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

Monday
March 22nd

Name:

Grade 2 Module 7 Topic A Quiz Name _____

1. Use the grid to create a picture graph below using data provided in the table. Then answer the questions.

Inches of Rainfall in each Habitat

Desert	Grassland	Rainforest
2	6	11

a. How many fewer inches of rainfall in the Desert habitat than the Grassland ?

_____

b. How many more inches of rainfall would the Desert need to have the same rainfall as the Rainforest habitat?

_____

c. How many habitats were categorized in this table in total?

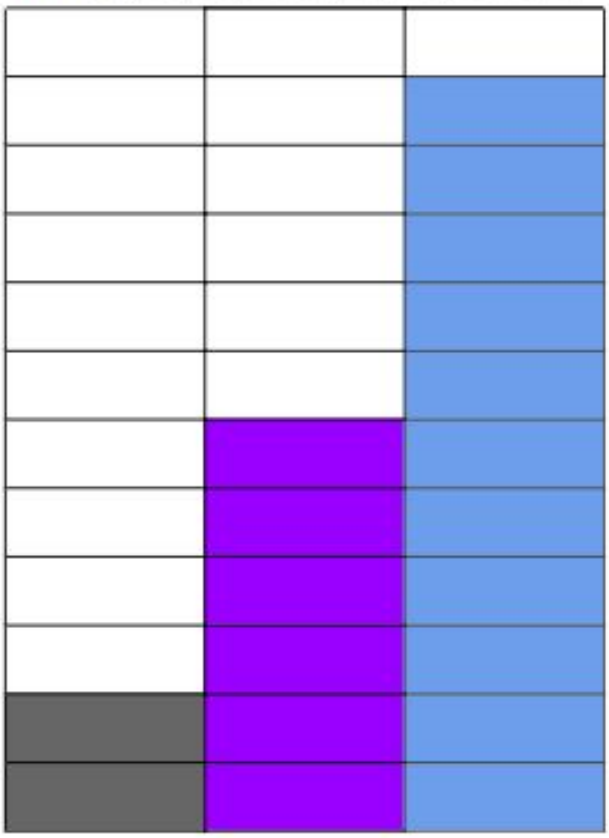
_____

d. How many more inches of rainfall would need to be added to the chart to have 30 total inches of rainfall?

_____

_____

Title: _____



Desert Grassland rainforest

Each ◯ stands for 1 inch of rainfall

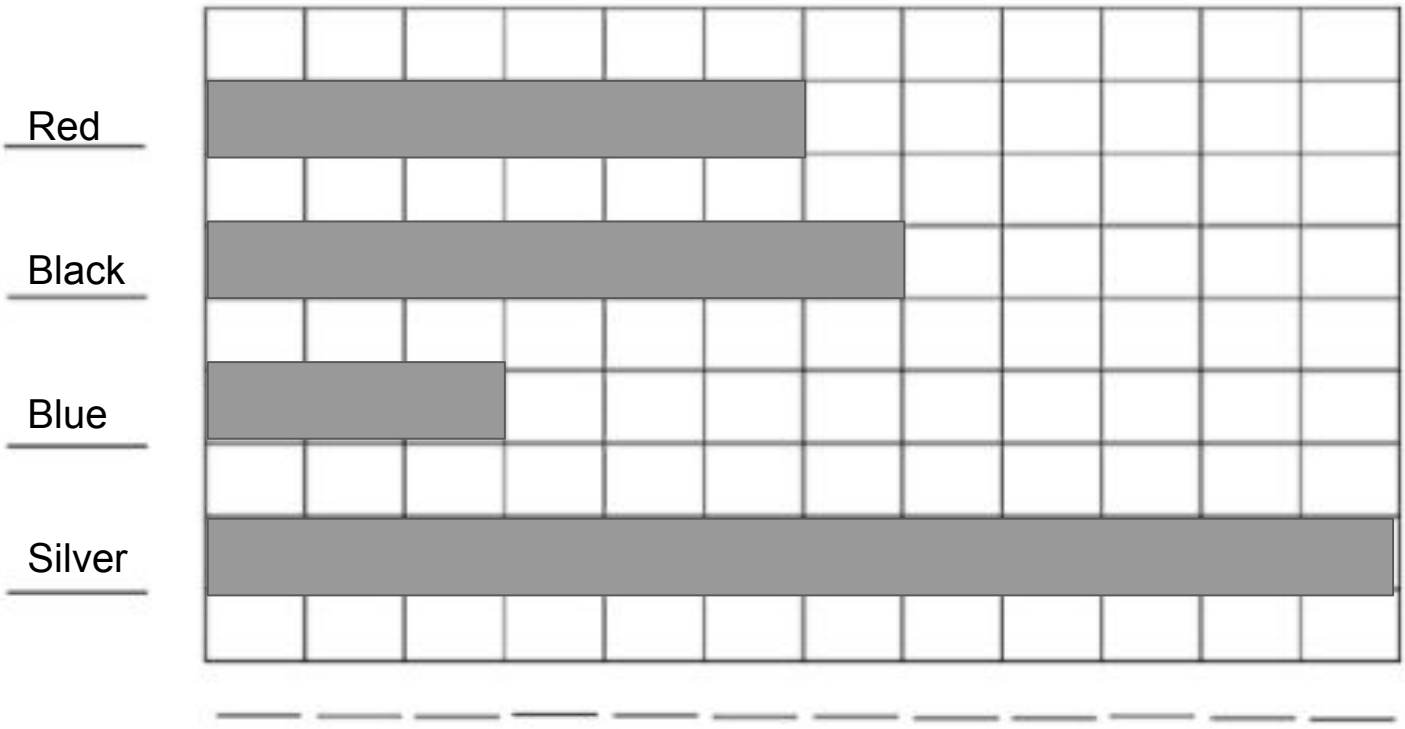
e. How many more inches of rainfall are in the Rainforest than in the Grassland and Desert combined?

_____

2. Use grid paper to create a horizontal bar graph below using data provided in the table. Then answer the questions.

Bicycle Color

Red	Black	Blue	Silver
6	7	3	12



a. What is the most common bicycle color?

_____

b. Which color is twice as many as blue?

_____

c. Part 1: Circle the pair of bicycles that has more: red and black, or blue and silver?

_____

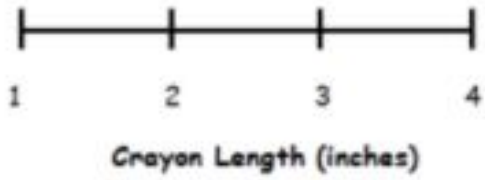
Part 2: How many more bicycles in the pair that has more?

