

Grade 2

My Summer Learning Packet



www.kidopo.com

2nd Grade Summer Learning Packet

TABLE OF CONTENTS

| Introduction | | Page Number |
|------------------------------|---|-------------|
| Welcome to Summer Letter | | |
| Summer Reading Log | | |
| Subject | Lesson | Page Number |
| English Language Arts | Week 1 <ul style="list-style-type: none"> ● Comprehension and Fluency: In a Redwood Forest ● Genre/Text Feature ● Vocabulary Strategy: Compound Words ● Writing Traits: Ideas ● Write to Sources | 3 |
| | Week 2 <ul style="list-style-type: none"> ● Comprehension and Fluency: Tsunamis ● Genre/Text Feature ● Vocabulary Strategy: Context Clues ● Writing Traits: Word Choice ● Write to Sources | 11 |
| | Week 3 <ul style="list-style-type: none"> ● Comprehension and Fluency: Giving Thanks Two Times ● Genre/Literary Element ● Vocabulary Strategy: Similes ● Writing Traits: Voice ● Write to Sources | 19 |
| | Week 4 <ul style="list-style-type: none"> ● Comprehension and Fluency: Coyote Brings Fire ● Genre/Literary Element ● Vocabulary Strategy: Root Words ● Writing Traits: Ideas ● Write to Sources | 27 |
| | Week 5 <ul style="list-style-type: none"> ● Comprehension and Fluency: The First Skate ● Genre/Literary Element ● Vocabulary Strategy: Similes ● Writing Traits: Word Choice ● Write to Sources | 35 |
| | Week 6 <ul style="list-style-type: none"> ● Read "Pecos Bill and the Mountain Lion" and answer the questions. ● Read "A Puppy for Oscar" and answer the questions. ● Read "The Snowstorm" and answer the questions. ● Read "Stone Soup" and answer the questions. ● Read "Too Much of a Good Thing" and answer the questions. | 43 |

| | | |
|----------------------------------|--|--------------------|
| Math | Week 1 ● Understanding Addition & Subtraction Strategies | 61 |
| | Week 2 ● Understanding Addition & Subtraction Word Problems | 64 |
| | Week 3 ● Understanding Addition & Subtraction of Multi-Digit Numbers | 69 |
| | Week 4 ● Understanding Place Value Concepts & Regrouping ○ Finding the Value of 3-Digit Numbers ○ Writing 3-Digit Numbers ○ Ways to Compare 3-Digit Numbers | 75 |
| | Week 5 ● Understanding Place Value Concepts & Regrouping - Part 2 ○ Adding & Regrouping Ones ○ Adding & Regrouping Tens ○ Regrouping Tens to ones ○ Regrouping Hundreds to Tens ○ Adding Four 2-Digit Numbers | 79 |
| | Week 6 ● Understanding Length | 84 |
| Appendices | | Page Number |
| Certificate of Completion | | 90 |
| Answer Key | | 92 |

| Recommended Online Usage | |
|--|---|
| <input type="checkbox"/> I-Ready Reading - 45 minutes per week | <input type="checkbox"/> I-Ready Math - 45 minutes per week |
| <input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week | <input type="checkbox"/> Dreambox - 90 minutes per week |



COMPTON UNIFIED SCHOOL DISTRICT

Support Learning
at Home



MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

SUMMER LEARNING PACKETS

Our Common-Core aligned **Summer Learning Packets** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!



SUMMER ENRICHMENT



DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning
at Home



MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros Paquetes de Aprendizaje de Verano a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones.

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".

Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes.

Esperamos que tenga un descanso de verano relajante y saludable y esperamos ver a todos en agosto.

SERVICIOS EDUCATIVOS

TELÉFONO:
(310) 639-3165

SITIO WEB:
www.compton.k12.ca.us

PAQUETES DE APRENDIZAJE DE VERANO

Nuestros paquetes de aprendizaje de verano ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímelos a llevar libros de lectura a casa de la biblioteca de su salón de clases/biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.
























Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!

¡TENGAN UN AGRADABLE VERANO!



SUMMER ENRICHMENT

Summer Reading Log

| NUMBER | TITLE | RATING |
|--------|-------|---|
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Grade 2

E L A



Name _____

Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

In a Redwood Forest

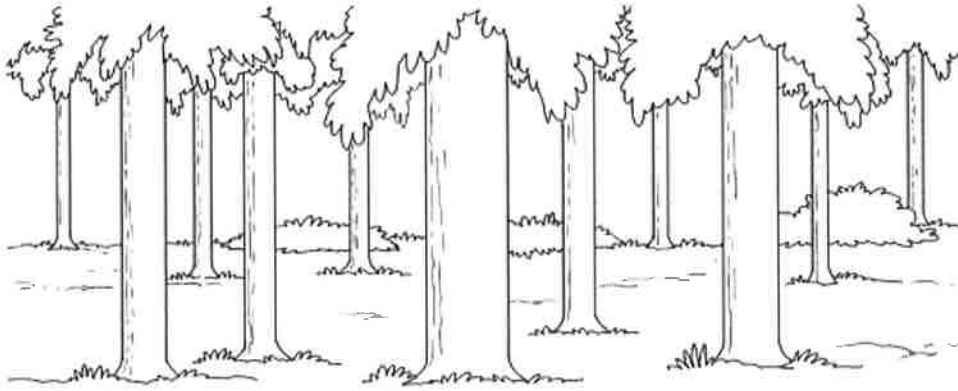
A forest is a large area of land covered by trees
11 growing close together. There are different kinds of
19 forests throughout the world. Some have hardwoods.
26 Some have trees that lose their leaves each year. Some
36 have evergreen trees with needles. One of the most
45 remarkable kinds of forest is the redwood forest.

53 What Is a Redwood Tree?

58 In a redwood forest, you will find some of the world's
69 tallest trees. A redwood is a kind of evergreen tree. It
80 can grow over 300 feet tall. That's as tall as a 35-story
92 skyscraper.

93 Redwoods are some of the world's oldest trees, too. A
103 redwood tree won't live forever, but it can live as long as
115 2,000 years. One reason is that it has thick bark. This
126 bark helps redwood trees survive forest fire, while trees
135 with thinner bark may die.

Name _____

**140 Where Are Redwoods Found?**

144 Redwood forests are not found everywhere in the
152 world. California is the only place where they grow in
162 nature. Redwoods need a wet climate in order to grow.
172 The coast of California has this climate, making it a
182 good spot for redwood trees.

187 There is fog almost every day. The fog keeps the soil
198 moist. It also helps the redwood trees get water. The
208 trees absorb water from the fog directly into their leaves.

218 In the past, people cut down many redwood trees. As
228 a result, redwood trees were in danger of disappearing.
237 Now most of the trees are protected in parks. That
247 means people cannot harm or destroy the trees
256 anymore. However, everyone can visit the parks to view
259 these special forests.

Name _____

A. Reread the passage and answer the questions.

1. Write two ways that forests can be different.

2. Why does the author compare a redwood tree to a 35-story skyscraper?

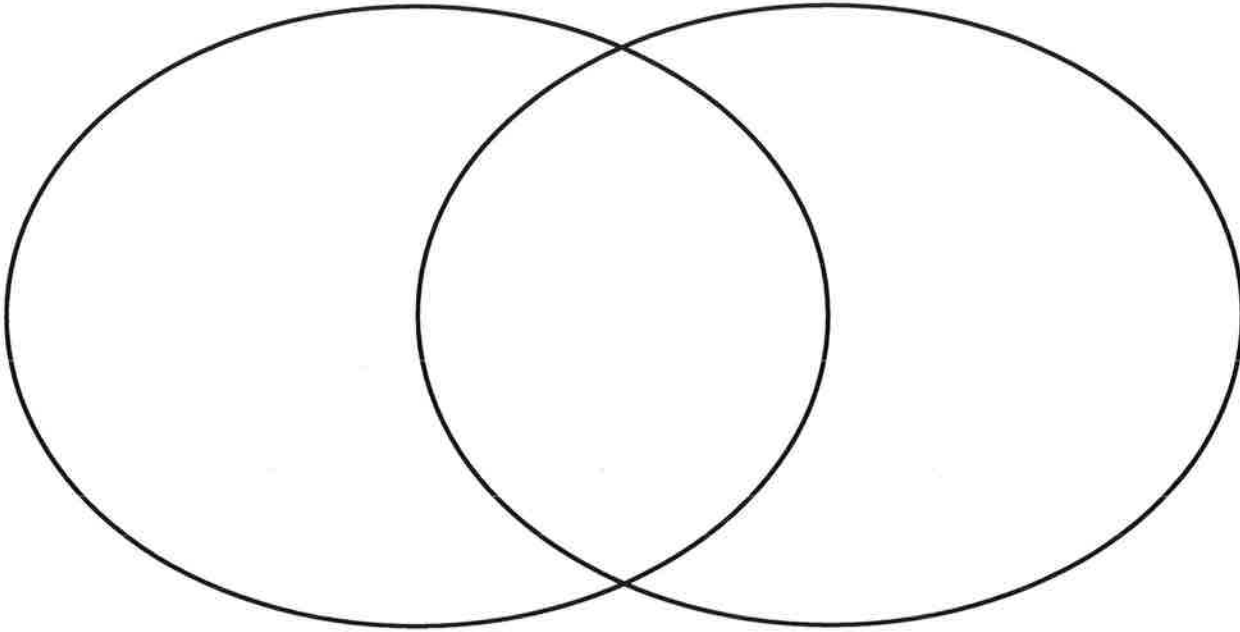
3. What has changed about the treatment of redwood trees from the past to the present?

B. Work with a partner. Read the passage aloud. Pay attention to pronunciation. Stop after one minute. Fill out the chart.

| | Words Read | – | Number of Errors | = | Words Correct Score |
|-------------|------------|---|------------------|---|---------------------|
| First Read | | – | | = | |
| Second Read | | – | | = | |

Name _____

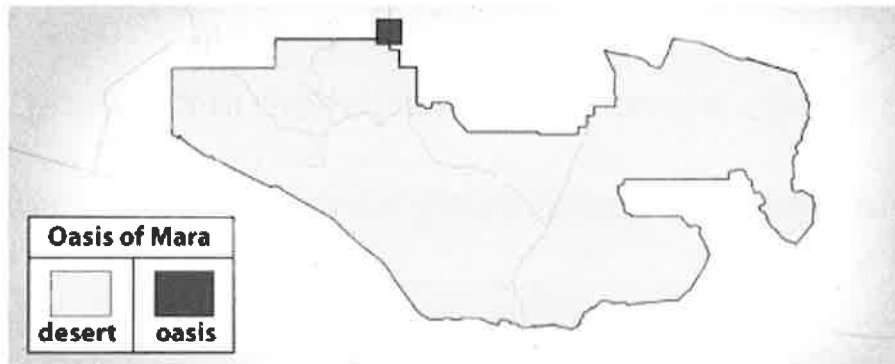
Read the selection. Complete the Compare and Contrast chart.



Name _____

The Oasis of Mara

The Oasis of Mara is located in the dry Mojave desert. The oasis has an underground water source. The water allows plants to grow there. Native Americans once called the oasis home.



Answer the questions about the text.

1. What genre of text is this? How do you know?

2. What are three facts about the Oasis of Mara?

3. What is the purpose of the map?

Name _____

A. Read each sentence. Circle the compound word.

1. There are different kinds of forests throughout the world.
2. In a redwood forest, you will find some of the world's tallest trees.
3. That's as tall as a 35-story skyscraper.
4. Redwood forests are not found everywhere in the world.

B. Write your own sentences using each compound word you circled above.

5. _____

6. _____

7. _____

8. _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about the topic and ideas connected to it.

Draft Model

Some animals here in New Mexico are different from those in Alaska. We don't have moose or caribou, but we do have black bears and elk. The temperature is very hot in the summer. The weather in the winter can be much cooler.

1. What is the topic of the writing?
2. Which ideas connect to the topic?
3. Which ideas do not tell about the topic?

B. Now revise the draft by deleting sentences that do not connect to the topic. Add a new sentence that does connect to the topic.

Name _____

Ángela used text evidence to answer the prompt: *How are rain forests similar to and different from African savannas?*

Rain forests and African savannas are similar and different. They are similar because of where they are on Earth and their temperature. In "Rain Forests," I read that most rain forests grow in hot places near the equator. I learned that African savannas are also very warm, and they are near the equator. Both rain forests and African savannas have many different types of animals and plants.

But rain forests and African savannas are also different. I read that rain forests have many trees and they are close together. African savannas also have trees, but they are spread out. I also learned that rain forests are very wet because it rains there all year long. African savannas only have a few hours of rain each day in the rainy season. Then there may not rain at all in the dry season.

Rain forests and savannas share some of the same features, but they both have unique features too.

Reread the passage. Follow the directions below.

1. Rain forests and savannas are very different places. **Circle** the topic sentence that tells how.
2. **Underline** a fact about rain forests and a fact about savannas.
3. **Draw a box** around the sentence that sums up the answer to the prompt.
4. **Write** an example of a linking verb that Ángela used in the model.

Name _____

Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

Tsunamis

What Is a Tsunami?

4 You may have seen big **waves** at the beach. Now
14 imagine waves that reach a height of over 100 feet tall!
25 Tsunamis are a set of ocean waves that overflow and
35 flood land. The waves look like giant walls of water.

45 Tsunamis have different **causes**. One event is an
53 undersea earthquake that causes the ocean floor to
61 move and shake. Other causes are underwater
68 **landslides** and **volcanoes**. These strong actions
74 generate, or cause, tsunami waves that set off
82 toward shore.

84 At first, the tsunami waves may measure just one foot
94 high. They extend deep down into the ocean. The waves
104 travel toward shore, moving up to 500 miles per hour.
114 That's as fast as a jet plane.

Name _____



121 As the waves reach shallow water near land, they slow
131 down. They start to squeeze together. This pushes them
140 higher. Then the big waves hit the shore.

148 **Damage from a Tsunami**

152 Tsunamis cause lots of destruction. They can hurt
160 people, smash houses, and knock down trees. They can
169 cause flooding. They can make drinking water unsafe.

177 **Tsunami Warnings**

179 There are systems in place to warn people about
188 tsunamis. People learn that the big waves are coming.
197 Then they move to higher ground to stay safe.

Name _____

A. Reread the passage and answer the questions.

1. Write three things that can cause a tsunami.

2. What is the effect of shallow water near the land on the tsunami?

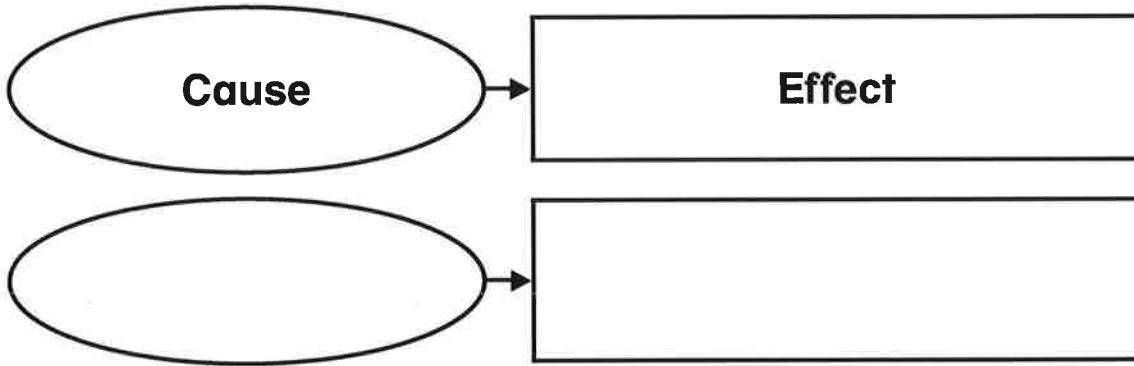
3. Why do people move to higher ground when they get a tsunami warning?

