



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

Monday, June 7th

Name:

$4 - 3 = \square$

$9 - 8 = \square$

$7 - 0 = \square$

$9 + 5 = \square$

$4 - 4 = \square$

$2 - 1 = \square$

$8 - 1 = \square$

$7 + 6 = \square$

$4 + 9 = \square$

$6 + 1 = \square$

$4 + 11 = \square$

$6 + 12 = \square$

$9 - 9 = \square$

$7 - 2 = \square$

$9 - 0 = \square$

$12 - 12 = \square$

$8 + 1 = \square$

$10 - 2 = \square$

$6 - 6 = \square$

$7 + 1 = \square$

$12 - 10 = \square$

$11 - 0 = \square$

$4 + 5 = \square$

$5 - 0 = \square$

$12 - 10 = \square$

$8 + 8 = \square$

$11 - 4 = \square$

$4 + 9 = \square$

$4 + 10 = \square$

$7 + 2 = \square$

$10 + 4 = \square$

$5 - 4 = \square$

$9 - 1 = \square$

$10 + 0 = \square$

$6 + 5 = \square$

$8 + 12 = \square$

$10 + 1 = \square$

$1 + 6 = \square$

$9 + 7 = \square$

$8 - 2 = \square$

Day 1R: Read the word problem:

4 friends want to share a box of cookies. There are 6 cookies in the box. How much does each person get to have an equal share?

Check off each thing:

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

- 
- What is the important information you need to know?
    - \_\_\_\_\_
    - \_\_\_\_\_

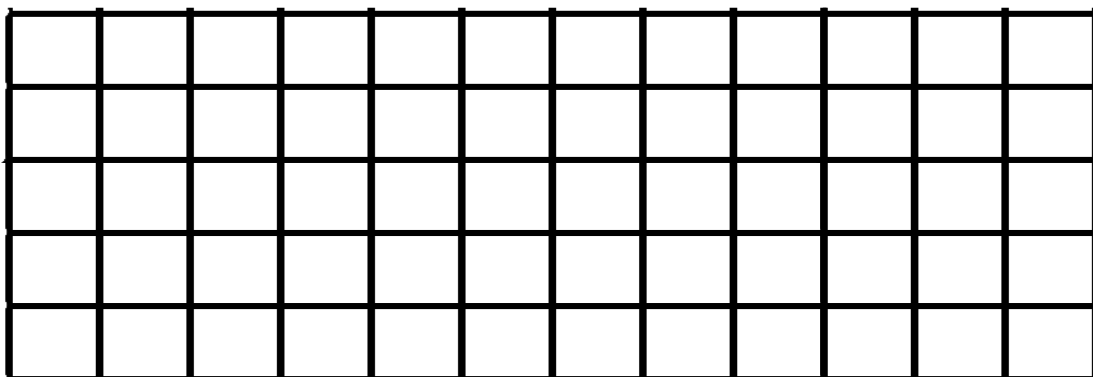
## Multiplication Picture Array

⇒ C Write a repeated addition equation for the array.



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

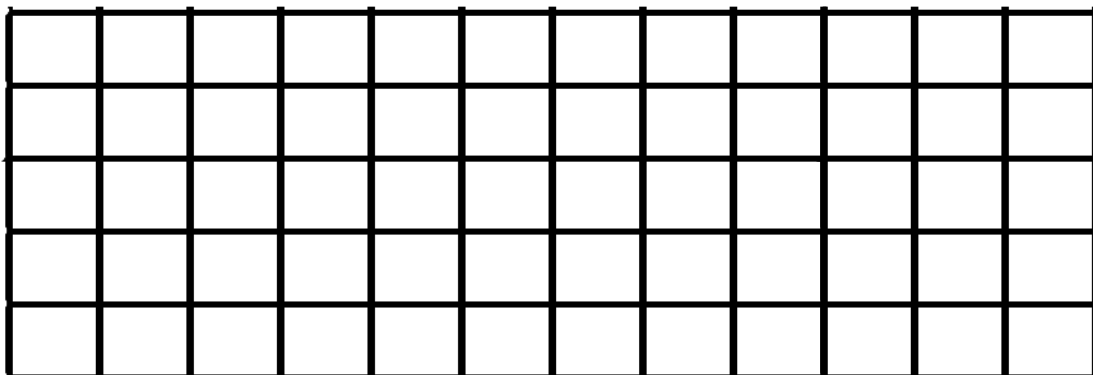
1. Draw without using a square tile to make an array with 2 rows of 5.



$$2 \text{ rows of } 5 = \underline{\quad\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. Draw without using a square tile to make an array with 4 columns of 3.

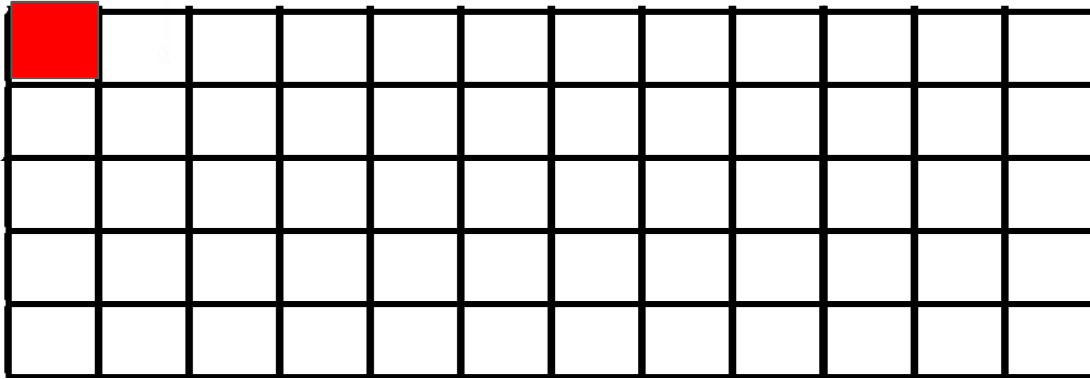


$$4 \text{ columns of } 3 = \underline{\quad\quad}$$

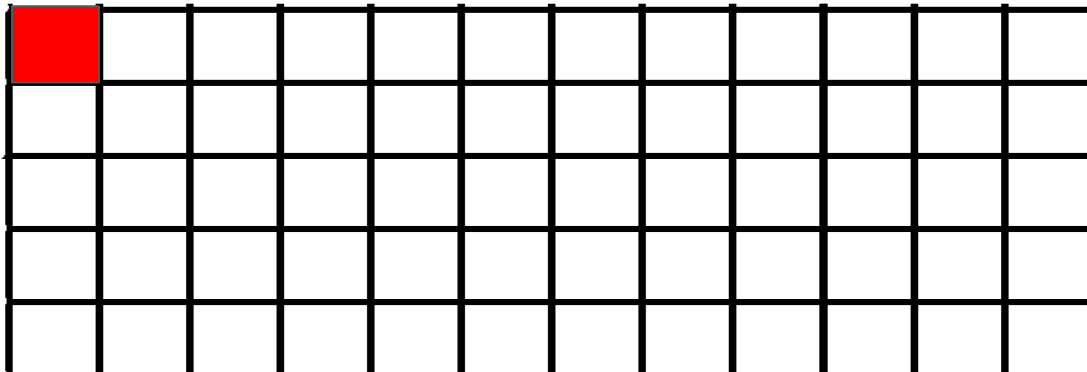
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

