



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

Tuesday
January 19, 2021

Name:

Lesson 21

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

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 11 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

Name _____

Date _____

1. Solve vertically. Draw chips on the place value chart and bundle, when needed.

a. $65 + 75 =$ _____

100's	10's	1's

b. $84 + 29 =$ _____

100's	10's	1's

c. $91 + 19 =$ _____

100's	10's	1's

Name _____

Date _____

1. Solve vertically. Draw chips on the place value chart and bundle, when needed.

a. $45 + 76 =$ _____

100's	10's	1's

b. $62 + 89 =$ _____

100's	10's	1's

c. $97 + 79 =$ _____

100's	10's	1's

d. $127 + 78 =$ _____

100's	10's	1's

2. The blue team scored 37 fewer points than the white team. The blue team scored 69 points.

a. How many points did the white team score?

b. How many points did the blue and white teams score altogether?

Extra subtraction practice not to forget subtraction.

c. $321 - 24$

hundreds	tens	ones

d. $173 - 138$

hundreds	tens	ones

e. $273 - 142$

hundreds	tens	ones

Lesson 21
G:2 M:4

Bundle It

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

1

Maya has 23 stickers and Ms. Lawrie has 9.



How many more stickers does Ms. Lawrie need to have as many as Maya?



YOUR DRAWING

YOUR NUMBER SENTENCE



YOUR WORD SENTENCE

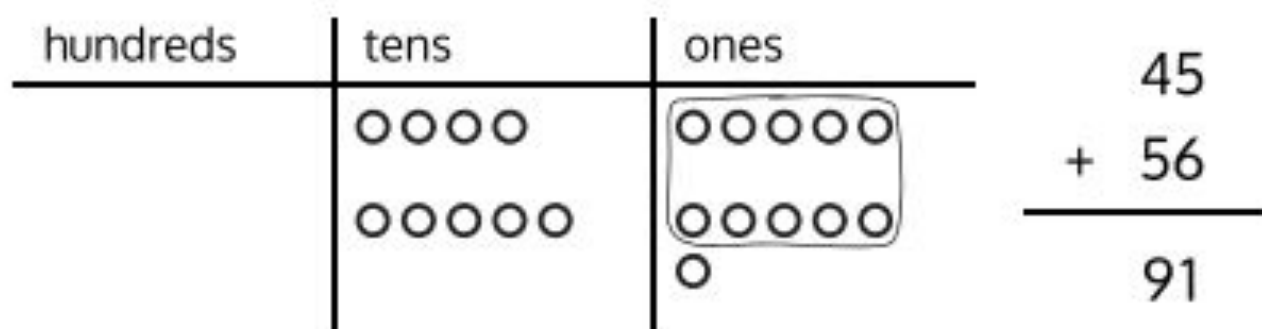
Ms. Lawrie needs _____
more stickers.



2

This work isn't right. Correct it to show how to add 45 and 56.

Show your work on the place value chart and write a correct algorithm.



Corrected algorithm work:

EXTRA WORKSPACE



Lesson 21

G:2 M:4

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

Solve vertically. Draw disks on the place value chart and bundle, when needed.

1. $58 + 67 =$ _____

hundreds	tens	ones

2. $43 + 89 =$ _____

hundreds	tens	ones



Sight Words

Sight words are the most frequently used words in text. Some can be sounded out but many cannot.

REGULAR

ask
not
here
moon

IRREGULAR

watch
nothing
were
some

AT A GLANCE

Examples of sight words:

after	color	high	orange	together
beautiful	door	never	pieces	watch
began	every	night	said	water
blood	found	nothing	show	were
change	head	ocean	sight	wore



If you can't sound out a word, it may be irregular.
Try one of these tips:

- Think about what word makes sense in the sentence.
- Use the words around it to help you.

Then, to help you remember the word, try

- saying the word, writing it, and saying it again.
- making up a chant or singing the spelling.
- pronouncing the word the way it is spelled (ex: "Wed-nes-day").

PRACTICE

Reading and Writing Sight Words

A. Read each sight word in the box. Then, read each word below to find its synonym. Write each sight word on the line next to its synonym.

ocean	began	head	door	after
pieces	nothing	every	beautiful	show

1. following _____ after _____

6. demonstrate _____

2. all _____

7. gate _____

3. lovely _____

8. parts _____

4. sea _____

9. skull _____

5. started _____

10. zero _____

Reading Sentences

B. Read the sight words in the box, and underline them in the sentences. Then, read each sentence.

ocean	show	found	watch	said	night	together	wore
high	orange	after	never	every	color	beautiful	

1. We do not like to swim when the ocean waves are high.

2. She found a beautiful orange shell in the sand at sunset.

3. Dad said we can watch the show after we eat lunch.

4. Val never wore the color black at night.

5. We bike across the bridge together every Sunday.

Name: _____

Date: _____

College: _____

Class of: _____

— Katrina has 23 stickers, and Jennifer has 9. How many —
— more stickers does Jennifer need to have as many as —
— Katrina? —

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

January 20, 2021

Lesson 22

Objective: Solve additions with up to four addends with totals within 200 with and without two compositions of larger units.