B. Work with a partner. Read the passage aloud. Pay attention to where you pause and how you group words together. Stop after one minute. Fill out the chart.

| | Words Read | – | Number of Errors | = | Words Correct Score |
|-------------|------------|---|------------------|---|---------------------|
| First Read | | – | | = | |
| Second Read | | – | | = | |

Name _____

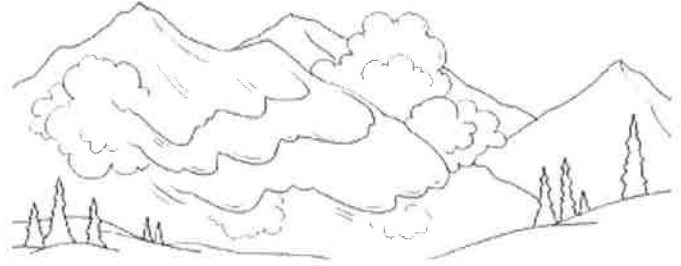
Read the selection. Complete the Cause and Effect chart.



Name _____

Avalanche

An **avalanche** is a snow slide. High on a mountain peak, a giant **chunk** of snow breaks free and slides down the **slope**. The snow moves extremely fast. It reaches the bottom of the mountain and piles up.



Answer the questions about the text.

1. What genre of text is this? How do you know?

2. Read the words in bold print, **avalanche**, **chunk**, and **slope**. Write a definition for each word.

3. What is the cause of an avalanche?

4. What is the effect of an avalanche?

Name _____

A. Read the sentences. Underline the context clues that help you figure out the meaning of the word in bold print.

1. Tsunamis are a set of ocean waves that **overflow** and flood land.
2. These strong actions **generate**, or cause, tsunami waves that set off toward shore.
3. At first, the tsunami waves may **measure** just one foot high.
4. Tsunamis cause lots of **destruction**. They can hurt people, smash houses, and knock down trees.

B. Write a sentence for each word in bold print. Use context clues to make the meaning clear.

5. **height**

6. **extend**

7. **shallow**

8. **warn**

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add time-order words.

Draft Model

Some beaches have steep cliffs of rock. Waves crash into the rock. Tiny pieces of rock wash away. The top of the cliff can fall into the sea.

1. What happens first in the process of beach erosion, or washing away? What happens next?
2. What event can happen last?
3. What time-order words can you add to make the order of events more clear?

B. Now revise the draft by adding time-order words such as *first*, *next*, *after*, and *last* to help readers understand the order of events.

Name _____

Madison used text evidence to answer the prompt: *Why are volcanoes and wildfires proof that Earth is always changing?*

Volcanoes and wildfires both cause Earth to change. They are proof that Earth is always changing.

I read on pages 325 and 326 of "Volcanoes" that lava has formed mountains and islands as it spread out on Earth's surface and cooled. Lava has destroyed entire forests because it is so hot. It has burned some forests to the ground. On page 331, I read that the ash from volcanoes has helped some plants grow.

In "To the Rescue," I read on page 334 that wildfires burn trees and plants. This happens right away. Later, new plants may grow back where the wildfire happened.

Volcanoes and wildfires prove that Earth is always changing.

Reread the passage. Follow the directions below.

- 1. Draw a box** around the sentence that introduces the topic.
 - 2. Underline** the text evidence that tells how lava can reshape Earth.
 - 3. Circle** a time-order word that Madison uses to tell when plants grow back after a wildfire.
 - 4. On the line,** write an example of a helping verb.
-

Name _____

Read the passage. Use the visualize strategy to form pictures in your mind about what happens in the story.

Giving Thanks Two Times

It was a cool day in late November. The setting sun
11 hung like a nickel in the sky. My friend Riku and I were
24 walking home from school. I hugged my arms when I
34 felt a breeze as sharp as a knife.

42 That day at school, we had studied Thanksgiving. We
51 learned that the early settlers celebrated the harvest in
60 November. They were so thankful for everything that
67 they had a big feast to celebrate.

78 “My dad bought a turkey as big as a pillow. Will
87 your family have a big turkey for Thanksgiving, too?”
90 I asked Riku.

100 Riku answered with a wide grin. “Yes, we’re having a
107 turkey and we’re having steamed rice, too!”

Name _____



114 Riku mentioned that his family was celebrating Labor
122 Day Thanksgiving, a holiday in Japan. He explained
130 that this holiday was a harvest celebration, just like
139 American Thanksgiving.

141 “Both holidays are in the month of November, too!”
150 I pointed out.

153 Riku told me that last year he missed American
162 Thanksgiving because he was in Japan. He had spent
171 Labor Day Thanksgiving visiting his grandparents.
177 He ate lots of food and watched parades. He also
187 saw displays of fruits and vegetables that looked like
196 colorful rainbows.

198 “That was to give thanks for good crops,” Riku stated.

208 “You’re lucky,” I said. “You get to have two
217 Thanksgivings.”

218 Riku laughed. He offered, “Why don’t you visit my
227 family for Labor Day Thanksgiving? Then you can have
236 two Thanksgivings also!”

Name _____

A. Reread the passage and answer the questions.

1. Write two ways that Thanksgiving and Labor Day Thanksgiving are alike.

2. How are Thanksgiving and Labor Day Thanksgiving different?

3. The narrator and Riku both have turkey to celebrate their holidays. How else might they celebrate in the same way?

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

| | Words Read | – | Number of Errors | = | Words Correct Score |
|-------------|------------|---|------------------|---|---------------------|
| First Read | | – | | = | |
| Second Read | | – | | = | |

Name _____

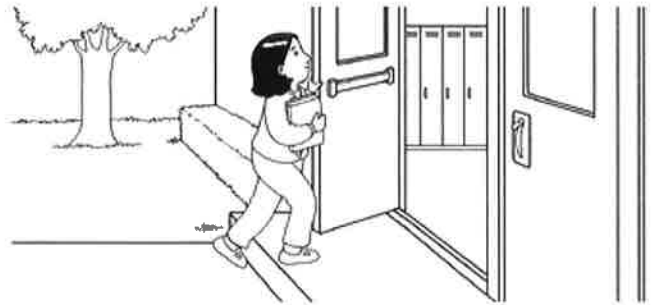
Read the selection. Complete the Compare and Contrast chart.

| | Thanksgiving | Labor Day Thanksgiving |
|--------------------------------|---------------------|-----------------------------------|
| When is it celebrated? | | |
| Where is it celebrated? | | |

Name _____

Going to School

My name is Alba and I go to school in Mexico. At school, I study six subjects, including Spanish and English. When the lunch bell rings, I head to the school store to buy food. Then my friends and I eat lunch outside.



Answer the questions about the text.

1. What genre of text is this? How do you know?

2. What clues help you know this story is written in the first person?

3. Write one more event that could happen at the end of the story. Remember to write in the first person.

Name _____

Read the sentences. Explain what each simile means. Then complete each sentence to write a simile of your own.

1. The setting sun hung like a nickel in the sky.

The sun is like _____

2. I hugged my arms when I felt a breeze as sharp as a knife.

_____ as sharp as a knife.

3. My dad bought a turkey as big as a pillow.

_____ as big as a pillow.

4. He saw displays of fruits and vegetables that looked like colorful rainbows.

_____ look like colorful rainbows.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add words, descriptions, and punctuation to show the writer's feelings.

Draft Model

Dear Frank,

Last week I went to a Cinco de Mayo celebration. There was music and dancing. Bands played Mexican music. People wore costumes. There was even Mexican food.

Your friend,
Maxine

1. How does the writer feel about the celebration?
2. What words might describe the music, dancing, and costumes?
3. Where can you add punctuation to show how the writer feels?

B. Now revise the draft by adding words, descriptions, and punctuation to show how the writer feels about the Cinco de Mayo celebration.

Name _____

Kevin used text evidence to answer the prompt: *Write a letter from Carlitos to Charlie about a new game he learned called Snail.*

Dear Primo Charlie,

Today I learned a new game called *Snail*. I think you'll like it.

I remember you told me that you play games with your friends after school. You can play this game anywhere. All you need is some concrete and chalk.

Anyway, *Snail* is a lot like hopscotch. First, you draw a big snail with numbers in the shell on the ground. Then you try to hop to the center on one foot. You take turns with your friends. If you put two feet down, you lose a turn.

I played *Snail* at school, but tomorrow is Saturday and I will be at home. I'm going to draw the snail in the dirt with a stick.

I want to play it with my little sister. It's going to be so much fun! I can't wait to see you! You had better practice!

Your friend,
Carlitos

Reread the passage. Follow the directions below.

- 1. Circle an event that tells Carlitos's thoughts about the game.**
 - 2. Draw a box around two words that show the order of the game.**
 - 3. Underline a sentence that shows Carlitos's voice.**
 - 4. Write an example of an irregular verb.**
-

Name _____

Read the passage. Use the visualize strategy to form pictures in your mind about what happens in the play.

Coyote Brings Fire

Characters

| | | |
|----------|--------|-----------------|
| Narrator | Coyote | Squirrel |
| Chipmunk | Frog | Two Fire Beings |

Narrator: Long ago, people did not have fire. Coyote
9 decided he would bring it to them.

16 (Coyote speaks softly to Squirrel, Chipmunk, and Frog.)

24 **Coyote:** I know where we can get fire. The Fire Beings
35 have it at their camp. I have a workable plan to take the
48 fire. Will you help?

52 **Squirrel:** We're all agreeable. We'll help if you tell us
62 what to do.

65 **Coyote:** Follow me closely and quietly.

71 (The animals sneak up to the Fire Beings' camp. Coyote
81 snatches a stick of fire and runs.)

88 **Chipmunk:** Look out, Coyote, the Fire Beings are
100 chasing you. Run quickly!

110 **Frog:** The Fire Beings touched the end of Coyote's tail!
118 Now the fur at the tip is white.

Name _____



126 **Squirrel:** Coyote, toss the fire to me and I'll catch it.

138 (Coyote tosses the fire to Squirrel.)

144 **Coyote:** Oh, Squirrel, you caught the fire with your
153 tail. The fire's heat has curled your tail up and over
164 your back.

166 **Chipmunk:** Squirrel, toss the fire over to me.

174 (Squirrel tosses the fire to Chipmunk.)

180 **Coyote:** Watch out, Chipmunk, a Fire Being is following
189 right behind you.

192 **Frog:** The Fire Being scratched Chipmunk's back. See
200 the three stripes marked clearly down his back. Throw
209 the fire to me, Chipmunk!

214 (Chipmunk tosses the fire to Frog. Frog is grabbed by a Fire
226 Being, but escapes. The Fire Being still holds Frog's tail.)

236 **Squirrel:** Frog, you have lost your tail!

243 **Coyote:** Here comes another Fire Being. Frog, toss the
252 fire onto Wood.

255 **Narrator:** Now Wood had fire. Coyote demonstrated a
263 useful skill. He rubbed two sticks together to make fire.
273 From that day on, the people had fire.

Name _____

A. Reread the passage and answer the questions.

1. Why did Coyote ask the animals for help in getting fire?

2. What may have happened if the animals had not worked together?

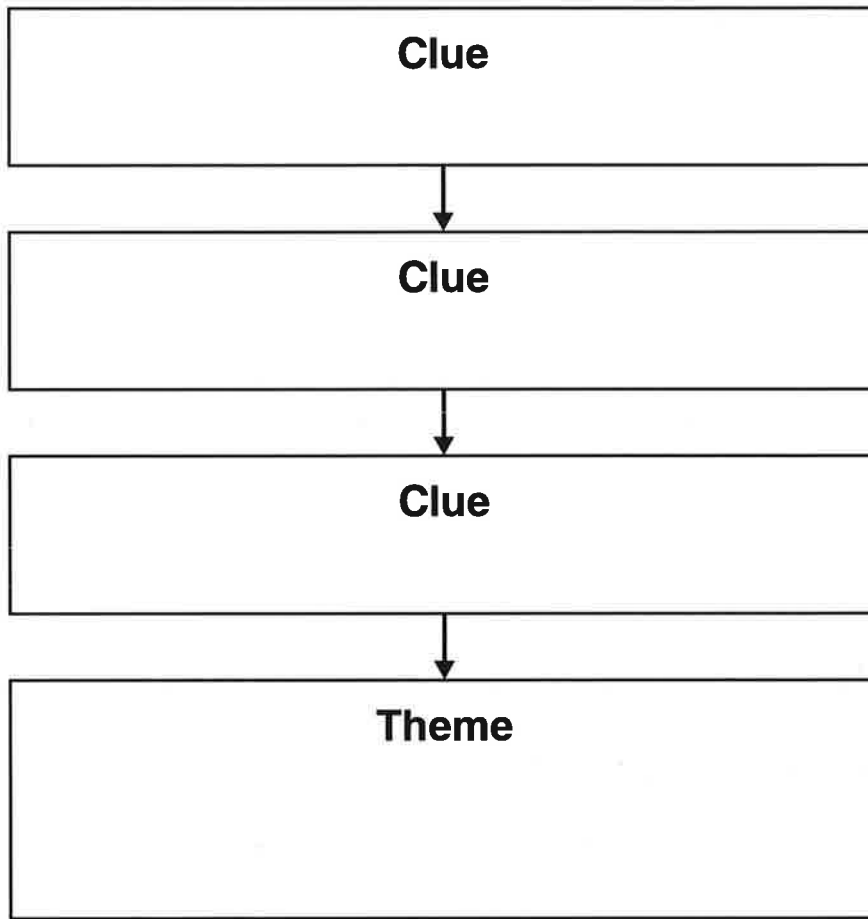
3. What is the theme of the passage?

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

| | Words Read | – | Number of Errors | = | Words Correct Score |
|-------------|------------|---|------------------|---|---------------------|
| First Read | | – | | = | |
| Second Read | | – | | = | |

Name _____

Read the selection. Complete the Theme chart.



Name _____

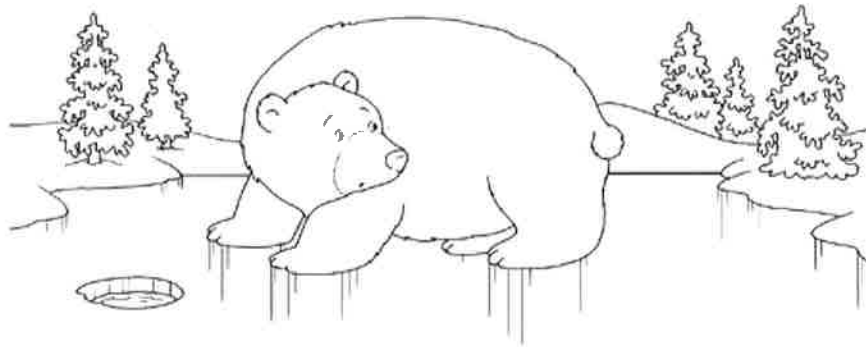
Bear's Stumpy Tail

Fox: Bear, drop your tail in this hole in the ice and you'll be able to catch fish.

