

Name: _____

WEEK 1 WORK PACKET

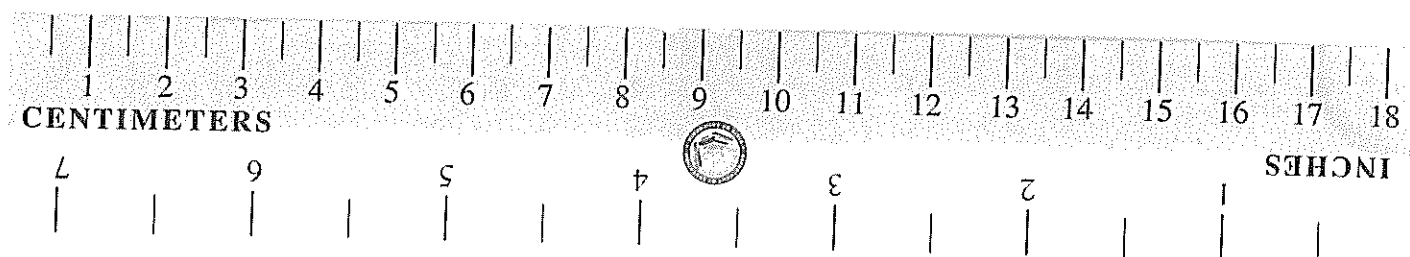
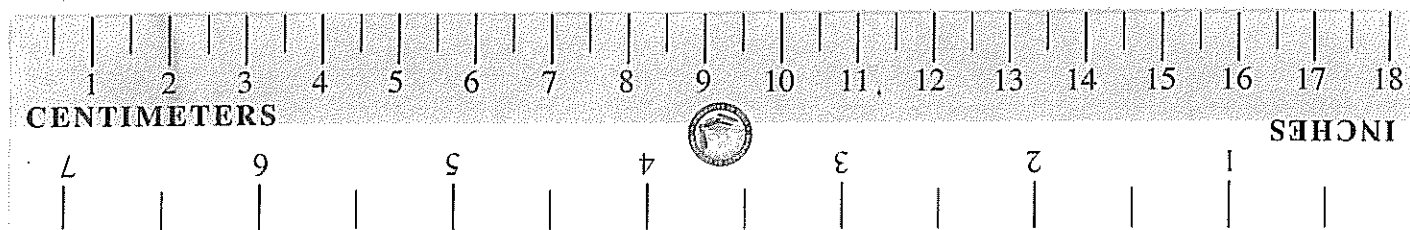
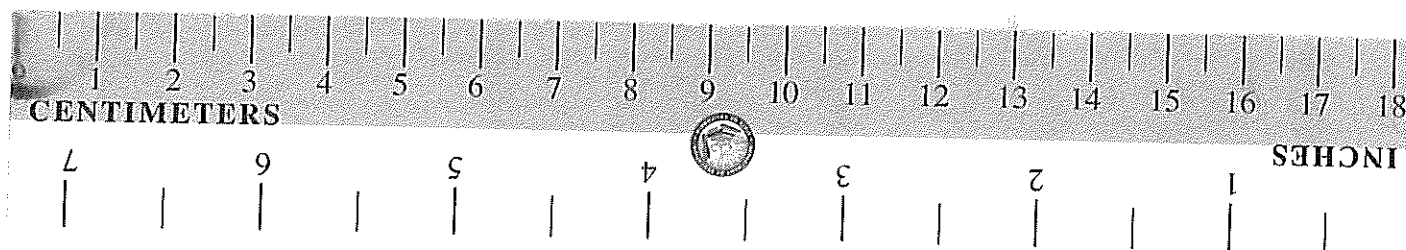
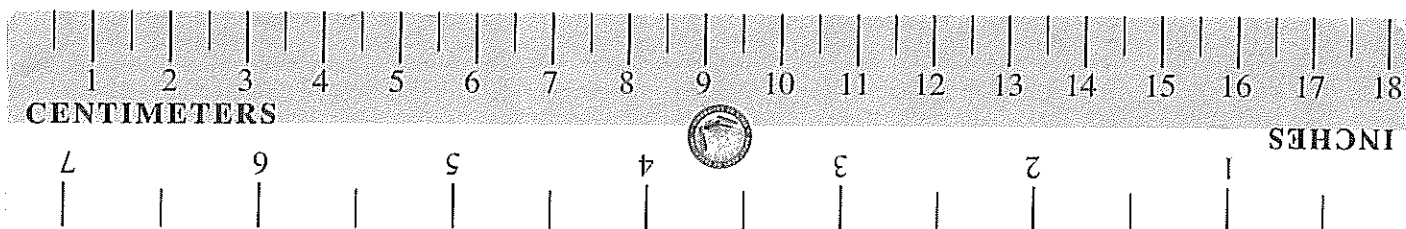
Please return to school once school resumes!

Please complete the following tasks as best you can. We greatly appreciate your patience and effort in supporting your child's learning during this time. Please directly email your child's teacher if you have any questions or concerns as we will all be available via email to support our students and families as best we can.

	Monday 3/16	Tuesday 3/17	Wednesday 3/18	Thursday 3/19	Friday 3/20
Math	Lesson 9.1 *Math Lesson & Student Worksheets attached	Lesson 9.2 *Math Lesson & Student Worksheets attached	Lesson 9.3 *Math Lesson & Student Worksheets attached	Lesson 9.4 *Math Lesson & Student Worksheets attached	Lesson 9.5 *Math Lesson & Student Worksheets attached
Language Arts	Complete ONE Journal Entry	Complete ONE Journal Entry	Complete ONE Journal Entry	Complete ONE Journal Entry	Complete ONE Journal Entry
Fundations	Fundations Practice	Fundations Practice	Fundations Practice	Fundations Practice	Fundations Practice
Reading	Read for a minimum of 20 minutes each day. <u>Complete log below.</u>	Read for a minimum of 20 minutes each day. <u>Complete log below.</u>	Read for a minimum of 20 minutes each day. <u>Complete log below.</u>	Read for a minimum of 20 minutes each day. <u>Complete log below.</u>	Read for a minimum of 20 minutes each day. <u>Complete log below.</u>

Reading Log

	Monday	Tuesday	Wednesday	Thursday	Friday
Book Title					
Parent Signature					
Teacher Check					



Monday

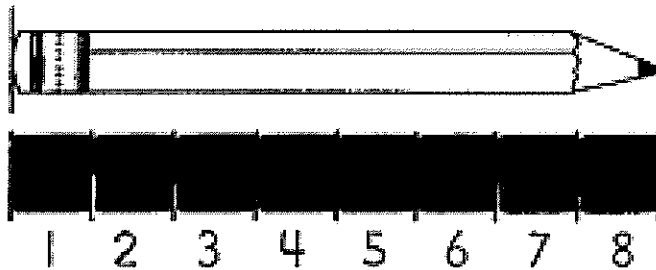
Math Lesson – Monday

Lesson 9.1

Reteach

Name _____

Measure with a Centimeter Model



Place unit cubes on the squares.

