March 2020

Hello Parents,

We hope that this letter finds you doing well.   In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Hola padres

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro Portal Familiar Empoderado en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917 .

¡Esperamos que sigan seguros y de buena salud!

Additional Print Resources – March 2020
Week 3 – 2nd Grade

Parent/Guardian Instructions:

You will find learning opportunities for reading, math, science/social studies below. These lessons and activities are intended to provide you with 30–40 minutes of learning support **per subject** for each day. All materials listed in the learning calendar below are provided in these additional print materials. For reading and math, you will find lesson materials as well as "apply it" materials. "Apply it" materials are in the form of games, reader's responses, etc. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).

Reading

Day 11	Day 12	Day 13	Day 14	Day 15
Lesson: Lesson 9, Part 1 pg 36-37 Describing How Characters Act • Read and complete pages 36-37	**Lesson:** Lesson 9, Part 2 • Read "A Puppy for Oscar" • Complete pg 39-40	**Lesson:** Lesson 9, Part 3 • Read "The Snowstorm" • Complete pg 45-46	**Lesson:** Lesson 9, Part 5 pg 49-54 • Read, "Stone Soup" • Complete pgs 51-54	**Lesson:** Pgs. 55-59 • Read, "Too Much of a Good Thing" • Complete pgs. 57-59

Math

Day 11	Day 12	Day 13	Day 14	Day 15
Lesson: Complete pgs. 21-24 of Lesson 3, <u>Understanding Mental Math Strategies</u> (Make a Ten) **Apply It:** <u>Complete Ready Center Activity 2.6</u>	**Lesson:** Complete Lesson 4, <u>Understand Even and Odd Numbers</u> **Apply It:** <u>Complete Ready Center Activity 2.7</u>	**Lesson:** Complete <u>Lesson 7, Add Two-Digit Numbers pgs. 73-76</u> **Apply It:** None	**Lesson:** Complete <u>Lesson 7, Add Two-Digit Numbers pgs. 77-80</u> **Apply It:** None	**Lesson:** Complete <u>Lesson 8, Subtract Two-Digit Numbers pgs. 83-84</u> **Apply It:** Create a word problem for each of the following problems. 70 – 40 = ___ 80 – 20 = ___ Solve each of your word problems.

Social Studies

Days 11-15

This week, read the three social studies articles below and complete the questions that go along with each article.
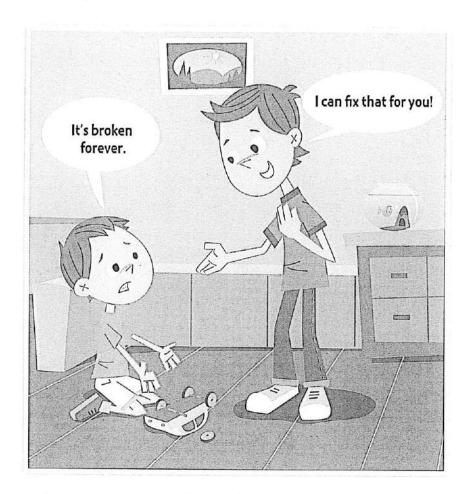
I am Maria
What is a Budget?
Make a Map

Lesson 9
Describing How Characters Act

Describing how characters in a story respond to important events and challenges will help you understand how and why they act the way they do.

▷ Read **Characters** are the people or animals in a story that face a **challenge.** A challenge is a problem that needs to be solved. Describing how characters **respond** to challenges will help you get to know them better.

Look at the picture. What is the challenge? How does each character respond? Think about why each boy acts that way.
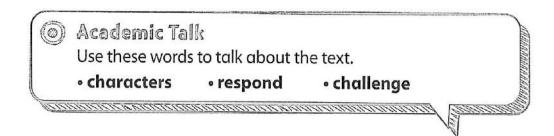
i-Ready

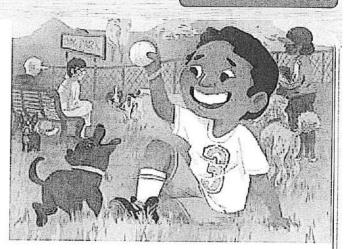▷ Think Complete the chart. Tell what the challenge is. Then tell how each character responds to it.

What the Challenge Is	How the Characters Respond
	○ Little boy ○ Older boy

▷ Talk What will make the little boy happy? Use what you see in the picture to answer.

◎ Academic Talk
Use these words to talk about the text.
- characters   • respond   • challenge

A Puppy for Oscar

by Jane Lawrence

1   Oscar wanted a puppy more than anything in the world. But his mom kept saying they could not have a dog in their apartment.

2   "We do not have a yard," she said. "And a dog needs space to run."

3   Oscar had an idea. There was a city park very close to their apartment. The park was really big. Maybe part of it could be turned into a park for dogs. Then Oscar's puppy would have a place to run!

4   Now Oscar needed to turn his idea into a plan. Oscar worked very hard. He wrote letters to newspapers. He wrote to the mayor about his idea for a dog park. He talked to people about his idea. Then he got many of them to sign their names to a letter saying they wanted a dog park, too.

5   It took over a year, but Oscar finally got his dog park. And then he got what he really wanted—a new puppy!

Close Reader Habits

Circle a sentence that tells what Oscar's challenge is.
Underline a sentence that tells how he responds to the challenge.

What is the challenge in this story, and how does Oscar respond to it?

