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

Monday
April 12

Name:

Day 1k: Read the word problem: (M7 L25)

These are the types and numbers of stamps in Shannon's stamp collection.

Type of stamp	Number of stamps
Holiday	16
Animal	8
Birthday	9
Famous Singers	21

Her friend Michael gives her some flag stamps. If he gives her

7 fewer flag stamps than birthday and animal stamps together, how many flag stamps does she have? Check off each thing:

o Read the question.

o Re-Read the question.

o What is the question asking you?

_____

o What information do you need to answer the question?

_____

_____

Lesson 10

Objective: Use the fewest number of coins to make a given value.

Concept Development:

1. How will you draw 50 cents in 2 different ways?

Which combination of coins would be better if your parents gave you 50 cents?

_____

2. How will you make 40 cents in 2 different ways?

Which combination of coins would be better if you parents gave you 40 cents?

_____

3. What if I counted 35 cents like this :

a. How many coins do we have? _____

b. Can we exchange this so we have fewer coins?

_____

C. What coins can we exchange so you have fewer

coins? _____

_____

4. How let's draw out 60 cents: using 4 dimes and 4 nickels:

a. Show a way to make 60 cents with the least amount of coins!

5. Let's make 27 cents with the least amount of coins!

Your guess: Correct answer:

4. Show 46¢ two ways. Use the fewest possible coins on the right below.

| | Fewest coins: |
| | |

5. Show 73¢ two ways. Use the fewest possible coins on the right below.

| | Fewest coins: |
| | |

6. Show 85¢ two ways. Use the fewest possible coins on the right below.

| | Fewest coins: |
| | |

7. Kayla gave three ways to make 56¢. Circle the correct ways to make 56¢, and star the way that uses the fewest coins.

    a. 2 quarters and 6 pennies

    b. 5 dimes, 1 nickel, and 1 penny

    c. 4 dimes, 2 nickels, and 1 penny

8. Write a way to make 56¢ that uses the fewest possible coins.

Name _____ Date _____

1. Show 36 cents two ways. Use the fewest possible coins on the right below.

	Fewest coins:

2. Show 74 cents two ways. Use the fewest possible coins on the right below.

	Fewest coins:

Title:

	Characters	Setting
Beginning		

	Problem or Challenge	Response to the problem
Middle		

	Is the problem solved? How?
End	

	What is the lesson or central message in this story?
Central Message	

Name _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

tip	play	fix
mop	pet	jump
plan	bump	drop
clap		

ed	ed	ed
ed	ed	ed
ed	ed	ed
ed	ed	ed

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Tuesday

Day 2k: Read the word problem: (M7 L25)

These are the types and numbers of stamps in Shannon's stamp collection.

Type of stamp	Number of stamps
Holiday	16
Animal	8
Birthday	9
Famous Singers	21

Her friend Michael gives her some flag stamps. If he gives her

7 fewer flag stamps than birthday and animal stamps together, how many flag stamps does she have? Check off each thing:

- o Read the question.
- o Re-Read the question.
- o What is the question asking you?

_____

- o What information do you need to answer the question?

_____

_____

- o Let's draw a diagram to help us:

Concept Development:

1a. How much do I have if I have 2 dimes and 1 nickel?	1b. Show me one more way to make the same amount.
2a. 4 dimes and 2 nickels?	2b. Show me one more way to make the same amount.

3. If I have 35¢ in my hand (1 quarter and 1 dime), how much more do I need to have 100 cents (or $1.00)?

Your work:
Arrow Way or counting up:
Number sentence: _____ + _____ = _____ or _____ - _____ = _____

When you go to a store and pay for something the cashier gives you back _____.

$1.00 = _____ ¢,   100 ¢ = $_____

4. If you had $1.00 to go buy something. How much change will you get if you buy something that's 28¢?

5. Student A has some coins in her hand. Student B has 1 dime, 1 nickel, and 2 pennies. Together they have a dollar, how much money does Student A have?