How many cubes long is the pencil?

The pencil is 8 cubes long.

Each unit cube is about 1 centimeter long.

So, the pencil is about 8 centimeters long.

Math Work - Monday

Name _____

Measure with a Centimeter Model

HANDS ON Lesson 4.1



COMMON CORE STANDARD—2.MD.1
Measure and estimate lengths in standard units.

Use a unit cube. Measure the length in centimeters.

1.



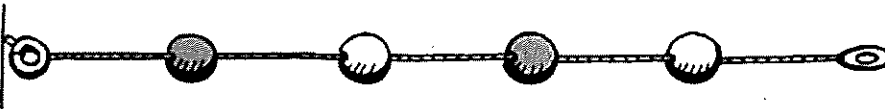
about _____ centimeters

2.



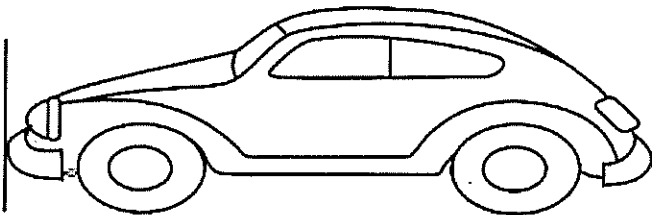
about _____ centimeters

3.



about _____ centimeters

4.



about _____ centimeters

Prompt: What did you do over the weekend? Did you go anywhere? Who were you with? Tell me more!

Date _____



Topic Sentence

(Restate the topic)



Detail

(State a reason/detail)



Detail

(State a reason/detail)



Detail

(State a reason/detail)

Name _____ Date _____ # _____



Detail

(State a
reason/detail)

Handwriting practice lines for the 'Detail' section, consisting of three sets of solid top and bottom lines with a dashed middle line.



Closing

(Restate the topic)

Handwriting practice lines for the 'Closing' section, consisting of three sets of solid top and bottom lines with a dashed middle line.

Illustrate what you wrote about in the box below!

A large, empty rounded rectangular box for drawing or illustrating the content written above.

Name: _____

Directions: Read each word. Mark up the words.

◡ = short vowels

th = underline digraphs

_ _ = blend parts

○_r = r controlled vowel

/i/ = y as final i

/e/ = y as a vowel e

○

d = double vowel

bumper

forgot

display

spy

faint

smelly

thirty

paintbrush

stray

complain

Tuesday

Math Lesson - Tuesday

Lesson 9.2
Reteach

Name _____

Estimate Lengths in Centimeters

The ribbon is about 8 centimeters long. How can you find the most reasonable estimate for the length of the string?

ribbon



string



1 centimeter

6 centimeters

10 centimeters

Think: 1 centimeter is not reasonable because the string is much longer than 1 cube.

Think: 10 centimeters is not reasonable because the string is shorter than the ribbon.

Math Work - Tuesday

Name _____

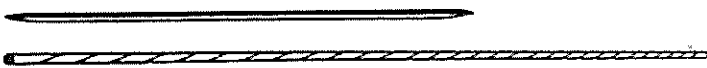
Lesson 9.2

Estimate Lengths in Centimeters



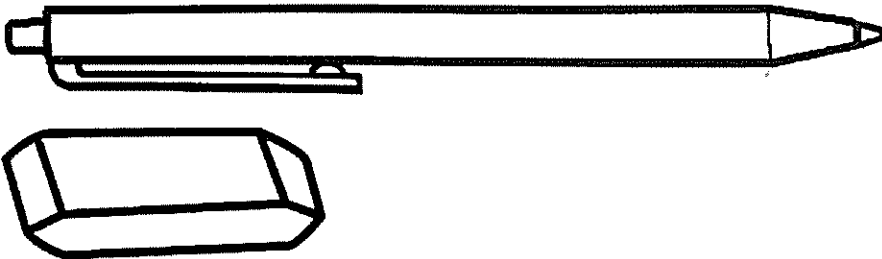
COMMON CORE STANDARD—2.MD.3
Measure and estimate lengths in standard units.

1. The toothpick is about 6 centimeters long. Circle the best estimate for the length of the yarn.



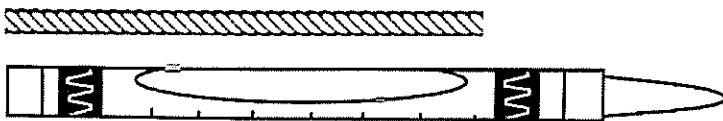
6 centimeters
9 centimeters
12 centimeters

2. The pen is about 11 centimeters long. Circle the best estimate for the length of the eraser.



4 centimeters
10 centimeters
14 centimeters

3. The string is about 6 centimeters long. Circle the best estimate for the length of the crayon.



5 centimeters
9 centimeters
14 centimeters

Prompt: If you could change anything about our classroom, what would you change? Why?

Date _____



Topic Sentence

(Restate the topic)



Detail

(State a reason/detail)



Detail

(State a reason/detail)



Detail

(State a reason/detail)

Name _____ Date _____ # _____



Detail

(State a
reason/detail)

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Closing

(Restate the topic)

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Illustrate what you wrote about in the box below!

A large, empty rectangular box with rounded corners, intended for drawing or illustrating the content written above.

Name: _____

Directions: Use the trick words in the box to complete each sentence.