▷ Think

1 Complete the chart to help you understand Oscar's challenge and how he responds to the challenge.

Rereading the story will help you figure out how Oscar responds to his challenge.

Oscar's Challenge	How Oscar Responds to the Challenge

▷ Talk

2 What is the main thing Oscar does to respond to his challenge? Describe an event from the story to explain your answer.

▷ Write

3 **Short Response** What do Oscar's actions tell you about him? Use an event from the story to explain your answer. Write your answer in the space on page 140.

HINT What does Oscar do? Make a list of the things he does in the story.

A Puppy for Oscar

8 **Short Response** What do Oscar's actions tell you about him? Use an event from the story to explain your answer.

HINT What does Oscar do? Make a list of the things he does in the story.

Don't forget to check your writing.

The Snowstorm

by Annika Pedersen

1　The wind blew hard, shaking the barn. Outside, the falling snow whipped this way and that. Inside, Greta and her mother counted the sheep they had just brought down from the mountain. One of the sheep was missing, but which one? They saw that Lizzie, one of the new lambs, had been left behind.

2　Greta and her mother started back up the mountain to look for her, but there wasn't much time. Already, they could hardly see a thing in the heavy, blowing snow. "Lizzie! Lizzie!" they called out.

3　At last, they heard her crying back *baa-aa-aa!* They had found Lizzie, but now they were lost. How would they find their way home? Their whole world had gone white!

4　Then Greta saw a stream nearby. The blinding snow was still melting in it! She and her mother could follow the stream's twisting dark line down the mountain. It would lead them back to the gate near their barn.

5　Greta held the little lamb tight. Soon, everyone would be safe at home.

Close Reader Habits

What problem do Greta and her mom have *after* they find Lizzie? **Underline** two sentences that tell you what challenge they face.

1. Why is finding the lost lamb a challenge for Greta and her mother?

   A They are not really sure the lamb is still missing.

   B They know they will be in great danger from the storm.

   C They have already climbed the mountain once and are worn out.

   D They are afraid to leave the sheep alone in the barn.

Rereading the story will help you figure out how the characters face a challenge.

2. Which **best** tells about the challenge that Greta and her mother must face after they find Lizzie?

   A They can't get Lizzie to stop crying *baa-aa-aa*.

   B They are getting very cold from the wind and snow.

   C They have to make sure there aren't any other lost sheep.

   D They can't see how to get back home in the snowstorm.

▷ Talk

3. What do Greta and her mom do to respond to the challenge of finding the lost sheep? Tell your partner.

▷ Write

4. **Short Response** Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home. Write your answer in the space on page 141.

HINT Think about how Greta responds to the new challenge they face.

The Snowstorm

4 **Short Response** Tell what Greta sees in the storm and how it will help her, her mother, and Lizzie get home.

HINT Think about how Greta responds to the new challenge they face.

_____

_____

_____

_____

_____

_____

Check Your Writing

☐ Did you read the question carefully?

☐ Can you say the question in your own words?

☐ Did you use proof from the text in your answer?

☐ Are your ideas in a good, clear order?

☐ Did you answer in full sentences?

☐ Did you check your spelling, capital letters, and periods?
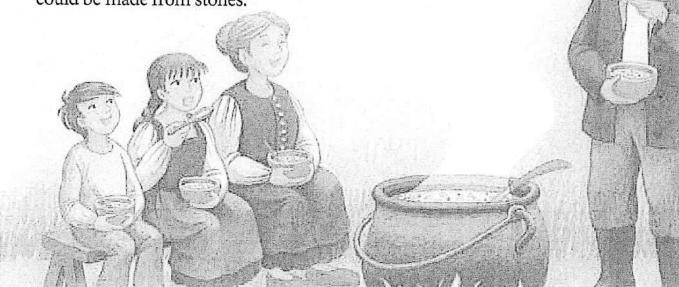
Stone Soup

by Elsa Southern

1   A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2   "Do you have a bit of food for a tired traveler?" the man asked. "I have been walking all day without a bite to eat."

3   "I'm sorry, but I have barely enough food for my family," the woman said.

4   When the other people in the village heard the man, they started shutting their doors. "Go away! We have only enough food for ourselves," they shouted from behind their locked doors.

5   The traveler sat down in the town square and thought for a while. Then he had a wonderful idea. "I only ask for a pot and some water!" he shouted. He took three gray rocks out of his pocket. "With these special stones I will make a delicious stone soup."

6   "Who has ever heard of stone soup?" the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

7   The traveler started a fire under the large pot of water. When it began to boil, he slowly added the three stones. After a while, he put his nose over the pot and breathed in. "Ah," he said with a twinkle in his eye. "This is almost perfect. If only we had some onions."

8   A villager quickly grabbed a bag of onions and passed it to the traveler, who added them to the pot.

9   "Oh!" sighed the traveler, breathing in again with his nose over the pot. "This is almost perfect! If only we had some potatoes."

10   The villagers ran to their homes. They came back carrying not only potatoes, but carrots and peas and beans and corn. Everyone wanted to help.

11   Very soon there was enough delicious soup for everyone in the village! They all ate soup until they were no longer hungry.

12   Even today, people tell the story of how such a wonderful soup could be made from stones.

▷ Think Use what you learned from reading "Stone Soup" to answer the following questions.

1. This question has two parts. First, answer Part A. Then answer Part B.

Part A
What challenge does the traveler face when he first comes to the town?

