



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

Monday
November 16th

Name:

Lesson 15

Objective: Explore a situation with more than 9 groups of ten.

Name: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. The principal found 7 boxes in the supply closet and 4 boxes in a desk drawer. Now does he have what he wants for the second graders? Explain your answer using words, pictures, or numbers.
4. How many boxes of pencils do you think your class will need for January, February, March, and April? How many pencils is that? Explain your answer using words, pictures, or numbers.

Lesson 15
G:2 M:3

9 Tens and Then Some

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

1

A second grade class has 17 students. The teacher buys 10 pencils for each student.



How many pencils does the teacher buy?



YOUR DRAWING



YOUR WORD SENTENCE

The teacher buys _____ pencils.



2

A second grade class has 17 students. The teacher buys 10 pencils for each student.



How many more pencils does the teacher need to have 200 pencils in the classroom?



YOUR DRAWING

YOUR NUMBER SENTENCE



_____ _____ = _____

YOUR WORD SENTENCE

The teacher needs
_____ more pencils.

EXTRA WORKSPACE



Lesson 15
G:2 M:3

EXIT TICKET

Name: _____ Date: _____

Complete: Class: _____

1. Think about the different strategies and tools you used to answer the pencil question.

PENCIL QUESTION

A second grade class has 17 students. Each student has 10 pencils. What is the total number of pencils in the class?

Explain a strategy that is different from yours using words, pictures, or numbers.

SHOW YOUR WORK





EXTRA WORKSPACE



Name _____

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Name _____

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bead	camp	bent
drip	drop	kept
last	most	free
fish	keep	hand

Discovering Dinosaurs by Kira Freed

	Question	Answer
Before	How do scientists discover dinosaurs?	
During	What can scientists learn from fossils?	
After	What is this text mostly about?	

Name: _____

Date: _____

College: _____

Class of: _____

*Jenny had 19 pencils. Tom has 7 more pencils than Jenny.
How many pencils does Tom have?*

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
November 17th

Lesson 16

Objective: Compare two three-digit numbers using $<$, $>$, and $=$.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

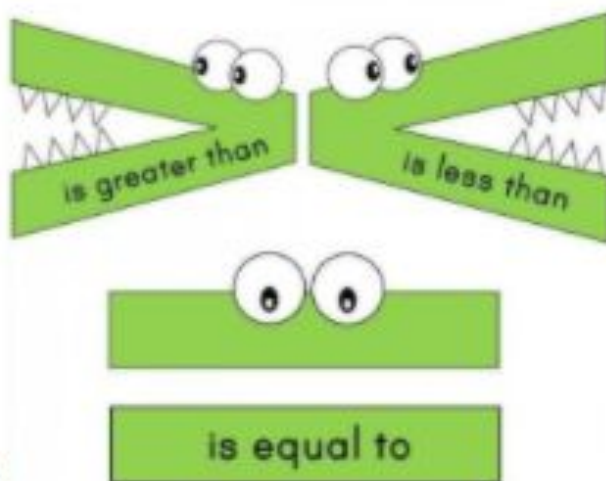
$$\begin{array}{r} 1 \\ + 13 \\ \hline \end{array}$$

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

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

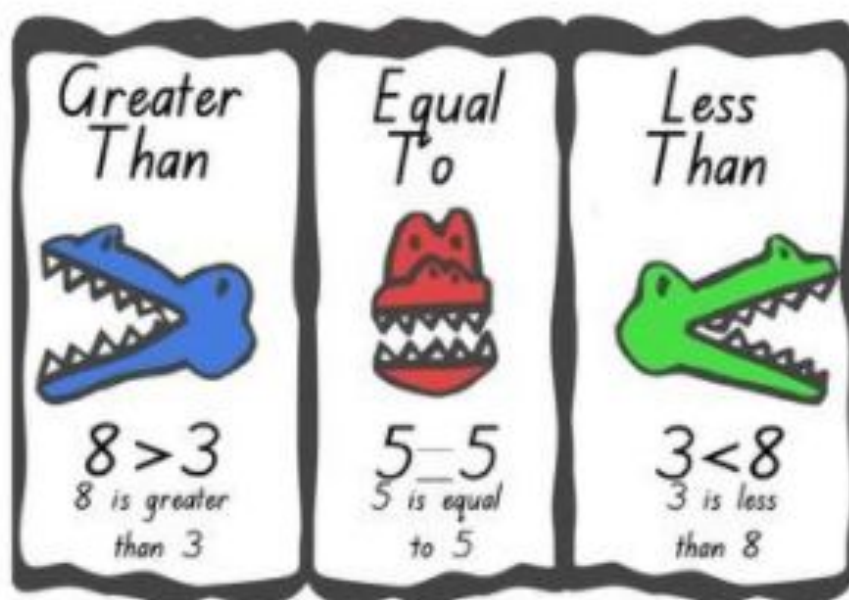
$$\begin{array}{r} 1 \\ + 13 \\ \hline \end{array}$$