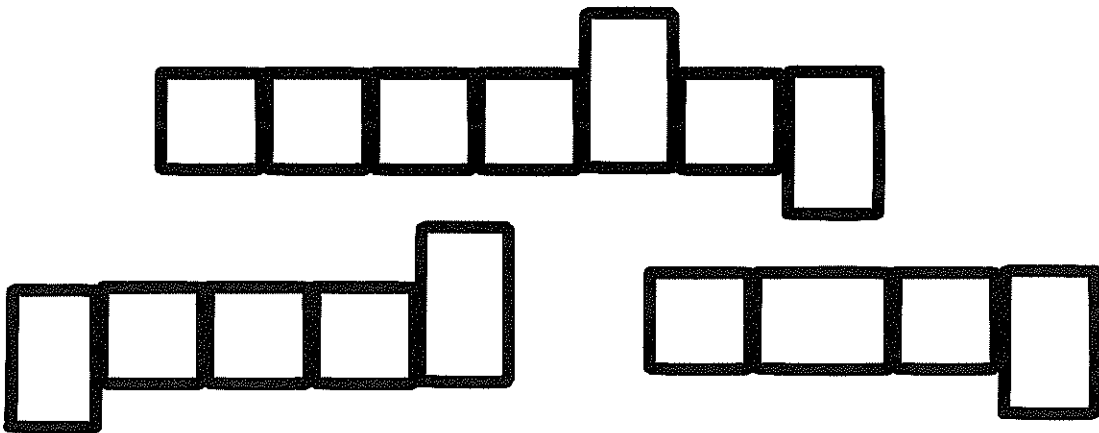
great

country

away

1. Which _____ were you born in?
2. Your homework looks _____!
3. The rain swept it all _____.
4. Have you ever slept _____
from home?
5. My _____ is _____!

Directions: Write each trick word from the box into the shape that it matches.



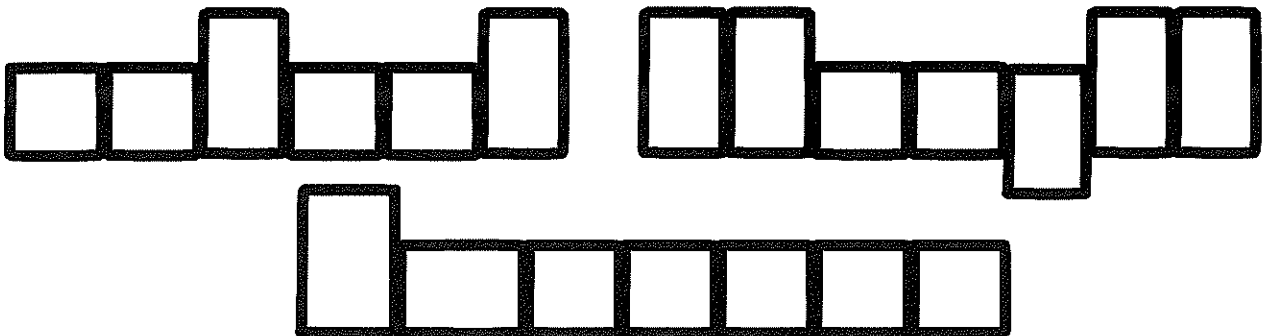
Name: _____

Directions: Use the trick words in the box to complete each sentence.

America school thought

1. There are fifty states in _____.
2. He did not come when I _____
he would.
3. She explained this to me in the morning at
_____.
4. Mexico is in North _____.
5. I _____
would start at eight.

Directions: Write each trick word from the box into the shape that it matches.



Wednesday

Math Lesson – Wednesday

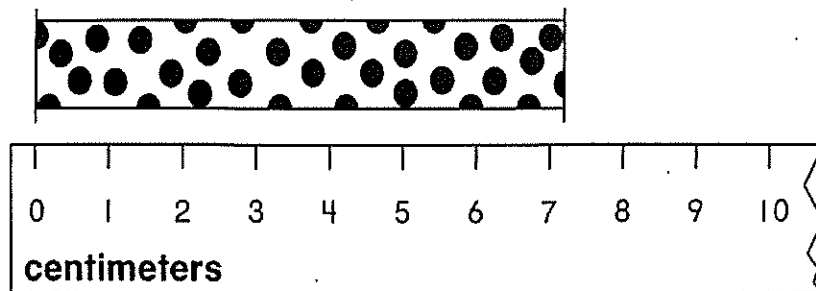
Lesson 9.3
Reteach

Name _____

Measure with a Centimeter Ruler

Line up the left end of the ribbon with the zero mark on the ruler.

Which centimeter mark is closest to the other end of the ribbon?



The ribbon is about 7 centimeters long.

CS

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Math Work - Wednesday

Name _____

HANDS ON Lesson 9.3

Measure with a Centimeter Ruler

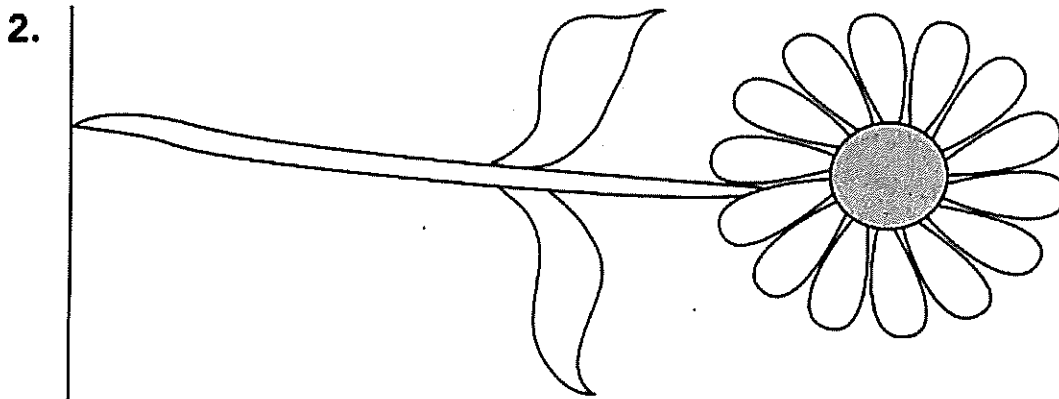


COMMON CORE STANDARD—2.MD.1
Measure and estimate lengths in standard units.