_____

3. Use the data in the table to create a line plot.

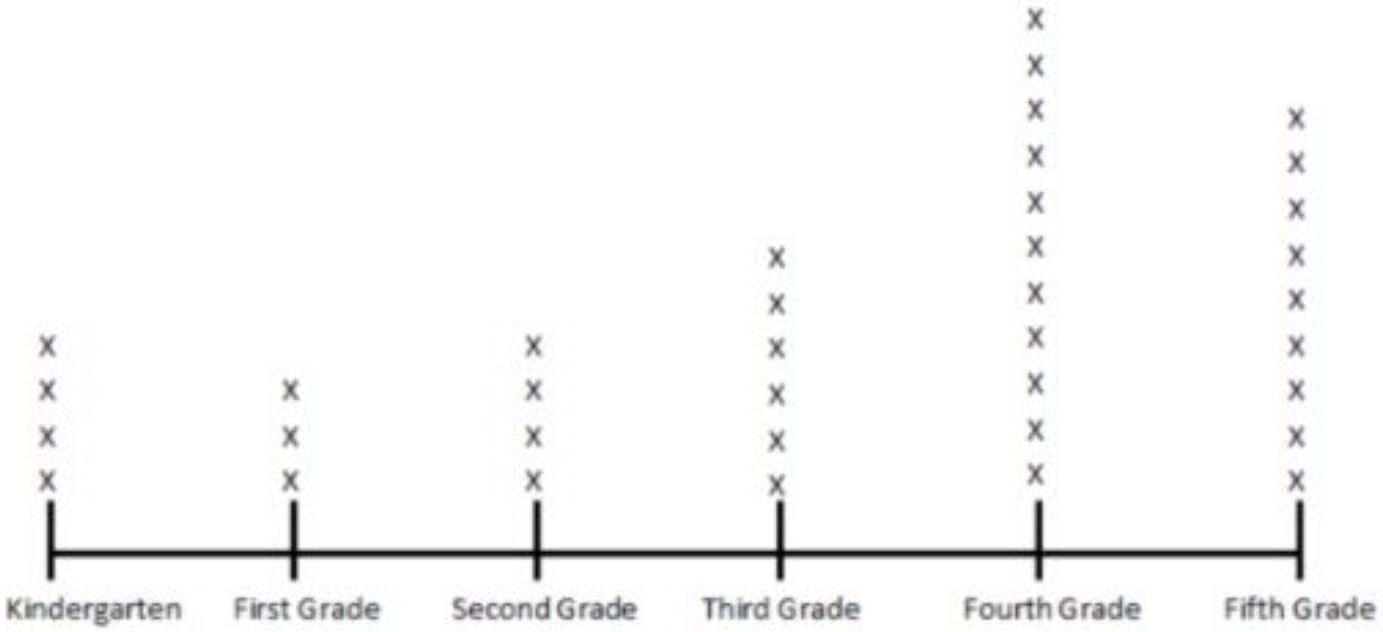
Length of Crayons in a Class Bin

Crayon Length (inches)	Number of Crayons
1	𝍸 |
2	||
3	𝍸 ||
4	𝍸



For problems 4-6, use the line plot below to answer the questions.

Number of Students in Each Grade at the School Football Game



3. How many students went to the football game? _____

4. What is the difference between the number of first grade students and the number of fifth grade students who went to the football game? _____

5. How many more fourth grade students went to the football game than second grade students? _____

Use RAP to respond to the question below.

Restate

Answer

Prove it with a detail from the text

How did the little pollinator make a big difference in this story?

Name _____

1. The _____ bark is loud. (dog)
2. The _____ cover is blue. (book)
3. The _____ shirt is red. (girl)
4. The _____ nest is in the tree. (bird)
5. The _____ players are good. (team)
6. The _____ fur is soft. (rabbit)
7. The _____ door is black. (house)
8. The _____ leaves are falling. (tree)
9. The _____ water is cold. (lake)
10. The _____ bowl is clean. (fish)

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

Day 1j: Read the word problem: (M4 L17)

Erasers come in boxes of 10. Victor has 14 boxes. Gabby has 5 boxes.

a. How many erasers does Victor have?

Check off each thing:

- Read the question.
- Re-Read the question.
- How many boxes did Victor have? _____
- How many boxes did Gabby have? _____
- What is the question asking you?

- Draw something to find out how many Erasers Victor has:

Lesson 24

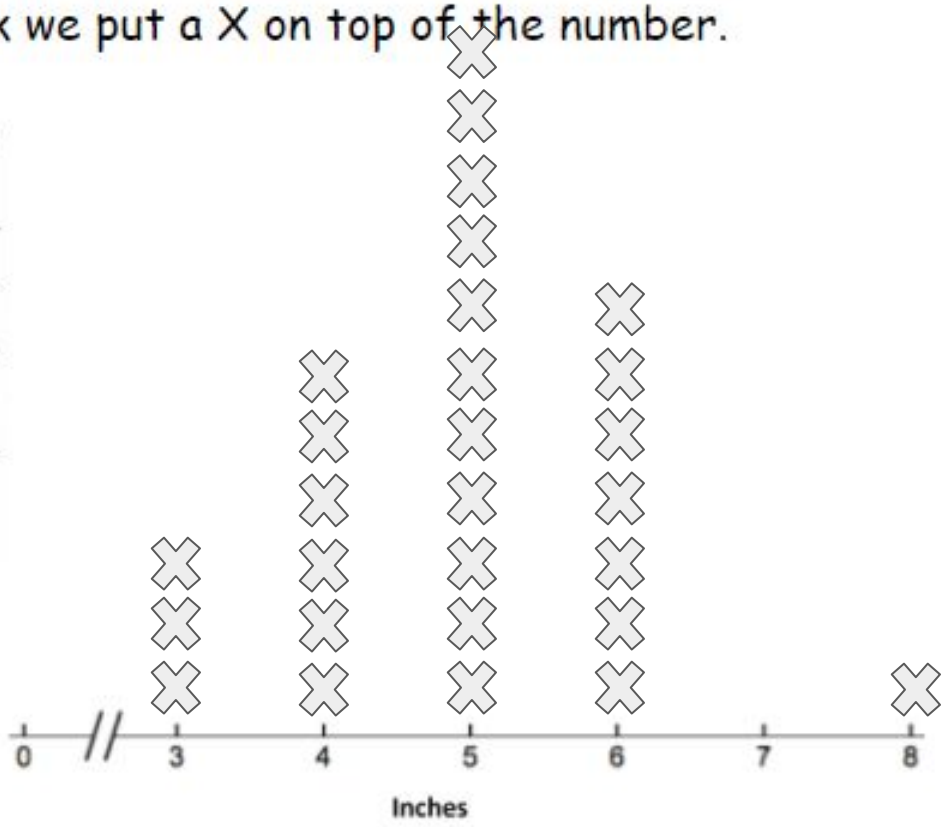
Objective: Draw a line plot to represent the measurement data; relate the measurement scale to the number line.

Today we are looking at a _____ plot.

For each _____ mark we put a X on top of the number.

1.

Hand Span	Tally
3 inches	11
4 inches	𝍸
5 inches	𝍸 𝍸 1
6 inches	𝍸 11
7 inches	
8 inches	11



a. Did the information change from the Tally chart to the Line plot?

_____

b. What Pattern do you see in the line plot?

_____

_____

c. Which is the highest number of hand span measurements?

_____

2. What if we looked at another chart:

Shoe Measure	Tally Marks
26 cm	I
20 cm	III
21 cm	III
19 cm	I
22 cm	II

a. Put the shoe measurements in order from least to greatest:

_____

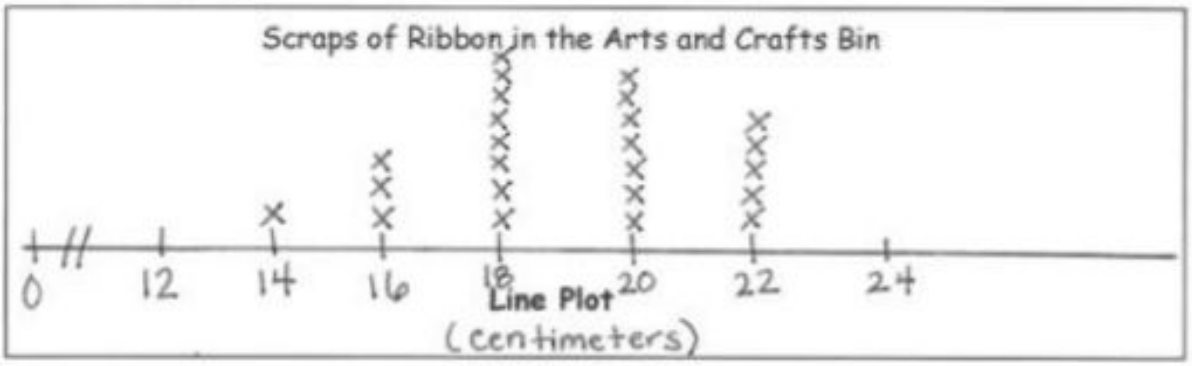
b. What pattern do you see?

_____

_____

2.

Length of Ribbon Scraps (centimeters)	Number of Ribbon Scraps
14	I
16	III
18	||||| III
20	||||| II
22						



a. Describe the pattern you see in the line plot.

_____

_____

b. How many ribbons are 18 centimeters or longer? _____

c. How many ribbons are 16 centimeters or shorter? _____

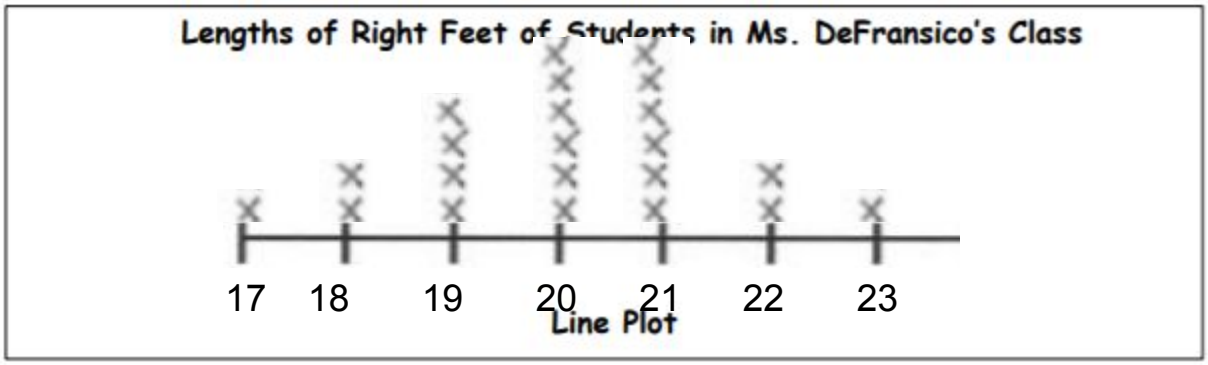
d. Create your own comparison question related to the data.