3. Complete the following arrays without gaps or overlaps. The first tile has been drawn for you.

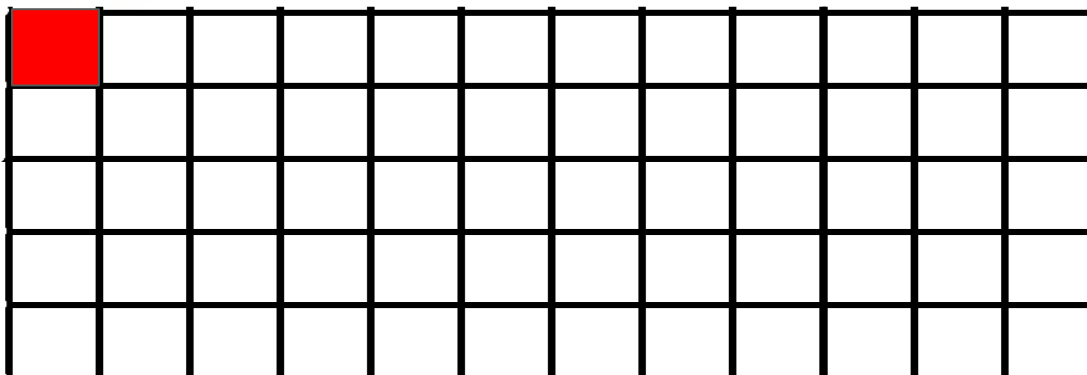
a. 4 rows of 5



b. 5 columns of 2

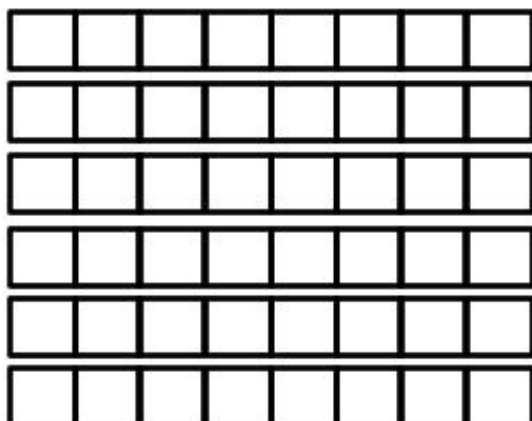


c. 4 columns of 3



Concept development:

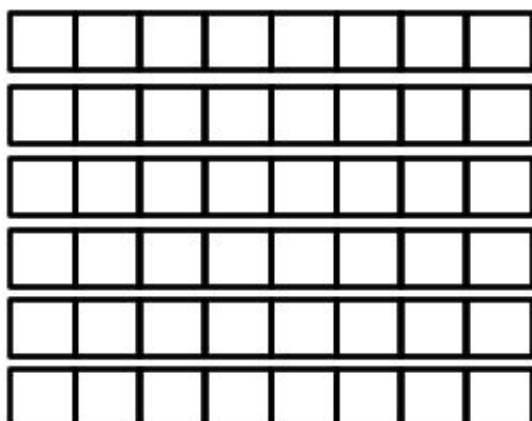
1. Shade in an array with 5 rows of 3.



Write a repeated addition equation for the array.

---

2. Shade in an array with 2 rows of 3.



Write a repeated addition equation for the array.

---

3. Shade in an array with 4 rows of 6.



Write a repeated addition equation for the array.

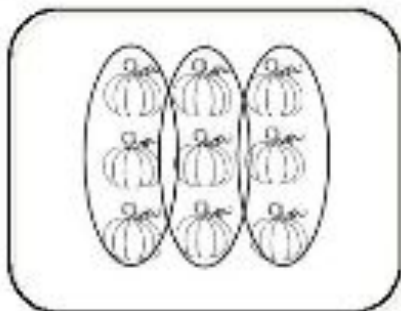
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# Repeated Addition Arrays

**Directions:** Write an equation to solve the problems.

Use repeated addition to write an equation to show how many pumpkins are shown by the array. Circle columns of pumpkins.

Example:



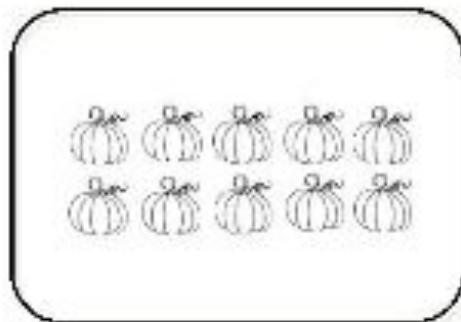
$$3 + 3 + 3 = 9$$

1.



\_\_\_\_\_

2.



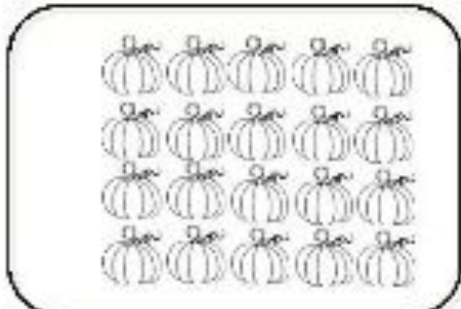
\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

I double checked my work

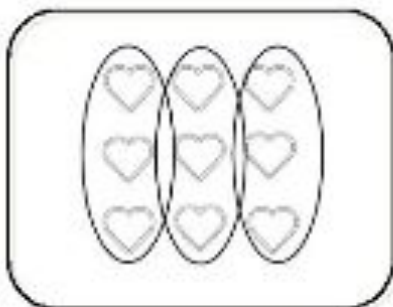


## Repeated Addition Arrays

**Directions:** Write an equation to solve the problems.

Use repeated addition to write an equation to show how many pumpkins are shown by the array. Circle columns of pumpkins.

Example:



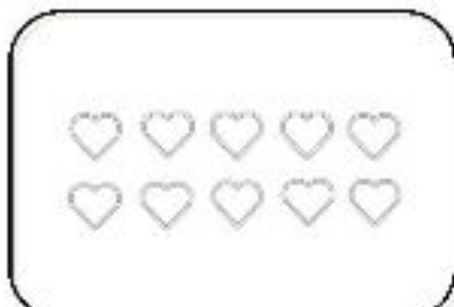
$$3 + 3 + 3 = 9$$

1.



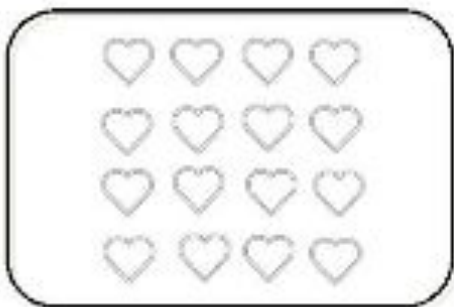
\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

## Repeated Addition Arrays

 Directions: Write an equation to solve the problems.

5.



\_\_\_\_\_

6.



\_\_\_\_\_

7.



\_\_\_\_\_

8.



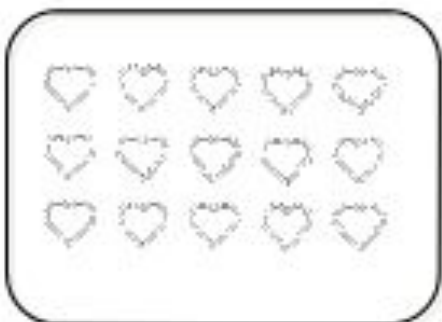
\_\_\_\_\_

9.



\_\_\_\_\_

10.



