



At Home Learning Resources

Grade 2 - Week 10

Content	Time Suggestions
Literacy Instruction (Watch a mini lesson, and/or complete online learning)	10-20 minutes daily
Reading (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
Writing or Word Work or Phonics/Vocabulary	20-30 minutes daily
Math	30 minutes daily
Science	45 minutes per week
Social Studies	30 minutes per week
Arts, Physical Education, or Social Emotional Learning	30 minutes daily

These are some time recommendations for each subject.
We know everyone's schedule is different, so do what you can.
These times do not need to be in a row/in order,
but can be spread throughout the day.

Grade 2 ELA Week 7

All previous activities, as well as other resources can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3798>.

This week begins a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on long vowel team words this week.

Reading: Students need to read each day. They can read the text included in this packet and/or read any of the fiction books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

Talking and Writing about Reading: As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

Writing: Students will be working on narrative stories for the next few weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Grade 2 Narrative Writing Choice Board](#). Click on the images to watch the video tutorials. This writing should last throughout the weeks. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 story and work to refine it throughout, or might write multiple stories, getting better each time.

Phonics/Word Work: Students can practice words with vowel teams. Vowels are the letters a, e, i, o, u, and sometimes y. Vowel teams are two vowels together like ae, ee, ou, ai, au, ay and more. Complete the activities included to practice vowel teams.



When reading fiction texts, think about the following. Stop and jot, and respond in writing as you are reading or when you are done.

Become Experts on Characters

Collect information about the main characters



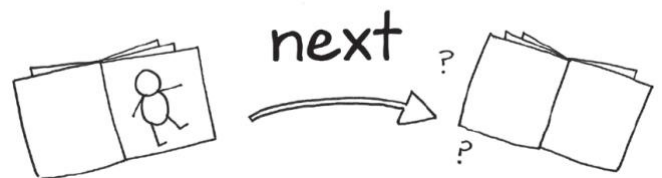
Pay attention to how characters respond to problems



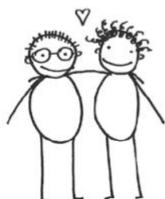
Think about what characters say and do



Use what you know to guess what the character will do next



Notice what a character's relationships show





Gross-Out Greg

One day, our friend Greg started talking about doing gross things. He said he ate snot, smelled dog poop, and didn't shower for weeks.

His real claim to fame was eating worms. He said he ate them with dirt seasoning. "They tasted earthy," he said.

We all listened to him. Some of us believed him. Some didn't. No one could be sure because no one had seen him do any of it. I had to know the truth.

One day, I covered his eyes and told him to open his mouth. "I've got your favorite treat," I said.

Greg took a deep breath. I held a gummy worm over his open mouth.

"It's going to be slimy!" I said. Greg was shaking. I dropped the worm, and he cried out. Then he relaxed as he started to chew.

A smile grew on Greg's face. "This is the best worm I've ever tasted!" he laughed.

We all still wonder if Greg's stories were true, but now Greg doesn't brag about being gross.



Tea with Grandma

by A.P. Raj



Ravi loved to talk to his grandma, who lived in India. Grandma had grown up in a small village called Tambaram and had lived there her whole life. Sometimes Ravi got to visit her with his mom and dad and his sisters. Grandma would make him tea and tell him stories about when she was growing up.

Ravi grew up in Texas, so Grandma's stories were very interesting to him. She lived in a different world. Grandma went to the temple. Ravi went to the church. Ravi was frightened by insects, but Grandma was not even scared of snakes. When he went on walks with her, Ravi was not afraid either.

When Ravi was younger, Grandma would often come to visit him in Texas. But now it was harder for her to travel, so she stayed at home. He missed her visits. Sometimes she would call on the phone. Grandma always called late at night. Dad explained to Ravi that when it was nighttime in Texas, it was daytime in India. Ravi loved hearing her voice on the phone. He would always ask Grandma if she would make him a cup of tea. She would always

laugh and say, "Ravi, sweetheart, I can send you my voice, but not my tea."

One night, Ravi's grandmother didn't call. His mom and dad called him into the living room. They were sitting in front of a laptop, and asked him to come sit with them and look at the screen. Grandma was there, and she was drinking a cup of tea. She smiled at Ravi.

"Hello, dear!" she said to him.

Ravi's dad got up and went into the kitchen. Grandma asked Ravi a lot of questions, like she always did. She asked how he was doing in school. She asked how his friends were. She asked what he liked to do for fun. Ravi answered her questions and asked some of his own. He asked if Grandma still liked to go for walks to the temple. She said she did. Then he smiled and asked, "Grandma, can I have a sip of your tea?"

Ravi felt a tap on his shoulder, and his dad set down a steaming cup in front of him.

"We know how much you love to have tea with Grandma," his dad said.



"Just be careful not to spill it." His dad smiled.