_____

_____

2. Use the data in the table to create a line plot and answer the questions.

Length of Right Foot (centimeters)	Number of Students
17	I
18	II
19	IIII
20	~~IIII~~ I
21	~~IIII~~ I
22	II
23	I



a. Describe the pattern you see in the line plot.

_____

_____

b. How many feet are longer than 20 centimeters? _____

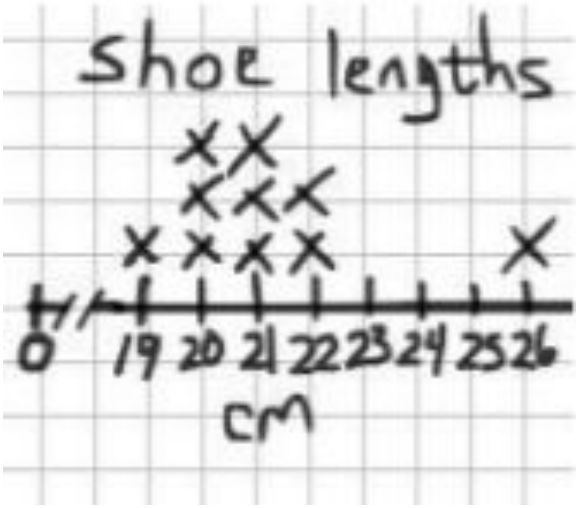
c. How many feet are shorter than 20 centimeters? _____

d. Create your own comparison question related to the data.

_____

Name _____ Date _____

Shoe Measure	Tally Marks
26 cm	I
20 cm	III
21 cm	III
19 cm	I
22 cm	II



a. Describe the pattern you see in the line plot.

_____

_____

b. How many feet are longer than 20 centimeters? _____

c. How many feet are shorter than 20 centimeters? _____

1) 825 + 600 = ____

2) 50 + 20 = ____

3) 146 − 100 = ____

4) 74 − 6 = ____

5) 40 − 40 = ____

6) 67 − 6 = ____

7) 91 + 60 = ____

8) 29 + 3 = ____

9) 19 − 8 = ____

10) 844 − 500 = ____

11) 50 + 3 = ____

12) 963 + 700 = ____

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

Tuesday
March 23rd

Title:		
Beginning	Characters	Setting
Middle	Problem or Challenge	Response to the problem
End	Is the problem solved? How?	
Central Message	What is the lesson or central message in this story?	

Big Bear

Little Bee

The forest

He cried, "Little Bee, you know I could kill you with my giant claws! I will let you live because you make honey, which I love to eat."

Immediately, Little Bee flew to the hunter and buzzed in his ear.

The hunter cried, "Leave me alone!" and ran away.

Little Bee buzzed close to Big Bear. Suddenly, Big Bear woke up.

Big Bear cried, "Little Bee, you saved my life! Thank you!"

Later, Little Bee heard a noise. It was a hunter. He had a bow and arrow, and he was ready to shoot Big Bear!

Little Bee said, "I promised you I would help you. I am little, but I can do great things, too."

“The Bear and the Bee”

Once there was a pollinator named Little Bee. Little Bee lived in the forest.

Little Bee was buzzing by when he spotted Big Bear. Big Bear was taking a nap.

Little Bee buzzed close to Big Bear. Suddenly, Big Bear woke up.

He cried, “Little Bee, you know I could kill you with my giant claws! I will let you live because you make honey, which I love to eat.”

Little Bee thought. He said, “Big Bear, you are much larger than me. But one day, you might need my help.”

Big Bear laughed and said, “You are tiny! How could a silly little insect ever help a powerful creature like me?”

Little Bee thought again. He did not say anything. He just buzzed by and flew away.

Later, Little Bee heard a noise. It was a hunter. He had a bow and arrow, and he was ready to shoot Big Bear!

Immediately, Little Bee flew to the hunter and buzzed in his ear. The hunter was scared. He cried, “Leave me alone!” and ran away.

Big Bear cried, “Little Bee, you saved my life! Thank you!”

Little Bee said, “I promised you I would help you. I am little, but I can do great things, too.”

Name _____

1. The _____ bark is loud. (dog)
2. The _____ cover is blue. (book)
3. The _____ shirt is red. (girl)
4. The _____ nest is in the tree. (bird)
5. The _____ players are good. (team)
6. The _____ fur is soft. (rabbit)
7. The _____ door is black. (house)
8. The _____ leaves are falling. (tree)
9. The _____ water is cold. (lake)
10. The _____ bowl is clean. (fish)

Lesson 25

Objective: Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.

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

Day 2j: Read the word problem: (M4 L17)

Erasers come in boxes of 10. Victor has 14 boxes. Gabby has 5 boxes.

a. Yesterday we found out Victor has 14 boxes which is 140 Erasers.

b. How many erasers does Gabby have?

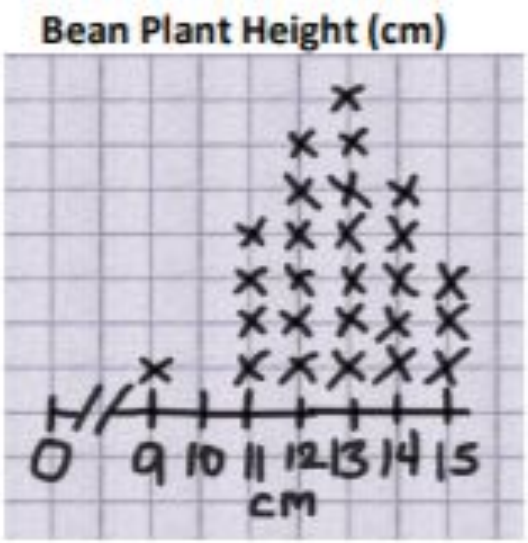
Check off each thing:

- Read the question.
- Re-Read the question.
- How many boxes did Victor have? _____
- How many boxes did Gabby have? _____
- What is the question asking you?

- Draw something to find out how many Erasers Gabby has:

1. The students in Mr. Shield's science class are growing bean plants. After five days, they measured the height of their bean plants in centimeters. The table shows their results.

Height of Bean Plant	Number of Students
9 cm	1
11 cm	4
12 cm	6
13 cm	7
14 cm	5
15 cm	3



a. Which bean plant height occurred most often?

_____

b. What is the difference between the tallest and shortest bean plant? How do you know?

_____

c. How many students are in this science class?

_____

d. Are there any measurements outside the main grouping? Why might this have happened?

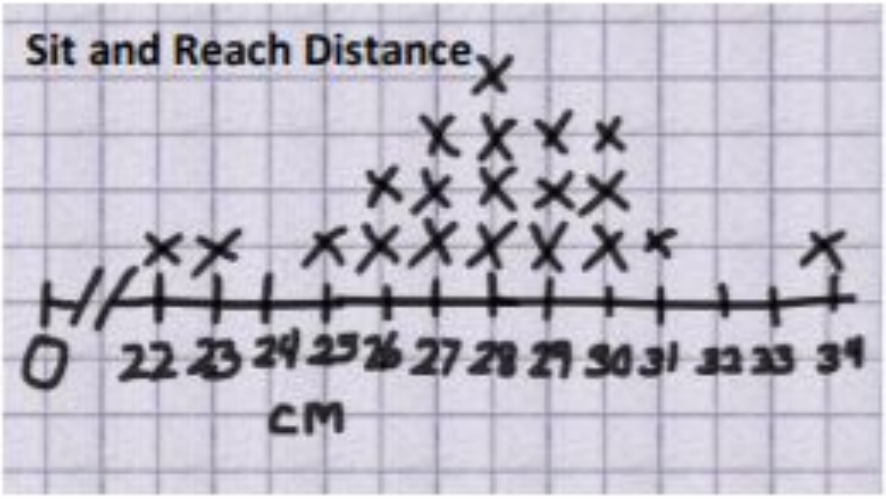
_____

e. What do you think would happen in five more days if we watered and gave extra vitamins to the plants?