    A He is tired and needs a place to spend the night.

    B He knocks on a door and a young woman holding a baby answers.

    C He is hungry and hopes someone will give him food.

    D He wants to fix a dinner but doesn't have a pot.

Part B
Underline a sentence from paragraph 1 below that **best** tells about the answer in Part A.

A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2. What is the challenge the traveler faces when no one will help him?

    A He has to find wood so that he can build a fire to keep warm.

    B He needs to learn how to make friends with everyone in town first.

    C He has to walk to another town where people might be kinder to him.

    D He must find a new way to get people to share their food with him.

3. Why does the traveler keep putting his nose over the pot and breathing in?

    A   to make the people think he is cooking something tasty

    B   to make the people want to make their own soup

    C   to make the people angry that they won't get any soup

    D   to make the people sad that they didn't help him

4. What do you learn about the traveler from the way he faces his challenge?

    A   He is clever because he gets people to choose to help him.

    B   He is lazy because he has other people do his work for him.

    C   He is unhappy because he is too poor to buy his own food.

    D   He is proud because he knows more about cooking than others.

5. Read the sentence from the passage.

The villagers ran to their homes.

The word "village" means "a small town." What is the **best** meaning of the word "villagers"?

    A   people who eat soup in a small town

    B   people who work in a small town

    C   people who live in a small town

    D   people who help others in a small town

6 Read paragraph 6 from the story.

"Who has ever heard of stone soup?" the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

Underline the sentence in paragraph 6 that **best** explains why the people bring the traveler a pot filled with water.

▷ ✎ Write How does the traveler respond to the challenge of getting food?

7 **Plan Your Response** Review the challenge the traveler has. Write three things he says in the story that help him get what he wants.

_____

_____

_____

_____

8 **Write an Extended Response** How does the traveler respond to the challenge of getting food? Use details from the story in your answer.

_____

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◎ Learning Target

How does describing how characters respond to important events and challenges help you understand how and why they act the way they do?
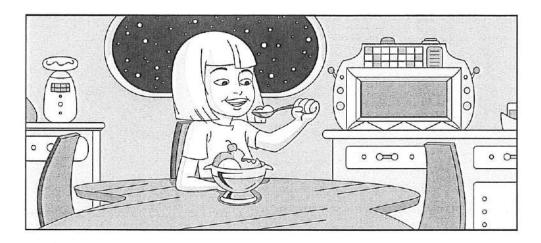
_____

_____

_____

_____

SESSION 1

Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

1   Zelda pressed the button on the spaceship's food maker. Normally, a food maker could make anything you wanted. All you had to do was say *pizza*, *popcorn*, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents' planet.

2   "Yum! This is great," said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.

3   "Well, I for one am getting tired of ice cream," grumbled Zelda's dad. "A bowl of soup would taste great about now!"

4   Zelda's sister Anka piped up. "How can anyone get tired of ice cream? This is like a dream come true!"

5   Zelda's dad sighed. "We wouldn't even have this problem if we had lived two hundred years ago."

6   "I know," replied Zelda. "People used to fix their own food. They grew it or shopped at places called grocery stores. They never knew how great a broken food maker could be!"

7   But after two more days, even Zelda and her sister were tired of ice cream. Zelda just wanted something—anything—that wasn't cold and sweet.

8   Suddenly, Zelda smiled and said, "I have an idea! Let's fix some food for ourselves, like in the old days. We could ask to pick some vegetables from the ship's garden. It might even be *fun* to make our own meal."

9   "Make a meal? How will we know if we're picking beans or beets or broccoli?" Anka blurted out, shaking her head. "And, and . . . just how *do* we fix a potato?"

10   "That's easy!" laughed Zelda. "The ship's computer can help us. C'mon, let's get started!"

11   All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.

12   Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

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1 Read the sentence from the story.

    But the food maker on the spaceship had been broken for days.

What question does this sentence answer?

A How do food makers work on a spaceship?

B What kinds of food does the food maker make?

C Why does the food maker make only ice cream?

D What does a food maker look like?

2 What can you tell about the setting from the picture and the story?

A It takes place outside a restaurant.

B It takes place on another planet.

C It takes place inside a spaceship.

D It takes place next to an ice cream shop.

3 Read these sentences from the story.

> "How can anyone get tired of ice cream?" Zelda's sister Anka piped up. "This is like a dream come true!"

What kind of speaking voice could you use to show Anka's point of view in these sentences?

A an excited voice

B a quiet voice

C a mean voice

D a surprised voice

4 How does Zelda meet the challenge of having a broken food maker?

A She makes the best of having to eat so much ice cream.

B She remembers that people who fix meals are called "cooks."

C She thinks about planting a vegetable garden on the spaceship.

D She comes up with the idea of cooking a meal themselves.

5 Read the central message of this story.

> Even good things are best in small amounts.

Which detail from the story supports this central message?

A The food maker stops working the way it should.

B People in Zelda's time no longer shop at grocery stores.

C Zelda and Anka get tired of eating ice cream every day.

D Zelda thinks it might be fun to be a human food maker.

6 In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

Zelda is happy about the broken food maker. Her dad doesn't like that it is broken.

Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.

_____

_____

_____

_____

Prerequisite: How does thinking about number paths help you add and subtract in your head?
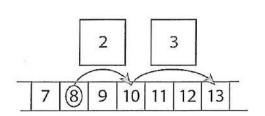
Study the example showing the make a ten strategy on a number path. Then solve Problems 1–6.