Ravi laughed and drank his tea with Grandma. His mom took a picture of him and the computer. The picture made Ravi happy, and he put it on his wall. Later, his mom showed him how to email the picture to Grandma and to his friends. Ravi was glad he could send pictures and words and voices. But he still hoped Grandma could send him some tea one day.

After reading the story, describe how characters in the text respond to major events and challenges.




Grade 2 Narrative Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own small moment narrative story.

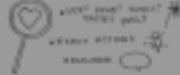




Lessons from the Masters

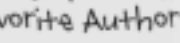
Grade 2 Narrative Writing

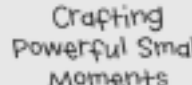
Click on the icons to learn more!


Generate meaningful ideas for small moment writing.



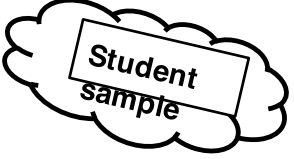
Zoom in! Write with LOTS of details.


Stretch out small moments.



Learning writing Moves from Our Favorite Authors


Crafting Powerful Small Moments


Reread! Make sure your writing makes sense + sounds right.



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1st


How to write a Story

Write!




Think of an idea.

- A thing that happened to you
- A thing you do




The

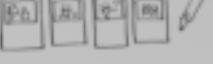


Plan.

Touch and tell.

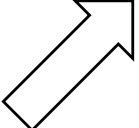


Then, sketch across the pages.




Tell your story to someone in your house or act it out before you write it.

Next





Generate meaningful ideas for small moment writing.




california
zoo
holtell
beach



tiny topics
- my house
- our garden
- the beach

Stretch out small moments.



Writers grow a whole story from a tiny moment, by telling the story across their fingers!



Crafting Powerful Small Moments

Ways to Bring Stories to Life

Unfreeze People.

- *Make them move
- *Make them talk

Tell small steps.

bring out the inside.

- *Make people see
- *Make people stazz

I went towards my basket. I was looking somewhere else. I didn't know what I was doing. So by accident.....

Notice how the writer freezes and unfreezes people by writing about how she moved around the store.

I PUT THE BEANS IN someone else's basket! I was really embarrassed. My mom said, 'That's someone else's basket.' I took out the beans and ran to my mom.

The writer also brings her story to life by writing exactly what her mom said the store.

The writer tells the story in small steps. She focuses on just the part where she get the beans.

The writer brings out the inside by telling how embarrassed she felt.

Zoom in! Write with LOTS of details.

*SEE? HEAR? SMELL? TASTE? FEEL?


*EXACT ACTIONS

*DIALOGUE

...weave setting details throughout the story.

...use strong action words to show exactly what the character is doing.

...include dialogue and dialogue tags to show exactly what the character says and how he/she says it.

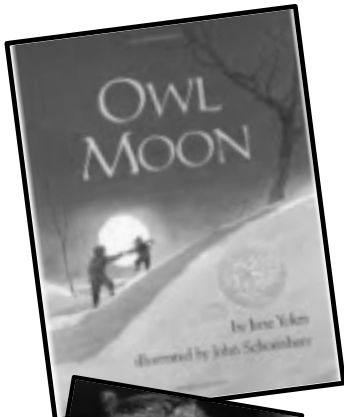


raced
bolted

leaps
sprung

chanted

whispered



Suspense

For one minute, three minutes, maybe even a hundred minutes, we stared at one another.

Learning Writing Moves from Our Favorite Authors

How to Learn Writing Moves from a Mentor Text

1. Choose a text you admired (read it).
2. Notice a powerful part.
3. Note why it is a powerful part.
4. Figure out how the author does it and then try it in your own writing.



Onomatopoeia or Sound Effects

The LEAVING happened on a soupy, misty morning, when you could hear the street sweeper. Sssshhshsh...

Reread! Make sure your writing makes sense + sounds right.

Does my story make sense? I will reread it to make sure. I will also use my editing checklist!




New and Improved Editing Checklist

End sentences with punctuation. (. ! ?)	. ! ?
Begin each sentence with a capital letter.	There is a bear.
Spell using all you know about how words work.	low snow blow know
Make sure others can read your writing.	Two children talking.
Check for run-on sentences.	Two children talking. STOP
Make sure the sentences inside a paragraph fit together.	Two children talking.
Add commas on purpose.	Two children talking.

Student sample

①

Name _____ Date _____




Daddy I went shopping with my mom, dad and sister. I went to the Supermarket. I helped my mom do all the groceries. The sun was shining really bright. The tall grass was beneath us. We hurried into the supermarket.

One day I went shopping with my mom, dad and sister. I went to the supermarket. I helped my mom do all the groceries. The sun was shining really bright. The tall grass was beneath us.

②

Name _____ Date _____

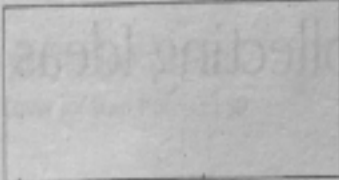


My mom told me to put some food in a basket. The food was some okra beans. I held the okra beans in my hand and walked.