_____

2. In gym class, Mrs. Rincon measured students' flexibility with the sit and reach test. The table shows how far students were able to reach in centimeters.

Sit and Reach	Number of Students
22 cm	1
23 cm	1
25 cm	1
26 cm	2
27 cm	3
28 cm	4
29 cm	3
30 cm	3
31 cm	1
34 cm	1



a. How many students were the most flexible? _____

b. What was the difference between the longest and shortest sit and reach distance? How do you know?
_____-__

c. How many distances were reached by only one student? Which distances? _____

d. How many students can reach farther than 28 cm? _____

e. Why aren't 24 cm, 32 cm, and 33 cm listed in the table?
_____

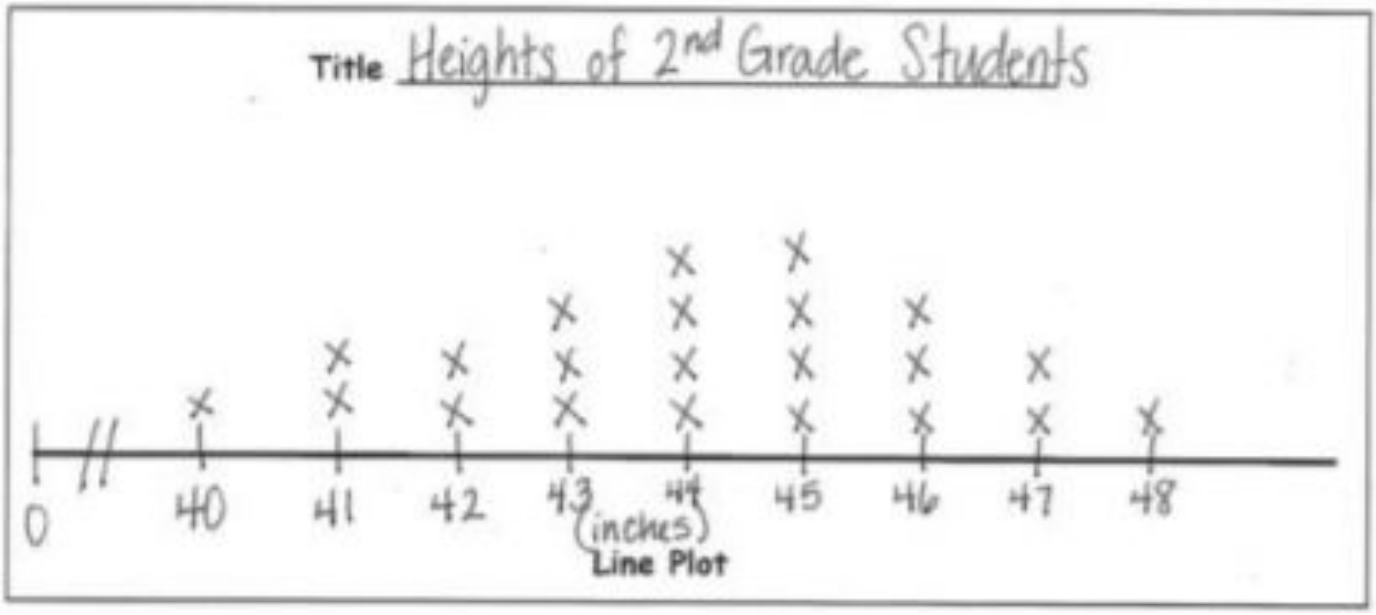
f. What can we do to become more flexible? If we do those things, how might our data set change? _____
_____

Name _____ Date _____

Use the data in the chart provided to create a line plot and answer the questions.

1. The chart shows the heights of the second-grade students in Mr. Yin's homeroom.

Height of Second-Grade Students	Number of Students
40 inches	1
41 inches	2
42 inches	2
43 inches	3
44 inches	4
45 inches	4
46 inches	3
47 inches	2
48 inches	1



a. What is the difference between the tallest student and the shortest student?

_____

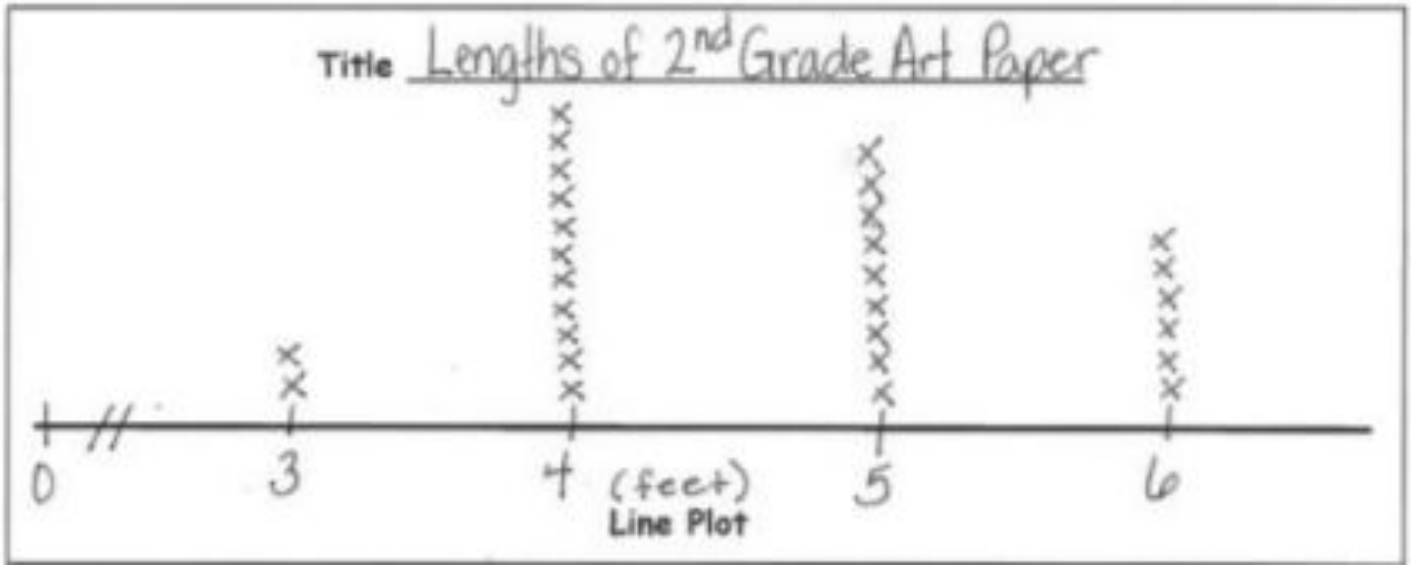
b. How many students are taller than 44 inches? Shorter than 44 inches?

_____

_____

2. The chart shows the length of paper second-grade students used in their art projects.

Length of Paper	Number of Students
3 ft	2
4 ft	11
5 ft	9
6 ft	6



a. How many art projects were made? _____

b. What paper length occurred most often? _____

c. If 8 more students used 5 feet of paper and 6 more students used 6 feet of paper, how would it change how the line plot looks?

