



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

Monday  
February 1, 2021

Name:

## Lesson 28

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

$4 - 3 = \square$

$9 - 8 = \square$

$7 - 0 = \square$

$9 + 5 = \square$

$4 - 4 = \square$

$2 - 1 = \square$

$8 - 1 = \square$

$7 + 6 = \square$

$4 + 9 = \square$

$6 + 1 = \square$

$4 + 11 = \square$

$6 + 12 = \square$

$9 - 9 = \square$

$7 - 2 = \square$

$9 - 0 = \square$

$12 - 12 = \square$

$8 + 1 = \square$

$10 - 2 = \square$

$6 - 6 = \square$

$7 + 1 = \square$

$12 - 10 = \square$

$11 - 0 = \square$

$4 + 5 = \square$

$5 - 0 = \square$

$12 - 10 = \square$

$8 + 8 = \square$

$11 - 4 = \square$

$4 + 9 = \square$

$4 + 10 = \square$

$7 + 2 = \square$

$10 + 4 = \square$

$5 - 4 = \square$

$9 - 1 = \square$

$10 + 0 = \square$

$6 + 5 = \square$

$8 + 12 = \square$

$10 + 1 = \square$

$1 + 6 = \square$

$9 + 7 = \square$

$8 - 2 = \square$

M4 L 28 Day 1:

Read the word problem

Jerry made 200 pizzas. He sold some of them and had 57 pizzas left.  
How many did he sell?

Check off each thing as we answer!

- Read the question
  - Re-read the question
  - How many pizzas? \_\_\_\_\_
  - What did he do with the pizzas? \_\_\_\_\_
  - How many pizzas are left? \_\_\_\_\_
  - What is the question?
- 
-

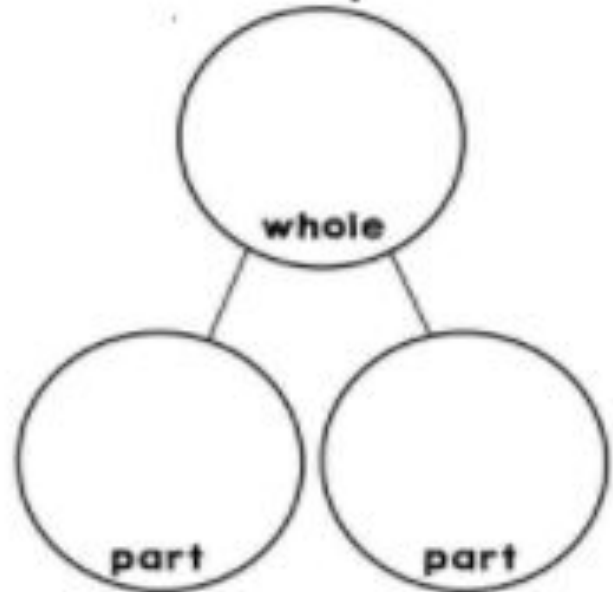
# Concept development

1.  $106 - 58 =$

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



Hundreds	tens	ones



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2.  $100 - 83 =$

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

---

—
_____

Hundreds	tens	ones

---

3.  $106 - 58 =$

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

---

—
_____

Hundreds	tens	ones

4.  $200 - 67 =$

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

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$\underline{\quad}$
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Hundreds	tens	ones

5.  $200 - 33 =$

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

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$\underline{\quad}$
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Hundreds	tens	ones