Concept Development: using out do now know we can use >, <, =






First we EAT THE LARGER NUMBER




1	<	3	4	7	6	2	9	5
11		32	21	23	19	45	81	82
32		23	11	13	34	35	1	3
14		35	33	58	28	13	14	17
26		13	17	75	65	3	22	43



a. Let's draw out to show 74 with place value disks together in both box.

Hundreds	Tens	Ones
100 	10 	1 

○




Hundreds	Tens	Ones
100 	10 	1 

In the second box add 1 hundred disk.




Now in the circle in the middle $>$, $<$, $=$

b.




105		135
-----	--	-----

Hundreds	Tens	Ones
100 	10 	1 




○

Hundreds	Tens	Ones
100 	10 	1 

c.

Hundreds	Tens	Ones
		

257

Hundreds	Tens	Ones
		


250

○

d.

Hundreds	Tens	Ones
		

472

Hundreds	Tens	Ones
		

274

Hundreds	Tens	Ones
		

724

○ ○

- Which number is the greatest (Biggest)? _____
- Which number is the least (Smallest)? _____
- Order the number from least (Smallest) to Greatest (Biggest)

1. Draw the following numbers using place value disks on the place value charts. Answer the questions below.

a. 132

--	--	--

b. 312

--	--	--

c. 213

--	--	--

- d. Which is the greatest number? _____
- e. Which is the least number? _____
- f. Order the numbers from least to greatest: _____, _____, _____

2. Circle *less than* or *greater than*. Whisper the complete sentence.

a. 97 is less than / greater than 102.	f. 361 is less than / greater than 367.
b. 184 is less than / greater than 159.	g. 705 is less than / greater than 698.
c. 213 is less than / greater than 206.	h. 465 is less than / greater than 456.
d. 299 is less than / greater than 300.	i. $100 + 30 + 8$ is less than / greater than 183.
e. 523 is less than / greater than 543.	j. 3 tens and 5 ones is less than / greater than 32.

3. Write $>$, $<$, or $=$. Whisper the complete number sentences as you work.

a. 900 899

b. 267 269

c. 537 527

d. 419 491

e. 908 nine hundred eighty

f. 130 $80 + 40$

g. Two hundred seventy-one $70 + 200 + 1$

h. $500 + 40$ 504

i. 10 tens 101

j. 4 tens 2 ones $30 + 12$

k. $36 - 10$ 2 tens 5 ones

Lesson 16

G:2 M:3

Com-pair**ZEARN STUDENT NOTES**

Name: _____ Date: _____

Complete:

Class: _____

1 Draw each number using hundreds, tens, and ones disks.

724

hundreds	tens	ones

<

||

>

472

hundreds	tens	ones



EXTRA WORKSPACE



Lesson 16
G:2 M:3

EXIT TICKET

Name: _____ Date: _____

Complete: Class: _____

1. Write $>$, $<$, or $=$.

a. 499 500

b. 179 177

c. 431 421

d. 703 seven hundred three

e. 2 hundred 70 ones $70 + 200 + 1$

f. $300 + 60$ 306

g. 4 tens 2 ones $30 + 12$

h. 3 tens 7 ones $45 - 10$

Name _____

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Name _____

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bead	camp	bent
drip	drop	kept
last	most	free
fish	keep	hand

Descriptions and Questions about Fossils

Describe 1-2 details you notice in the picture.