\_\_\_\_\_

# Multiplication:

## Repeated Addition



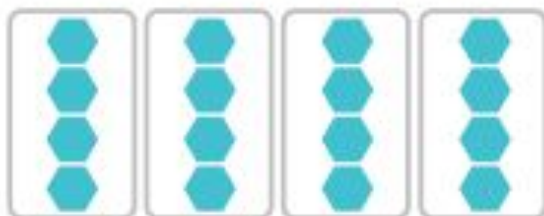
**Directions:** You can use repeated addition to find the total number of objects in equal groups.

For example, look at this problem.



3 equal groups of 2 apples can be represented by this repeated addition equation:  $2 + 2 + 2 = 6$ .

Use repeated addition to find the total number of objects in each question below.



1. Repeated addition equation: \_\_\_\_\_ = \_\_\_\_\_



2. Repeated addition equation: \_\_\_\_\_ = \_\_\_\_\_



3. Repeated addition equation: \_\_\_\_\_ = \_\_\_\_\_



4. Repeated addition equation: \_\_\_\_\_ = \_\_\_\_\_

# Draw the Array!

Directions: For each problem below, draw the array that represents it.  
Then solve for the answer.

1.  $2 \times 2 =$



2.  $2 \times 3 =$



3.  $3 \times 4 =$



4.  $3 \times 2 =$



5.  $4 \times 2 =$



6.  $4 \times 3 =$



Name \_\_\_\_\_

Date \_\_\_\_\_

# Multiplication: Star Arrays



Directions: Represent each problem by drawing an array.

$5 \times 5 = 25$



$2 \times 6 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$8 \times 3 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$1) 1261 - 100 = \underline{\quad}$

$2) 927 + 200 = \underline{\quad}$

$3) 814 - 500 = \underline{\quad}$

$4) 81 + 20 = \underline{\quad}$

$5) 20 - 20 = \underline{\quad}$

$6) 929 - 400 = \underline{\quad}$

$7) 93 + 3 = \underline{\quad}$

$8) 25 + 2 = \underline{\quad}$

$9) 364 - 100 = \underline{\quad}$

$10) 51 - 6 = \underline{\quad}$

$11) 29 + 4 = \underline{\quad}$

$12) 23 + 10 = \underline{\quad}$

$13) 65 - 20 = \underline{\quad}$

$14) 30 + 7 = \underline{\quad}$

$15) 598 + 200 = \underline{\quad}$



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Tuesday, June 8th

$12 - \square = 9$

$8 - 1 = \square$

$6 - 3 = \square$

$5 + \square = 6$

$2 - \square = 0$

$12 + 0 = \square$

$1 - \square = 1$

$9 + \square = 12$

$\square + 3 = 11$

$\square - 3 = 1$

$7 - 4 = \square$

$11 + 0 = \square$

$\square + 2 = 9$

$7 + \square = 10$

$5 - 1 = \square$

$10 + 4 = \square$

$5 - 2 = \square$

$\square - 2 = 3$

$\square - 2 = 4$

$5 - \square = 3$

$6 - \square = 5$

$3 + \square = 5$

$\square - 3 = 8$

$9 + \square = 10$

$11 - \square = 10$

$2 + 0 = \square$

$6 + 2 = \square$

$5 - \square = 1$

$6 - \square = 4$

$10 + \square = 12$

$6 + 1 = \square$

$4 - \square = 4$

$7 + 1 = \square$

$12 + 2 = \square$

$12 - 1 = \square$

$\square + 0 = 8$

$5 - \square = 3$

$\square + 2 = 12$

$\square - 2 = 8$

$2 + 4 = \square$





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Wednesday, June 9th

$8 + 10 = \square$

$12 - 1 = \square$

$14 - 1 = \square$

$15 - 4 = \square$

$6 + 9 = \square$

$8 + 3 = \square$

$10 - 5 = \square$

$7 + 7 = \square$

$12 - 11 = \square$

$8 - 6 = \square$

$10 - 5 = \square$

$10 + 2 = \square$

$11 - 3 = \square$

$10 - 7 = \square$

$9 + 11 = \square$

$13 - 8 = \square$

$10 + 11 = \square$

$2 + 6 = \square$

$8 + 12 = \square$

$4 + 10 = \square$

$11 + 6 = \square$

$5 + 6 = \square$

$7 - 3 = \square$

$5 + 6 = \square$

$11 + 5 = \square$

$12 - 12 = \square$

$13 - 9 = \square$

$2 - 1 = \square$

$3 - 2 = \square$

$8 + 15 = \square$

$12 - 4 = \square$

$10 + 8 = \square$

$1 + 1 = \square$

$8 + 5 = \square$

$6 + 13 = \square$

$11 - 6 = \square$

$4 + 14 = \square$

$8 + 8 = \square$

$10 - 4 = \square$

$8 + 6 = \square$

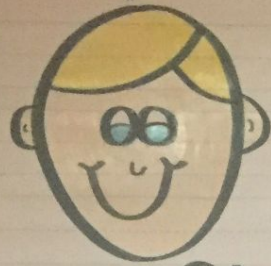
Day 2R: Read the word problem:

4 friends want to share a box of cookies. There are 6 cookies in the box. How much does each person get to have an equal share?

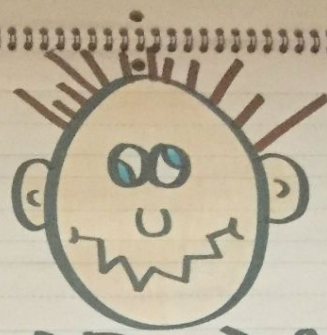
Check off each thing:

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

- 
- What is the important information you need to know?
    - \_\_\_\_\_
    - \_\_\_\_\_
    - Draw something to help you think about this question:



and



Even Steven

ODD TODD

remember this:

0, 2, 4, 6, 8

1, 3, 5, 7, 9

we're in pairs,

one's left out,

so we're GREAT!

so we whine.

examples:

20

6000

1.

500.

400

80000

30.

7000.

LOOK in the ones place to tell if it's even or odd.

Tens	Ones
3	2

Tens	Ones
7	4

Tens	Ones
2	9

Tens	Ones
8	3

If you have an even number  
It always makes a pair  
You'll never have an  
extra one  
Its partner's always  
there

# Even Eye

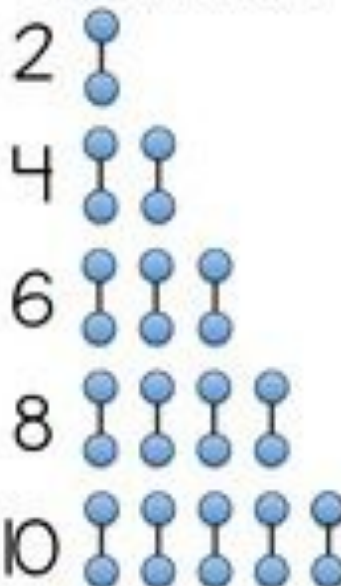


Is my number even?  
Always look at the  
**ones** place.

hundreds	tens	ones
1	5	2

Odd + Odd = Even  
Even + Even = Even

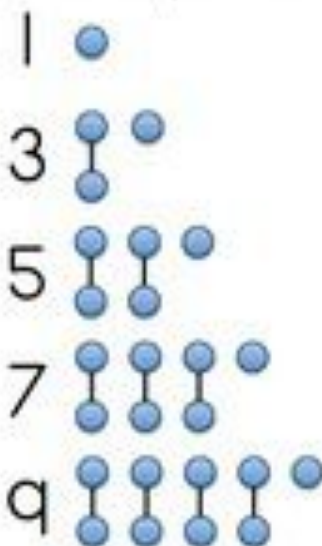
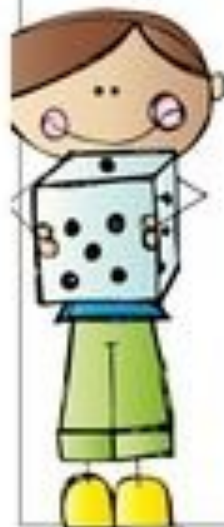
Do I have  
a partner?