6.  $103 - 59 =$

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

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Hundreds	tens	ones

6.  $200 - 49 =$

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

---

--

Hundreds	tens	ones

Name \_\_\_\_\_

Date \_\_\_\_\_

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

a.  $109 - 56 =$  \_\_\_\_\_

hundreds	tens	ones

b.  $103 - 34 =$  \_\_\_\_\_

hundreds	tens	ones

c.  $200 - 155 =$  \_\_\_\_\_

hundreds	tens	ones



Name \_\_\_\_\_

Date \_\_\_\_\_

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

a.  $136 - 94 =$  \_\_\_\_\_

hundreds	tens	ones

b.  $105 - 57 =$  \_\_\_\_\_

hundreds	tens	ones

c.  $200 - 61 =$  \_\_\_\_\_

hundreds	tens	ones

Name \_\_\_\_\_

cash

king

gush

rush

wing

rash

flush

thing

sting

mash

sing

smash

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Name \_\_\_\_\_

hush

dash

blush

ring

smash

wing

gush

thing

rash

king

flush

sting

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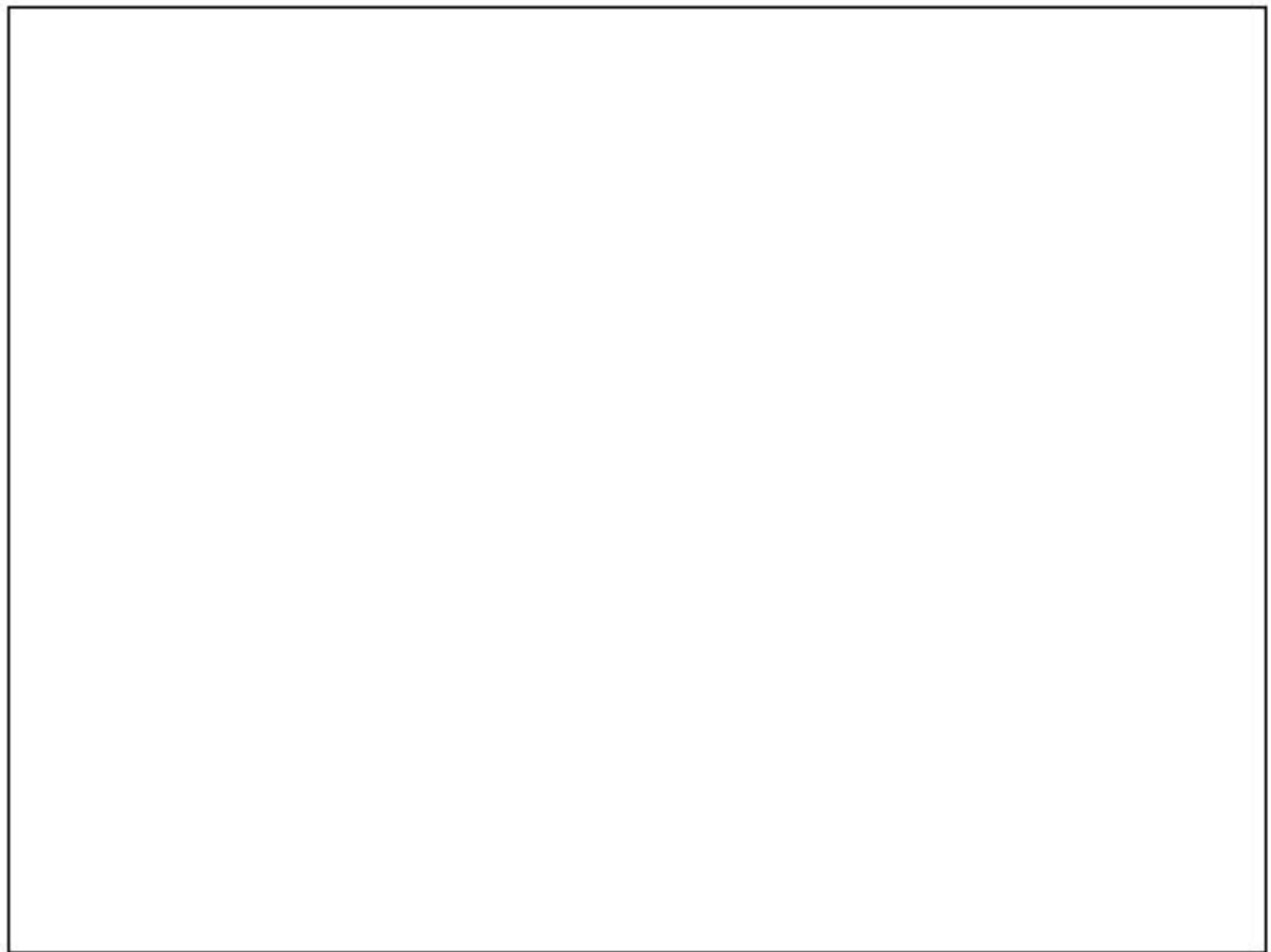




# Mystery Sort Recording Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Sketch the parts of your sort in the box below.  
Describe parts with words on lines below.



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

College: \_\_\_\_\_

Class of: \_\_\_\_\_

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

Answer: \_\_\_\_\_

Equation that matches your work: Number Sentence

Sentence that matches the story: Word Sentence



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

Tuesday  
February 2, 2021

# End of Module 4 Test

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

Name \_\_\_\_\_

cash	king	gush
rush	wing	rash
flush	thing	sting
mash	sing	smash

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Name \_\_\_\_\_

hush

dash

blush

ring

smash

wing

gush

thing

rash

king

flush

sting

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## Detailed Illustrations and Labels (Seed, Plant, Flower, Fruit)

**Directions:** Choose a plant set and draw a detailed illustration of each stage within each box. Use the words seed, plant, flower, and fruit to label each stage.

Plant Set Name: \_\_\_\_\_

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If you finish drawing and labeling all plant parts, fill in the blanks below.

First, there are \_\_\_\_\_ . Next come \_\_\_\_\_ .

Next come \_\_\_\_\_ . Next come \_\_\_\_\_ .









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

Wednesday  
February 3, 2021

## Lesson 1

Objective: Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100.

$12 - \square = 9$

$8 - 1 = \square$

$6 - 3 = \square$

$5 + \square = 6$

$2 - \square = 0$

$12 + 0 = \square$

$1 - \square = 1$

$9 + \square = 12$

$\square + 3 = 11$

$\square - 3 = 1$

$7 - 4 = \square$

$11 + 0 = \square$

$\square + 2 = 9$

$7 + \square = 10$

$5 - 1 = \square$

$10 + 4 = \square$

$5 - 2 = \square$

$\square - 2 = 3$

$\square - 2 = 4$

$5 - \square = 3$

$6 - \square = 5$

$3 + \square = 5$

$\square - 3 = 8$

$9 + \square = 10$

$11 - \square = 10$

$2 + 0 = \square$

$6 + 2 = \square$

$5 - \square = 1$

$6 - \square = 4$

$10 + \square = 12$

$6 + 1 = \square$

$4 - \square = 4$

$7 + 1 = \square$

$12 + 2 = \square$

$12 - 1 = \square$

$\square + 0 = 8$

$5 - \square = 3$

$\square + 2 = 12$

$\square - 2 = 8$

$2 + 4 = \square$

M4 L 28 Day 2:

Read the word problem

Jerry made 200 pizzas. He sold some of them and had 57 pizzas left.