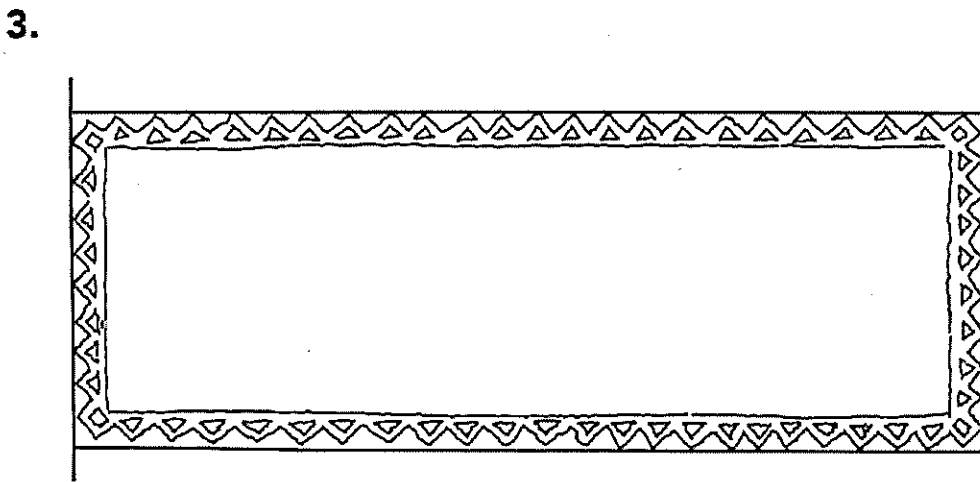
Measure the length to the nearest centimeter.



_____ centimeters



_____ centimeters



_____ centimeters

Prompt: Would you rather live in the desert or in the forest? Why?

Date _____



Topic Sentence

(Restate the topic)



Detail

(State a reason/detail)



Detail

(State a reason/detail)



Detail

(State a reason/detail)

Name _____ Date _____ # _____



Detail
(State a
reason/detail)



Closing
(Restate the topic)

Illustrate what you wrote about in the box below!

A large, empty rounded rectangle box with a black outline, intended for a student to draw or illustrate their writing.

Name: _____

Directions: Read each word. Mark up the words.

◡ = short vowels th = underline digraphs

_ _ = blend parts ○_r = r controlled vowel

○_d = double vowel

farmer

feast

chickpea

boxcar

deepen

cheater

sixteen

church

Thursday

backseat

Thursday

Math Lesson - Thursday

Lesson 9.4
Reteach

Name _____

Problem Solving • Add and Subtract Lengths

Christy has a ribbon that is 12 centimeters long. Erin has a ribbon that is 9 centimeters long. How many centimeters of ribbon do they have altogether?

Unlock the Problem

What do I need to find?

how much ribbon they have

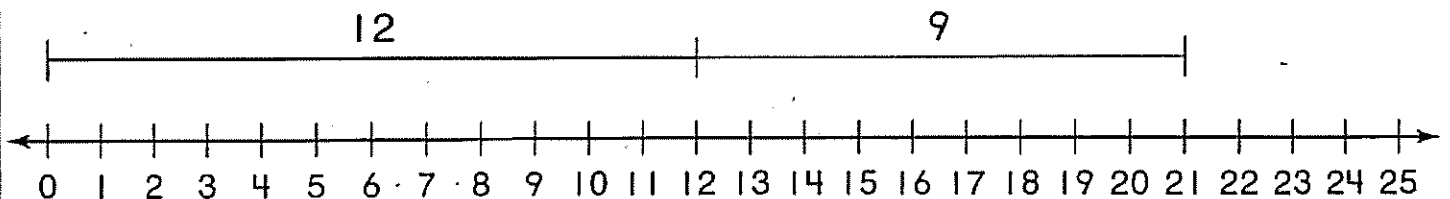
altogether

What information do I need to use?

Christy has 12 centimeters of ribbon.

Erin has 9 centimeters of ribbon.

Show how to solve the problem.



$$12 + 9 = \square$$

They have 21 centimeters of ribbon altogether.

Math Work - Thursday


Name _____

Problem Solving • Add and Subtract Lengths

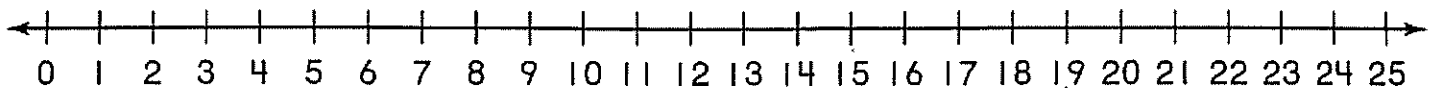
PROBLEM SOLVING Lesson 9.4



COMMON CORE STANDARDS—2.MD
2.MD.5 Relate addition and subtraction
length.

Draw a diagram. Write a number sentence using
a  for the missing number. Then solve.

1. A straw is 20 centimeters long. Mr. Jones
cuts off 8 centimeters of the straw. How long
is the straw now?



The straw is _____ centimeters long now.

Prompt: FREEWRITE! Write about anything you choose!

Date _____



Topic Sentence

(Restate the topic)



Detail

(State a reason/detail)



Detail

(State a reason/detail)



Detail

(State a reason/detail)

Name _____ Date _____ # _____



Detail
(State a
reason/detail)

Handwriting practice lines for the 'Detail' section, consisting of three sets of solid top and bottom lines with a dashed middle line.



Closing
(Restate the topic)

Handwriting practice lines for the 'Closing' section, consisting of three sets of solid top and bottom lines with a dashed middle line.

Illustrate what you wrote about in the box below!

A large, empty rounded rectangular box for drawing or illustrating the content written above.

Name: _____

Directions: Use the trick words in the box to complete each sentence.

whose

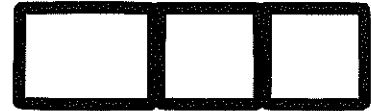
won

son

1. I know _____ shoes those are.
2. Your _____ the contest!
3. _____

the spelling bee?

Directions: Write each trick word from the box into the shape that it matches.



Directions: Write a sentence with as many of the trick words as you can. Can you include all three words in one sentence?

Name: _____

Directions: Use the trick words in the box to complete each sentence.

head

ready

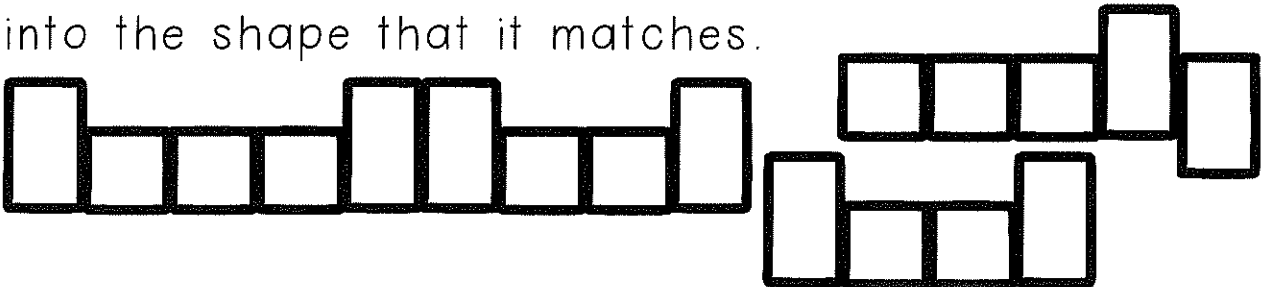
breakfast

1. Is _____ ?

2. She will _____ to _____
before me.

3. Are you _____ to _____ over?

Directions: Write each trick word from the box into the shape that it matches.