Example

Add $8 + 5$.

Think of a number path.
Start at 8.
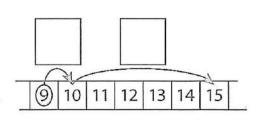Add 2 to make 10.

You need to add 3 more.

$5 = 2 + 3$

So, $8 + 5 = 13$.

	2		3			
7	(8)	9	10	11	12	13

1. Make a ten to add $9 + 6$. First write all the number partners of 6.

_____

2. Make a ten. Fill in the missing numbers.

$9 + 6 = ?$

$9 + \underline{} = 10$ and $10 + \underline{} = \underline{}$

So, $9 + 6 = \underline{}$.

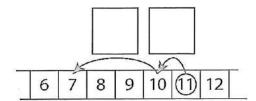|						
(9)	10	11	12	13	14	15

Solve.

3. Subtract. Fill in the missing numbers.

$11 - 4 = ?$

$4 = 3 + 1$

So, $11 - 4 =$ _____ .

4. Use 2 and 2 for the number partners instead in Problem 3. What is different?

_____

_____

_____

5. Subtract. Fill in the missing numbers.

$14 - 8 = ?$

$8 =$ _____ $+$ _____

So, $14 - 8 =$ _____ .

6. How is making a ten to add the same as making a ten to subtract? How is it different?

_____

_____

_____

Name: _____
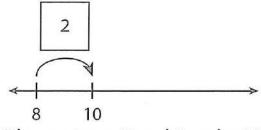
Study how the example shows making a ten to add. Then solve Problems 1–6.

Example

$8 + 7 = ?$

$8 + 2 + ?$

| 2 |
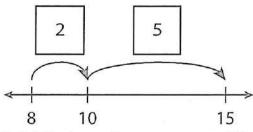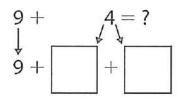
The partners 8 and 2 make 10.

$8 + 7 = ?$

$8 + 2 + 5$
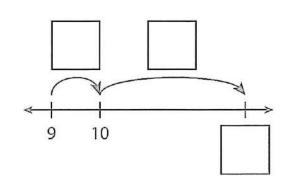
| 2 | | 5 |

Add 5, the other partner of 7.

So, $8 + 7 = 15$.

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1. Fill in the missing numbers to find $9 + 4$.

   $9 + 4 = ?$

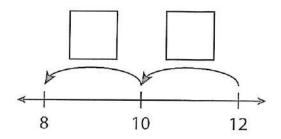 $9 + \boxed{} + \boxed{}$

   So, $9 + 4 =$ _____.

2. Look at the open number line in Problem 1. How would you change the numbers to show $9 + 5$?

   _____

Solve.
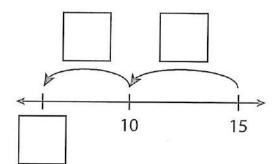
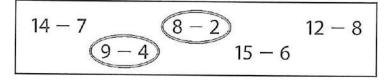3. Make a ten to subtract. Fill in the missing numbers to show $12 - 4 = 8$.

8   10   12

4. Complete the number sentences.

$12 - \boxed{} = 10$ $16 - \boxed{} = 10$

$13 - \boxed{} = 10$ $15 - \boxed{} = 10$

5. Fill in the missing numbers to find $15 - 9$.

$15 - 9 = ?$

$15 - 9 = \boxed{}$

10   15

6. Jan circled the problems that she cannot solve in her head by making a ten.

$14 - 7$ $\boxed{8 - 2}$ $12 - 8$

$\boxed{9 - 4}$ $15 - 6$

Look at all of the problems. Why doesn't Jan make a ten to solve the circled problems?

_____

_____

_____

Make a Ten

Check Understanding

Find 17 − 8. Then find 9 + 8. Explain how you can solve each.

What You Need

- 20 counters
- 5 game markers in one color for Partner A
- 5 game markers in a different color for Partner B
- Recording Sheet and Game Board

What You Do

1. Take turns. Pick a number sentence on the **Recording Sheet**.

2. Explain how to make a ten to solve. Tell your partner the answer.

3. Your partner checks the answer with counters.

4. If you are right, write the answer on the **Recording Sheet** and cover that number on the **Game Board** with a game marker. If you are wrong, your turn ends.

5. The first player with three squares in a row wins.

> I can find 6 + 9. I will picture a number line to add.

Go Further!

Pick a square on the **Game Board**. Write a fact family for that number on a separate sheet of paper.

Make a Ten

_____ = 8 + 9	_____ = 7 + 9	18 − 9 = _____
15 − 9 = _____	_____ = 16 − 8	16 − 9 = _____
8 + 6 = _____	9 + 9 = _____	7 + 8 = _____

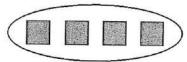| 14	8	16
15	17	9
7	18	6

Name: ___ **Day 12** —

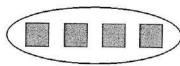> Prerequisite: What are doubles facts and doubles + 1 facts?

Study the example showing doubles and doubles + 1 facts. Then solve Problems 1–5.

Example

This picture shows two equal groups. You can write a doubles fact to show how many in all.

4 squares

4 squares

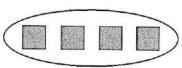$$4 + 4 = 8$$
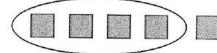
In this picture, one group has 1 more than the other group. You can write a doubles + 1 fact to show how many in all.