$7 - 4 = \square$

$5 + 0 = \square$

$8 - 4 = \square$

$1 - 1 = \square$

$10 + 1 = \square$

$5 - 2 = \square$

$2 + 4 = \square$

$5 - 1 = \square$

$10 - 1 = \square$

$5 - 1 = \square$

$4 + 3 = \square$

$7 + 4 = \square$

$3 - 2 = \square$

$8 - 2 = \square$

$11 + 0 = \square$

$8 + 1 = \square$

$5 - 2 = \square$

$5 - 4 = \square$

$2 + 2 = \square$

$5 - 1 = \square$

$7 + 4 = \square$

$11 + 1 = \square$

$10 - 3 = \square$

$3 - 1 = \square$

$6 + 4 = \square$

$3 - 2 = \square$

$12 + 0 = \square$

$4 + 3 = \square$

$2 + 4 = \square$

$5 + 0 = \square$

$11 + 0 = \square$

$6 - 1 = \square$

$10 + 2 = \square$

$9 - 1 = \square$

$7 + 1 = \square$

$3 + 2 = \square$

$8 + 1 = \square$

$8 - 3 = \square$

$10 - 5 = \square$

$2 - 1 = \square$

$1. 3 + 7 + 6 = \underline{\hspace{2cm}}$

$2. 23 + 27 + 16 = \underline{\hspace{2cm}}$

$3. 123 + 27 + 16 = \underline{\hspace{2cm}}$

 $4. 2 + 8 + 5 = \underline{\hspace{2cm}}$

$5. 32 + 28 + 45 = \underline{\hspace{2cm}}$

$6. 132 + 28 + 45 = \underline{\hspace{2cm}}$

$$7. 1 + 3 + 9 + 7 = \underline{\hspace{2cm}}$$

$$8. 31 + 23 + 19 + 47 = \underline{\hspace{2cm}}$$

$$9. 61 + 53 + 19 + 27 = \underline{\hspace{2cm}}$$

Name _____

Date _____

1. Look to make 10 ones or 10 tens to solve the following problems using place value strategies.

a. $5 + 5 + 7 =$ _____	$25 + 25 + 17 =$ _____	$125 + 25 + 17 =$ _____
b. $4 + 6 + 5 =$ _____	$24 + 36 + 75 =$ _____	$24 + 36 + 85 =$ _____
c. $2 + 4 + 8 + 6 =$ _____	$32 + 24 + 18 + 46 =$ _____	$72 + 54 + 18 + 26 =$ _____

Name _____

Date _____

1. Look to make 10 ones or 10 tens to solve the following problems using place value strategies.

a. $6 + 3 + 7 =$ _____	$36 + 23 + 17 =$ _____	$126 + 23 + 17 =$ _____
b. $8 + 2 + 5 =$ _____	$38 + 22 + 75 =$ _____	$18 + 62 + 85 =$ _____
c. $9 + 4 + 1 + 6 =$ _____	$29 + 34 + 41 + 16 =$ _____	$81 + 34 + 19 + 56 =$ _____

Lesson 22

G:2 M:4

Add It Your Way

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete: Class: _____

1

There are 38 flutes, 16 violins, 24 clarinets, and 12 trumpets at the music school.



How many instruments are there in total?



YOUR DRAWING



YOUR WORD SENTENCE

There are _____ instruments at the school in total.



2

Solve $1 + 3 + 9 + 7$.

SHOW YOUR WORK

3

Solve $31 + 23 + 19 + 47$.

SHOW YOUR WORK



Lesson 22
G:2 M:4

EXIT TICKET

Name: _____ Date: _____

Complete: Class: _____

1. Look to make 10 ones or 10 tens to solve the following problems using place value strategies.

a. $17 + 33 + 48$

b. $35 + 56 + 89 + 18$



Sight Words

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REGULAR

ask
not
here
moon

IRREGULAR

watch
nothing
were
some

AT A GLANCE

Examples of sight words:

after	color	high	orange	together
beautiful	door	never	pieces	watch
began	every	night	said	water
blood	found	nothing	show	were
change	head	ocean	sight	wore



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Try one of these tips:

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- Use the words around it to help you.

Then, to help you remember the word, try

- saying the word, writing it, and saying it again.
- making up a chant or singing the spelling.
- pronouncing the word the way it is spelled (ex: "Wed-nes-day").

PRACTICE

Reading and Writing Sight Words

A. Read each sight word in the box. Then, read each word below to find its synonym. Write each sight word on the line next to its synonym.

ocean	began	head	door	after
pieces	nothing	every	beautiful	show

- | | |
|---------------------------------|----------------------|
| 1. following _____ <u>after</u> | 6. demonstrate _____ |
| 2. all _____ | 7. gate _____ |
| 3. lovely _____ | 8. parts _____ |
| 4. sea _____ | 9. skull _____ |
| 5. started _____ | 10. zero _____ |

Reading Sentences

B. Read the sight words in the box, and underline them in the sentences. Then, read each sentence.

ocean	show	found	watch	said	night	together	wore
high	orange	after	never	every	color	beautiful	

- We do not like to swim when the ocean waves are high.
- She found a beautiful orange shell in the sand at sunset.
- Dad said we can watch the show after we eat lunch.
- Val never wore the color black at night.
- We bike across the bridge together every Sunday.