Directions: Write a sentence with as many of these trick words as you can. Can you include all three words in one sentence?

Friday

Math Lesson - Friday

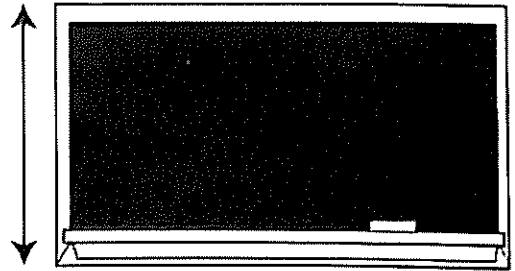
Lesson 9.5
Reteach

Name _____

Centimeters and Meters

You can measure longer
lengths in meters.

1 meter is the same as
100 centimeters.



The real board is about 100 centimeters tall.
So, the real board is about 1 meter tall.

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Math Work - Friday

Name _____

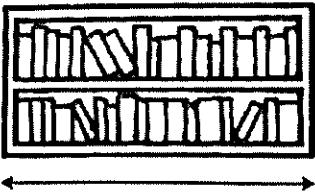
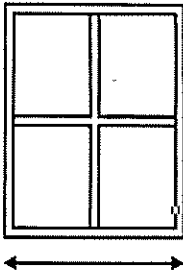

Centimeters and Meters

HANDS ON Lesson 9.5



COMMON CORE STANDARD—2.MD.2
Measure and estimate lengths in standard units.

Measure to the nearest centimeter.
Then measure to the nearest meter.

Find the real object.	Measure.
1. bookcase 	_____ centimeters _____ meters
2. window 	_____ centimeters _____ meters
3. picture 	_____ centimeters _____ meters



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Math Lesson - Monday

Prompt: What is your favorite place to go with your family? It can be a vacation, restaurant, theme park. You pick! Why is it your favorite?

Date _____



Topic Sentence

(Restate the topic)



Detail

(State a reason/detail)



Detail

(State a reason/detail)



Detail

(State a reason/detail)

Name _____ Date _____ # _____



Detail
(State a
reason/detail)

Handwriting practice lines for the 'Detail' section, consisting of three sets of solid top and bottom lines with a dashed middle line.



Closing
(Restate the topic)

Handwriting practice lines for the 'Closing' section, consisting of three sets of solid top and bottom lines with a dashed middle line.

Illustrate what you wrote about in the box below!

A large, empty rounded rectangular box for drawing or illustrating the content written in the sections above.

Name: _____

Directions: Read each word. Mark up the words.

◡ = short vowels th = underline digraphs

__ = blend parts ○_r = r controlled vowel

○_d = double vowel

joyful

hoist

trapezoid

tomboy

peanut

index

enjoy

stretch

broiler

punish

Name: _____

WEEK 2 WORK PACKET

Please return to school once school resumes!

Please complete the following tasks as best you can. We greatly appreciate your patience and effort in supporting your child's learning during this time. Please directly email your child's teacher if you have any questions or concerns as we will all be available via email to support our students and families as best we can.

	Monday 3/23	Tuesday 3/24	Wednesday 3/25	Thursday 3/26	Friday 3/27
Math	Lesson 9.7 *Math Lesson & Student Worksheets attached	Addition Review *Math Lesson & Student Worksheets attached	Subtraction Review *Math Lesson & Student Worksheets attached	Subtraction w/Zero Review *Math Lesson & Student Worksheets attached	Time Review *Math Lesson & Student Worksheets attached
Language Arts	Complete ONE Journal Entry	Complete ONE Journal Entry	Complete ONE Journal Entry	Complete ONE Journal Entry	Complete ONE Journal Entry
Fundations	Fundations Practice	Fundations Practice	Fundations Practice	Fundations Practice	Fundations Practice
Reading	Read for a minimum of 20 minutes each day. <u>Complete log below.</u>	Read for a minimum of 20 minutes each day. <u>Complete log below.</u>	Read for a minimum of 20 minutes each day. <u>Complete log below.</u>	Read for a minimum of 20 minutes each day. <u>Complete log below.</u>	Read for a minimum of 20 minutes each day. <u>Complete log below.</u>

Reading Log

	Monday	Tuesday	Wednesday	Thursday	Friday
Book Title					
Parent Signature					
Teacher Check					

Monday

Math Lesson - Monday

Lesson 9.7

Release

Name _____

Measure and Compare Lengths

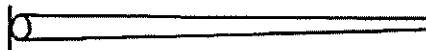
Which object is longer? How much longer?

1. Measure the leaf.



The leaf is 9 centimeters.

2. Measure the stick.



The stick is 5 centimeters.

3. Complete the number sentence to find the difference.

$$\begin{array}{r} 9 \\ \text{centimeters} \end{array} - \begin{array}{r} 5 \\ \text{centimeters} \end{array} = \begin{array}{r} 4 \\ \text{centimeters} \end{array}$$

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CamScanner

The leaf is 4 centimeters longer than the stick.

Math Work - Monday

Name _____

Measure and Compare Lengths

HANDS ON Lesson 9.7



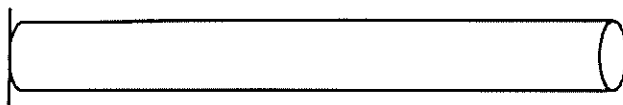
COMMON CORE STANDARD—2.MD.4
Measure and estimate lengths in standard
units.

Measure the length of each object. Write a number sentence to find the difference between the lengths.

1.



_____ centimeters

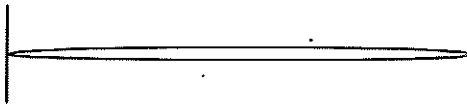


_____ centimeters

$$\begin{array}{r} \text{_____} \\ \text{centimeters} \end{array} - \begin{array}{r} \text{_____} \\ \text{centimeters} \end{array} = \begin{array}{r} \text{_____} \\ \text{centimeters} \end{array}$$

The craft stick is _____ centimeters longer than the chalk.

2.