How many did he sell?

Check off each thing as we answer!

- Read the question
  - Re-read the question
  - How many pizzas? \_\_\_\_\_
  - What did he do with the pizzas? \_\_\_\_\_
  - How many pizzas are left? \_\_\_\_\_
  - What is the question?
- 
- 

- Draw something to help you solve this! |

Show 157 using hundreds, tens, and ones. 🔊

hundreds	tens	ones
- +	- +	- +

**Add 10 to 157.**

What is the value now? \_\_\_\_\_

$$157 + 10 = \boxed{\phantom{00}}$$

$$167 = 157 + \boxed{\phantom{00}}$$

**Subtract 10 from 157.** 🔊

hundreds	tens	ones
	- +	
100	10 10 10 10 10	1 1 1 1 1 1 1

What is the value now? \_\_\_\_\_

$$157 - 10 = \boxed{\phantom{00}}$$

$$147 = 157 - \boxed{\phantom{00}}$$

Add 100 to 157. 🔊

hundreds - +	tens	ones
100	10 10 10 10 10	1 1 1 1 1 1 1

What is the value now? \_\_\_\_\_

$$157 + 100 = \boxed{\phantom{000}}$$

$$257 = 157 + \boxed{\phantom{000}}$$

Subtract 100 from 157. 🔊

hundreds - +	tens	ones
100	10 10 10 10 10	1 1 1 1 1 1 1

What is the value now? \_\_\_\_\_

$$157 - 100 = \boxed{\phantom{000}}$$

$$57 = 157 - \boxed{\phantom{000}}$$

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Complete each *more* or *less* statement.

a. 10 more than 175 is \_\_\_\_\_.

b. 100 more than 175 is \_\_\_\_\_.

c. 10 less than 175 is \_\_\_\_\_.

d. 100 less than 175 is \_\_\_\_\_.

2.

$542 \xrightarrow{+100}$  \_\_\_\_\_  $\xrightarrow{-10}$  \_\_\_\_\_  $\xrightarrow{-10}$  \_\_\_\_\_  $\xrightarrow{-100}$  \_\_\_\_\_  $\xrightarrow{-100}$  \_\_\_\_\_.

$367 \xrightarrow{-100}$  \_\_\_\_\_  $\xrightarrow{-100}$  \_\_\_\_\_  $\xrightarrow{-10}$  \_\_\_\_\_  $\xrightarrow{-10}$  \_\_\_\_\_.

3. Complete each statement.

a.  $235 \xrightarrow{+10}$  \_\_\_\_\_  $\xrightarrow{+100}$  \_\_\_\_\_

b.  $391 \xrightarrow{-100}$  \_\_\_\_\_  $\xrightarrow{-10}$  \_\_\_\_\_

d.  $311 \xrightarrow{-10}$  \_\_\_\_\_  $\xrightarrow{-10}$  \_\_\_\_\_  $\xrightarrow{+100}$  \_\_\_\_\_  $\xrightarrow{+100}$  \_\_\_\_\_  $\xrightarrow{+10}$  \_\_\_\_\_



4. Solve using the arrow way.

a.  $210 + 130 = \underline{\hspace{2cm}}$

b.  $320 + \underline{\hspace{2cm}} = 400$

c.  $\underline{\hspace{2cm}} + 515 = 735$

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Complete each *more* or *less* statement.

a. 10 more than 222 is \_\_\_\_\_.

b. 100 more than 222 is \_\_\_\_\_.

c. 10 less than 222 is \_\_\_\_\_.

d. 100 less than 222 is \_\_\_\_\_.

3. Complete each statement.

a.  $389 \xrightarrow{+10} \underline{\hspace{2cm}} \xrightarrow{+100} \underline{\hspace{2cm}}$

b.  $187 \xrightarrow{-100} \underline{\hspace{2cm}} \xrightarrow{-10} \underline{\hspace{2cm}}$

c.  $609 \xrightarrow{-10} \underline{\hspace{2cm}} \xrightarrow{-\underline{\hspace{1cm}}} 499 \xrightarrow{+10} \underline{\hspace{2cm}} \xrightarrow{+\underline{\hspace{1cm}}} 519$

d.  $512 \xrightarrow{-10} \underline{\hspace{2cm}} \xrightarrow{-10} \underline{\hspace{2cm}} \xrightarrow{+100} \underline{\hspace{2cm}} \xrightarrow{+100} \underline{\hspace{2cm}} \xrightarrow{+10} \underline{\hspace{2cm}}$

4. Solve using the arrow way.

a.  $210 + 130 = \underline{\hspace{2cm}}$

b.  $320 + \underline{\hspace{2cm}} = 400$

c.  $\underline{\hspace{2cm}} + 515 = 735$

**Lesson 1**

G:2 M:5

**More or Less**

**ZEARN STUDENT NOTES**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Complete:

Class: \_\_\_\_\_

**1**

Super J rescued 27 dogs in June. In July, she rescued 11. In August, she rescued 40.