If your number's truly odd  
You'll have an extra one  
Without a partner  
or a pair  
To share in all the fun

## Odd Todd

Do I have a partner?



## Odd OR Even?

Is my number odd?  
Always look at the  
**ones** place.

hundreds	tens	ones
2	4	3

Circle the odd numbers

155      479      865  
38      92      267  
783      63      51

Write four odd numbers

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Concept development:

Today we are looking at \_\_\_\_\_ numbers.

Complete these doubled numbers sentences. Keep going until you reach the sum of 10!

  $\quad + \quad =$   
\_\_\_\_\_

  $\quad + \quad =$   
\_\_\_\_\_

  $\quad + \quad =$   
\_\_\_\_\_

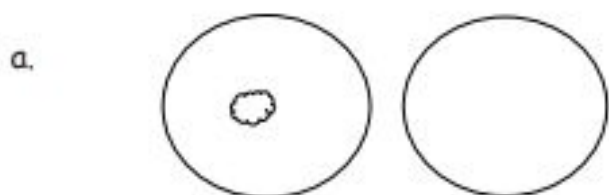
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Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw to double the group you see. Complete the sentence, and write an addition equation.



There is \_\_\_\_\_ cloud in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



There are \_\_\_\_\_ clouds in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



There are \_\_\_\_\_ clouds in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



There are \_\_\_\_\_ clouds in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



There are \_\_\_\_\_ clouds in each group.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. Draw an array for each set. Complete the sentences. The first one has been drawn for you.

a. **2 rows of 6**



2 rows of 6 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6 doubled is \_\_\_\_\_.

b. **2 rows of 7**

2 rows of 7 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

7 doubled is \_\_\_\_\_.

c. **2 rows of 8**

2 rows of 8 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

8 doubled is \_\_\_\_\_.

d. **2 rows of 9**

2 rows of 9 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

9 doubled is \_\_\_\_\_.

e. **2 rows of 10**

2 rows of 10 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

10 doubled is \_\_\_\_\_.

3. List the totals from Problem 1. \_\_\_\_\_

List the totals from Problem 2. \_\_\_\_\_

Are the numbers you have listed even or not even? \_\_\_\_\_

Explain in what ways the numbers are the same and different.

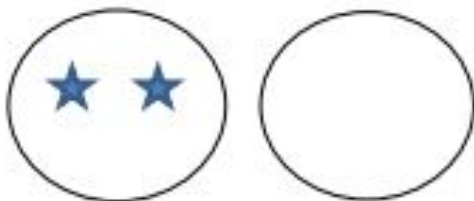


Name \_\_\_\_\_

Date \_\_\_\_\_

1. Draw to double the group you see. Complete the sentences, and write an addition equation.

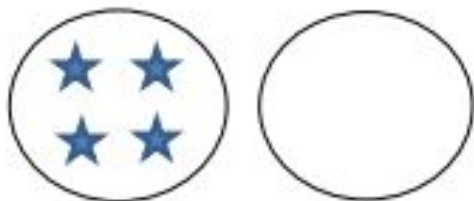
a.



There are \_\_\_\_\_ stars in each group.

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

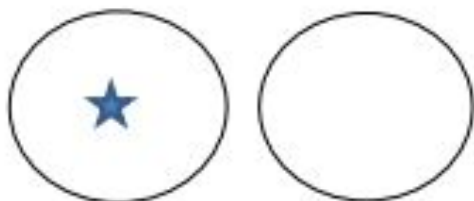
b.



There are \_\_\_\_\_ stars in each group.

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

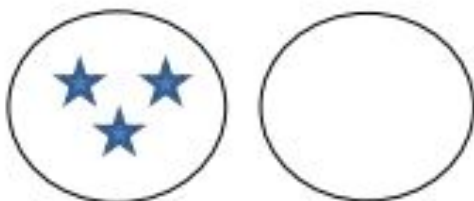
c.



There is \_\_\_\_\_ star in each group.

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

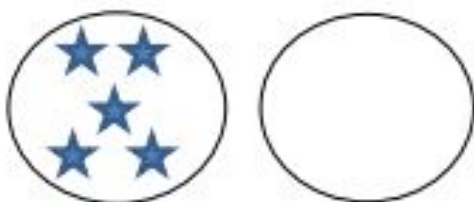
d.



There are \_\_\_\_\_ stars in each group.

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

e.



There are \_\_\_\_\_ stars in each group.

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

2. Draw an array for each set. Complete the sentences. The first one has been drawn for you.

a. **2 rows of 6**



2 rows of 6 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

6 doubled is \_\_\_\_\_.

b. **2 rows of 7**

2 rows of 7 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

7 doubled is \_\_\_\_\_.

c. **2 rows of 8**

\_\_\_\_\_ rows of \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + 8 = \_\_\_\_\_

8 doubled is \_\_\_\_\_.

d. **2 rows of 9**

2 rows of 9 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

9 doubled is \_\_\_\_\_.

e. **2 rows of 10**

\_\_\_\_\_ rows of \_\_\_\_\_ = \_\_\_\_\_

10 + \_\_\_\_\_ = \_\_\_\_\_

10 doubled is \_\_\_\_\_.

3. List the totals from Problem 1. \_\_\_\_\_

List the totals from Problem 2. \_\_\_\_\_

Are the numbers you have listed even or not even? \_\_\_\_\_

Explain in what ways the numbers are the same and different.

Name \_\_\_\_\_

Date \_\_\_\_\_

Draw an array for each set. Complete the sentences.

- a. 2 rows of 5

2 rows of 5 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Circle one: 5 doubled is even/not even.

