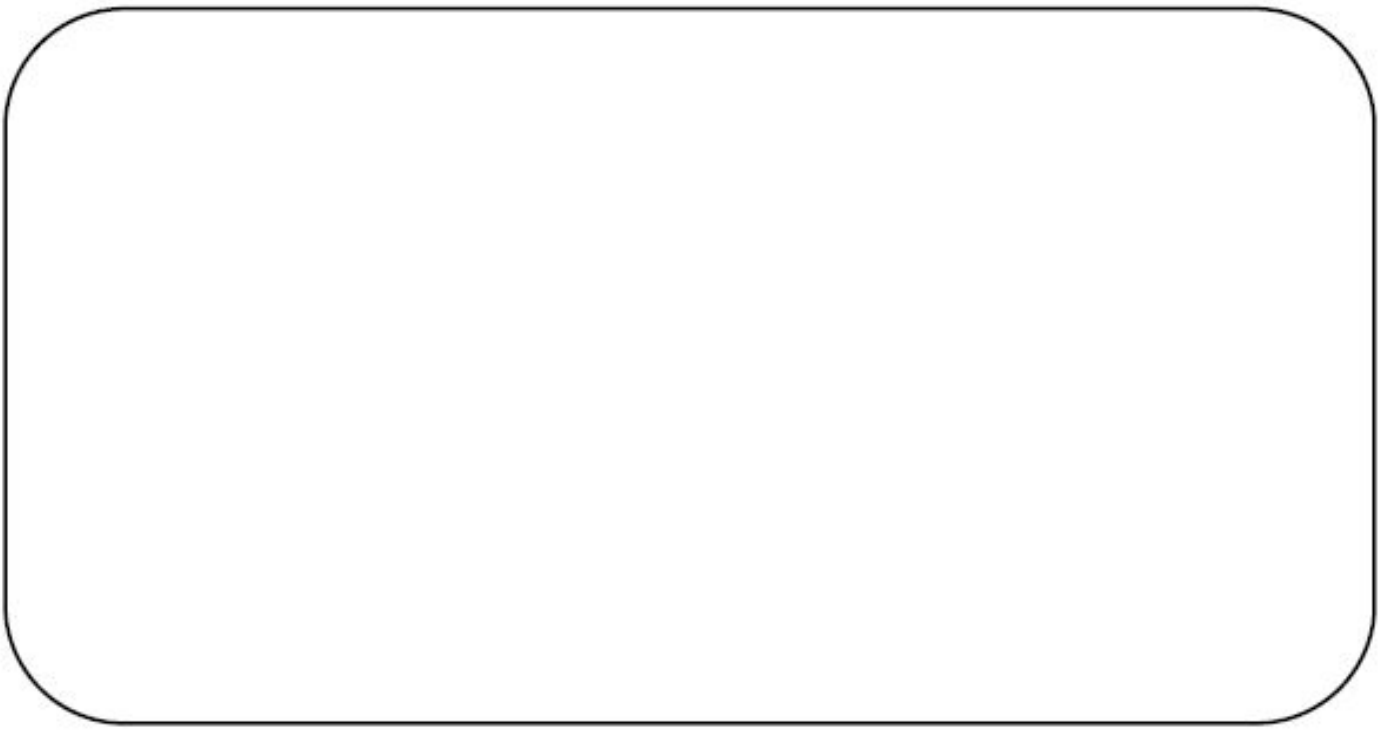
Close Reading- If Using
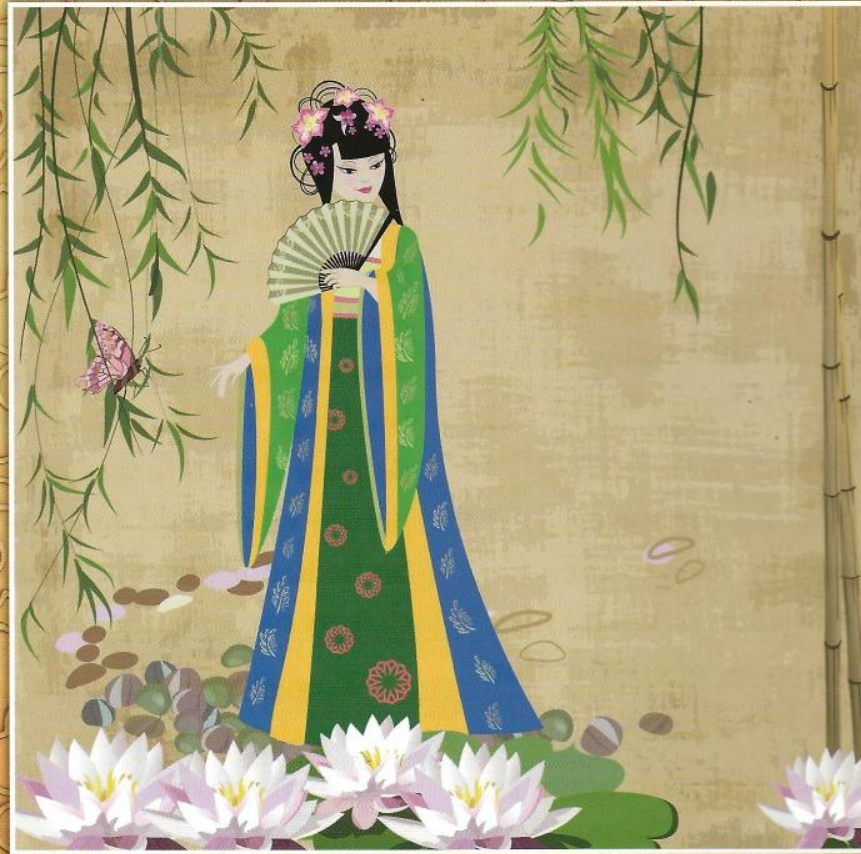
YEH-SHEN