(Bear sits and lowers his tail into the ice.)

Bear: My tail feels really cold. I'd better get up now.

(Bear rises and his tail snaps off. Now he has a stumpy tail.)



Answer the questions about the text.

1. What genre of text is this? How do you know?

2. Why does Bear follow Fox's advice?

3. What is the lesson learned in this play?

Name _____

Read each sentence. Figure out the meaning of the underlined word. Then write a sentence of your own using the word.

1. Coyote speaks softly to Squirrel, Chipmunk, and Fox.

2. We're all agreeable.

3. Coyote snatches a stick of fire and runs.

4. See the three stripes marked clearly down his back.

5. Coyote demonstrated a useful skill.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add details about the characters' experiences and thoughts.

Draft Model

Sun and Moon were friends. They were nice to each other. Every day they had fun and did things together.

1. What might Sun and Moon think about being friends?
2. How might Sun and Moon be nice to each other?
3. What kind of fun might they have together? What are some things they might do?

B. Now revise the draft by adding details that tell about what Sun and Moon are like.

Name _____

Lily used text evidence to answer the prompt: *If you were one of the birds from "How the Finch Got its Colors," which design do you think you would choose if you won the race?*

If I were one of the birds from "How the Finch Got Its Colors," I would choose a colorful design with dots and circles. In the folktale about the Finch, the birds quickly began fighting over the colors. The hummingbird wanted the very best colors for herself. She chose bright, beautiful colors of "purple, green, and black." Those colors would look fantastic when I am flying through the blue sky and the white clouds. Those are the colors I would choose.

In "How the Beetle Got Her Colors," Agouti describes "shiny designs" on Arrow Frog's skin. The designs are very unique. They would make my feathers look very special. No one would confuse me with anyone other animal. So, bright colorful feathers with a shiny design on them would be my prize for winning the race.

Reread the passage. Follow the directions below.

- 1. Circle** a detail from the story that tells about hummingbird's character.
 - 2. Draw a box** around a detail from the story that supports Lily's opinion.
 - 3. Underline** the conclusion that sums up Lily's response.
 - 4. Write** one of the irregular verbs that Lily uses on the line.
-

Name _____

Read the poem. Use the visualize strategy to form pictures in your mind about what happens in the poem.

The First Skate

The temperature has stayed below freezing for days.

- 8 The pond is frozen now,
13 With ice solid and thick,
18 The ice is as smooth as glass.
25 I can ice skate outdoors
30 For the first time this winter.
36 I put on my skates and lace them up tight.
46 Then I step onto the ice and push off.
55 Wobbly at first,
58 But then, right foot, left foot, right foot, left foot,
68 I glide over the ice like a bird.
76 I spin in a circle and start over again.

Name _____



- 85 I look up,
88 High overhead, the sky curves like a blue bowl.
97 I look down,
100 Embedded in the ice, frozen bubbles look like crystal beads.
110 As I skate, the cool breeze touches my face like cold fingers,
122 My cheeks turn as red as apples.
129 I'm warm inside, though,
133 It feels like a fire glowing.
139 As I circle the outer edge of the pond,
148 I keep repeating, "One more time,"
154 Until at last it is the final time and I step off the ice,
168 Land-bound once again.

Name _____

A. Reread the poem and answer the questions.

1. What is the setting of the poem?

2. How can you tell the girl likes to ice skate?

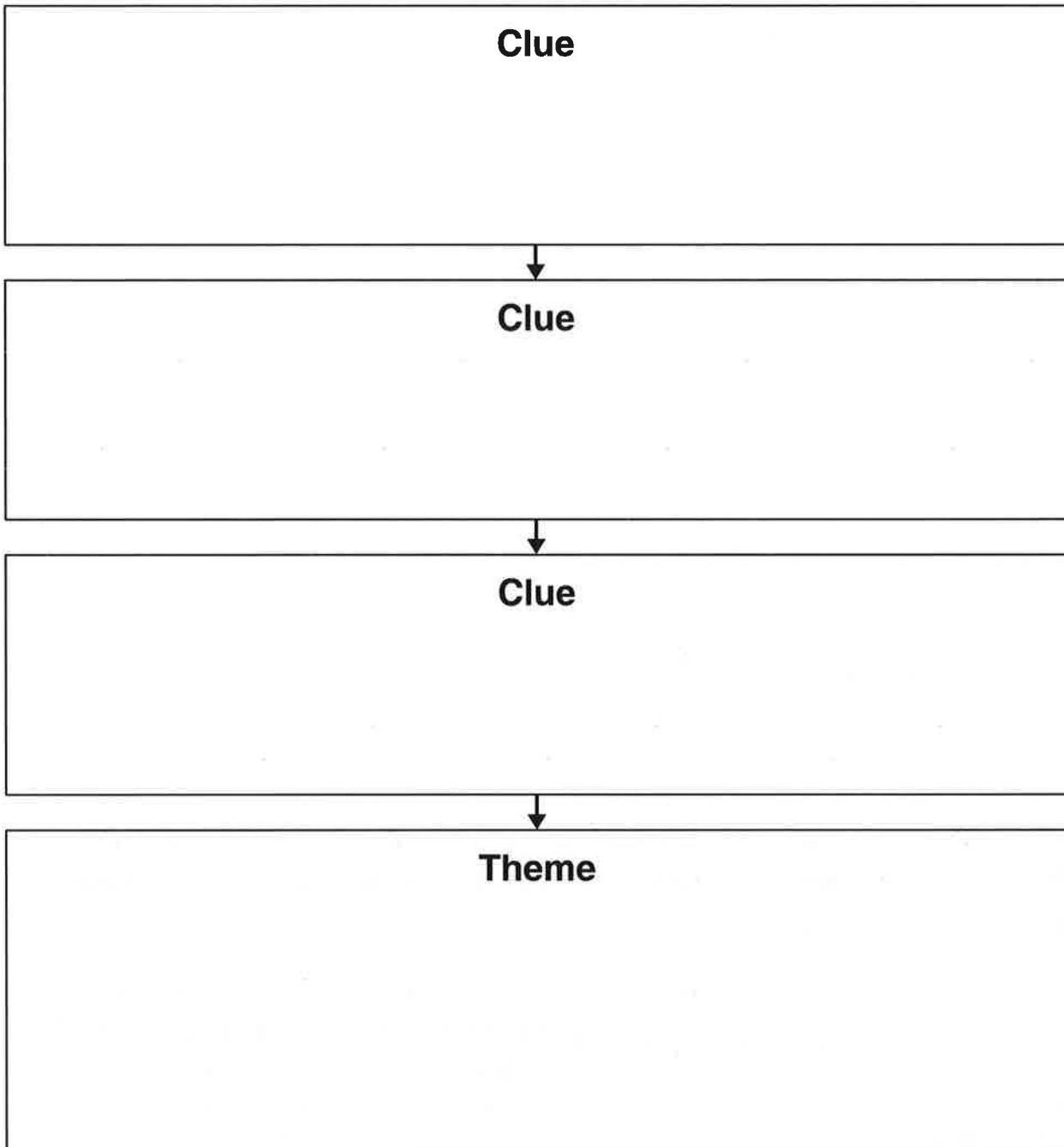
3. What is the theme of the poem?

B. Work with a partner. Read the poem aloud. Pay attention to how you pause and group words together. Stop after one minute. Fill out the chart.

| | Words Read | – | Number of Errors | = | Words Correct Score |
|-------------|------------|---|------------------|---|---------------------|
| First Read | | – | | = | |
| Second Read | | – | | = | |

Name _____

Read the selection. Complete the Theme chart.



Name _____

A Rainy Day

The rain is pelting, pelting down,
How dreary to be inside.
The rain is drizzling, drizzling slowly.
Will it continue on all day?
The rain is stopping, stopping now.
Outside I'll have some fun!



Answer the questions about the text.

1. What genre of text is this? How do you know?

2. What words does the poet repeat in the poem?

3. What does the repetition help you understand?

Name _____

Read the lines from the poem. Explain what each simile means. Then complete each sentence to write a simile of your own.

1. The ice is as smooth as glass.

_____ is as smooth as glass.

2. High overhead, the sky curves like a blue bowl.

The sky is like _____.

3. Embedded in the ice, frozen bubbles look like crystal beads.

The frozen bubbles look like _____.

4. My cheeks turn as red as apples.

_____ are as red as apples.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what sensory words you can add.

Draft Model

A butterfly flies by.
Its wings are like bright jewels.
It stops at a flower.

1. How does the butterfly move?
2. How do its wings look?
3. What does the flower look like? How does it smell?

B. Now revise the draft by adding sensory words about the butterfly and the flower.

Name _____

Ryan used text evidence to answer the prompt: *In your opinion, which poem, "Rain Poem" or "Windy Tree," best helps you to picture what the poem is talking about?*

The poem "Windy Tree" gives me the clearest picture. I read that the tree's trunk is very strong. It's like a leg with many muscles. It holds on with its foot and "its wide-spread toes" while the wind blows hard. These words help me visualize the tree. I can see its strong branches and feel the rough bark of the tree trunk. I understand how strong it is.

The author of "Rain Song" compares the rain to a little gray mouse. She says that the rain found an open window and "left tracks across the sill." I can picture a furry gray mouse, and I know how shy some mice are. I think the rain is not a storm, but gentle drops. However, the description the author uses in "Windy Tree" gives me a clearer picture of the strong tree blowing in the wind than the description of the rain falling in "Rain Song."

Reread the passage. Follow the directions below.

1. The weather is very different in these poems. **Underline** a detail that supports the child's opinion.
2. **Draw a box** around the text evidence that helps you describe what you see in your mind.
3. **Circle** the text evidence that sums up Ryan's opinion.
4. **Write** an example of a contraction that is used in the model.

PECOS BILL

and the Mountain Lion

a tall tale of the Old West



©QBS Learning

- 1 Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.
- 2 Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn't just ride horses. He could ride anything that came along.
- 3 One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.
- 4 Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.

Close Reader Habits

What important events happen in the beginning, middle, and end of the story? As you reread, **underline** those important events.

► Think

- 1 Which sentence tells something that happens in the middle of the story?
 - A Bill grew up with a pack of coyotes.
 - B Bill was born in Texas a long time ago.
 - C Bill sends Flash home to keep him safe.
 - D Bill rides the giant mountain lion back home.
- 2 Why does Bill grab the rattlesnake?
 - A to use it like a rope to catch the mountain lion
 - B to save it from being hurt by the mountain lion
 - C to stop it from scaring his horse, Flash
 - D to try to scare away the mountain lion with it

► Talk

- 3 What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

► Write

- 4 **Short Response** Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 20.



The mountain lion is important to this story. I'm going to reread what happens when Pecos Bill first meets the mountain lion.

HINT Reread paragraph 4 to find out what Pecos Bill does with the mountain lion.

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.

Explore

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



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

Think

- 1 Complete the chart to help you understand Oscar's challenge and how he responds to the 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 40.

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

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.



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

Think

- 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.
- 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 46.

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

WORDS TO KNOW

As you read, look inside, around, and beyond this word and phrase to figure out what they mean.

• **barely**

• **town square**

Stone Soup

by Elsa Southern

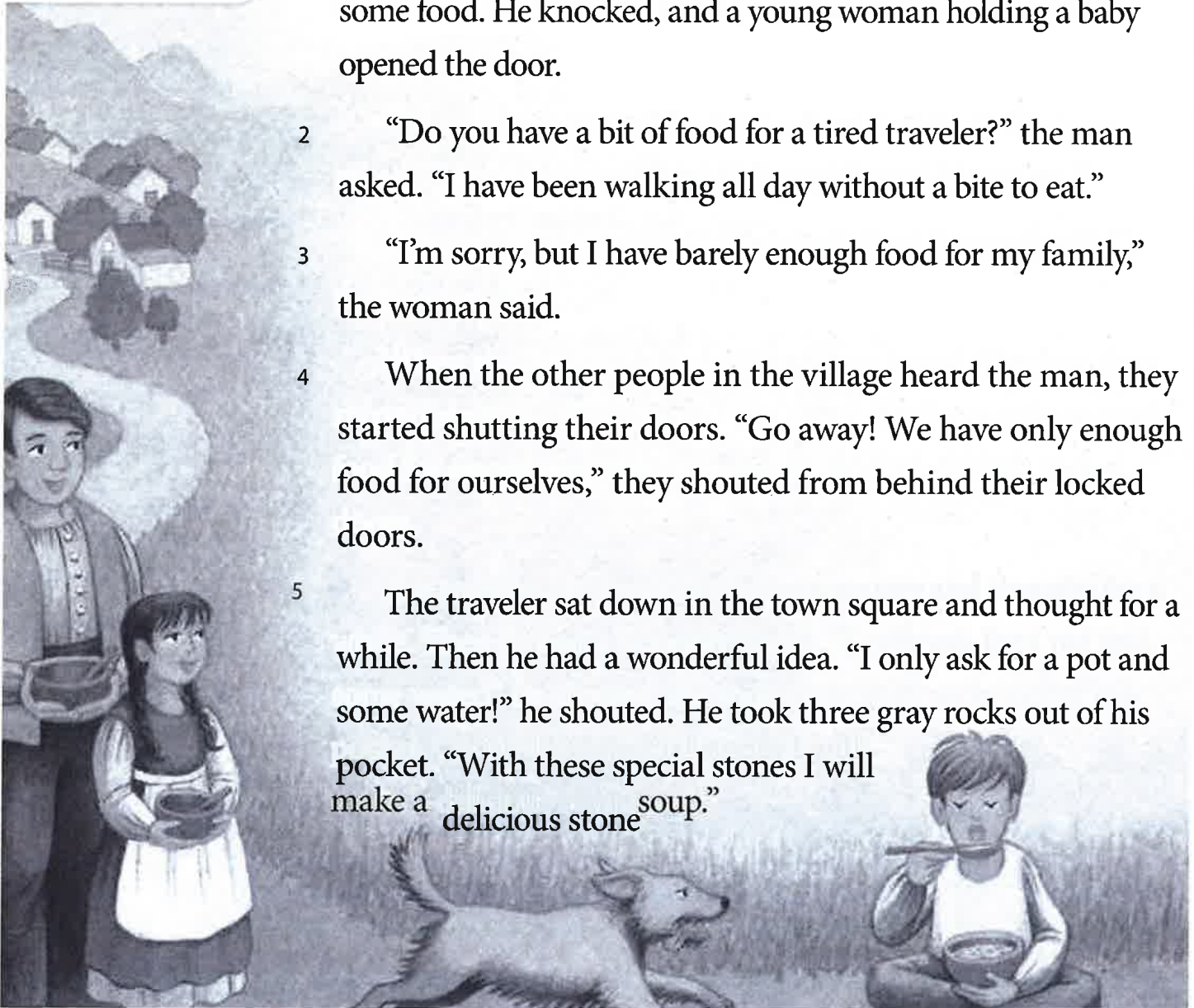
1 A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

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.

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."

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.

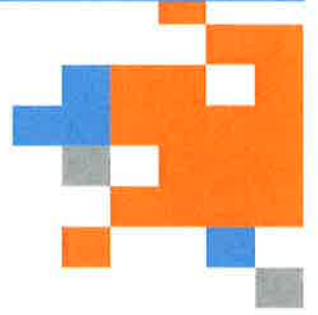
Which detail from the story supports this central message?

