



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

Monday
April 12

Name:

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.

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tip	play	fix
mop	pet	jump
plan	bump	drop
clap		

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

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

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

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

Her friend Michael gives her some flag stamps. If he gives her 7 fewer flag stamps than birthday and animal stamps together, how many flag stamps does she have? Check off each thing:

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

What information do you need to answer the question?

$6 - 5 = \square$

$10 + 0 = \square$

$10 - 2 = \square$

$8 + 4 = \square$

$11 + 8 = \square$

$11 + 4 = \square$

$6 - 5 = \square$

$8 + 7 = \square$

$10 + 4 = \square$

$8 - 3 = \square$

$4 + 6 = \square$

$2 + 2 = \square$

$5 + 9 = \square$

$11 - 0 = \square$

$6 + 7 = \square$

$9 - 6 = \square$

$8 - 2 = \square$

$3 - 2 = \square$

$5 - 4 = \square$

$1 + 3 = \square$

$5 + 1 = \square$

$7 + 5 = \square$

$4 + 5 = \square$

$9 + 3 = \square$

$10 - 0 = \square$

$9 + 2 = \square$

$7 + 8 = \square$

$10 - 1 = \square$

$3 - 1 = \square$

$11 - 3 = \square$

$7 - 6 = \square$

$6 - 2 = \square$

$3 + 8 = \square$

$10 - 2 = \square$

$11 - 7 = \square$

$7 + 9 = \square$

$6 - 3 = \square$

$6 - 3 = \square$

$1 + 2 = \square$

$6 - 5 = \square$

Lesson 10

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

Concept Development:

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

--	--

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

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

--	--

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

3. What if I counted 35 cents like this :

a. How many coins do we have? _____



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

c. What coins can we exchange so you have fewer coins?

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

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

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

Your guess:

Correct answer:

6. Let's try 43 cents with the least amount of coins!

Your guess:

Correct answer:

7. Let's try 80 cents with the least amount of coins!

Your guess:

Correct answer:

8. Let's try \$1.00 with the least amount of coins!



Your guess:

Correct answer:

Name _____

Date _____

1. Kayla showed 30 cents two ways. Circle the way that uses the fewest coins.

<p>a.</p> 	<p>b.</p> 
---	--

What two coins from (a) were changed for one coin in (b)?

2. Show 20¢ two ways. Use the fewest possible coins on the right below.

	<p>Fewest coins:</p>
--	----------------------

3. Show 35¢ two ways. Use the fewest possible coins on the right below.

	<p>Fewest coins:</p>
--	----------------------

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

	Fewest coins:
--	---------------

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

	Fewest coins:
--	---------------

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

	Fewest coins:
--	---------------

7. Kayla gave three ways to make 56¢. Circle the correct ways to make 56¢, and star the way that uses the fewest coins.
- 2 quarters and 6 pennies
 - 5 dimes, 1 nickel, and 1 penny
 - 4 dimes, 2 nickels, and 1 penny
8. Write a way to make 56¢ that uses the fewest possible coins.

Name _____ Date _____

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

	Fewest coins:
--	---------------

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

	Fewest coins:
--	---------------

$1) 42 + 6 = \underline{\quad}$

$2) 124 - 90 = \underline{\quad}$

$3) 76 - 2 = \underline{\quad}$

$4) 28 + 70 = \underline{\quad}$

$5) 18 + 9 = \underline{\quad}$

$6) 39 - 20 = \underline{\quad}$

$7) 25 + 10 = \underline{\quad}$

$8) 46 - 40 = \underline{\quad}$

$9) 80 + 5 = \underline{\quad}$

$10) 87 - 80 = \underline{\quad}$

$11) 10 - 4 = \underline{\quad}$

$12) 21 + 90 = \underline{\quad}$




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Tuesday

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

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

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

Done	Steps	
	Review the anchor chart for <i>The Lizard and the Sun</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 Lizard and the Sun is a story about
Middle: Problem	The problem was _____
Middle: Response to the problem	_____ responded by
End: Was the problem solved?	Yes: The problem was solved when No: The problem was not solved because
Central Message	The central message of the story is

Name _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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tip	play	fix
mop	pet	jump
plan	bump	drop
clap		

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

Lesson 11

Objective: Use different strategies to make \$1 or make change from \$1.

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

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

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

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

Her friend Michael gives her some flag stamps. If he gives her 7 fewer flag stamps than birthday and animal stamps together, how many flag stamps does she have? Check off each thing:

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

What information do you need to answer the question?

