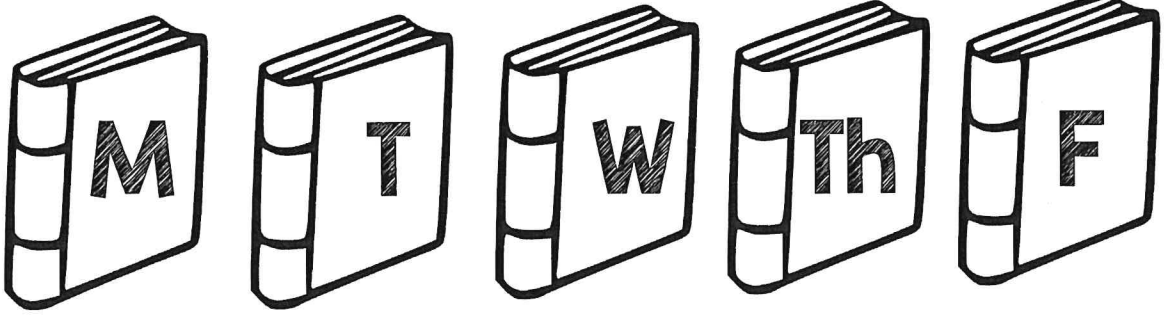
Weekly Schedule - 2nd Grade

Week 3

* New This Week* Optional Science Activity

Monday 5/4	❑ Warm Up (Word Work & Math Magic #'s 1-4) ❑ Literacy (Pages 433 &277) ❑ Math (Pages 416 & 417)
Tuesday 5/5	❑ Warm Up (Word Work & Math Magic #'s 5-8) ❑ Literacy (Pages 435 & 434) ❑ Math (Pages 6-13 & 412)
Wednesday 5/6	❑ Warm Up (Word Work & Math Magic #'s 9-12) ❑ Literacy (Pages 443 & 111) ❑ Math (Pages 440 & 441)
Thursday 5/7	❑ Warm Up (Word Work & Math Magic #'s 13-16) ❑ Literacy (Page 437 & Squiggle Writing) ❑ Math (Pages 446 & 450)
Friday 5/8	❑ Warm Up (Word Work & Math Magic #'s 17-21) ❑ Literacy (Pages 147, 148 & 194) ❑ Math (Page 442 & +/- Color By Number)

Did you read for 20 minutes today?
Color in a book each day that you do!



Weekly Check in:

❑ Yes
❑ No

Weekly Check In

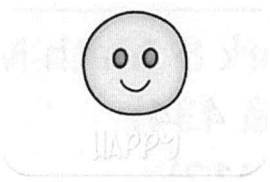
Throughout the week, please complete the questions below to let me know how you're doing!

1. Name: _____ *

First and Last Name

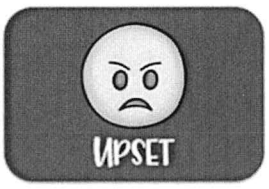
2. How are you feeling? *

I am ready to work!



I am happy!

I am sleepy.



I am upset.

I am sick.

I am silly!

I am sad.

3. Do you have anything to tell me? This can be about school or life. *

4. Were you able to find all of your work for this week? *

O Yes O No

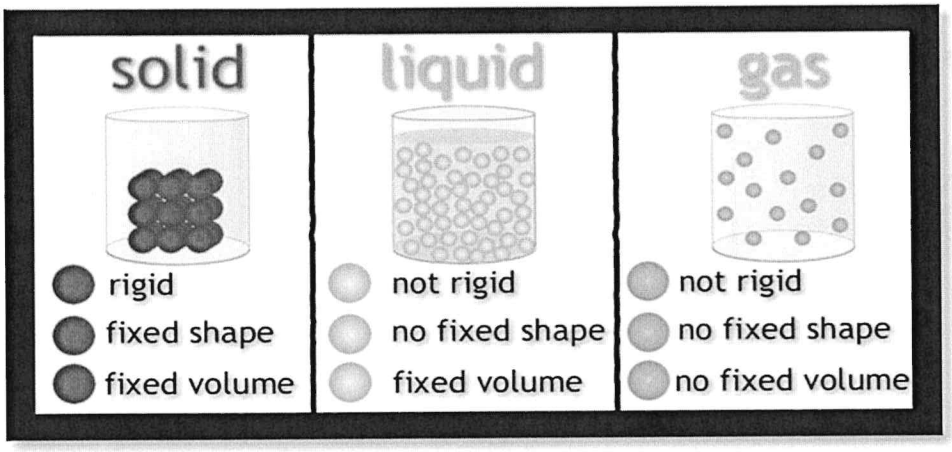
5. Do you need any help with any of your assignments? *

O Yes O No

6. What questions do you have about your assignments? *

Optional Science Activity

SCIENCE



What do shoes, paper, and cheese all have in common? They are all solids. Solids are things that have a shape of their own. They do not flow like liquids do. Computers, trees, and soccer balls are also solids.

Liquids do not keep their shape. A liquid can be poured into a container and will take the container's shape. Some examples of liquids are water and milk.

Solids and liquids have something in common. They are both states of *matter*. Matter is everywhere. It is anything that takes up space and has mass. Mass is a measure of how much matter is in an object. All objects are made of matter.

ReadWorks

Optional Exploration

Investigating "Oobleck"

Oobleck Recipe

1 cup of water
food coloring
1 ½ cups cornstarch

Pour cornstarch in a mixing bowl. Add a few drops of food coloring to your water. Slowly add water and mix until oobleck becomes thick. Store in an airtight container. Enjoy!

Directions: Record your findings in the table and blanks below.

Tests	Yes	No	Solid or Liquid?
Can you push it?			
Can you pick it up?			
Does it out pour smoothly?			
Does it keep the same shape?			

Daily Warm Up

Name:_____

Weekly Word Work

1. Fill in the missing vowels: s___ ___l	2. Circle the short u word: bugle butter	3. Which word is spelled correctly? tomorrow tommorrow tamorrow
4. Alphabetize these words: ____Arizona ____Alabama ____Alaska ____Arkansas	5. Write the compound word that means a pain or ache in your head: _____	6. What part of speech is the underlined word? We're learning about the human <u>heart</u>. noun verb adjective
7. Write the plural of cactus: _____	8. Which word means to view before other people? review preview	9. Which word means to make something more sweet? sweetly sweeten

10. Circle the words that should be capitalized.

I'll show you my hot wheels collection tomorrow.

11. Choose the word that best completes the sentence. Write it in the blank: truthful or truthfully

Kate _____ answered her mom's questions.

Daily Warm Up

12. Fill in the missing vowels to name the group of animals that make up a pride:

l___ ___ns

13. Write the past tense form of the verb meet:

_____

14. What is this?

Birds	
Wings	2
Feet	2
Feathers	yes

table diagram

15. Write the contraction for how is:

_____

16. Add the apostrophe in the correct place to tell about the cap on one bottle.

bottles cap

17. List five things that are usually heavy:

_____

_____

_____

_____

_____

18. Write the correct pronoun in the blank: him or his

Rufus buried _____ bone in the backyard.

19. Add the missing punctuation.

That was a long boring story.

20. Fill in the blank with the word that best completes the sentence: do or does

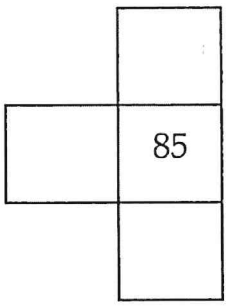
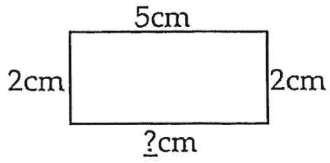
_____ Oscar want to have tacos for dinner?

21. Use all of these words and some of your own to write a complete sentence:
flower, soft, petals

Name:

Daily Warm Up

Weekly Math Magic!

1. *In what place is the underlined digit?* 2̲97 200 hundreds 2	2. *Write the missing related fact.* 21-2=19 21-19=2 2+19=21 _____	3. *Fill in the missing spaces on this hundreds chart piece:* 
4. *Use one of these symbols to compare these numbers:* <, >, = 989 ___ 989	5. *Is the answer to this equation odd or even?* 100 + 1 odd even	6. *What is the length of the fourth side of this rectangle?*  _____
7. *Write this number in word form:* 757		
8. *Write this number in expanded form:* 6,707		
9. *Write the next five numbers in the skip counting pattern.*	607, 612, 617 _____ , _____ , _____ , _____ , _____	
. *If this pattern continues* ☺☹😐☺☹😐 *which shape will be in the tenth position?* _____		

Daily Warm Up

11. *Which means the amount a container can hold?*

capacity

fullness

depth

12. *Which is a tool for measuring temperature?*

scale

odometer

thermometer

13. *How many years are in a decade?*

_____

14. *Circle the amount with the greatest total value.*

4 nickels

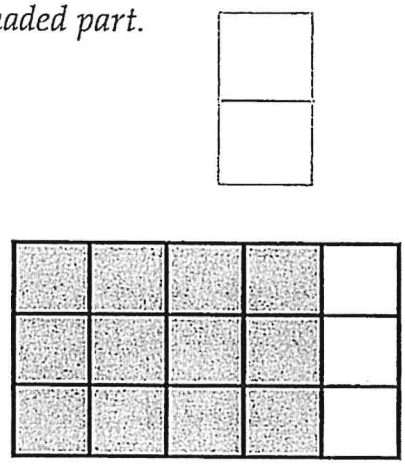
or

35 pennies

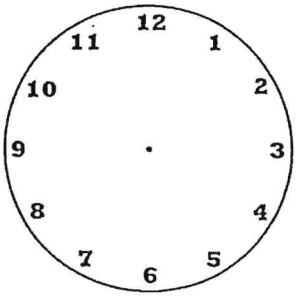
Write the difference between these two amounts below:

_____¢

15. *Write the fraction of the shaded part.*



16. *Draw hands on the clock to show half-past two. Write the time below.*



_____:_____

17. *Fill in the box to make this number sentence true.*

$99+6 = 100+\square$

18. *Estimate to find the answer. Write the new problem.*

467 + 272

19. *Draw an array that shows 12x2.*

*How many altogether?*_____

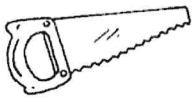
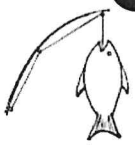
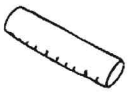
20. *Michelle drew some shapes. She drew an octagon, a square and a hexagon. How many sides were on the shapes Michelle drew altogether?*

Answer:

Work Space

Name _____

Monday (Literacy)

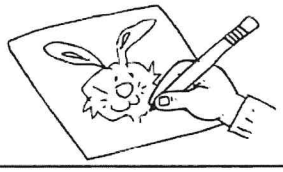
 saw auto  caught  chalk

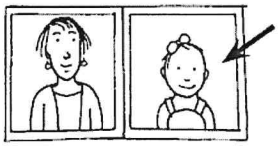
Write a word from the box to match each picture.

daughter	draw	fall	naughty	raw	sauce	thaw	walk

1.

2.

3. 

4. 

Write a word from the box that is the opposite of each word below.

freeze

5. _____

rise

6. _____

good

7. _____

cooked

8. _____

Mark the space for the word that has the vowel sound in **saw.**

9. ◯ fault
   ◯ find
   ◯ few

10. ◯ tray
    ◯ took
    ◯ taught

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School + Home

Home Activity Your child wrote words with the vowel sound in *fall*, spelled *aw* as in *saw*, *au* as in *auto*, *augh* as in *caught*, and *al* as in *chalk*. Hold a spelling bee with your child. Say a word. Have your child repeat the word and then spell it aloud or write it.

Name _____

Monday (Literacy)

Vowel Patterns *aw, au, augh, al*

Generalization The vowel sound in *fall* can be spelled **aw**, **au**, **augh**, and **al**: dr**aw**, **au**to, c**augh**t, and t**al**k.

Sort the words by **aw**, **au**, **augh**, and **al**.

aw

1. _____
2. _____

au

3. _____
4. _____
5. _____
6. _____
7. _____

augh

8. _____
9. _____

al

10. _____
11. _____
12. _____

Words to Read

13. _____
14. _____

Spelling Words

1. talk
2. because
3. August
4. caught
5. draw
6. walk
7. chalk
8. auto
9. taught
10. thaw
11. fault
12. launch

Words to Read

13. heard
14. brought

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School + Home

Home Activity Your child is learning words with the vowel patterns *aw, au, augh,* and *al*. To practice at home, have your child say the word, study the spelling of the vowel sound, and then write the word.

Model and Draw

Sometimes you will regroup more than once in addition problems.

$$\begin{array}{r} {\scriptstyle 1\ 1\ \ } \\ 259 \\ +\ 476 \\ \hline 735 \end{array}$$

9 ones + 6 ones = 15 ones, or 1 ten 5 ones

1 ten + 5 tens + 7 tens = 13 tens, or 1 hundred 3 tens

1 hundred + 2 hundreds + 4 hundreds = 7 hundreds

Share and Show

MATH BOARD

THINK:
Are there 10 or more ones?
Are there 10 or more tens?

Write the sum.

1.
$$\begin{array}{r} 184 \\ +\ 329 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 546 \\ +\ 278 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 327 \\ +\ 353 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 234 \\ +\ 152 \\ \hline \end{array}$$

✓ 5.
$$\begin{array}{r} 375 \\ +\ 272 \\ \hline \end{array}$$

✓ 6.
$$\begin{array}{r} 189 \\ +\ 623 \\ \hline \end{array}$$

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Name _____

On Your Own

Write the sum.

7.
$$\begin{array}{r} 574 \\ +\ 281 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 416 \\ +\ 483 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 346 \\ +\ 597 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 365 \\ +\ 283 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 647 \\ +\ 109 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 546 \\ +\ 356 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 348 \\ +\ 631 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 455 \\ +\ 139 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 563 \\ +\ 245 \\ \hline \end{array}$$

16. THINK Miko wrote these problems. What are the missing digits?

$$\begin{array}{r} \square\ \square\ 6 \\ +\ 4\ 5\ \square \\ \hline 6\ 9\ 0 \end{array}$$

$$\begin{array}{r} 6\ \square\ 7 \\ +\ 2\ 3\ \square \\ \hline \square\ 6\ 2 \end{array}$$

TAKE HOME ACTIVITY • Have your child explain how to solve 236 + 484.

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Name _____

Tuesday (Literacy)

Read the story.
Follow the directions.

Annie was going to wear a costume in a parade. She would look like a bunch of grapes. Annie's mom wrapped a strong brown ribbon around Annie's shirt. Next she attached eight purple balloons to the ribbon. These were the grapes. Soon Annie and her mom were off to the parade. When Annie got out of the car, one of the balloons popped! Then on her way to the float, a little dog jumped up and bit two balloons. Two more pops! After that, a boy bumped into Annie. Three pops! Finally Annie climbed onto the float and sat down. Pop! Pop! That was the last of the balloons. All that was left of Annie's costume was the brown ribbon. "You have a new costume," her mom laughed. "Now you're a grape vine!" Annie laughed too. Sometimes laughing is the best thing to do when things go wrong.

1. **Circle** the answer below that tells what the story is about.

Annie's costume a parade's float purple balloons

2. **Write** a sentence from the story that tells the main idea.

_____

_____

_____

_____

_____

_____

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School + Home

Home Activity Your child identified the main idea of a story. Tell your child a story about something funny that once happened to you. Ask your child to tell you the main idea of your story. Together, brainstorm a good title.

Name _____

Tuesday (Literacy)

Pick a word from the box to finish the sentence.
Write the word on the line.

afternoon	blame	idea	important
signmaker	townspeople		

1. An _____ visitor was coming to town.

2. All the _____ met together.

3. They came up with an _____ .

4. They told the _____ what to write.

5. That _____ he held up his sign.

6. No one could _____ him for it.

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School + Home

Home Activity Your child used lesson vocabulary to complete sentences. Ask your child to read each sentence to you. Challenge him or her to explain the meaning of the vocabulary words and use each word in a new sentence.

Name _____ Reteach

Addition: Regroup Ones and Tens

Sometimes, you may need to regroup more than once.

$$\begin{array}{r} 189 \\ +\,623 \\ \hline \end{array}$$

Step 1 Add the ones.
There are 12 ones in all.
Regroup 12 ones as 1 ten 2 ones.

	1	
1	8	9
+6	2	3
		2

Step 2 Add the tens.
There are 11 tens in all.
Regroup 11 tens as 1 hundred 1 ten.

	1	
1	8	9
+6	2	3
	1	2

Step 3 Add the hundreds.
There are 8 hundreds in all.

1	1	
1	8	9
+6	2	3
8	1	2

Write the sum.

1.

2	7	8
+4	6	5

2.

1	5	7
+7	7	1

3.

3	6	4
+4	1	9

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Problem Solving • Applications (Real World)

WRITE Math

14. THINK These lists show the pieces of fruit sold. How many pieces of fruit did Mr. Olson sell?

Mr. Olson	Mr. Lee
257 apples	314 pears
281 plums	229 peaches

_____ pieces of fruit

15. GO Who sold more pieces of fruit?

_____

How many more?

_____ more pieces of fruit

16. THINK At the city park theater, 152 people watched the morning play. Another 167 watched the afternoon play.

How many people watched the two plays? _____ people

Fill in the bubble next to each true sentence about how to solve the problem.

- ○ You need to regroup the tens as 1 ten and 9 ones.
- ○ You need to regroup the tens as 1 hundred and 1 ten.
- ○ You need to add 2 ones + 7 ones.
- ○ You need to add 1 hundred + 1 hundred + 1 hundred.

TAKE HOME ACTIVITY • Have your child choose a new combination of two fruits on this page and find the total number of pieces of the two types of fruit.

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Name _____

Wednesday (Literacy)

Read the story. **Follow** the directions.

One day, Lucas was late for lunch at school. He ran into the cafeteria and right into Jerry. Jerry was the biggest, meanest boy in Lucas's class. Crash! Lucas's lunchbox fell to the ground. His lunch spilled everywhere. Jerry's did the same.

"Watch where you're going!" Jerry said.

"Sorry," Lucas mumbled. He quickly picked up his lunch. Then he went to sit at a table with his friends

"Wow, you ran into Jerry!" his best friend Chad said.

"Yeah," Lucas frowned absently. He was eating the broccoli from his lunch.

"What's the matter?" Chad asked.

Lucas smiled. "I think some of the peanut butter from Jerry's sandwich got on my broccoli. But you know what? It tastes really good!"

Chad laughed. "Something good comes out of everything!" he said.

1. **Pick** the best title for the story. **Circle** your answer below.

The Bully Something Good Run, Run, Run!

2. **Write** the sentence from the story that tells the main idea.