- 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.



Grade 2

MATH



Adding by Counting On and Making a Ten

Name: _____

Add.

1 $8 + 2 =$ _____

2 $8 + 3 =$ _____

3 $6 + 4 =$ _____

4 $6 + 8 =$ _____

5 $7 + 3 =$ _____

6 $7 + 5 =$ _____

7 $9 + 1 =$ _____

8 $9 + 6 =$ _____

9 $5 + 5 =$ _____

10 $5 + 8 =$ _____

11 $9 + 2 =$ _____

12 $2 + 9 =$ _____

13 $8 + 4 =$ _____

14 $4 + 8 =$ _____

15 $6 + 9 =$ _____

16 $6 + 7 =$ _____

17 Which strategy did you use to solve problem 11? Explain.

Using Doubles and Doubles Plus 1

Name: _____

Add.

1 $4 + 4 =$ _____

2 $4 + 5 =$ _____

3 $6 + 6 =$ _____

4 $5 + 6 =$ _____

5 $7 + 7 =$ _____

6 $8 + 7 =$ _____

7 $9 + 9 =$ _____

8 $8 + 9 =$ _____

9 $5 + 5 =$ _____

10 $6 + 5 =$ _____

11 $8 + 8 =$ _____

12 $7 + 8 =$ _____

13 Which strategy did you use to solve problem 12? Explain why.

Complete each set of equations.

1 $12 - 3 = \square$

$3 + \square = 12$

2 $14 - 5 = \square$

$5 + \square = 14$

3 $11 - 3 = \square$

$3 + \square = 11$

4 $15 - 7 = \square$

$7 + \square = 15$

5 $12 - \square = 10$

$12 - 4 = \square$

6 $13 - \square = 10$

$13 - 6 = \square$

7 $16 - \square = 10$

$16 - 9 = \square$

8 $15 - \square = 10$

$15 - 9 = \square$

9 In problem 6, how did you use your first answer to find your second answer?

Solve problems 1–6.

- 1 Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many red potatoes are there? Show your work.

Solution _____ potatoes are red.

- 2 Levi has 17 pet fish. 7 of the fish are goldfish. The rest are mollies. How many fish are mollies? Show your work.

Solution _____ fish are mollies.

- 3 Ada wants to read 12 books over the summer. 5 books are stories about cats. The rest are stories about horses. How many books are stories about horses? Show your work.

Solution _____ books are stories about horses.

- 4 There are 16 chairs at a table. 7 students sit down. The rest of the chairs are empty. How many chairs are empty? Show your work.

Solution _____ chairs are empty.

- 5** Luis sees 14 dogs at the dog park. 6 of the dogs are small dogs. The rest of the dogs are big dogs. How many dogs are big? Show your work.

Solution _____ dogs are big.

- 6** Sadie has 20 crayons. She finds 8 crayons in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie's crayon box? Show your work.

Solution _____ crayons are in the crayon box.

- 7** Which strategy did you use to solve problem 6? Explain why.

Solving Comparison Word Problems

Name: _____

Solve problems 1–6. Show your work.

- 1** There are 4 fewer cats than dogs. There are 2 cats. How many dogs are there?

_____ dogs

- 2** Trevor sees 8 red birds. He sees 5 more red birds than blue birds. How many blue birds does Trevor see?

Trevor sees _____ blue birds.

- 3** Anna has 7 baskets and some flowers. She has 5 fewer baskets than flowers. How many flowers does Anna have?

Anna has _____ flowers.

- 4** There are 14 coats and some hats. There are 6 more coats than hats. How many hats are there?

_____ hats

- 5** There are 9 apples. There are 6 fewer apples than oranges. How many oranges are there?

_____ oranges

- 6** Brynne has 13 books. She has 8 more books than games. How many games does Brynne have?

Brynne has _____ games.

Solve problems 1–6. Show your work.

- 1** Jack has 9 flowers to plant. He plants 2 flowers before lunch. Then he plants 3 more after lunch. How many flowers does Jack have left to plant?

Jack has _____ flowers left to plant.

- 2** There are 8 girls at the park. First, 5 girls go home. Then 6 more girls come to the park. How many girls are at the park now?

There are _____ girls at the park.

- 3** Bella paints 6 pictures on Monday and 8 pictures on Wednesday. Then she paints 3 more pictures on Friday. How many pictures does Bella paint this week?

Bella paints _____ pictures this week.

- 4** Ali puts 12 books in a box. She takes 4 books out of the box. Then she puts 6 books in the box. How many books are in the box now?

There are _____ books in the box.

- 5** Lucas has 5 crayons. His sister gives him 6 more. Then he gives 4 to a friend. How many crayons does Lucas have now?

Lucas has _____ crayons.

- 6** Miss Brady puts 15 pencils in her desk. Then she takes out 9 pencils. After school she puts 5 pencils back in her desk. How many pencils are in Miss Brady's desk now?

There are _____ pencils in the desk.

Solve problems 1–6. Show your work.

- 1** Tony has 37 building blocks. Then he buys more blocks. Now he has 51 blocks. How many blocks does Tony buy?

Tony buys _____ blocks.

- 2** There are some chairs in the art room. Mrs. Lopez brings in 16 more chairs. Now there are 42 chairs. How many chairs were in the room at the start?

There were _____ chairs in the room at the start.

- 3** Jen has some buttons. She gets 23 more buttons from her mom. Now she has 65 buttons. How many buttons did Jen have to begin with?

Jen had _____ buttons to begin with.

- 4** Colby packs 31 boxes in one day. He packs 12 boxes in the morning and some boxes after lunch. How many boxes does Colby pack after lunch?

Colby packs _____ boxes after lunch.

- 5** Ayanna reads 26 pages of her book at school. Later she reads more pages at home. Now she has read 54 pages. How many pages does Ayanna read at home?

Ayanna reads _____ pages at home.

- 6** The camp has some tents. Campers set up 42 more tents. Now the camp has 60 tents. How many tents did the camp have to begin with?

The camp had _____ tents to begin with.

Different Ways to Show Addition

Name: _____

Find the sums and missing addends.

1 $30 + 7 + 50 + 3 = \underline{90}$

2 $37 + 53 = \underline{\hspace{2cm}}$

3 $20 + 8 + 40 + 2 = \underline{\hspace{2cm}}$

4 $28 + 42 = \underline{\hspace{2cm}}$

5 $60 + 6 + 10 + 4 = \underline{\hspace{2cm}}$

6 $66 + 14 = \underline{\hspace{2cm}}$

7 $40 + 5 + 40 + 5 = \underline{\hspace{2cm}}$

8 $45 + \underline{\hspace{2cm}} = 90$

9 $30 + 9 + 20 + 1 = \underline{\hspace{2cm}}$

10 $\underline{\hspace{2cm}} + 21 = 60$

11 $20 + 4 + 60 + 6 = \underline{\hspace{2cm}}$

12 $24 + \underline{\hspace{2cm}} = 90$

13 $40 + 3 + 30 + 7 = \underline{\hspace{2cm}}$

14 $\underline{\hspace{2cm}} + 37 = 80$

15 How does the information in problem 9 help you solve problem 10?

Subtracting by Adding Up

Name: _____

Subtract.

1 $50 - 29 = ?$

$$\underline{29 + 20} = \underline{49}$$

$$\underline{49 + 1} = \underline{50}$$

$$\underline{20 + 1} = \underline{21}$$

$$50 - 29 = \underline{21}$$

2 $71 - 45 = ?$

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

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

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

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

$$71 - 45 = \underline{\quad}$$

3 $80 - 41 = ?$

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

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

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

$$80 - 41 = \underline{\quad}$$

4 $63 - 28 = ?$

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

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

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

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

$$63 - 28 = \underline{\quad}$$

5 $43 - 28 = ?$

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

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

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

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

$$43 - 28 = \underline{\quad}$$

6 $95 - 65 = ?$

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

$$95 - 65 = \underline{\quad}$$

7 $65 - 39 = ?$

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

$65 - 39 = \underline{\quad}$

8 $47 - 15 = ?$

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

$47 - 15 = \underline{\quad}$

9 $75 - 28 = ?$

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

$75 - 28 = \underline{\quad}$

10 $54 - 12 = ?$

$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$$

$54 - 12 = \underline{\quad}$

13 How did you decide what to add first? Then how did you get the answer?

Subtracting by Regrouping

Name: _____

Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.

1
$$\begin{array}{r} 32 \\ - 16 \\ \hline 16 \end{array}$$

2
$$\begin{array}{r} 48 \\ - 15 \\ \hline \end{array}$$

3
$$\begin{array}{r} 57 \\ - 25 \\ \hline \end{array}$$

4
$$\begin{array}{r} 63 \\ - 39 \\ \hline \end{array}$$

5
$$\begin{array}{r} 76 \\ - 26 \\ \hline \end{array}$$

6
$$\begin{array}{r} 82 \\ - 37 \\ \hline \end{array}$$

7
$$\begin{array}{r} 38 \\ - 28 \\ \hline \end{array}$$

8
$$\begin{array}{r} 53 \\ - 44 \\ \hline \end{array}$$

9
$$\begin{array}{r} 42 \\ - 25 \\ \hline \end{array}$$

10
$$\begin{array}{r} 96 \\ - 40 \\ \hline \end{array}$$

11
$$\begin{array}{r} 92 \\ - 56 \\ \hline \end{array}$$

12
$$\begin{array}{r} 65 \\ - 23 \\ \hline \end{array}$$

13
$$\begin{array}{r} 86 \\ - 19 \\ \hline \end{array}$$

14
$$\begin{array}{r} 59 \\ - 33 \\ \hline \end{array}$$

15
$$\begin{array}{r} 77 \\ - 48 \\ \hline \end{array}$$

16
$$\begin{array}{r} 62 \\ - 27 \\ \hline \end{array}$$

17 How did you know which problems to circle?

18 Check one of your answers by solving it using a different strategy. Show your work.

Strategies to Find a Missing Addend

Name: _____

Solve.

1 $35 + \underline{10} = 45$
 $35 + \underline{20} = 55$
 $35 + \underline{25} = 60$

2 $24 + \underline{\quad\quad\quad} = 34$
 $24 + \underline{\quad\quad\quad} = 64$
 $24 + \underline{\quad\quad\quad} = 68$

3 $42 + \underline{\quad\quad\quad} = 52$
 $42 + \underline{\quad\quad\quad} = 82$
 $42 + \underline{\quad\quad\quad} = 87$

4 $51 + \underline{\quad\quad\quad} = 61$
 $51 + \underline{\quad\quad\quad} = 71$
 $51 + \underline{\quad\quad\quad} = 76$

5 $26 + \underline{\quad\quad\quad} = 36$
 $26 + \underline{\quad\quad\quad} = 66$
 $26 + \underline{\quad\quad\quad} = 69$

6 $58 + \underline{\quad\quad\quad} = 60$
 $58 + \underline{\quad\quad\quad} = 70$
 $58 + \underline{\quad\quad\quad} = 71$

7 $39 + \underline{\quad\quad\quad} = 40$
 $39 + \underline{\quad\quad\quad} = 70$
 $39 + \underline{\quad\quad\quad} = 75$

8 $27 + \underline{\quad\quad\quad} = 30$
 $27 + \underline{\quad\quad\quad} = 60$
 $27 + \underline{\quad\quad\quad} = 65$

9 $44 + \underline{\quad\quad\quad} = 54$
 $44 + \underline{\quad\quad\quad} = 64$
 $44 + \underline{\quad\quad\quad} = 67$

10 $69 + \underline{\quad\quad\quad} = 70$
 $69 + \underline{\quad\quad\quad} = 90$
 $69 + \underline{\quad\quad\quad} = 93$

Strategies to Find a Missing Addend *continued*

Name: _____

11 $33 + \underline{\hspace{2cm}} = 43$

$33 + \underline{\hspace{2cm}} = 73$

$33 + \underline{\hspace{2cm}} = 76$

12 $48 + \underline{\hspace{2cm}} = 50$

$48 + \underline{\hspace{2cm}} = 80$

$48 + \underline{\hspace{2cm}} = 85$

13 $26 + \underline{\hspace{2cm}} = 70$

$32 + \underline{\hspace{2cm}} = 61$

$49 + \underline{\hspace{2cm}} = 95$

14 $57 + \underline{\hspace{2cm}} = 83$

$34 + \underline{\hspace{2cm}} = 67$

$28 + \underline{\hspace{2cm}} = 53$

15 $62 + \underline{\hspace{2cm}} = 85$

$41 + \underline{\hspace{2cm}} = 96$

$53 + \underline{\hspace{2cm}} = 77$

16 $19 + \underline{\hspace{2cm}} = 75$

$43 + \underline{\hspace{2cm}} = 87$

$68 + \underline{\hspace{2cm}} = 99$

17 Explain how the strategy to solve problem 5 is different from the strategy used to solve problem 6.

18 Explain the strategy you used to solve the first part of problem 14.

Finding the Value of Three-Digit Numbers

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $300 + 50 + 1 =$ _____

2 $2 \text{ hundreds} + 6 \text{ tens} + 7 \text{ ones} =$

3 $400 + 20 + 6 =$ _____

4 $400 + 60 + 2 =$ _____

5 $600 + 40 + 2 =$ _____

6 $5 \text{ hundreds} + 1 \text{ ten} + 3 \text{ ones} =$

7 $3 \text{ hundreds} + 7 \text{ tens} + 5 \text{ ones} =$

8 $500 + 20 + 6 =$ _____

9 $200 + 8 =$ _____

10 $2 \text{ hundreds} + 8 \text{ tens} + 0 \text{ ones} =$

11 $600 + 70 + 1 =$ _____

12 $6 \text{ hundreds} + 0 \text{ tens} + 7 \text{ ones} =$

13 $400 + 70 + 6 =$ _____

14 $2 \text{ hundreds} + 3 \text{ tens} + 3 \text{ ones} =$

15 $3 \text{ hundreds} + 2 \text{ tens} + 3 \text{ ones} =$

16 $3 \text{ hundreds} + 3 \text{ tens} + 2 \text{ ones} =$

Answers:

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| 233 | 607 | 476 | 323 | 267 | 671 |
| 426 | 513 | 526 | 208 | 642 | 462 |
| 332 | 375 | 280 | 351 | | |

Writing Three-Digit Numbers

Name: _____

Write the number using only digits.

1 one hundred sixty-four

2 six hundred fifty-two

3 three hundred twelve

4 two hundred sixty-one

5 two hundred five

6 five hundred nineteen

Write the number using only digits.

7 $100 + 10 + 6$

8 $500 + 4$

9 $300 + 40 + 5$

10 $300 + 50 + 4$

11 $400 + 60$

12 $500 + 40$

**Write the number as a sum of hundreds, tens, and ones.
Then write the number using words.**

13 522 _____ + _____ + _____

14 435 _____ + _____ + _____

15 218 _____ + _____ + _____

16 310 _____ + _____

17 Explain how problem 8 is the same and different from problem 12.

Compare the numbers in each problem two different ways.