Name _____   Date _____

1. Count up using the arrow way to complete each number sentence. Then, use your coins to show your answers are correct.

   a. 45¢ + _____ = 100¢   b. 15¢ + _____ = 100¢

   $$45 \xrightarrow{+5} \underline{\quad} \xrightarrow{+\underline{\quad}} 100$$

   c. 57¢ + _____ = 100¢   d. _____ + 71¢ = 100¢

2. Solve using the arrow way and a number bond.

   a. 79¢ + _____ = 100¢
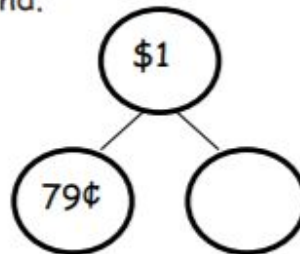
   b. 64¢ + _____ = 100¢

   c. 100¢ – 30¢ = _____

3. Solve.

   a. _____ + 33¢ = 100¢
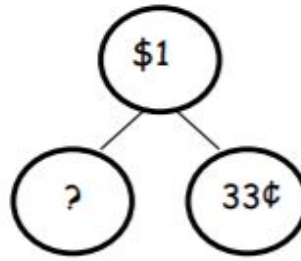
   b. 100¢ – 55¢ = _____

   c. 100¢ – 28¢ = _____

   d. 100¢ – 43¢ = _____

   e. 100¢ – 19¢ = _____

Name _____   Date _____

Solve.

1. 100¢ – 46¢ = _____

2. _____ + 64¢ = 100¢

Independent Paragraph Writing: Story Elements and the Central Message from *The Lizard and the Sun*

We've been reading and thinking about the key details and central message in this story. Using what you have learned, write an informative paragraph in which you recount the key details and describe the central message of the story. Your paragraph should include information about:

- The setting and characters
- The problem/challenge and how characters respond
- The solution to the problem/challenge
- The central message of the story

Done	Steps	
	Review the anchor chart for *The Lizard and the Sun*.	
	Write a sentence to tell the title, setting, and main characters.	
	Write a sentence about the problem or challenge in the story.	
	Write a sentence about how the characters respond to the problem or challenge.	
	Write a sentence telling if the problem was solved or not. If it was, write about the solution.	
	Write a sentence to tell the central message of the story.	

	Sentence Starter
Beginning: Title, characters, and setting	The Lizard and the Sun is a story about
Middle: Problem	The problem was _____
Middle: Response to the problem	_____ responded by
End: Was the problem solved?	Yes: The problem was solved when No: The problem was not solved because
Central Message	The central message of the story is

Name _____

_____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Directions: Use the words below and add *-ed* to them. Be careful and remember the rule.

flop	skip	clean
reach	knit	work
push	drop	walk

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Wednesday

Day 3k: Read the word problem: (M7 L25)

These are the types and numbers of stamps in Shannon's stamp collection.

Type of stamp	Number of stamps
Holiday	16
Animal	8
Birthday	9
Famous Singers	21

Her friend Michael gives her some flag stamps. If he gives her

7 fewer flag stamps than birthday and animal stamps together, how many flag stamps does she have? Check off each thing:

o Read the question.
o Re-Read the question.
o What is the question asking you?

_____

o What information do you need to answer the question?

_____

_____

o Let's solve the problem:

Concept Development:

1. Richie has 24 cents. How much more money does he need to make $1?

2. Shay buys a balloon for 57 cents. She hands the cashier 1 dollar. How much change will she receive?

3. Jamie buys a baseball card. He gives the cashier 1 dollar. Jamie gets 2 dimes, 1 quarter, and 1 penny in change. How much did Jamie's baseball card cost?

4. Penelope wants to buy a toy whistle that costs $1. She has 15 pennies, 2 nickels, 2 dimes, and 1 quarter. How much more money does Penelope need to buy the whistle?

Name _____   Date _____

Solve using the arrow way, a number bond, or a tape diagram.

1. Jeremy had 80 cents. How much more money does he need to have $1?

2. Abby bought a banana for 35 cents. She gave the cashier $1. How much change did she receive?

3. Joseph spent 75 cents of his dollar at the arcade. How much money does he have left?

4. The notepad Elise wants costs $1. She has 4 dimes and 3 nickels. How much more money does she need to buy the notepad?

5. Dane saved 26 cents on Friday and 35 cents on Monday. How much more money will he need to save to have saved $1?

6. Daniel had exactly $1 in change. He lost 6 dimes and 3 pennies. What coins might he have left?

Name _____   Date _____

Solve using the arrow way, a number bond, or a tape diagram.

Jacob bought a piece of gum for 26 cents and a newspaper for 61 cents. He gave the cashier $1. How much money did he get back?

How did the Grasshopper respond to the challenge in the story?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Read the words at the bottom of the page. Circle the suffix in each word. Then, read each word again and listen carefully to the sound of -ed at the end. Cut out the words and glue them into the correct boxes.

1 **ed (d)**	2 **ed (ed)**	3 **ed (t)**
		cracked

★ Think of another word with each sound of -ed and add it to the correct box.