Name: _____

Date: _____

College: _____

Class of: _____

There are 38 apples, 16 bananas, 24 peaches, and 12 pears in the fruit basket. How many pieces of fruit are in the basket?

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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Thursday
January 21, 2021

$\begin{array}{r} 11 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$
$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$

Name: _____

Gr2 Mod4 Topic D Quiz

Find the sum for each number sentence. Draw chips on the place value chart and bundle, when needed.

$45 + 64 =$ _____

100's	10's	1's
	• • • • •	• • • • •

$27 + 65 =$ _____

100's	10's	1's
	• •	• • • • • • •

$95 + 35 =$ _____

100's	10's	1's
	• • • • • • • • • •	• • • • •

$82 + 49 =$ _____

100's	10's	1's
	• • • • • • • •	• •

$48 + 54 = \underline{\hspace{2cm}}$

100's	10's	1's
	•••••	•••••• •••

$64 + 87 = \underline{\hspace{2cm}}$

100's	10's	1's
	••••• •	•••••

$60 + 70 = \underline{\hspace{2cm}}$

100's	10's	1's
	••••• •	

$138 + 29 = \underline{\hspace{2cm}}$

100's	10's	1's
•	•••	•••••• •••

6. Look to make 10 ones or 10 tens to solve the following problems using place value strategies.

$26 + 14 + 8 = \underline{\hspace{2cm}}$	$37 + 13 + 11 = \underline{\hspace{2cm}}$	$55 + 25 + 12 = \underline{\hspace{2cm}}$
--	---	---

said	them	there	with
went	how	they	were
you	make	your	maybe
then	home	now	here
been	him	away	very
see	there	too	before
this	because		

Name: _____

Write down the words that are alike in some way. Be ready to share your answers.

1. Example: under until

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Name: _____

Date: _____

College: _____

Class of: _____

Yossef downloaded 115 songs. 100 of them were rock songs.
The rest were hip-hop songs.

a. How many of Yossef's songs were hip-hop?

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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Friday
January 22, 2021

Lesson 23

Objective: Use number bonds to break apart three-digit minuends and subtract from the hundred.

$4 - 4 = \square$

$5 - 2 = \square$

$10 + 3 = \square$

$1 - 1 = \square$

$4 - 3 = \square$

$4 - 3 = \square$

$5 - 1 = \square$

$10 + 5 = \square$

$1 + 0 = \square$

$5 - 4 = \square$

$8 + 0 = \square$

$4 + 1 = \square$

$6 - 5 = \square$

$6 + 1 = \square$

$6 + 6 = \square$

$3 + 2 = \square$

$7 + 3 = \square$

$5 + 1 = \square$

$11 + 5 = \square$

$5 - 2 = \square$

$12 - 5 = \square$

$7 + 5 = \square$

$10 + 6 = \square$

$9 - 2 = \square$

$1 - 1 = \square$

$4 - 4 = \square$

$9 - 4 = \square$

$11 + 4 = \square$

$10 - 2 = \square$

$6 + 6 = \square$

$10 - 2 = \square$

$6 + 6 = \square$

$11 + 0 = \square$

$2 + 1 = \square$

$5 - 5 = \square$

$6 - 3 = \square$

$8 - 6 = \square$

$8 - 6 = \square$

$3 + 4 = \square$

$2 - 2 = \square$

Problem #1:

$$107 - 90 = \underline{\quad}$$

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Problem #2:

$$127 - 70 = \underline{\quad}$$

--	--

Problem #3:

$$133 - 60 = \underline{\quad}$$

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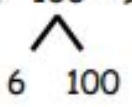
Problem #4:

--	--

Name _____

Date _____

1. Solve using number bonds to subtract from 100. The first one has been done for you.

a. $106 - 90 = 16$  $100 - 90 = 10$ $10 + 6 = 16$	b. $116 - 90$
c. $114 - 80$	d. $115 - 80$
e. $123 - 70$	f. $127 - 60$

g. $119 - 50$

h. $129 - 60$

i. $156 - 80$

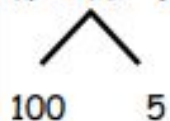
j. $142 - 70$

Name _____

Date _____

1. Solve using number bonds to subtract from 100. The first one has been done for you.

a. $105 - 90 = 15$



$$100 - 90 = 10$$

$$10 + 5 = 15$$

b. $121 - 90$

c. $112 - 80$

d. $135 - 70$

e. $136 - 60$

f. $129 - 50$

Lesson 23

G:2 M:4

Break Big and Subtract

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete: Class: _____

1 Sophie downloaded 115 songs. 100 of them are rock. The rest are hip-hop.



a. How many of Sophie's songs are hip-hop?

b. 80 of her rock songs are old. How many rock songs are new?



YOUR DRAWING

YOUR NUMBER SENTENCE



YOUR WORD SENTENCE



2

Solve using a number bond to subtract from 100.

$$119 - 60 = \underline{\quad}$$

SHOW YOUR WORK

EXTRA WORKSPACE



Lesson 23
G:2 M:4

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Solve using number bonds to subtract from 100.

a. $114 - 50$

b. $176 - 90$

c. $134 - 40$



Sight Words

Sight words are the most frequently used words in text. Some can be sounded out but many cannot.