_____

_____

_____

_____

_____

_____

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School + Home

Home Activity Your child identified the main idea of a story. Tell your child a story about something funny that once happened to you. Ask your child to tell you the main idea of your story. Together, brainstorm a good title.

Name _____

Vocabulary

Words can be broken into two parts. Find the word ending that was added to the base word to make the vocabulary word. Write the answer on the line.

Words to Know

apology	**citizen**	**judgement**
neglecting	**responsibility**	**volunteering**

1. judge + _____ = judgment

2. neglect + _____ = neglecting

3. responsible + _____ = responsibility

4. apology + _____ = apologize

5. Write a sentence with the words *citizen* and *volunteering*.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Model and Draw

Sometimes you will regroup more than once in subtraction problems.

$$\begin{array}{r} {\scriptstyle 11} \\ 6\ \not{7}\ {\scriptstyle 15} \\ \not{7}\ 2\ \not{5} \\ -\ 3\ 4\ 9 \\ \hline 3\ 7\ 6 \end{array}$$

Regroup 2 tens 5 ones as 1 ten 15 ones. Subtract the ones.

↓

Regroup 7 hundreds 1 ten as 6 hundreds 11 tens. Subtract the tens.

↓

Subtract the hundreds.

Share and Show

MATH BOARD

Solve. Write the difference.

1.
$$\begin{array}{r} 4\ 2\ 1 \\ -\ 1\ 3\ 8 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 2\ 7\ 4 \\ -\ 1\ 8\ 2 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 5\ 4\ 6 \\ -\ 2\ 6\ 7 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 8\ 5\ 9 \\ -\ \ 5\ 7 \\ \hline \end{array}$$

✓5.
$$\begin{array}{r} 7\ 4\ 7 \\ -\ 1\ 5\ 9 \\ \hline \end{array}$$

✓6.
$$\begin{array}{r} 9\ 3\ 8 \\ -\ 3\ 7\ 0 \\ \hline \end{array}$$

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Name _____

On Your Own

Solve. Write the difference.

7.
$$\begin{array}{r} 342 \\ -\ 138 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 463 \\ -\ 281 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 855 \\ -\ 497 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 657 \\ -\ 384 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 521 \\ -\ 146 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 758 \\ -\ 537 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 542 \\ -\ 168 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 823 \\ -\ 673 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 947 \\ -\ 579 \\ \hline \end{array}$$

16. THINK Alex wrote these problems. What are the missing digits?

$$\begin{array}{r} 9\ \square\ \square \\ -\ 6\ 2\ 8 \\ \hline 3\ 2\ 7 \end{array}$$

$$\begin{array}{r} \square\ \square\ 7 \\ -\ 1\ 5\ \square \\ \hline 6\ 8\ 1 \end{array}$$

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Name _____

Thursday (Literacy)

Vowel Patterns *aw, au, augh, al*

Spelling Words

talk	because	August	caught	draw	walk
chalk	auto	taught	thaw	fault	launch

Read the word. **Write** a related list word.

1. blackboard: _____
2. mouth: _____
3. teach: _____
4. road: _____
5. month: _____
6. artist: _____
7. path: _____
8. warm: _____

Write the missing list words.

9. Let's _____ the boat!
10. It was his _____ that we missed the bus.
11. I am happy _____ I won the game.
12. She _____ three fish.

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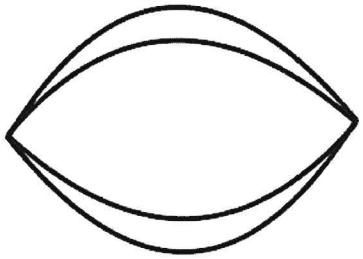
School + Home

Home Activity Your child wrote words with the vowel patterns *aw*, *au*, *augh*, and *al*. Ask your child how all the list words are the same. (All have the vowel sound found in *fall;* all have an *a* in combination with other letters.)

Thursday (Literacy)

Squiggle Art



By:

Model and Draw

Ms. Dean has a book with 504 pages in it. She has read 178 pages so far. How many more pages does she still have to read?

$$\begin{array}{r} 504 \\ -\ 178 \\ \hline \end{array}$$

Step 1 There are not enough ones to subtract from.

Since there are 0 tens, regroup 5 hundreds as 4 hundreds 10 tens.

$$\begin{array}{r} {\scriptstyle 4\ \ 10} \\ 5\ 0\ 4 \\ -\ 1\ 7\ 8 \\ \hline \end{array}$$

Step 2 Next, regroup 10 tens 4 ones as 9 tens 14 ones.

Now there are enough ones to subtract from.

$14 - 8 = 6$

$$\begin{array}{r} {\scriptstyle 9} \\ 4\ 10\ 14 \\ 5\ 0\ 4 \\ -\ 1\ 7\ 8 \\ \hline \qquad\ 6 \end{array}$$

Step 3 Subtract the tens.

$9 - 7 = 2$

Subtract the hundreds.

$4 - 1 = 3$

$$\begin{array}{r} {\scriptstyle 9} \\ 4\ 10\ 14 \\ 5\ 0\ 4 \\ -\ 1\ 7\ 8 \\ \hline 3\ 2\ 6 \end{array}$$

Share and Show

MATH BOARD

Solve. Write the difference.

1.

$$\begin{array}{r} 308 \\ -\ 259 \\ \hline \end{array}$$

✓ 2.

$$\begin{array}{r} 755 \\ -\ 438 \\ \hline \end{array}$$

✓ 3.

$$\begin{array}{r} 801 \\ -\ 375 \\ \hline \end{array}$$

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Lesson Check

1. What is the difference?

$$\begin{array}{r} 301 \\ -\ 187 \\ \hline \end{array}$$

2. What is the difference?

$$\begin{array}{r} 406 \\ -\ 268 \\ \hline \end{array}$$

Spiral Review

3. What is the sum?

$$\begin{array}{r} 35 \\ +\ 79 \\ \hline \end{array}$$

4. There are 555 students at Roosevelt Elementary School and 282 students at Jefferson Elementary. How many students are at the two schools altogether?

$$\begin{array}{r} 555 \\ +\ 282 \\ \hline \end{array}$$

students

5. What is the difference?

$10 - 2 = ____$

6. Gabriel's goal is to read 43 books this year. So far he has read 11 books. How many books does he have left to meet his goal?

$$\begin{array}{r} 43 \\ -\ 11 \\ \hline \end{array}$$

books

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Name _____

Friday (Literacy)

Read the selection. Then answer the questions that follow.

Sam and the Dragon

A very mean dragon lived in a faraway forest. The fiery dragon frightened away anyone who tried to enter the forest, except Sam.

One day at King Rocco's castle, Sam saw and fell in love with the king's daughter, Princess Jessica. "I want to ask your daughter to marry me," Sam told the king.

"I will allow you to ask her if you bring me a dragon's tooth," said the king. Sam agreed and set off into the forest. When the dragon spotted Sam, he shot fire and smoke from his nose and almost burned Sam. Sam jumped behind a rock. He peered around the rock at the dragon, surprised to see that the dragon was crying.

"What's the matter?" asked Sam.

"I have a splinter in my hind foot."

Sam pulled the splinter out of the dragon's back foot.

"Oh, thanks," said the dragon. "Can I do something for you?"

Sam asked the dragon for one of his teeth. He pulled an old tooth out of his pocket and gave it to Sam.

Sam returned to the castle with the tooth. That night he asked Princess Jessica to marry him.

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Turn the page.

Answer the questions below.

1 **Where does this story take place?**

- ○ in a forest
- ○ at the beach
- ○ on a mountain

2 **What is the *beginning* of the story mostly about?**

- ○ Sam hides behind a large pile of rocks.
- ○ Sam falls in love with the king's daughter.
- ○ Sam brings a dragon's tooth to the castle.

3 **What is the *middle* of the story mostly about?**

- ○ The dragon tries to scare Sam.
- ○ The dragon gives Sam a tooth.
- ○ The dragon is mean to the king.

4 **What is the *end* of the story mostly about?**

- ○ Sam meets Princess Jessica at the castle.
- ○ Sam and the dragon help each other out.
- ○ The dragon shoots fire and smoke at Sam.

5 **What is the main idea of this story?**

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Common Core State Standards

Questions 1–4: Literature 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **Question 5: Literature 1.** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **Literature 2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LESSON 25

Contractions

A **contraction** is a short way to put two words together. An **apostrophe (')** takes the place of one or more letters. Contractions can be formed by putting together a pronoun and another word, such as *will, are,* or *is.*

We will clean up. **We'll** clean up.

Many contractions are formed with verbs and the word *not.*

We **were not** careful. We **weren't** careful.

A **Write** the contraction that means the same as the underlined words.

1. I <u>did not</u> spill paint on purpose.
   don't didn't doesn't
2. Tina <u>could not</u> get out of the way.
   couldn't can't shouldn't
3. Now <u>she is</u> covered with paint.
   he's she'll she's
4. Dad <u>is not</u> too mad at us.
   weren't isn't wasn't

Problem Solving • Applications (Real World)

WRITE Math

17. GO This is how Walter found the difference for 617 − 350.

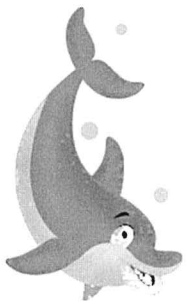
350 → 400 (+ 50)
400 → 600 (+ 200)
600 → 617 (+ 17)

267

Find the difference for 843 − 270 using Walter's way.