✂ ··

cracked	dusted	rocked	called
screamed	leaned	stamped	rented
twisted	planted	yelled	bumped

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Thursday

1. Count the coins in each set and write the value.

_____

_____

_____

2. Solve each word problem and show your work.

a. Michael had 68 cents. He used 3 dimes, 2 nickels, and 6 pennies to buy a granola bar. How much money does Michael now have?

b. Stephanie has 3 ten dollar bills, 2 five dollar bills, and 16 one dollar bills. How much money does she have?

3. Umberto has 47 cents to buy a pencil. Write two coin combinations he could have paid with that would equal 47 cents.

4. Show 80 cents two ways. Use the fewest possible coins on the right below.

Fewest coins:

5. Fill in the blank and show your work.

a. 68¢ + _____ = 100¢

b. 100¢ - 45¢ = _____

6. Solve each word problem and show your work.

a. Audrey went shopping and had 4 twenty dollar bills, 3 five dollar bills, and 4 one dollar bills. She spent 36 dollars on groceries. How much money did she have left?

b. Jerome bought gum for 55¢ and a pencil for 28¢. What was his change from $1?

The Ant and the Grasshopper Readers Theater
Parts: Narrator 1, Narrator 2, Ant, Grasshopper

Narrator 1: One day, Grasshopper was laying in the hot sun, just singing.

Narrator 2: The ants were busy finding grain to store for winter.

Grasshopper: Slow down, Ant. It is too hot to work!

Ant: You should be finding grain for winter, too!

Narrator 1: But Grasshopper paid no attention to Ant's advice.

Narrator 2: When cold winter came, the ants kept warm and ate their grain.

Narrator 1: One cold morning, the ants saw Grasshopper.

Grasshopper: May I have some of your grain?

Ant: Where is your grain?

Grasshopper: I was too busy singing to go find any.

Narrator 2: The ants looked at Grasshopper and shook their heads.

Ant: You can have some grain, but next year you must find your own before winter.

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?	

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Friday

Learning about measuring in *inches*

Let's practice measuring using *inches*. Here is an example:

The pencil measures: **2 *inches* long**

Write how many inches each pencil measures.

_____ inch (es)
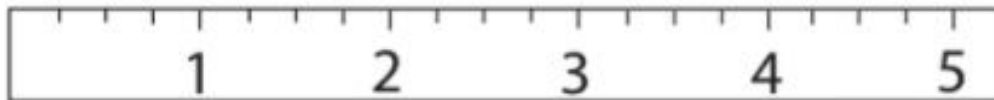
_____ inch (es)
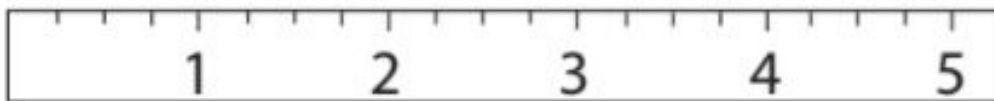
_____ inch (es)

_____ inch (es)

Name _____   Date _____

1. Measure the objects below with an inch tile. Record the measurements in the table provided.

Object	Measurement
Pair of scissors	
Marker	
Pencil	
Eraser	
Length of worksheet	
Width of worksheet	
Length of desk	
Width of desk	

2. Mark and Melissa both measured the same marker with an inch tile but came up with different lengths. Circle the student work that is correct, and explain why you chose that work.