How many dogs did Super J rescue in those 3 months?



YOUR DRAWING

YOUR NUMBER SENTENCE



YOUR WORD SENTENCE

Super J rescued \_\_\_\_\_  
dogs in all.



**Lesson 1**  
G:2 M:5

**EXIT TICKET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete:

Class: \_\_\_\_\_

1. Solve using the arrow way.

a.  $440 + 220 = \underline{\hspace{2cm}}$

b.  $670 + \underline{\hspace{2cm}} = 890$

c.  $\underline{\hspace{2cm}} + 765 = 945$



Name \_\_\_\_\_

sing

rush

cash

hush

ring

dash

mash

blush

thing

wing

plush

bash

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Name \_\_\_\_\_

plush

rash

smash

sting

flush

gush

king

bash

blush

sing

mash

cash

## Seed to Plant Questions: What Is a Plant?

**Directions:** Answer the questions below about pages 4–7 of *Seed to Plant* (National Geographic). Use your copy of the text to help if needed.

1. What is the main topic the author describes on pages 4–5?
  - (A) How plants grow
  - (B) What plants are
  - (C) Who needs plants
2. Based on page 4, what is one way that the author defines a plant?
  - (A) It stays in one place.
  - (B) It has green leaves.
  - (C) It can have flowers.
3. What is the main topic the author describes on pages 6–7 in this text?
  - (A) Where plants grow in the world
  - (B) How plants are important in the world
  - (C) Why people love plants in the world
4. Based on page 6, why does it help people when farmers grow fruits and vegetables?
  - (A) They give us homes.
  - (B) They give us clothing.
  - (C) They give us food.

5. Write a sentence about one thing you learned today:

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

College: \_\_\_\_\_

Class of: \_\_\_\_\_

The shelter rescued 27 kittens in June. In July, 11 kittens were rescued. In August, 40 more were rescued.

- a. How many kittens did the shelter rescue during those 3 months?

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  
February 4, 2021

## Lesson 2

Objective: Add and subtract multiples of 100, including counting on to subtract.

$8 + 10 = \square$

$12 - 1 = \square$

$14 - 1 = \square$

$15 - 4 = \square$

$6 + 9 = \square$

$8 + 3 = \square$

$10 - 5 = \square$

$7 + 7 = \square$

$12 - 11 = \square$

$8 - 6 = \square$

$10 - 5 = \square$

$10 + 2 = \square$

$11 - 3 = \square$

$10 - 7 = \square$

$9 + 11 = \square$

$13 - 8 = \square$

$10 + 11 = \square$

$2 + 6 = \square$

$8 + 12 = \square$

$4 + 10 = \square$

$11 + 6 = \square$

$5 + 6 = \square$

$7 - 3 = \square$

$5 + 6 = \square$

$11 + 5 = \square$

$12 - 12 = \square$

$13 - 9 = \square$

$2 - 1 = \square$

$3 - 2 = \square$

$8 + 15 = \square$

$12 - 4 = \square$

$10 + 8 = \square$

$1 + 1 = \square$

$8 + 5 = \square$

$6 + 13 = \square$

$11 - 6 = \square$

$4 + 14 = \square$

$8 + 8 = \square$

$10 - 4 = \square$

$8 + 6 = \square$

M4 L 28 Day 3:

Read the word problem

Jerry made 200 pizzas. He sold some of them and had 57 pizzas left.  
How many did he sell?

Check off each thing as we answer!

- Read the question
- Re-read the question
- How many pizzas? \_\_\_\_\_
- What did he do with the pizzas? \_\_\_\_\_
- How many pizzas are left? \_\_\_\_\_
- What is the question?

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- Let's solve it!!

$$450 + 300 \longrightarrow \boxed{\phantom{000}}$$

$$450 \xrightarrow{+100} \boxed{\phantom{000}} \xrightarrow{+100} \boxed{\phantom{000}} \xrightarrow{+100} \boxed{\phantom{000}}$$

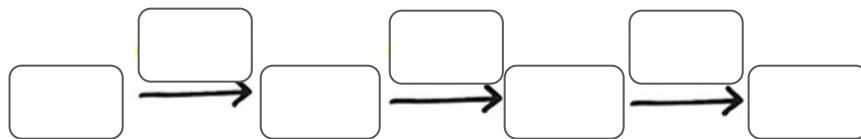
Hundreds	Tens	Ones

$$447 + 200 = \boxed{\phantom{000}}$$

$$\boxed{\phantom{000}} \xrightarrow{+100} \boxed{\phantom{000}} \xrightarrow{+100} \boxed{\phantom{000}}$$