18. Math Processes and Practices 1 **Analyze** There are 471 children at Caleb's school. 256 children ride buses to get to school.

How many children do not ride buses to get to school?



_____ children

19. THINK Mrs. Herrell had 427 pinecones. She gave 249 pinecones to her children.

How many pinecones does she still have?

_____ pinecones

TAKE HOME ACTIVITY • Ask your child to find the difference when subtracting 182 from 477.

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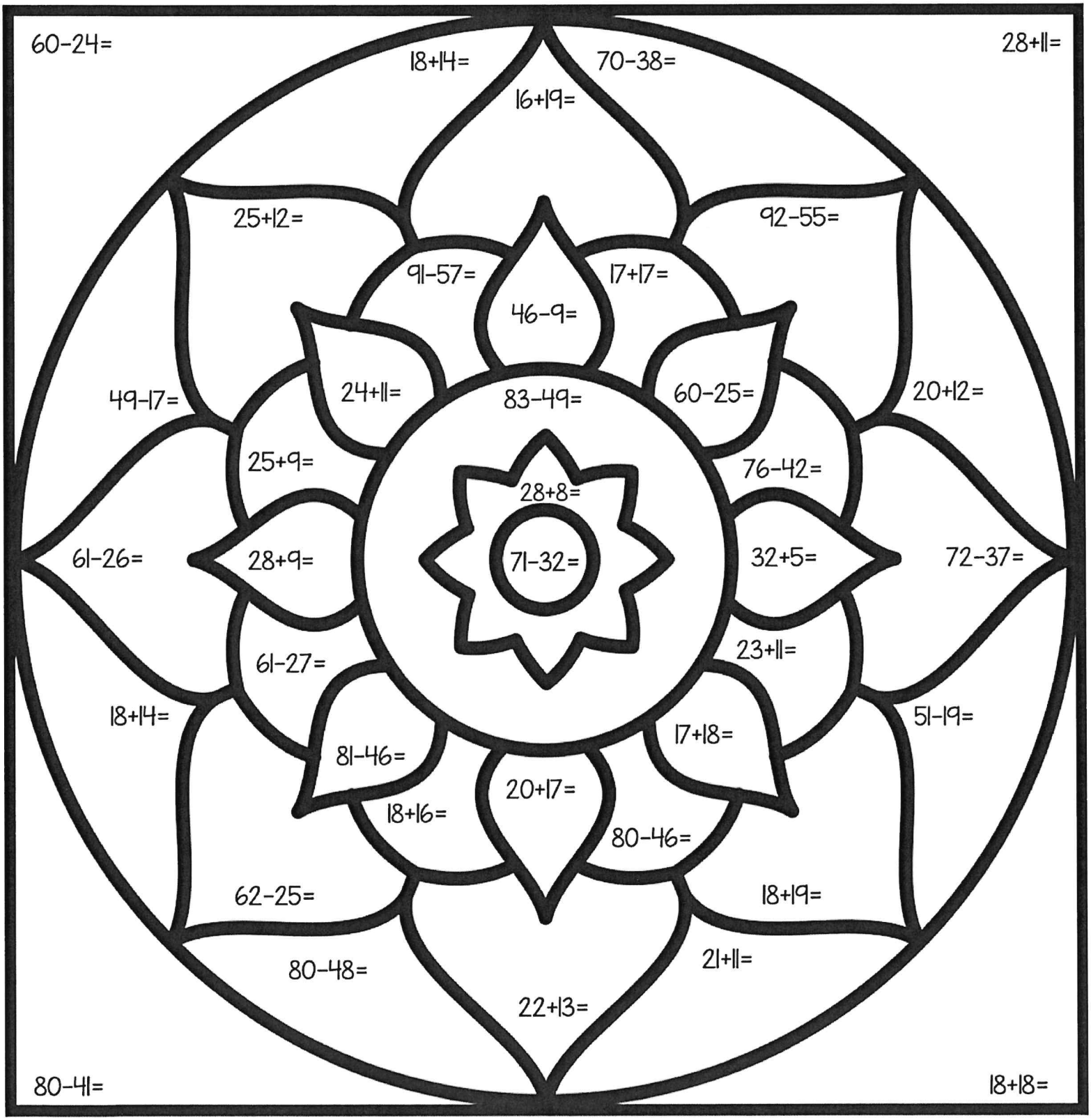
Friday (Math)

Color By Number: Mixed Practice

34: red
36: orange

35: blue
32: green

39: yellow
37: purple



Hi Kids, it's Mrs. McKeever your Math Ninja and I miss you all so much! I especially miss playing math games with you. Here is one that you can play at home!

Subtract to 30!

You need: A regular deck of cards (remove Jacks, Queens, and Kings) -- Aces are worth one and the rest of the cards are their numeric value OR you can cut out and use the cards below.

You can play this game alone or with others.

Directions: Pick 4 cards and create two 2-digit numbers with them. Subtract the smaller number from the larger one. The goal of the game is to create two numbers that when subtracted the difference is as close to 30 as possible. If your answer isn't very close to 30 try switching the order of the numbers (the tens and ones place). Don't forget to regroup (borrow from the tens) if you don't have enough ones. See example below. The person closest to 30 is the winner of that round. If you are playing by yourself, keep track of your sums on the back of this sheet or on a piece of scrap paper and circle the difference that is the closest to 30 from all of your turns. You can also pick a number besides 30 (closest to 20, 40, 25, etc.)

For example: I picked the following cards

2	5	9	6

The first time I try:	I want to get closer so I try:	Now I'll try something else:	33 is the closest that I got to 30 which is pretty good
96 -52 44	5 ~~62~~ 12 -29 33	4 ~~56~~ 16 -29 25	

0	1	2	3	4
5	6	7	8	9
0	1	2	3	4
5	6	7	8	9

Daily Warm Up

Name:_____

Weekly Word Work

1. Fill in the missing vowels: s a i l	2. Circle the short u word: bugle (butter)	3. Which word is spelled correctly? (tomorrow) tommorrow tamorrow
4. Alphabetize these words: 3 Arizona 1 Alabama 2 Alaska 4 Arkansas	5. Write the compound word that means a pain or ache in your head: headache	6. What part of speech is the underlined word? We're learning about the human heart. (noun) verb adjective
7. Write the plural of cactus: cacti	8. Which word means to view before other people? review (preview)	9. Which word means to make something more sweet? sweetly (sweeten)

10. Circle the words that should be capitalized.
I'll show you my (hot wheels) collection tomorrow.

11. Choose the word that best completes the sentence. Write it in the blank: truthful or truthfully
Kate truthfully answered her mom's questions.

Daily Warm Up

12. Fill in the missing vowels to name the group of animals that make up a pride: l i o ns	13. Write the past tense form of the verb meet: met	14. What is this? (table) diagram
15. Write the contraction for how is: how's	16. Add the apostrophe in the correct place to tell about the cap on one bottle. bottle's cap	17. List five things that are usually heavy: bowling ball, bricks, boulder, bag of dog food, table

18. Write the correct pronoun in the blank: him or his
Rufus buried his bone in the backyard.

19. Add the missing punctuation.
That was a long, boring story.

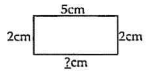
20. Fill in the blank with the word that best completes the sentence: do or does
Does Oscar want to have tacos for dinner?

21. Use all of these words and some of your own to write a complete sentence: flower, soft, petals
Possible answer: The flower petals are soft.

Daily Warm Up

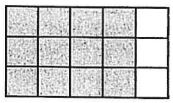
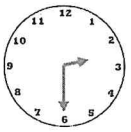
Name:

Weekly Math Magic!

1. *In what place is the underlined digit? 2<u>9</u>7* 200 (hundreds) 2	2. *Write the missing related fact.* 21-2=19 21-19=2 2+19=21 19 + 2 = 21	3. *Fill in the missing spaces on this hundreds chart piece:* 75 / 84 85 / 95
4. *Use one of these symbols to compare these numbers: <, >, =* 989 = 989	5. *Is the answer to this equation odd or even?* 100 + 1 (odd) even	6. *What is the length of the fourth side of this rectangle?*  5 cm
7. *Write this number in word form:* 757	seven hundred fifty-seven	
8. *Write this number in expanded form:* 6,707	6,000 + 700 + 0 + 7	
9. *Write the next five numbers in the skip counting pattern.*	607, 612, 617 622, 627, 632, 637, 642	

. *If this pattern continues* ☺☹☺☺☹☹ *which shape will be in the tenth position?* ☺

Daily Warm Up

11. *Which means the amount a container can hold?* (capacity) fullness depth	12. *Which is a tool for measuring temperature?* scale odometer (thermometer)	13. *How many years are in a decade?* 10
14. *Circle the amount with the greatest total value.* 4 nickels or (35 pennies) *Write the difference between these two amounts below:* 15 ¢	15. *Write the fraction of the shaded part.* 12/15 	16. *Draw hands on the clock to show half-past two. Write the time below.*  2 : 30
17. *Fill in the box to make this number sentence true.* 99+6 = 100+ 5	18. *Estimate to find the answer. Write the new problem.* 467 + 272 470 + 270	19. *Draw an array that shows 12x2.* *How many altogether?* 24
20. *Michelle drew some shapes. She drew an octagon, a square and a hexagon. How many sides were on the shapes Michelle drew altogether?* *Answer:* 18 sides	Octagon = 8 sides *Work Space* Square – 4 sides Hexagon = 6 sides 6 + 4 = 10 10 + 8 = 18 total sides	

Name _____ **Monday (Literacy)**

saw auto caught chalk

Write a word from the box to match each picture.

daughter draw fall naughty raw sauce thaw walk

1. walk
2. sauce
3. draw
4. daughter

Write a word from the box that is the opposite of each word below.

freeze
5. thaw

rise
6. fall

good
7. naughty

cooked
8. raw

Mark the space for the word that has the vowel sound in **saw**.