Melissa's Work

_____6_____ in

Mark's Work

_____7_____ in
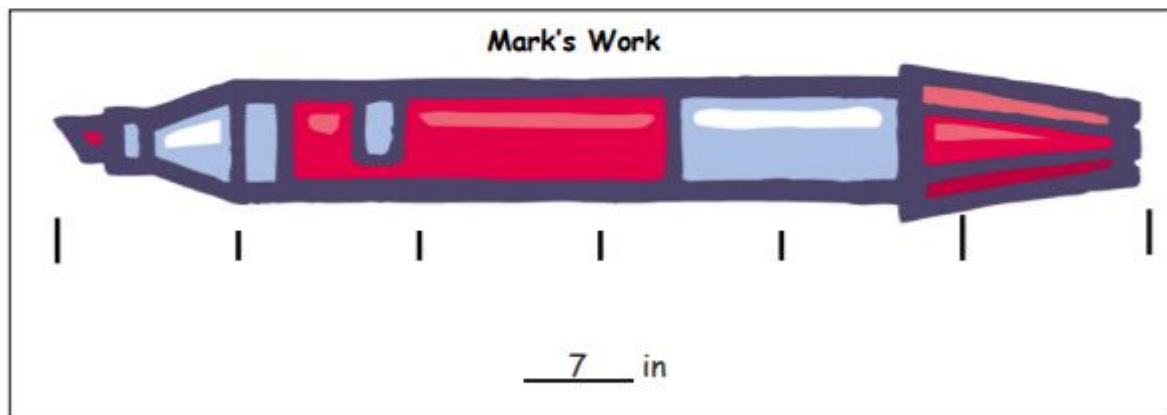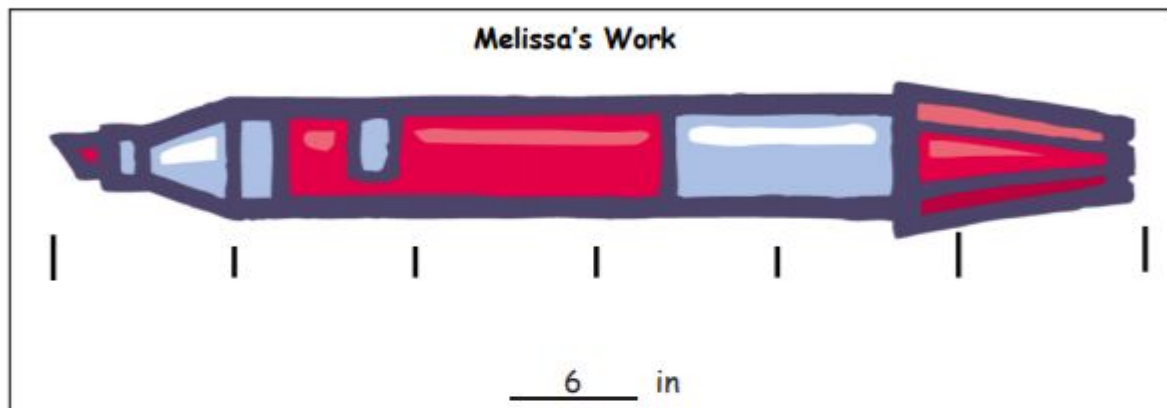
Explanation:

_____

_____

_____

Entrance Ticket: "We Do What We Can"

Name: _____ **Date:** _____

RL.2.4, L.2.4b

Part 1 (RL.2.4)

Directions: Read the two verses from "We Do What We Can" below. Underline the repeated lines.

We do what we can, we do what we can.

To make our space a better place, we do what we can.

We do what we can, we do what we can

We all do our part when we do what we can.

1. What is the central message of the song?

    _____

    _____

2. What helped you determine the central message?

    _____

    _____

    _____

Independent Paragraph Writing: Story Elements and the Central Message from "The Ants and the Grasshopper"

We've been reading and thinking about the key details and central message in this story. Using what you have learned, write an informative paragraph in which you recount the key details and describe the central message of the story. Your paragraph should include information about:

- The setting and characters
- The problem/challenge and how characters respond
- The solution to the problem/challenge
- The central message of the story

Done	Steps	
	Review the anchor chart for "The Ants and the Grasshopper"	
	Write a sentence to tell the title, setting, and main characters.	
	Write a sentence about the problem or challenge in the story.	
	Write a sentence about how the characters respond to the problem or challenge.	
	Write a sentence telling if the problem was solved or not. If it was, write about the solution.	
	Write a sentence to tell the central message of the story.	

|	Sentence Starter
Beginning: Title, characters, and setting	The Ants and the Grasshopper is a story about
Middle: Problem	The problem was ____
Middle: Response to the problem	____ responded by
End: Was the problem solved?	Yes: The problem was solved when No: The problem was not solved because
Central Message	The central message of the story is

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Close Reading

4/12-4/16

Name:
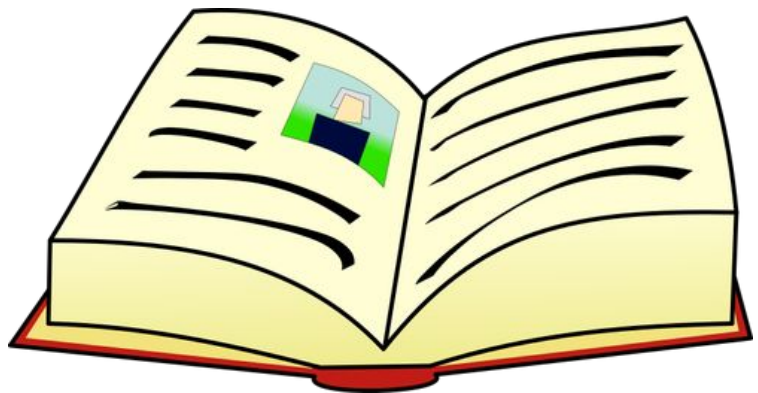
Hurit: A Native American Cinderella Story

A | Once upon a time, a chief lived in a village near the sea. His wife had died many years before, and he was very ill. He had three daughters who cared for him. They were named Awana, Chapa, and Hurit. Two of the daughters, Awana and Chapa, were angry with their father because the other girls in the village were able to sing and dance all night, while they needed to sit and care for their father. The youngest daughter, Hurit, was not like her sisters. She was gentle, kind, and beautiful. Hurit was always kind and gentle and took care of her father. Her older sisters were jealous of her, so they cut off her hair and made her wear rags. They also took hot coals from the fire and burned her face to make her look ugly.