Hundreds	Tens	Ones

$582 - 300 = \square$



Hundreds	Tens	Ones

$383 + \square = 783$



$\square - 200 = 656$

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve each addition problem using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

a. 2 hundreds 4 tens + 3 hundreds = \_\_\_\_\_ hundreds \_\_\_\_\_ tens

$$240 + 300 = \underline{\hspace{2cm}}$$

b.  $340 + 300 = \underline{\hspace{2cm}}$

$140 + 500 = \underline{\hspace{2cm}}$

$200 + 440 = \underline{\hspace{2cm}}$

c.  $400 + 374 = \underline{\hspace{2cm}}$

$274 + 500 = \underline{\hspace{2cm}}$

$700 + 236 = \underline{\hspace{2cm}}$

d.  $571 + \underline{\hspace{2cm}} = 871$

$\underline{\hspace{2cm}} + 349 = 749$

$96 + \underline{\hspace{2cm}} = 696$

2. Solve each subtraction problem using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

a. 6 hundreds 2 ones – 4 hundreds = \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

$$602 - 400 = \underline{\hspace{2cm}}$$

b.  $640 - 200 = \underline{\hspace{2cm}}$        $650 - 300 = \underline{\hspace{2cm}}$        $750 - \underline{\hspace{2cm}} = 350$

c.  $462 - 200 = \underline{\hspace{2cm}}$        $667 - 500 = \underline{\hspace{2cm}}$        $731 - 400 = \underline{\hspace{2cm}}$

d.  $431 - \underline{\hspace{2cm}} = 131$        $985 - \underline{\hspace{2cm}} = 585$        $768 - \underline{\hspace{2cm}} = 68$

e.  $\underline{\hspace{2cm}} - 200 = 662$        $\underline{\hspace{2cm}} - 300 = 653$        $734 - \underline{\hspace{2cm}} = 234$



**Lesson 2**  
G:2 M:5

**EXIT TICKET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete:

Class: \_\_\_\_\_

Solve using place value strategies. Use the arrow way or mental math, and record your answers. You may use scrap paper if you like.

1.

$$760 - 500 = \underline{\quad}$$

$$880 - 600 = \underline{\quad}$$

$$990 - \underline{\quad} = 590$$

2

$$534 - 334 = \underline{\quad}$$

$$\underline{\quad} - 500 = 356$$

$$736 - \underline{\quad} = 136$$



Name \_\_\_\_\_

<b>-ath</b>	<b>-end</b>	<b>-ick</b>	<b>-unk</b>

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math	trend	kick
trunk	path	spend
lick	skunk	bath
blend	pick	shrunk
wrath	tend	sick

# Read About External Plant Parts

## EXTERNAL PLANT PARTS DEFINITION

Plants have external parts that help them grow, survive and reproduce. These parts include the stem, leaves, flower, fruits and roots. Many plant parts are eaten by people.

*To better understand how external plant parts work...*

## LET'S BREAK IT DOWN!

### The stem is an external plant part.

The stem is strong and helps hold the plant up. It also lets water and nutrients flow up to the leaves. Some examples of stems we eat are celery, asparagus, and sugar cane.



### Leaves are an external plant part.

Leaves collect sunlight and make food for the plant. Leaves come in many different shapes and sizes, but most leaves are flat and green. Some examples of leaves we eat are mint and spinach.

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## Flowers are an external plant part.

Flowers are the parts of plants that make seeds and fruits. Some examples of flowers we eat are lavender and roses. Flowers are colorful so they can attract animals like hummingbirds and bees.



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## Fruits are an external plant part.

Fruits are the part of plants that protect seeds and helps the seed get moved from place to place by an animal. Animals like to eat fruit because most of them taste sweet.