9. ● fault ○ find ○ few

10. ○ tray ○ took ● taught

School + Home **Home Activity** Your child wrote words with the vowel sound in *fall*, spelled *aw* as in *saw*, *au* as in *auto*, *augh* as in *caught*, and *al* as in *chalk*. Hold a spelling bee with your child. Say a word. Have your child repeat the word and then spell it aloud or write it.

Name _____ **Monday (Literacy)**

Vowel Patterns *aw, au, augh, al*

Generalization The vowel sound in *fall* can be spelled aw, au, augh, and al: draw, auto, caught, and talk.

Sort the words by aw, au, augh, and al.

aw
1. draw
2. thaw

au
3. because
4. August
5. auto
6. fault
7. launch

augh
8. caught
9. taught

al
10. talk
11. walk
12. chalk

Words to Read
13. heard
14. brought

Spelling Words
1. talk
2. because
3. August
4. caught
5. draw
6. walk
7. chalk
8. auto
9. taught
10. thaw
11. fault
12. launch

Words to Read
13. heard
14. brought

School + Home **Home Activity** Your child is learning words with the vowel patterns *aw, au, augh,* and *al*. To practice at home, have your child say the word, study the spelling of the vowel sound, and then write the word.

Monday (Math)

Model and Draw

Sometimes you will regroup more than once in addition problems.

$$\begin{array}{r} {\scriptstyle 1\ 1} \\ 259 \\ +\ 476 \\ \hline 735 \end{array}$$

9 ones + 6 ones = 15 ones, or 1 ten 5 ones

1 ten + 5 tens + 7 tens = 13 tens, or 1 hundred 3 tens

1 hundred + 2 hundreds + 4 hundreds = 7 hundreds

THINK: Are there 10 or more ones? Are there 10 or more tens?

Share and Show MATH BOARD

Write the sum.

1. $\begin{array}{r} {\scriptstyle 1\ 1} \\ 184 \\ +\ 329 \\ \hline 513 \end{array}$
2. $\begin{array}{r} {\scriptstyle 1\ 1} \\ 546 \\ +\ 278 \\ \hline 824 \end{array}$
3. $\begin{array}{r} {\scriptstyle 1} \\ 327 \\ +\ 353 \\ \hline 680 \end{array}$
4. $\begin{array}{r} 234 \\ +\ 152 \\ \hline 386 \end{array}$
5. ✓ $\begin{array}{r} {\scriptstyle 1} \\ 375 \\ +\ 272 \\ \hline 647 \end{array}$
6. ✓ $\begin{array}{r} {\scriptstyle 1\ 1} \\ 189 \\ +\ 623 \\ \hline 812 \end{array}$

Monday (Math)

Name _____

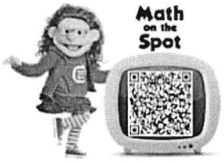
On Your Own

Write the sum.

7. $\begin{array}{r} {\scriptstyle 1} \\ 574 \\ +\ 281 \\ \hline 855 \end{array}$
8. $\begin{array}{r} 416 \\ +\ 483 \\ \hline 899 \end{array}$
9. $\begin{array}{r} {\scriptstyle 1\ 1} \\ 346 \\ +\ 597 \\ \hline 943 \end{array}$
10. $\begin{array}{r} {\scriptstyle 1} \\ 365 \\ +\ 283 \\ \hline 648 \end{array}$
11. $\begin{array}{r} {\scriptstyle 1} \\ 647 \\ +\ 109 \\ \hline 756 \end{array}$
12. $\begin{array}{r} {\scriptstyle 1\ 1} \\ 546 \\ +\ 356 \\ \hline 902 \end{array}$
13. $\begin{array}{r} 348 \\ +\ 631 \\ \hline 979 \end{array}$
14. $\begin{array}{r} {\scriptstyle 1} \\ 455 \\ +\ 139 \\ \hline 594 \end{array}$
15. $\begin{array}{r} {\scriptstyle 1} \\ 563 \\ +\ 245 \\ \hline 808 \end{array}$

16. THINK SMARTER Miko wrote these problems. What are the missing digits?

$$\begin{array}{r} {\scriptstyle 1} \\ 2\ 3\ 6 \\ +\ 4\ 5\ 4 \\ \hline 6\ 9\ 0 \end{array} \qquad \begin{array}{r} {\scriptstyle 1} \\ 6\ 2\ 7 \\ +\ 2\ 3\ 5 \\ \hline 8\ 6\ 2 \end{array}$$



TAKE HOME ACTIVITY • Have your child explain how to solve 236 + 454.

Name _____ **Tuesday (Literacy)**

Pick a word from the box to finish the sentence.
Write the word on the line.

afternoon	blame	idea	important
signmaker	townspeople		

1. An ___important___ visitor was coming to town.
2. All the ___townspeople___ met together.
3. They came up with an ___idea___.
4. They told the ___signmaker___ what to write.
5. That ___afternoon___ he held up his sign.
6. No one could ___blame___ him for it.

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School + Home **Home Activity** Your child used lesson vocabulary to complete sentences. Ask your child to read each sentence to you. Challenge him or her to explain the meaning of the vocabulary words and use each word in a new sentence.

Name _____ **Tuesday (Literacy)**

Pick a word from the box to finish the sentence.
Write the word on the line.

afternoon	blame	idea	important
signmaker	townspeople		

1. An ___important___ visitor was coming to town.
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3. They came up with an ___idea___.
4. They told the ___signmaker___ what to write.
5. That ___afternoon___ he held up his sign.
6. No one could ___blame___ him for it.

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School + Home **Home Activity** Your child used lesson vocabulary to complete sentences. Ask your child to read each sentence to you. Challenge him or her to explain the meaning of the vocabulary words and use each word in a new sentence.

434 Vocabulary

Name _____ **Tuesday (Math)**

Addition: Regroup Ones and Tens

Sometimes, you may need to regroup more than once.

$$\begin{array}{r} 189 \\ +\ 623 \\ \hline \end{array}$$

Step 1 Add the ones.
There are 12 ones in all.
Regroup 12 ones as 1 ten 2 ones.

$$\begin{array}{r} {\scriptstyle 1}\ \ \ \\ 189 \\ +\ 623 \\ \hline \ \ \ 2 \end{array}$$

Step 2 Add the tens.
There are 11 tens in all.
Regroup 11 tens as 1 hundred 1 ten.

$$\begin{array}{r} {\scriptstyle 1\ 1}\ \ \\ 189 \\ +\ 623 \\ \hline \ \ 12 \end{array}$$

Step 3 Add the hundreds.
There are 8 hundreds in all.

$$\begin{array}{r} {\scriptstyle 1\ 1}\ \ \\ 189 \\ +\ 623 \\ \hline 812 \end{array}$$

Write the sum.

1. $\begin{array}{r} {\scriptstyle 1\ 1}\ \ \\ 278 \\ +\ 465 \\ \hline 743 \end{array}$

2. $\begin{array}{r} {\scriptstyle 1}\ \ \ \\ 157 \\ +\ 771 \\ \hline 928 \end{array}$

3. $\begin{array}{r} {\scriptstyle 1}\ \ \ \\ 364 \\ +\ 419 \\ \hline 783 \end{array}$

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 Tuesday (Math)

Problem Solving • Applications (Real World) WRITE Math

14. THINK SMARTER These lists show the pieces of fruit sold. How many pieces of fruit did Mr. Olson sell?

Mr. Olson	Mr. Lee
257 apples	314 pears
281 plums	229 peaches

538 pieces of fruit

15. GO DEEPER Who sold more pieces of fruit?

Mr. Lee

How many more?

5 more pieces of fruit

16. THINK SMARTER At the city park theater, 152 people watched the morning play. Another 167 watched the afternoon play. How many people watched the two plays? 319 people

Fill in the bubble next to each true sentence about how to solve the problem.

- ○ You need to regroup the tens as 1 ten and 9 ones.
- ● You need to regroup the tens as 1 hundred and 1 ten.
- ● You need to add 2 ones + 7 ones.
- ● You need to add 1 hundred + 1 hundred + 1 hundred.

TAKE HOME ACTIVITY • Have your child choose a new combination of two fruits on this page and find the total number of pieces of the two types of fruit.

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Name _____ **Wednesday (Literacy)**

Read the story. **Follow** the directions.

One day, Lucas was late for lunch at school. He ran into the cafeteria and right into Jerry. Jerry was the biggest, meanest boy in Lucas's class. Crash! Lucas's lunchbox fell to the ground. His lunch spilled everywhere. Jerry's did the same.

"Watch where you're going!" Jerry said.

"Sorry," Lucas mumbled. He quickly picked up his lunch. Then he went to sit at a table with his friends

"Wow, you ran into Jerry!" his best friend Chad said.

"Yeah," Lucas frowned absently. He was eating the broccoli from his lunch.

"What's the matter?" Chad asked.

Lucas smiled. "I think some of the peanut butter from Jerry's sandwich got on my broccoli. But you know what? It tastes really good!"

Chad laughed. "Something good comes out of everything!" he said.

1. **Pick** the best title for the story. **Circle** your answer below.

The Bully (Something Good) Run, Run, Run!

