

Student Learning Extension Opportunities Kindergarten-Grade 2 Week Eight

Chromebook Access Information



The Clark County School District will continue educating students through distance education for the remainder of the 2019-2020 school year. If your child needs a Chromebook to continue learning, please contact your school via telephone or e-mail, or call (702) 799-3850 for direct assistance.

For additional information regarding Student Learning Extension Opportunities, please visit ccsdl earns.ccsd.net.

Support for all Clark County School District students is available via telephone. Please call **702-799-6644** to access the **Learning Line**. Educators will be available **Monday through Friday from 8:00 a.m. until 4:00 p.m.** to assist students in both English and Spanish during scheduled school days.

Directions: These learning activities are provided for practice opportunities. Refreshing your memory of the concepts learned and keeping your mind engaged will help you maintain the skills you have learned. These learning activities are designed to provide practice over the course of the week, so spread out the work.

WEEK EIGHT

Reading and Writing (Science and Social Studies Integration):

Supplemental Online Resources

Week 8, Day 1

- Read a book at your reading level for fifteen minutes. Keep track of your daily reading on the reading log below.
- Kindergarten:
 - Read the story, "My Farm Book."
 - After reading, complete the questions.
- Supplemental learning for Kindergarten: Watch the video, "Parts of a Story" using the QR code or URL to support the understanding of parts of a story.
- Grade 1:
 - Read the article, "Percussion Instruments."
 - After reading the article, answer the comprehension questions.
- Supplemental learning for Grade 1: Watch the video, "Onomatopoeia" using the QR code or URL to support the understanding of onomatopoeia.
- Grade 2:
 - Read the fairy tale, "A Frog Prince."
 - After reading, complete the comprehension questions.
- Supplemental learning for Grade 2: Watch the video, "Fairy Tale Story Elements" using the QR code or URL to support the understanding of fairy tale story elements.



bit.ly/w6partsofastory
Video: "Parts of a Story
Song"
(Grade K)



bit.ly/w8onomatopoeia
Video:
"Onomatopoeia"
(Grade 1)



bit.ly/w8fairytales
Video: "Fairy Tale Story
Elements"
(Grade 2)

Student Learning Extension Opportunities

Kindergarten-Grade 2

Week Eight

Week 8, Day 2 - Read a book at your reading level for fifteen minutes. Keep track of your daily reading on the reading log below. - Kindergarten: - Read the story, "The man is with his dog." - After reading, draw the events of the story in order. - Grade 1: - Read the article, "Symphony Orchestra: Brass Instruments." - After reading, complete comprehension questions. - Supplemental learning for Grade 1: Watch the video, "How to Retell a Story for Kids" using the QR code or URL to support the understanding of retelling a story. - Grade 2: - Re-read the fairy tale, "A Frog Prince" in Week 8, Day 1. - After reading, complete the comprehension questions.	 bit.ly/w8retellstory Video: "How to Retell a Story for Kids" (Grade 1)
Week 8, Day 3 - Read a book at your reading level for fifteen minutes. Keep track of your daily reading on the reading log below. - Kindergarten: - Read the story, "The Block Party." - After reading, draw a picture for each part of the story. - Grade 1: - Read the article, "The Symphony Orchestra Conductor." - After reading the article, answer the comprehension questions. - Grade 2: - Read the fable, "The Elephant and the Ape." - After reading, complete the comprehension questions. - Supplemental learning for Grade 2: Watch the video, "eSparkLearning: Multicultural Fables Framing Video" using the QR code or URL to support the understanding of fables.	 bit.ly/w8fable Vidoe: "eSpark Learning: Multicultural Fables Framing Video" (Grade 2)
Week 8, Day 4 - Read a book at your reading level for fifteen minutes. Keep track of your daily reading on the reading log below. - Kindergarten: - Read the story, "At the Zoo." - After reading the story, draw to answer the questions. - Grade 1: - Read the article, "Sheet Music." - After reading, answer the comprehension questions. - Grade 2: - Re-read the fable, "The Elephant and the Ape" in Week 8, Day 3. - After reading, complete the comprehension questions.	