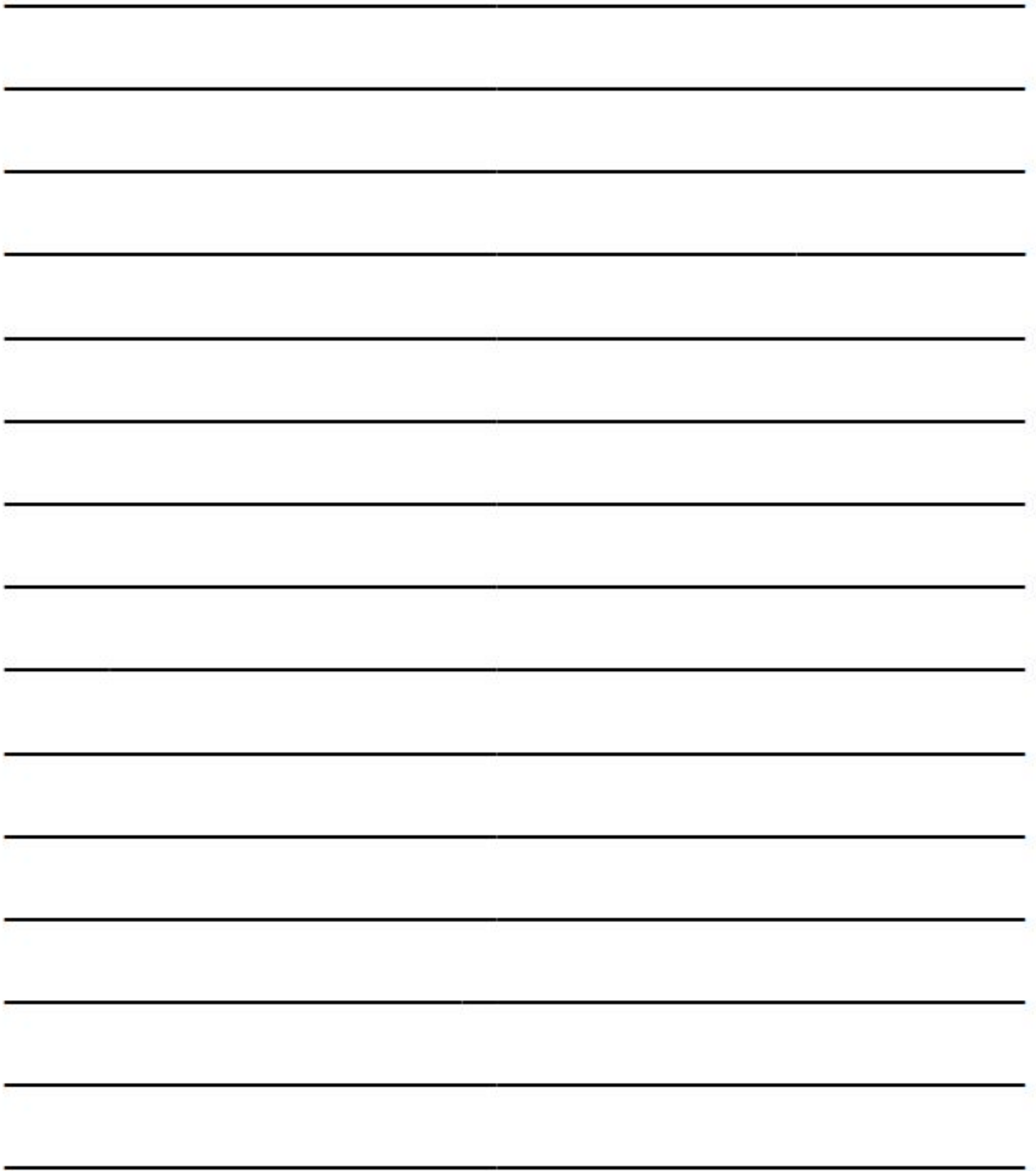


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## Roots are an external plant part.

Roots absorb water and minerals from the soil and hold the plant in the ground so it does not fall over. Some examples of roots we eat are potatoes, carrots and beets.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

College: \_\_\_\_\_

Class of: \_\_\_\_\_

The shelter rescued 27 kittens in June. In July, 11 kittens were rescued. In August, 40 more were rescued.

- b. If 64 of those kittens found homes by the end of August, how many still needed homes?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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  
February 5, 2021



## Lesson 3

Objective: Add multiples of 100 and some tens within 1,000.

$5 + 7 = \square$	$4 + \square = 10$	$\square = 9 - 1$	$4 + 10 = \square$	$3 - 3 = \square$
$3 + \square = 4$	$17 = \square + 9$	$10 + 6 = \square$	$8 + 6 = \square$	$\square = 9 - 4$
$\square = 9 + 2$	$5 + \square = 9$	$4 = 8 - \square$	$\square + 1 = 1$	$0 + 6 = \square$
$2 - 1 = \square$	$9 - \square = 9$	$4 = 5 - \square$	$9 + \square = 13$	$1 + 1 = \square$
$7 = 8 - \square$	$9 = \square - 1$	$8 = 10 - \square$	$8 - 3 = \square$	$9 - \square = 8$
$4 = \square - 2$	$\square = 6 + 9$	$1 + 7 = \square$	$1 = \square - 7$	$1 = 4 - \square$
$2 - 2 = \square$	$12 = \square + 9$	$1 + 9 = \square$	$2 = 10 - \square$	$5 = \square - 1$
$\square + 8 = 9$	$5 = \square - 1$	$\square + 10 = 11$	$\square = 6 + 10$	$\square = 9 - 5$

### M4 L 28 Day 4:

Here is a similar question, Now try to solve it!

Jerry made 100 pizzas. He sold some of them and had 67 pizzas left.  
How many did he sell?

Check off each thing as we answer!

- Read the question
  - Re-read the question
  - How many pizzas? \_\_\_\_\_
  - What did he do with the pizzas? \_\_\_\_\_
  - How many pizzas are left? \_\_\_\_\_
  - What is the question?
- 
- 

- Let's solve it!!

**Problem 1:  $420 + 100$**

Arrow way:

Vertical way

**$420 + 110$**

Arrow way:

Vertical way

## Problem 2: $550 + 200$

Arrow way:

Vertical way

## $550 + 250$

Arrow way:

Vertical way

## $550 + 260$

Arrow way:

Vertical way

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve each set of problems using the arrow way.

a.

$380 + 200$

$380 + 220$

$380 + 230$

b.