My mom told me to put some food in a basket. The food was some okra beans. I held the okra beans in my hand and walked.

③

Name _____ Date _____




I went towards my basket. I was looking somewhere else. I didn't know what I was doing. So by accident.....

I went towards my basket. I was looking somewhere else. I didn't know what I was doing. So by accident...

④


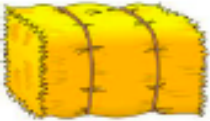










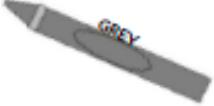









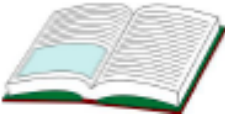







Name _____ Date _____



I PUT THE BEANS IN Someone else's basket! I was really embarrassed. My mom said that someone else's basket I took out the beans, and ran to my mom.

I PUT THE BEANS IN someone else's basket! I was really embarrassed. My mom said, 'That's someone else's basket.' I took out the beans and ran to my mom.

Vowel Teams

 ai	 ay	 au	 aw	 ea
 ea	 ea	 ee	 ei	 ei
 eigh	 ew	 ey	 ey	 ie
 ie	 igh	 oa	 oe	 oi
 oy	 oo	 oo	 ou	 ou
 ow	 ow	 ui	 ue	 ue

FILL IN THE MISSING

VOWEL

TEAM



spr



b ch



m l



l f



sn l



qu n



p nt



sh p



h

ai
ay

ea

ee

ea ai

ay

ee

ai

Draw a line from the word to the picture.



toe

coast

coal

toast

boat

soap

float

hoe



Sort the vowel teams. Say the words out loud. Try using the words in a sentence.

oa	ow

 snow	 boat	 road	 goat	 goal	 bow
 bowl	 throw	 grow	 slow	 blow	 loaf

Addition and Subtraction Within 1,000 with Word Problems to 100

In this module, students build upon all their previous work with place value. They extend their work with addition and subtraction algorithms to numbers up to 1,000. Students continue to use drawings and models to strengthen and deepen their conceptual understanding. They also continue to work with various types of word problems with numbers up to 100.

Strategy Example: the arrow way of showing $570 - 110$. Notice that the solution builds on an easier problem first: $570 - 100$. Then, students can complete the problem by subtracting 10 more. (See reverse for more on the arrow way.)

$$570 \xrightarrow{-100} 470$$

$$570 \xrightarrow{-100} 470 \xrightarrow{-10} 460$$

First I subtracted 100
Then I subtracted 10

New Terms in this Module:

Algorithm: a step-by-step procedure to solve a particular type of problem

Compensation: a simplifying strategy where students add or subtract the same amount to or from both numbers to create an equivalent but easier problem, e.g., $610 - 290 = 620 - 300 = 320$

Compose: to make 1 larger unit from 10 smaller units

Decompose: to break 1 larger unit into 10 smaller units

New groups below: show newly composed units on the line below the appropriate place in the addition algorithm

Simplifying strategy: e.g., to solve $299 + 6$, think $299 + 1 + 5 = 300 + 5 = 305$

Familiar Terms:

Addend	Addition
Bundle	Difference
Equation	Number bond
Place value	Rename
Subtraction	Tape diagram
Total	Unbundle
Units of ones, tens, hundreds	

Strategy Example: In this example of compensation, the subtraction problem $514 - 290$ is made much simpler by adding 10 to both numbers before solving:

$$\begin{array}{r} \boxed{514} \\ \boxed{290} \\ \hline 514 - 290 \end{array}$$

$$\begin{array}{r} +10 \quad \boxed{514} \\ +10 \quad \boxed{290} \\ \hline 524 - 300 \end{array}$$

What Came Before this

Module: Students worked on fluency in adding and subtracting to 100 and built conceptual understanding for operations on numbers up to 200.

What Comes After this

Module: In Module 6, students begin to examine the foundations of multiplication and division. They learn about equal groups, arrays, and the idea that numbers other than 1, 10, and 100 can be units/groups.

+ How You Can Help at Home:

- Help your student practice counting both backward and forward by 10s and 100s.
- Given any two- or three-digit number, help your student practice finding 10 more or 10 less, and/or 100 more or 100 less than the number.

Key Common Core Standards:

- **Use place value understanding and properties of operations to add and subtract.**
 - Add and subtract within 1000, using concrete models or drawings and strategies.
 - Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
 - Explain why addition and subtraction strategies work, using place value and the properties of operations.

$$590 \xrightarrow{+10} 600 \xrightarrow{+30} 630 \xrightarrow{+200} 830$$

This is an example of how one might add $590 + 240$ using the arrow way. Notice that 240 has been decomposed, or chunked, into $10 + 30 + 200$ in order to make the adding easier.

$$\begin{array}{r} 780 - 390 \\ 780 \xrightarrow{-300} 480 \xrightarrow{-80} 400 \xrightarrow{-10} 390 \end{array}$$

This is a simple subtraction example of $780 - 390$. In this case, 390 has been decomposed into 300, 80, and 10.