Student Learning Extension Opportunities Kindergarten-Grade 2 Week Eight

Week 8, Day 5 - Read a book at your reading level for fifteen minutes. Keep track of your daily reading on the reading log below. - Kindergarten: - Read the story, "Matt and Ann." - After reading, draw to answer the questions. - Supplemental Learning for Kindergarten: Watch the video, "New Sight Words 2" using the QR code or URL to support the review of sight words. - Grade 1: - Read the passage, "Woodwind Instruments." - After reading, answer the comprehension questions. - Grade 2: - Re-read the passages, "A Frog Prince" in Week 8, Day 1 and "The Elephant and the Ape" in Week 8, Day 3. - Think about the lesson the princess should have learned. Write about the lesson the princess should have learned and explain why. - Think about how each character, Ty, Bo, and Li acted in the passage. Write about which character you are most like and explain why you chose that character.	 bit.ly/w8sightwords2 Video: "New Sight Words 2" (Grade K)
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 bit.ly/pbpflyer BouncePages flyer in English and Spanish	Pearson BouncePages App The BouncePages app from Pearson allows students and parents/guardians to watch animated instructional videos by simply scanning the activity page. The linked videos are available in English and Spanish. The activity pages that can be scanned to access the Pearson videos are noted below. Use the QR codes or links in this top section for more information about using the BouncePages app.	 bit.ly/usebouncepages How to Download, Install, and Use the Pearson BouncePages App
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Mathematics:	Kindergarten Online Resources	Grade 1 Online Resources	Grade 2 Online Resources
Week 8, Day 1 - Complete the appropriate grade-level worksheet(s) labeled <i>Kindergarten</i>, <i>Grade 1</i>, or <i>Grade 2</i>. - Supplemental learning: Watch the appropriate grade-level video(s).	Use BouncePages app to watch a video that supports today's learning activity.	Use BouncePages app to watch a video that supports today's learning activity.	Use BouncePages app to watch a video that supports today's learning activity.
Week 8, Day 2 - Complete the appropriate grade-level worksheet(s) labeled <i>Kindergarten</i>, <i>Grade 1</i>, or <i>Grade 2</i>. - Supplemental learning: Watch the appropriate grade-level video(s).	 youtu.be/Ad9NkMHsT4o Video: "Comparing Lengths"	 youtu.be/UD0BrqxURe0 Video: "Basic Shapes and Their Attributes (1.G.1)"	 youtu.be/4uchVvqPEOk Video: "2nd grade money lesson"

Student Learning Extension Opportunities

Kindergarten-Grade 2

Week Eight

Mathematics:	Kindergarten Online Resources	Grade 1 Online Resources	Grade 2 Online Resources
Week 8, Day 3 - Complete the appropriate grade-level worksheet(s) labeled <i>Kindergarten</i>, <i>Grade 1</i>, or <i>Grade 2</i>. - Supplemental learning: Watch the appropriate grade-level video(s).	 www.turtlediary.com/video/length-measurement.html Video: "Length Measurement"	Use BouncePages app to watch a video that supports today's learning activity.	Use BouncePages app to watch a video that supports today's learning activity.
Week 8, Day 4 - Complete the appropriate grade-level worksheet(s) labeled <i>Kindergarten</i>, <i>Grade 1</i>, or <i>Grade 2</i>. - Supplemental learning: Watch the appropriate grade-level video(s).	Use BouncePages app to watch a video that supports today's learning activity.	 youtu.be/24Uv8Cl5hvl Video: "Shapes, Sides and Vertices"	 youtu.be/SHESllo9Br4 Video: "Eureka Math Grade 2 Module 7 Lesson 7"
Week 8, Day 5 - Complete the appropriate grade-level worksheet(s) labeled <i>Kindergarten</i>, <i>Grade 1</i>, or <i>Grade 2</i>. - Supplemental learning: Watch the appropriate grade-level video(s).	 youtu.be/2_qynD-HV9A Video: "Kindergarten Math Tutorials: Comparing Capacities"	 youtu.be/svrkthG2950 Video: "Name the Shape Game"	 youtu.be/50ID4wbvRc0 Video: "Eureka Math Grade 2 Module 7 Lesson 10"

Reading Log

Read a book at your reading level for fifteen minutes. Keep track of your daily reading on the reading log below. You may use the *100 Ways to Raise a Reader* menu to read texts in a variety of different ways.