Write one question you have about this fossil.

What? Who? When? Where? Why? How?

I Dig Dinosaurs by Katy Duffield

	Question	Answer
Before	What does a paleontologist do?	
During	What tools does a paleontologists use?	
After	What is this text mostly about?	

Name: _____

Date: _____

College: _____

Class of: _____

At recess Diane skipped rope 65 times without stopping. Peter skipped rope 20 times without stopping. How many more times did Diane skip rope than Peter?

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

Wednesday
November 18th

Lesson 17

Objective: Compare two three-digit numbers using $<$, $>$, and $=$ when there are more than 9 ones or 9 tens.

Name: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

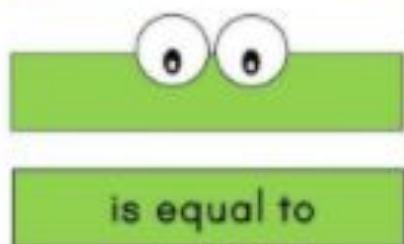
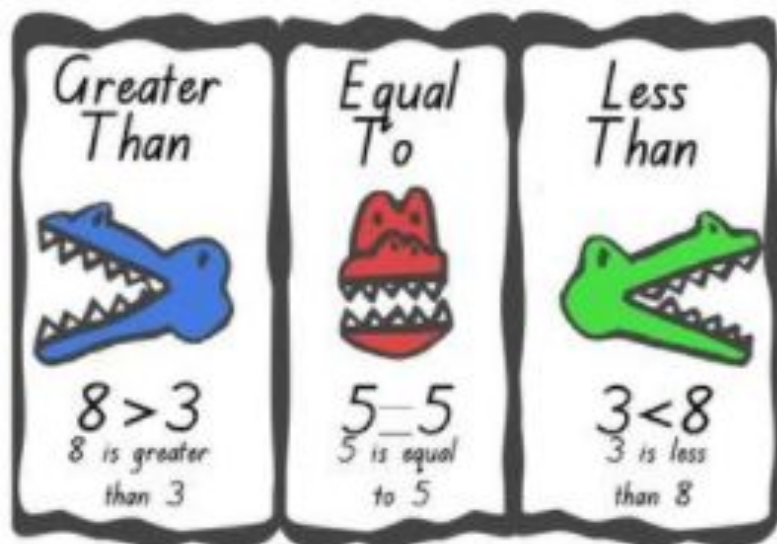
$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

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

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

Concept Development: using our do now know we can use $>$, $<$, $=$

First we EAT THE LARGER NUMBER



161	261	29	19	131	$<$	313	14	27
19	45	811	821	11		11	231	123
34	34	561	653	32		23	11	13
218	138	14	17	144		135	33	58
63	63	212	243	126		213	175	715

In the circle use $>$, $<$, $=$ to complete the sentence.

a. 65 10 tens

b. 211 12 tens 5 ones

c. 6 hundreds 31 ones 637

d. Three hundred twenty-three 34 tens

e. $400 + 60 + 8$ 1 ones 6 hundreds 5 tens

f. 1 hundred 54 ones 6 tens + 9 tens

Draw with place value disks and circle the comparison sign.

1a. Show 124

b. Show 82

Hundreds	Tens	Ones
		

$<$

$=$

$>$

Hundreds	Tens	Ones
		

2a. Show 194

Hundreds	Tens	Ones
100	10	1

b. Show 124

Hundreds	Tens	Ones
100	10	1

$<$
 $=$
 $>$

3a. Show 150

Hundreds	Tens	Ones
100	10	1

b. Show 150

Hundreds	Tens	Ones
100	10	1

$<$
 $=$
 $>$

4a. Show 5 tens, 6 ones

Hundreds	Tens	Ones
100	10	1

b. Show 15 tens 6 ones

Hundreds	Tens	Ones
100	10	1

$<$
 $=$
 $>$

1. Whisper count as you show the numbers with place value disks. Circle $>$, $<$, or $=$.

a. Draw 217 using hundreds, tens, and ones.

--	--	--

$<$

$=$

$>$

b. Draw 21 tens and 7 ones.

--	--	--

c. Draw 1 hundred and 17 ones.