- b. 2 rows of 3

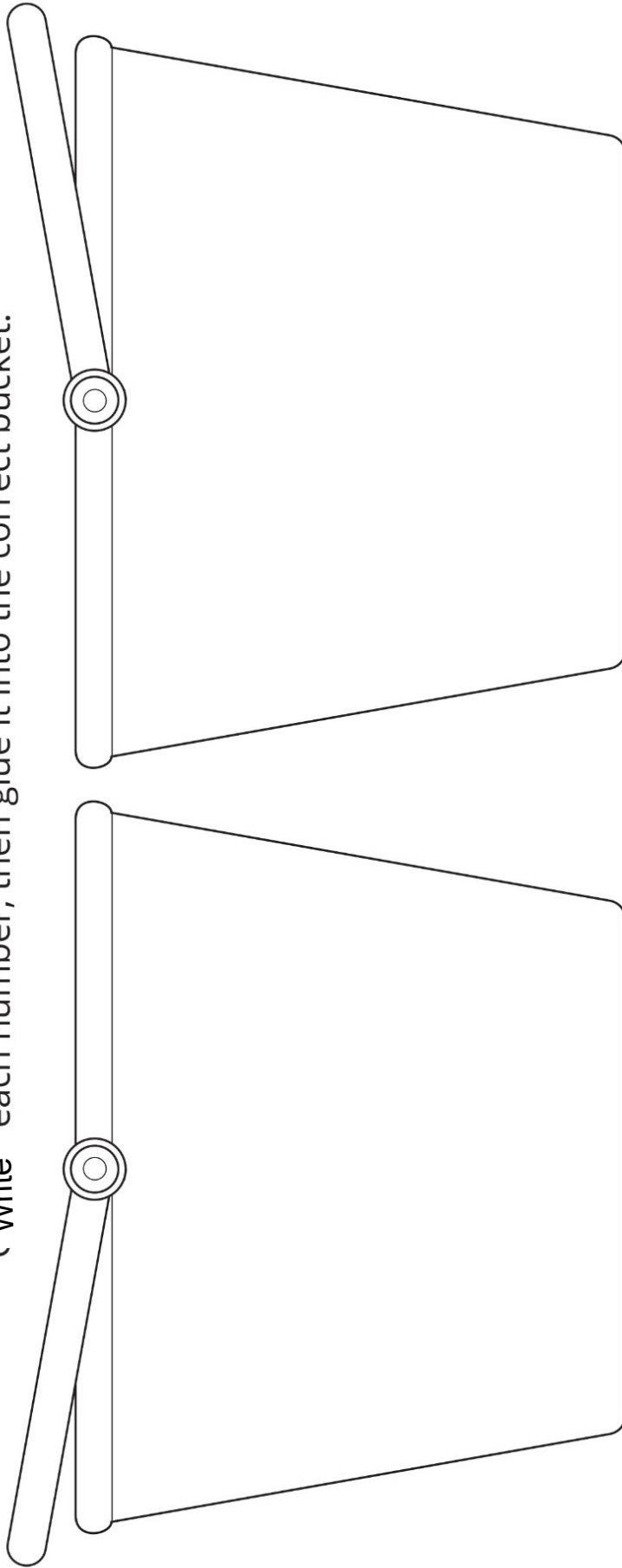
2 rows of 3 = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Circle one: 3 doubled is even/not even.

# Odd and Even Numbers

Write each number, then glue it into the correct bucket.



Odd Numbers Bucket

Even Numbers Bucket



1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20



$1) 1021 - 700 = \underline{\quad}$

$2) 759 + 100 = \underline{\quad}$

$3) 267 + 100 = \underline{\quad}$

$4) 98 - 8 = \underline{\quad}$

$5) 58 + 40 = \underline{\quad}$

$6) 1087 - 600 = \underline{\quad}$

$7) 61 - 40 = \underline{\quad}$

$8) 86 + 40 = \underline{\quad}$

$9) 78 - 8 = \underline{\quad}$

$10) 81 + 6 = \underline{\quad}$

$11) 77 - 70 = \underline{\quad}$

$12) 56 + 9 = \underline{\quad}$

$13) 26 - 10 = \underline{\quad}$

$14) 139 - 100 = \underline{\quad}$

$15) 51 + 90 = \underline{\quad}$

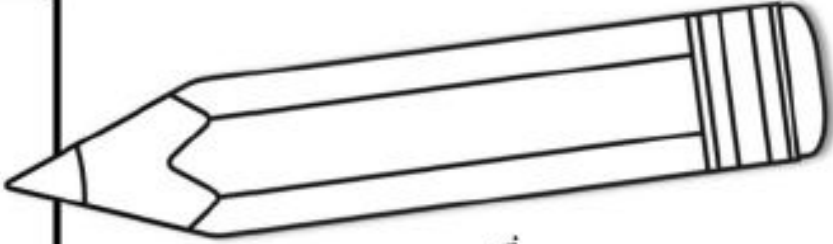


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Thursday, June 10th

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

voice	loyal
enjoy	yawned
launch	point
draw	fault
August	



1. My best friend can \_\_\_\_\_ a race car.
2. Her dog is very \_\_\_\_\_ and stays beside her.
3. "It's not my \_\_\_\_\_!" he yelled loudly at his sister.
4. Mom's birthday is in the month of \_\_\_\_\_.
5. The sleepy baby rubbed her eyes and \_\_\_\_\_.
6. The teacher said to use a quiet \_\_\_\_\_ at lunch.
7. \_\_\_\_\_ to the kind of ice cream you want on the menu.
8. We \_\_\_\_\_ listening to the radio in the car.
9. I can't wait to \_\_\_\_\_ my new water rocket!

Name \_\_\_\_\_

Date \_\_\_\_\_

m n b y s t r a w r  
d e p a u g u s t c  
r s q w l o y a l h  
a p j n f i f u c o  
w o w e z x t c y i  
a i l d h o x e m c  
m l p v b v o i c e  
j o y f u l t e x a  
t u i o p v x a w b

### Word Bank

August spoil joyful  
voice draw loyal  
sauce straw yawned  
choice

Write 3 sentences using these words!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



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

Unscramble the words with oy, oi, aw & au. Next, write them in alphabetical order.

wdenay  
yoall  
ugutsa  
ieovc  
twras  
ihoecc  
lyjufo  
ward

ABC Order  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

$5 + 7 = \square$

$4 + \square = 10$

$\square = 9 - 1$

$4 + 10 = \square$

$3 - 3 = \square$

$3 + \square = 4$

$17 = \square + 9$

$10 + 6 = \square$

$8 + 6 = \square$

$\square = 9 - 4$

$\square = 9 + 2$

$5 + \square = 9$

$4 = 8 - \square$

$\square + 1 = 1$

$0 + 6 = \square$

$2 - 1 = \square$

$9 - \square = 9$

$4 = 5 - \square$

$9 + \square = 13$

$1 + 1 = \square$

$7 = 8 - \square$

$9 = \square - 1$

$8 = 10 - \square$

$8 - 3 = \square$

$9 - \square = 8$

$4 = \square - 2$

$\square = 6 + 9$

$1 + 7 = \square$

$1 = \square - 7$

$1 = 4 - \square$

$2 - 2 = \square$

$12 = \square + 9$

$1 + 9 = \square$

$2 = 10 - \square$

$5 = \square - 1$

$\square + 8 = 9$

$5 = \square - 1$

$\square + 10 = 11$

$\square = 6 + 10$

$\square = 9 - 5$

Day 3R: Read the word problem:

4 friends want to share a box of cookies. There are 6 cookies in the box. How much does each person get to have an equal share?

Check off each thing:

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

---

• What is the important information you need to know?

• \_\_\_\_\_

• \_\_\_\_\_

Solve the question today!

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Pair the objects to decide if the number of objects is even.



Even/Not Even



Even/Not Even



Even/Not Even

2. Draw to continue the pattern of the pairs in the space below until you have drawn 10 pairs.



3. Write the number of dots in each array in Problem 2 in order from least to greatest.
4. Circle the array in Problem 2 that has 2 columns of 7.
5. Box the array in Problem 2 that has 2 columns of 9.
6. Redraw the following sets of dots as columns of two or 2 equal rows.

a.



b.



There are \_\_\_\_\_ dots.

There are \_\_\_\_\_ dots.

Is \_\_\_\_\_ an even number? \_\_\_\_\_

Is \_\_\_\_\_ an even number? \_\_\_\_\_

7. Circle groups of two. Count by twos to see if the number of objects is even.

a. There are \_\_\_\_\_ twos. There are \_\_\_\_\_ left over.

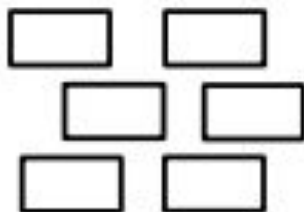
b. Count by twos to find the total.  
 \_\_\_\_\_

c. This group has an even number of objects: True or False

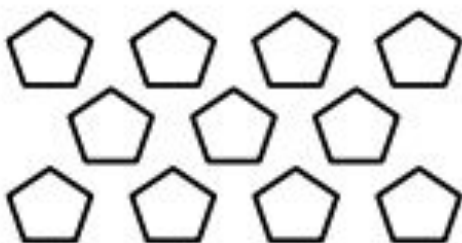
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Pair the objects to decide if the number of objects is even.