	Title(s)
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	

Oportunidades de Continuación para Aprendizaje del Estudiante Del Kindergarten al 2° Grado Semana Ocho

Información de Acceso Chromebook



El Distrito Escolar del Condado de Clark continuará educando a los estudiantes a través de la educación a distancia para el resto del año escolar 2019-2020. Si su hijo necesita un Chromebook para continuar aprendiendo, por favor contacte a su escuela por teléfono o correo electrónico o llame al (702) 799-3850 para asistencia directa.

Para obtener información adicional sobre las Oportunidades de Continuación de Aprendizaje del Estudiante, por favor visite: ccsdaprende.ccsd.net.

El apoyo a todos los estudiantes del Distrito Escolar del Condado de Clark está disponible por teléfono. Por favor llama al **702-799-6644** para acceder a la **Línea de Aprendizaje**. Los educadores estarán disponibles de **lunes a viernes de 8:00 a.m. a 4:00 p.m.** para ayudar a los estudiantes tanto en inglés como en español durante los días de clases.

Instrucciones: Estas actividades de aprendizaje se ofrecen como oportunidades de práctica. Refrescar tu memoria de los conceptos aprendidos y mantener tu mente ocupada te ayudará a mantener las habilidades que has aprendido. Estas actividades de aprendizaje están diseñadas para proporcionar práctica en el transcurso de la semana, así que distribuye el trabajo.

SEMANA OCHO

Lectura y Escritura (Integración de las Ciencias y Estudios Sociales):	Recursos Suplementarios en Línea
Semana 8, día 1 • Lee un libro a tu nivel de lectura durante quince minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. • Kindergarten: ◦ Lee el texto, "My Farm Book." ◦ Después de leer, contesta las preguntas. • Aprendizaje suplementario para el Kindergarten: Ve el video, "Parts of a Story" usando el código QR o URL para apoyar la comprensión de las partes del texto. • 1.er Grado: ◦ Lee el texto, "Percussion Instruments." ◦ Después de leer, contesta las preguntas sobre el texto. • Aprendizaje suplementario para el 1.er Grado: Ve el video, "Onomatopoeia" usando el código QR o URL para apoyar la comprensión de: onomatopoeia. • 2.º Grado: ◦ Lee el cuento de hadas: "A Frog Prince." ◦ Después de leer, contesta las preguntas sobre el texto. • Aprendizaje suplementario para el 2.º Grado: Ve el video, "Fairy Tale Story Elements" usando el código QR o URL para apoyar la comprensión de los elementos del cuento de hadas.	 bit.ly/w6partsofastory Video: "Parts of a Story Song" (Grado K)  bit.ly/w8onomatopoeia Video: "Onomatopoeia" (1.er Grado)  bit.ly/w8fairytales Video: "Fairy Tale Story Elements" (2.º Grado)

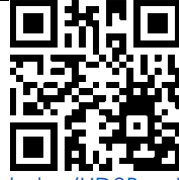
Oportunidades de Continuación para Aprendizaje del Estudiante Del Kindergarten al 2° Grado Semana Ocho