REGULAR

list
eat
cost
more

IRREGULAR

find
spread
cold
something

AT A GLANCE

Examples of sight words:

air	climb	find	scared	spread
another	cold	light	search	talking
anyone	comes	minute	several	their
anything	enough	most	someone	warm
body	everyone	new	something	work
breathe	family	piece	sometimes	



If you can't sound out a word, it may be irregular.
Try one of these tips:

- Think about what word makes sense in the sentence.
- Use the words around it to help you.

Then, to help you remember the word, try

- saying the word, writing it, and saying it again.
- making up a chant or singing the spelling.
- pronouncing the word the way it is spelled (ex: "Wed-nes-day").

■ PRACTICE

Reading and Writing Sight Words

A. Read the sight words in the box. Then, read each clue. Find the sight word in the box that matches the clue. Write the word on the line next to the clue.

scared	work	search	warm	light
most	climb	someone	minute	spread

- to look for search
- to go up something _____
- afraid _____
- not very hot _____
- sixty seconds _____
- to do a job _____
- a person _____
- almost all _____
- to become larger _____
- not heavy _____

Reading Sentences

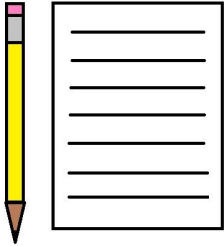



B. Read the sight words in the box, and underline them in the sentences. Then, read each sentence.


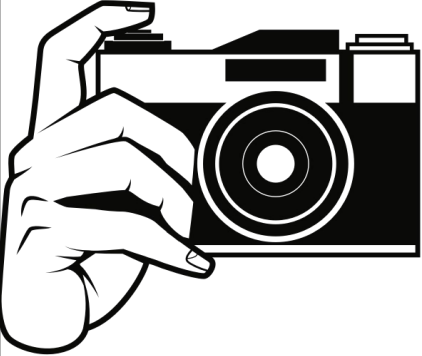


climb	work	warm	someone	piece
anyone	talking	scared	everyone	another
family	most	search		




- My puppy is scared of most cats.
- I would like another piece of that pumpkin muffin.
- Will anyone help me search in the closet for a warm jacket?
- Everyone in my family has to climb up this steep hill.
- He is talking with someone that he met at work.

Fossil Huntress

My First Fossil Find

Tool	How the tool is used	Verb Phrase
<p data-bbox="77 247 342 327">Notebook and Pencil</p> 		
<p data-bbox="77 768 440 806">hammer and chisel</p> 		
<p data-bbox="77 1245 196 1283">pickax</p> 		
<p data-bbox="77 1675 164 1713">map</p> 		

Tool	How the tool is used	Verb Phrase
<p data-bbox="77 247 198 281">shovel</p> 		
<p data-bbox="77 724 224 758">camera</p> 		
<p data-bbox="77 1161 181 1194">brush</p> 		
<p data-bbox="77 1591 344 1625">tape measure</p> 		

Actions	Thoughts	Feelings
		
<p>Dig Hammer Chip Excavate Think See Find Pick Chisel Present Discover Study Observe</p>	<p>“I wonder ...” “I know ...” “I didn’t know ...” “I hope ...” “I’m surprised that ...”</p>	<p>Surprised Disappointed Frustrated Happy Excited Tired Exhausted</p>

Time Transition Words

help move the story forward and show the sequence of events

beginning

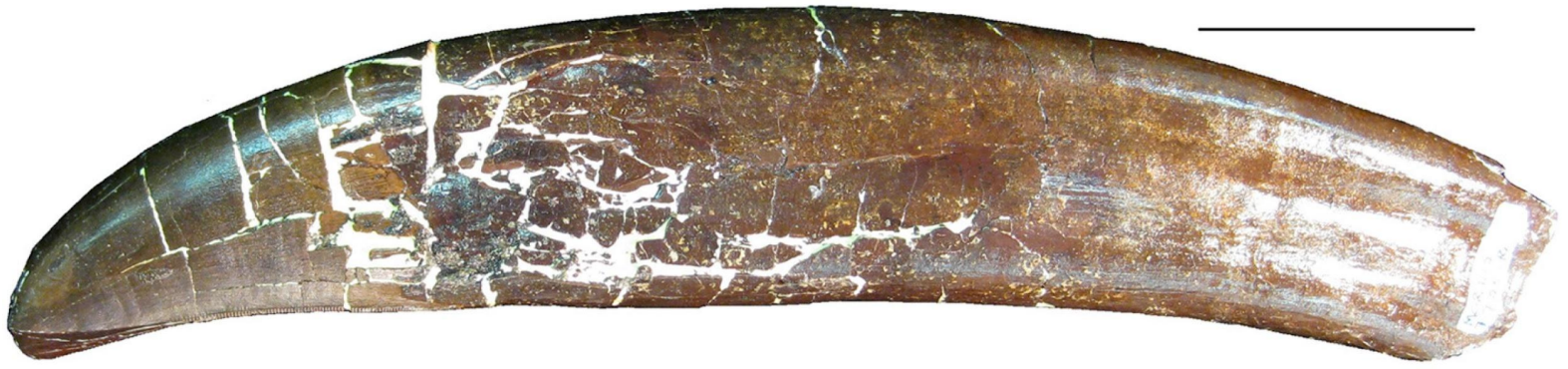
- First
- Once
- One time
- To begin
- To start
- Initially
- In the beginning
- It started when
- First of all
- Once upon a time
- One morning
- One day
- One night

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?