Even/Not Even

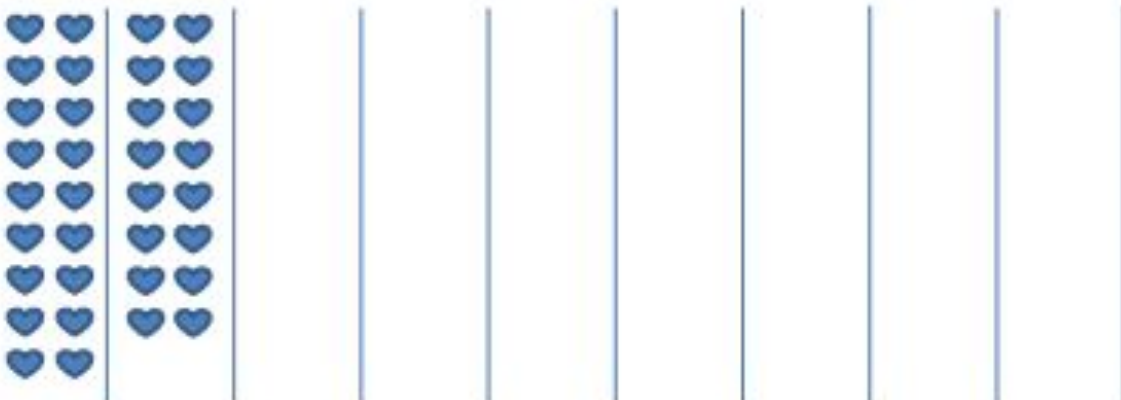


Even/Not Even



Even/Not Even

2. Draw to continue the pattern of the pairs in the spaces below until you have drawn zero pairs.



3. Write the number of hearts in each array in Problem 2 in order from greatest to least.
4. Circle the array in Problem 2 that has 2 columns of 6.
5. Box the array in Problem 2 that has 2 columns of 8.
6. Redraw the set of stars as columns of two or 2 equal rows.



There are \_\_\_\_\_ stars.

Is \_\_\_\_\_ an even number? \_\_\_\_\_

7. Circle groups of two. Count by twos to see if the number of objects is even.



a. There are \_\_\_\_\_ twos. There are \_\_\_\_\_ left over.

b. Count by twos to find the total.

\_\_\_\_\_

c. This group has an even number of objects: True or False.

Name \_\_\_\_\_

Date \_\_\_\_\_

Redraw the following sets of dots as columns of two or 2 equal rows.

1.



2.



There are \_\_\_\_\_ dots.

There are \_\_\_\_\_ dots.

Is \_\_\_\_\_ an even number? \_\_\_\_\_

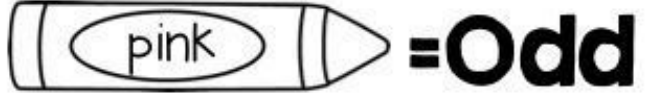
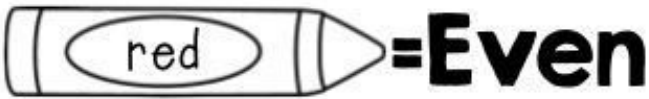
Is \_\_\_\_\_ an even number? \_\_\_\_\_



Name \_\_\_\_\_

# Even and Odd Numbers

Directions: Color the candy hearts according to the color code.



How many:  
even \_\_\_\_\_ odd \_\_\_\_\_

How many hearts are in the jar?  
\_\_\_\_\_

21 12 11 83 46 74 55  
18 39 20 29 3 70 60  
99 8 34 53 50 47 32  
27 82 6 99 88 67  
19 66 87 73 38 46 10  
7 45 58 13 33 22 100

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

## Odds and Evens

Is the number odd or even? Color in the bubble next to the correct answer.

1. **23**    odd    even  
           

9. **45**    odd    even  
           

2. **8**    odd    even  
           

10. **70**    odd    even  
           

3. **76**    odd    even  
           

11. **12**    odd    even  
           

4. **64**    odd    even  
           

12. **3**    odd    even  
           

5. **12**    odd    even  
           

13. **58**    odd    even  
           

6. **57**    odd    even  
           

14. **83**    odd    even  
           

7. **5**    odd    even  
           

15. **2**    odd    even  
           

8. **91**    odd    even  
           

16. **11**    odd    even

$1) 236 + 200 = \underline{\quad}$

$2) 21 - 20 = \underline{\quad}$

$3) 63 - 1 = \underline{\quad}$

$4) 64 + 60 = \underline{\quad}$

$5) 89 + 1 = \underline{\quad}$

$6) 1202 - 500 = \underline{\quad}$

$7) 184 - 100 = \underline{\quad}$

$8) 969 + 400 = \underline{\quad}$

$9) 92 - 5 = \underline{\quad}$

$10) 78 - 1 = \underline{\quad}$

$11) 96 + 6 = \underline{\quad}$

$12) 28 + 3 = \underline{\quad}$

$13) 20 + 70 = \underline{\quad}$

$14) 970 - 800 = \underline{\quad}$

$15) 907 + 100 = \underline{\quad}$



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Friday, June 11th

$9 + 16 = \square$

$8 + 13 = \square$

$4 - 4 = \square$

$9 + 2 = \square$

$4 - 2 = \square$

$7 + 15 = \square$

$12 + 13 = \square$

$10 - 9 = \square$

$9 - 2 = \square$

$12 + 6 = \square$

$6 - 2 = \square$

$8 + 16 = \square$

$10 - 3 = \square$

$9 + 0 = \square$

$13 - 9 = \square$

$0 + 6 = \square$

$15 - 8 = \square$

$9 + 4 = \square$

$10 - 8 = \square$

$10 - 4 = \square$

$9 - 2 = \square$

$3 + 6 = \square$

$6 - 4 = \square$

$4 + 13 = \square$

$6 - 0 = \square$

$7 + 1 = \square$

$7 - 5 = \square$

$3 + 1 = \square$

$12 - 9 = \square$

$5 + 0 = \square$

$9 - 2 = \square$

$13 - 1 = \square$

$4 + 5 = \square$

$4 + 14 = \square$

$5 + 5 = \square$

$13 - 7 = \square$

$10 + 12 = \square$

$8 + 16 = \square$

$6 + 1 = \square$

$4 + 10 = \square$

Day 4R: Read the word problem:

4 friends want to share a box of cookies. There are 5 cookies in the box. How much does each person get to have an equal share?

Check off each thing:

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

---

• What is the important information you need to know?

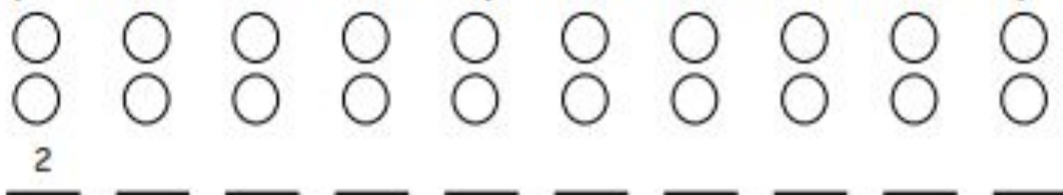
• \_\_\_\_\_

• \_\_\_\_\_

Solve the question today!

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

1. Skip-count the columns in the array. The first one has been done for you.



2. a. Solve.