4 squares

4 + 1 squares

$$4 + 4 + 1 = 9$$

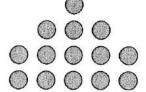1. Circle two equal groups. Then complete the doubles fact to show how many in all.

_____ + _____ = _____

Solve.

2. Circle to show two equal groups of stars with 1 leftover. Then complete the doubles + 1 fact to show how many in all.

_____ + _____ + 1 = _____

3. Circle two equal groups of dots. Then write a doubles fact to show how many in all.

_____ + _____ = _____

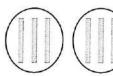4. Look at the two equal groups in Problem 3. How are they alike? How are they different?

_____

_____

_____

5. Complete the doubles + 1 fact. Then tell how you decided what numbers to write.

_____ + _____ + 1 = 13

_____

_____

Name: _____

Study how the example shows different ways to decide if a number is odd or even. Then solve Problems 1–6.

Example

The sum of a doubles fact is an even number.

$3 + 3 = 6$ 6 is an even number.

The sum of a doubles + 1 fact is an odd number.

$3 + 3 + 1 = 7$ 7 is an odd number.

---

1. Write a doubles fact for 12. Is 12 odd or even? Circle the correct answer.

   _____ + _____ = _____

   odd

   even

2. Write a doubles + 1 fact for 15. Is 15 odd or even? Circle the correct answer.

   _____ + _____ + 1 = _____

   odd

   even

Vocabulary

even number
an even number of objects can be put into pairs or equal groups.

odd number
an odd number of objects cannot be put into pairs or equal groups without a leftover.

Solve.

3 Circle the even numbers.

   11   14   20   17   16

4 Write a doubles fact for each even
  number in Problem 3. Fill in the table.

Even Numbers	Doubles Facts

5 Evan has an even number of shells. He
  has more than 10 shells and less than
  15 shells. How many could he have?
  Tell how you know.

  _____

  _____

  _____

6 Think of the different ways you know to
  tell if a number is odd or even. Which way
  do you think you will use most often? Why?

  _____

  _____

  _____

Reason and Write

Look at the example. Underline a part that you think makes it a good answer.
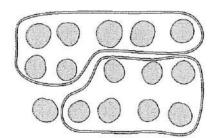
Example

Tell whether 15 is odd or even.

Explain in two different ways why your answer is correct. Use pictures, words, or numbers.

Show your work.

15 is an ____odd____ number.

I can't put 15 dots into two equal groups. That means 15 is an odd number.

Also, 15 is one more than 14. I can write a doubles fact for 14. That means I can write a doubles + 1 fact for 15. So, 15 is an odd number.

$14 = 7 + 7$

$15 = 7 + 7 + 1$

Where does the example . . .

- show the answer one way?
- show the answer another way?
- use pictures?
- use numbers?

**Solve the problem. Use what you learned from the example.**

Tell whether 18 is odd or even.

Explain in two different ways why your answer is correct. Use pictures, words, or numbers.

Show your work.

18 is an _____ number.

Did you . . .
- show the answer one way?
- show the answer another way?
- use pictures?
- use numbers?

Prerequisite: Add Tens and Add Ones

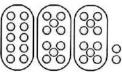**Study the example showing how to add two-digit numbers. Then solve Problems 1–8.**

Example

Sid has 32 marbles. Nan has 16 marbles.
How many do they have altogether?

Write 32 and 16 as tens and ones:
3 tens 2 ones and 1 ten 6 ones.

Add the tens first. Then add the ones. → 32 marbles

```
   3 tens    2 ones
 + 1 ten     6 ones                    → 16 marbles
 ─────────────────────
   4 tens    8 ones = 48                 48 marbles
```

Mark has 43 shells. Then he finds 25 more shells.

1. There are _____ tens and _____ ones in 43.

2. There are _____ tens and _____ ones in 25.

3. How many shells does Mark have now?

   Show your work.
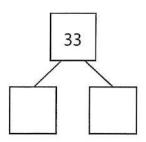
   Answer: Mark has _____ shells.

Solve.

Leah has 33 heart stickers. She has 16 star stickers.

4 Circle groups of ten heart stickers.

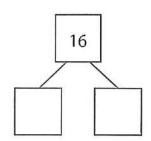There are _____ tens and _____ ones in 33.

5 Write the tens and the ones for the heart stickers in the number bond.

```
      ┌────┐
      │ 33 │
      └────┘
      ╱      ╲
  ┌────┐    ┌────┐
  │    │    │    │
  └────┘    └────┘
```

6 Circle a group of ten star stickers.

There are _____ ten and _____ ones in 16.

7 Write the tens and the ones for the star stickers in the number bond.
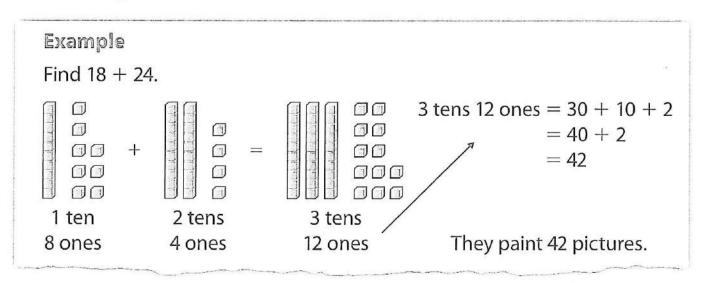
```
      ┌────┐
      │ 16 │
      └────┘
      ╱      ╲
  ┌────┐    ┌────┐
  │    │    │    │
  └────┘    └────┘
```

8 How many stickers does Leah have in all?
Show your work.

Answer: Leah has _____ stickers in all.