A CINDERELLA TALE FROM CHINA

A long time ago in China, there lived a village chief named Wu with his two wives and two daughters. Yeh-Shen, the younger daughter, was a kind and beautiful child. She learned quickly to do many things.

Her half-sister, Jun-Li, was jealous of Yeh-Shen's talents, and her unpleasant face matched her cruelty. Sadly, Yeh-Shen's mother and father both died when she was still a child, and from then on her stepmother and half-sister treated her as a servant.

Life was hard for Yeh-Shen. Her only friend was an enormous, golden-eyed fish that she fed every day at the lake. Hearing of her stepdaughter's friend, Yeh-Shen's stepmother lured the golden-eyed fish from the water. Then, she speared it, and cooked it up for dinner.

Fairy Tale (Chinese)

As Yeh-Shen wept for her lost friend, an old man appeared. He told her to gather the bones of the fish and put them in a safe spot. The old man said the bones had the power to help her if she was in need. Yeh-Shen followed his advice. She placed the bones beneath the straw of her bed.

Soon it was time for the spring festival. Young people came to the festival to find husbands or wives. Jun-Li and her mother went, of course. But they would not let Yeh-Shen attend.

So Yeh-Shen asked the fish bones for help. In an instant, she was wrapped in a shimmering blue-green gown. On her tiny feet were slippers made of gold. Yeh-Shen set out to join the festival.

When she arrived at the festival, all eyes turned to her. Yeh Shen dazzled everyone with her grace and beauty. But she soon became afraid of being recognized, so she fled. As she ran, she lost one of her golden slippers.

Yeh-Shen returned to her room and her gown was replaced by rags. She placed the single golden slipper under the straw of her bed. She asked the bones for advice, but the bones said not a word to her.

Meanwhile, the slipper Yeh-Shen had lost at the festival was snatched by a villager. Then, it sold at the market, and was sold again. Finally it reached the king. The king was struck by the delicate shoe. He wished to know the person who could wear such a fine shoe. So he had it put on display and asked that its owner come forward to claim it.

Women came to try it on, but the dainty slipper fit no one. Finally, Yeh-Shen herself went at night to get it. Seeing her ragged garments, the guards seized her, accused her of being a thief, and took her to the king. But after hearing her tale of troubles, the king went home with her so that she could show him the other shoe.

When Yeh-Shen easily slid her feet into both slippers, her rags were again replaced with the same elegant gown as before. The king fell in love with her. They married and lived long and happily together.

Jun-Li and the stepmother never saw Yeh-Shen again and lived in a cave for the rest of their days.

Day 1- Vocabulary

Day 1- Get the Gist

Day 2: Key words from the text

_____

_____

_____

_____

_____

_____

_____

Day 2: What is the main idea of this text?

_____

_____

_____

_____

_____

_____

_____

Day 3: Answering questions using details from the text.
Key Ideas and Details

Question 1:

Question 2:

Question 3:

Day 4: Answering questions using details from the text. Craft and Structure

Question 1:

Question 2:

Question 3:

Day 5: Summarizing

Key words:

_____

_____

_____

_____

_____

Summary:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____