



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

Monday
April 19

Name:

“Bunyyarl the Flies and Wurrunnannah the Bees”



1	Once there were two groups of people, the Bunyyarl (bunny-yarl) and the Wurrunnannah (war-a-noo-nah). They were family, and they lived in one camp. The Wurrunnannah worked very hard. They always gathered food, even when there was already enough. They did this so that they would have enough later. The Bunyyarl did not think about the future. They wasted their time playing. They never thought about getting enough food for later.
2	One day the Wurrunnannah said, “Come out with us. We are going to gather honey from flowers. Soon the winter winds will blow the flowers away. Then there will be no more honey to gather.”
3	“No,” said the Bunyyarl, “We have something to do here.” And off they went, wasting their time. They knew that the Wurrunnannah would share their honey with them.
4	The Wurrunnannah went alone and left the Bunyyarl to waste their time. The Wurrunnannah gathered the flowers and stored the honey, and never more went back to live with the Bunyyarls, for they were tired of doing all the work.
5	As time went on the Wurrunnannah were changed into little wild bees, and the lazy Bunyyarls were changed into flies.

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 _____

played

walked

melted

ended	hunted	blinked
picked	needed	brushed
mended	melted	shaved
kissed	printed	used
rusted	piled	landed

Lesson 15

Objective: Apply concepts to create inch rulers; measure lengths using inch rulers.

$6 - 5 = \square$

$10 + 0 = \square$

$10 - 2 = \square$

$8 + 4 = \square$

$11 + 8 = \square$

$11 + 4 = \square$

$6 - 5 = \square$

$8 + 7 = \square$

$10 + 4 = \square$

$8 - 3 = \square$

$4 + 6 = \square$

$2 + 2 = \square$

$5 + 9 = \square$

$11 - 0 = \square$

$6 + 7 = \square$

$9 - 6 = \square$

$8 - 2 = \square$

$3 - 2 = \square$

$5 - 4 = \square$

$1 + 3 = \square$

$5 + 1 = \square$

$7 + 5 = \square$

$4 + 5 = \square$

$9 + 3 = \square$

$10 - 0 = \square$

$9 + 2 = \square$

$7 + 8 = \square$

$10 - 1 = \square$

$3 - 1 = \square$

$11 - 3 = \square$

$7 - 6 = \square$

$6 - 2 = \square$

$3 + 8 = \square$

$10 - 2 = \square$

$11 - 7 = \square$

$7 + 9 = \square$

$6 - 3 = \square$

$6 - 3 = \square$

$1 + 2 = \square$

$6 - 5 = \square$

Day 1L: Read the word problem: (M7 L6)

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:

- Read the question.
 - Re-Read the question.
 - How much is each coins worth (Value)? _____
 - _____ Pennies
 - _____ Nickels
 - _____ Dimes
 - _____ Quarters
 - How much money does Sarah have?
 - _____ Pennies
 - _____ Nickels
 - _____ Dimes
 - _____ Quarters
 - What is the question asking you?
-

Name _____

Date _____

Use your ruler to measure the length of the objects below in inches. Using your ruler, draw a line that is the same length as each object.

1. a. A pencil is _____ inches.
b. Draw a line that is the same length as the pencil.

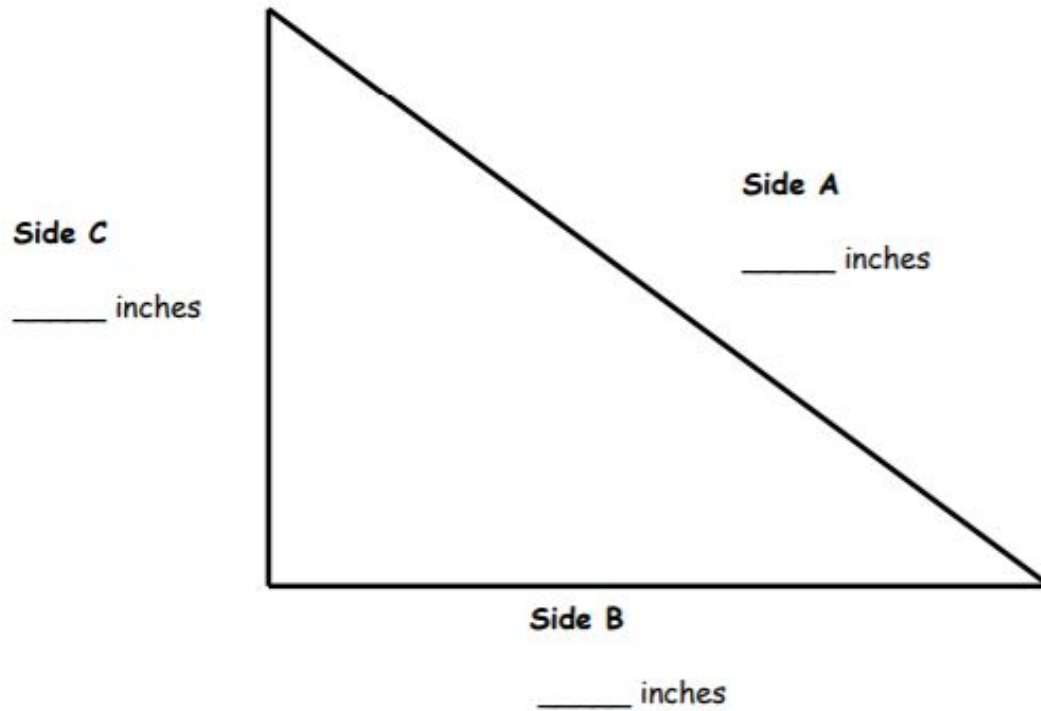
2. a. An eraser is _____ inches.
b. Draw a line that is the same length as the eraser.