1 Compare 250 and 200.

_____ < _____ and
_____ > _____

2 Compare 170 and 180.

_____ < _____ and
_____ > _____

3 Compare 346 and 325.

_____ < _____ and
_____ > _____

4 Compare 235 and 261.

_____ < _____ and
_____ > _____

5 Compare 424 and 453.

_____ < _____ and
_____ > _____

6 Compare 833 and 824.

_____ < _____ and
_____ > _____

7 Compare 637 and 682.

_____ < _____ and
_____ > _____

8 Compare 362 and 326.

_____ < _____ and
_____ > _____

9 Compare 531 and 513.

_____ < _____ and
_____ > _____

10 Compare 714 and 741.

_____ < _____ and
_____ > _____

11 Compare 468 and 486.

_____ < _____ and
_____ > _____

12 Compare 967 and 959.

_____ < _____ and
_____ > _____

13 What strategies did you use to compare the numbers?

Adding and Regrouping Ones

Name: _____

The answers are mixed up at the bottom of the page.
Cross out the answers as you complete the problems.

$$\begin{array}{r} \mathbf{1} \quad 635 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{2} \quad 439 \\ + 154 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{3} \quad 336 \\ + 123 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{4} \quad 825 \\ + 166 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{5} \quad 512 \\ + 336 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{6} \quad 246 \\ + 348 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{7} \quad 772 \\ + 109 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{8} \quad 347 \\ + 314 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{9} \quad 483 \\ + 208 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{10} \quad 225 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{11} \quad 548 \\ + 406 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{12} \quad 475 \\ + 515 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{13} \quad 273 \\ + 211 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{14} \quad 728 \\ + 253 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{15} \quad 627 \\ + 263 \\ \hline \end{array}$$

Answers:

449

594

881

956

691

484

661

890

991

593

954

848

990

459

981

Adding and Regrouping Tens

Name: _____

Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1
$$\begin{array}{r} 435 \\ + 283 \\ \hline 718 \end{array}$$

2
$$\begin{array}{r} 205 \\ + 113 \\ \hline \end{array}$$

3
$$\begin{array}{r} 586 \\ + 130 \\ \hline \end{array}$$

4
$$\begin{array}{r} 378 \\ + 343 \\ \hline \end{array}$$

5
$$\begin{array}{r} 186 \\ + 175 \\ \hline \end{array}$$

6
$$\begin{array}{r} 476 \\ + 234 \\ \hline \end{array}$$

7
$$\begin{array}{r} 152 \\ + 169 \\ \hline \end{array}$$

8
$$\begin{array}{r} 214 \\ + 225 \\ \hline \end{array}$$

9
$$\begin{array}{r} 362 \\ + 556 \\ \hline \end{array}$$

10
$$\begin{array}{r} 481 \\ + 262 \\ \hline \end{array}$$

11
$$\begin{array}{r} 145 \\ + 239 \\ \hline \end{array}$$

12
$$\begin{array}{r} 347 \\ + 133 \\ \hline \end{array}$$

13
$$\begin{array}{r} 286 \\ + 644 \\ \hline \end{array}$$

14
$$\begin{array}{r} 267 \\ + 174 \\ \hline \end{array}$$

15
$$\begin{array}{r} 383 \\ + 319 \\ \hline \end{array}$$

16 How do you know that $361 + 283$ is greater than 500 without finding the sum?

Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.

1
$$\begin{array}{r} 875 \\ - 646 \\ \hline 229 \end{array}$$

2
$$\begin{array}{r} 478 \\ - 226 \\ \hline \end{array}$$

3
$$\begin{array}{r} 692 \\ - 437 \\ \hline \end{array}$$

4
$$\begin{array}{r} 345 \\ - 224 \\ \hline \end{array}$$

5
$$\begin{array}{r} 761 \\ - 338 \\ \hline \end{array}$$

6
$$\begin{array}{r} 514 \\ - 402 \\ \hline \end{array}$$

7
$$\begin{array}{r} 953 \\ - 821 \\ \hline \end{array}$$

8
$$\begin{array}{r} 474 \\ - 156 \\ \hline \end{array}$$

9
$$\begin{array}{r} 320 \\ - 210 \\ \hline \end{array}$$

10
$$\begin{array}{r} 663 \\ - 425 \\ \hline \end{array}$$

11
$$\begin{array}{r} 619 \\ - 308 \\ \hline \end{array}$$

12
$$\begin{array}{r} 847 \\ - 628 \\ \hline \end{array}$$

13
$$\begin{array}{r} 736 \\ - 517 \\ \hline \end{array}$$

14
$$\begin{array}{r} 563 \\ - 249 \\ \hline \end{array}$$

15
$$\begin{array}{r} 375 \\ - 163 \\ \hline \end{array}$$

16 How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?

Regrouping Hundreds to Tens

Name: _____

The answers are mixed up at the bottom of the page.
Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \quad 816 \\ - 432 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 927 \\ - 563 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 506 \\ - 315 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 448 \\ - 160 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 743 \\ - 471 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 476 \\ - 293 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 628 \\ - 236 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 961 \\ - 470 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 527 \\ - 256 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 347 \\ - 154 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 835 \\ - 285 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 624 \\ - 382 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 329 \\ - 170 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 465 \\ - 195 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 519 \\ - 378 \\ \hline \end{array}$$

Answers:

| | | | | |
|-----|-----|-----|-----|-----|
| 193 | 242 | 191 | 384 | 272 |
| 364 | 271 | 491 | 288 | 392 |
| 183 | 141 | 550 | 159 | 270 |

Adding Four Two-Digit Numbers

Name: _____

Find the sum. Show your work.

1 $29 + 34 + 21 + 36$

50 + 70

2 $45 + 38 + 62 + 15$

3 $17 + 36 + 43 + 74$

4 $55 + 49 + 71 + 15$

5 $32 + 24 + 68 + 46$

6 $27 + 19 + 33 + 81$

7 $32 + 13 + 29 + 35$

8 $53 + 74 + 13 + 44$

9 $24 + 12 + 74 + 68$

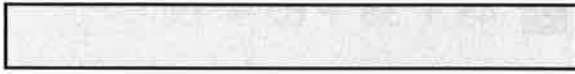
10 $92 + 37 + 71 + 14$

11 Explain how you found the answer to problem 8.

Measuring in Inches and Centimeters

Name: _____

- 1 Use a ruler to measure the length of the piece of tape in inches.



What is the length of the tape? _____ inches

- 2 Use a ruler to measure the length of the pencil in inches.



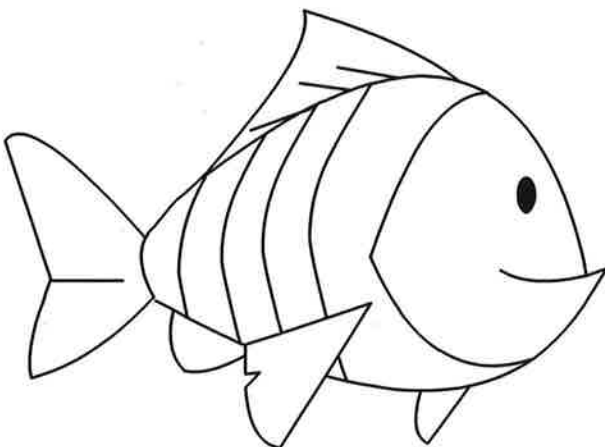
What is the length of the pencil? _____ inches

- 3 Use a ruler to measure the length of the shoe in centimeters.



What is the length of the shoe? _____ centimeters

- 4 Use a ruler to measure the length of the fish in centimeters.



What is the length of the fish? _____ centimeters

Measuring in Inches and Centimeters *continued*

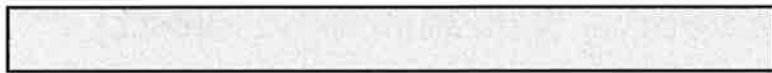
Name: _____

- 5** Use a ruler to measure the length of the string in both inches and centimeters.

What is the length of the string in inches? _____ inches

What is the length of the string in centimeters? _____ centimeters

- 6** Use a ruler to measure the length of the rectangle in both inches and centimeters.



What is the length of the rectangle in inches? _____ inches

What is the length of the rectangle in centimeters? _____ centimeters

- 7** For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.

- 1** Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

a bike

a leaf

a table

a book

a sticker

- 2** Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

a window

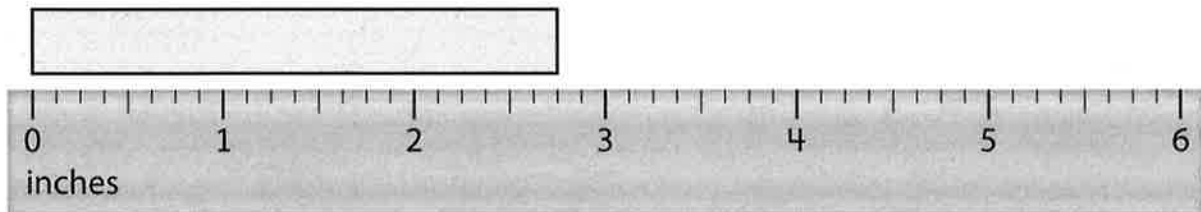
a cracker

a tent

a marker

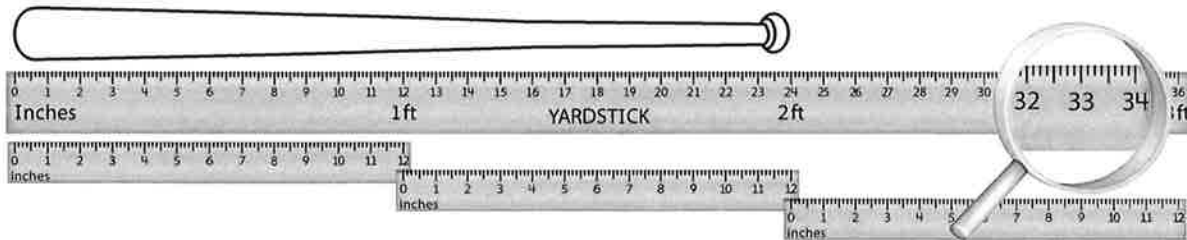
a blanket

- 3** What is the length of the rectangle to the nearest inch?



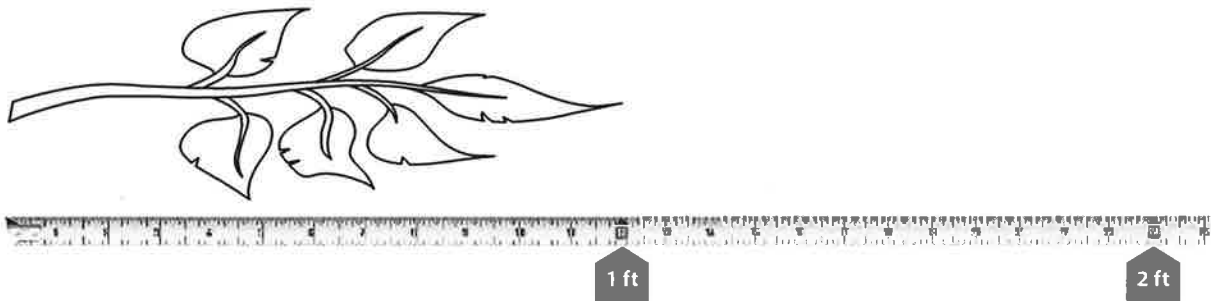
The rectangle is about _____ inches long.

4 What is the length of the baseball bat to the nearest foot?



The baseball bat is about _____ feet long.

5 What is the length of the branch to the nearest foot?



The branch is about _____ foot long.

- 1** Circle the objects that are easier to measure with a centimeter ruler.
Underline the objects that are easier to measure with a meter stick.

a rug

a mitten

a pool

a bee

a shell

- 2** Circle the objects that are easier to measure with a centimeter ruler.
Underline the objects that are easier to measure with a meter stick.

a porch

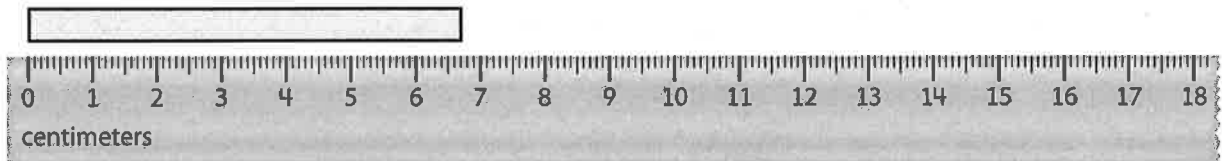
a spoon

a watch

a bus

a lunch bag

- 3** What is the length of the tape to the nearest centimeter?

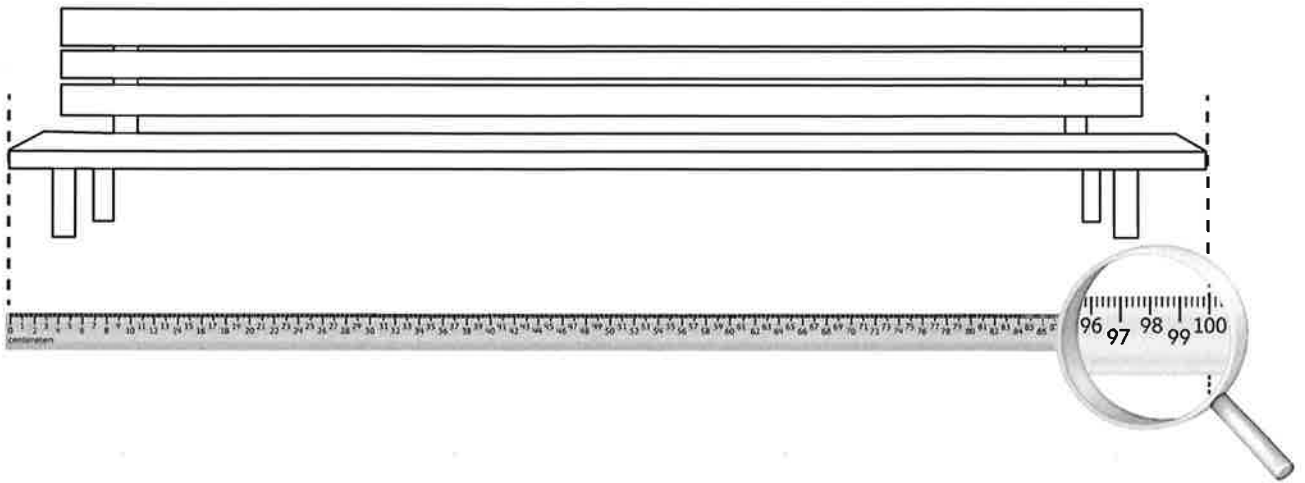


The tape is about _____ centimeters long.

Measuring in Centimeters and Meters *continued*

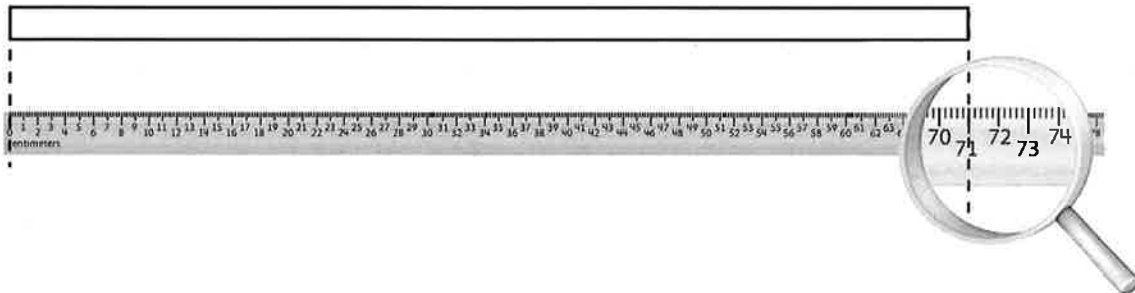
Name: _____

- 4 What is the length of the bench to the nearest meter?



