



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

Monday
March 29

Name:

Great Grammar:

Subject-Verb Agreement

Let's learn about subject and verb agreement! The subject and verb must agree in number: both must be singular, or both must be plural.



For example:

Singular: The dog chases the cat. **Plural:** The dogs chase the cat.

Part 1. Circle the verb that correctly completes each sentence.

- The four aliens _____ green goo inside their spaceship. **eat eats**
- My dinosaur _____ onto the trampoline. **leap leaps**
- Those cars _____ a loud sound as they race around the track. **make makes**
- One of his sisters _____ the trombone. **play plays**
- I _____ milkshakes to cool down on hot summer days. **drink drinks**
- Our sandwiches _____ so delicious! **taste tastes**
- Mrs. Lane, my teacher, _____ us to finish our homework before the big game. **want wants**

Part 2. Circle the correct verb and complete the sentence.

- The elephant **bring brings** _____

- Safiyah **win wins** _____

- All the princes and princesses **eat eats** _____

Lesson 6

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

$10 + 0 = \square$

$5 - 0 = \square$

$3 + 1 = \square$

$2 - 0 = \square$

$5 + 1 = \square$

$4 - 0 = \square$

$2 + 0 = \square$

$5 + 0 = \square$

$5 + 0 = \square$

$2 - 0 = \square$

$9 - 0 = \square$

$5 - 0 = \square$

$6 + 0 = \square$

$10 + 0 = \square$

$2 - 1 = \square$

$8 + 1 = \square$

$10 + 1 = \square$

$5 + 0 = \square$

$4 - 0 = \square$

$10 + 0 = \square$

$5 - 0 = \square$

$2 - 1 = \square$

$7 - 1 = \square$

$11 - 1 = \square$

$12 - 0 = \square$

$4 - 1 = \square$

$6 + 1 = \square$

$8 + 1 = \square$

$1 + 1 = \square$

$6 - 1 = \square$

$12 - 1 = \square$

$3 - 1 = \square$

$5 - 1 = \square$

$8 - 0 = \square$

$8 + 1 = \square$

$5 - 1 = \square$

$3 - 1 = \square$

$10 - 0 = \square$

$11 + 1 = \square$

$6 - 1 = \square$

Sarah is saving money in her piggy bank. So far, she has 3 dimes, 1 quarter, and 8 pennies.

a. How much money does Sarah have?

Check off each thing as we answer!

- o Read the question
- o Re-read the question

| Quarters | Dimes | Nickels | Pennies |
|----------|-------|---------|---------|
| | | | |

- o What is the question?

The Nickel

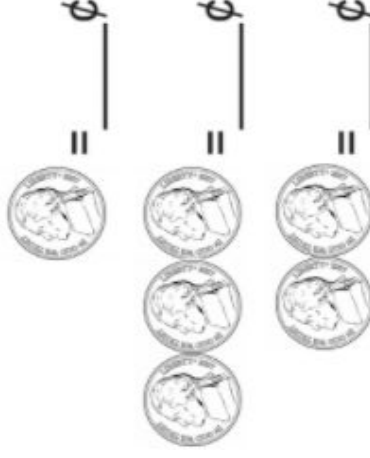


The nickel is called 5¢, 5 cents, or five cents. Thomas Jefferson was our 3rd President and he is on the front of the nickel.

Trace the words below.

nickel nickel nickel

Count and add up all of the coins.



Color the nickel.



front



back

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



The Penny

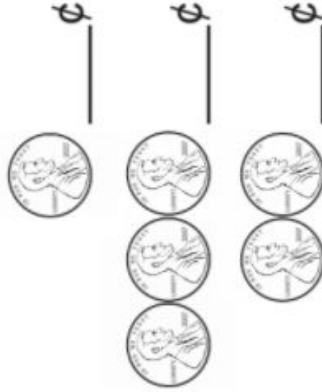


The penny equals 1¢. It can also be written 1 cent or one cent. Abraham Lincoln was our 16th president and he is on the front of the penny.

Trace the word below.

penny penny penny

Count and add up all of the coins.