$470 + 400$

$470 + 430$

$470 + 450$

2. Solve using the arrow way or mental math. Use scrap paper if needed.

a.  $490 + 200 = \underline{\hspace{2cm}}$        $210 + 490 = \underline{\hspace{2cm}}$        $490 + 220 = \underline{\hspace{2cm}}$

b.  $230 + 700 = \underline{\hspace{2cm}}$        $230 + 710 = \underline{\hspace{2cm}}$        $730 + 230 = \underline{\hspace{2cm}}$

c.  $260 + 240 = \underline{\hspace{2cm}}$        $260 + 260 = \underline{\hspace{2cm}}$        $280 + 260 = \underline{\hspace{2cm}}$

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve each set of problems using the arrow way.

a.

$650 + 200$

$650 + 250$

$650 + 280$

b.

$430 + 300$

$430 + 370$

$430 + 390$

2. Solve using the arrow way or mental math. Use scrap paper if needed.

c.  $260 + 240 = \underline{\hspace{2cm}}$        $260 + 260 = \underline{\hspace{2cm}}$        $280 + 260 = \underline{\hspace{2cm}}$

d.  $160 + 150 = \underline{\hspace{2cm}}$        $370 + 280 = \underline{\hspace{2cm}}$        $380 + 450 = \underline{\hspace{2cm}}$

e.  $430 + 290 = \underline{\hspace{2cm}}$        $660 + 180 = \underline{\hspace{2cm}}$        $370 + 270 = \underline{\hspace{2cm}}$

2. Solve using the arrow way or mental math. Use scrap paper if needed.

a.  $320 + 200 = \underline{\hspace{2cm}}$      $280 + 320 = \underline{\hspace{2cm}}$      $290 + 320 = \underline{\hspace{2cm}}$

b.  $130 + 500 = \underline{\hspace{2cm}}$      $130 + 560 = \underline{\hspace{2cm}}$      $130 + 580 = \underline{\hspace{2cm}}$

c.  $360 + 240 = \underline{\hspace{2cm}}$      $350 + 270 = \underline{\hspace{2cm}}$      $380 + 230 = \underline{\hspace{2cm}}$

d.  $260 + 250 = \underline{\hspace{2cm}}$      $270 + 280 = \underline{\hspace{2cm}}$      $280 + 250 = \underline{\hspace{2cm}}$

e.  $440 + 280 = \underline{\hspace{2cm}}$      $660 + 160 = \underline{\hspace{2cm}}$      $770 + 150 = \underline{\hspace{2cm}}$

a.

$$260 + 200$$

$$260 + 240$$

$$260 + 250$$

b.

$$320 + 400$$

$$320 + 480$$

$$320 + 490$$

**Lesson 3**

G:2 M:5

**Way? Arrow Way!**

**ZEARN STUDENT NOTES**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete:  Class: \_\_\_\_\_

**1** Ms. Joseph and her friends ate 27 blueberries at a picnic. They had 48 left over.



How many blueberries did they start with?



YOUR DRAWING

YOUR NUMBER SENTENCE



YOUR WORD SENTENCE

They started with \_\_\_\_\_ blueberries.





**2**

Complete the arrow way.

ARROW WAY

$$280 \xrightarrow{+ 200} 480 \xrightarrow{+ 20} 500 \xrightarrow{+ 10} \underline{\hspace{2cm}}$$

**3**

Solve.

SHOW YOUR WORK

$470 + 200$

$470 + 210$

EXTRA WORKSPACE



**Lesson 3**  
G:2 M:5

**EXIT TICKET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete:

Class: \_\_\_\_\_

1. Solve each set of problems using the arrow way.

**a.**  $440 + 300$

$360 + 440$

$440 + 380$

**b.**  $670 + 230$

$680 + 240$

$250 + 660$









6

A sunflower head has 1,000 to 2,000 ray and disk flowers.

A sunflower produces hundreds of seeds. The seeds are found in the flower head. The sunflower has two kinds of petals on the flower head. The disk flowers are in the middle of the head. They are usually brown. The yellow ray flowers grow around the disk flowers.

The seed is the beginning of a sunflower. It starts in the flower head, then it falls to the ground. The seed can stay on the ground for a long time. When the soil temperature reaches 40 to 50 °F (4.4 to 10 °C), the seed starts to **germinate** (*JER-mih-nate*).

7



How does the life cycle of a sunflower repeat?

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# How Does a Plant Begin?