The bench is about _____ meter long.

- 5 What is the length of the rectangle to the nearest centimeter?



The rectangle is about _____ centimeters long.



Certificate of Completion

This Award Is Presented to

for completing the

Summer Learning Packet

Signature

Date





Grade 2

Learning Packet Answer Key



2nd Grade Summer Learning Packet

ANSWER KEY

| Subject | Lesson |
|-----------------------|--|
| English Language Arts | <p>Week 1</p> <ul style="list-style-type: none"> ● Comprehension and Fluency: We the People (Possible Answers) <ol style="list-style-type: none"> 1. They can have trees that lose their leaves. They can have evergreen trees with needles. 2. To show that they can both be the same height, 300 feet tall, and how special this tree is. 3. In the past, people cut down many redwood trees. Now the trees are protected in parks for people to see. ● Genre/Text Feature <ol style="list-style-type: none"> 1. expository text; It gives facts about the Oasis of Mara. It has a map and a map key. 2. Possible responses: The oasis is in the Mojave Desert. It has underground water. Plants grow there. 3. It shows where the oasis is located in the desert. ● Vocabulary Strategy: Compound Words <p>A.</p> <p style="text-align: right;">Vocabulary Strategy: Compound Words</p> <p>Name _____</p> <p>A. Read each sentence. Circle the compound word.</p> <ol style="list-style-type: none"> 1. There are different kinds of forests <u>throughout</u> the world. 2. In a <u>redwood</u> forest, you will find some of the world's tallest trees. 3. That's as tall as a 35-story <u>skyscraper</u>. 4. Redwood forests are not found <u>everywhere</u> in the world. <p>B. Answers will vary.</p> ● Writing Traits: Ideas - Answers will vary. |

- **Write to Sources**

Rain forests and African savannas are similar and different. They are similar because of where they are on Earth and their temperature. In "Rain Forests," I read that most rain forests grow in hot places near the equator. I learned that African savannas are also very warm, and they are near the equator. Both rain forests and African savannas have many different types of animals and plants.

But rain forests and African savannas are also different. I read that rain forests have many trees and they are close together. African savannas also have trees, but they are spread out. I also learned that rain forests are very wet because it rains there all year long. African savannas only have a few hours of rain each day in the rainy season. Then there may not rain at all in the dry season.

Rain forests and savannas share some of the same features, but they both have unique features too.

4. are

Week 2

- **Comprehension and Fluency: Tsunamis (Possible Responses)**

1. An undersea earthquake, an underwater landslide, or an underwater volcano can cause a tsunami.
2. The waves slow down, squeeze together, and get higher.
3. The people want to stay above the tsunami waves flooding the land.

- **Genre/Text Feature**

1. expository text; It gives facts about an avalanche. It tells the cause and effect of an avalanche.
2. Possible responses: An avalanche is a snow slide down a mountain. A chunk is a big piece of something. A slope is land on an incline.
3. A giant chunk of snow breaks free high on a mountain.

- **Vocabulary Strategy: Context Clues**

A. Read the sentences. Underline the context clues that help you figure out the meaning of the word in bold print.

1. Tsunamis are a set of ocean waves that **overflow** and flood land.
2. These strong actions **generate**, or cause, tsunami waves that set off toward shore.
3. At first, the tsunami waves may **measure** just one foot high.
4. Tsunamis cause lots of **destruction**. They can hurt people, smash houses, and knock down trees.

B. Answers will vary.

- **Writing Traits: Word Choice** - Answers will vary.

- **Write to Sources**

Volcanoes and wildfires both cause Earth to change. They are proof that Earth is always changing.

I read on pages 325 and 326 of "Volcanoes" that lava has formed mountains and islands as it spread out on Earth's surface and cooled. Lava has destroyed entire forests because it is so hot. It has burned some forests to the ground. On page 331, I read that the ash from volcanoes has helped some plants grow.

In "To the Rescue," I read on page 334 that wildfires burn trees and plants. This happens right away. Later, new plants may grow back where the wildfire happened.

Volcanoes and wildfires prove that Earth is always changing.

4. has (destroyed); has (burned); has (formed); has (helped)

Week 3

- **Comprehension and Fluency: Giving Thanks Two Times**

1. They are both holidays that celebrate the harvest. They are both in November.
2. Possible Response: Thanksgiving is celebrated in America and Labor Day Thanksgiving.
3. Possible Response: They both spend time with their families.

- **Genre/Literary Element**

1. realistic fiction; It has made-up characters and events that could be real. It is written in the first person.
2. Alba tells the story using the words my and I.
3. Answers will vary.

- **Vocabulary Strategy: Similes**

1. The setting sun hung like a nickel in the sky.

The setting Sun is round and dull like a nickel.

The sun is like Answer will vary, but should make a reasonable comparison

2. I hugged my arms when I felt a breeze as sharp as a knife.

The breeze is so strong it feels like the cutting of a knife.

Answer will vary, but should make a reasonable comparison. as sharp as a knife.

3. My dad bought a turkey as big as a pillow.

The turkey is the size of a pillow.

Answer will vary, but should make a reasonable comparison. as big as a pillow.

4. He saw displays of fruits and vegetables that looked like colorful rainbows.

The fruits and vegetables have many colors like rainbows.

Answer will vary, but should make a reasonable comparison. look like colorful rainbows.

- **Writing Traits: Voice** - Answers will vary.

- **Write to Sources**

Dear Primo Charlie,

Today I learned a new game called *Snail*. I think you'll like it.

I remember you told me that you play games with your friends after school. You can play this game anywhere. All you need is some concrete and chalk.

Anyway, *Snail* is a lot like hopscotch. First, you draw a big snail with numbers in the shell on the ground. Then you try to hop to the center on one foot. You take turns with your friends. If you put two feet down, you lose a turn.

I played *Snail* at school, but tomorrow is Saturday and I will be at home. I'm going to draw the snail in the dirt with a stick.

I want to play it with my little sister. It's going to be so much fun!

I can't wait to see you! You had better practice!

Your friend,
Carlitos

4. are

Week 4

- **Comprehension and Fluency: Coyote Brings Fire**

1. Coyote wouldn't be able to get fire by himself.
2. They would not have gotten fire from the Fire Beings.
3. Possible Response: Work together to get a job done

- **Genre/Literary Element**

1. drama; It is a play with characters. It has a lesson to be learned.
2. Bear thinks he can catch fish.
3. Bear learned that he should not trust Fox.

- **Vocabulary Strategy: Root Words** - Answers will vary.

- **Writing Traits: Ideas** - Answers will vary.

- **Write to Sources**

If I were one of the birds from "How the Finch Got Its Colors," I would choose a colorful design with dots and circles. In the folktale about the Finch, the birds quickly began fighting over the colors.

The hummingbird wanted the very best colors for herself. She chose bright, beautiful colors of "purple, green, and black." Those colors would look fantastic when I am flying through the blue sky and the white clouds. Those are the colors I would choose.

In "How the Beetle Got Her Colors," Agouti describes "shiny designs" on Arrow Frog's skin. The designs are very unique. They would make my feathers look very special. No one would confuse me with anyone other animal. So, bright colorful feathers with a shiny design on them would be my prize for winning the race.

4. began, chose

Week 5

- **Comprehension and Fluency: The First Skate**

1. a frozen pond in the winter
2. She keeps saying "One more time" because she does not want to stop skating.
3. The world seems different when we do something exciting.

- **Genre/Literary Elements**

1. a poem; It tells the poet's thoughts and has repetition.
2. pelting, drizzling, stopping
3. Possible response: It tells about the different ways it is raining.

- **Vocabulary Strategy: Similes**

1. The ice is as smooth as glass.

Both the ice and glass are not rough or bumpy.

Answer will vary, but should make a reasonable comparison.

_____ is as smooth as glass.

2. High overhead, the sky curves like a blue bowl.

The sky and a blue bowl both have the same color and shape.

Answer will vary, but should make a reasonable comparison.

The sky is like _____.

3. Embedded in the ice, frozen bubbles look like crystal beads.

The frozen bubbles and crystal beads are both round and clear.

Answer will vary, but should make a reasonable comparison.

The frozen bubbles look like _____.

4. My cheeks turn as red as apples.

The girl's cheeks are the same color as red apples.

Answer will vary, but should make a reasonable comparison.

_____ are as red as apples.

- **Writing Traits: Word Choice - Answers will vary.**

- **Write to Sources**

The poem "Windy Tree" gives me the clearest picture. I read that the tree's trunk is very strong. It's like a leg with many muscles. It holds on with its foot and "its wide-spread toes" while the wind blows hard. These words help me visualize the tree. I can see its strong branches and feel the rough bark of the tree trunk. I understand how strong it is.

The author of "Rain Song" compares the rain to a little gray mouse. She says that the rain found an open window and "left tracks across the sill." I can picture a furry gray mouse, and I know how shy some mice are. I think the rain is not a storm, but gentle drops. However, the description the author uses in "Windy Tree" gives me a clearer picture of the strong tree blowing in the wind than the description of the rain falling in "Rain Song."

4. It's

Week 6

- **Read "Pecos Bill and the Mountain Lion" and answer the questions.**

1. C

2. A

3-4 Answers will vary.

● **Read “A Puppy for Oscar” and answer the questions.**

- Oscar’s Challenge: Oscar wants a puppy, but he cannot have one unless there is a place for the puppy to run.
- How Oscar Responds to the Challenge: He gets everyone to make part of the park into a dog park.
- Writing: Answers will vary.

● **Read “The Snowstorm” and answer the questions. (Sample Answers)**

1. B
2. D
3. Writing: Answers will vary.

● **Read “Stone Soup” and answer the questions.**

1. B
2. D
3. A
4. A
5. C
6. Underline “But some of the people were curious.”
- 7-8 Answers will vary.

● **Read “Too Much of a Good Thing” and answer the questions.**

1. C
2. C
3. A
4. D
5. C
6. Answers will vary.

Add.

1 $8 + 2 = \underline{10}$

2 $8 + 3 = \underline{11}$

3 $6 + 4 = \underline{10}$

4 $6 + 8 = \underline{14}$

5 $7 + 3 = \underline{10}$

6 $7 + 5 = \underline{12}$

7 $9 + 1 = \underline{10}$

8 $9 + 6 = \underline{15}$

9 $5 + 5 = \underline{10}$

10 $5 + 8 = \underline{13}$

11 $9 + 2 = \underline{11}$

12 $2 + 9 = \underline{11}$

13 $8 + 4 = \underline{12}$

14 $4 + 8 = \underline{12}$

15 $6 + 9 = \underline{15}$

16 $6 + 7 = \underline{13}$

17 Which strategy did you use to solve problem 11? Explain.

Answers will vary. Possible answer: I made a 10 with $9 + 1$ and then added 1 more to get 11.

Add.

1 $4 + 4 = \underline{8}$

2 $4 + 5 = \underline{9}$

3 $6 + 6 = \underline{12}$

4 $5 + 6 = \underline{11}$

5 $7 + 7 = \underline{14}$

6 $8 + 7 = \underline{15}$

7 $9 + 9 = \underline{18}$

8 $8 + 9 = \underline{17}$

9 $5 + 5 = \underline{10}$

10 $6 + 5 = \underline{11}$

11 $8 + 8 = \underline{16}$

12 $7 + 8 = \underline{15}$

13 Which strategy did you use to solve problem 12? Explain why.

Answers will vary. Possible answer: I used the near doubles strategy. I used the double $8 + 8 = 16$ and found 1 less to get $7 + 8 = 15$.

Complete each set of equations.

1 $12 - 3 = 9$

$3 + 9 = 12$

2 $14 - 5 = 9$

$5 + 9 = 14$

3 $11 - 3 = 8$

$3 + 8 = 11$

4 $15 - 7 = 8$

$7 + 8 = 15$

5 $12 - 2 = 10$

$12 - 4 = 8$

6 $13 - 3 = 10$

$13 - 6 = 7$

7 $16 - 6 = 10$

$16 - 9 = 7$

8 $15 - 5 = 10$

$15 - 9 = 6$

- 9 In problem 6, how did you use your first answer to find your second answer?

Answers will vary. Possible answer: $13 - 3 = 10$. So, to find $13 - 6$, I needed to subtract 3 more from 10, and 3 less than 10 is 7.

Solve problems 1–6.

- 1** Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many red potatoes are there? Show your work.

Student work will vary.

Solution 5 potatoes are red.

- 2** Levi has 17 pet fish. 7 of the fish are goldfish. The rest are mollies. How many fish are mollies? Show your work.

Student work will vary.

Solution 10 fish are mollies.

- 3** Ada wants to read 12 books over the summer. 5 books are stories about cats. The rest are stories about horses. How many books are stories about horses? Show your work.

Student work will vary.

Solution 7 books are stories about horses.

- 4** There are 16 chairs at a table. 7 students sit down. The rest of the chairs are empty. How many chairs are empty? Show your work.

Student work will vary.

Solution 9 chairs are empty.

- 5 Luis sees 14 dogs at the dog park. 6 of the dogs are small dogs. The rest of the dogs are big dogs. How many dogs are big? Show your work.

Student work will vary.

Solution 8 dogs are big.

- 6 Sadie has 20 crayons. She finds 8 crayons in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie's crayon box? Show your work.

Student work will vary.

Solution 12 crayons are in the crayon box.

- 7 Which strategy did you use to solve problem 6? Explain why.

Answers will vary.

Solve problems 1–6. Show your work.

- 1 There are 4 fewer cats than dogs. There are 2 cats. How many dogs are there?

6 dogs

- 2 Trevor sees 8 red birds. He sees 5 more red birds than blue birds. How many blue birds does Trevor see?

Trevor sees 3 blue birds.

- 3 Anna has 7 baskets and some flowers. She has 5 fewer baskets than flowers. How many flowers does Anna have?

Anna has 12 flowers.

- 4 There are 14 coats and some hats. There are 6 more coats than hats. How many hats are there?

8 hats

- 5 There are 9 apples. There are 6 fewer apples than oranges. How many oranges are there?

15 oranges

- 6 Brynne has 13 books. She has 8 more books than games. How many games does Brynne have?

Brynne has 5 games.

Solve problems 1–6. Show your work.

- 1** Jack has 9 flowers to plant. He plants 2 flowers before lunch. Then he plants 3 more after lunch. How many flowers does Jack have left to plant?

Jack has 4 flowers left to plant.

- 2** There are 8 girls at the park. First, 5 girls go home. Then 6 more girls come to the park. How many girls are at the park now?

There are 9 girls at the park.

- 3** Bella paints 6 pictures on Monday and 8 pictures on Wednesday. Then she paints 3 more pictures on Friday. How many pictures does Bella paint this week?

Bella paints 17 pictures this week.

- 4** Ali puts 12 books in a box. She takes 4 books out of the box. Then she puts 6 books in the box. How many books are in the box now?

There are 14 books in the box.

- 5** Lucas has 5 crayons. His sister gives him 6 more. Then he gives 4 to a friend. How many crayons does Lucas have now?

Lucas has 7 crayons.

- 6** Miss Brady puts 15 pencils in her desk. Then she takes out 9 pencils. After school she puts 5 pencils back in her desk. How many pencils are in Miss Brady's desk now?