Spotlight on Math Strategies:

The Arrow Way

Students will frequently use this strategy in this module of *A Story of Units*.

The *arrow way* is a strategy for both addition and subtraction that is heavily featured in this module.

At first glance, arrow notation, or the *arrow way* of doing mathematical operations, may seem complicated. However, it is a very helpful method, and it is actually very similar to what many of us have naturally learned to do mentally while adding and subtracting.

The arrow way involves chunking a number into more manageable mental pieces in order to add or subtract. Students use numbers that they have become confident working with, such as 100 and 10, in order to simplify the problem. They record their mathematical thinking as an expression with arrows in between the numbers to show the chunks of numbers that they are working with as they go.

This method is just one of several that students will be encouraged to use throughout this module. By employing various models and strategies, students deepen their facility with the mathematics they are learning and eventually build a tool kit of strategies to choose from as math becomes more complex throughout the elementary grades.

Sample Problem from Module 5:
(Example taken from Module 5, Lesson 9)

The table to the right represents the halftime score at a basketball game.

Red Team	63 points
Yellow Team	71 points

The red team scored 19 points in the second half.

The yellow team scored 13 points in the second half.

- Who won the game?
- By how much did that team win?

This problem gives students many options for solving. They can choose from the strategies they have learned in this module to do the addition and subtraction necessary to solve the problem.

Application Problem

Read, Draw, Write (RDW)

1. **READ** the problem. Read it over and over.... And then read it again.
2. **DRAW** a picture to help make sense of the problem. What can you learn from your drawing?
3. **WRITE** an equation and a statement of the answer.

The shelter rescued 37 kittens in June. In July, 26 kittens were rescued. In August, 45 more were rescued.

- a. How many kittens did the shelter rescue during those 3 months?

- b. If 79 of those kittens found homes by the end of August, how many still needed homes?

Application Problem

Read, Draw, Write (RDW)

1. **READ** the problem. Read it over and over.... And then read it again.
2. **DRAW** a picture to help make sense of the problem. What can you learn from your drawing?
3. **WRITE** an equation and a statement of the answer.

Jane got a pedometer to count her steps. The first hour, she walked 43 steps. The next hour, she walked 48 steps.

- a. How many steps did she walk in the first two hours?
- b. How many more steps did she walk in the second hour than in the first?

Application Problem

Read, Draw, Write (RDW)

1. **READ** the problem. Read it over and over.... And then read it again.
2. **DRAW** a picture to help make sense of the problem. What can you learn from your drawing?
3. **WRITE** an equation and a statement of the answer.

Ellie has 37 pennies.

Anna has 55 more pennies than Ellie.

- a. How many pennies does Anna have?

- b. How many pennies do they have altogether?

Application Problem

Read, Draw, Write (RDW)

1. **READ** the problem. Read it over and over.... And then read it again.
2. **DRAW** a picture to help make sense of the problem. What can you learn from your drawing?
3. **WRITE** an equation and a statement of the answer.

Mr. Pollard has a box of pencils. He passes out 27 pencils and has 45 left. How many pencils did Mr. Pollard have in the beginning?

Application Problem

Read, Draw, Write (RDW)

1. **READ** the problem. Read it over and over.... And then read it again.
2. **DRAW** a picture to help make sense of the problem. What can you learn from your drawing?
3. **WRITE** an equation and a statement of the answer.

Will read 15 more pages than Mikey. Mikey read 38 pages. The book is 82 pages long.

a. How many pages did Will read?

b. How many more pages does Will need to read to finish the book?

Application Problem

Read, Draw, Write (RDW)

1. **READ** the problem. Read it over and over.... And then read it again.
2. **DRAW** a picture to help make sense of the problem. What can you learn from your drawing?
3. **WRITE** an equation and a statement of the answer.

Ryan collected 49 golf balls from the course. He still had 38 fewer than his friend Caleb.

a. How many golf balls did Caleb have?

b. If Caleb gave Ryan 24 golf balls, who had more golf balls? How many more?