- Let's draw a diagram to help us:

Concept Development:

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

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

Your work:

Arrow Way or counting up:

Number sentence: _____ + _____ = _____ or
_____ - _____ = _____

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

$$\$1.00 = \text{_____ } \text{\textcent}, \quad 100 \text{ \textcent} = \$\text{_____}$$

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

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

Name _____

Date _____

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

a. $45¢ + \underline{\hspace{2cm}} = 100¢$

b. $15¢ + \underline{\hspace{2cm}} = 100¢$

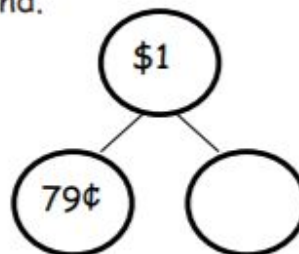
$$45 \xrightarrow{+5} \underline{\hspace{1cm}} \xrightarrow{+} 100$$

c. $57¢ + \underline{\hspace{2cm}} = 100¢$

d. $\underline{\hspace{2cm}} + 71¢ = 100¢$

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

a. $79¢ + \underline{\hspace{2cm}} = 100¢$

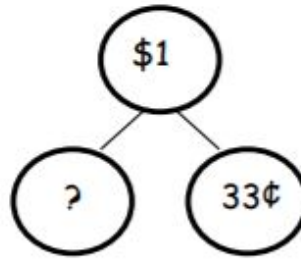


b. $64¢ + \underline{\hspace{2cm}} = 100¢$

c. $100¢ - 30¢ = \underline{\hspace{2cm}}$

3. Solve.

a. _____ + 33¢ = 100¢



b. 100¢ - 55¢ = _____

c. 100¢ - 28¢ = _____

d. 100¢ - 43¢ = _____

e. 100¢ - 19¢ = _____

Name _____

Date _____

Solve.

1. $100¢ - 46¢ = \underline{\hspace{2cm}}$

2. $\underline{\hspace{2cm}} + 64¢ = 100¢$

$1) 33 + 10 = \underline{\quad}$

$2) 72 - 9 = \underline{\quad}$

$3) 28 - 20 = \underline{\quad}$

$4) 30 + 90 = \underline{\quad}$

$5) 39 + 80 = \underline{\quad}$

$6) 27 - 5 = \underline{\quad}$

$7) 13 - 3 = \underline{\quad}$

$8) 88 + 5 = \underline{\quad}$

$9) 95 + 60 = \underline{\quad}$

$10) 22 - 1 = \underline{\quad}$

$11) 90 - 1 = \underline{\quad}$

$12) 24 + 30 = \underline{\quad}$



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Wednesday

Name _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

flop	skip	clean
reach	knit	work
push	drop	walk

Lesson 12

Objective: Solve word problems involving different ways to make change from \$1.

$6 - 3 = \square$

$4 - 0 = \square$

$9 - 5 = \square$

$12 + 9 = \square$

$8 - 7 = \square$

$11 + 7 = \square$

$3 + 6 = \square$

$10 - 6 = \square$

$1 + 5 = \square$

$7 + 4 = \square$

$9 - 1 = \square$

$1 - 0 = \square$

$10 - 9 = \square$

$8 + 2 = \square$

$8 - 5 = \square$

$8 + 4 = \square$

$5 + 9 = \square$

$7 - 1 = \square$

$11 - 2 = \square$

$8 - 3 = \square$

$2 + 4 = \square$

$5 + 0 = \square$

$2 + 2 = \square$

$10 - 6 = \square$

$12 + 5 = \square$

$4 + 2 = \square$

$6 - 2 = \square$

$7 + 9 = \square$

$4 + 2 = \square$

$10 - 6 = \square$

$3 + 0 = \square$

$9 + 3 = \square$

$7 + 1 = \square$

$10 - 8 = \square$

$11 - 4 = \square$

$3 - 1 = \square$

$5 - 3 = \square$

$7 - 4 = \square$

$10 + 3 = \square$

$2 + 6 = \square$

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

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

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

Her friend Michael gives her some flag stamps. If he gives her 7 fewer flag stamps than birthday and animal stamps together, how many flag stamps does she have? Check off each thing:

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

What information do you need to answer the question?

Let's solve the problem:

Concept Development:

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

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

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

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

Name _____ Date _____

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

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

$1) 11 - 5 = \underline{\quad}$

$2) 54 + 50 = \underline{\quad}$

$3) 58 + 3 = \underline{\quad}$

$4) 78 - 7 = \underline{\quad}$

$5) 54 + 30 = \underline{\quad}$

$6) 15 - 10 = \underline{\quad}$

$7) 67 + 5 = \underline{\quad}$

$8) 45 - 2 = \underline{\quad}$

$9) 39 - 0 = \underline{\quad}$

$10) 56 - 6 = \underline{\quad}$

$11) 31 + 70 = \underline{\quad}$

$12) 44 + 7 = \underline{\quad}$



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Thursday

The Ant and the Grasshopper Readers Theater

Parts: Narrator 1, Narrator 2, Ant, Grasshopper

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

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

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

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

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

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

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

Grasshopper: May I have some of your grain?