2. **Write** the sentence from the story that tells the main idea.

Something good comes out of everything.

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School + Home **Home Activity** Your child identified the main idea of a story. Tell your child a story about something funny that once happened to you. Ask your child to tell you the main idea of your story. Together, brainstorm a good title.

Name _____ **Wednesday (Literacy)**

Vocabulary

Words can be broken into two parts. Find the word ending that was added to the base word to make the vocabulary word. Write the answer on the line.

Words to Know

apology	citizen	judgement
neglecting	responsibility	volunteering

1. judge + ment = judgment
2. neglect + ing = neglecting
3. responsible + ity = responsibility
4. apology + ize = apologize
5. Write a sentence with the words *citizen* and *volunteering*.

Possible answer: The kind citizen was volunteering to help others.

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Wednesday (Math)

Model and Draw

Sometimes you will regroup more than once in subtraction problems.

$$\begin{array}{r} {\scriptstyle 11} \\ 6\,\not{7}\,{}^{15}\not{5} \\ -\ 3\ 4\ 9 \\ \hline 3\ 7\ 6 \end{array}$$

Regroup 2 tens 5 ones as 1 ten 15 ones. Subtract the ones.

Regroup 7 hundreds 1 ten as 6 hundreds 11 tens. Subtract the tens.

Subtract the hundreds.

Share and Show MATH BOARD

Solve. Write the difference.

1. $\begin{array}{r} {\scriptstyle 11} \\ 3\,\not{5}\,{}^{11}\not{1} \\ -\ 1\ 3\ 8 \\ \hline 2\ 8\ 3 \end{array}$

2. $\begin{array}{r} {\scriptstyle 1\ 17} \\ 2\,\not{7}\,\not{4} \\ -\ 1\ 8\ 2 \\ \hline 9\ 2 \end{array}$

3. $\begin{array}{r} {\scriptstyle 13} \\ 4\,\not{5}\,{}^{16}\not{6} \\ -\ 2\ 6\ 7 \\ \hline 2\ 7\ 9 \end{array}$

4. $\begin{array}{r} 8\ 5\ 9 \\ -\ \ 5\ 7 \\ \hline 8\ 0\ 2 \end{array}$

5. $\begin{array}{r} {\scriptstyle 13} \\ 6\,\not{7}\,{}^{17}\not{7} \\ -\ 1\ 5\ 9 \\ \hline 5\ 8\ 8 \end{array}$

6. $\begin{array}{r} 8\ {}^{13} \\ \not{9}\,\not{3}\ 8 \\ -\ 3\ 7\ 0 \\ \hline 5\ 6\ 8 \end{array}$

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Wednesday (Math)

Name _____

On Your Own

Solve. Write the difference.

7. $\begin{array}{r} {\scriptstyle 3\ 12} \\ 3\,\not{4}\,\not{2} \\ -\ 1\ 3\ 8 \\ \hline 2\ 0\ 4 \end{array}$

8. $\begin{array}{r} {\scriptstyle 3\ 16} \\ \not{4}\,\not{6}\ 3 \\ -\ 2\ 8\ 1 \\ \hline 1\ 8\ 2 \end{array}$

9. $\begin{array}{r} {\scriptstyle 14} \\ 7\,\not{8}\,{}^{15}\not{5} \\ -\ 4\ 9\ 7 \\ \hline 3\ 5\ 8 \end{array}$

10. $\begin{array}{r} 5\ {}^{15} \\ \not{6}\,\not{5}\ 7 \\ -\ 3\ 8\ 4 \\ \hline 2\ 7\ 3 \end{array}$

11. $\begin{array}{r} {\scriptstyle 11} \\ 4\,\not{5}\,{}^{11}\not{1} \\ -\ 1\ 4\ 6 \\ \hline 3\ 7\ 5 \end{array}$

12. $\begin{array}{r} 7\ 5\ 8 \\ -\ 5\ 3\ 7 \\ \hline 2\ 2\ 1 \end{array}$

13. $\begin{array}{r} {\scriptstyle 13} \\ 4\,\not{5}\,{}^{12}\not{2} \\ -\ 1\ 6\ 8 \\ \hline 3\ 7\ 4 \end{array}$

14. $\begin{array}{r} 7\ {}^{12} \\ \not{8}\,\not{2}\ 3 \\ -\ 6\ 7\ 3 \\ \hline 1\ 5\ 0 \end{array}$

15. $\begin{array}{r} {\scriptstyle 13} \\ 8\,\not{9}\,{}^{17}\not{7} \\ -\ 5\ 7\ 9 \\ \hline 3\ 6\ 8 \end{array}$

16. THINK SMARTER Alex wrote these problems. What are the missing digits?

$$\begin{array}{r} 4\ 15 \\ 9\ 5\ 5 \\ -\ 6\ 2\ 8 \\ \hline 3\ 2\ 7 \end{array} \qquad \begin{array}{r} 7\ 13 \\ 8\ 3\ 7 \\ -\ 1\ 5\ 6 \\ \hline 6\ 8\ 1 \end{array}$$

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Name _____

Thursday (Literacy)

Vowel Patterns *aw, au, augh, al*

Spelling Words

talk	because	August	caught	draw	walk
chalk	auto	taught	thaw	fault	launch

Read the word. **Write** a related list word.

1. blackboard: chalk
2. mouth: talk
3. teach: taught
4. road: auto
5. month: August
6. artist: draw
7. path: walk
8. warm: thaw

Write the missing list words.

9. Let's launch the boat!
10. It was his fault that we missed the bus.
11. I am happy because I won the game.
12. She caught three fish.

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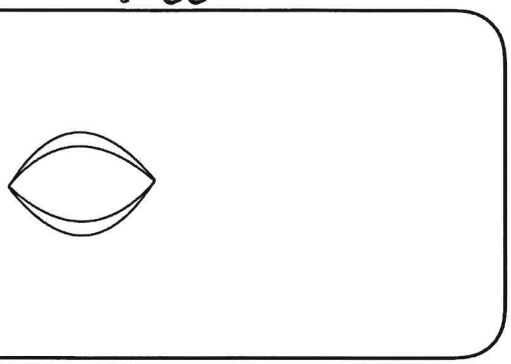
School + Home **Home Activity** Your child wrote words with the vowel patterns *aw, au, augh,* and *al*. Ask your child how all the list words are the same. (All have the vowel sound found in *fall*; all have an *a* in combination with other letters.)

Thursday (Literacy)

Squiggle Art



Answers will vary.

By: _____

Thursday (Math)

Problem Type:
Take From • Result Unknown

Model and Draw

Ms. Dean has a book with 504 pages in it. She has read 178 pages so far. How many more pages does she still have to read?

504
− 178

Step 1 There are not enough ones to subtract from.

Since there are 0 tens, regroup 5 hundreds as 4 hundreds 10 tens.

$\begin{array}{r} 4\ 10 \\ 5\,\not{0}\,4 \\ -\ 1\ 7\ 8 \end{array}$

Step 2 Next, regroup 10 tens 4 ones as 9 tens 14 ones.

Now there are enough ones to subtract from.

14 − 8 = 6

$\begin{array}{r} 9 \\ 4\ \not{10}\ 14 \\ \not{5}\ \not{0}\ \not{4} \\ -\ 1\ 7\ 8 \\ \hline 6 \end{array}$

Step 3 Subtract the tens.

9 − 7 = 2

Subtract the hundreds.

4 − 1 = 3

$\begin{array}{r} 9 \\ 4\ \not{10}\ 14 \\ \not{5}\ \not{0}\ \not{4} \\ -\ 1\ 7\ 8 \\ \hline 3\ 2\ 6 \end{array}$

Share and Show MATH BOARD

Solve. Write the difference.

1. $\begin{array}{r} 9 \\ 2\ \not{10}\ 18 \\ \not{3}\ \not{0}\ \not{8} \\ -\ 2\ 5\ 9 \\ \hline 4\ 9 \end{array}$

✓2. $\begin{array}{r} 4\ 15 \\ 7\ \not{5}\ \not{5} \\ -\ 4\ 3\ 8 \\ \hline 3\ 1\ 7 \end{array}$

✓3. $\begin{array}{r} 9 \\ 7\ \not{10}\ 11 \\ 8\ \not{0}\ \not{1} \\ -\ 3\ 7\ 5 \\ \hline 4\ 2\ 6 \end{array}$

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Thursday (Math)

Lesson Check (2.NBT.B.7)

1. What is the difference?

$\begin{array}{r} 9 \\ 2\,\not{0}\,11 \\ \not{3}\,\not{0}\,\not{1} \\ -\ 1\ 8\ 7 \\ \hline 1\ 1\ 4 \end{array}$

2. What is the difference?

$\begin{array}{r} 9 \\ 3\,\not{0}\,16 \\ \not{4}\,\not{0}\,\not{6} \\ -\ 2\ 6\ 8 \\ \hline 1\ 3\ 8 \end{array}$

Spiral Review (2.OA.B.2, 2.NBT.B.5, 2.NBT.B.7)

3. What is the sum?

$\begin{array}{r} 1 \\ 35 \\ +\ 79 \\ \hline 114 \end{array}$

4. There are 555 students at Roosevelt Elementary School and 282 students at Jefferson Elementary. How many students are at the two schools altogether?

$\begin{array}{r} 1 \\ 555 \\ +\ 282 \\ \hline 837 \end{array}$ students

5. What is the difference?

10 − 2 = 8

6. Gabriel's goal is to read 43 books this year. So far he has read 11 books. How many books does he have left to meet his goal?