3. a. A crayon is _____ inches.
b. Draw a line that is the same length as the crayon.

4. a. A marker is _____ inches.
b. Draw a line that is the same length as the marker.

5. a. What is the longest item that you measured? _____
b. How long is the longest item? _____ inches
c. How long is the shortest item? _____ inches
d. What is the difference in length between the longest and the shortest items?
_____ inches
e. Draw a line that is the same as the length you found in (d).

6. Measure and label the length of each side of the triangle using your ruler.

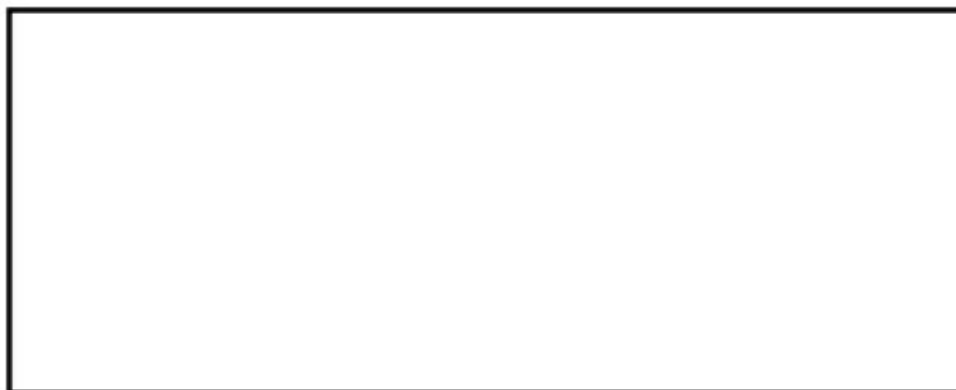


- Which side is the shortest? Side A Side B Side C
- What is the length of Side A? _____ inches
- What is the length of Sides C and B together? _____ inches
- What is the difference between the shortest and longest sides?
_____ inches

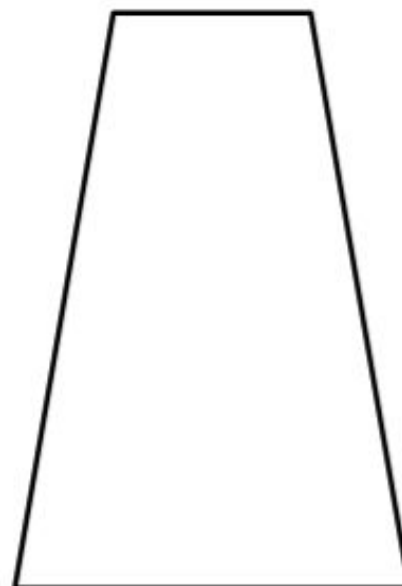
7. Solve.

- _____ inches = 1 foot
- 5 inches + _____ inches = 1 foot
- _____ inches + 4 inches = 1 foot

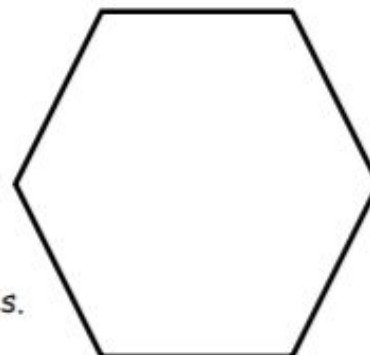
6. Measure and label the length of each side of each shape in inches using your ruler.



- a. The longer side of the rectangle is _____ inches.
- b. The shorter side of the rectangle is _____ inches.
- c. The longer side of the rectangle is _____ inches longer than the shorter side of the rectangle.



- d. The shortest side of the trapezoid is _____ inches.
- e. The longest side of the trapezoid is _____ inches.
- f. The longest side of the trapezoid is _____ inches longer than the shortest side.



- g. Each side of the hexagon is _____ inches.
- h. The total length around the hexagon is _____ inches.

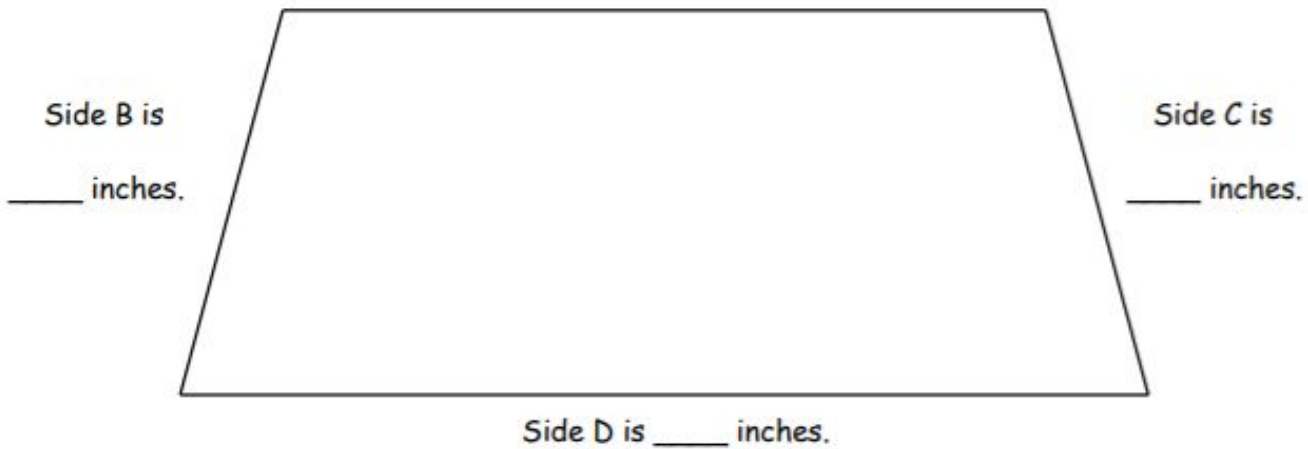


Name _____

Date _____

Measure and label the sides of the shape below.

Side A is _____ inches.



What is the sum of the length of Side B and the length of Side C? _____ inches

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

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

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

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

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

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

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

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

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

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

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

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



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Tuesday

Bunnyyarl the Flies and Wurrunnunnah the Bees

Parts: Narrator 1, Narrator 2, Narrator 3, Wurrunnunnah, Bunnyyarl

Narrator 1: Once there were two groups of people, the Bunnyyarl and the Wurrunnunnah.

Narrator 2: They were family and they lived together in one camp.

Narrator 3: The Wurrunnunnah worked very hard. They always gathered food, even when there was already enough. They did this so that they would have enough later.

Narrator 1: The Bunnyyarl did not think about the future. They wasted their time playing. They never thought about getting enough food for later.

Narrator 2: One day the Wurrunnunnah invited the Bunnyyarl to come with them.

Wurrunnunnah: Come out with us. We are going to gather nectar from flowers.

Soon the winter winds will blow the flowers away. Then there will be no more nectar to gather.

Narrator 2: The Bunnyyarl shook their fingers and laughed at the Wurrunnunnah.

Bunnyyarl: No! We have something to do here. We are busy playing.

Narrator 3: And off the Bunnyyarl went, wasting their time. They knew that the Wurrunnunnah would share their nectar with them.

Narrator 1: The Wurrunnunnah went off and left the Bunnyyarl to waste their time. They gathered the flowers and stored the nectar.

Narrator 2: The Wurrunnunnah never went back to live with the Bunnyyarl, for they were tired of doing all the work.

Narrator 3: As time went on, the Wurrunnunnah were changed into little wild bees.

Narrator 1: The lazy Bunnyyarls were changed into flies.

Name _____

played

walked

melted

ended	hunted	blinked
picked	needed	brushed
mended	melted	shaved
kissed	printed	used
rusted	piled	landed

Lesson 18

Objective: Measure an object twice using different length units and compare; relate measurement to unit size.

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

Day 2L: Read the word problem: (M7 L6)

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:

- Read the question.
 - Re-Read the question.
 - How much is each coins worth (Value)? _____
 - _____ Pennies
 - _____ Nickels
 - _____ Dimes
 - _____ Quarters
 - How much money does Sarah have?
 - _____ Pennies = _____ Cents
 - _____ Nickels = _____ Cents
 - _____ Dimes = _____ Cents
 - _____ Quarters = _____ Cents
 - What is the question asking you?
-

Name _____ Date _____

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1. _____
 _____ cm _____ in

2. _____
 _____ cm _____ in

3. _____
 _____ cm _____ in

4. _____
 _____ cm _____ in

5. a. Did you use more inches or more centimeters when measuring the lines above?

b. Write a sentence to explain why you used more of that unit.

6. Draw lines with the measurements below.

a. 3 centimeters long

b. 3 inches long

7. Thomas and Chris both measured the crayon below but came up with different answers. Explain why both answers are correct.



Thomas: 8 cm

Chris: 3 in

Explanation: _____

Name _____

Date _____

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1. _____

_____ cm

_____ in

2. _____

_____ cm

_____ in

3. _____

_____ cm

_____ in

4. _____

_____ cm

_____ in

5. a. Draw a line that is 5 centimeters in length.
- b. Draw a line that is 5 inches in length.
6. a. Draw a line that is 7 inches in length.
- b. Draw a line that is 7 centimeters in length.
7. Takeesha drew a line 9 centimeters long. Damani drew a line 4 inches long. Takeesha says her line is longer than Damani's because 9 is greater than 4. Explain why Takeesha might be wrong.
-
-
-
8. Draw a line that is 9 centimeters long and a line that is 4 inches long to prove that Takeesha is wrong.

Name _____

Date _____

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1. _____

_____ cm

_____ in

2. _____

_____ cm

_____ in

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

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

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

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

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

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

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

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

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

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

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

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



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Wednesday

Restate

Answer

Prove it with details from the text

What is the central message in the story Bunnyyarl the Flies and Wurrunnunnah the Bees?

Name _____

played

walked

melted

talked	liked	voted
asked	wished	planted
played	closed	added
named	screamed	walked
washed	rested	fixed

$6 - 3 = \square$

$4 - 0 = \square$

$9 - 5 = \square$

$12 + 9 = \square$

$8 - 7 = \square$

$11 + 7 = \square$

$3 + 6 = \square$

$10 - 6 = \square$

$1 + 5 = \square$

$7 + 4 = \square$

$9 - 1 = \square$

$1 - 0 = \square$

$10 - 9 = \square$

$8 + 2 = \square$

$8 - 5 = \square$

$8 + 4 = \square$

$5 + 9 = \square$

$7 - 1 = \square$

$11 - 2 = \square$

$8 - 3 = \square$

$2 + 4 = \square$

$5 + 0 = \square$

$2 + 2 = \square$

$10 - 6 = \square$

$12 + 5 = \square$

$4 + 2 = \square$

$6 - 2 = \square$

$7 + 9 = \square$

$4 + 2 = \square$

$10 - 6 = \square$

$3 + 0 = \square$

$9 + 3 = \square$

$7 + 1 = \square$

$10 - 8 = \square$

$11 - 4 = \square$

$3 - 1 = \square$

$5 - 3 = \square$

$7 - 4 = \square$

$10 + 3 = \square$

$2 + 6 = \square$

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

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

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

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

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

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

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

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

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

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

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

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




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Thursday

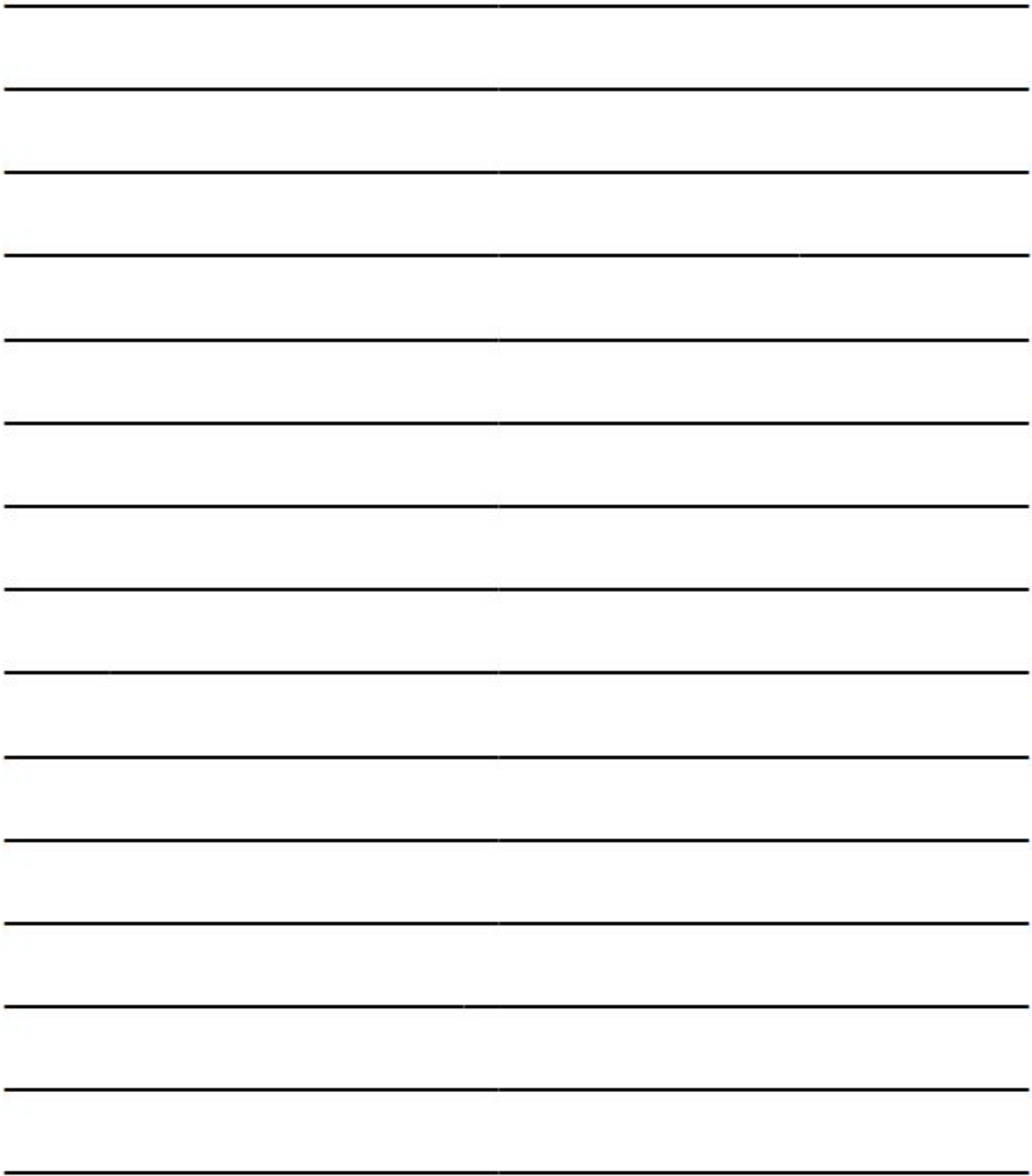
Independent Paragraph Writing: Story Elements and the Central Message from “Bunnyarl the Flies and Wurrunnunnah the Bees”

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 “Bunnyarl the Flies and Wurrunnunnah the Bees”	
	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	Bunnyarl the Flies and Wurrunnannah the Bees 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 _____

planned

walked

wanted

danced	cleaned	wiped
planted	helped	tasted
mailed	worked	chopped
dipped	counted	traded
touched	asked	napped
grabbed	washed	wished
smelled	voted	dusted
learned	slipped	hugged
hoped	dreamed	added
hunted		

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Lesson 20

Objective: Solve two-digit addition and subtraction word problems involving length by using tape diagrams and writing equations to represent the problem.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Day 3L: Read the word problem: (M7 L6)

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:

- Read the question.
 - Re-Read the question.
 - How much is each coins worth (Value)? _____
 - _____ Pennies
 - _____ Nickels
 - _____ Dimes
 - _____ Quarters
 - How much money does Sarah have?
 - _____ Pennies = _____ Cents
 - _____ Nickels = _____ Cents
 - _____ Dimes = _____ Cents
 - _____ Quarters = _____ Cents
 - What is the question asking you?
-

Answer Question A:

Name _____

Date _____

Solve using tape diagrams. Use a symbol for the unknown.

1. Mr. Ramos has knitted 19 inches of a scarf he wants to be 1 yard long. How many more inches of scarf does he need to knit?

2. In the 100-yard race, Jackie has run 76 yards. How many more yards does she have to run?

3. Frankie has a 64-inch piece of rope and another piece that is 18 inches shorter than the first. What is the total length of both ropes?

Name _____

Date _____

Solve using a tape diagram. Use a symbol for the unknown.

Jasmine has a jump rope that is 84 inches long. Marie's is 13 inches shorter than Jasmine's. What is the length of Marie's jump rope?

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

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

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

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

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

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

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

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

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

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

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

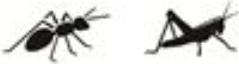



$12) 17 + 60 = \underline{\quad}$



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Friday

Things that are the same	Things that are different
<p>Beginning</p> <p>Both have characters who do not want to work.</p>	<div data-bbox="824 367 1047 441"> </div> <hr/> <div data-bbox="824 724 1047 819"> </div>
<p>Middle</p> <p>Both the grasshopper and the carefree people want to eat the food that others have collected.</p>	<div data-bbox="824 1102 1047 1176"> </div> <hr/> <div data-bbox="824 1459 1047 1554"> </div>

Things that are the same	Things that are different
End	 <p>The Grasshopper does not get any food and goes hungry.</p>
	 <p>The hard workers move away.</p>
Central Message	
	

Lesson 21

Objective: Identify unknown numbers on a number line diagram

$10 + 7 = \square$

$11 + 3 = \square$

$10 - 7 = \square$

$10 - 2 = \square$

$3 + 0 = \square$

$3 + 5 = \square$

$5 - 3 = \square$

$9 - 5 = \square$

$4 - 3 = \square$

$3 + 7 = \square$

$10 + 10 = \square$

$8 + 8 = \square$

$7 + 2 = \square$

$9 + 6 = \square$

$10 - 6 = \square$

$9 - 1 = \square$

$7 + 2 = \square$

$10 + 11 = \square$

$11 - 7 = \square$

$11 - 7 = \square$

$7 + 12 = \square$

$9 + 3 = \square$

$10 - 6 = \square$

$11 + 3 = \square$

$4 - 2 = \square$

$9 - 8 = \square$

$8 - 5 = \square$

$6 + 5 = \square$

$7 - 3 = \square$

$9 - 9 = \square$

$12 - 6 = \square$

$4 + 9 = \square$

$9 + 4 = \square$

$2 + 11 = \square$

$8 + 6 = \square$

$2 + 8 = \square$

$2 - 1 = \square$

$11 - 4 = \square$

$12 - 7 = \square$

$7 + 0 = \square$

Day 4L: Read the word problem: (M7 L6)

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:

- Read the question.
 - Re-Read the question.
 - How much is each coins worth (Value)? _____
 - _____ Pennies
 - _____ Nickels
 - _____ Dimes
 - _____ Quarters
 - How much money does Sarah have? _____
 - How many cent is a dollar? _____
 - What is the question asking you today?
-

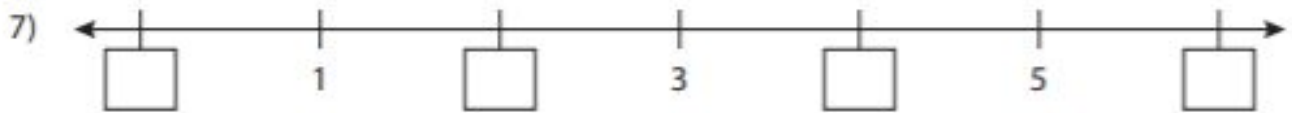
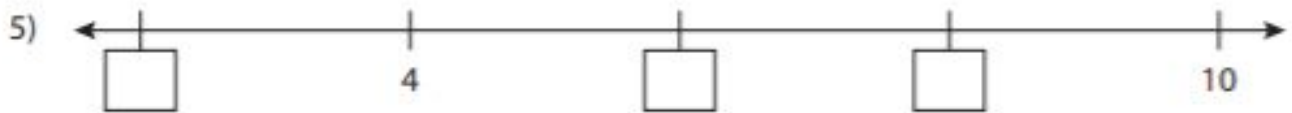
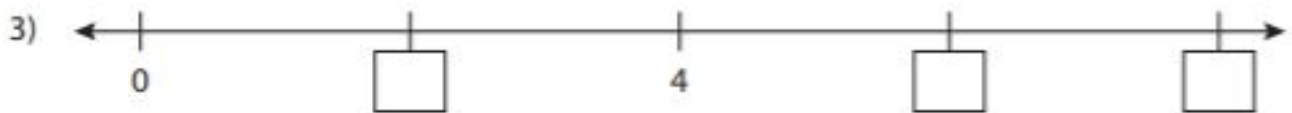
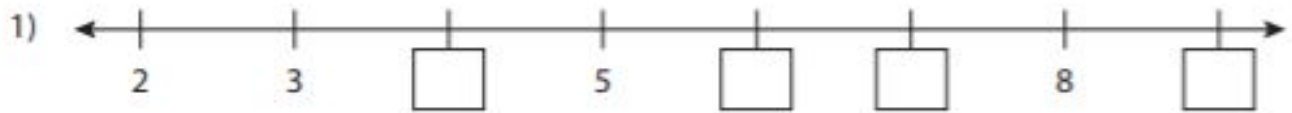
Answer Question B:

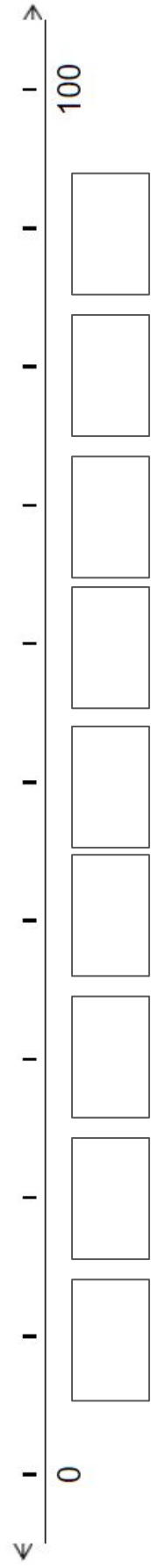
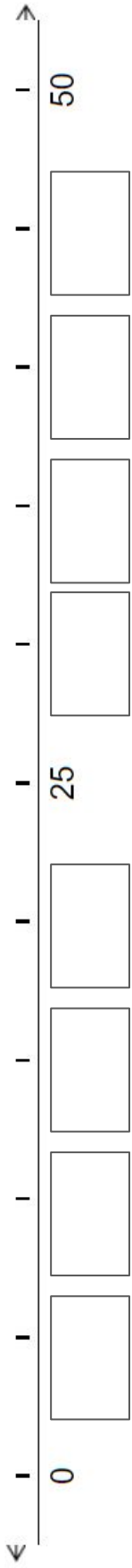
Name : _____

Missing Numbers

T2L151

Write the missing numbers in each number line.



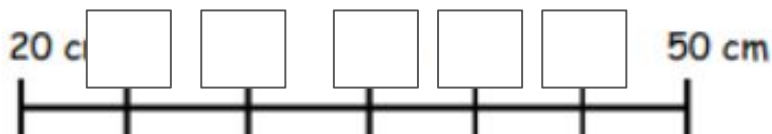


Name _____

Date _____

Find the value of the point on each part of the meter strip marked
 For each number line, one unit is the distance from one hash mark to the next.

1.



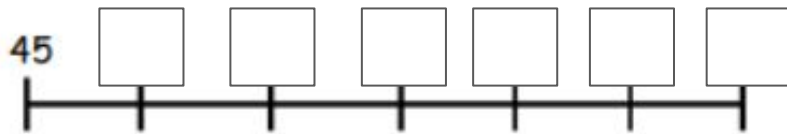
2.



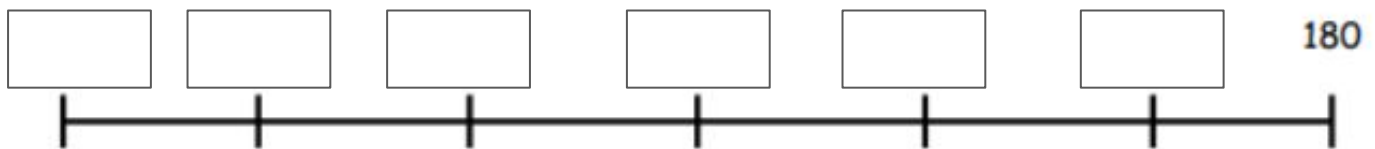
3.



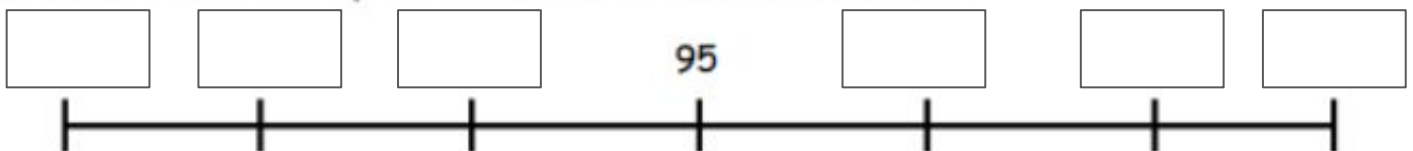
4. Each hash mark represents 5 more on the number line.



5. Each hash mark represents 10 more on the number line.



6. Each hash mark represents 10 more on the number line.

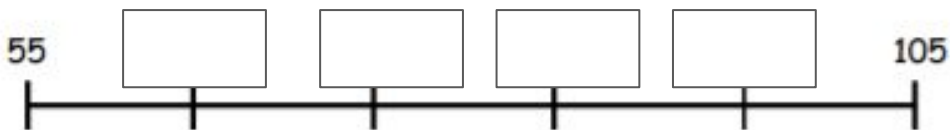
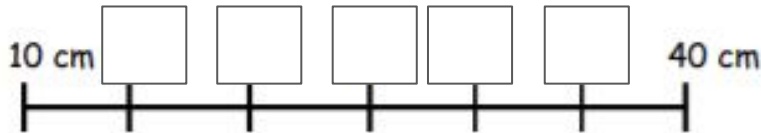


Name _____

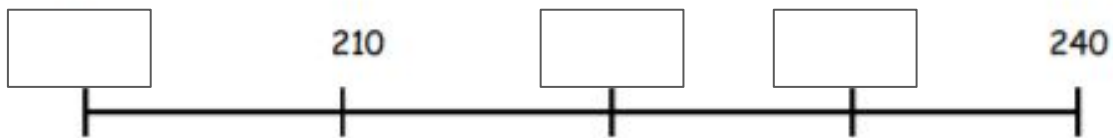
Date _____

Find the value of the point on each part of the meter strip marked by a letter.
For each number line, one unit is the distance from one hash mark to the next.

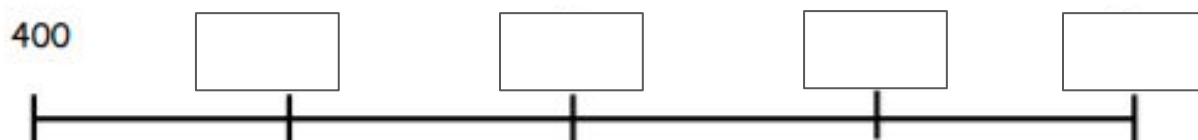
1.



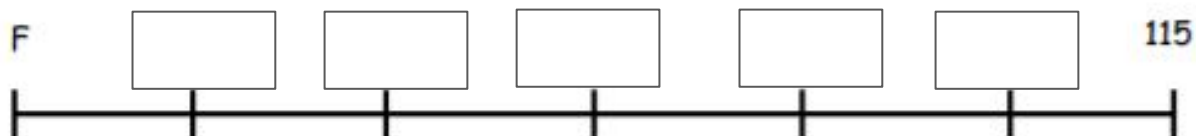
2.



3. Each hash mark represents 5 more on the number line.



4. Each hash mark represents 10 more on the number line.



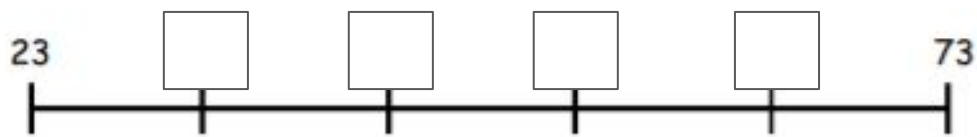
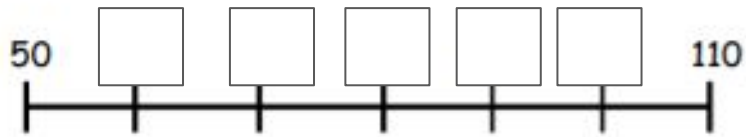
5. Each hash mark represents 10 more on the number line.



Name _____

Date _____

Find the value of the point on each number line marked by a letter.



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

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

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

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

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

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

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

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

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

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

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

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

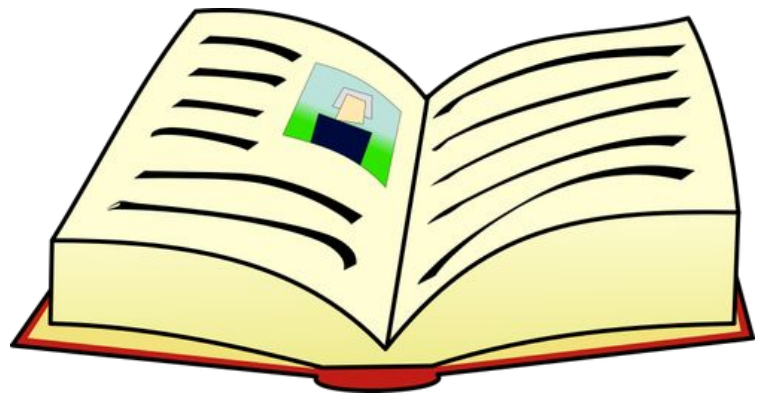


Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Close Reading

April 19-23

Name:



Big Red

A

Big Red was a sporty girl. She was tall and fit, and she had bright red hair. Big Red liked to go hiking and exploring because she was very curious. One day, she was in the forest and found an interesting little cabin. Smoke was rising from the chimney, and it had a sweet smell coming from the window.

B

She knocked on the door, but no one answered. Big Red knocked again, and the door opened a little. The sugary smell of maple syrup filled the air. She entered the cabin to have a look inside. She could see that no one was home. Big Red found a table with warm oatmeal and a book.

C

The sweet smell was making her mouth start to water. Big Red was hungry after her long hike. She looked down at the pot and saw warm maple syrup drizzled across the soft, steaming oats. Big Red decided to taste the oatmeal and take a peek at the book.

D

Before Big Red knew it, she had read the whole book and had eaten all of the oatmeal. Warmth from the fireplace filled the air, and she felt tired. She thought that a nap sounded perfect.

E

Next to the cozy fireplace were three comfy chairs. She thought that they looked like a perfect place to rest. She tried the first chair, but it was too soft. The second chair was too hard. The third chair, however, was just right. She found a warm blanket and snuggled up for a fireside nap.

F

"Someone ate our oatmeal!" a loud voice suddenly roared. The bear family who lived in the cabin returned home to find their door open and their bowls empty.

G

"Someone has been sitting in our chairs!" a voice screeched from the living room.

H

The baby bear saw flowing red hair peeking from under the blanket in his chair. "Someone is napping in my chair!" yelled the baby bear.

I

Big Red's screech filled the air as she burst from the chair. Thankfully, her bright red hair gave them such a scare that she was able to burst through the door and escape. Big Red lived another day and learned quite a lesson about wandering into people's houses and using their things.

Name: _____

Title: _____



Beginning

Middle

End

No One Is Looking

A Lara was not a bad girl, but she sometimes did some bad things.

B Once, when all of the other second graders had left the classroom to go to recess, Lara stayed behind. The room, always filled with lots of children, belonged to everyone, but Lara felt that the room belonged to her since everyone had left for recess. She went behind the teacher's desk and sat in the teacher's chair. She opened one of the drawers in the teacher's desk. In one drawer of the desk, she found the teacher's stash of bright red apples, which the teacher had earned from the school for being a good teacher. Lara took one of the apples.

C Next, she climbed down from the teacher's chair and sat in William's chair. She peeked inside William's desk and took his favorite eraser. It was a green dinosaur-shaped eraser that fit on top of a pencil. She squeezed the small eraser in her hand. *This is now mine*, she thought.

D She got up from William's desk and went to the back of the classroom where all of the children's coats were hanging. She stopped at one jacket, a blue one with red and black plaid lining, and stuck her hand in one of the pockets. She found a small bag of candy. She took it and held it tightly in her hand.

E She became very excited to have these new items that did not belong to her. Lara was so overcome with excitement that she did not hear the teacher's second grade class lining up outside the classroom.

F "Lara!" said the teacher, surprised to see the young girl still in the classroom.

G Lara hadn't realized that the teacher and the rest of the class had returned. She was so shocked to hear her name that she jumped and threw her new possessions in the air!

H "My apple!" said the teacher.

I "My dinosaur eraser!" said William.

J "My candy!" said Jack, who owned the blue jacket.

K Lara didn't go outside for recess for the rest of the week. Instead, she stayed inside in time-out with the teacher. She was so embarrassed that she promised herself to never be so sneaky or greedy again.

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:
"Big Red" and "No One Is Looking"

COMPARE AND CONTRAST (RI.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