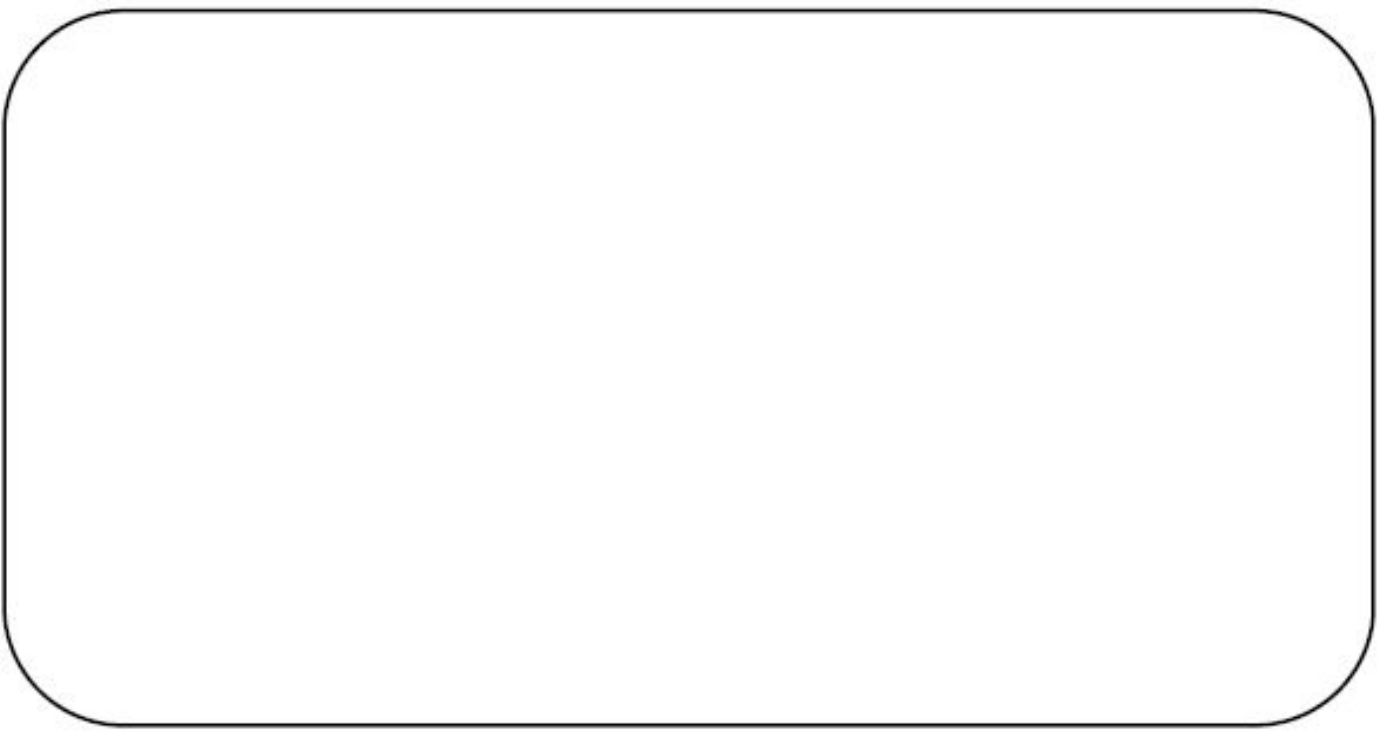
Middle. Explain how you responded when you found the fossil:

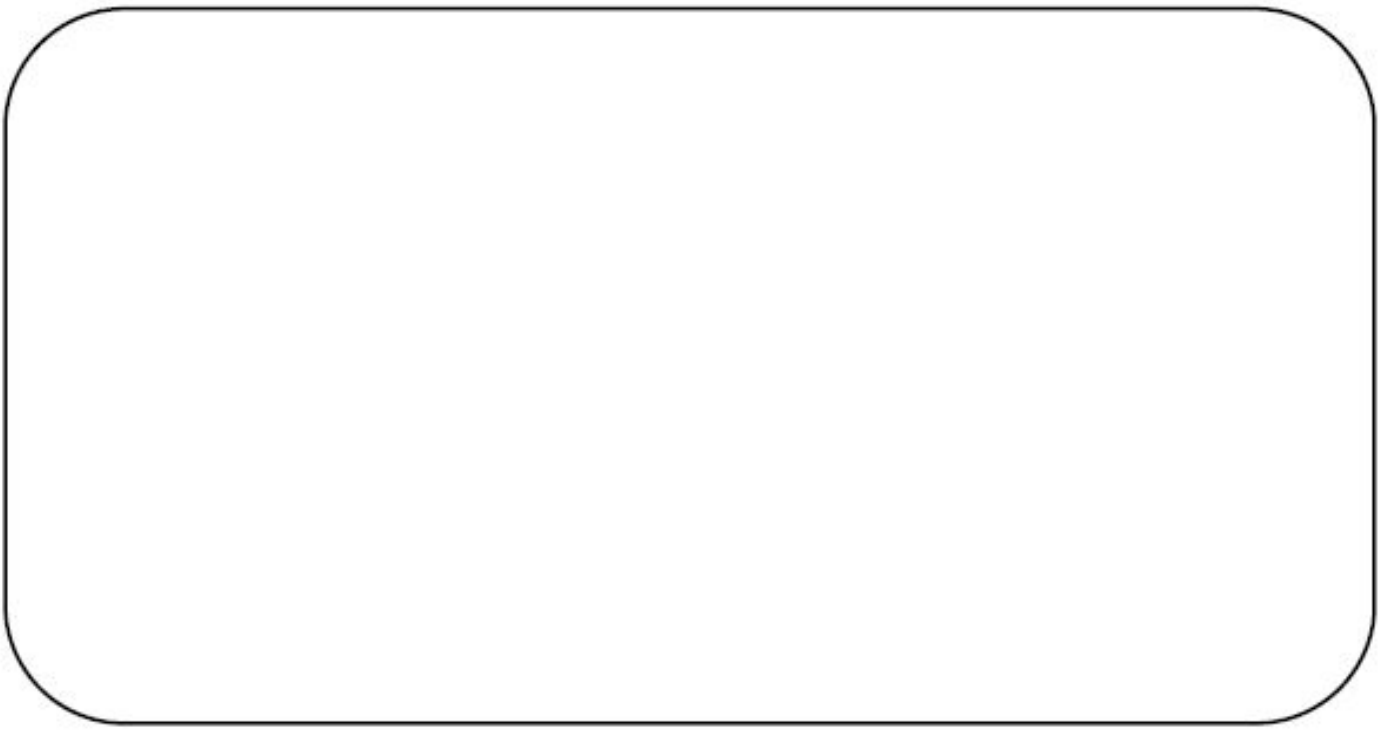
How did you feel?

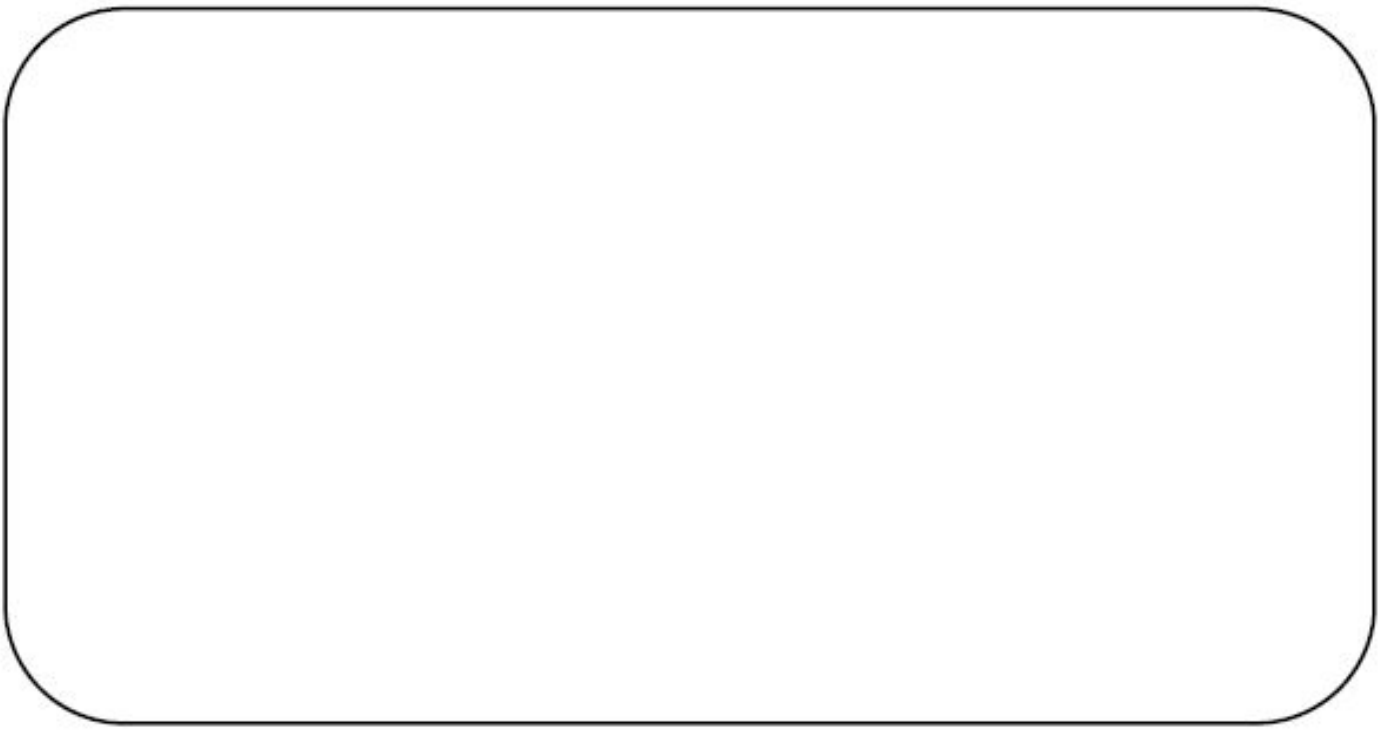
What did you think?