_____

_____

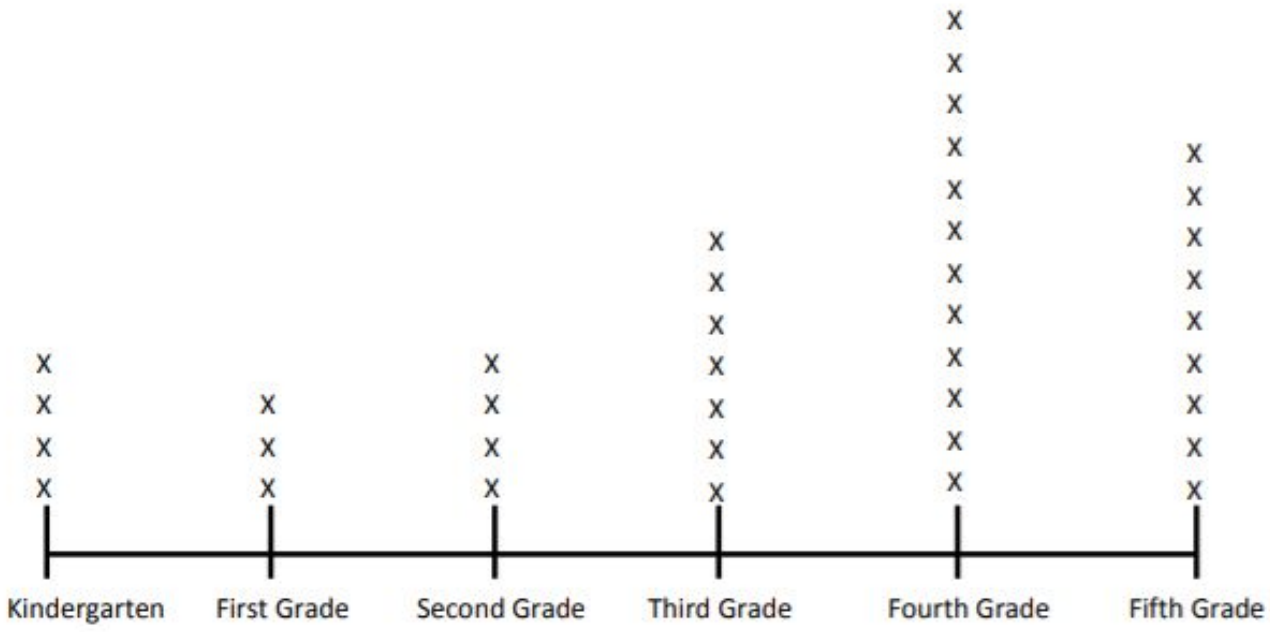
d. Draw a conclusion about the data in the line plot.

_____

Name _____ Date _____

Answer the questions using the line plot below.

Number of Students in Each Grade at the School Baseball Game



Grade

1. How many students went to the baseball game? _____

2. What is the difference between the number of first-grade students and the number of fourth-grade students who went to the baseball game? _____

3. Come up with a possible explanation for why most of the students who attended are in the upper grades.

_____

_____

1) 865 − 600 = ____

2) 551 + 200 = ____

3) 31 − 1 = ____

4) 517 + 100 = ____

5) 27 + 80 = ____

6) 122 − 40 = ____

7) 95 − 6 = ____

8) 78 + 20 = ____

9) 20 − 6 = ____

10) 55 − 4 = ____

11) 266 + 200 = ____

12) 733 + 200 = ____

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

Wednesday
March 24th

Use RAP to respond to the question below.

Restate

Answer

Prove it with a detail from the text

How did the characters in The Bear and the Bee make the world a better place?

Name:_____

KS Learning

Possessive Nouns – Using apostrophe + 's'

Grade 1 Nouns Worksheet

Put an apostrophe + 's' after the noun.

To indicate possession, put an apostrophe + 's' after the noun:
The cat belongs to Mary;
it is Mary's cat.

1. The car belongs to my mother. It is my mother _____ car.

2. The dog belongs to Tony. It is Tony _____ dog.

3. The keys belong to my father. They are my father _____ keys.

4. The book belongs to my teacher. It is my teacher _____ book.

5. The house belongs to my grandma. It is my grandma _____ house.

6. The pencil belongs to the student. It is the student _____ pencil.

7. The ball belongs to George. It is George _____ ball.

8. The pillow belongs to my sister. It is my sister _____ pillow.

9. The toys belong to Cole. They are Cole _____ toys.

10. The shoes belong to Charlee. They are Charlee _____ shoes.

Name:_____

Possessive Nouns – Using apostrophe + 's'

Grade 1 Nouns Worksheet

Put an apostrophe + 's' after the noun.

To indicate possession, put an apostrophe + 's' after the noun: The skates belong to Mark; they are Mark's skates.

1. The hat belongs to Nick. It is Nick _____ hat.
2. The coat belongs to dad. It is dad _____ coat.
3. The scarf belongs to Ms. Brown. It is Ms. Brown _____ scarf.
4. The boots belong to Lynn. They are Lynn _____ boots.
5. The skipping rope belongs to Matt. It is Matt _____ skipping rope.
6. The mitts belong to Felicia. They are Felicia _____ mitts.
7. The belt belongs to grandpa. It is grandpa _____ belt.

8. The earmuffs belong to Sophie. They are Sophie _____ earmuffs.
9. The bag belongs to Brandon. It is Brandon _____ bag.
10. The lunch box belongs to Tenley. It is Tenley _____ lunch box.

Lesson 26

Objective: Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.

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

Day 3j: Read the word problem: (M4 L17)

Erasers come in boxes of 10. Victor has 14 boxes. Gabby has 5 boxes.

a. We know Victor has 14 boxes which is 140 Erasers.

b. Yesterday we found out that Gabby has 5 boxes which is 50 Erasers.

c. How many erasers do they have in all?

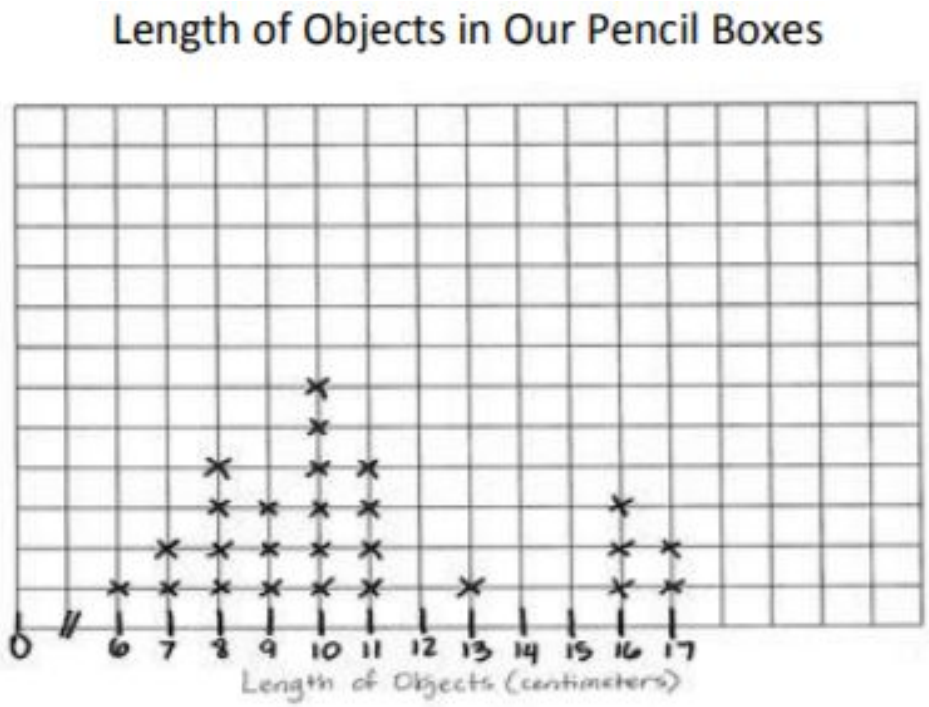
Check off each thing:

- Read the question.
- Re-Read the question.
- How many boxes did Victor have? _____
- How many boxes did Gabby have? _____
- What is the question asking you?

- Draw something to solve how many erasers they have in all:

1. The students in Mrs. Washington's class each chose an item from her pencil box and measured its length. The table shows their results.

Length of Items in Our Pencil Boxes	Number of Items
6 cm	1
7 cm	2
8 cm	4
9 cm	3
10 cm	6
11 cm	4
13 cm	1
16 cm	3
17 cm	2



a. What observations can you make about the data? _____

_____

b. What measurement occurred most often? _____

c. What is the difference between the smallest measurement and the greatest measurement?