--	--	--

$<$

$=$

$>$

d. Draw 1 hundred 1 ten and 7 ones.

--	--	--

Comparisons:

8. 55 5 tens

9. 27 tens 3 ones 200 + 3

10. Four hundred six 400 + 30 + 6

11. 920 88 tens

12. 8 hundred 6 tens 745

Circle less than ($<$), equal to ($=$), or greater than ($>$). Whisper the complete sentence.

13. 8 tens is _____ 78.

less than
equal to
greater than

14. 156 is _____ 15 tens 8 ones.

less than
equal to
greater than

Lesson 17

G:2 M:3

Com-pair Remix

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete: Class: _____

1 On Tuesday, Ms. Lawrie picked 35 blueberries. The day before, she picked 28.



How many fewer blueberries did she pick on Monday than on Tuesday?



YOUR DRAWING:



YOUR NUMBER SENTENCE:

YOUR WORD SENTENCE:

Ms. Lawrie picked _____ fewer blueberries on Monday than on Tuesday.



2

Draw these numbers using disks.

55

hundreds	tens	ones

5 tens

hundreds	tens	ones

55 _____ 5 tens

EXTRA WORKSPACE



Name: _____ Date: _____

Complete: Class: _____

1. Whisper count as you show the numbers with place value disks. Circle $>$, $<$, or $=$.

a. Draw 142 using hundreds, tens, and ones.

b. Draw 12 tens 4 ones.

--	--	--

$>$
 $=$
 $<$

--	--	--

2. Write $>$, $<$, or $=$.

a. 1 hundred 6 tens 106

b. 74 tens $700 + 4$

c. Thirty tens 300

d. 21 ones 3 hundreds 31 tens

Directions: After reading, underline or circle unknown words in the poem.

Caterpillar

by Christina Rossetti

Brown and furry

Caterpillar in a hurry,

Take your walk

To the shady leaf, or stalk,

Or what not,

Which may be the chosen spot.

No toad spy you,

Hovering bird of prey pass by you;

Spin and die,

To live again a butterfly.

Name _____

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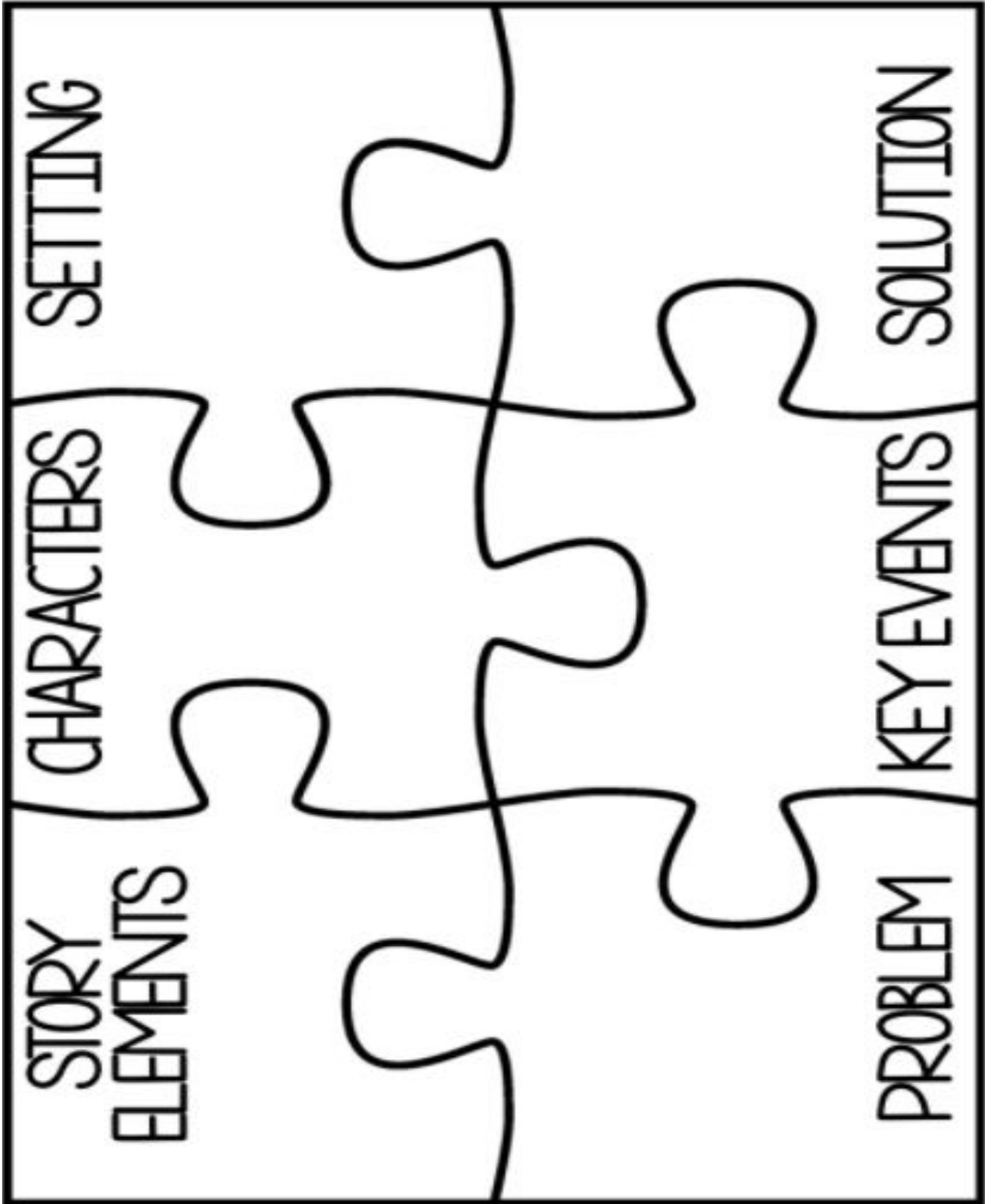
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SETTING