$1 + 1 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

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

$4 + 4 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

$9 + 9 = \underline{\quad}$

$10 + 10 = \underline{\quad}$

- b. Explain the connection between the array in Problem 1 and the answers in Problem 2(a).

---

---

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3. a. Fill in the missing numbers on the number path.

20, 22, 24, \_\_\_\_\_, 28, 30, \_\_\_\_\_, \_\_\_\_\_, 36, \_\_\_\_\_, 40, \_\_\_\_\_, \_\_\_\_\_, 46, \_\_\_\_\_, \_\_\_\_\_

- b. Fill in the odd numbers on the number path.

0, \_\_\_\_\_, 2, \_\_\_\_\_, 4, \_\_\_\_\_, 6, \_\_\_\_\_, 8, \_\_\_\_\_, 10, \_\_\_\_\_, 12, \_\_\_\_\_, 14, \_\_\_\_\_, 16, \_\_\_\_\_, 18, \_\_\_\_\_, 20, \_\_\_\_\_

4. Write to identify the **bold** numbers as even or odd. The first one has been done for you.

a. <b>6 + 1 = 7</b> <u>even</u> + 1 = <u>odd</u>	b. <b>24 + 1 = 25</b> _____ + 1 = _____	c. <b>30 + 1 = 31</b> _____ + 1 = _____
d. <b>6 - 1 = 5</b> _____ - 1 = _____	e. <b>24 - 1 = 23</b> _____ - 1 = _____	f. <b>30 - 1 = 29</b> _____ - 1 = _____

5. Are the **bold** numbers even or odd? Circle the answer, and explain how you know.

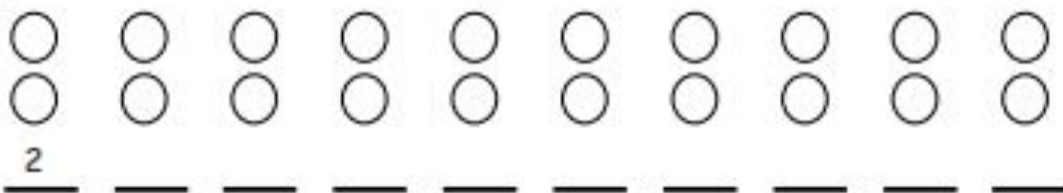
a. <b>28</b> even/odd	Explanation:
b. <b>39</b> even/odd	Explanation:
c. <b>45</b> even/odd	Explanation:
d. <b>50</b> even/odd	Explanation:



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Skip-count the columns in the array. The first one has been done for you.



2. a. Solve.

$1 + 1 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

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

$8 + 8 = \underline{\quad}$

$4 + 4 = \underline{\quad}$

$9 + 9 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$10 + 10 = \underline{\quad}$

- b. How is the array in Problem 1 related to the answers in Problem 2(a)?

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3. Fill in the missing even numbers on the number path.

18, 20, \_\_\_\_\_, \_\_\_\_\_, 26, \_\_\_\_\_, 30, \_\_\_\_\_, 34, \_\_\_\_\_, 38, 40, \_\_\_\_\_, \_\_\_\_\_

4. Fill in the missing odd numbers on the number path.

0, \_\_\_\_\_, 2, \_\_\_\_\_, 4, \_\_\_\_\_, 6, \_\_\_\_\_, 8, \_\_\_\_\_, 10, \_\_\_\_\_, 12, \_\_\_\_\_, 14

5. Write to identify the **bold** numbers as even or odd. The first one has been done for you.

a. <b>4</b> + 1 = <b>5</b> <u>even</u> + 1 = <u>odd</u>	b. <b>13</b> + 1 = <b>14</b> _____ + 1 = _____	c. <b>20</b> + 1 = <b>21</b> _____ + 1 = _____
d. <b>8</b> - 1 = <b>7</b> _____ - 1 = _____	e. <b>16</b> - 1 = <b>15</b> _____ - 1 = _____	f. <b>30</b> - 1 = <b>29</b> _____ - 1 = _____

6. Are the **bold** numbers even or odd? Circle the answer, and explain how you know.

a. <b>21</b> even/odd	Explanation:
b. <b>34</b> even/odd	Explanation:

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

Are the **bold** numbers even or odd? Circle the answer, and explain how you know.

a.  <b>18</b> even/odd	Explanation:
b.  <b>23</b> even/odd	Explanation:

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

Use the color key to color and count the candy corn in the jar.

**Odd** = yellow \_\_\_\_\_  
Total

**Even** = orange \_\_\_\_\_  
Total



# Odd or Even Numbers

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This work is derived from *Good and Beautiful*.

16

Even

7

Odd

23

87

5

13

14

22

6

17

65

33

54

44

20

72

48

80

30

62

51

19

79

2

60

99

$1) 769 + 700 = \underline{\quad}$

$2) 65 - 20 = \underline{\quad}$

$3) 10 + 3 = \underline{\quad}$

$4) 763 - 0 = \underline{\quad}$

$5) 55 - 20 = \underline{\quad}$

$6) 42 - 4 = \underline{\quad}$

$7) 22 + 60 = \underline{\quad}$

$8) 27 + 2 = \underline{\quad}$

$9) 70 - 40 = \underline{\quad}$

$10) 604 - 600 = \underline{\quad}$

$11) 99 + 80 = \underline{\quad}$

$12) 25 + 3 = \underline{\quad}$

$13) 110 - 70 = \underline{\quad}$

$14) 527 + 800 = \underline{\quad}$

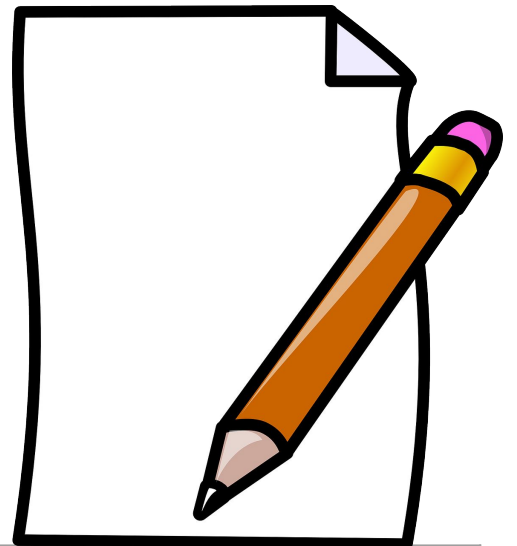
$15) 527 - 500 = \underline{\quad}$



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ELA



Name:

- ❖ What instructions should we include for planting wildflowers?

Record at least 3 steps to share with the class



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

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



# Fix it Up Sentences Set 2

Directions: These sentences are under construction.  
Fix them by rewriting them. Use the check list.