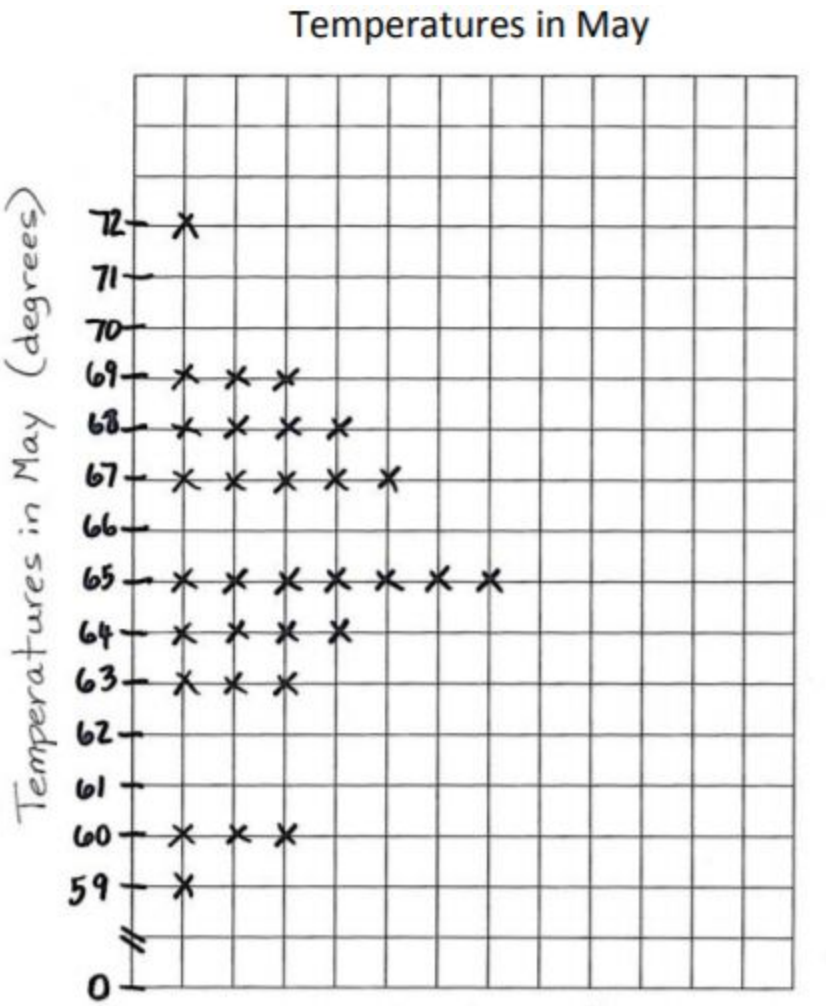
_____

d. Do you think the data would look different if the students each chose a different item in their pencil box to measure? Why?

_____

_____

Temperatures in May	Number of Days
59°	1
60°	3
63°	3
64°	4
65°	7
67°	5
68°	4
69°	3
72°	1



2. Project or draw the temperature table from the length and temperature Template, as shown to the right. Mr. Enriquez's class measured the temperature each day during the month of May. The table shows the results.

a. What observations can you make about the data? _____

_____

b. Which temperature occurred most often? _____

c. Which temperatures occurred least often? _____

d. What is the difference between the highest temperature and the lowest temperature? _____

e. How would a line plot recording data look next month? In a different season?

_____

Name _____ Date _____

Use the data in the table provided to answer the questions.

1. The table below describes the heights of basketball players and audience members who were polled at a basketball game.

Height (inches)	Number of Participants
25	3
50	4
60	1
68	12
74	18

a. How tall are most of the people who were polled at the basketball game?

_____

b. How many people are 60 inches or taller? _____

c. What do you notice about the people who attended the basketball game?

_____

d. Why would creating a line plot for these data be difficult?

_____

_____

e. For these data, a **line plot / table** (circle one) is easier to read because …

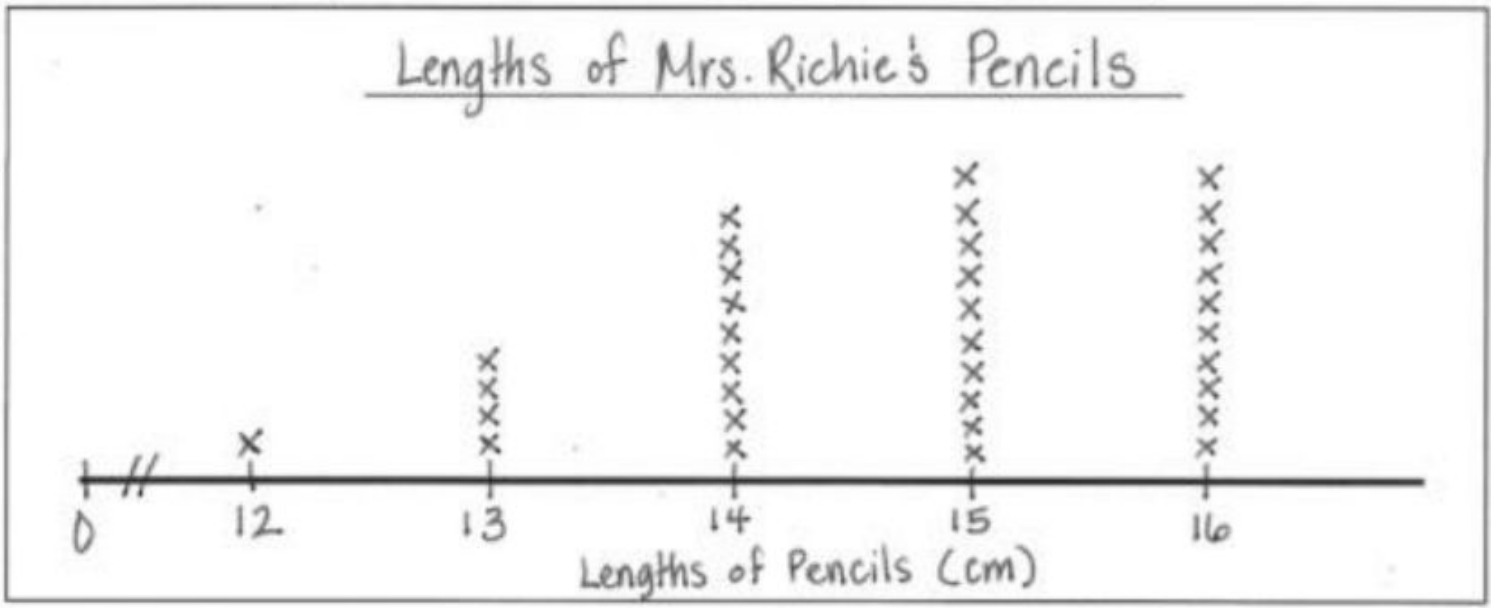
_____

_____

Use the data in the table provided to create a line plot and answer the questions.

2. The table below describes the length of pencils in Mrs. Richie's classroom in centimeters.

Length (centimeters)	Number of Pencils
12	1
13	4
14	9
15	10
16	10



a. How many pencils were measured? _____

b. Draw a conclusion as to why most pencils were 15 and 16 cm:

_____

_____

c. For these data, a **line plot / table** (circle one) is easier to read because...

_____

_____

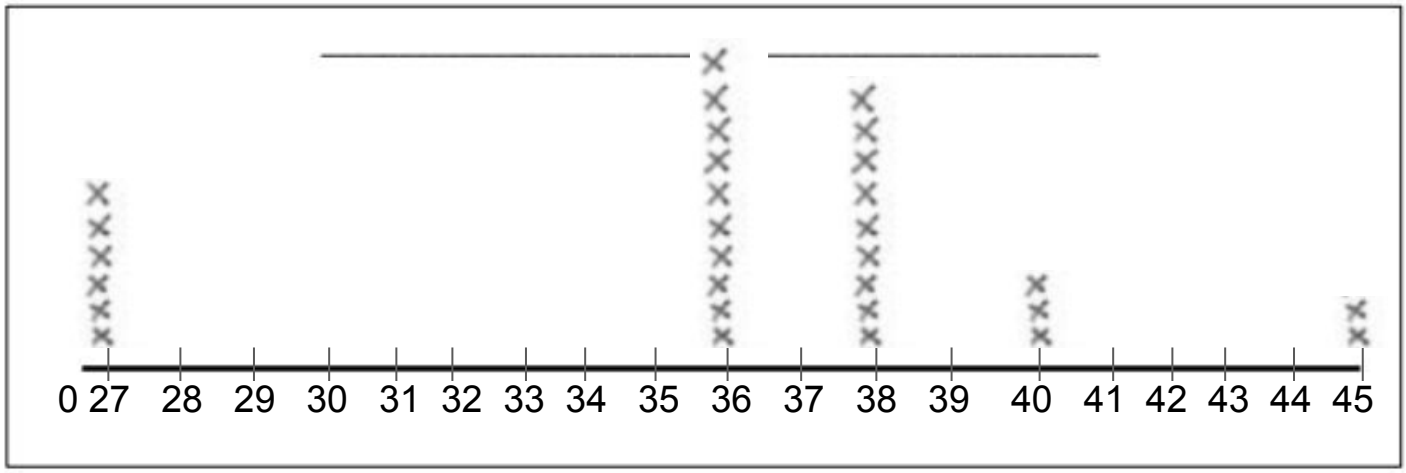
Exit ticket

Name _____ Date _____

Use the data in the table provided to create a line plot and answer the questions. Plot only the lengths of shoelaces given.