A

Number Correct: _____

Adding Multiples of Ten and Some Ones

1.	$40 + 3 =$	
2.	$40 + 8 =$	
3.	$40 + 9 =$	
4.	$40 + 10 =$	
5.	$41 + 10 =$	
6.	$42 + 10 =$	
7.	$45 + 10 =$	
8.	$45 + 11 =$	
9.	$45 + 12 =$	
10.	$44 + 12 =$	
11.	$43 + 12 =$	
12.	$43 + 13 =$	
13.	$13 + 43 =$	
14.	$40 + 20 =$	
15.	$41 + 20 =$	
16.	$42 + 20 =$	
17.	$47 + 20 =$	
18.	$47 + 30 =$	
19.	$47 + 40 =$	
20.	$47 + 41 =$	
21.	$47 + 42 =$	
22.	$45 + 42 =$	

23.	$45 + 44 =$	
24.	$44 + 45 =$	
25.	$30 + 20 =$	
26.	$34 + 20 =$	
27.	$34 + 21 =$	
28.	$34 + 25 =$	
29.	$34 + 52 =$	
30.	$50 + 30 =$	
31.	$56 + 30 =$	
32.	$56 + 31 =$	
33.	$56 + 32 =$	
34.	$32 + 56 =$	
35.	$23 + 56 =$	
36.	$24 + 75 =$	
37.	$16 + 73 =$	
38.	$34 + 54 =$	
39.	$62 + 37 =$	
40.	$45 + 34 =$	
41.	$27 + 61 =$	
42.	$16 + 72 =$	
43.	$36 + 42 =$	
44.	$32 + 54 =$	

A

Number Correct: _____

Subtracting Multiples of Ten and Some Ones

1.	$33 - 22 =$	
2.	$44 - 33 =$	
3.	$55 - 44 =$	
4.	$99 - 88 =$	
5.	$33 - 11 =$	
6.	$44 - 22 =$	
7.	$55 - 33 =$	
8.	$88 - 22 =$	
9.	$66 - 22 =$	
10.	$43 - 11 =$	
11.	$34 - 11 =$	
12.	$45 - 11 =$	
13.	$46 - 12 =$	
14.	$55 - 12 =$	
15.	$54 - 12 =$	
16.	$55 - 21 =$	
17.	$64 - 21 =$	
18.	$63 - 21 =$	
19.	$45 - 21 =$	
20.	$34 - 12 =$	
21.	$43 - 21 =$	
22.	$54 - 32 =$	

23.	$99 - 32 =$	
24.	$86 - 32 =$	
25.	$79 - 32 =$	
26.	$79 - 23 =$	
27.	$68 - 13 =$	
28.	$69 - 23 =$	
29.	$89 - 14 =$	
30.	$77 - 12 =$	
31.	$57 - 12 =$	
32.	$77 - 32 =$	
33.	$99 - 36 =$	
34.	$88 - 25 =$	
35.	$89 - 36 =$	
36.	$98 - 16 =$	
37.	$78 - 26 =$	
38.	$99 - 37 =$	
39.	$89 - 38 =$	
40.	$59 - 28 =$	
41.	$99 - 58 =$	
42.	$99 - 45 =$	
43.	$78 - 43 =$	
44.	$98 - 73 =$	

A

Number Correct: _____

Addition Crossing Tens

1.	$8 + 2 =$	
2.	$18 + 2 =$	
3.	$38 + 2 =$	
4.	$7 + 3 =$	
5.	$17 + 3 =$	
6.	$37 + 3 =$	
7.	$8 + 3 =$	
8.	$18 + 3 =$	
9.	$28 + 3 =$	
10.	$6 + 5 =$	
11.	$16 + 5 =$	
12.	$26 + 5 =$	
13.	$18 + 4 =$	
14.	$28 + 4 =$	
15.	$16 + 6 =$	
16.	$26 + 6 =$	
17.	$18 + 5 =$	
18.	$28 + 5 =$	
19.	$16 + 7 =$	
20.	$26 + 7 =$	
21.	$19 + 2 =$	
22.	$17 + 4 =$	

23.	$18 + 6 =$	
24.	$28 + 6 =$	
25.	$16 + 8 =$	
26.	$26 + 8 =$	
27.	$18 + 7 =$	
28.	$18 + 8 =$	
29.	$28 + 7 =$	
30.	$28 + 8 =$	
31.	$15 + 9 =$	
32.	$16 + 9 =$	
33.	$25 + 9 =$	
34.	$26 + 9 =$	
35.	$14 + 7 =$	
36.	$16 + 6 =$	
37.	$15 + 8 =$	
38.	$23 + 8 =$	
39.	$25 + 7 =$	
40.	$15 + 7 =$	
41.	$24 + 7 =$	
42.	$14 + 9 =$	
43.	$19 + 8 =$	
44.	$28 + 9 =$	

A

Number Correct: _____

Subtraction from Teens

1.	$11 - 10 =$	
2.	$12 - 10 =$	
3.	$13 - 10 =$	
4.	$19 - 10 =$	
5.	$11 - 1 =$	
6.	$12 - 2 =$	
7.	$13 - 3 =$	
8.	$17 - 7 =$	
9.	$11 - 2 =$	
10.	$11 - 3 =$	
11.	$11 - 4 =$	
12.	$11 - 8 =$	
13.	$18 - 8 =$	
14.	$13 - 4 =$	
15.	$13 - 5 =$	
16.	$13 - 6 =$	
17.	$13 - 8 =$	
18.	$16 - 6 =$	
19.	$12 - 3 =$	
20.	$12 - 4 =$	
21.	$12 - 5 =$	
22.	$12 - 9 =$	