_____ centimeters



_____ centimeters

$$\begin{array}{r} \text{_____} \\ \text{centimeters} \end{array} - \begin{array}{r} \text{_____} \\ \text{centimeters} \end{array} = \begin{array}{r} \text{_____} \\ \text{centimeters} \end{array}$$

The string is _____ centimeters longer than the toothpick.



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Prompt: Not throwing our trash away is a big problem for our world. How do you think we can solve this problem? What can you do to help?

Date _____



Topic Sentence

(Restate the topic)



Detail

(State a reason/detail)



Detail

(State a reason/detail)



Detail


(State a reason/detail)

Name _____ Date _____ # _____




Detail
(State a reason/detail)

A series of horizontal lines for handwriting practice. It consists of three identical sets of lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

 Closing
(Restate the topic)

Illustrate what you wrote about in the box below!



Name _____

Date _____

Directions: Read the word in the box. Tap out the sounds and write one sound on each card. When you are done color your double vowels pink. Color your consonants and digraphs yellow.

peak	p	ea	k	join				
gray				joy				
broil				foil				
moist				bean				
coil				oink				
feet				spoil				

Tuesday

Math Lesson - Tuesday

Lesson 6.5
Reteach

Name _____

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	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	8	9
+ 6	2	3
	1	2

Step 3 Add the hundreds.

There are 8 hundreds in all.

1	1	9
+ 6	2	3
8	1	2

Name _____

Lesson 6.5

Addition: Regroup Ones and Tens



COMMON CORE STANDARD—2.NBT.7
Use place value understanding and properties of operations to add and subtract.

Write the sum.

1.

$$\begin{array}{r} 547 \\ + 435 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 367 \\ + 284 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 485 \\ + 456 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 187 \\ + 306 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 647 \\ + 128 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 523 \\ + 174 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 255 \\ + 231 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 294 \\ + 176 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 375 \\ + 364 \\ \hline \end{array}$$

Problem Solving

Solve. Write or draw to explain.

10. Saul and Luisa each scored 167 points on a computer game. How many points did they score together?

_____ points

Lesson Check (2.NBT.7)

1. What is the sum?

$$\begin{array}{r} 348 \\ + 272 \\ \hline \end{array}$$

2. What is the sum?

$$\begin{array}{r} 123 \\ + 217 \\ \hline \end{array}$$

Spiral Review (2.OA.1, 2.OA.2, 2.NBT.6, 2.NBT.9)

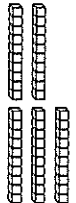

3. Which addition fact has the same sum as $9 + 4$.

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

4. What is the sum?

$$\begin{array}{r} 32 \\ 15 \\ + 46 \\ \hline \end{array}$$

5. Add 29 and 35. What is the sum?

Tens	Ones
	

6. Tom had 25 pretzels. He gave away 12 pretzels. How many pretzels does Tom have left?

$$25 - 12 = \underline{\quad} \text{ pretzels}$$

Prompt: FREEWRITE! Write about anything you choose!

Date _____



Topic Sentence

(Restate the topic)



Detail

(State a reason/detail)



Detail

(State a reason/detail)



Detail

(State a reason/detail)

Name _____ Date _____ # _____



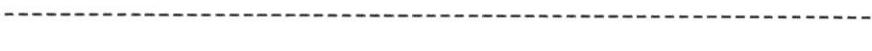
Detail

(State a reason/detail)


A handwriting practice sheet featuring three sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Closing

(Restate the topic)



Illustrate what you wrote about in the box below!



Name: _____

Directions: Use the trick words in the box to complete each sentence.

favorite

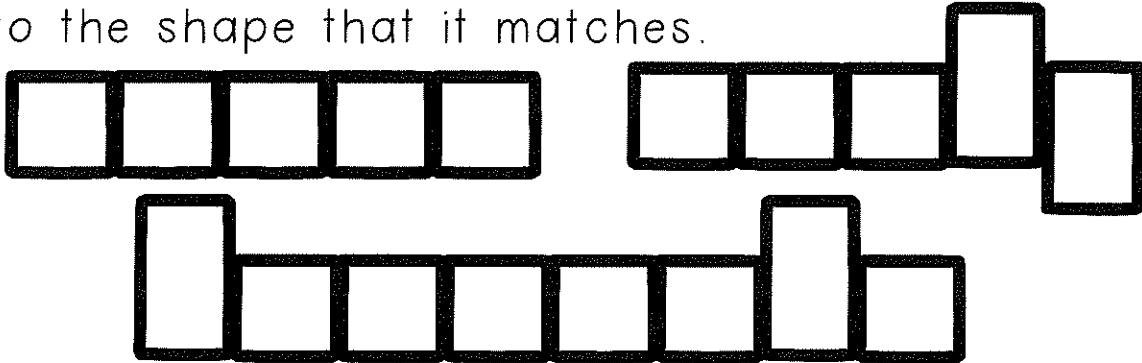
early

ocean

1. We woke up _____ to visit our
_____ spot near the _____.

2. My _____
program is on very _____!

Directions: Write each trick word from the box into the shape that it matches.



Directions: Write a sentence with as many of the trick words as you can. Can you include all three words in one sentence?

Wednesday

Math Lesson - Wednesday

Lesson 6.10
Reteach

Name _____

Subtraction: Regroup Hundreds and Tens

You may need to regroup more than once.

$$\begin{array}{r} 282 \\ - 198 \\ \hline \end{array}$$

Regroup 1 ten as 10 ones. Subtract the ones.

$$\begin{array}{r} 7\cancel{1}2 \\ \cancel{8}\cancel{2} \\ - 198 \\ \hline 4 \end{array}$$

Regroup 1 hundred as 10 tens. Subtract the tens.

$$\begin{array}{r} 17\cancel{1}2 \\ \cancel{2}\cancel{8}\cancel{2} \\ - 198 \\ \hline 84 \end{array}$$

Subtract the hundreds.

$$\begin{array}{r} 17\cancel{1}2 \\ \cancel{2}\cancel{8}\cancel{2} \\ - 198 \\ \hline 84 \end{array}$$

Name _____

Lesson 6.10

Subtraction: Regroup Hundreds and Tens



COMMON CORE STANDARD—2.NBT.7
Use place value understanding and properties of operations to add and subtract.

Solve. Write the difference.

1.

$$\begin{array}{r} 816 \\ - 345 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 942 \\ - 163 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 796 \\ - 468 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 723 \\ - 543 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 986 \\ - 712 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 547 \\ - 289 \\ \hline \end{array}$$

Problem Solving



Solve.