1. The table below describes the lengths of student shoelaces in Ms. Henry's class.

Length of Shoelaces (inches)	Number of Shoelaces
27	6
36	10
38	9
40	3
45	2



a. How many shoelaces were measured? _____

b. How many more shoelaces are 27 or 36 inches than 40 or 45 inches? _____

c. Draw a conclusion as to why zero students had a 54-inch shoelace.

_____

2. For these data, a **line plot / table** (circle one) is easier to read because...

_____

1) 112 − 70 = ____

2) 104 − 40 = ____

3) 904 + 300 = ____

4) 52 + 8 = ____

5) 42 + 1 = ____

6) 420 + 800 = ____

7) 115 − 80 = ____

8) 30 − 30 = ____

9) 169 + 100 = ____

10) 172 − 100 = ____

11) 35 − 6 = ____

12) 81 + 20 = ____

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

Thursday
March 25th

Title:		
Beginning	Characters	Setting
Middle	Problem or Challenge	Response to the problem
End	Is the problem solved? How?	
Central Message	What is the lesson or central message in this story?	

Use RAP to respond to the question below.

Restate

Answer

Prove it with a detail from the text

What type of character do you think the Little Hummingbird is?

Name _____

1. The dog _____. (bark)
2. The child _____. (eat)
3. The seed _____. (grow)
4. The top _____. (spin)
5. Jake _____ the ball. (throw)
6. Lee _____ at the playground. (swing)
7. Mom _____ on the door. (knock)
8. The bird _____. (sing)
9. The wind _____. (blow)
10. The horse _____ across the field. (run)

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

Day 4j: Read the word problem: (M4 L17)

Erasers come in boxes of 10. Victor has 12 boxes. Gabby has 8 boxes.

a. How many erasers does Victor have?

b. How many erasers does Gabby have?

[redacted]

Check off each thing:

- Read the question.
- Re-Read the question.
- How many boxes did Victor have? _____
- How many boxes did Gabby have? _____
- What is the question asking you?

_____

_____

_____

1) 19 − 10 = ____

2) 41 + 40 = ____

3) 47 − 30 = ____

4) 345 + 300 = ____

5) 277 + 300 = ____

6) 36 − 7 = ____

7) 973 + 700 = ____

8) 514 − 200 = ____

9) 858 − 600 = ____

10) 787 + 200 = ____

11) 73 − 70 = ____

12) 78 + 10 = ____

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

Friday
March 26th

Lesson 6

Objective: Recognize the value of coins and count up to find their total value.

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

Day 5j: Read the word problem: (M4 L17)

Erasers come in boxes of 10. Victor has 12 boxes. Gabby has 8 boxes.

a. How many erasers does Victor have?

b. How many erasers does Gabby have?

c. If Gabby gets another box, how many erasers do they have in all?

Check off each thing:

- Read the question.
- Re-Read the question.
- How many boxes did Victor have? _____
- How many boxes did Gabby have? _____
- What is the question asking you?

_____

_____

_____

The Penny

The penny equals 1¢. It can also be written 1 cent or one cent.
Abraham Lincoln was our 16th president and he is on the front of the penny.

Trace the word below.

penny penny penny

Count and add up all of the coins.


_____¢


_____¢


_____¢

Color the penny.

front

back

When you get to a penny you run your finger across it horizontally and count by ones.

The Nickel

The nickel is called 5¢, 5 cents, or five cents. Thomas Jefferson was our 3rd President and he is on the front of the nickel.

Trace the words below.

nickel nickel nickel

Count and add up all of the coins.

 =_____¢

 =_____¢

 =_____¢

Color the nickel.

front

back

This is the order that you touch the points of the coins. Each time you touch a point you count by fives.

The Dime

The dime is called 10¢, 10 cents, or ten cents. Franklin Roosevelt was our 32nd President and he is on the front of the dime.

Trace the word below.

dime dime dime

Count and add up all of the coins.

 =_____¢

 =_____¢

 =_____¢

Color the dime.

front

back

The Quarter

The quarter is called 25¢, 25 cents, or twenty five cents. George Washington was our 1st President and he is on the front of the quarter.

Trace the word below.

quarter quarter

Count and add up all of the coins.

 =_____¢

 =_____¢

 =_____¢

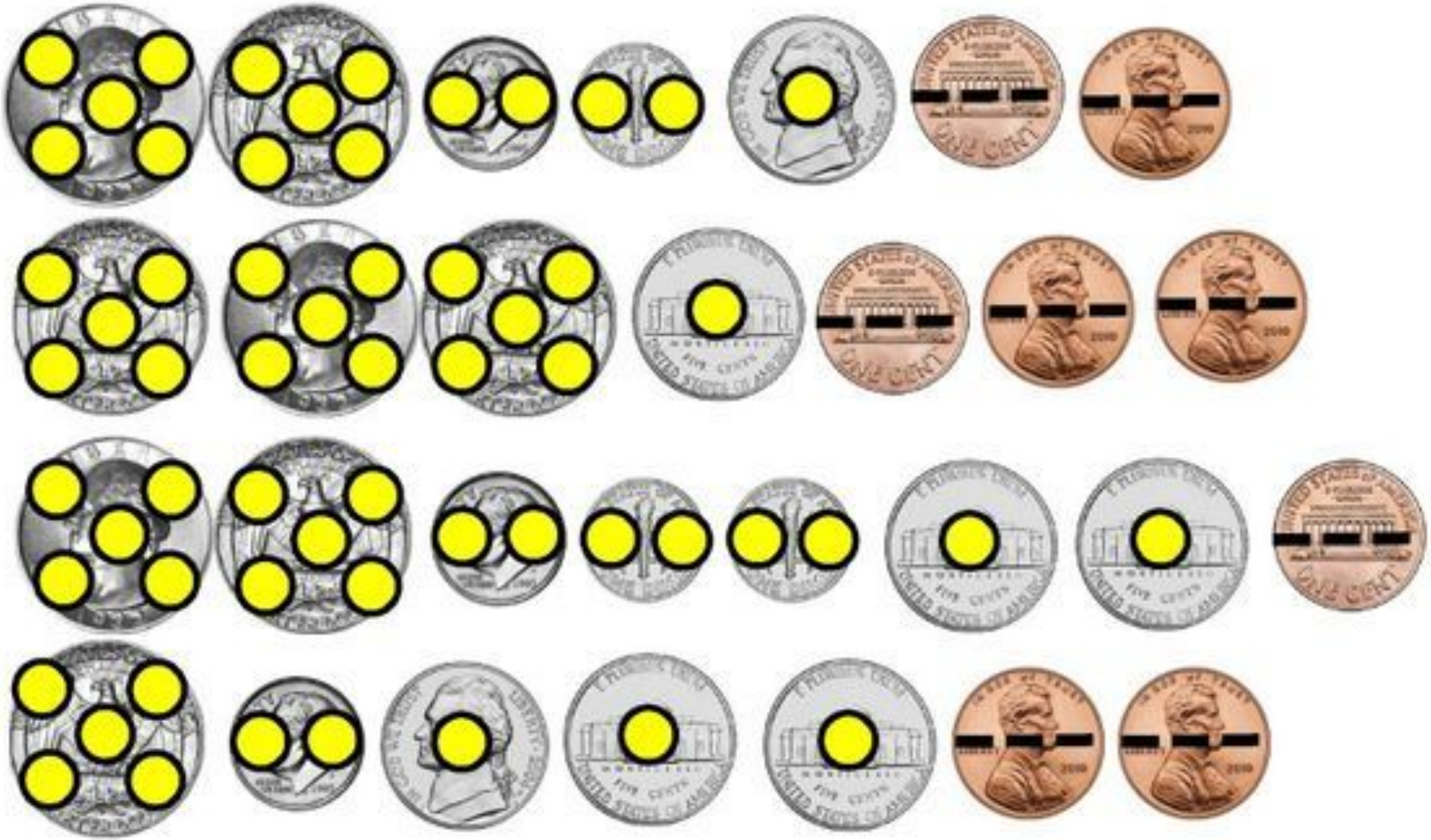
Color the quarter.

front

back

This is the order that you touch the points of the coins. Each time you touch a point you count by fives.