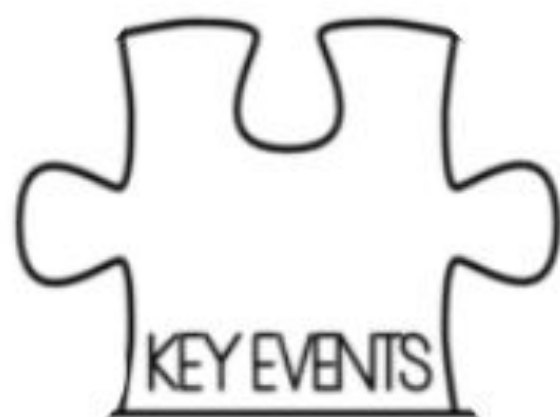
CHARACTERS

STORY
ELEMENTS

SOLUTION

KEY EVENTS

PROBLEM



Think about Mary's goal in the story. What important events help her overcome the challenges to help Mary reach her goal?

What is Mary Anning's goal?

Describe 1 event from the beginning of the story.

Describe 1 event from the middle of the story.

Describe 1 event from the end of the story.

Name: _____

Date: _____

College: _____

Class of: _____

Walking on the beach on Tuesday, Darcy collected 35 rocks. The day before, she collected 28. How many fewer rocks did she collect on Monday than on Tuesday?

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
November 19th

Lesson 18

Objective: Order numbers in different forms.

Name: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Least means: _____

B.

1		
Hundreds	Tens	Ones
100	10	1

<
=
>

3		
Hundreds	Tens	Ones
100	10	1

<
=
>

5		
Hundreds	Tens	Ones
100	10	1

Order the number from Least to Greatest: _____, _____, _____

C.