Name: _____
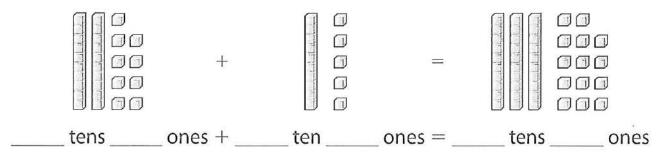
Study the example showing how to use base-ten blocks to add two-digit numbers. Then solve Problems 1–7.

Example

Find $18 + 24$.

1 ten
8 ones

2 tens
4 ones

3 tens
12 ones

3 tens 12 ones $= 30 + 10 + 2$
$= 40 + 2$
$= 42$

They paint 42 pictures.

Max has 29 rocks. Then he finds 15 more rocks.

1. Write the tens and ones. Then add the tens and ones.

_____ tens _____ ones + _____ ten _____ ones = _____ tens _____ ones

2. How many tens and ones are in 14?

$14 =$ _____ ten and _____ ones, or $10 +$ _____

3. Add the tens. Then add the ones.

$30 + 10 + 4 =$ _____ + _____ , or _____

Max has _____ rocks.

Solve.

Ms. Kottler has 27 black pens and 14 blue pens.

4　Write the tens and ones.

$27 = 20 +$ _____

$14 =$ _____ $+$ _____

5　Add the tens then add the ones from Problem 4. How many pens does Ms. Kottler have in all?

Show your work.

Answer: _____ pens

There are 36 girls with red shirts. There are 19 boys with red shirts. There are 16 girls with blue shirts.

6　How many girls are there?

Show your work.

Answer: _____ girls

7　How many children have red shirts?

Show your work.

Answer: _____ red shirts
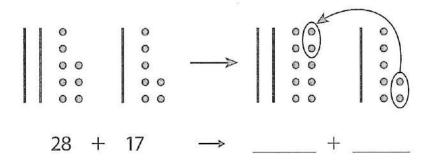
Name: _____ **Day 14**

**Study the example showing how to use quick drawings to add
two-digit numbers. Then solve Problems 1–6.**

Example

What is 37 + 24?

37 + 24 is the same as 40 + 21.

40 + 21 = 61

So, 37 + 24 = 61

Kim picks 28 apples. Nate picks 17 apples.
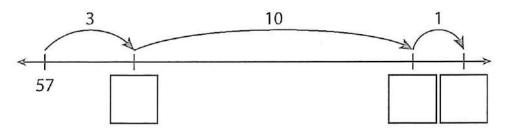
1. Look at the quick drawing. Then fill in the
   blanks.

28   +   17   →   _____ + _____

2. How many apples do Kim and Nate pick
   in all? _____

Solve.

3 57 + 14 is the same as _____ + _____ .

4 Fill in the missing numbers in the open number line. Then solve 57 + 14.

57 + 14 = _____

5 Mia has 49 red beads and 36 yellow beads. How many beads does Mia have in all?

Show your work.

Answer: _____

6 Write three different number sentences with a sum of 51.

22 + 29 = 51

_____

_____

_____

Name: _____

Add Two-Digit Numbers

Solve the problems.

1 Diego read 48 pages of a book one day. The next day he read 23 pages. How many pages did Diego read in all? Circle the correct answer.

A 61   C 71

B 62   D 75

You can add the tens and add the ones.

2 Which addition problems could be solved by adding $40 + 15$? Circle all of the correct answers.

A $39 + 16$ C $37 + 18$

B $38 + 13$ D $36 + 17$

What do you add to one of the addends to get 40?

3 Tell if the number sentence can be used to solve $27 + 56$. Circle *Yes* or *No* for each number sentence.

a. $20 + 50 + 10 + 6 = 86$ Yes   No

b. $20 + 7 + 50 + 6 = 83$ Yes   No

c. $30 + 56 = 86$ Yes   No

d. $20 + 50 + 13 = 83$ Yes   No

There are many ways to add two-digit numbers.

Solve.

4. A fruit salad has 37 green grapes and 45 red grapes. How many grapes are in the fruit salad?

How many tens are you adding?

A 72   C 82

B 81   D 712

Tim chose A. This is wrong. How did Tim get his answer?

_____

_____

_____

_____

5. Dan has 29 books. Kayla has 3 more books than Dan. How many books do Dan and Kayla have altogether?

Show your work.

How many books does Kayla have?

Answer: _____

Study the example showing how to subtract tens. Then solve Problems 1–5.

Example

$50 - 20 = ?$ is the same as $20 + ? = 50$

Write as tens.
2 tens + ? tens = 5 tens
2 tens + 3 tens = 5 tens
$20 + 30 = 50$

$50 - 20 = 30$

2 tens   3 tens

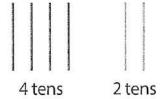John has 60 white and red balloons. There are 40 white balloons.

1. Fill in the blanks.

   $40 + ? = $ _____

   4 tens + _____ tens = _____ tens

   $40 + $ _____ $ = 60$

   $60 - 40 = $ _____

4 tens   2 tens

2. How many balloons are red? _____

Solve.