Practice with the touch points:



Hundred Chart

Use this chart to practice counting by 1, 5, 10, 25, and 50.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Directions: In order to successfully use the Magic Money system, your child must be able to count fluently by 5's. Please use the chart above to practice!

Magic Money

		1¢	Penny, penny, easily spent. Copper brown and worth 1 cent!
		5¢	Nickel, nickel, thick and fat. You're worth 5 cents. I know that!
		10¢	Dime, dime, little and thin. I remember you're worth 10!
		25¢	Quarter, quarter, big and bold. You're worth 25, I am told!

Name _____ Date _____

1. Use the word bank to label the coin. The front and back of the coin is shown.

penny
nickel
dime

a. _____ b. _____ c. _____

2. Draw more pennies to show the value of each coin.

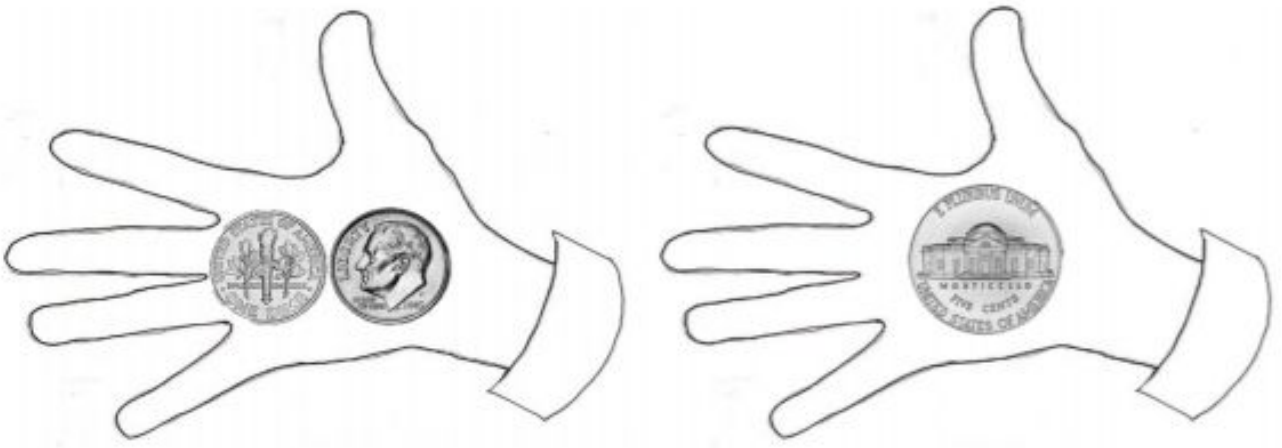
a. 

1

b. 

1

3. Kim has 5 cents in her hand. Cross off (x) the hand that cannot be Kim's.



Name _____ Date _____

1. Match.



penny

nickel

dime



2. Cross off some pennies so the remaining pennies show the value of the coin to their left.

a.

b.

Name _____ Date _____

Label all the coins

1. 	_____
2. 	_____
3. 	_____
4. 	_____
5. 	_____
6. 	_____
7. 	_____

Label all the coins

8. 

9. 

10. 

11. 

12. 

13. 

14. 

15. 

Name _____ Date _____

Use the word bank to write the names of the coins.

dimes	nickels	pennies	quarters

a. _____ b. _____ c. _____ d. _____

1) 19 − 6 = ____

2) 401 + 700 = ____

3) 84 + 50 = ____

4) 819 − 200 = ____

5) 734 − 700 = ____

6) 15 + 4 = ____

7) 27 + 2 = ____

8) 35 − 10 = ____

9) 579 − 100 = ____

10) 71 + 50 = ____

11) 82 − 30 = ____

12) 43 + 60 = ____

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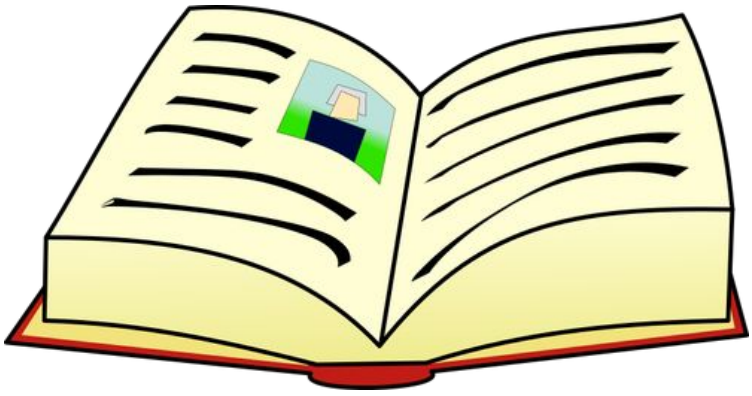
Close Reading

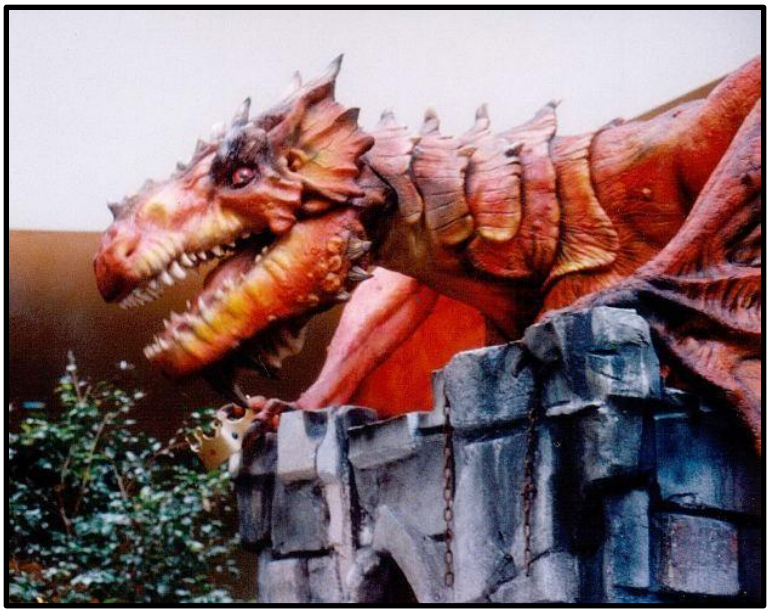
DATE

Name:



Name:

Dragon



Legends of dragons are a part of many cultures around the world. Most dragons do have similarities including; hatching from eggs, breathing fire, poisonous bites, scales and bat-like wings. Dragons look like large reptiles with very hard scales all over their bodies.

Legends say that dragons love treasure and will hide their hoard in a cave and guard it greedily. The treasure is said to be cursed and bad luck would fall on the person to steal from a dragon's hoard.

Dragons are often said to be wise and like people, can be good or evil. The good dragons often protect humans and help them. The bad dragons burn down villages and their

fields of crops.

1. Remembering: Main Idea

Who? ⟶ _____

What? ⟶ _____

Why? ⟶ _____

2. Understanding: Details

Write 3 sentences about what you remember or learned.

_____

_____

_____

3. Applying

Why do dragon's treasures have curses on them?

_____

4. Analyzing

What similarities do dragons from different places share?

_____

_____

_____

5. Evaluating

If this dragon had the ability to speak what do you think it would say to you?

_____

_____

_____

6. Creating

If you were creating a dragon what would it look like? What powers would you give the dragon?

_____

_____

_____

7. Your Opinion

What was the most interesting fact you learned about dragons?

_____

_____

_____

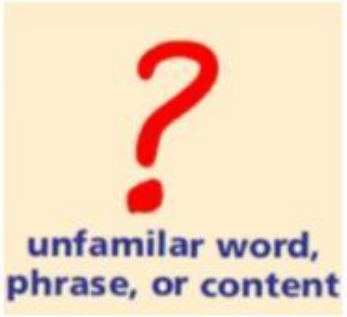
Stop and Jot!

main idea

connection

surprising detail

Stop and Jot!


?
unfamilar word,
phrase, or content


underline
key detail


"I understand"

Note-Taking Guide

main idea

connection

underline

key detail

surprising detail

unfamilar word, phrase, or content

"I understand"

Reading A-Z