Color the penny.



front



back

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



The Dime



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

Trace the word below.

dime dime dime

Count and add up all of the coins.



Color the dime.



front



back



The Quarter

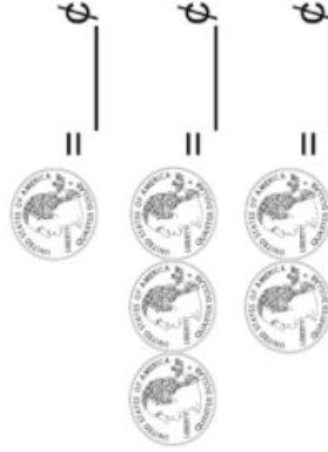


The quarter is called 25¢, 25 cents, or twenty five cents. George Washington was our 1st President and he is on the front of the quarter.

Trace the word below.

quarter quarter

Count and add up all of the coins.



front



back



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



Hundred Chart

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









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

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

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Magic Money








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









Name _____

Date _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or \$ symbol.

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







| | |
|---|--|
| <p>8.</p>  <p>_____</p> | <p>9.</p>  <p>_____</p> |
| <p>10.</p>  <p>_____</p> | <p>11.</p>  <p>_____</p> |
| <p>12.</p>  <p>_____</p> | <p>13.</p>  <p>_____</p> |
| <p>14.</p>  <p>_____</p> | <p>15.</p>  <p>_____</p> |



Name _____

Date _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or \$ symbol.

| | |
|--|--------------|
| <p>1.</p>  | <p>_____</p> |
| <p>2.</p>  | <p>_____</p> |
| <p>3.</p>  | <p>_____</p> |
| <p>4.</p>  | <p>_____</p> |
| <p>5.</p>  | <p>_____</p> |
| <p>6.</p>  | <p>_____</p> |
| <p>7.</p>  | <p>_____</p> |

| | |
|---|--|
| <p>8.</p>  <p>_____</p> | <p>9.</p>  <p>_____</p> |
| <p>10.</p>  <p>_____</p> | <p>11.</p>  <p>_____</p> |
| <p>12.</p>  <p>_____</p> | <p>13.</p>  <p>_____</p> |
| <p>14.</p>  <p>_____</p> | <p>15.</p>  <p>_____</p> |

Lesson 6

G:2 M:7

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or \$ symbol.

1.



2.



3.



4.



$1) 825 + 600 = \underline{\quad}$

$2) 50 + 20 = \underline{\quad}$

$3) 146 - 100 = \underline{\quad}$

$4) 74 - 6 = \underline{\quad}$

$5) 40 - 40 = \underline{\quad}$

$6) 67 - 6 = \underline{\quad}$

$7) 91 + 60 = \underline{\quad}$

$8) 29 + 3 = \underline{\quad}$

$9) 19 - 8 = \underline{\quad}$

$10) 844 - 500 = \underline{\quad}$

$11) 50 + 3 = \underline{\quad}$

$12) 963 + 700 = \underline{\quad}$




| | | |
|-----------------|---------------------|---------------------|
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Tuesday
March 30

Paragraph Writing Practice: Story Elements and the Central Message from *The Little Hummingbird*

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 that shares the key details and central message of the story. Your paragraph should tell 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 anchor chart of <i>The Little Hummingbird</i> | |
| | 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 Little Hummingbird 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 |

Great Grammar:

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For example:

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Part 1. Circle the verb that correctly completes each sentence.

- The four aliens _____ green goo inside their spaceship. **eat eats**
- My dinosaur _____ onto the trampoline. **leap leaps**
- Those cars _____ a loud sound as they race around the track. **make makes**
- One of his sisters _____ the trombone. **play plays**
- I _____ milkshakes to cool down on hot summer days. **drink drinks**
- Our sandwiches _____ so delicious! **taste tastes**
- Mrs. Lane, my teacher, _____ us to finish our homework before the big game. **want wants**

Part 2. Circle the correct verb and complete the sentence.