23.	$19 - 9 =$	
24.	$15 - 6 =$	
25.	$15 - 7 =$	
26.	$15 - 9 =$	
27.	$20 - 10 =$	
28.	$14 - 5 =$	
29.	$14 - 6 =$	
30.	$14 - 7 =$	
31.	$14 - 9 =$	
32.	$15 - 5 =$	
33.	$17 - 8 =$	
34.	$17 - 9 =$	
35.	$18 - 8 =$	
36.	$16 - 7 =$	
37.	$16 - 8 =$	
38.	$16 - 9 =$	
39.	$17 - 10 =$	
40.	$12 - 8 =$	
41.	$18 - 9 =$	
42.	$11 - 9 =$	
43.	$15 - 8 =$	
44.	$13 - 7 =$	

A

Number Correct: _____

Subtract Crossing the Ten

1.	$10 - 1 =$	
2.	$10 - 2 =$	
3.	$20 - 2 =$	
4.	$40 - 2 =$	
5.	$10 - 2 =$	
6.	$11 - 2 =$	
7.	$21 - 2 =$	
8.	$51 - 2 =$	
9.	$10 - 3 =$	
10.	$11 - 3 =$	
11.	$21 - 3 =$	
12.	$61 - 3 =$	
13.	$10 - 4 =$	
14.	$11 - 4 =$	
15.	$21 - 4 =$	
16.	$71 - 4 =$	
17.	$10 - 5 =$	
18.	$11 - 5 =$	
19.	$21 - 5 =$	
20.	$81 - 5 =$	
21.	$10 - 6 =$	
22.	$11 - 6 =$	

23.	$21 - 6 =$	
24.	$91 - 6 =$	
25.	$10 - 7 =$	
26.	$11 - 7 =$	
27.	$31 - 7 =$	
28.	$10 - 8 =$	
29.	$11 - 8 =$	
30.	$41 - 8 =$	
31.	$10 - 9 =$	
32.	$11 - 9 =$	
33.	$51 - 9 =$	
34.	$12 - 3 =$	
35.	$82 - 3 =$	
36.	$13 - 5 =$	
37.	$73 - 5 =$	
38.	$14 - 6 =$	
39.	$84 - 6 =$	
40.	$15 - 8 =$	
41.	$95 - 8 =$	
42.	$16 - 7 =$	
43.	$46 - 7 =$	
44.	$68 - 9 =$	



Day 1 (continued)

Build each number using Base Ten Blocks. Then, add by place value.

1. $313 + 568$

Place Value	313	568	Total
Hundreds			
Tens			
Ones			

_____ + _____ + _____ = _____

2. $273 + 524$

Place Value	273	524	Total
Hundreds			
Tens			
Ones			

_____ + _____ + _____ = _____



Day 1 (continued)

Build each number using Base Ten Blocks. Then, add by place value.

3. $199 + 212$

Place Value	199	212	Total
Hundreds			
Tens			
Ones			

_____ + _____ + _____ = _____

4. $687 + 294$

Place Value	687	294	Total
Hundreds			
Tens			
Ones			

_____ + _____ + _____ = _____

Solve $447 + 398$ by using two different strategies.

a. $447 + 398 = 845$

$447 \xrightarrow{-3} 450 \xrightarrow{+50} 500 \xrightarrow{+300} 800 \xrightarrow{+40} 840 \xrightarrow{+5} 845$

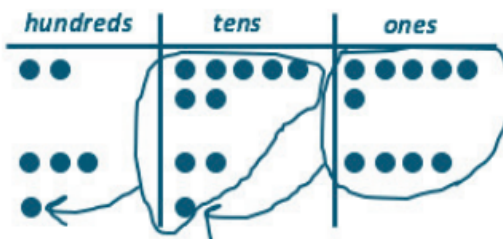
b. $447 + 398 = \underline{845}$



$445 + 400 = 845$

$276 + 324 = 600$

$$\begin{array}{r} 276 \\ + 324 \\ \hline 600 \end{array}$$



2

Complete the arrow way.

ARROW WAY

$$280 \xrightarrow{+ 200} 480 \xrightarrow{+ 20} 500 \xrightarrow{+ 10} \underline{\hspace{2cm}}$$

3

Solve.

SHOW YOUR WORK

$$470 + 200$$

$$470 + 210$$



Lesson 3
G:2 M:5

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Solve each set of problems using the arrow way.

a. $440 + 300$

$360 + 440$

$440 + 380$

b. $670 + 230$

$680 + 240$

$250 + 660$



2

Complete the arrow way in your notes.