13		
Hundreds	Tens	Ones
100	10	1

<
=
>

31		
Hundreds	Tens	Ones
100	10	1

<
=
>

51		
Hundreds	Tens	Ones
100	10	1

Order the number from Least to Greatest: _____, _____, _____

Order the number from Greatest to Least: _____, _____, _____

Name _____

Date _____

1. Draw the following values on the place value charts as you think best.

a. 1 hundred 19 ones

--	--	--

b. 3 ones 12 tens

--	--	--

c. 120

--	--	--

d. Order the numbers from least to greatest: _____, _____, _____

2. Order the following from least to greatest in standard form.

a. 436 297 805 _____, _____, _____

b. 317 three hundred seventy 307 _____, _____, _____

c. 826 $2 + 600 + 80$ $200 + 60 + 8$ _____, _____, _____

d. 5 hundreds 9 ones 51 tens 9 ones 591 _____, _____, _____

e. 16 ones 7 hundreds $6 + 700 + 10$ 716 _____, _____, _____

3. Order the following from greatest to least in standard form.

a. 731 598 802 _____, _____, _____

b. 82 tens eight hundreds twelve ones 128 _____, _____, _____

c. $30 + 3 + 300$ 30 tens 3 ones $300 + 30$ _____, _____, _____

d. 4 ones 1 hundred 4 tens + 10 tens 114 _____, _____, _____

e. 19 ones 6 hundreds 196 $90 + 1 + 600$ _____, _____, _____

4. Write $>$, $<$, or $=$. Whisper the complete number sentences as you work.

a. 700 599 388

b. four hundred nine $9 + 400$ 490

c. 63 tens + 9 tens seven hundred twenty 720

d. 12 ones 8 hundreds $2 + 80 + 100$ 128

e. 9 hundreds 3 ones 390 three hundred nine

f. 80 tens + 2 tens 837 $3 + 70 + 800$

slow	trick	snip
slap	slip	trip
slick	snow	trap
shell	smell	ship
thing	string	strap
bring	wrap	brick
flow	sing	thick
sting	yell	

-ap

-ell

-ow

-ip

-ing

-ick

Name: _____ Date: _____

Who is the main character in this story?

- A. Mary Anning
- B. Stone Girl Bone Girl
- C. Pepper

How do you know?

At the beginning of the story, what happens to Mary?

- A. Mary falls off a cliff.
- B. Mary gets a shell necklace.
- C. Mary gets hit by lightning.

Sample Selected Response Questions Sheet

Name: _____ Date: _____

RL.2.1

1. What is the setting of this story?

- A. the cliffs of Lyme Regis
- B. Mary's backyard
- C. a desert

2. What is this story mostly about?

- A. a girl who likes to watch the waves
- B. a girl who likes to walk on the beach
- C. a girl who likes to search for fossils

3. What big discovery does Mary Anning make?

- A. the fossil of a sea monster
- B. the fossil of a giant bat
- C. the fossil of a tiny duck

Name: _____

Date: _____

College: _____

Class of: _____

For an art project, Daniel collected 15 fewer maple leaves than oak leaves. He collected 60 oak leaves. How many maple leaves did he collect?

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

Friday
November 20

Lesson 19

Objective: Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.