3 Mr. Lin has 80 rubber bands. He puts 30 of the rubber bands in a drawer. The rest are on the table. How many rubber bands are on the table?

Show your work.

Answer: There are _____ rubber bands on the table.

4 Jada has 70 pens. She gives away 50 pens. How many pens are left?
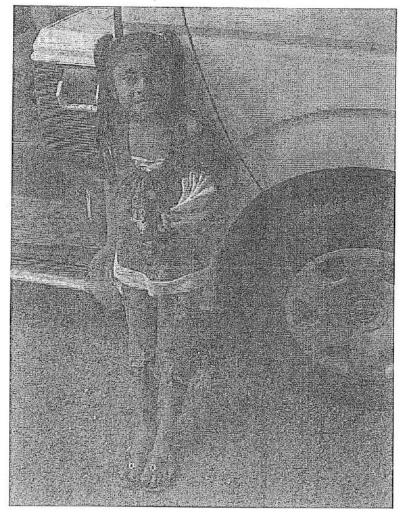
Show your work.

Answer: _____

5 Marco and Jess fold 60 napkins altogether. Jess folds 20 more napkins than Marco. How many napkins do they each fold?

Show your work.

Answer: _____

_____

I Am Maria
by Susan LaBella

I am Maria. I will tell you all about me. I am eight years old, and I go to school. I was born in San Diego, California. I know how to speak both Spanish and English. Do you know why?

My family is from Mexico! Many years ago, my mother and father immigrated to the U.S. When they arrived, my parents spoke only Spanish. As I grew up, I learned to speak Spanish and English, too. Now we mostly speak English at home.

My parents came to America from a city in Mexico called Juárez (HWAHR-ess). They told me that they wanted to find better jobs and own a home. They worked hard and saved, and now we live in a nice house. My parents also worked hard to become American citizens. They studied for a test, and they passed it.

My aunts, uncles, and cousins still live in Juárez. They are coming to visit soon. They will come into the United States at El Paso. That is in Texas. Then they will take a train to see us in San Diego. I can hardly wait!

Name: _____ **Date:** _____

1. Maria knows how to speak Spanish. What other language does she know how to speak?

    A. French

    B. English

    C. Arabic

2. Who is the main character of this story?

    A. Maria's father

    B. Maria

    C. Maria's mother

3. Read these sentences from the story.

"My parents came to America from a city in Mexico called Juárez (HWAHR-ess). They told me that they wanted to find better jobs and own a home."

What can you conclude from this information?

    A. Finding good jobs and owning a home was just as easy for Maria's parents to do in Juárez as in America.

    B. Finding good jobs and owning a home was easier for Maria's parents to do in America than in Juárez.

    C. Finding good jobs and owning a home was more difficult for Maria's parents to do in America than in Juárez.

4. Maria's parents learned to speak English after coming to the U.S.

What evidence from the text best supports this statement?

A. "Many years ago, my mother and father immigrated to the U.S. When they arrived, my parents spoke only Spanish. As I grew up, I learned to speak Spanish and English, too. Now we mostly speak English at home."

B. "My parents came to America from a city in Mexico called Juárez (HWAHR-ess). They told me that they wanted to find better jobs and own a home. They worked hard and saved, and now we live in a nice house."

C. "My aunts, uncles, and cousins still live in Juárez. They are coming to visit soon. They will come into the United States at El Paso. That is in Texas. Then they will take a train to see us in San Diego."

5. What is the main idea of this story?

A. Maria is a girl whose parents immigrated to the U.S. from Mexico.

B. Maria's aunts, uncles, and cousins are coming from Juárez to visit San Diego.

C. Maria's parents spoke only Spanish when they immigrated to the U.S.

6. Read these sentences from the text.

"My family is from Mexico! Many years ago, my mother and father immigrated to the U.S. When they arrived, my parents spoke only Spanish."

Based on these sentences, what does the word "immigrated" mean?

A. moved from one country to another

B. learned how to speak a new language

C. came up with a solution to a difficult problem

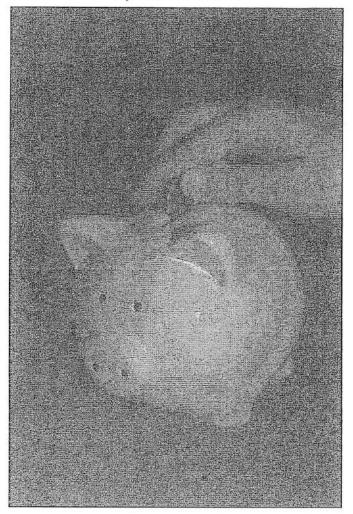**7.** Choose the answer that best completes this sentence.

Maria's parents used to live in Mexico, _____ now they live in the U.S.

A. so

B. because

C. but

8. Maria's parents worked hard and saved money to buy a home. What else did they work hard to do?

_____

_____

_____

9. Read these sentences from the article.

"My parents also worked hard to become American citizens. They studied for a test, and they passed it."

What might working hard to become American citizens have to do with studying for a test and passing it? Support your answer with evidence from the text.

_____

_____

_____

10. How might Maria's parents feel about being American citizens? Support your answer with evidence from the text.

_____

_____

_____

What Is a Budget?
by Susan LaBella

How much does your favorite snack cost? How many dollars do you spend each week? Can you spend less money to save some?

Making a budget is a good way to answer those questions.