$\begin{array}{r} 43 \\ -\ 11 \\ \hline 32 \end{array}$ books

FOR MORE PRACTICE GO TO THE Personal Math Trainer

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Name _____

Friday (Literacy)

Read the selection. Then answer the questions that follow.

Sam and the Dragon

A very mean dragon lived in a faraway forest. The fiery dragon frightened away anyone who tried to enter the forest, except Sam.

One day at King Rocco's castle, Sam saw and fell in love with the king's daughter, Princess Jessica. "I want to ask your daughter to marry me," Sam told the king.

"I will allow you to ask her if you bring me a dragon's tooth," said the king. Sam agreed and set off into the forest. When the dragon spotted Sam, he shot fire and smoke from his nose and almost burned Sam. Sam jumped behind a rock. He peered around the rock at the dragon, surprised to see that the dragon was crying.

"What's the matter?" asked Sam.

"I have a splinter in my hind foot."

Sam pulled the splinter out of the dragon's back foot.

"Oh, thanks," said the dragon. "Can I do something for you?"

Sam asked the dragon for one of his teeth. He pulled an old tooth out of his pocket and gave it to Sam.

Sam returned to the castle with the tooth. That night he asked Princess Jessica to marry him.

Turn the page.

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Friday (Literacy)

Answer the questions below.

1 **Where does this story take place?**

- ● in a forest
- ○ at the beach
- ○ on a mountain

2 **What is the *beginning* of the story mostly about?**

- ○ Sam hides behind a large pile of rocks.
- ● Sam falls in love with the king's daughter.
- ○ Sam brings a dragon's tooth to the castle.

3 **What is the *middle* of the story mostly about?**

- ● The dragon tries to scare Sam.
- ○ The dragon gives Sam a tooth.
- ○ The dragon is mean to the king.

4 **What is the *end* of the story mostly about?**

- ○ Sam meets Princess Jessica at the castle.
- ● Sam and the dragon help each other out.
- ○ The dragon shoots fire and smoke at Sam.

5 **What is the main idea of this story?**

If you are kind to others, they may be kind to you.

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Common Core State Standards

Questions 1–4: **Literature 5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Question 5: **Literature 1.** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **Literature 2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LESSON 25

Friday (Literacy)

Contractions

A **contraction** is a short way to put two words together. An **apostrophe (')** takes the place of one or more letters. Contractions can be formed by putting together a pronoun and another word, such as *will, are,* or *is.*

We will clean up. **We'll** clean up.

Many contractions are formed with verbs and the word *not.*

We **were not** careful. We **weren't** careful.

A **Write** the contraction that means the same as the underlined words.

1. I did not spill paint on purpose.
   don't didn't doesn't
   didn't
2. Tina could not get out of the way.
   couldn't can't shouldn't
   couldn't
3. Now she is covered with paint.
   he's she'll she's
   she's
4. Dad is not too mad at us.
   weren't isn't wasn't
   isn't

Friday (Math)

MATHEMATICAL PRACTICES MODEL • REASON • MAKE SENSE

Problem Solving • Applications Real World WRITE Math

17. GO DEEPER This is how Walter found the difference for 617 − 350.

350 (+50) 400 (+200) 600 (+17) 617

267

Find the difference for 843 − 270 using Walter's way.

One possible answer:

270 (+30) 300 (+500) 800 (+43) 843

573

18. MATHEMATICAL PRACTICE 1 Analyze There are 471 children at Caleb's school. 256 children ride buses to get to school.

How many children do not ride buses to get to school?

215 children

19. THINK SMARTER Mrs. Herrell had 427 pinecones. She gave 249 pinecones to her children.

How many pinecones does she still have?

178 pinecones

TAKE HOME ACTIVITY • Ask your child to find the difference when subtracting 182 from 477.

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Tri County Area Schools
Academics • Arts • Athletics • Achievement

MacNaughton Elementary

DAN CLEGG, PRINCIPAL

Dear MacNaughton families,

Please see the attached schedule for teacher office hours during distance learning. Also included is a list of MAC teacher emails. As always, do not hesitate to email your students' teacher directly with any questions. We hope you are having fun, continuing to learn and we can't wait to see you again!

Department	Week 1 date/time	Week 2 date/time	Week 3 date/time	Week 4 date/time	Week 5 date/time	Week 6 date/time
RK/Kdg	4/22 @ 9AM	4/29 @ 9AM	5/6 @ 9AM	5/13 @ 9AM	5/20 @ 9AM	5/27 @ 9AM
First	4/22 @ 3PM	4/29 @ 3PM	5/6 @ 3PM	5/13 @ 3PM	5/20 @ 3PM	5/27 @ 3PM
Second	4/22@9:30am	4/29@9:30am	5/6@9:30am	5/13@9:30am	5/20@9:30am	5/27@9:30am
Special Ed.	4/23@ 3:30pm	4/30@ 3:30 pm	5/7@3:30 pm	5/14@3:30 pm	5/21@3:30pm	5/28@3:30 pm
Art/PE Music/Title	4/22@ 3:00pm	4/29@ 3:00pm	5/6@ 3:00pm	5/13@ 3:00pm	5/20@3:00pm	5/27@ 3:00pm
Speech	4/20@12:30pm	4/27@12:30pm	5/4@12:30pm	5/11@12:30pm	5/18@12:30 pm	5/25@12:30 pm

415 CEDAR STREET • HOWARD CITY, MI 49329
PHONE 231.937.4380 • FAX: 231.937.4442 • E-MAIL: DCLEGG@TRICOUNTYSCHOOLS.COM

MacNaughton Elementary Teacher email list

RK/Kindergarten

Mrs. Birdsell - jbirdsell@tricountyschools.com
Mrs. Bogardus - jbogardus@tricountyschools.com
Mrs. Goerner - rgoerner@tricountyschools.com
Mrs. Lemke - clemke@tricountyschools.com
Ms. Mathis - gmathis@tricountyschools.com
Mrs. Reichert - mreichert@tricountyschools.com
Ms. Ronk - tronk@tricountyschools.com
Mrs. VanderMeulen - avandermeulen@tricountyschools.com

First grade

Mrs.Cate - vcate@tricountyschools.com
Ms. Dombrowski - ldombrowski@tricountyschools.com
Mrs. Lanenga - hlanenga@tricountyschools.com
Mrs. Smith - dsmith@tricountyschools.com
Mrs. Williams - cwilliams@tricountyschools.com

Second grade

Mrs. Andres - vandres@tricountyschools.com
Mrs. Brasington - kbrasington@tricountyschools.com
Mrs. Briggs - jbriggs@tricountyschools.com
Mr. Darin - bdarin@tricountyschools.com
Ms. Johnson - sejohnson@tricountyschools.com

Specials (Art/PE/Music/Title)

Mrs. Butler - jbutler@tricountyschools.com
Mrs. Reidt - lreidt@tricountyschools.com
Mrs. Stewart - kstewart@tricountyschools.com
Mrs. White - cwhite@tricountyschools.com

Special Ed/Speech

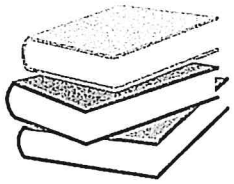
Ms. Ary - kary@tricountyschools.com
Mrs. Osbourne - josbourne@tricountyschools.com
Mrs. Chapin - schapin@tricountyschools.com

Social Worker

Mr. Haskin – thaskin@tricountyschools.com

Extra Activities – Week 3

Music, Reading, & PE
Mrs. White, Mrs. Butler, & Mrs. Stewart

Freeze Dance - Ask someone at home to play and freeze the music for you! Dance to the music, but **freeze** everytime the music stops! If you move, you're out! Try again! Move your body in new ways and have fun! 	**Finger Story Re-Telling** – After you read a story with your child, use your fingers to re-tell the main parts of the story. Hold up one finger for each of the following: 1. Somebody (who the story is about) 2. Wanted (what was their goal) 3. But (what was the problem standing in their way) 4. So (what did they do to solve the problem) 5. Finally (how did the story end-did their solution)	**Nature Walk** - Time to get outside and take a Nature Walk around your house or neighborhood. Make sure to go with a grown up.
Bounce & Catch - With a ball that bounces, work on bouncing and catching skills. Drop the ball and catch it after it bounces. 	Interview an adult--*Did you have a favorite song as a kid? Did you have a favorite singer/band growing up? Who was it? How did you listen to music when you were a kid? Did you have music class in school? Do you remember what kind of songs you sang? Did you play games? Did you dance or play instruments?*	

Art - Week 3

A Few of My Favorite Things

Materials:

Pencil and paper with the the option of coloring using markers, colored pencils, or crayon

Instructions:

Choose a few of your favorite toys or items from your house or yard to draw. Look at the item closely and draw it as best you can by looking at it.

Please share your artwork with me if you are able to. I can't wait to see some of your drawings!

Tri County Ancillary Tips and Tweets
WEEK 3

SPEECH & LANGUAGE TIPS

Incorporating speech and language skills into everyday activities: COOKING

If your child has articulation/phonological processes difficulties:

- Have your child say or repeat ingredients or what you are doing (stirring, pouring, etc.).
- Have your child count how many of some ingredients you need (20 marshmallows, 3 hot dogs (thanks LR), etc.). Counting from 1-10 has almost all typical error sounds.