There are 11 pencils in the desk.

Solve problems 1–6. Show your work.

- 1** Tony has 37 building blocks. Then he buys more blocks. Now he has 51 blocks. How many blocks does Tony buy?

Tony buys 14 blocks.

- 2** There are some chairs in the art room. Mrs. Lopez brings in 16 more chairs. Now there are 42 chairs. How many chairs were in the room at the start?

There were 26 chairs in the room at the start.

- 3** Jen has some buttons. She gets 23 more buttons from her mom. Now she has 65 buttons. How many buttons did Jen have to begin with?

Jen had 42 buttons to begin with.

- 4** Colby packs 31 boxes in one day. He packs 12 boxes in the morning and some boxes after lunch. How many boxes does Colby pack after lunch?

Colby packs 19 boxes after lunch.

- 5** Ayanna reads 26 pages of her book at school. Later she reads more pages at home. Now she has read 54 pages. How many pages does Ayanna read at home?

Ayanna reads 28 pages at home.

- 6** The camp has some tents. Campers set up 42 more tents. Now the camp has 60 tents. How many tents did the camp have to begin with?

The camp had 18 tents to begin with.

Find the sums and missing addends.

1 $30 + 7 + 50 + 3 = \underline{90}$

2 $37 + 53 = \underline{90}$

3 $20 + 8 + 40 + 2 = \underline{70}$

4 $28 + 42 = \underline{70}$

5 $60 + 6 + 10 + 4 = \underline{80}$

6 $66 + 14 = \underline{80}$

7 $40 + 5 + 40 + 5 = \underline{90}$

8 $45 + \underline{45} = 90$

9 $30 + 9 + 20 + 1 = \underline{60}$

10 $\underline{39} + 21 = 60$

11 $20 + 4 + 60 + 6 = \underline{90}$

12 $24 + \underline{66} = 90$

13 $40 + 3 + 30 + 7 = \underline{80}$

14 $\underline{43} + 37 = 80$

15 How does the information in problem 9 help you solve problem 10?

Answers may vary. Sample answer: I know the sums of problems 9 and 10 are 60. problem 10 has the addend 21 as does problem 9 ($20 + 1$), so I know that by adding the first two addends of Problem 9, I will get the missing addend in problem 10.

Subtract.

Possible solutions:

1 $50 - 29 = ?$

$$\underline{29} + \underline{20} = \underline{49}$$

$$\underline{49} + \underline{1} = \underline{50}$$

$$\underline{20} + \underline{1} = \underline{21}$$

$$50 - 29 = \underline{21}$$

2 $71 - 45 = ?$

$$\underline{45} + \underline{5} = \underline{50}$$

$$\underline{50} + \underline{20} = \underline{70}$$

$$\underline{70} + \underline{1} = \underline{71}$$

$$\underline{5} + \underline{20} + \underline{1} = \underline{26}$$

$$71 - 45 = \underline{26}$$

3 $80 - 41 = ?$

$$\underline{41} + \underline{30} = \underline{71}$$

$$\underline{71} + \underline{9} = \underline{80}$$

$$\underline{30} + \underline{9} = \underline{39}$$

$$80 - 41 = \underline{39}$$

4 $63 - 28 = ?$

$$\underline{28} + \underline{30} = \underline{58}$$

$$\underline{58} + \underline{2} = \underline{60}$$

$$\underline{60} + \underline{3} = \underline{63}$$

$$\underline{30} + \underline{2} + \underline{3} = \underline{35}$$

$$63 - 28 = \underline{35}$$

5 $43 - 28 = ?$

$$\underline{28} + \underline{2} = \underline{30}$$

$$\underline{30} + \underline{10} = \underline{40}$$

$$\underline{40} + \underline{3} = \underline{43}$$

$$\underline{2} + \underline{10} + \underline{3} = \underline{15}$$

$$43 - 28 = \underline{15}$$

6 $95 - 65 = ?$

$$\underline{65} + \underline{30} = \underline{95}$$

$$95 - 65 = \underline{30}$$

7 $65 - 39 = ?$

$$\underline{39} + \underline{20} = \underline{59}$$

$$\underline{59} + \underline{1} = \underline{60}$$

$$\underline{60} + \underline{5} = \underline{65}$$

$$\underline{20} + \underline{1} + \underline{5} = \underline{26}$$

$$65 - 39 = \underline{26}$$

8 $47 - 15 = ?$

$$\underline{15} + \underline{5} = \underline{20}$$

$$\underline{20} + \underline{20} = \underline{40}$$

$$\underline{40} + \underline{7} = \underline{47}$$

$$\underline{5} + \underline{20} + \underline{7} = \underline{32}$$

$$47 - 15 = \underline{32}$$

9 $75 - 28 = ?$

$$\underline{28} + \underline{40} = \underline{68}$$

$$\underline{68} + \underline{2} = \underline{70}$$

$$\underline{70} + \underline{5} = \underline{75}$$

$$\underline{40} + \underline{2} + \underline{5} = \underline{47}$$

$$75 - 28 = \underline{47}$$

10 $54 - 12 = ?$

$$\underline{12} + \underline{8} = \underline{20}$$

$$\underline{20} + \underline{30} = \underline{50}$$

$$\underline{50} + \underline{4} = \underline{54}$$

$$\underline{30} + \underline{8} + \underline{4} = \underline{42}$$

$$54 - 12 = \underline{42}$$

13 How did you decide what to add first? Then how did you get the answer?

Answers will vary. Possible answer: I either added enough to get up to the next tens number or I added a number of tens to the first number. Then I kept adding more until I reached the number I was subtracting from. I combined all the parts I added to get the difference.

Circle all the problems where you can regroup a ten to help subtract. Then solve the circled problems.

$$\begin{array}{r} \textcircled{1} \quad 32 \\ - 16 \\ \hline 16 \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 48 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 57 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 63 \\ - 39 \\ \hline 24 \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 76 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 82 \\ - 37 \\ \hline 45 \end{array}$$

$$\begin{array}{r} \textcircled{7} \quad 38 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{8} \quad 53 \\ - 44 \\ \hline 9 \end{array}$$

$$\begin{array}{r} \textcircled{9} \quad 42 \\ - 25 \\ \hline 17 \end{array}$$

$$\begin{array}{r} \textcircled{10} \quad 96 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{11} \quad 92 \\ - 56 \\ \hline 36 \end{array}$$

$$\begin{array}{r} \textcircled{12} \quad 65 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{13} \quad 86 \\ - 19 \\ \hline 67 \end{array}$$

$$\begin{array}{r} \textcircled{14} \quad 59 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{15} \quad 77 \\ - 48 \\ \hline 29 \end{array}$$

$$\begin{array}{r} \textcircled{16} \quad 62 \\ - 27 \\ \hline 35 \end{array}$$

17 How did you know which problems to circle?

Answers will vary.

Possible answer: I look at the ones place. If the digit in the ones place in the top number is less than the digit in the ones place in the bottom number, I need to regroup a ten.

18 Check one of your answers by solving it using a different strategy. Show your work.

Answers will vary.

Solve.

$$\begin{aligned} 1 \quad 35 + \underline{10} &= 45 \\ 35 + \underline{20} &= 55 \\ 35 + \underline{25} &= 60 \end{aligned}$$

$$\begin{aligned} 2 \quad 24 + \underline{10} &= 34 \\ 24 + \underline{40} &= 64 \\ 24 + \underline{44} &= 68 \end{aligned}$$

$$\begin{aligned} 3 \quad 42 + \underline{10} &= 52 \\ 42 + \underline{40} &= 82 \\ 42 + \underline{45} &= 87 \end{aligned}$$

$$\begin{aligned} 4 \quad 51 + \underline{10} &= 61 \\ 51 + \underline{20} &= 71 \\ 51 + \underline{25} &= 76 \end{aligned}$$

$$\begin{aligned} 5 \quad 26 + \underline{10} &= 36 \\ 26 + \underline{40} &= 66 \\ 26 + \underline{43} &= 69 \end{aligned}$$

$$\begin{aligned} 6 \quad 58 + \underline{2} &= 60 \\ 58 + \underline{12} &= 70 \\ 58 + \underline{13} &= 71 \end{aligned}$$

$$\begin{aligned} 7 \quad 39 + \underline{1} &= 40 \\ 39 + \underline{31} &= 70 \\ 39 + \underline{36} &= 75 \end{aligned}$$

$$\begin{aligned} 8 \quad 27 + \underline{3} &= 30 \\ 27 + \underline{33} &= 60 \\ 27 + \underline{38} &= 65 \end{aligned}$$

$$\begin{aligned} 9 \quad 44 + \underline{10} &= 54 \\ 44 + \underline{20} &= 64 \\ 44 + \underline{23} &= 67 \end{aligned}$$

$$\begin{aligned} 10 \quad 69 + \underline{1} &= 70 \\ 69 + \underline{21} &= 90 \\ 69 + \underline{24} &= 93 \end{aligned}$$

11 $33 + \underline{10} = 43$
 $33 + \underline{40} = 73$
 $33 + \underline{43} = 76$

12 $48 + \underline{2} = 50$
 $48 + \underline{32} = 80$
 $48 + \underline{37} = 85$

13 $26 + \underline{44} = 70$
 $32 + \underline{29} = 61$
 $49 + \underline{46} = 95$

14 $57 + \underline{26} = 83$
 $34 + \underline{33} = 67$
 $28 + \underline{25} = 53$

15 $62 + \underline{23} = 85$
 $41 + \underline{55} = 96$
 $53 + \underline{24} = 77$

16 $19 + \underline{56} = 75$
 $43 + \underline{44} = 87$
 $68 + \underline{31} = 99$

- 17 Explain how the strategy to solve problem 5 is different from the strategy used to solve problem 6.

Answers may vary. Possible answer: To solve problem 5, I first added tens then added on the ones. To solve problem 6, I first added ones to the nearest ten then added tens.

- 18 Explain the strategy you used to solve the first part of problem 14.

Answers may vary. Possible answer: First I added 3 to 57 to get to the nearest ten, 60. Then I added 20 to 60 which equals 80. Finally, I added 3 to get to 83. So $3 + 20 + 3 = 26$.

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $300 + 50 + 1 = \underline{351}$

2 $2 \text{ hundreds} + 6 \text{ tens} + 7 \text{ ones} = \underline{267}$

3 $400 + 20 + 6 = \underline{426}$

4 $400 + 60 + 2 = \underline{462}$

5 $600 + 40 + 2 = \underline{642}$

6 $5 \text{ hundreds} + 1 \text{ ten} + 3 \text{ ones} = \underline{513}$

7 $3 \text{ hundreds} + 7 \text{ tens} + 5 \text{ ones} = \underline{375}$

8 $500 + 20 + 6 = \underline{526}$

9 $200 + 8 = \underline{208}$

10 $2 \text{ hundreds} + 8 \text{ tens} + 0 \text{ ones} = \underline{280}$

11 $600 + 70 + 1 = \underline{671}$

12 $6 \text{ hundreds} + 0 \text{ tens} + 7 \text{ ones} = \underline{607}$

13 $400 + 70 + 6 = \underline{476}$

14 $2 \text{ hundreds} + 3 \text{ tens} + 3 \text{ ones} = \underline{233}$

15 $3 \text{ hundreds} + 2 \text{ tens} + 3 \text{ ones} = \underline{323}$

16 $3 \text{ hundreds} + 3 \text{ tens} + 2 \text{ ones} = \underline{332}$

Answers:

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| 233 | 607 | 476 | 323 | 267 | 671 |
| 426 | 513 | 526 | 208 | 642 | 462 |
| 332 | 375 | 280 | 351 | | |

Write the number using only digits.

1 one hundred sixty-four 164

2 six hundred fifty-two 652

3 three hundred twelve 312

4 two hundred sixty-one 261

5 two hundred five 205

6 five hundred nineteen 519

Write the number using only digits.

7 $100 + 10 + 6$ 116

8 $500 + 4$ 504

9 $300 + 40 + 5$ 345

10 $300 + 50 + 4$ 354

11 $400 + 60$ 460

12 $500 + 40$ 540

Write the number as a sum of hundreds, tens, and ones.
Then write the number using words.

13 522 500 + 20 + 2

five hundred twenty-two

14 435 400 + 30 + 5

four hundred thirty-five

15 218 200 + 10 + 8

two hundred eighteen

16 310 300 + 10

three hundred ten

17 Explain how problem 8 is the same and different from problem 12.

Answers will vary. Possible answer: Both 504 and 540 have 5 hundreds, but 504 has 0 tens and 4 ones and 540 has 4 tens and 0 ones.

Compare the numbers in each problem two different ways.

- 1 Compare 250 and 200.

$$\begin{array}{r} 200 \\ \hline 250 \end{array} < \begin{array}{r} 250 \\ \hline 200 \end{array} \text{ and}$$

- 2 Compare 170 and 180.

$$\begin{array}{r} 170 \\ \hline 180 \end{array} < \begin{array}{r} 180 \\ \hline 170 \end{array} \text{ and}$$

- 3 Compare 346 and 325.

$$\begin{array}{r} 325 \\ \hline 346 \end{array} < \begin{array}{r} 346 \\ \hline 325 \end{array} \text{ and}$$

- 4 Compare 235 and 261.

$$\begin{array}{r} 235 \\ \hline 261 \end{array} < \begin{array}{r} 261 \\ \hline 235 \end{array} \text{ and}$$

- 5 Compare 424 and 453.

$$\begin{array}{r} 424 \\ \hline 453 \end{array} < \begin{array}{r} 453 \\ \hline 424 \end{array} \text{ and}$$

- 6 Compare 833 and 824.

$$\begin{array}{r} 824 \\ \hline 833 \end{array} < \begin{array}{r} 833 \\ \hline 824 \end{array} \text{ and}$$

- 7 Compare 637 and 682.

$$\begin{array}{r} 637 \\ \hline 682 \end{array} < \begin{array}{r} 682 \\ \hline 637 \end{array} \text{ and}$$

- 8 Compare 362 and 326.

$$\begin{array}{r} 326 \\ \hline 362 \end{array} < \begin{array}{r} 362 \\ \hline 326 \end{array} \text{ and}$$

- 9 Compare 531 and 513.

$$\begin{array}{r} 513 \\ \hline 531 \end{array} < \begin{array}{r} 531 \\ \hline 513 \end{array} \text{ and}$$

- 10 Compare 714 and 741.

$$\begin{array}{r} 714 \\ \hline 741 \end{array} < \begin{array}{r} 741 \\ \hline 714 \end{array} \text{ and}$$

- 11 Compare 468 and 486.

$$\begin{array}{r} 468 \\ \hline 486 \end{array} < \begin{array}{r} 486 \\ \hline 468 \end{array} \text{ and}$$

- 12 Compare 967 and 959.

$$\begin{array}{r} 959 \\ \hline 967 \end{array} < \begin{array}{r} 967 \\ \hline 959 \end{array} \text{ and}$$

- 13 What strategies did you use to compare the numbers?

Answers will vary.