Name: _____

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

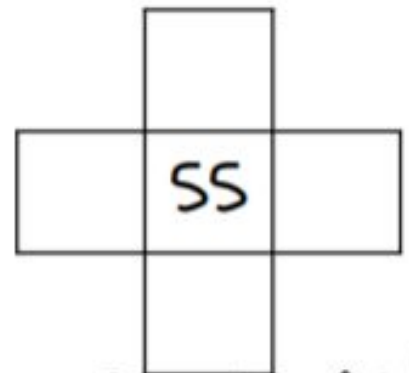
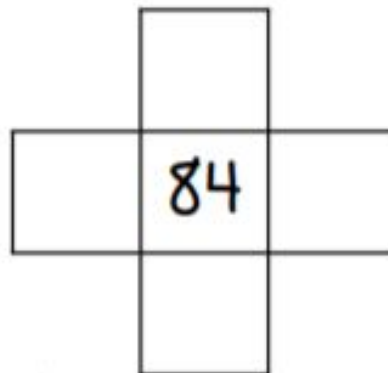
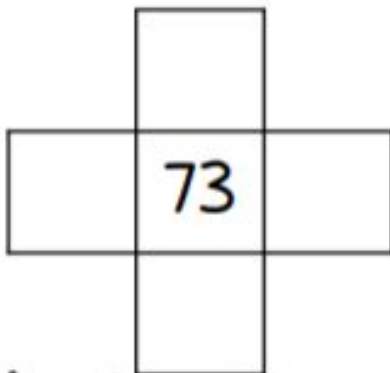
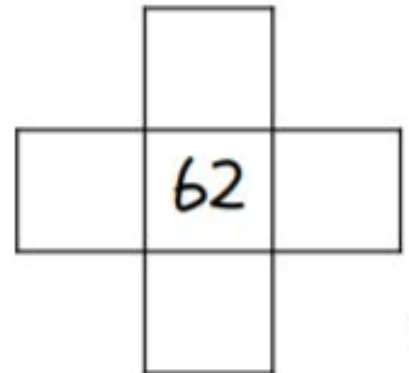
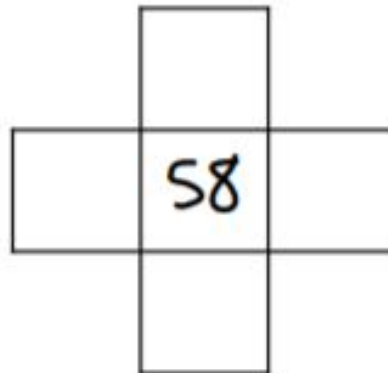
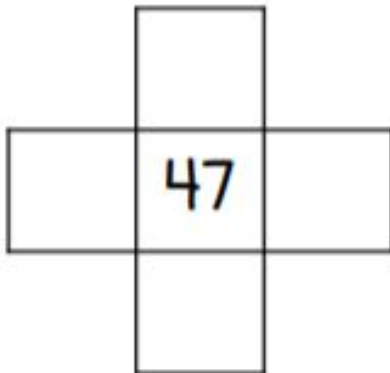
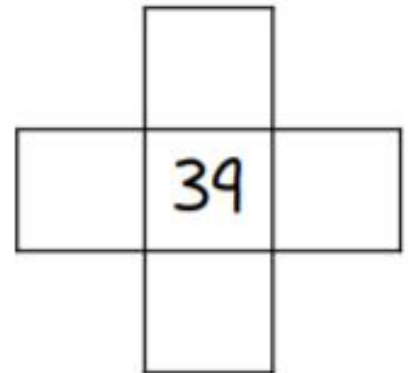
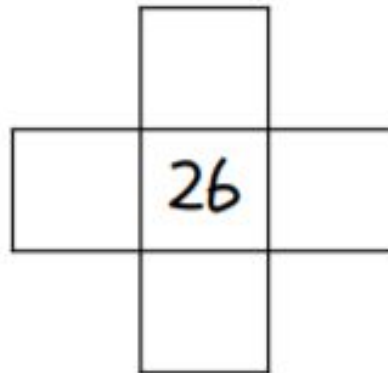
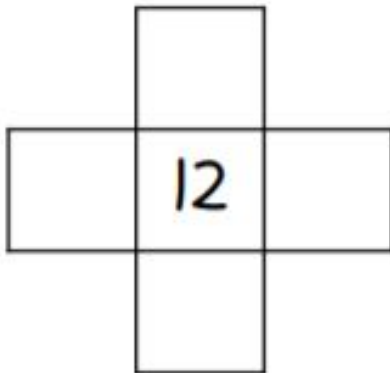
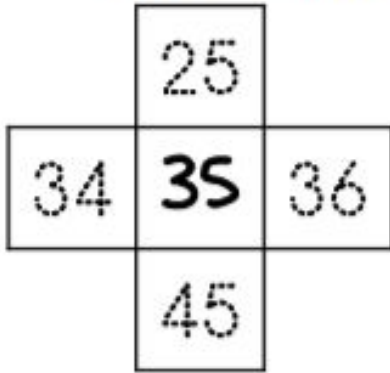
$$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$$

Name: _____

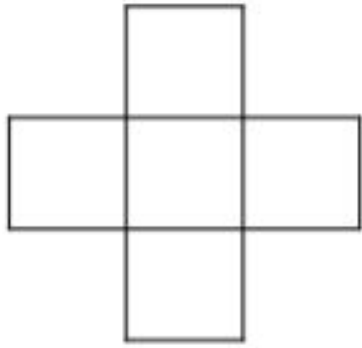
Hundred Chart

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

Use the hundreds chart to help you identify the number that is 1 more, 1 less, 10 more and 10 less.