7. Mia's coloring book has 432 pages. She has already colored 178 pages. How many pages in the book are left to color?

_____ pages

Lesson Check (2.NBT.7)

1. What is the difference?

$$\begin{array}{r} 349 \\ - 187 \\ \hline \end{array}$$

2. What is the difference?

$$\begin{array}{r} 336 \\ - 178 \\ \hline \end{array}$$

Spiral Review (2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.7)

3. What is the sum?

$$\begin{array}{r} 246 \\ + 533 \\ \hline \end{array}$$

4. What is the difference?

$$\begin{array}{r} 38 \\ - 14 \\ \hline \end{array}$$

5. What is the difference?

$$17 - 9 = \underline{\quad}$$

6. Lisa had 15 daisies.
She gave away 7 daisies.
Then she found 3 more daisies.
How many daisies does Lisa
have now?

$$15 - 7 + 3 = \underline{\quad}$$

Prompt: Imagine you are stranded in the Arctic. What three things would you want to have with you?

REMEMBER, you can only choose THREE things.

Date _____



Topic Sentence

(Restate the topic)



Detail

(State a reason/detail)



Detail

(State a reason/detail)



Detail


(State a reason/detail)

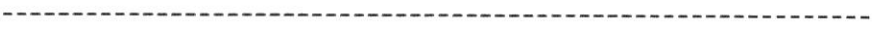
Name _____ Date _____ # _____




Detail
(State a reason/detail)

A series of horizontal lines for handwriting practice. It consists of three identical sets of lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

 Closing
(Restate the topic)



Illustrate what you wrote about in the box below!



Name: _____ Date _____

Directions: Read the words in the box. Copy each word under the sound pattern that it makes.

glowing

crow

brown

bow

growl

below

slow

power

drown

window

chow

mower

own

towing

rowdy

chowder

ow like snow

ow like plow

Thursday

Math Lesson - Thursday

Lesson 6.11
Reteach

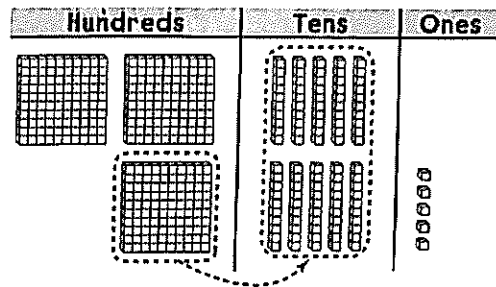
Name _____

Regrouping with Zeros

Subtract 138 from 305.

There are not enough ones to subtract 8.

Since there are 0 tens, regroup 3 hundreds as 2 hundreds and 10 tens.

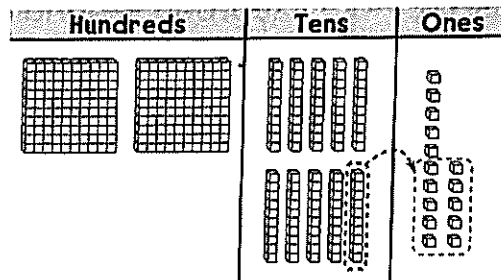


$$\begin{array}{r} 210 \\ 305 \\ - 138 \\ \hline \end{array}$$

Then regroup 10 tens and 5 ones as 9 tens and 15 ones.

Subtract the ones.

$$15 - 8 = 7$$



$$\begin{array}{r} 210 \\ 305 \\ - 138 \\ \hline 7 \end{array}$$

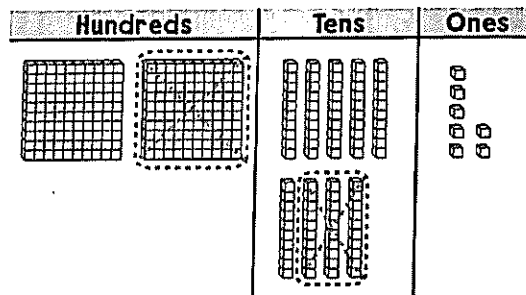
Subtract the tens.

$$9 - 3 = 6$$

Subtract the hundreds.

$$2 - 1 = 1$$

So, $305 - 138 = \underline{167}$.



$$\begin{array}{r} 210 \\ 305 \\ - 138 \\ \hline 167 \end{array}$$

Name _____

Lesson 6.11

Regrouping with Zeros



COMMON CORE STANDARD—2.NBT.7
Use place value understanding and properties of operations to add and subtract.

Solve. Write the difference.

1.

$$\begin{array}{r} 806 \\ - 345 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 902 \\ - 783 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 794 \\ - 268 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 687 \\ - 144 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 505 \\ - 167 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 307 \\ - 154 \\ \hline \end{array}$$

Problem Solving



Solve.

7. There are 303 students.
There are 147 girls.
How many boys are there?

_____ boys

Lesson Check (2.NBT.7)

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 (2.OA.2, 2.NBT.5, 2.NBT.7, 2.NBT.9)

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?

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

5. What is the difference?

$$10 - 2 = \underline{\quad}$$

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?

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

Prompt: FREEWRITE! Write about anything you choose!

Date _____



Topic Sentence

(Restate the topic)



Detail

(State a reason/detail)



Detail

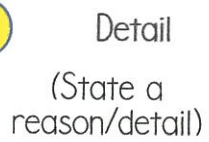
(State a reason/detail)



Detail

(State a reason/detail)

Name _____ Date _____ # _____




(State a

reason/detail)



(Restate the topic)

Illustrate what you wrote about in the box below!



Name: _____

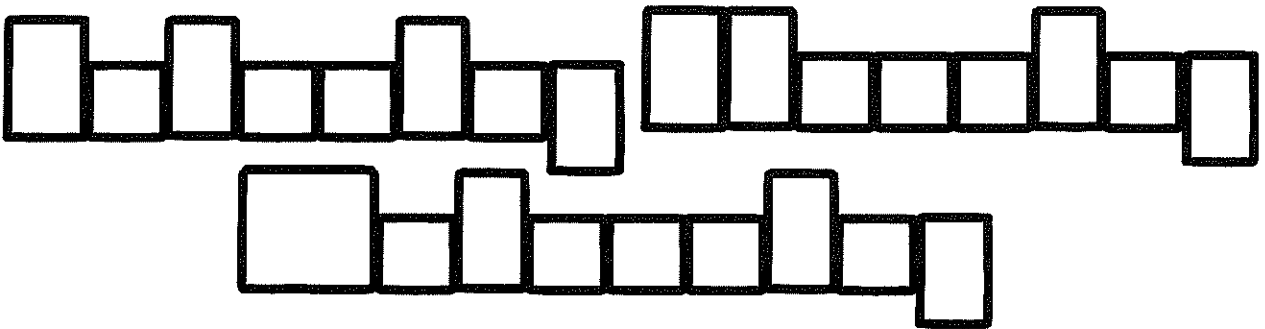
Directions: Use the trick words in the box to complete each sentence.