End. Provide a sense of closure:

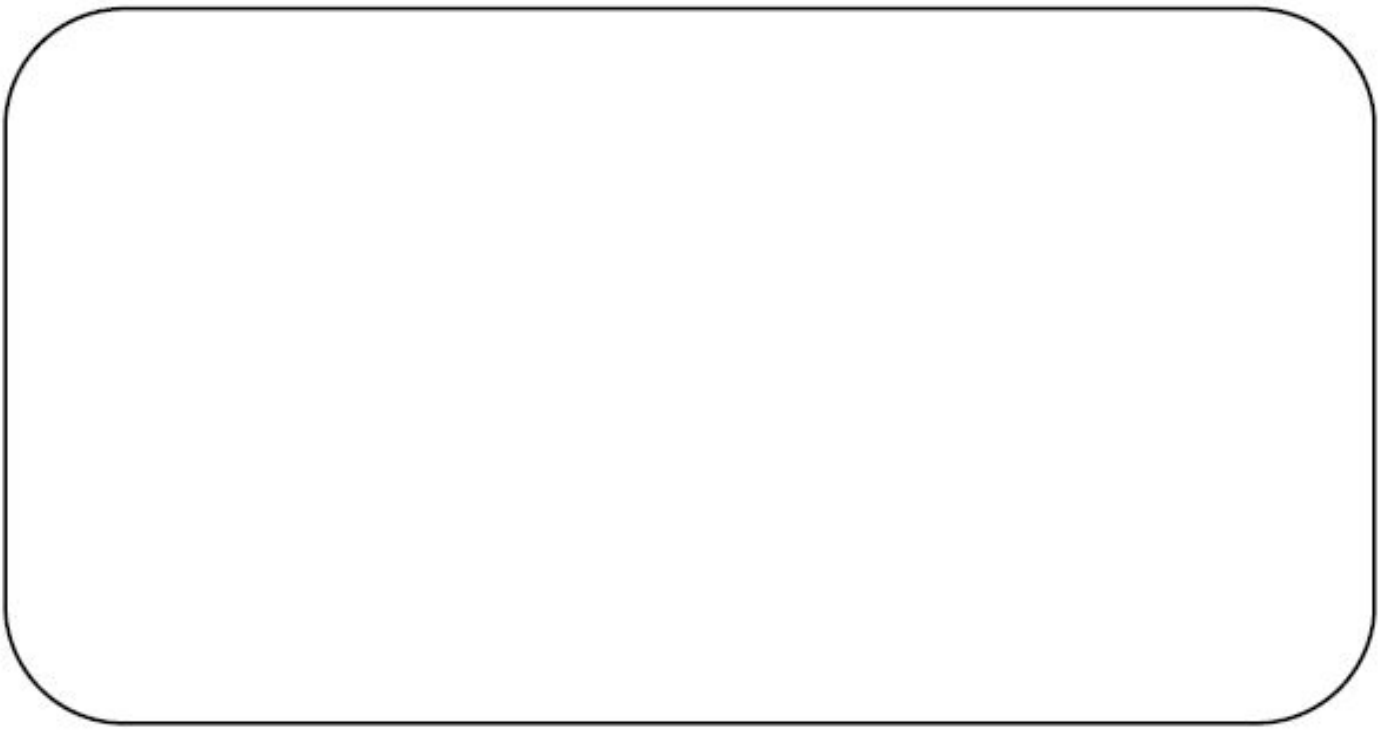
What happened after you found the fossil?