Ant: Where is your grain?

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

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

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

Title:

Beginning

Characters

Setting

Middle

Problem or Challenge

Response to the problem

End

Is the problem solved? How?

Central
Message

What is the lesson or central message in this story?

Name: _____



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

¹ ed (d)

² ed (ed)

³ ed (t)

cracked

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



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

Topic B quiz

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

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

$$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ + 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 11 \\ + 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 9 \\ \hline \end{array}$$

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

$1) 64 + 20 = \underline{\quad}$

$2) 23 - 10 = \underline{\quad}$

$3) 22 + 1 = \underline{\quad}$

$4) 92 - 4 = \underline{\quad}$

$5) 20 + 3 = \underline{\quad}$

$6) 76 + 60 = \underline{\quad}$

$7) 17 - 10 = \underline{\quad}$

$8) 87 - 4 = \underline{\quad}$

$9) 54 - 30 = \underline{\quad}$

$10) 77 - 9 = \underline{\quad}$

$11) 22 + 4 = \underline{\quad}$

$12) 17 + 60 = \underline{\quad}$



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Friday

Entrance Ticket: "We Do What We Can"

Name: _____ Date: _____

RL.2.4, L.2.4b

Part 1 (RL.2.4)

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

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

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

We do what we can, we do what we can

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


1. What is the central message of the song?

2. What helped you determine the central message?

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

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

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

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

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

Lesson 14

Objective: Connect measurement with physical units by using iteration with an inch tile to measure.

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

Learning about measuring in *inches*

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



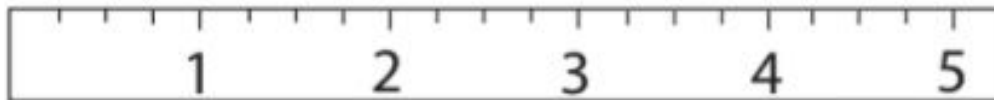
The pencil measures: *2 inches* long



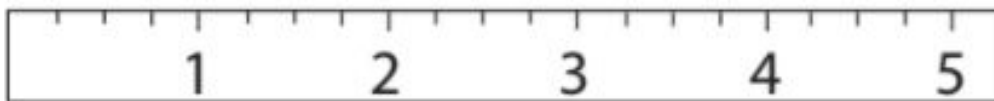
Write how many inches each pencil measures.



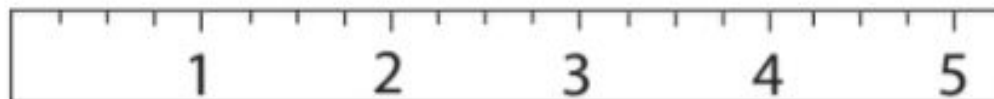
_____ inch (es)