ARROW WAY

$$780 - 390$$

$$\begin{array}{r} - 300 \\ 780 \longrightarrow \end{array} \underline{\hspace{2cm}} \begin{array}{r} - 80 \\ \longrightarrow \end{array} \underline{\hspace{2cm}} \begin{array}{r} - \underline{\hspace{1cm}} \\ \longrightarrow \end{array} \underline{\hspace{2cm}}$$

3Solve $440 - 260$. Use the subtraction you just did to help.

$$440 - 260 = \underline{\hspace{2cm}}$$



Lesson 4
G:2 M:5

EXIT TICKET

Name: _____ Date: _____

Complete: Class: _____

1. Solve using a simplifying strategy. Show your work if needed.

$$830 - 530 = \underline{\quad}$$

$$830 - 750 = \underline{\quad}$$

$$830 - 780 = \underline{\quad}$$

2. Solve.

a. $67 \text{ tens} - 30 \text{ tens} = \underline{\quad} \text{ tens.}$ The value is $\underline{\quad}$.

b. $67 \text{ tens} - 37 \text{ tens} = \underline{\quad} \text{ tens.}$ The value is $\underline{\quad}$.

c. $67 \text{ tens} - 39 \text{ tens} = \underline{\quad} \text{ tens.}$ The value is $\underline{\quad}$.




Lesson 5
G:2 M:5

EXIT TICKET


Name: _____ Date: _____

Complete: Class: _____

1. Add by drawing a number bond to make a hundred. Write the simplified number sentence and solve.

a. $390 + 210 =$ _____


_____ + _____ = _____

b. $798 + 57 =$ _____


_____ + _____ = _____

2. Solve.

53 tens + 38 tens = _____



Lesson 8
G:2 M:5

Add Away

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

1

$200 + 300 = \underline{\quad}$	$440 + 200 = \underline{\quad}$
---------------------------------	---------------------------------

2

hundreds	tens	ones

$$\begin{array}{r} 211 \\ + 95 \\ \hline \end{array}$$



3

What is $211 + 95$? Add the hundreds, tens, and ones.

SHOW YOUR WORK

$$\begin{array}{c} 211 + 95 \\ \swarrow \quad \downarrow \quad \searrow \quad \swarrow \quad \searrow \\ 200 + 10 + 1 + 90 + 5 \end{array}$$

4

hundreds	tens	ones	
			324
			+ 157
			<hr/>

EXTRA WORKSPACE



Lesson 11
G:2 M:5

Math Magic

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

1

Does $342 + 169 = 511$?

Use any strategy to check your work.

SHOW YOUR WORK

2

hundreds	tens	ones

$$\begin{array}{r} 545 \\ + 278 \\ \hline \end{array}$$



Lesson 12
G:2 M:5

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Choose the best strategy and solve. Explain why you chose that strategy.

a. $467 + 298$

EXPLANATION



2

Solve $637 - 253$ using disks and the subtraction algorithm.

SHOW YOUR WORK

hundreds	tens	ones	
			637
			- 253
			<hr/>

YOUR NUMBER BOND

YOUR ADDITION SENTENCE

EXTRA WORKSPACE



Lesson 15
G:2 M:5

EXIT TICKET

Name: _____ Date: _____

Complete:

Class: _____

1. Solve by drawing place value disks on a chart. Then, use addition to check your work.

a. $583 - 327$

hundreds	tens	ones

Solve vertically or mentally

Check:

b. $721 - 485$

hundreds	tens	ones

Solve vertically or mentally

Check:



Lesson 19
G:2 M:5

Sum Different Strategies

ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete:

Class: _____

- 1 At the beach, Braydon collected 37 fewer seashells than Maya. Maya collected a total of 48 seashells.



How many seashells did Braydon collect?



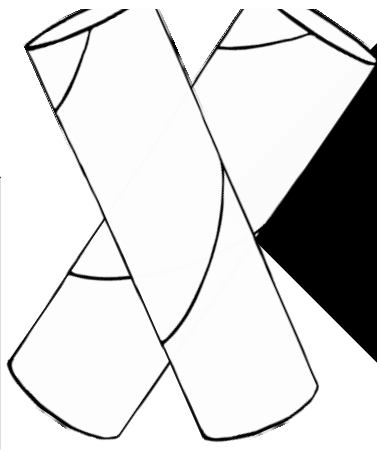
YOUR DRAWING

YOUR NUMBER SENTENCE



YOUR WORD SENTENCE





paper ROLLS

Make a roller coaster.

Make a castle.

Make a noise maker.

Make a mini planter.

Make a launcher.



Make a vehicle.

Make a bird feeder.

Make a playground.

Make an animal.

Read About Biodiversity

Watch the video by clicking on this link:

<https://www.generationgenius.com/?share=F010D>

BIODIVERSITY DEFINITION

Biodiversity is the measurement of the number of different kinds of plants and animals that live in an area. Different areas on Earth have different plants and animals.

To better understand diversity of life on Earth...