A budget is a plan for how to spend and save money.

Companies and countries have budgets to manage their spending.

Putting together a budget can help you, too. Do you get a weekly allowance? That is a regular amount of money you might receive to pay for things such as snacks, games, and toys. What would happen to a boy who got his allowance on Monday and spent it all by Wednesday? He would not have any money to spend for the rest of the week!

You can avoid that problem by following a budget. First, figure out how much you have to spend. Include money you earn, gifts you receive, and money you have already saved. Next, write down what you spend money on each week.

Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!

Name: _____ **Date:** _____

1. What is a plan for how to spend and save money?

    A. a gift

    B. a budget

    C. a company

2. The article lists a sequence of steps you can take to follow a budget. What is the first step?

    A. figuring out how much you have to spend

    B. cutting down on spending to help save money every week

    C. writing down what you spend money on each week

3. The author believes that saving money is better than spending all your money at once.

What evidence from the article best supports this conclusion?

    A. "Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!"

    B. "Do you get a weekly allowance? That is a regular amount of money you might receive to pay for things such as snacks, games, and toys. What would happen to a boy who got his allowance on Monday and spent it all by Wednesday?"

    C. "How much does your favorite snack cost? How many dollars do you spend each week? Can you spend less money to save some?"

4. Based on the information in the article, why might a person want to save money?

    A. to buy something special

    B. to answer questions about spending

    C. to receive an allowance

5. What is the main idea of this article?

    A. One way to save money is to buy fewer snacks.

    B. Putting together a budget can help you save money.

    C. A boy who gets his allowance on Monday and spends it all by Wednesday will not have any money for the rest of the week.

6. Read this paragraph from the article.

"Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!"
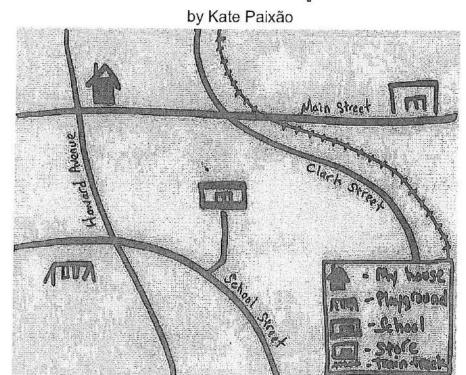
What does the phrase "cutting down" mean here?

    A. chopping off

    B. spending more

    C. spending less

7. Choose the answer that best completes this sentence.

A boy may not have any savings _____ he has spent all his money on snacks.

    A. so

    B. because

    C. but

8. What do budgets help companies manage?

_____

_____

_____

9. Based on the information in the article, what is one benefit of a budget?

_____

_____

_____

10. Is saving money better than spending money? Support your answer with evidence from the article.

_____

_____

_____

Make a Map
by Kate Paixão

You can make a map that shows where you live. The only tools you need are a piece of paper and a pencil.

Maps use symbols to represent what they show. Your first job is to decide on symbols. How will your map show houses, roads, schools, stores, and other places in your neighborhood?

Start by drawing a symbol for your home. Then draw your street. Show buildings, trees, parks, and roads nearby. You may need to go outside to do this part.

Do not let the map cover the entire piece of paper! When you are done mapping, find a corner of the page to make a legend. A legend is a box that tells what each symbol means. Draw a house, a tree, a road, and any other symbol you used. Then write the names of each symbol.

Finally, show your friends your map. See if they can find their way around using your creation.

Name: _____ **Date:** _____

1. What can you make to show where you live?

    A. a map

    B. a house

    C. a book

2. Making a map of where you live is a process. What is the first step in this process?

    A. deciding what symbols to use

    B. drawing a symbol for your home

    C. making a legend on a corner of the paper

3. Read this paragraph from the article.

"Finally, show your friends your map. See if they can find their way around using your creation."

What can be concluded from this paragraph?

    A. Maps can help people find their way around.

    B. Maps always show houses, schools, stores, roads, trees, and parks.

    C. Maps would be hard to understand without a legend.

4. Read this paragraph from the article.

"Start by drawing a symbol for your home. Then draw your street. Show buildings, trees, parks, and roads nearby. You may need to go outside to do this part."

Why might you need to go outside while making a map?

    A. to learn where the nearby buildings, trees, parks, and roads are

    B. to show your friends the map

    C. to write out the names of each symbol in the legend of the map

5. What is the main idea of this article?

    A. The only tools you need to make a map are a piece of paper and a pencil.

    B. A legend is a box next to a map that tells what each symbol on the map means.

    C. You can make a map of where you live by using symbols to represent the places around you.

6. Read these paragraphs from the article.

"Maps use symbols to represent what they show. Your first job is to decide on symbols. How will your map show houses, roads, schools, stores, and other places in your neighborhood?

"Start by drawing a symbol for your home. Then draw your street. Show buildings, trees, parks, and roads nearby. You may need to go outside to do this part."

What does the word "symbols" mean here?

    A. boxes that explain what something means

    B. buildings where people live

    C. drawings that stand for something

7. Choose the answer that best completes this sentence.

Your map should not cover the whole paper _____ there needs to be room for a legend next to the map.

    A. so

    B. but

    C. because

8. What is the first symbol you should draw on your map?

_____

_____

_____

9. What is a legend on a map?

_____

_____

_____

10. Would it be possible to understand a map without a legend? Support your answer with information from the article.

_____

_____

_____