- The elephant **bring brings** _____

- Safiyah **win wins** _____

- All the princes and princesses **eat eats** _____

| | | | | |
|--|--|--|--|--|
| $\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$ |
| $\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$ |
| $\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$ |
| $\begin{array}{r} 12 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ + 0 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$ |
| $\begin{array}{r} 12 \\ - 0 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$ |
| $\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ - 0 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$ |
| $\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ + 0 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$ |
| $\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ + 0 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$ |

Sarah is saving money in her piggy bank. So far, she has 3 dimes, 1 quarter, and 8 pennies.

a. How much money does Sarah have?

Check off each thing as we answer!

- o Read the question
- o Re-read the question

| Quarters | Dimes | Nickels | Pennies |
|----------|-------|---------|---------|
| | | | |

- o What is the question?

Let's draw the coins!

Lesson 7

G:2 M:7

Coin Count

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

1

Write the name and value of each coin. Use the word bank to help!

Word bank: dime nickel quarter penny



Name: _____ _____ _____ _____

Value: _____ ¢ _____ ¢ _____ ¢ _____ ¢

2

Count or add to find the total value of the coins.



_____ ¢



_____ ¢



_____ ¢



Lesson 7
G:2 M:7

EXIT TICKET

Name: _____ Date: _____

Complete: Class: _____

1. Greg had 1 quarter, 1 dime, and 3 nickels in his pocket. He found 3 nickels on the sidewalk.

How much money does Greg have?

SHOW YOUR WORK

2. Robert gave Sandra 1 quarter, 5 nickels, and 2 pennies. Sandra already had 3 pennies and 2 dimes.

How much money does Sandra have now?

SHOW YOUR WORK





Braydon has 3 dimes and 2 nickels in one pocket and 1 quarter and 7 pennies in another pocket.



How much money is in his pockets?



YOUR DRAWING

YOUR NUMBER SENTENCE



YOUR WORD SENTENCE

EXTRA WORKSPACE



$1) 865 - 600 = \underline{\quad}$

$2) 551 + 200 = \underline{\quad}$

$3) 31 - 1 = \underline{\quad}$

$4) 517 + 100 = \underline{\quad}$

$5) 27 + 80 = \underline{\quad}$

$6) 122 - 40 = \underline{\quad}$

$7) 95 - 6 = \underline{\quad}$

$8) 78 + 20 = \underline{\quad}$

$9) 20 - 6 = \underline{\quad}$

$10) 55 - 4 = \underline{\quad}$

$11) 266 + 200 = \underline{\quad}$

$12) 733 + 200 = \underline{\quad}$



| | | |
|-----------------|---------------------|---------------------|
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Wednesday
March 31



WANTED

SOMEBODY

2

1

THEN

SO

BUT

5

4

3

NAME _____

BOOK TITLE _____

Name _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

play

pass

shave

poke

watch

wash

frame

push

file

trap

splash

steam

help

smile

reach

Lesson 8

Objective: Solve word problems involving the total value of a group of bills.

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

Sarah is saving money in her piggy bank. So far, she has 3 dimes, 1 quarter, and 8 pennies.

a. How much money does Sarah have?

Check off each thing as we answer!

- o Read the question
- o Re-read the question

| Quarters | Dimes | Nickels | Pennies |
|----------|-------|---------|---------|
| | | | |

- o What is the question?

Let's draw the coins, label, and add them up!

4. On Saturday, Mary Jo received 5 ten-dollar bills, 4 five-dollar bills, and 17 one-dollar bills. On Sunday, she received 4 ten-dollar bills, 5 five-dollar bills, and 15 one-dollar bills. How much more money did Mary Jo receive on Saturday than on Sunday?
5. Alexis has \$95. She has 2 more five-dollar bills, 5 more one-dollar bills, and 2 more ten-dollar bills than Kasai. How much money does Kasai have?
6. Kate had 2 ten-dollar bills, 6 five-dollar bills, and 21 one-dollar bills before she spent \$45 on a new outfit. How much money was not spent?