**1** Let's dig in! Most plants start as a seed.



**2** The seed splits open. A shoot pushes out. This is called germination (jur-muh-NAY-shun).



**3** A new plant is beginning!



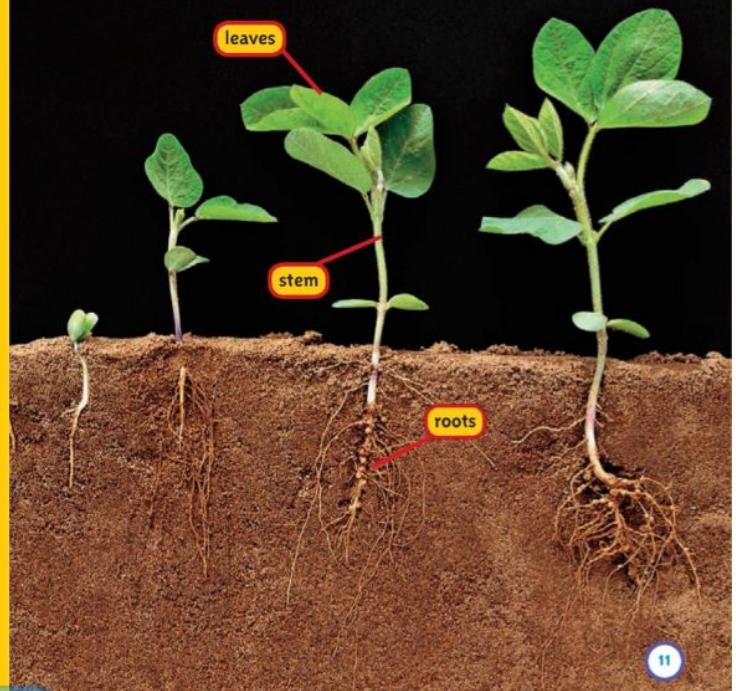
## Buzz Words

**GERMINATION:** The sprouting of a new plant from a seed

**SEEDLING:** A young plant

10

A seedling starts to grow. Roots reach down into the soil. A stem pushes up into the air.



11

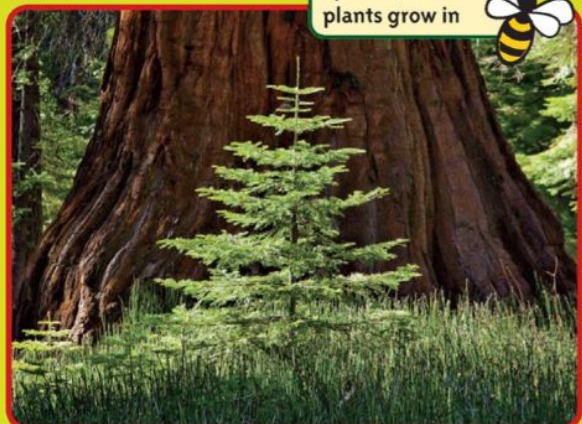
# A Plant Grows

Just like you, a plant grows bigger and bigger. The roots spread out and down into the soil. The stem gets thicker and stronger. More leaves and branches grow.



## Buzz Word

**SOIL:** The top layer of earth, which plants grow in



Watering a garden helps it grow.

12

13

***Seed to Plant* Questions:**  
**How Do Seeds Grow into Plants?**

1. What does the word seedling mean?

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2. Where is an easy place to find the meaning of the word seedling?

---

3. Read pages 11 and 13.

What happens when roots grow?

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What happens when a stem grows?

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Write a sentence about one thing you learned today:

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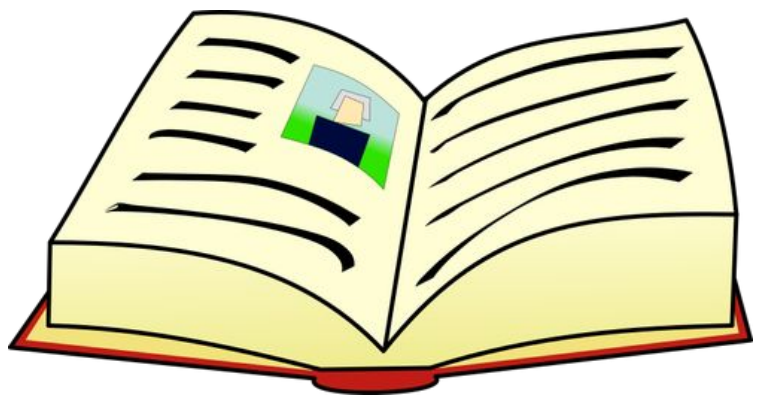


Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

# Close Reading

February 1-5, 2021

Name:





# Note-Taking Guide



main idea



connection

underline

key detail



surprising detail



unfamiliar word,  
phrase, or content



"I understand"

Reading A-Z

Name: \_\_\_\_\_

# Robins



Baby robins are born in the spring. They hatch out of beautiful light blue eggs. The mother robin usually lays 3 to 5 eggs in the nest she and the male robin build together. After the baby robins have hatched, they are very demanding and hungry. The robin parents spend a lot of time feeding their hungry brood worms, bugs, and berries.

ASH©2015

## 1. Remembering: Main Idea

Who? \_\_\_\_\_ → \_\_\_\_\_  
What? \_\_\_\_\_ → \_\_\_\_\_  
Why? \_\_\_\_\_ → \_\_\_\_\_

## 2. Understanding: Details

Write 3 sentences about what you remember or learned.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 3. Applying

Why is it important for the robin parents to feed the babies so often?

\_\_\_\_\_

#### **4. Analyzing**

What kind of diet do the baby birds need?

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#### **5. Evaluating**

What could you infer would happen if the robin parents had a large number of babies to feed?

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#### **6. Creating**

If you could help the robin parents build a nest what shape and materials would you choose?

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#### **7. Your Opinion**

What was the most interesting fact you learned about a robin?

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Stop and Jot.









Stop and Jot!