B | A great warrior named Strong Wind lived near the sea with his sister. Strong Wind had an amazing power... He was able to make himself invisible. His sister could see him, but no one else could unless he wanted. Strong Wind soon wanted a wife and said that he would marry the first woman who could see him. Many women came to the sea to watch for him. When Strong Wind's sister saw him returning home, she would ask the women, "Do you see him?" Each girl would say, "Yes, I can see him!" Strong Wind's sister would ask, "What is his bow and arrow made with?" Each girl would answer wrong and be sent away because she had lied.

C | Soon, Awana and Chapa went to see Strong Wind so that they could marry him. When asked if they could see Strong Wind, they lied and said that they could. His sister asked, "What is his bow made out of?" Awana answered, "It is made out of iron." Her sister Chapa answered, "It is made out of strong wood." Strong Wind's sister sent them away because they had lied.

D | Next, Hurit went to see Strong Wind. As she walked, her sisters called her names and pulled at her hair, but Hurit continued to walk. When she arrived, Strong Wind's sister welcomed Hurit and asked her, "Can you see my brother?" Hurit answered, "No, I do not see him." Strong Wind's sister was surprised because Hurit had told the truth. She asked, "Do you see him now?" Hurit answered, "Yes, I see him. He is wonderful. His bow is the rainbow and the bow string is the stars." Strong Wind's sister welcomed Hurit into the tent and washed away the scars on her face. Hurit's hair grew long and beautiful, and she was dressed in fine clothes. The next morning, Strong Wind married Hurit. She felt so joyous every moment she was with Strong Wind. For the rest of their days, they were very happy.

Name: _____   Title: _____

Beginning

Middle

End

_____
_____
_____
_____
_____
_____
_____

_____
_____
_____
_____
_____
_____

_____
_____
_____
_____
_____
_____

Rella

A　There once was a girl named Rella. She lived with her two stepsisters, Clo and Bet. Rella's stepsisters were mean girls who bullied her. The three sisters lived in a small old home. Clo and Bet treated Rella like she was their slave, and they never wanted her to have fun.

B　Rella worked all day, while Clo and Bet played games and ate food. They were lazy, mean, and ugly. Rella was a hard worker, nice, and pretty.

C　One day, a poor woman knocked on the door and asked for food. Clo and Bet answered the door and saw the woman. They made fun of her and then slammed the door in her face. Rella felt bad for her and offered her some food. She knew how it felt to be hurt by her sisters.

D　The woman was thankful and wished her good luck in the future.

E　The next day, the most popular family in town invited them to a party. It was for their son. Clo and Bet told Rella that she was not cool enough to go. Clo and Bet washed up and put on their best clothes. Rella believed what they said, so she felt like she should just stay home. Clo and Bet left, and Rella went to bed feeling lonely and hurt.

F　Just then, the old woman magically appeared out of the dark and woke her with surprise. She told Rella that she should go to the party because her kindness and generosity made her special. Using her magic, the woman gave her the confidence to go to the party.

G　The boy who hosted the party felt like people only liked him because he was rich, but he was not like that. He did not want to be at his own party or be with people who were selfish or mean. He wanted to meet kind and generous people, but he was surrounded by mean girls like Clo and Bet.

H　Out of the corner of his eye, he saw a new girl arrive. After talking, he could instantly tell that she was nice and honest. They talked and became quick friends. Rella felt her confidence rise as she found a new friend who shared her love of kindness and generosity.

47

Name: _____   Title: _____

Beginning   **Middle**   **End**

_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____
_____   _____   _____

Compare and Contrast:
"Rella" and "Hurit: A Native American Cinderella Story"

	How are they ALIKE?	How are they DIFFERENT?
CHARACTERS	• • •	• • •
SETTING	• • •	• • •
PLOT	• • •	• • •
THE ENDING		

COMPARE AND CONTRAST (RL.2.9)

Note-Taking Guide

⭐
main idea

➜
connection

<u>**underline**</u>
key detail

☺
surprising detail

?
unfamilar word, phrase, or content

✓
"I understand"