LET'S BREAK IT DOWN!

The rainforest is a very diverse environment.

More than 40% of the animals and plants on Earth live in the rainforest. The rainforest gets lots of rain, which helps plants grow. Many animals eat these plants.



Many plants and animals live in the desert.

Deserts are homes to foxes, snakes, birds and lizards. Plants like a cactus can grow in the desert too. Many animals are hard to see there because they hide underground.

A pond is home to many different plants and animals.

Fish, birds, frogs and bugs are just a few of the different kinds of plants and animals found near a pond. Many of these animals need to be in water to live, like a frog or a fish.



Even your backyard is a diverse environment.

At night, many animals move around our neighborhoods. Some are scavengers, who look for food anywhere they can find it. These animals include raccoons, skunks and mice.

Scientists study the biodiversity of life in certain areas.

Scientists count the number of plants and animals in an area to see if that environment is healthy. If the number of living things goes down, scientists can investigate to find out why.



BIODIVERSITY VOCABULARY

Biodiversity

The measurement of the number of different kinds of plants and animals that live in an area.

Canopy

The tops of the trees in the rainforest.

Rainforest

A warm and wet habitat that is green with lots of trees and gets lots of rain.

Habitat

The place a plant or animal naturally lives and grows.

Environment

All of the living and non-living things in an area.

Subterranean

Underground.

Name: _____

Date: _____



GENIUSCHALLENGE

DIVERSITY OF LIFE ON EARTH

Word Box

biodiversity

desert

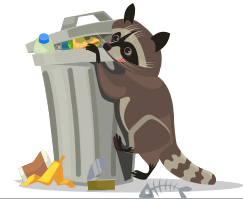
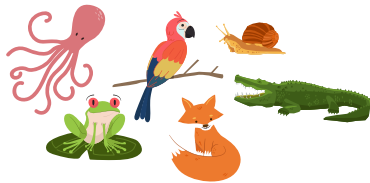
pond

rainforest

scavenger

canopy

1-6. Label the pictures with the correct word from the word box.



7. _____ is the measurement of the number of different kinds of plants and animals that live in an area.

a. Environment

b. Biodiversity

c. Selection

d. Habitat

8. The desert is a different _____ than the rainforest.

a. habitat

b. rainforest

c. pond

d. grassland

9. A biodiversity _____ is when you count how many of something there is in a certain area.

a. hypothesis

b. survey

c. multiplication

d. quiz

10. There are so many different animals on Earth. Can you name six?

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Can newcomers to America keep their traditions?



Watch: Becoming a Citizen / Arthur

<https://mass.pbslearningmedia.org/resource/ac20-citizencheikh/becoming-a-citizen-arthur/>

In this episode of Arthur, D.W.'s friend Cheikh is worried that he'll have to give up what he loves about the Senegalese culture to become an American citizen. The other characters offer their ideas of what is "American". Eventually they learn that America is made up of all different cultures.

Vocabulary:

fatayas: small, crispy pies often filled with onions, fish, and tomato flavors

djembe: a type of goblet drum played with one's hands

yaay: mother

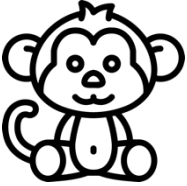
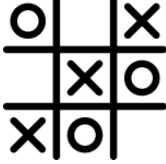
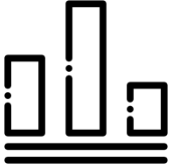


Questions:

1. What are some of the things that Cheikh loves about coming from Senegal?

2. In the toy store Brain tells Cheikh, "America is made up of all different cultures". He then shows Cheikh a toy made of three different cars that combine to make a cool robot. What do you think Brain's example means? Can you think of a time when separate people come together to make something new?

ESL at Home K-2 Weeks 9-10

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Write about what you would do with a pet monkey. What would you name it?</p> <p>If I had a pet monkey...</p>	<p>Create a tic-tac-toe board out of sticks or dried spaghetti. Use household items like buttons or stickers for "O" and spaghetti or toothpicks for "X".</p>	<p>Talk to your family to see what is their favorite food, color and pet. Graph the results to find out what food, color and pet had the most votes.</p>	<p>Pretend you are a frog. Only move by hopping. Hop and then measure how far you hopped. Do this 3 times. See who can hop the farthest in your family.</p>	<p>Find 10 things in your house that are a rectangular prism.</p>
				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Imagine you found a pot of gold. Write or draw what you would buy.</p>	<p>Create a paper airplane. Measure how far it goes. Challenge your family to see who can fly their plane the farthest.</p>	<p>Build a fort with pillows and blankets. Read under the fort with a flashlight.</p>	<p>Draw a picture of anything you like. Cut the picture up in pieces. Then put the pieces together like a puzzle.</p>	<p>Make a card for someone special using pictures and words. If they live in your home give them the card. If they don't have a parent, mail the card.</p>