4. Michael has 4 ten-dollar bills and 7 five-dollar bills. He has 3 more ten-dollar bills and 2 more five-dollar bills than Tamara. How much money does Tamara have?
5. Antonio had 4 ten-dollar bills, 5 five-dollar bills, and 16 one-dollar bills. He put \$70 of that money in his bank account. How much money was not put in his bank account?
6. Mrs. Clark has 8 five-dollar bills and 2 ten-dollar bills in her wallet. She has 1 twenty-dollar bill and 12 one-dollar bills in her purse. How much more money does she have in her wallet than in her purse?

$1) 112 - 70 = \underline{\quad}$

$2) 104 - 40 = \underline{\quad}$

$3) 904 + 300 = \underline{\quad}$

$4) 52 + 8 = \underline{\quad}$

$5) 42 + 1 = \underline{\quad}$

$6) 420 + 800 = \underline{\quad}$

$7) 115 - 80 = \underline{\quad}$

$8) 30 - 30 = \underline{\quad}$

$9) 169 + 100 = \underline{\quad}$

$10) 172 - 100 = \underline{\quad}$

$11) 35 - 6 = \underline{\quad}$

$12) 81 + 20 = \underline{\quad}$



| | | |
|-----------------|---------------------|---------------------|
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Thursday
April 1

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?

Name _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

name

wipe

cover

dress

match

time

miss

shop

sketch

use

call

flip

brush

climb

close

Lesson 9

Objective: Solve word problems involving different combinations of coins with the same total value.

| | | | | |
|--|--|--|--|--|
| $\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ - 2 \\ \hline \end{array}$ | $\begin{array}{r} 11 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$ |
| $\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$ |
| $\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$ | $\begin{array}{r} 12 \\ - 0 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$ |
| $\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ - 2 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$ |
| $\begin{array}{r} 11 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$ |
| $\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$ |
| $\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ - 0 \\ \hline \end{array}$ |
| $\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$ |

Sarah is saving money in her piggy bank. So far, she has 3 dimes, 1 quarter, and 8 pennies.

- a. How much money does Sarah have?
- b. How much more does she need to have a dollar?

Check off each thing as we answer!

- o Read the question
- o Re-read the question

| Quarters | Dimes | Nickels | Pennies |
|----------|-------|---------|---------|
| | | | |

What was the answer to question a yesterday?

We answered the question A, not let's look at b!

- o What is the question today?

Let's answer it!!!

Name _____

Date _____

Draw coins to show another way to make the same total value.

| | |
|---|--------------------------------------|
| <p>1. 25 cents</p>  <p>1 dime 3 nickels is 25 cents.</p> | <p>Another way to make 25 cents:</p> |
| <p>2. 40 cents</p>  <p>4 dimes make 40 cents.</p> | <p>Another way to make 40 cents:</p> |
| <p>3. 60 cents</p>  <p>2 quarters and 1 dime makes 60 cents.</p> | <p>Another way to make 60 cents:</p> |
| <p>4. 80 cents</p>  <p>The total value of 3 quarters 1 nickel is 80 cents.</p> | <p>Another way to make 80 cents:</p> |

5. Samantha has 67 cents in her pocket. Write two coin combinations she could have that would equal the same amount.

| | |
|--|--|
| | |
|--|--|

6. The store clerk gave Jeremy 2 quarters, 3 nickels, and 4 pennies. Write two other coin combinations that would equal the same amount of change.

| | |
|--|--|
| | |
|--|--|





7. Chelsea has 10 dimes. Write two other coin combinations she could have that would equal the same amount.

| | |
|--|--|
| | |
|--|--|

Name _____

Date _____

Write another way to make the same total value.

| | |
|--|--------------------------------------|
| <p>1. 26 cents</p>  <p>2 dimes 1 nickel 1 penny is 26 cents.</p> | <p>Another way to make 26 cents:</p> |
| <p>2. 35 cents</p>  <p>3 dimes and 1 nickel make 35 cents.</p> | <p>Another way to make 35 cents:</p> |
| <p>3. 55 cents</p>  <p>2 quarters and 1 nickel make 55 cents.</p> | <p>Another way to make 55 cents:</p> |
| <p>4. 75 cents</p>  <p>The total value of 3 quarters is 75 cents.</p> | <p>Another way to make 75 cents:</p> |

5. Gretchen has 45 cents to buy a yo-yo. Write two coin combinations she could have paid with that would equal 45 cents.

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6. The cashier gave Joshua 1 quarter, 3 dimes, and 1 nickel. Write two other coin combinations that would equal the same amount of change.