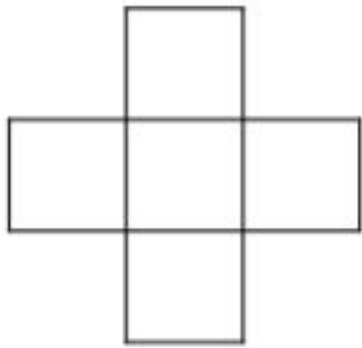


125



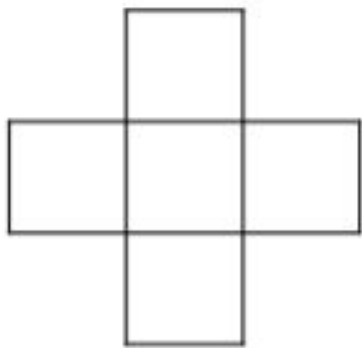
100 less	
100 more	

256



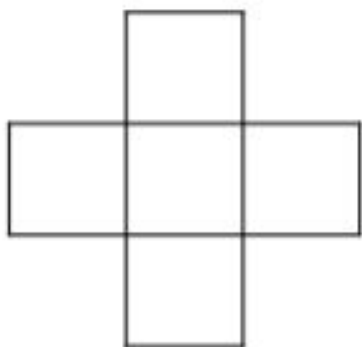
100 less	
100 more	

862



100 less	
100 more	

453



100 less	
100 more	

1. Model each change on your place value chart. Then, fill in the chart.
Whisper the complete sentence: "_____ more/less than _____ is _____."

	242	153	312	465
100 more				
100 less				
10 more				
10 less				
1 more				
1 less				

2. Fill in the blanks. Whisper the complete sentence.

- a. 1 more than 314 is _____.
- b. 10 more than 428 is _____.
- c. 100 less than 635 is _____.
- d. _____ more than 243 is 343.
- e. _____ less than 578 is 568.
- f. _____ less than 199 is 198.
- g. 1 more than _____ is 405.
- h. 10 less than _____ is 372.
- i. 100 less than _____ is 739.
- j. 10 more than _____ is 946.

. Model each change on your place value chart. Then, fill in the chart.

Whisper the complete sentence: "_____ more/less than _____ is _____."

	563	362	145	230
100 more				
100 less				
10 more				
10 less				
1 more				
1 less				

4. Fill in the blanks. Whisper the complete sentence.

a. 1 more than 329 is _____.	f. 100 less than 235 is _____.
b. 10 more than 468 is _____.	g. _____ more than 243 is 343.
c. _____ less than 368 is 358.	h. _____ less than 203 is 202
d. 1 more than _____ is 276	i. 10 less than _____ is 789
e. 100 less than _____ is 468	j. 10 more than _____ is 896

Lesson 19
G:2 M:3

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Fill in the blanks.

a. 10 more than 239 is _____.

b. 100 less than 524 is _____.

c. _____ more than 352 is 362.

d. _____ more than 467 is 567.

e. 1 more than _____ is 601.

f. 10 less than _____ is 241.

g. 100 less than _____ is 878.

h. 10 more than _____ is 734.



CHARACTER RESPONSE

HOW DO THE CHARACTERS REACT TO THE EVENTS IN THE STORY?

Say	Think	Do	Feel

Exit Ticket: Day 1

Name: _____ Date: _____

RL.2.1, RL.2.3

1. How did Mary feel about the curiosity?

A. confused

B. excited

C. mad

2. Which detail from the text best shows how Mary responded to seeing the curiosity?

A. Mary said the curiosity was a treasure.

B. Pepper made the snakestone into a necklace for Mary.

C. That night Mary couldn't sleep.

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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y	ate	ink	all	ay	en
own	ing	ap	ist	ad	ab
is	een	est	ack	ick	ust
ew	ed	un	ut	at	er
ue	ile	ike	ole	an	ess
ow	ell	op	ot	ake	ade

Rimes

Freebie Created by Stuckey in Second

ch	sh	wh	th	pl	fr
fl	shr	str	sc	sl	tr
tw	c	h	w	s	b
dr	br	gl	sp	pr	cr
bl	qu	thr	sn	d	f
m	r	t	gr	spr	cl

Onsets

Freebie Created by Stuckey in Second