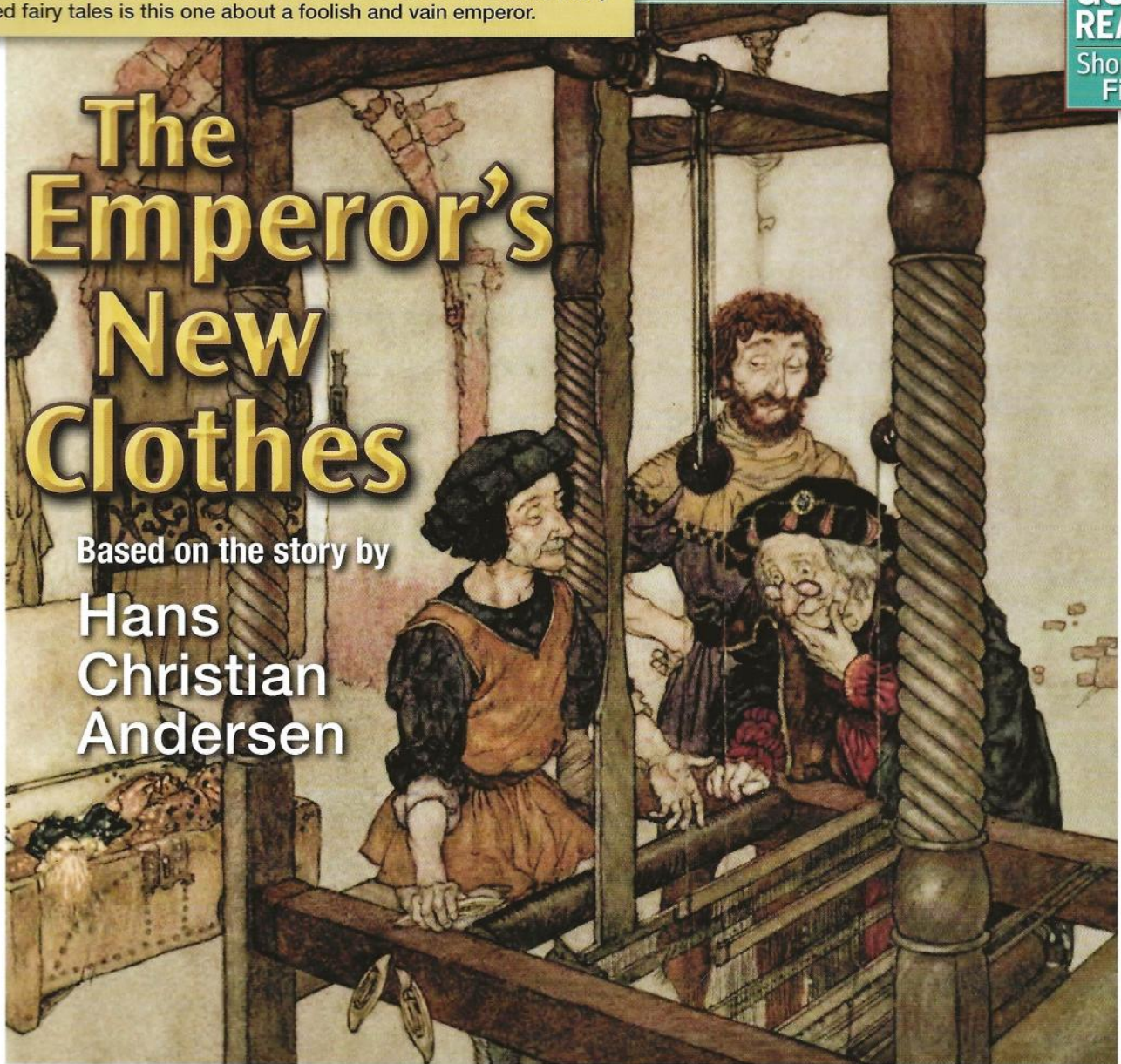
A series of ten horizontal lines, evenly spaced, extending across the width of the page. These lines are intended for writing or drawing.



Handwriting practice lines consisting of ten horizontal black lines spaced evenly down the page.

The Emperor's New Clothes

Based on the story by
**Hans
Christian
Andersen**



There was once an emperor who loved colorful new clothes. His town had many parades. He dressed up in a fancy, colorful new suit for every one.

Two clever but greedy men came to town. They made a plan to fool the emperor.

They said they were famous weavers that could make the kinds of clothes

the king liked. They said their clothes were magical. They told the emperor that people who were bad at their jobs couldn't see the magic clothes.

The emperor asked the weavers to make him a colorful new suit. He paid the weavers a lot of money to make this colorful new suit.

The two weavers put up looms. They pretended to weave cloth on the looms, for that was how cloth was made. But there was nothing on the looms.

The emperor sent a maid to check on the cloth for the suit. She went to the weavers' shop. She couldn't see anything on the looms. The weavers pointed at the empty looms and bragged about the fine, fancy cloth they were making. The maid thought she must be bad at her job. She didn't want anyone else to know. So she said the cloth was very pretty and very fancy indeed!

A few days later, the weavers said the cloth was done. They pretended to take the cloth off the loom. They cut the air with huge scissors. Then they pretended to sew the cloth to make the fine, fancy suit.

The emperor sent a man to check on the clothes. The man didn't see anything either. The weavers pretended to hold up pants. They pretended to hold up a coat. They said the suit sparkled. The man thought he must be bad at his job. He didn't want anyone else to know. So he said the suit was lovely and very fancy indeed!

The emperor wanted to wear the suit for a big parade. The weavers brought the suit to the palace. The emperor was

wearing his favorite pajamas. They were brown with purple and orange stars.

The emperor couldn't see the suit. He was afraid he was bad at his job. He didn't want anyone else to know. So he said the fancy new suit was wonderful.

The weavers helped him put on the pants over the pajamas. They helped him put on the coat. They pretended to tie a long cape around his neck.

Then the emperor paid the weavers. The weavers left town with all the money.

At the parade, no one could see the new clothes. They were afraid that they were bad at their jobs. But they didn't want anyone else to know.

So they said, "How beautiful!"

And they said, "What a colorful, fancy new suit!"

Then a little child shouted, "The emperor is wearing silly old pajamas!"

Children began to giggle. They started to whisper, "Silly old pajamas!" Men and women laughed too.

Soon everyone in town was giggling at the emperor's pajamas. The emperor heard what they said and felt very foolish. He walked quickly to finish the parade.

The weavers were never seen again.

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 5: Summarizing

Key words:

Summary:
