



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

Monday
April 26

Name:

The Crow and the Pitcher

The crow had been flying all day, and she was very thirsty. She came across a **pitcher** that was half full of water. She could not reach the water in the pitcher to drink. Her beak could not reach down the neck of the pitcher. She tried tipping the pitcher, but it was too heavy. She saw that there were pebbles all over the ground. She began to drop pebbles one at a time into the pitcher. It took a very long time, but the water rose to the top. Then she drank all the water she wanted.



Moral: Doing things little by little is just as good as doing things all at once.

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: _____

Date: _____

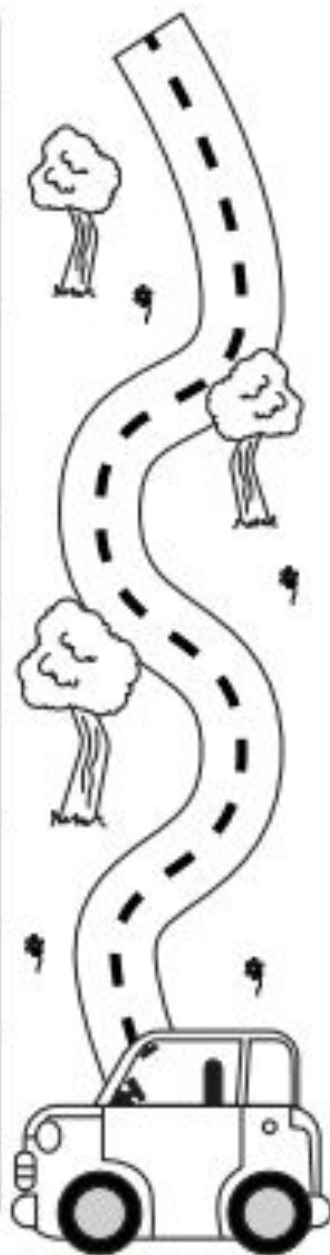
Rd. Abbreviation Match-Up

Look at each complete word. Find the abbreviation that matches it and write it on the line next to each word. Use the word bank to help you.

Abbreviation Word Bank

yr.	Nov.	gal.	Dr.	Mon.	Wed.
Apr.	Pres.	kg.	Blvd.	Ln.	Feb.

Word	Abbreviation
Example: Wednesday	Wed.
Drive	
President	
year	
Monday	
November	
gallon	
Boulevard	
February	
Lane	
kilogram	



Think about a time when you might use an abbreviation. How could you use an abbreviation?

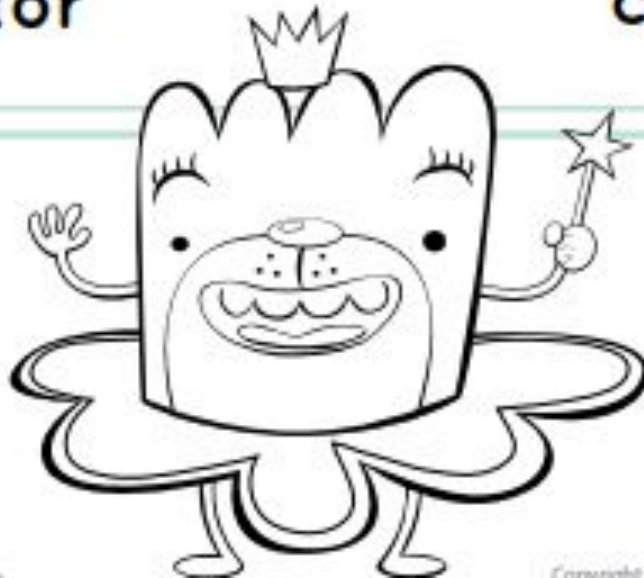
Name: _____

Date: _____

Abbreviation Match

Draw a line between the word and its abbreviation.

October	Mr.
inch	tsp
Mister	Ave.
Friday	Oct.
teaspoon	Dr.
centimeter	St.
Avenue	Jan.
January	in
Street	Fri.
Doctor	cm



Day 1M: Read the word problem: (M7 L8)

Alyssa has 5 five-dollar bills, 12 one-dollar bills, and 3 ten-dollar bills in her wallet. How much money is in her wallet?

Check off each thing:

- Read the question.
 - Re-Read the question.
 - How much money does Alyssa have?
 - _____ \$1 dollar bills
 - _____ \$5 dollar bills
 - _____ \$10 dollar bills
 - _____ \$20 dollar bills

 - What is the question asking you today?
-

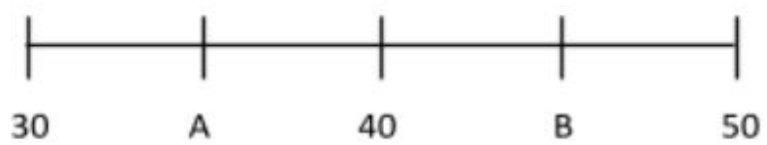
Concept development:

Problem 1:

1a.



1b.



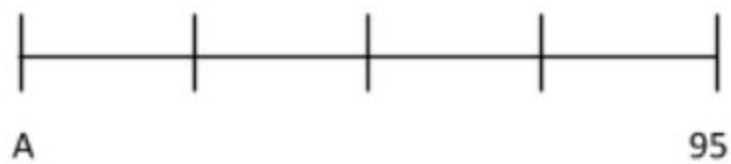
Problem 2:

2.

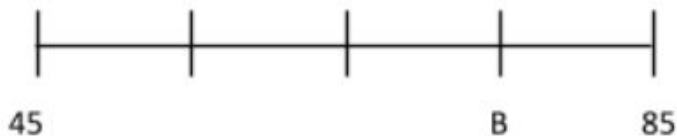


Problem

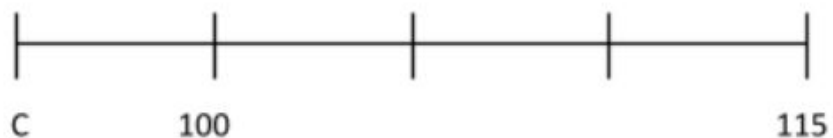
3.



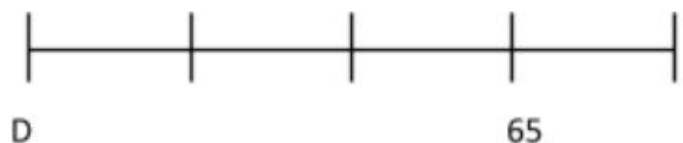
4. Find the value of Point B on the number line.



5. Find the value of Point C on the number line. What is the difference between the two endpoints?



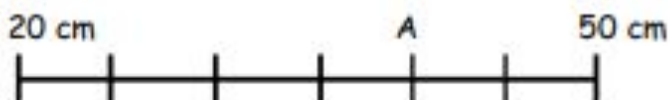
6. Find the value of Point D on the number line. Each hash mark represents a value of 10. What is the distance between the two endpoints?



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.



Each unit has a length of _____ centimeters.

A = _____

2.



Each unit has a length of _____ centimeters.

B = _____

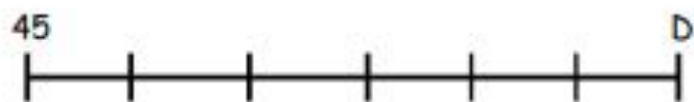
3.



Each unit on the meter strip has a length of _____ centimeters.

C = _____

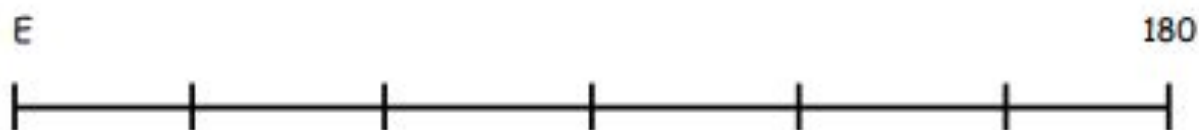
4. Each hash mark represents 5 more on the number line.



D = _____

What is the difference between the two endpoints? _____.

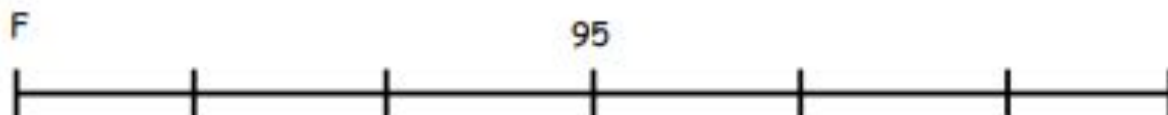
5. Each hash mark represents 10 more on the number line.



E = _____

What is the difference between the two endpoints? _____.

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

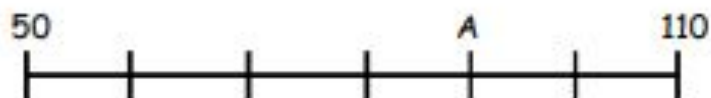


F = _____

What is the difference between the two endpoints? _____.

Name _____ Date _____

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



1. Each unit has a length of _____ centimeters.

A = _____



2. What is the difference between the two endpoints? _____.

B = _____

$1) 44\text{¢} - 29\text{¢} = \underline{\hspace{2cm}}$

$2) 31\text{¢} + 15\text{¢} = \underline{\hspace{2cm}}$

$3) 30\text{¢} + 50\text{¢} = \underline{\hspace{2cm}}$

$4) 32\text{¢} - 2\text{¢} = \underline{\hspace{2cm}}$

$5) 13\text{¢} + 41\text{¢} = \underline{\hspace{2cm}}$

$6) 33\text{¢} - 13\text{¢} = \underline{\hspace{2cm}}$

$7) 43\text{¢} - 22\text{¢} = \underline{\hspace{2cm}}$

$8) 41\text{¢} + 19\text{¢} = \underline{\hspace{2cm}}$

$9) 20\text{¢} + 50\text{¢} = \underline{\hspace{2cm}}$

$10) 40\text{¢} - 13\text{¢} = \underline{\hspace{2cm}}$

$11) 25\text{¢} + 15\text{¢} = \underline{\hspace{2cm}}$

$12) 20\text{¢} - 17\text{¢} = \underline{\hspace{2cm}}$




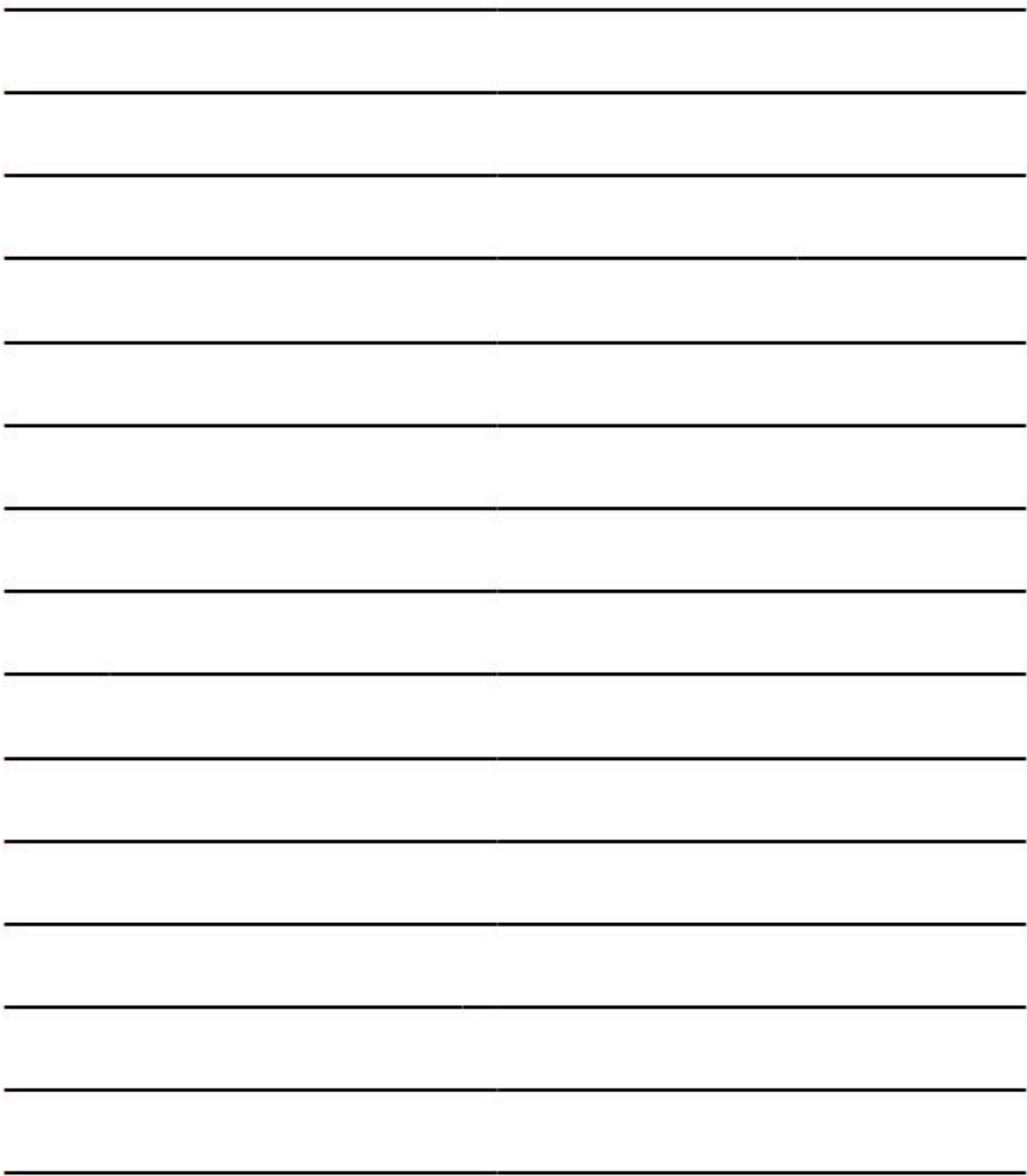
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Tuesday

Today you will be writing a paragraph to recount the fable “The Crow and the Pitcher”

- ❖ Follow these steps, check them off as you complete.

	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.	



Name: _____

Date: _____

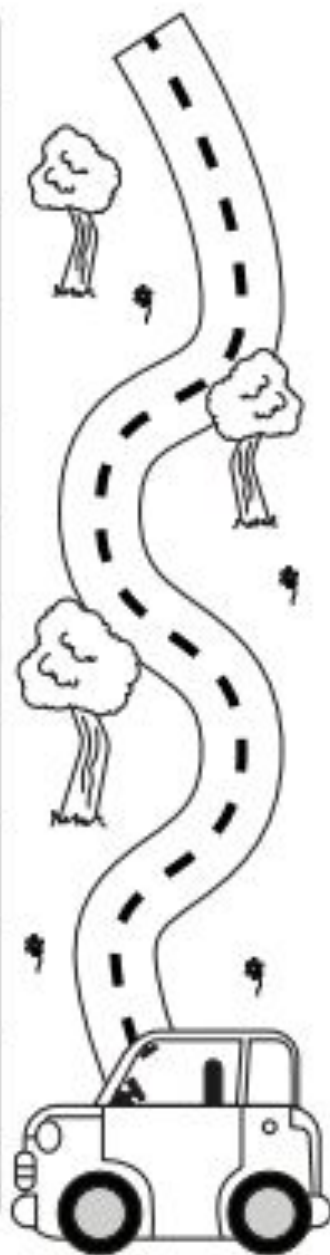
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Word	Abbreviation
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Drive	
President	
year	
Monday	
November	
gallon	
Boulevard	
February	
Lane	
kilogram	



Think about a time when you might use an abbreviation. How could you use an abbreviation?

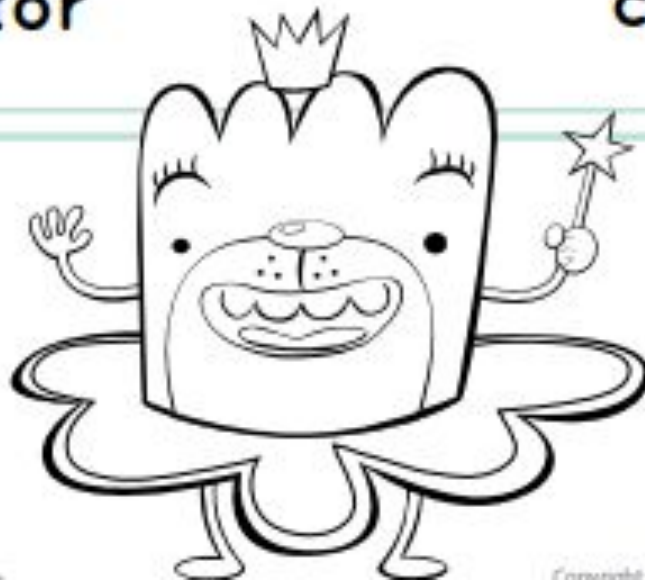
Name: _____

Date: _____

Abbreviation Match

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inch	tsp
Mister	Ave.
Friday	Oct.
teaspoon	Dr.
centimeter	St.
Avenue	Jan.
January	in
Street	Fri.
Doctor	cm



$8 + 10 = \square$

$12 - 1 = \square$

$14 - 1 = \square$

$15 - 4 = \square$

$6 + 9 = \square$

$8 + 3 = \square$

$10 - 5 = \square$

$7 + 7 = \square$

$12 - 11 = \square$

$8 - 6 = \square$

$10 - 5 = \square$

$10 + 2 = \square$

$11 - 3 = \square$

$10 - 7 = \square$

$9 + 11 = \square$

$13 - 8 = \square$

$10 + 11 = \square$

$2 + 6 = \square$

$8 + 12 = \square$

$4 + 10 = \square$

$11 + 6 = \square$

$5 + 6 = \square$

$7 - 3 = \square$

$5 + 6 = \square$

$11 + 5 = \square$

$12 - 12 = \square$

$13 - 9 = \square$

$2 - 1 = \square$

$3 - 2 = \square$

$8 + 15 = \square$

$12 - 4 = \square$

$10 + 8 = \square$

$1 + 1 = \square$

$8 + 5 = \square$

$6 + 13 = \square$

$11 - 6 = \square$

$4 + 14 = \square$

$8 + 8 = \square$

$10 - 4 = \square$

$8 + 6 = \square$

Day 2M: Read the word problem: (M7 L8)

Alyssa has 5 five-dollar bills, 12 one-dollar bills, and 3 ten-dollar bills in her wallet.
How much money is in her wallet?

Check off each thing:

- Read the question.
 - Re-Read the question.
 - How much money does Alyssa have?
 - _____ \$1 dollar bills = _____
 - _____ \$5 dollar bills = _____
 - _____ \$10 dollar bills = _____
 - _____ \$20 dollar bills = _____

 - What is the question asking you today?
-

Solve how much she has!

Concept development:

Problem 1: Use the number line below to show your work

1a. Show 20 yards more than 35 yards



1b. Show 15 more than 45



1c. Show 50 yards more than 60 yards (using units of 10)



1d. Show 30 more than 85 (Using units of 5)



Problem 2: Use the number line below to show your work

2a. Show 15 feet less than 55 feet



2b. Show 15 less than 45



2c. Show 20 yards less than 90 yards (using units of 10)



2d. Show 30 less than 115 (Using units of 5)

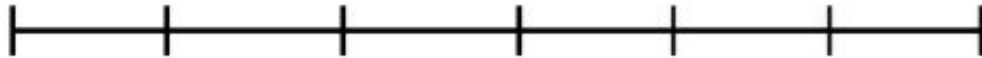


Name _____ Date _____

1. Each unit length on both number lines is 10 centimeters.

(Note: Number lines are not drawn to scale.)

- a. Show 30 centimeters more than 65 centimeters on the number line.



- b. Show 20 centimeters more than 75 centimeters on the number line.



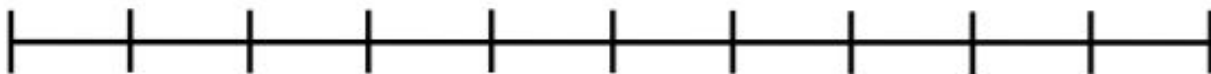
- c. Write an addition sentence to match each number line.

2. Each unit length on both number lines is 5 yards.

- a. Show 25 yards less than 90 yards on the following number line.



- b. Show 35 yards less than 100 yards on the number line.



- c. Write a subtraction sentence to match each number line.

Name _____

Date _____

1. Each unit length on both number lines is 10 centimeters.
 (Note: Number lines are not drawn to scale.)

- a. Show 20 centimeters more than 35 centimeters on the number line.



- b. Show 30 centimeters more than 65 centimeters on the number line.



- c. Write an addition sentence to match each number line.

2. Each unit length on both number lines is 5 yards.

- a. Show 35 yards less than 80 yards on the following number line.

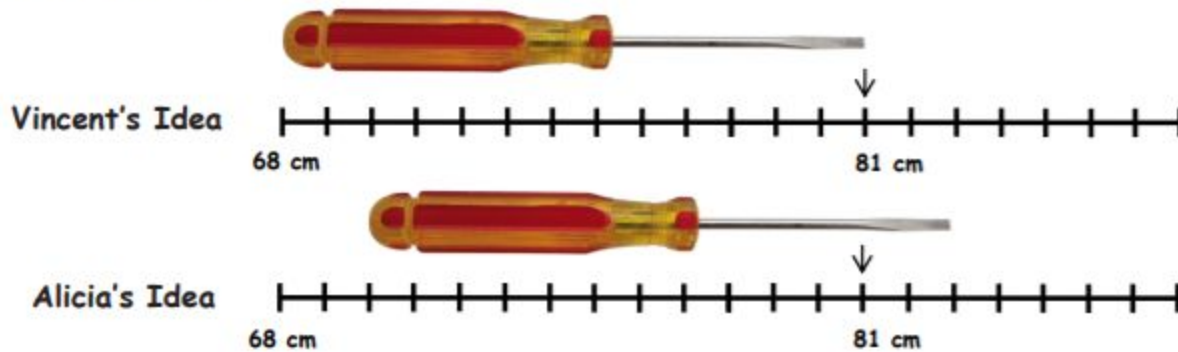


- b. Show 25 yards less than 100 yards on the number line.



- c. Write a subtraction sentence to match each number line.

3. Vincent's meter strip got cut off at 68 centimeters. To measure the length of his screwdriver, he writes "81 cm - 68 cm." Alicia says it's easier to move the screwdriver over 2 centimeters. What is Alicia's subtraction sentence? Explain why she's correct.



4. A large flute is 71 centimeters long, and a small flute is 29 centimeters long. What is the difference between their lengths?
5. Ingrid measured her garden snake's skin to be 28 inches long using a yardstick but didn't start her measurement at zero. What might be the two endpoints of her snakeskin on her yardstick? Write a subtraction sentence to match your idea.

Name _____

Date _____

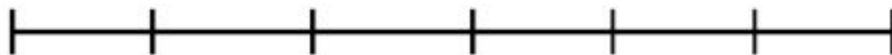
Each unit length on both number lines is 20 centimeters.

(Note: Number lines are not drawn to scale.)

1. Show 20 centimeters more than 25 centimeters on the number line.



2. Show 40 centimeters less than 45 centimeters on the number line.



3. Write an addition or a subtraction sentence to match each number line.

$1) 24\text{¢} + 16\text{¢} = \underline{\hspace{2cm}}$

$2) 39\text{¢} - 8\text{¢} = \underline{\hspace{2cm}}$

$3) 1\text{¢} + 10\text{¢} = \underline{\hspace{2cm}}$

$4) 31\text{¢} - 24\text{¢} = \underline{\hspace{2cm}}$

$5) 45\text{¢} - 35\text{¢} = \underline{\hspace{2cm}}$

$6) 50\text{¢} + 33\text{¢} = \underline{\hspace{2cm}}$

$7) 45\text{¢} - 1\text{¢} = \underline{\hspace{2cm}}$

$8) 44\text{¢} + 1\text{¢} = \underline{\hspace{2cm}}$

$9) 6\text{¢} + 26\text{¢} = \underline{\hspace{2cm}}$

$10) 45\text{¢} - 31\text{¢} = \underline{\hspace{2cm}}$

$11) 39\text{¢} + 44\text{¢} = \underline{\hspace{2cm}}$

$12) 43\text{¢} - 18\text{¢} = \underline{\hspace{2cm}}$



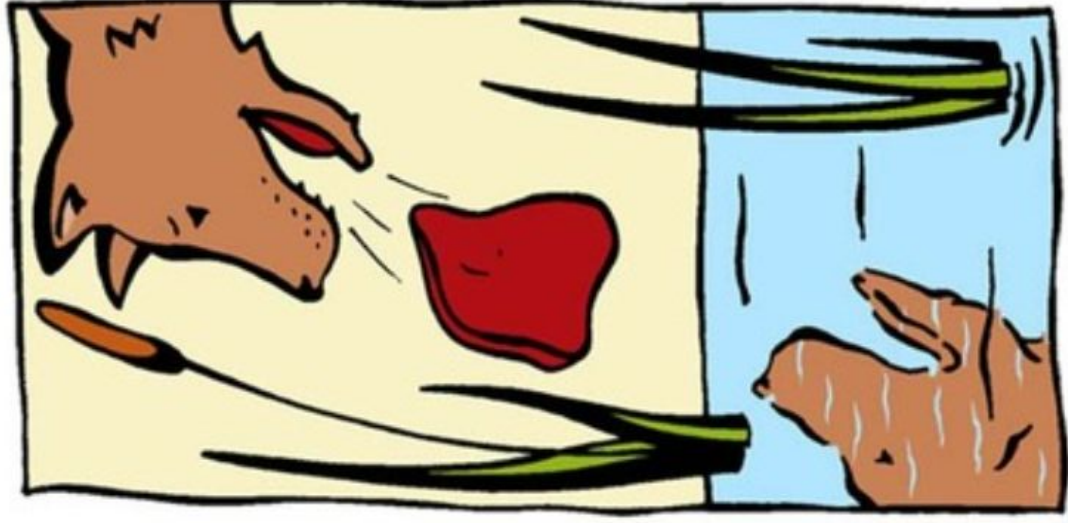
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Wednesday

The Dog and His Reflection

A dog was walking across the bridge over a stream. He had a nice piece of meat in his mouth. He looked down. He thought that he saw another dog. He thought the other dog had meat, too. He **snapped** at the meat in the dog's mouth. His own meat fell into the water. Then he realized it was not another dog after all. It was only his reflection.

Moral: If you are always **greedy** for more, you might lose what you already have.



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 _____

dish

dishes

lunch	beach	box
bunch	itch	fox
patch	kiss	quiz
tax	dish	wrench
watch	latch	buzz
gas	class	brush
bush	glass	sketch
mix	marsh	ax

$9 + 16 = \square$	$8 + 13 = \square$	$4 - 4 = \square$	$9 + 2 = \square$	$4 - 2 = \square$
$7 + 15 = \square$	$12 + 13 = \square$	$10 - 9 = \square$	$9 - 2 = \square$	$12 + 6 = \square$
$6 - 2 = \square$	$8 + 16 = \square$	$10 - 3 = \square$	$9 + 0 = \square$	$13 - 9 = \square$
$0 + 6 = \square$	$15 - 8 = \square$	$9 + 4 = \square$	$10 - 8 = \square$	$10 - 4 = \square$
$9 - 2 = \square$	$3 + 6 = \square$	$6 - 4 = \square$	$4 + 13 = \square$	$6 - 0 = \square$
$7 + 1 = \square$	$7 - 5 = \square$	$3 + 1 = \square$	$12 - 9 = \square$	$5 + 0 = \square$
$9 - 2 = \square$	$13 - 1 = \square$	$4 + 5 = \square$	$4 + 14 = \square$	$5 + 5 = \square$
$13 - 7 = \square$	$10 + 12 = \square$	$8 + 16 = \square$	$6 + 1 = \square$	$4 + 10 = \square$

Day 3M: Read the word problem: (M7 L8)

Alyssa has 5 five-dollar bills, 12 one-dollar bills, and 3 ten-dollar bills in her wallet. How much money is in her wallet?

Check off each thing:

- Read the question.
 - Re-Read the question.
 - How much money does Alyssa have? _____
 - IF: Alyssa wants to buy a new toy for \$200, Does she have enough money?

 - What is the question asking you today?
-

$1) 35¢ + 29¢ = \underline{\hspace{2cm}}$

$2) 38¢ - 13¢ = \underline{\hspace{2cm}}$

$3) 29¢ - 7¢ = \underline{\hspace{2cm}}$

$4) 50¢ + 16¢ = \underline{\hspace{2cm}}$

$5) 20¢ - 14¢ = \underline{\hspace{2cm}}$

$6) 14¢ + 2¢ = \underline{\hspace{2cm}}$

$7) 21¢ - 3¢ = \underline{\hspace{2cm}}$

$8) 26¢ + 32¢ = \underline{\hspace{2cm}}$

$9) 33¢ - 9¢ = \underline{\hspace{2cm}}$

$10) 28¢ - 16¢ = \underline{\hspace{2cm}}$

$11) 47¢ + 17¢ = \underline{\hspace{2cm}}$

$12) 34¢ + 25¢ = \underline{\hspace{2cm}}$




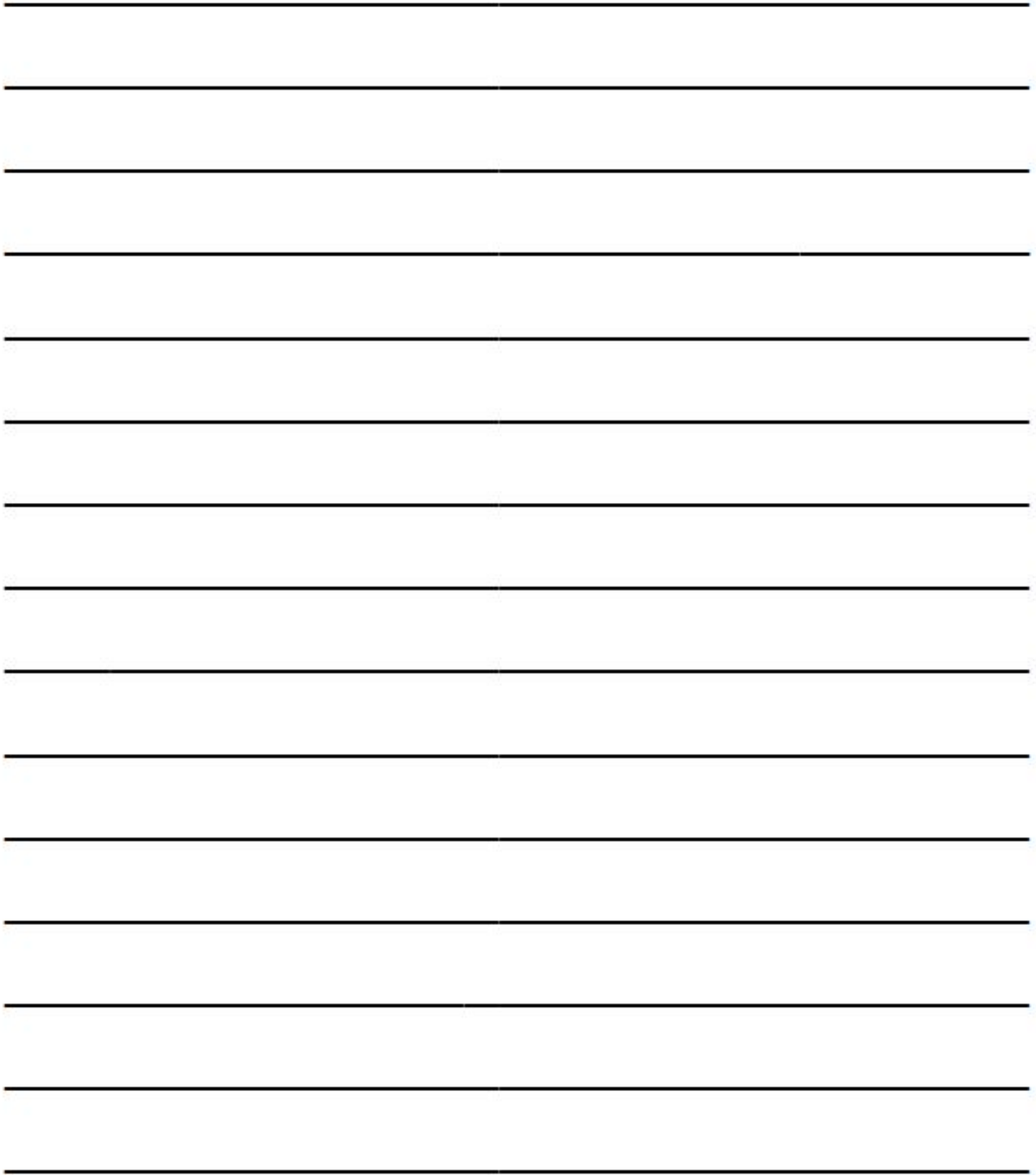
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Thursday

Today you will be writing a paragraph to recount the fable “The Dog and His Reflection”

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	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.	



Name _____

Starts
with a
vowel

Same
middle
sound

Same
first
letter

Example: above

Example: seen

Example : gone

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gone	deep	them
even	up	and
across	each	how
any	then	us
each	who	had
with	will	after
about	again	eat
end	whole	above
when	away	seen
were	has	now

$$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ - 0 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ - 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

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

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

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

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

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

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

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

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

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

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

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

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

$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

Day 4M: Read the word problem: (M7 L8)

Alyssa has 5 five-dollar bills, 12 one-dollar bills, and 3 ten-dollar bills in her wallet.
How much money is in her wallet?

Check off each thing:

- Read the question.
 - Re-Read the question.
 - How much money does Alyssa have? _____
 - IF: Alyssa wants to buy a new toy for \$200 we know she does not have enough money. How much more money does she need to buy to buy her new toy?
 - What is the question asking you today?
-

What is a fraction?

Equal parts of a whole object:

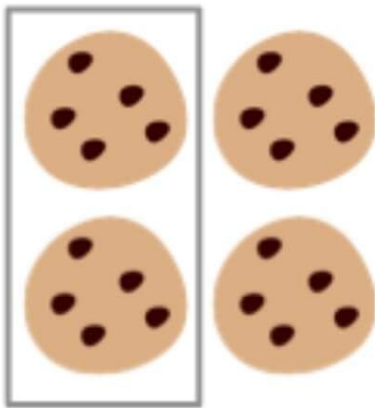


$$\frac{1}{2}$$

Numerator - How many fraction pieces you have

Denominator - How many equal fraction pieces all together

Or equal parts of a set of objects:



$$\frac{2}{4}$$

Part

Whole

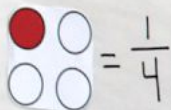
Vocabulary words:

Half * Third * Fourth * Fifth * Sixth
Seventh * Eighth * Ninth * Tenth

© Playough To Play

Different Ways to Represent a Fraction

Part of a Group



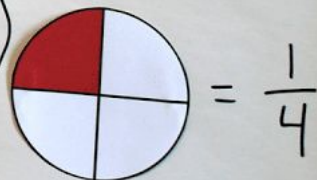
Number Line



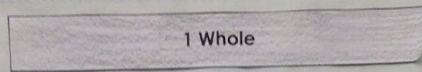
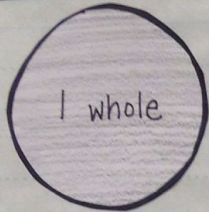
Fraction Bar



Fraction Circle

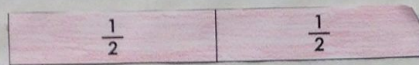
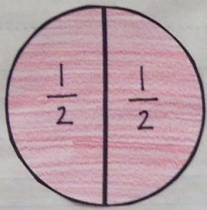


FRACTIONS



whole

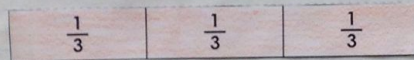
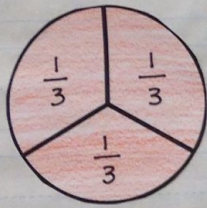
all of the parts of one shape or group



halves

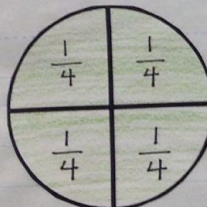
* 1 half *

divided into two equal parts



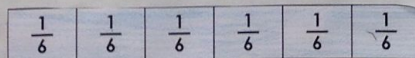
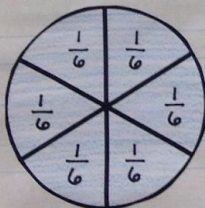
thirds

divided into three equal parts



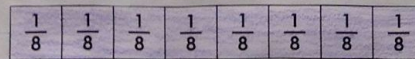
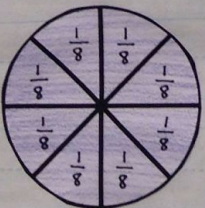
fourths

divided into four equal parts



sixths

divided into six equal parts



eighths

divided into eight equal parts

Halves, or 2 Equal Parts

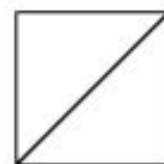
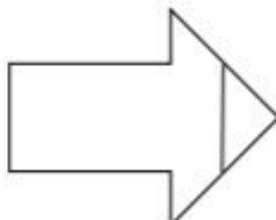
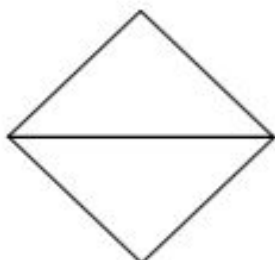
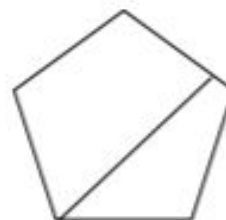
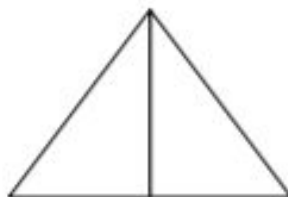
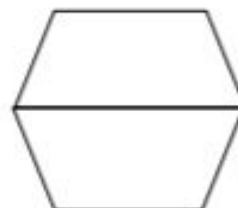
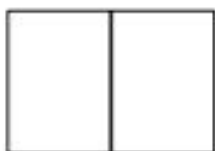
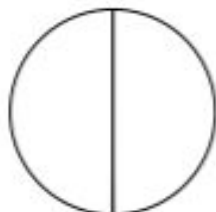
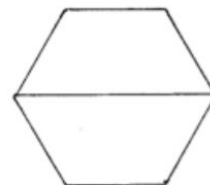
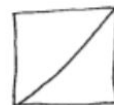
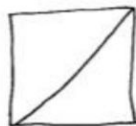
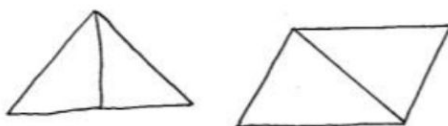
Halves, or 2 Equal Parts



Identify halves

Grade 2 Fractions Worksheet

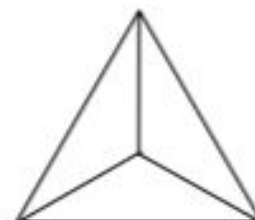
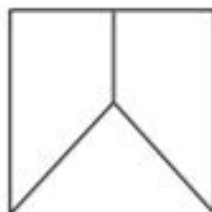
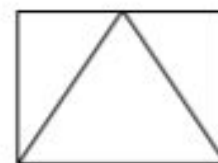
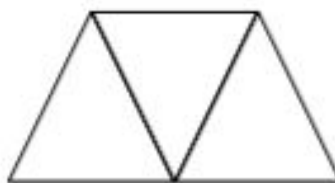
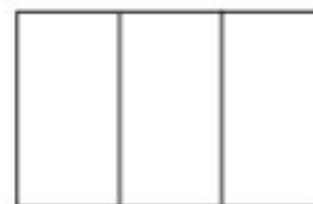
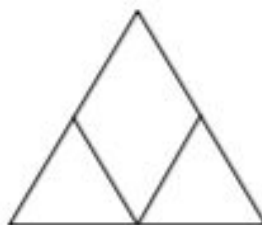
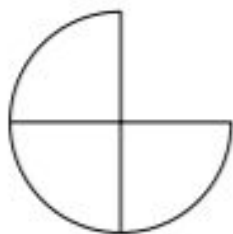
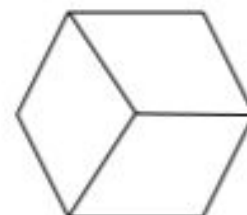
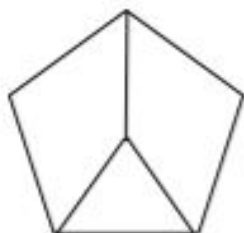
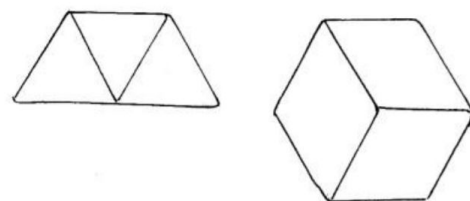
Color half of each shape which shows two equal parts.



Identify thirds

Grade 2 Fractions Worksheet

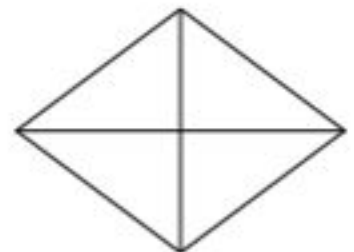
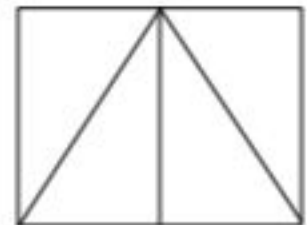
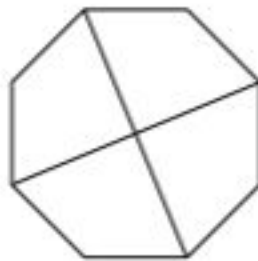
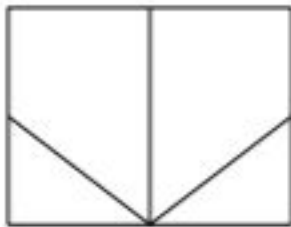
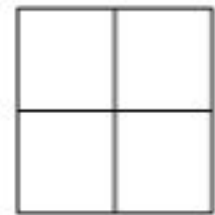
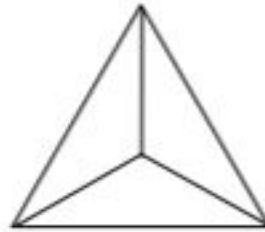
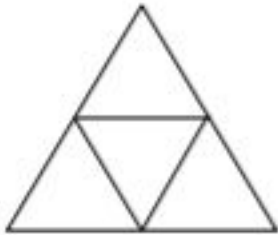
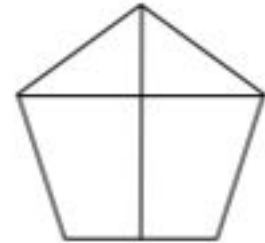
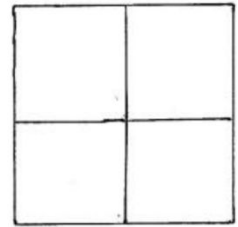
Circle the shapes that are divided into thirds (3 equal parts).

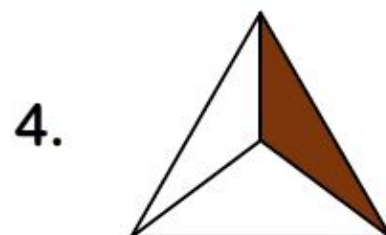
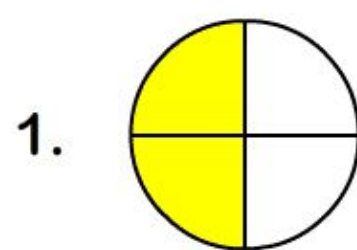
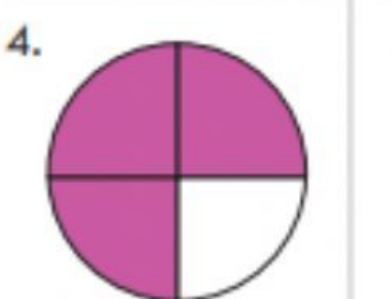
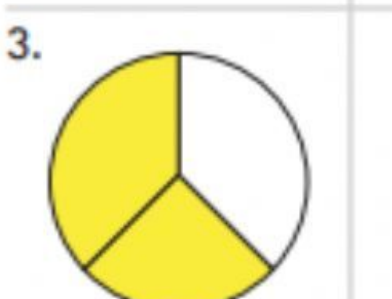
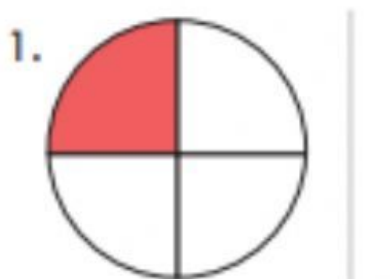
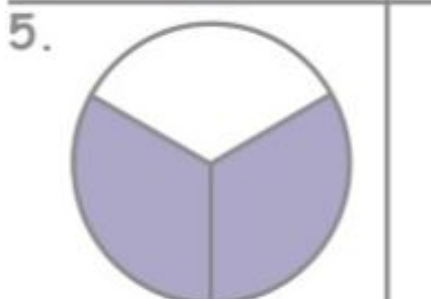
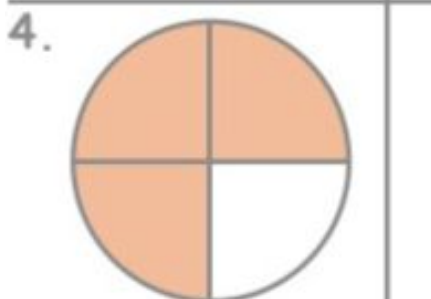
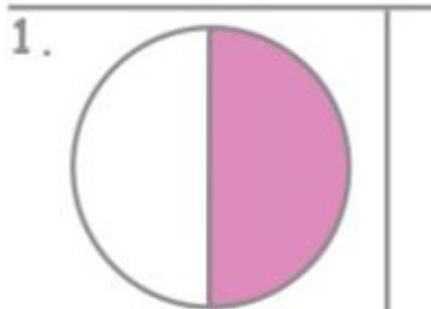


Identify quarters

Grade 2 Fractions Worksheet

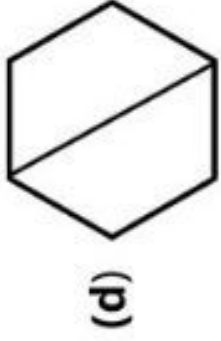
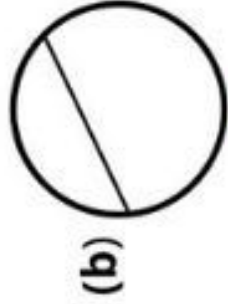
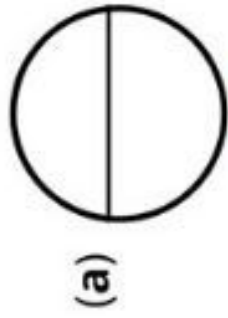
Circle the shapes that are divided into quarters (four equal parts).



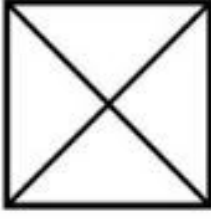
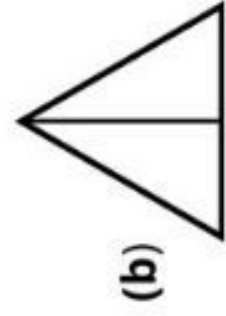
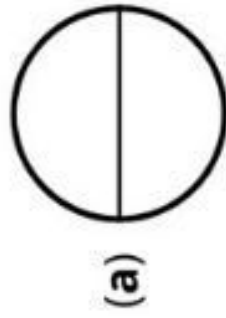


Fraction

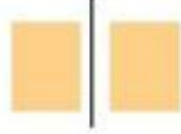
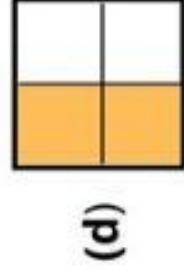
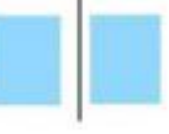
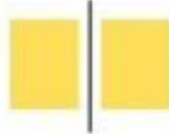
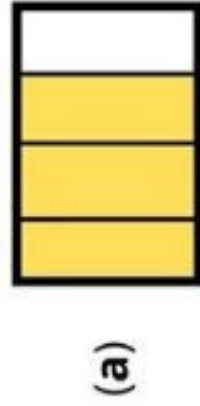
1. Put a tick in the box for the shape that is divided into equal parts.



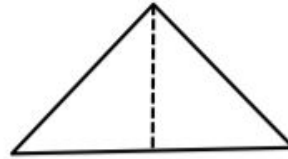
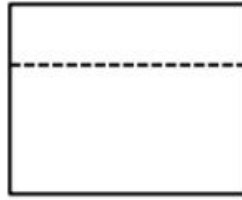
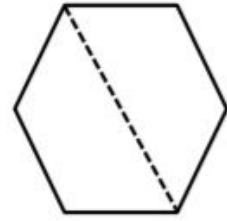
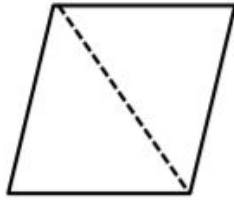
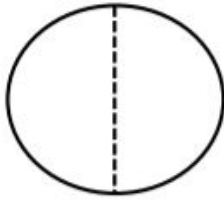
2. Circle the shapes that are divided into halves.



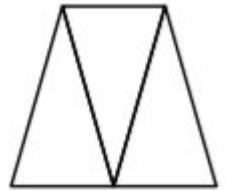
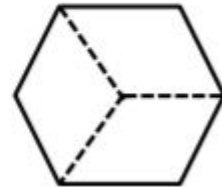
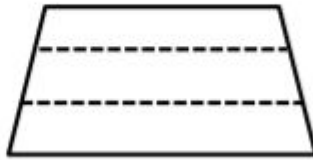
3. What fraction of each figure is colored. Write their numerator and denominator as well.



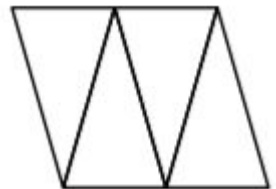
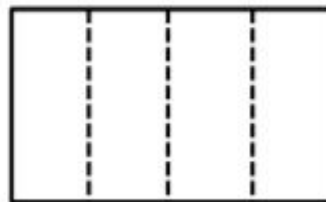
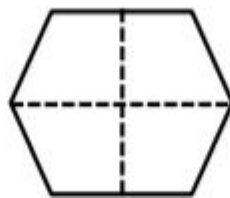
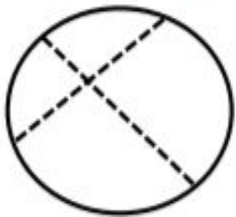
2. Circle the shapes that show halves.



4. Circle the shapes that show thirds.



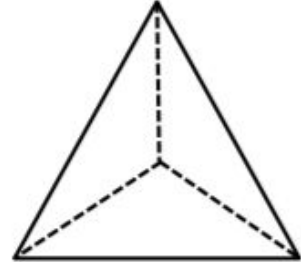
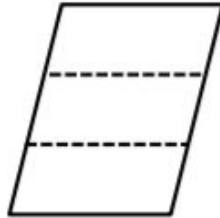
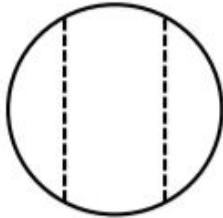
6. Circle the shapes that show fourths.



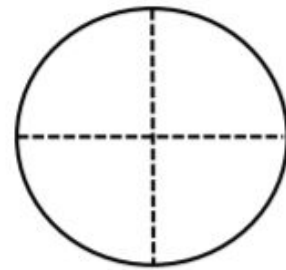
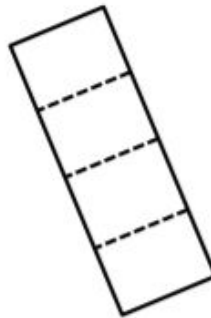
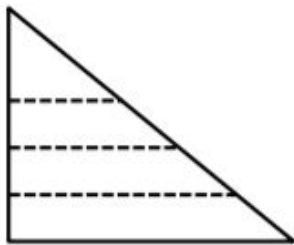
Name _____

Date _____

1. Circle the shapes that show thirds.



2. Circle the shapes that show fourths.



$1) 17¢ + 22¢ = \underline{\hspace{2cm}}$

$2) 9¢ - 2¢ = \underline{\hspace{2cm}}$

$3) 33¢ + 29¢ = \underline{\hspace{2cm}}$

$4) 44¢ - 23¢ = \underline{\hspace{2cm}}$

$5) 34¢ + 33¢ = \underline{\hspace{2cm}}$

$6) 46¢ - 37¢ = \underline{\hspace{2cm}}$

$7) 42¢ + 15¢ = \underline{\hspace{2cm}}$

$8) 35¢ - 5¢ = \underline{\hspace{2cm}}$

$9) 41¢ + 41¢ = \underline{\hspace{2cm}}$

$10) 35¢ + 21¢ = \underline{\hspace{2cm}}$

$11) 32¢ - 19¢ = \underline{\hspace{2cm}}$

$12) 19¢ - 1¢ = \underline{\hspace{2cm}}$



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

Friday

$9 - 8 = \square$	$8 - 6 = \square$	$4 + 14 = \square$	$10 - 5 = \square$	$4 + 4 = \square$
$11 - 1 = \square$	$8 + 3 = \square$	$5 + 10 = \square$	$9 - 0 = \square$	$8 - 6 = \square$
$10 + 10 = \square$	$8 + 13 = \square$	$11 - 6 = \square$	$5 + 12 = \square$	$11 - 3 = \square$
$8 - 5 = \square$	$7 + 8 = \square$	$15 - 3 = \square$	$2 - 2 = \square$	$1 + 13 = \square$
$7 + 5 = \square$	$6 + 17 = \square$	$3 - 2 = \square$	$5 + 0 = \square$	$7 - 5 = \square$
$17 - 9 = \square$	$6 + 14 = \square$	$11 + 7 = \square$	$12 + 8 = \square$	$12 - 1 = \square$
$4 + 5 = \square$	$10 + 10 = \square$	$7 - 1 = \square$	$14 - 2 = \square$	$10 + 5 = \square$
$13 - 2 = \square$	$9 - 7 = \square$	$5 + 11 = \square$	$5 + 17 = \square$	$6 + 12 = \square$

What is a fraction?

Equal parts of a whole object:

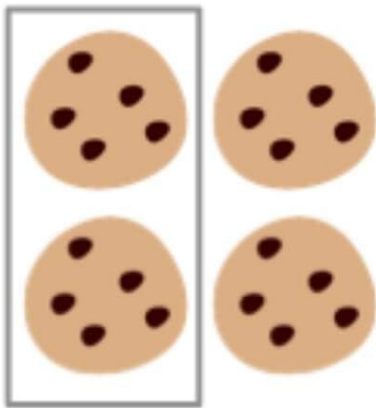


$$\frac{1}{2}$$

Numerator - How many fraction pieces you have

Denominator - How many equal fraction pieces all together

Or equal parts of a set of objects:



$$\frac{2}{4}$$

Part

Whole

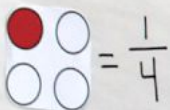
Vocabulary words:

Half * Third * Fourth * Fifth * Sixth
Seventh * Eighth * Ninth * Tenth

© Playough To Play

Different Ways to Represent a Fraction

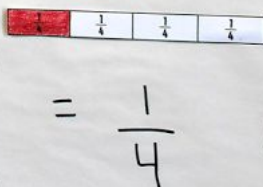
Part of a Group



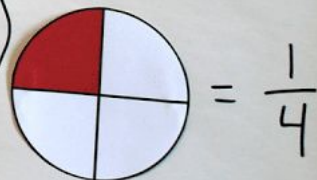
Number Line



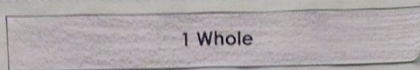
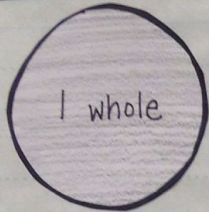
Fraction Bar



Fraction Circle

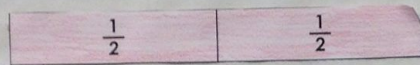
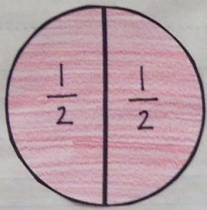


FRACTIONS



whole

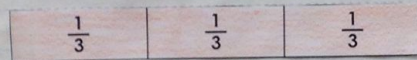
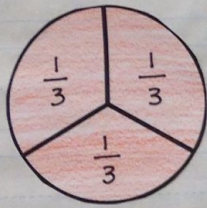
all of the parts of one shape or group



halves

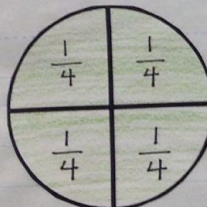
* 1 half *

divided into two equal parts



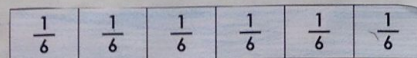
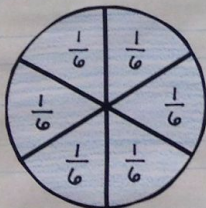
thirds

divided into three equal parts



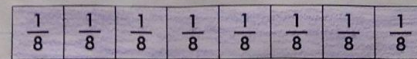
fourths

divided into four equal parts



sixths

divided into six equal parts



eighths

divided into eight equal parts

Identifying equal parts

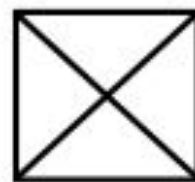
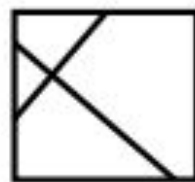
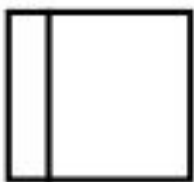
Grade 1 Fractions Worksheet

Circle the 7 shapes that have been split into equal parts:

Triangles



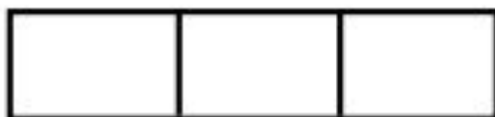
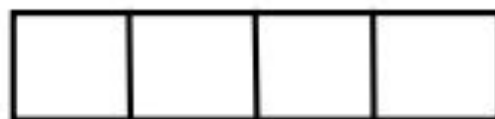
Squares



Circles



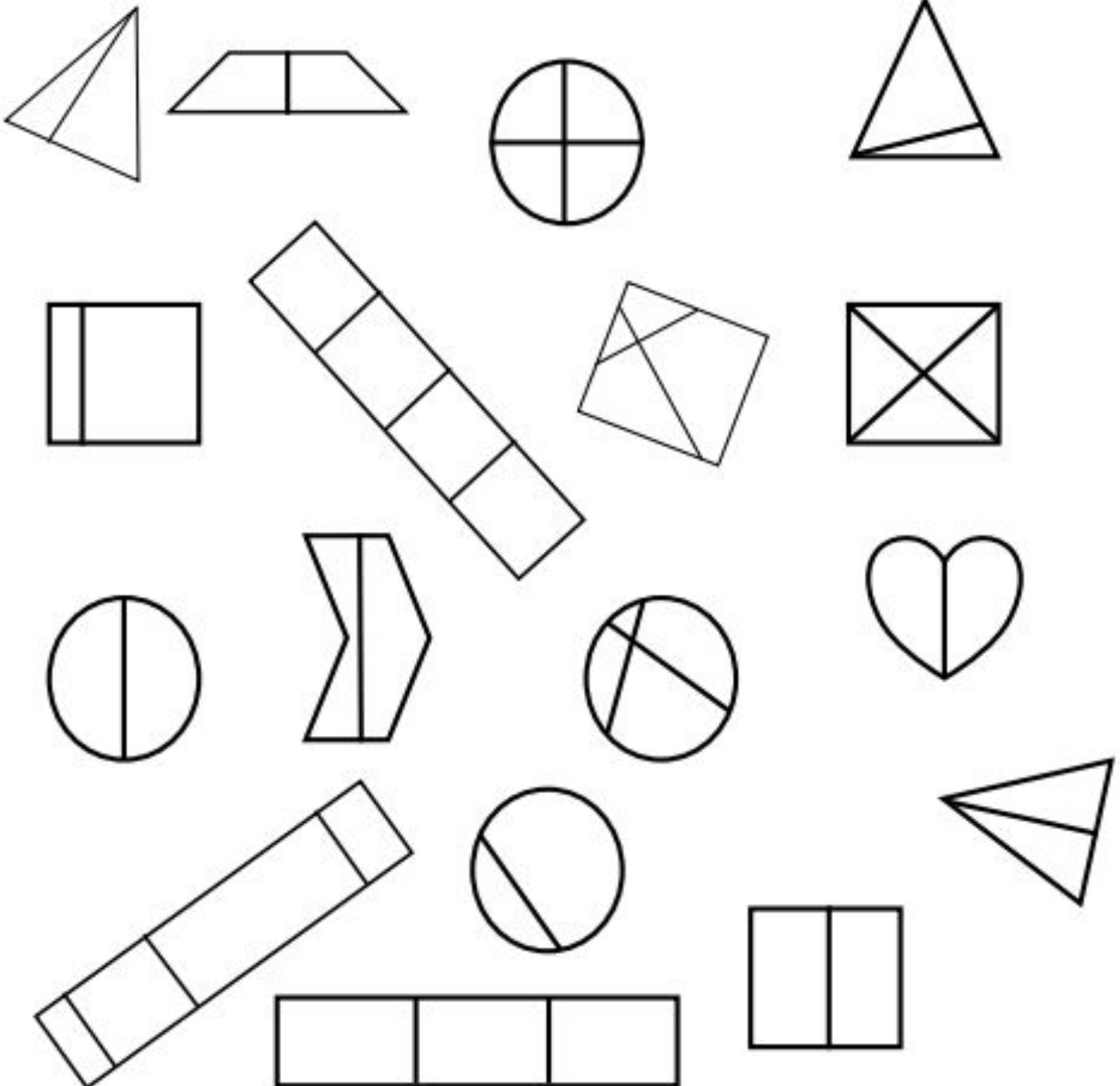
Rectangles



Identifying equal parts

Grade 1 Fractions Worksheet



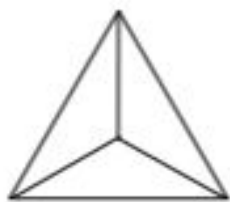
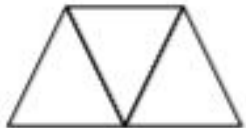

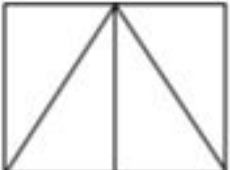




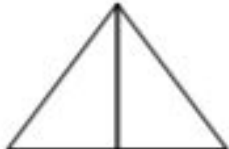

Circle the 9 shapes that have been split into equal parts. Cross out the others!



Identify halves, thirds and quarters

Grade 2 Fractions Worksheet

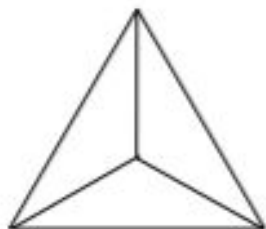
Circle the correct answer for each shape.

		
Halves / Thirds / Quarters	Halves / Thirds / Quarters	Halves / Thirds / Quarters
		
Halves / Thirds / Quarters	Halves / Thirds / Quarters	Halves / Thirds / Quarters
		
Halves / Thirds / Quarters	Halves / Thirds / Quarters	Halves / Thirds / Quarters
		
Halves / Thirds / Quarters	Halves / Thirds / Quarters	Halves / Thirds / Quarters

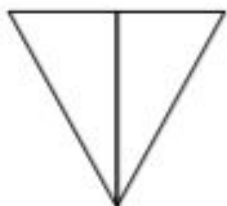
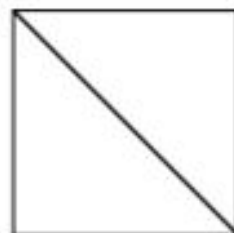
Identify halves, thirds and quarters

Grade 2 Fractions Worksheet

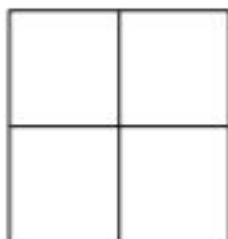
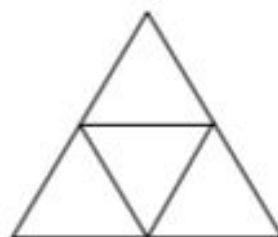
How is each shape divided? Draw lines to the correct description.



Halves



Thirds




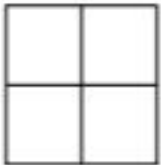






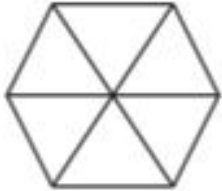
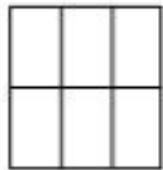

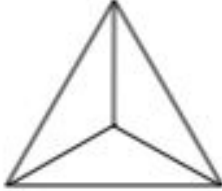
Quarters



Identify halves, thirds, quarters, sixths and eighths

Grade 2 Fractions Worksheet

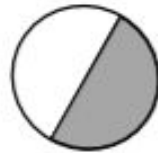
Write "Halves", "Thirds", "Quarters", "Sixths" or "Eighths" under each shape.

Name _____

Date _____

1. Circle the shapes that have 2 equal shares with 1 share shaded.

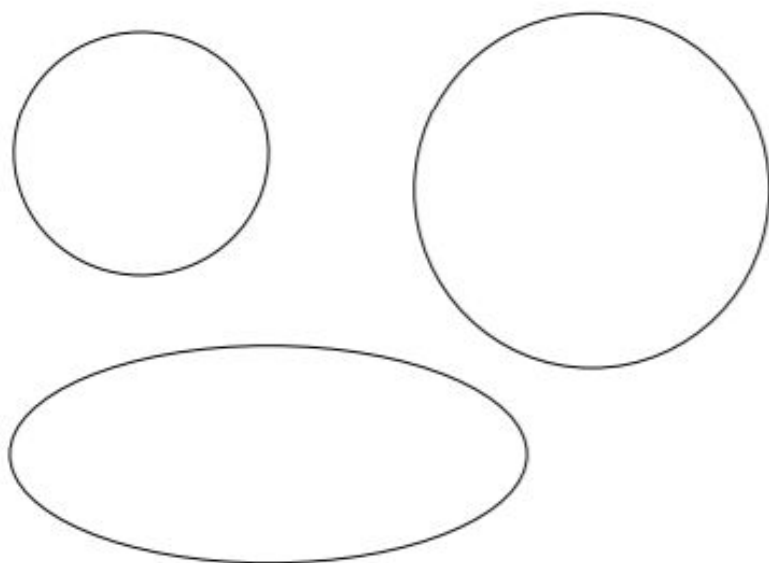


2. Shade 1 half of the shapes that are split into 2 equal shares. One has been done for you.

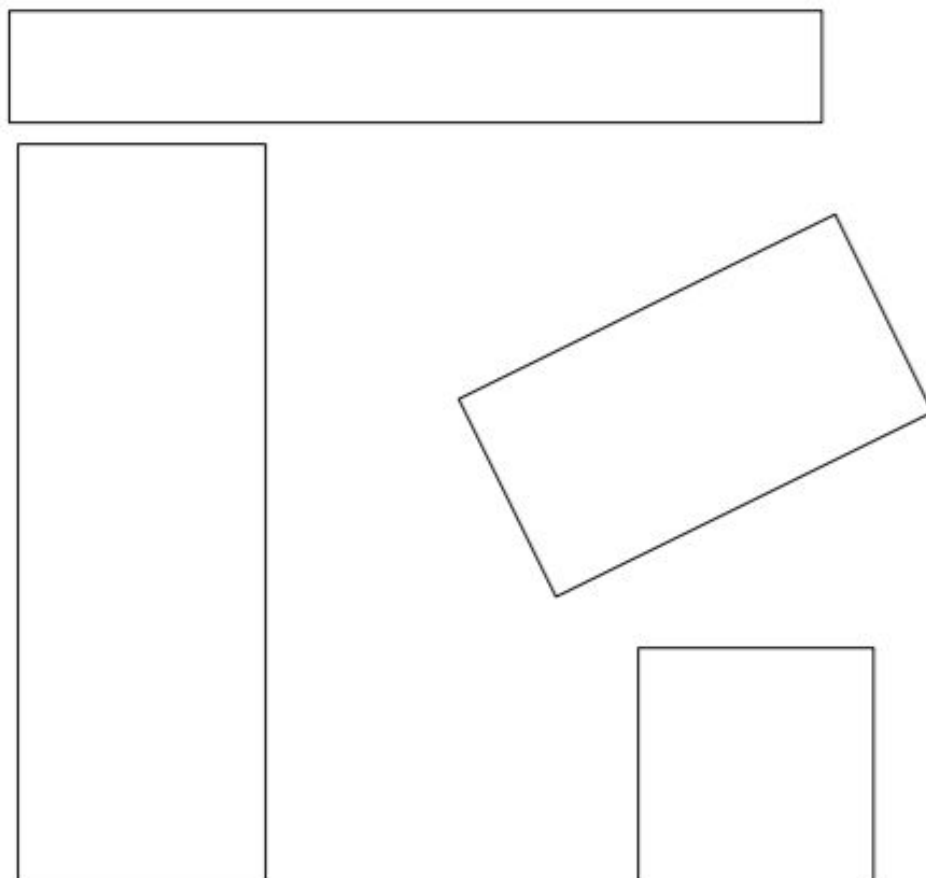
<p>a.</p>	<p>b.</p>	<p>c.</p>	<p>d.</p>
<p>e.</p>	<p>f.</p>	<p>g.</p>	<p>h.</p>
<p>i.</p>		<p>j.</p>	<p>k.</p>

3. Partition the shapes to show halves. Shade 1 half of each. Compare your halves to your partner's.

a.



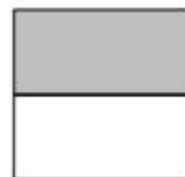
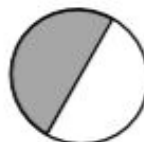
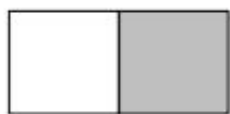
b.