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7. Alex has 4 quarters. Nicole and Caleb have the same amount of money. Write two other coin combinations that Nicole and Caleb could have.

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Lesson 9
G:2 M:7

EXIT TICKET

Name: _____ Date: _____

Complete: Class: _____

1. Smith has 88 pennies in his piggy bank. Write two other coin combinations he could have that would equal the same amount.

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$1) 19 - 10 = \underline{\quad}$

$2) 41 + 40 = \underline{\quad}$

$3) 47 - 30 = \underline{\quad}$

$4) 345 + 300 = \underline{\quad}$

$5) 277 + 300 = \underline{\quad}$

$6) 36 - 7 = \underline{\quad}$

$7) 973 + 700 = \underline{\quad}$

$8) 514 - 200 = \underline{\quad}$

$9) 858 - 600 = \underline{\quad}$

$10) 787 + 200 = \underline{\quad}$

$11) 73 - 70 = \underline{\quad}$

$12) 78 + 10 = \underline{\quad}$

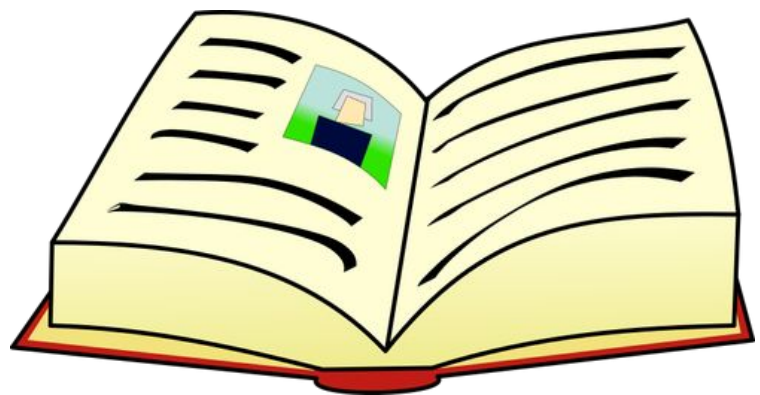


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|-----------------|---------------------|---------------------|
| Barnard College | Columbia University | New York University |
| Ms. Park | Ms. Hildebrand | Ms. Severino |

Close Reading

March 29- April 1

Name:



Name: _____

Mermaid



Mermaids are legendary half woman and half fish beings who live in the ocean. Many cultures of the world have stories about mermaids. Some cultures believe that mermaids bring bad luck or are bad omens of things to come. Mermaids are associated with warning sailors that they are about to wreck their ships on rocks. They are also known to fall in love with humans and help them if needed.

Christopher Columbus and the pirate Blackbeard reported seeing mermaids on their voyages. They were not fascinated by mermaids and even avoided places they were thought to live.

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1. Remembering: Main Idea

Who? _____ → _____
What? _____ → _____
Why? _____ → _____

2. Understanding: Details

Write 3 sentences about what you remember or learned.

3. Applying

Why did some sailors avoid areas where mermaids lived?

4. Analyzing

What good characteristics were mermaids thought to have?

5. Evaluating

Do you believe Blackbeard and Columbus came from a society that liked mermaid stories? Why or why not?

6. Creating

If you were a mermaid where would you live? Would you help humans?

7. Your Opinion

What was the most interesting fact you learned about mermaids?

Stop and Jot!



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Stop and Jot!



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Note-Taking Guide



main idea



connection

underline

key detail



surprising detail



unfamiliar word,
phrase, or content



"I understand"

Reading A-Z