Wednesday Thursday Saturday

1. We go to school on _____ and _____ but not _____.

2. Friday is in between _____ and _____.

Directions: Write each trick word from the box into the shape that it matches.



Directions: Write a sentence with as many of the trick words as you can. Can you include all three words in one sentence?

Friday

Math Lesson - Friday

Name _____

Lesson 7.9
Reteach

Time to 5 Minutes

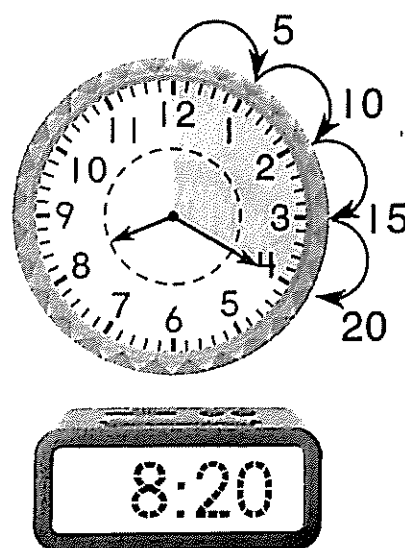
The minute hand moves from one number to the next in 5 minutes.

Start at the 12. Count by fives.

Stop at the number the minute hand points to.

The hour is 8 o'clock.

It is 20 minutes after 8:00.



Name _____

Lesson 7.10
Reteach

Practice Telling Time

Use the clock hands to tell time.

First find the hour.

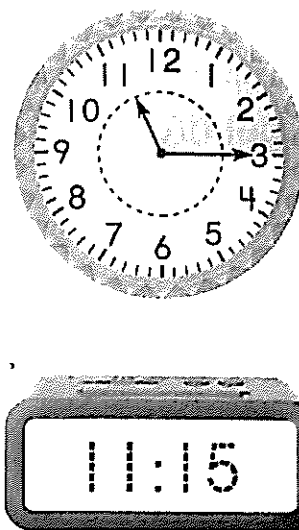
The hour is 11.

Now figure out minutes.

When the minute hand points to the 3 it is quarter past.

It is 15 minutes past 11.

The time is quarter past 11.



Name _____

Lesson 7.9

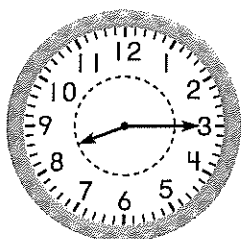
Time to 5 Minutes



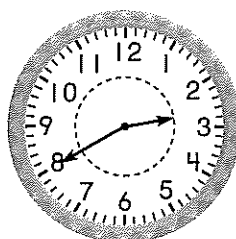
COMMON CORE STANDARD—2.MD.7
Work with time and money.

Look at the clock hands. Write the time.

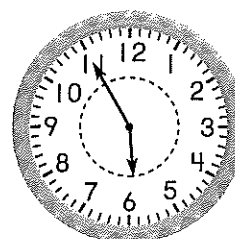
1.



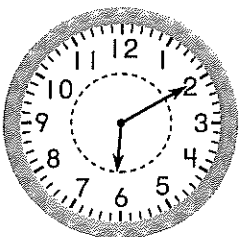
2.



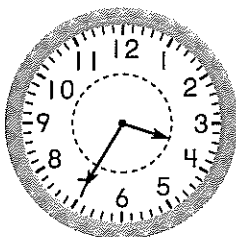
3.



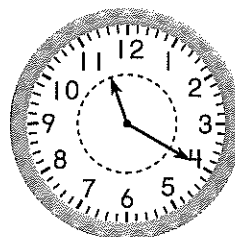
4.



5.



6.

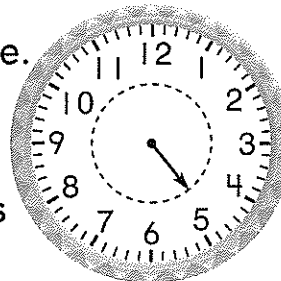


Problem Solving



Draw the minute hand to show the time.
Then write the time.

7. My hour hand points between the 4 and the 5. My minute hand points to the 9. What time do I show?



Name _____

Lesson 7.10

Practice Telling Time



COMMON CORE STANDARD—2.MD.7
Work with time and money.

Draw the minute hand to show the time. Write the time.

1. quarter past 7



2. half past 3



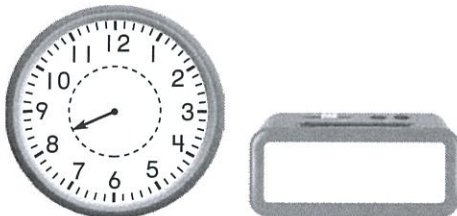
3. 50 minutes after 1



4. quarter past 11



5. 15 minutes after 8



6. 5 minutes after 6



Problem Solving

Draw hands on the clock to solve.

7. Josh got to school at half past 8.
Show this time on the clock.



Prompt: FREEWRITE! Write about anything you choose!

Date _____



Topic Sentence

(Restate the topic)



Detail

(State a reason/detail)



Detail

(State a reason/detail)



Detail

(State a reason/detail)

Name _____ Date _____ # _____



Detail

(State a
reason/detail)

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Closing

(Restate the topic)

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Illustrate what you wrote about in the box below!

A large, empty rectangular box with rounded corners, intended for drawing or illustrating the topic.

Name: _____

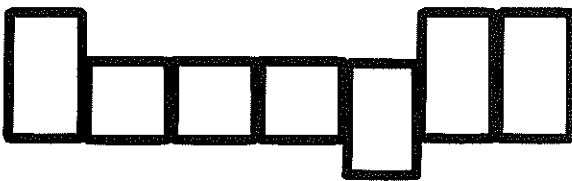
Directions: Use the trick words in the box to complete each sentence.

bought brought piece

1. We _____ you a _____
of the cake that mom _____.

2. He broke the glass _____ that I
_____ in Spain and _____ for you.

Directions: Write each trick word from the box into the shape that it matches.



Directions: Write a sentence with as many of the trick words as you can. Can you include all three words in one sentence?