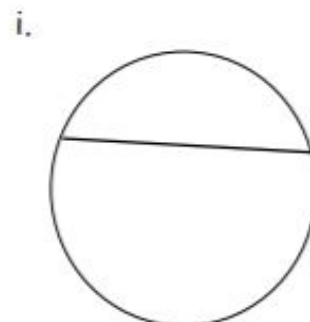
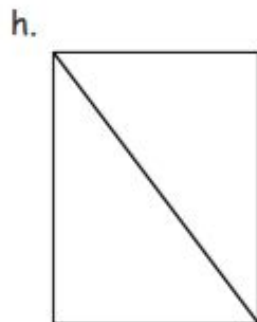
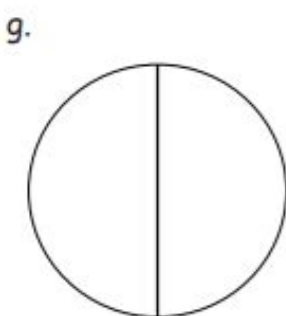
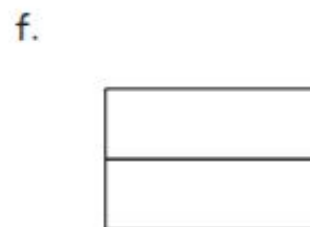
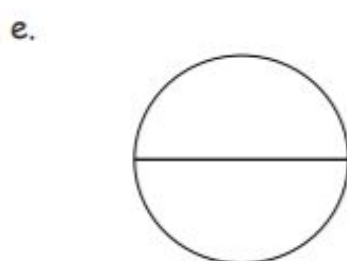
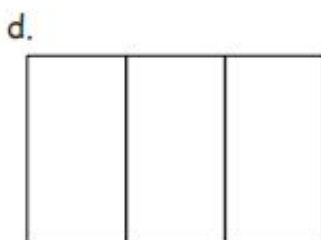
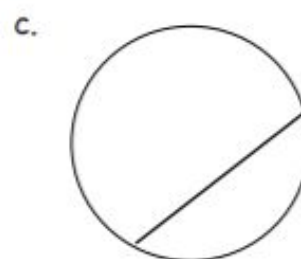
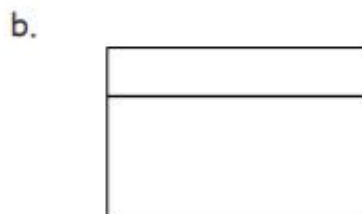
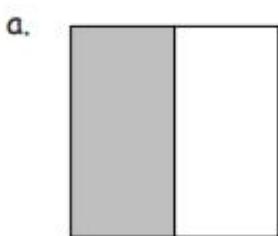
Name _____

Date _____

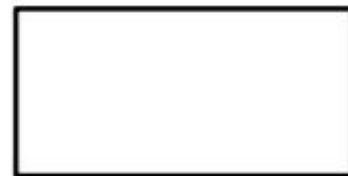
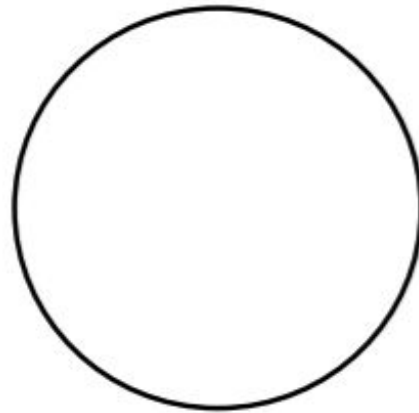
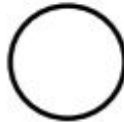
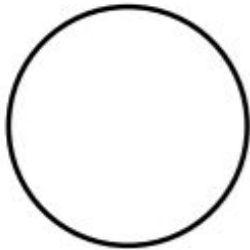
1. Circle the shapes that have 2 equal shares with 1 share shaded.



2. Shade 1 half of the shapes that are split into 2 equal shares. One has been done for you.




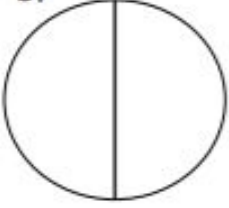
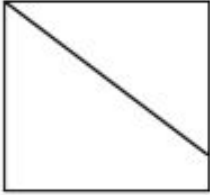

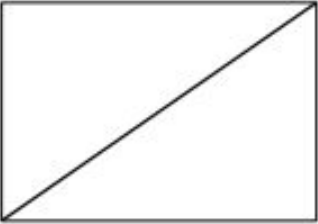
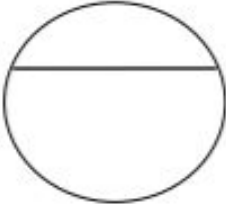
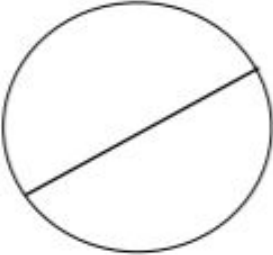
3. Partition the shapes to show halves. Shade 1 half of each.



Name _____

Date _____

Shade 1 half of the shapes that are split into 2 equal shares.

<p>a.</p> 	<p>b.</p> 	<p>c.</p> 	<p>d.</p> 
	<p>e.</p> 	<p>f.</p> 	<p>g.</p> 

$1) 43¢ + 41¢ = \underline{\hspace{2cm}}$

$2) 42¢ - 2¢ = \underline{\hspace{2cm}}$

$3) 40¢ - 39¢ = \underline{\hspace{2cm}}$

$4) 19¢ + 9¢ = \underline{\hspace{2cm}}$

$5) 1¢ + 20¢ = \underline{\hspace{2cm}}$

$6) 21¢ + 12¢ = \underline{\hspace{2cm}}$

$7) 35¢ - 12¢ = \underline{\hspace{2cm}}$

$8) 26¢ - 25¢ = \underline{\hspace{2cm}}$

$9) 16¢ - 1¢ = \underline{\hspace{2cm}}$

$10) 35¢ - 11¢ = \underline{\hspace{2cm}}$

$11) 30¢ + 30¢ = \underline{\hspace{2cm}}$

$12) 21¢ + 40¢ = \underline{\hspace{2cm}}$

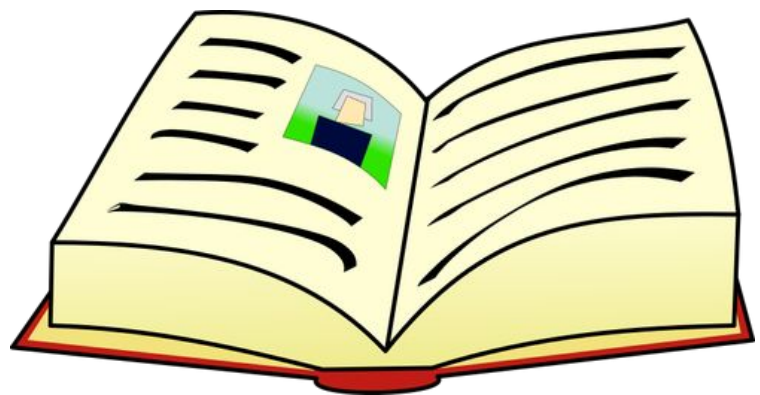


Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Close Reading

April 26-30

Name:



The Injured Athlete

A Bobby was an average soccer player. In one game, he faked an injury whenever the other team was ahead. The referee called a penalty on the other team. Bobby subbed out, and then a teammate took the penalty kick and tried to score. After a few minutes, Bobby went back into the game and did not act like he was hurt.

B A referee said to him, "Young man, you don't look hurt. Do not fake injuries, or it will cost you." Bobby rolled his eyes and laughed.

C In another game, Bobby faked a second injury. His teammate scored from the penalty kick. Bobby went back to the game and looked fine. The referee stopped and warned him again, "Young man, do not fake getting hurt. That is not good sportsmanship. If you really get injured, people will not believe you."

D Bobby's team was playing a different club. His team was falling behind and did not want to lose. Bobby faked getting hurt and got away with it. His team scored off the penalty kick. He later returned to the game without any problems.

E Once again, the referee talked to Bobby. He said, "Young man, you're a bad sportsman. If you keep faking injuries, no one will believe you when you really get hurt." Bobby just laughed because the referee had fallen for his trick three times.

F Bobby's club was playing against the toughest team in the league. By now, he was known for his lies. The other team sent a player to slide tackle Bobby and take him out. He was badly hurt.

G "Help me! I'm hurt!" he fell to the grass and shouted. Bobby's knee was twisted and badly hurt, but nobody listened to his cries. Bobby had pain shooting through his leg.

H His coach said, "Bobby, walk off the field, and sit on the sidelines."

I No one helped him get up, so Bobby hobbled off the field by himself, which made the pain even worse. In that moment, he promised himself that he would always tell the truth.

Name: _____

Title: _____



Beginning

Middle

End

The Mouse Who Cried Cat

A

Pip had an important job, but he did not always think so. He was just one mouse, but he was responsible for guarding the mouse house. He was supposed to sit outside the mouse house, an old leather shoe, and watch for cats. If he saw a cat, he was supposed to warn the other mice who lived in the shoe.

B

Pip spent his days sitting outside the shoe as he watched for cats. He never saw any cats and was usually quite bored. He wasn't allowed to read or play with his mouse toys. He was supposed to be working. Oh, my, he was bored! Pip thought of a little trick to amuse himself.

C

"Cat! CAT! Caaaaattttt! CAAAAAAAAAATTTT!" he shrieked one day.

D

All of the mice came running out of the shoe, armed with tiny rocks to throw at the cat. However, they did not see a cat.

E

"Where is the cat?" his mother asked.

F

Pip just laughed and laughed. There was no cat, but the sight of all of the other mice running out of the shoe in such a hurry with such worry was very amusing to Pip. His mother warned Pip to never do that again.

G

Pip did not listen. The next day, Pip yelled it again. "Cat! CAT! Caaaaattttt! CAAAAAAAAAATTTT!" he screamed.

H

Once again, all of the mice in the old leather shoe ran out, armed with rocks, only to find Pip giggling, snickering, and laughing. "That is not funny, Pip. Don't ever do that again," said his mother.

I

The next day, all of the mice in the house heard the same thing. "Cat! CAT! Caaaaattttt! CAAAAAAAAAATTTT!" screamed Pip.

J

"Don't get up," said Pip's mother to his brother. "It's just your lying brother. There's no cat." Even though they could hear a frantic Pip yelling from outside, they could not trust him, even if he sounded really scared.

K

Just then, his brother saw a giant almond-shaped eye looking at him through a hole in the shoe. It was a cat, and it was too late.

Name: _____

Title: _____



Beginning

Middle

End

Large empty rounded rectangular box for writing the beginning of the story.

Large empty rounded rectangular box for writing the middle of the story.

Large empty rounded rectangular box for writing the end of the story.

Rectangular box containing seven horizontal lines for writing notes or reflections on the beginning.

Rectangular box containing seven horizontal lines for writing notes or reflections on the middle.

Rectangular box containing seven horizontal lines for writing notes or reflections on the end.

Compare and Contrast:
"The Injured Athlete" and "The Mouse Who Cried Cat"

	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