1. tim likes to play on saturday

\_\_\_\_\_

-----

\_\_\_\_\_

capital letters  spaces  punctuation

Month						
S	M	T	W	T	F	S

2. how many mondays are in june

\_\_\_\_\_

-----

\_\_\_\_\_

capital letters  spaces  punctuation



3. ben and i are going to a party on sunday

\_\_\_\_\_

-----

\_\_\_\_\_

capital letters  spaces  punctuation



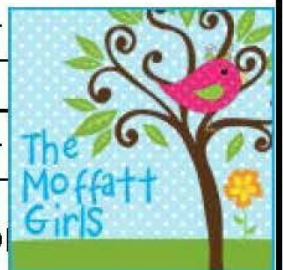
4. if i go to the park, will you come, too

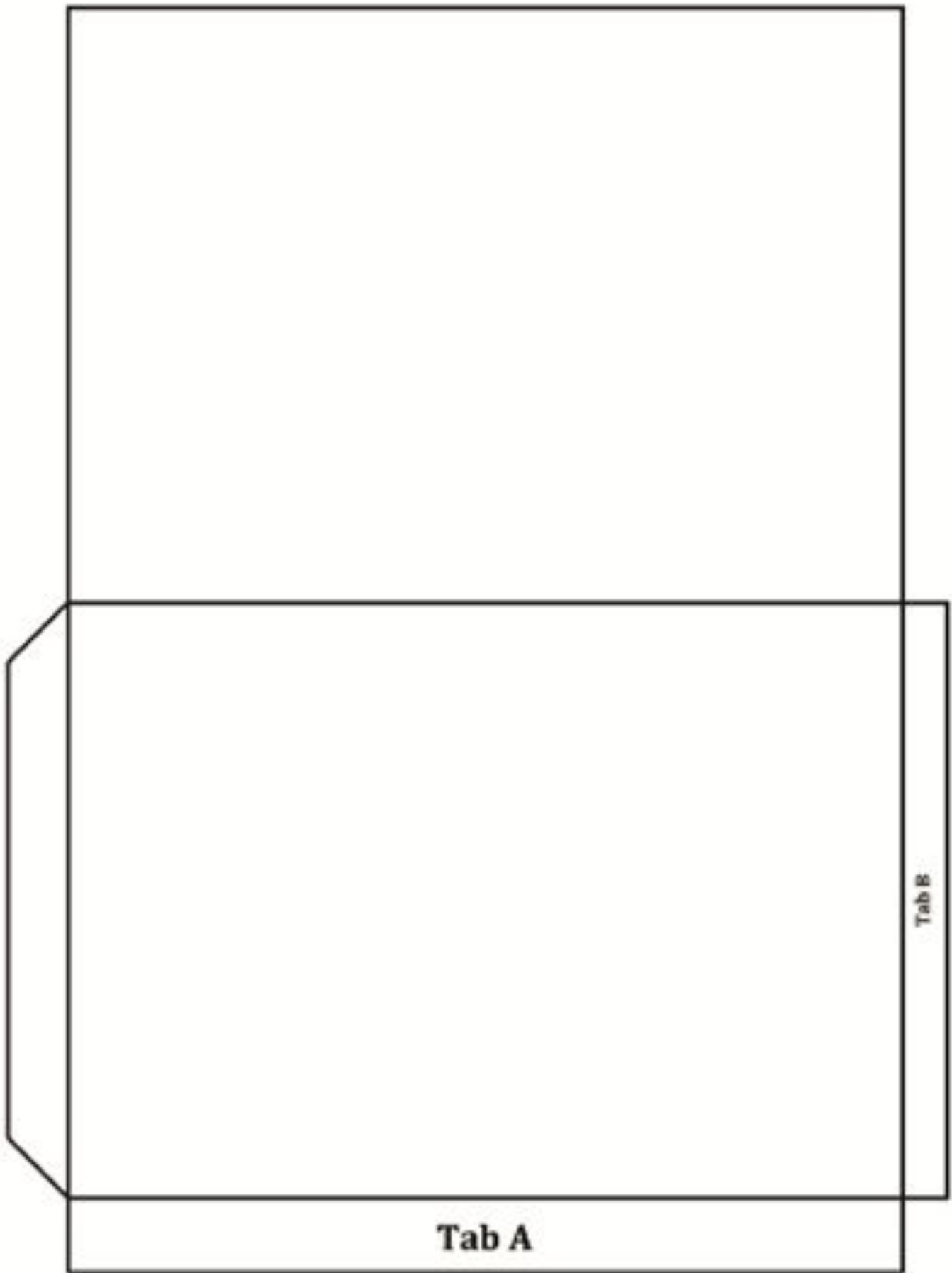
\_\_\_\_\_

-----

\_\_\_\_\_

capital letters  spaces  punctuatio





## Wildflower Seed Packet Assembly Directions

### RI.2.1

1. Fold the template in half so the sides line up with each other evenly. Do not touch the tabs on the top, bottom, and side.
2. Fold the bottom tab labeled Tab B over to secure the front and back of the packet. When it is aligned straight, glue it down.
3. Fold the side tab labeled Tab A over. When it is aligned straight, glue it down. Leave the top tab open.
4. On the front, write the title (“Wildflower Seeds for Butterflies”) at the top.
5. Glue the butterfly drawing on the front under the title.
6. On the back, glue down the wildflower seed packet writing piece at the top.
7. Glue down the wildflower seed planting instructions at the bottom.
8. Write your name on the top tab of the seed packet.
9. Place a small handful of seeds inside the packet.
10. Glue down the top tab to close the seed packet.







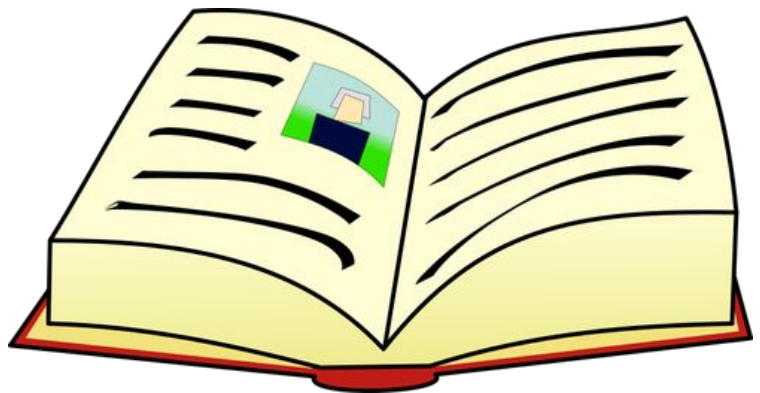


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# Close Reading

June 7-11

Name:



## Food for Thought

Read the nutrition article.

Then follow the directions in the Text Marking box.

Does it matter how much fat, salt, and sugar children eat? Should kids avoid fatty foods like chicken fingers and French fries? Should they steer clear of salty junk foods, like puffed cheese sticks? Should they stay away from foods loaded with chemicals and dyes? Soda has both.

Fat, salt, and sugar make foods taste good. But too much of a good thing can harm you. That's why food scientists strongly support healthy eating. They want to direct children and parents toward wiser food choices. Teachers, school nurses, doctors, and many parents agree. They hope schools will share the responsibility of keeping kids fit and strong.

So, many school communities urge cafeteria lunches to be both tasty *and* nourishing. They encourage serving wholesome, natural foods.

They don't want kids eating foods with unhealthy ingredients in them. And scientists and educators want school lunches to be varied. They suggest that menus celebrate cultural differences.

Teachers and principals care deeply about how kids learn best. Science shows that a healthy diet increases a child's ability to stay alert for learning. That is surely food for thought.



A healthy salad

### Text Marking

Make an inference: What worries the author of this article?

\_\_\_\_\_ Underline text clues.



Think about what you already know.



## Food for Thought

► Answer each question. Give evidence from the article.

- 1 Foods with too much sugar, fat, or salt are called \_\_\_\_\_.
- A. junk foods    B. sandwiches    C. school food    D. wholesome choices

What in the text helped you answer? \_\_\_\_\_

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- 2 Which word means the same as *steer clear* (paragraph 1)?
- A. encourage    B. direct    C. avoid    D. vary

What in the text helped you answer? \_\_\_\_\_

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- 3 Look back at your text markings. Think about what you already know. What does the writer think about how kids eat?

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- 4 Why would educators support wholesome school lunches?

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