If your child has receptive language difficulties (understanding language):

- *For children with receptive language skill difficulties, talking about whatever you are doing throughout the day will build skills for them. The ability for them to see and hear what you are doing is very helpful!*
- As you, or they, are adding ingredients, say, "Now we're adding flour, etc.", and "Now we are mixing everything together". You can also talk about what you need, "We need a bowl and a spoon", "We need to turn the oven on to get it warmed up".
- Turn the steps into directions: "Get us 3 bananas", "Grab the spoon and mix this up". Make the directions as hard or as easy as your child needs.
- Ask your child what you or they are doing: "What are we making?", "Who did we get this recipe from?", "When can we eat this?" "Where did I put the pot holders?" If they are not able to answer, either show them or give them hints.

If your child has expressive language difficulties (expressing themselves):

- Have your child label what you are adding to your recipe and the tools you are using. If they are using single words, accept that ("spoon", "jelly", "meat"). If they are not using words yet, you say what it is and have them point, or have 2 (or more) items they can see and have them point/touch the one you say. If they are working on sentences, have them say the item and what you are doing with it ("We put the water in the pan", "We stirred the flour and sugar together").
- Ask them questions about items and actions ("What are these?" and hold up an item, "Where do we put the spoon when we are done?", "When will it go in the oven?")

The most important thing is to have fun and communicate while you're cooking!!!!!
ENJOY!

GROSS MOTOR PLAY FOR EVERYONE (WITH LITTLE TO NO EQUIPMENT!)

– BALLOON GAMES –

Keep the Balloon Up: Blow up some balloons, tell the kids to keep the balloons from touching the floor, and get the party started! This is one of those physical games that can get a little rambunctious indoors, so move the breakables out of the way.
Balloon tennis or balloon volleyball: String up a divider as a net and see how many times they can volley the balloon over the net without it touching the ground. Fly swatters, plastic spatulas or wooden spoons could work well for the tennis game, but they are not absolutely necessary. (This works best with only two children playing for safety reasons.)

– TAPE GAMES –

Balance Beam: Using painter's tape (go gentle on flooring), tape down a line of any length, and have a blast. Challenge your child to only walk on the line all the way to end.
Angles: Try taping down further lines at different angles. Spirals and zigzags are always fun.
Backwards: Switch up the challenge by having the child walk the tapeline backwards or with eyes closed (socks off so they can feel the line).
Other variations: Walk the tapeline heel-to-toe or try jumping down the line (both feet still on!)

Tape Maze: If you are able to create enough space on the floor, constructing a tape maze can be a great indoor activity. Design a simple maze for toddlers or add dead ends to challenge older kids.
Add balls: Can the kids dribble a small ball through the maze without crossing any of the tapelines? Get a timer and mark how long it takes the kids to move the ball through the maze – then challenge them to improve their time.
Number maze: This is a good variation for children who are learning number recognition and counting skills. Mark numbers along the maze route the child can follow in the correct order from start to exit.

ADDITIONAL RESOURCES

FREE APPS OR APPS WITH A FREE TRIAL

My PlayHome is a free app that gives kids a digital doll family of up to 15 people in various skin tones with whom they can explore, play, and share stories with other people. These shared stories help to increase student verbalizations, provide a place for social and emotional learning, and teach necessary early language skills.

SoundingBoard is a free mobile augmentative and alternative communication (AAC) app designed for children who are unable to speak (or who have limited speech) to help them communicate. In order to meet the needs of this particular population, the app comes with preloaded boards using symbols with recorded messages. Students select and press images on the board to prompt a verbal message.

LetterSchool promotes early literacy and numeracy skills by guiding children to tap, touch, and trace colorful animations. Children learn letter formation, letter sounds and names, spelling, counting, and other preschool and primary skills. This app, which offers a free trial, also does an excellent job of developing fine motor skills and eye-hand coordination.

Tales2Go, an audiobook service that offers a free one-month trial, helps students who struggle to read while boosting their listening skills. This app has an extensive collection of stories and books for all ages, with scores of splendid narrators who bring stories from every genre to life.

Epic! is an e-library that is great for supporting reluctant or struggling readers. It provides access to more than 20,000 high-quality children's books and educational videos and includes an assortment of both fiction and nonfiction books from prominent publishers. Epic is offering free access to schools during this time.

HELPFUL WEBSITES FOR PARENTS

Social Emotional Resource dealing with how parents can meet their child's needs specifically relating to social distancing.
https://genmindful.com/blogs/mindful-moments/social-distancing-impact-on-children

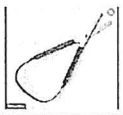
PBS has a great parent resource page with a variety of resources from social emotional support to academic support
https://www.pbs.org/parents

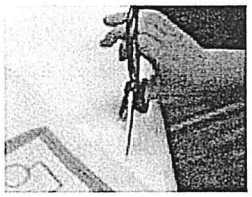
OCCUPATIONAL THERAPY

Tips for Practicing Cutting with Scissors

Make a medium or large straight, curved and angle d lines on paper, practice cutting on lines. Using correct grasp. Say "thumbs up" for prompt.

Available in therapy catalogs & good for beginning cutters or kids with muscle tone issues.





Pronated grasp is immature.

IMPROVING SOCIAL EMOTIONAL WELLBEING AT HOME

How Big is My Problem?

You can help your child understand that everyone has problems and that there are different levels of problems. These difference levels teach us how we can get through the problems. Ask them about some problems that you have noticed them having. Ask them where they would rank their problem on the scale. Then talk to them about how they could get through the problem. Tell them where you would rank their problem and discuss why you came up with that number (please refer to the "How Big is My Problem chart). Email me if you have any questions or concerns.

Thank you, Tanner Haskin

How Big is My Problem?

5

Emergency

You definitely need help from a grownup (fire, someone is hurt and needs to go to the hospital, a car accident, danger).

4

Gigantic problem

You can change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying).

3

You can change with some help (someone is mean to you or takes something that is yours, a minor accident, needing help calming down).

2

Medium problem

You can change with a little help (feeling sick, tired, or hungry, someone bothering you, being afraid, needing help).

1

Little problem

You can change with a little reminder (not being line leader, not winning a game, not taking turns, making a mess).

0

Glitch

You can fix yourself (changing clothes, cleaning up toys, forgetting favorite toy or blankie).

CONTACT INFORMATION

Please feel free to contact staff members for questions, concerns, or additional support if needed.

We are here to help!

Marcy Jaques, Teacher Consultant
mjaques@maisd.com

Michele Ludtke, Occupational Therapist
mludtke@maisd.com

Mary Hernandez, Speech & Language Pathologist
mhernandez@tricountyschools.com

Sarah Chapin, Speech & Language Pathologist
schapin@tricountyschools.com

Tanner Haskin, School Social Worker
thaskin@tricountyschools.com

Katie Deming, Physical Therapist
kdeming@maisd.com

2020-2021 Kindergarten Enrollment

If you have a child that will be 5 years old on or before December 1, 2020, they are eligible to attend Kindergarten in the fall!

Welcome to MacNaughton Elementary, a family and community focused school that is here to support you and your child as they begin their education. We are pleased to offer both Kindergarten and Readiness Kindergarten to our families. We look forward to you joining us in the fall as we educate, encourage and empower the lives of children.

To pre-register your child for the upcoming 2020-2021 Kindergarten school year, please go to our district website (www.tricountyschools.com), click on "Our Schools", choose "MacNaughton", then choose "Kindergarten Registration". There will be a link for a google form that can be filled out. We will be mailing enrollment forms home for Parents/Guardians to complete.

We understand that given the current, ever changing situation many are wondering what will take place this fall. We want to let parents know that we are all in this together. We are watching the changes that are currently happening and are making plans to adapt for the fall. We will keep all of our families up to date with new information as we receive it. Please know that your family's educational needs will be met by our hardworking teachers and staff at MacNaughton Elementary.

If you have any questions, feel free to contact Angela Ringler at aringler@tricountyschools.com, Jenny Rackley at jrackley@tricountyschools.com or our Administration Office (ESC) at 616-636-5454.

We look forward to meeting you very soon!

EDGERTON BUILDING

TRI COUNTY PRESCHOOL

At Tri County Preschool, we are preparing for the 2020-2021 school year! On the right hand side of this flyer is a breakdown of all the preschool programs offered at Edgerton. If you are interested in having your child attend preschool at Tri County, please fill out an online application at **greatstartmontcalm.org** This application works for all preschool opportunities listed on the right. If you need a hard copy of an application, please contact our Preschool Director, Kayla Pyne, kpyne@tricountyschools.com.

TRI COUNTY ALTERNATIVE EDUCATION

Tri County Alternative Education is located on the second level of the Edgerton Building. This program is application based for high school students 9-12th grade who may need a different learning environment to keep on track for graduation. This program is led by Ms. Bickley. More information can be found by contacting TCAS High School Principal, Mr. Goheen, tgoheen@tricountyschools.com

PRESCHOOL OPPORTUNITIES:

GSRP PROGRAM

* Great Start Readiness Program (GSRP) is state funded for income eligible families
* TC bus transportation and meals provided
* Full and half-day availability (4 days per week)
* 4-year-old preschool

HEADSTART

* Federally funded for income eligible families
* AM & PM half-day sessions available (4 days per week)
* Transportation and meals provided
* Ages: 3-5 year olds

EARLY CHILDHOOD SPECIAL EDUCATION

* TCAS preschool program for students who qualify for special education services
* AM & PM half-day sessions (4 days per week)

TRI COUNTY PRESCHOOL

* Tuition-Based
* 3-year-old and 4-year-old preschool sessions available (4 days per week)