The answers are mixed up at the bottom of the page.
Cross out the answers as you complete the problems.

$$\begin{array}{r} \mathbf{1} \quad 635 \\ + 321 \\ \hline 956 \end{array}$$

$$\begin{array}{r} \mathbf{2} \quad 439 \\ + 154 \\ \hline 593 \end{array}$$

$$\begin{array}{r} \mathbf{3} \quad 336 \\ + 123 \\ \hline 459 \end{array}$$

$$\begin{array}{r} \mathbf{4} \quad 825 \\ + 166 \\ \hline 991 \end{array}$$

$$\begin{array}{r} \mathbf{5} \quad 512 \\ + 336 \\ \hline 848 \end{array}$$

$$\begin{array}{r} \mathbf{6} \quad 246 \\ + 348 \\ \hline 594 \end{array}$$

$$\begin{array}{r} \mathbf{7} \quad 772 \\ + 109 \\ \hline 881 \end{array}$$

$$\begin{array}{r} \mathbf{8} \quad 347 \\ + 314 \\ \hline 661 \end{array}$$

$$\begin{array}{r} \mathbf{9} \quad 483 \\ + 208 \\ \hline 691 \end{array}$$

$$\begin{array}{r} \mathbf{10} \quad 225 \\ + 224 \\ \hline 449 \end{array}$$

$$\begin{array}{r} \mathbf{11} \quad 548 \\ + 406 \\ \hline 954 \end{array}$$

$$\begin{array}{r} \mathbf{12} \quad 475 \\ + 515 \\ \hline 990 \end{array}$$

$$\begin{array}{r} \mathbf{13} \quad 273 \\ + 211 \\ \hline 484 \end{array}$$

$$\begin{array}{r} \mathbf{14} \quad 728 \\ + 253 \\ \hline 981 \end{array}$$

$$\begin{array}{r} \mathbf{15} \quad 627 \\ + 263 \\ \hline 890 \end{array}$$

Answers:

| | | | | |
|-----|-----|-----|-----|-----|
| 449 | 594 | 881 | 956 | 691 |
| 484 | 661 | 890 | 991 | 593 |
| 954 | 848 | 990 | 459 | 981 |

Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

$$\begin{array}{r} \textcircled{1} \quad 435 \\ + 283 \\ \hline 718 \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 205 \\ + 113 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 586 \\ + 130 \\ \hline 716 \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 378 \\ + 343 \\ \hline 721 \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 186 \\ + 175 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 476 \\ + 234 \\ \hline 710 \end{array}$$

$$\begin{array}{r} \textcircled{7} \quad 152 \\ + 169 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{8} \quad 214 \\ + 225 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{9} \quad 362 \\ + 556 \\ \hline 918 \end{array}$$

$$\begin{array}{r} \textcircled{10} \quad 481 \\ + 262 \\ \hline 743 \end{array}$$

$$\begin{array}{r} \textcircled{11} \quad 145 \\ + 239 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{12} \quad 347 \\ + 133 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{13} \quad 286 \\ + 644 \\ \hline 930 \end{array}$$

$$\begin{array}{r} \textcircled{14} \quad 267 \\ + 174 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{15} \quad 383 \\ + 319 \\ \hline 702 \end{array}$$

16 How do you know that $361 + 283$ is greater than 500 without finding the sum?

Answers will vary. Possible answer: I know the sum will be greater than 500 because I can see that three hundreds plus two hundreds is already five hundreds. The sum of the tens and ones will make the total sum greater than 500.

Circle all the problems where you must regroup a ten to subtract the ones. Then find the differences of only the problems you circled.

$$\begin{array}{r} \textcircled{1} \quad 875 \\ - 646 \\ \hline 229 \end{array}$$

$$\begin{array}{r} \textcircled{2} \quad 478 \\ - 226 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{3} \quad 692 \\ - 437 \\ \hline 255 \end{array}$$

$$\begin{array}{r} \textcircled{4} \quad 345 \\ - 224 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{5} \quad 761 \\ - 338 \\ \hline 423 \end{array}$$

$$\begin{array}{r} \textcircled{6} \quad 514 \\ - 402 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{7} \quad 953 \\ - 821 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{8} \quad 474 \\ - 156 \\ \hline 318 \end{array}$$

$$\begin{array}{r} \textcircled{9} \quad 320 \\ - 210 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{10} \quad 663 \\ - 425 \\ \hline 238 \end{array}$$

$$\begin{array}{r} \textcircled{11} \quad 619 \\ - 308 \\ \hline \end{array}$$

$$\begin{array}{r} \textcircled{12} \quad 847 \\ - 628 \\ \hline 219 \end{array}$$

$$\begin{array}{r} \textcircled{13} \quad 736 \\ - 517 \\ \hline 219 \end{array}$$

$$\begin{array}{r} \textcircled{14} \quad 563 \\ - 249 \\ \hline 314 \end{array}$$

$$\begin{array}{r} \textcircled{15} \quad 375 \\ - 163 \\ \hline \end{array}$$

- 16** How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?

Answers will vary. Possible answer: When I look at the ones place, if the ones digit in the top number is less than the ones digit in the bottom number, then I will need to regroup.

The answers are mixed up at the bottom of the page.
Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \quad 816 \\ - 432 \\ \hline 384 \end{array}$$

$$\begin{array}{r} 2 \quad 927 \\ - 563 \\ \hline 364 \end{array}$$

$$\begin{array}{r} 3 \quad 506 \\ - 315 \\ \hline 191 \end{array}$$

$$\begin{array}{r} 4 \quad 448 \\ - 160 \\ \hline 288 \end{array}$$

$$\begin{array}{r} 5 \quad 743 \\ - 471 \\ \hline 272 \end{array}$$

$$\begin{array}{r} 6 \quad 476 \\ - 293 \\ \hline 183 \end{array}$$

$$\begin{array}{r} 7 \quad 628 \\ - 236 \\ \hline 392 \end{array}$$

$$\begin{array}{r} 8 \quad 961 \\ - 470 \\ \hline 491 \end{array}$$

$$\begin{array}{r} 9 \quad 527 \\ - 256 \\ \hline 271 \end{array}$$

$$\begin{array}{r} 10 \quad 347 \\ - 154 \\ \hline 193 \end{array}$$

$$\begin{array}{r} 11 \quad 835 \\ - 285 \\ \hline 550 \end{array}$$

$$\begin{array}{r} 12 \quad 624 \\ - 382 \\ \hline 242 \end{array}$$

$$\begin{array}{r} 13 \quad 329 \\ - 170 \\ \hline 159 \end{array}$$

$$\begin{array}{r} 14 \quad 465 \\ - 195 \\ \hline 270 \end{array}$$

$$\begin{array}{r} 15 \quad 519 \\ - 378 \\ \hline 141 \end{array}$$

Answers:

| | | | | |
|-----|-----|-----|-----|-----|
| 193 | 242 | 191 | 384 | 272 |
| 364 | 271 | 491 | 288 | 392 |
| 183 | 141 | 550 | 159 | 270 |

Find the sum. Show your work.

1 $29 + 34 + 21 + 36$

$50 + 70$

120

2 $45 + 38 + 62 + 15$

160

3 $17 + 36 + 43 + 74$

170

4 $55 + 49 + 71 + 15$

190

5 $32 + 24 + 68 + 46$

170

6 $27 + 19 + 33 + 81$

160

7 $32 + 13 + 29 + 35$

109

8 $53 + 74 + 13 + 44$

184

9 $24 + 12 + 74 + 68$

178

10 $92 + 37 + 71 + 14$

214

11 Explain how you found the answer to problem 8.

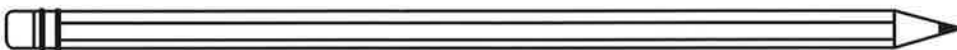
Answers will vary. Possible answer: I broke each number into tens and ones. Then I added the ones: $3 + 4 + 3 + 4 = 14$. Next, I added the tens: $50 + 70 + 10 + 40 = 170$. Finally, I added $170 + 14$ to get 184.

- 1 Use a ruler to measure the length of the piece of tape in inches.



What is the length of the tape? 3 inches

- 2 Use a ruler to measure the length of the pencil in inches.



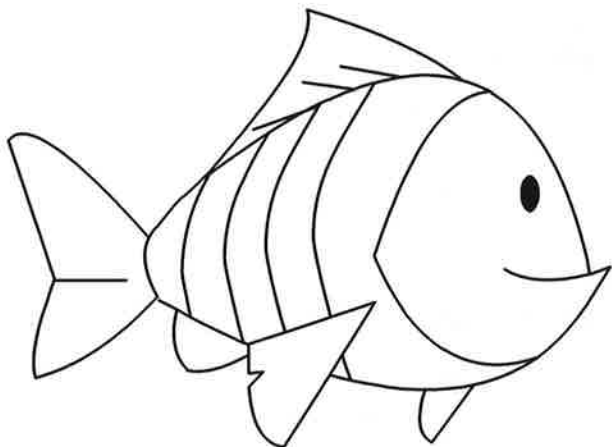
What is the length of the pencil? 5 inches

- 3 Use a ruler to measure the length of the shoe in centimeters.



What is the length of the shoe? 6 centimeters

- 4 Use a ruler to measure the length of the fish in centimeters.



What is the length of the fish? 8 centimeters

- 5 Use a ruler to measure the length of the string in both inches and centimeters.

What is the length of the string in inches? 2 inches

What is the length of the string in centimeters? 5 centimeters

- 6 Use a ruler to measure the length of the rectangle in both inches and centimeters.



What is the length of the rectangle in inches? 4 inches

What is the length of the rectangle in centimeters? 10 centimeters

- 7 For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.

Yes. Answers will vary. Possible answer: The length of the rectangle is 4 inches and 10 centimeters long. Centimeters are smaller units than inches, so when you measure something in inches and centimeters, there are more centimeters than inches.

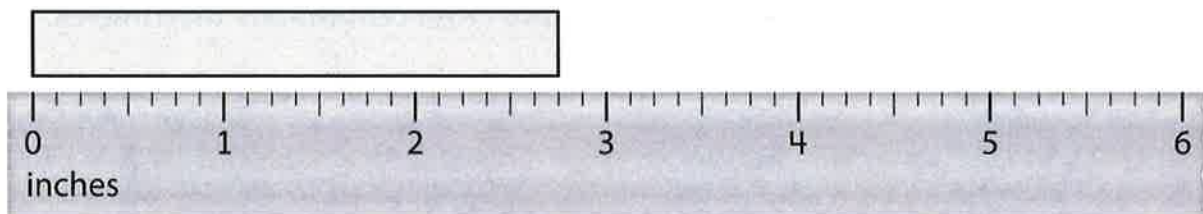
- 1 Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

a bike a leaf a table
a book a sticker

- 2 Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

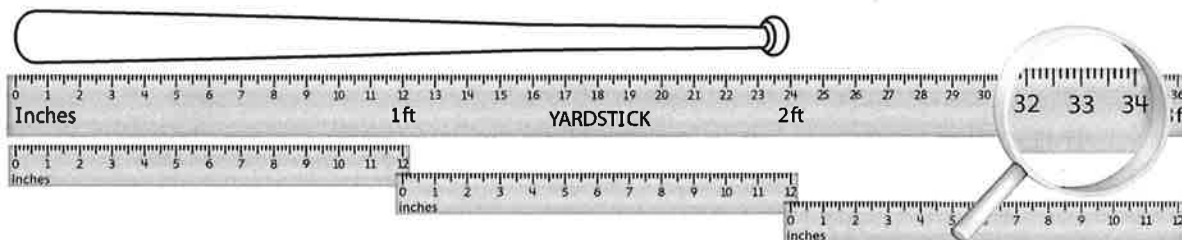
a window a cracker a tent
a marker a blanket

- 3 What is the length of the rectangle to the nearest inch?



The rectangle is about 3 inches long.

4 What is the length of the baseball bat to the nearest foot?



The baseball bat is about 2 feet long.

5 What is the length of the branch to the nearest foot?



The branch is about 1 foot long.

- 1 Circle the objects that are easier to measure with a centimeter ruler.
Underline the objects that are easier to measure with a meter stick.

a rug

a mitten

a pool

a bee

a shell

- 2 Circle the objects that are easier to measure with a centimeter ruler.
Underline the objects that are easier to measure with a meter stick.

a porch

a spoon

a watch

a bus

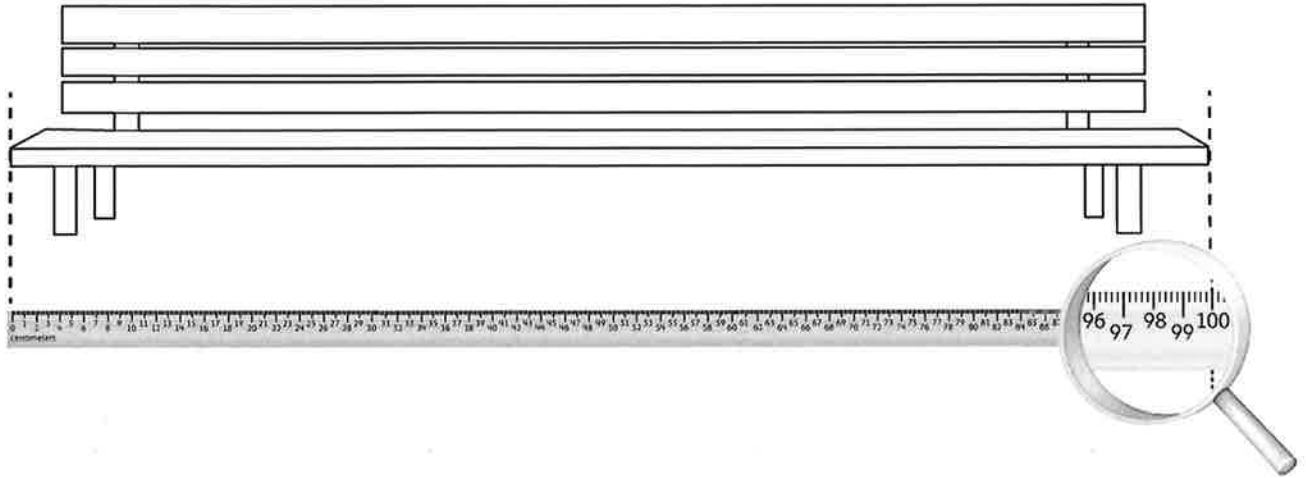
a lunch bag

- 3 What is the length of the tape to the nearest centimeter?



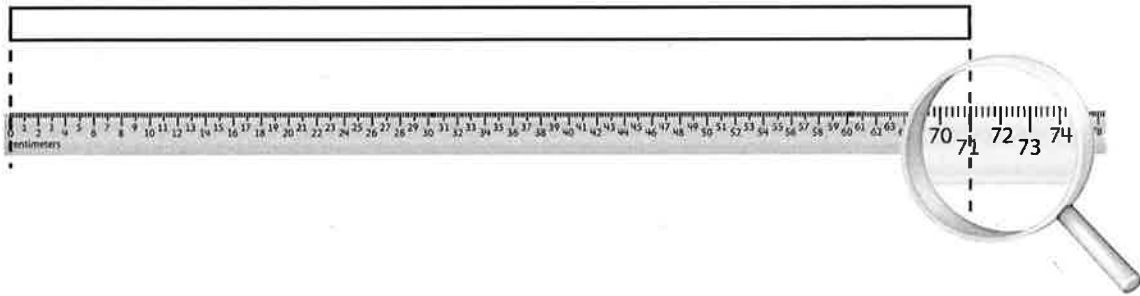
The tape is about 7 centimeters long.

- 4 What is the length of the bench to the nearest meter?



The bench is about 1 meter long.

- 5 What is the length of the rectangle to the nearest centimeter?



The rectangle is about 71 centimeters long.