_____ inch (es)



_____ inch (es)



_____ inch (es)

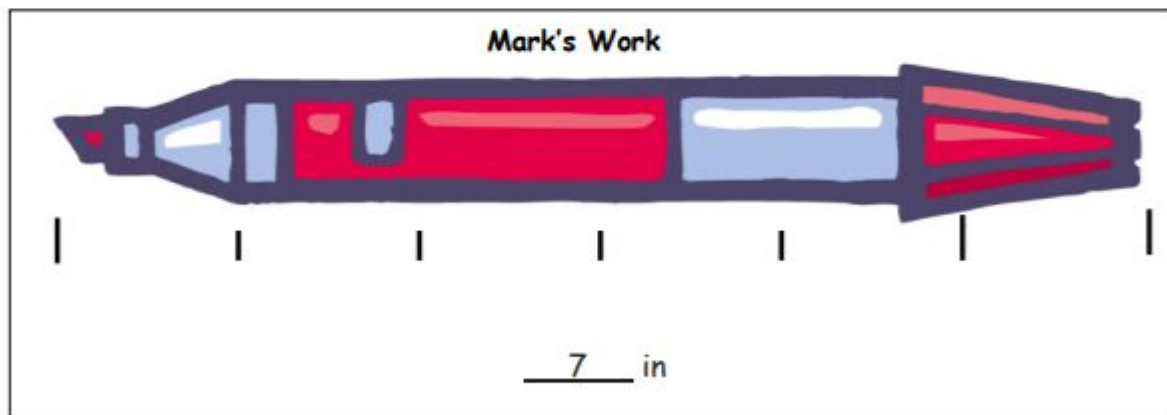
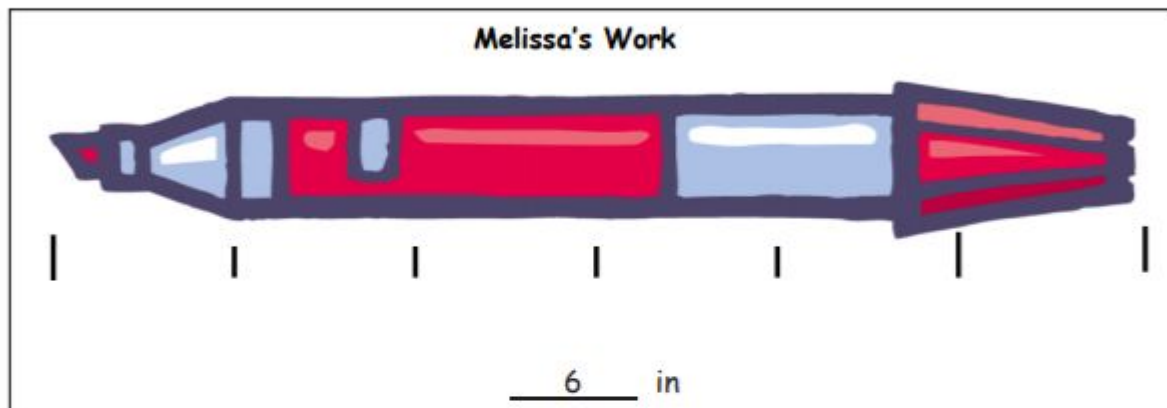
Name _____

Date _____

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

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

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



Explanation:

Name _____

Date _____

Measure the lines below with an inch tile.

Line A _____

Line A is about _____ inches.

Line B _____

Line B is about _____ inches.

Line C _____

Line C is about _____ inches.

$1) 68 + 90 = \underline{\quad}$

$2) 36 + 70 = \underline{\quad}$

$3) 103 - 10 = \underline{\quad}$

$4) 31 - 10 = \underline{\quad}$

$5) 26 + 50 = \underline{\quad}$

$6) 92 + 70 = \underline{\quad}$

$7) 101 - 90 = \underline{\quad}$

$8) 99 - 50 = \underline{\quad}$

$9) 12 + 30 = \underline{\quad}$

$10) 90 - 30 = \underline{\quad}$

$11) 91 + 50 = \underline{\quad}$

$12) 64 - 40 = \underline{\quad}$

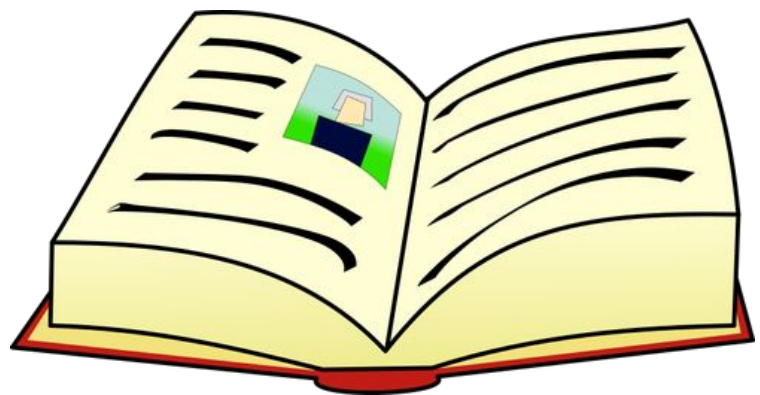


Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Close Reading

4/12-4/16

Name:



Hurit: A Native American Cinderella Story

A

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

B

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

C

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

D

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

Name: _____

Title: _____



Beginning

Middle

End

Rella

A

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

B

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

C

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

D

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

E

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

F

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

G

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

H

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

Name: _____

Title: _____



Beginning

Middle

End

A large, empty rounded rectangular box for writing the beginning of a story.

A large, empty rounded rectangular box for writing the middle of a story.

A large, empty rounded rectangular box for writing the end of a story.

A rectangular box containing eight horizontal lines for writing notes or details related to the beginning of the story.

A rectangular box containing eight horizontal lines for writing notes or details related to the middle of the story.

A rectangular box containing eight horizontal lines for writing notes or details related to the end of the story.

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

COMPARE AND CONTRAST (RL.2.9)

	How are they ALIKE?	How are they DIFFERENT?
CHARACTERS	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
SETTING	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
PLOT	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
THE ENDING		

Note-Taking Guide



main idea



connection

underline

key detail



surprising detail



unfamiliar word,
phrase, or content



"I understand"

Reading A-Z