Semana 8, día 2 • Lee un libro a tu nivel de lectura durante quince minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. • Kindergarten: ◦ Lee el texto, "The man is with his dog." ◦ Después de leer, dibuja los sucesos del texto en orden. • 1.er Grado: ◦ Lee el texto, "Symphony Orchestra: Brass Instruments." ◦ Después de leer, contesta las preguntas sobre el texto. • Aprendizaje suplementario para el 1.er Grado: Ve el video, "How to Retell a Story for Kids" usando el código QR o URL para apoyar la comprensión de volver a contar un cuento. • 2.º Grado: ◦ Vuelve a leer el cuento de hadas, "A Frog Prince" en la Semana 8, día 1. ◦ Después de leer, contesta las preguntas de comprensión.	 bit.ly/w8retellstory Video: "How to Retell a Story for Kids" (1.er Grado)
Semana 8, día 3 • Lee un libro a tu nivel de lectura durante quince minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. • Kindergarten: ◦ Lee el texto, "The Block Party." ◦ Después de leer, haz un dibujo de cada parte del texto. • 1.er Grado: ◦ Lee el artículo, "The Symphony Orchestra Conductor." ◦ Después de leer el artículo, contesta las preguntas de comprensión. • 2.º Grado: ◦ Lee la fábula, "The Elephant and the Ape." ◦ Después de leer, contesta las preguntas de comprensión. • Aprendizaje suplementario para el 2.º Grado: Ve el video, "eSpark Learning: Multicultural Fables Framing Video" usando el código QR o URL para apoyar la comprensión de fábulas.	 bit.ly/w8fable Video: "eSpark Learning: Multicultural Fables Framing Video" (2.º Grado)
Semana 8, día 4 • Lee un libro a tu nivel de lectura durante quince minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. • Kindergarten: ◦ Lee el texto, "At the Zoo." ◦ Después de leer el texto, dibuja para contestar las preguntas. • 1.er Grado: ◦ Lee el texto, "Sheet Music." ◦ Después de leer, contesta las preguntas de comprensión. • 2.º Grado: ◦ Vuelve a leer la fábula, "The Elephant and the Ape" en la Semana 8, día 3. ◦ Después de leer, contesta las preguntas de comprensión.	

Oportunidades de Continuación para Aprendizaje del Estudiante Del Kindergarten al 2° Grado Semana Ocho

Semana 8, día 5 • Lee un libro a tu nivel de lectura durante quince minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. • Kindergarten: ◦ Lee el texto, "Matt and Ann." ◦ Después de leer, contesta las preguntas de comprensión. • Aprendizaje suplementario para el Kindergarten: Ve el video, "New Sight Words 2" usando el código QR o URL para apoyar la revisión de las palabras visuales. • 1.er Grado: ◦ Lee el texto, "Woodwind Instruments." ◦ Después de leer, contesta las preguntas de comprensión. • 2.º Grado: ◦ Vuelve a leer los textos, "A Frog Prince" en la Semana 8, día 1 y "The Elephant and the Ape" en la Semana 8, día 3. ◦ Piensa en la lección que debería haber aprendido la princesa. Escribe respecto a lo que debería haber aprendido la princesa y explica por qué. ◦ Piensa respecto a cómo actuó cada personaje, Ty, Bo, y Li. Escribe a que personaje te parece más y explica porque elegiste ese personaje.	 bit.ly/w8sightwords2 Video: "New Sight Words 2" (Grado K)
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 bit.ly/pbpflyer (Los folletos de BouncePages están en inglés y en español)	Aplicación Pearson BouncePages La aplicación Pearson BouncePages permite que los estudiantes y padres/tutores vean videos educativos animados simplemente escaneando la página de actividad. Los videos conectados están disponibles en inglés y en español. Las páginas de actividad se pueden escanear para tener acceso a los videos Pearson mencionados a continuación. Use los códigos QR o enlaces en la sección superior para más información sobre cómo usar la aplicación BouncePages.	 bit.ly/usebouncepages Como Descargar, Instalar y Usar la aplicación PearsonBouncePages
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Matemáticas:	Kindergarten Recursos en línea	1.er Grado Recursos en línea	2.º Grado Recursos en línea
Semana 8, día 1 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, <i>Kindergarten, 1.er o 2.º Grado.</i> • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado:	Usa la aplicación BouncePages para ver un video adicional que apoya la actividad de aprendizaje de hoy.	Usa la aplicación BouncePages para ver un video adicional que apoya la actividad de aprendizaje de hoy.	Usa la aplicación BouncePages para ver un video adicional que apoya la actividad de aprendizaje de hoy.
Semana 8, Día 2 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, <i>Kindergarten, 1.er o 2.º Grado.</i> • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado:	 youtu.be/Ad9NkMHsT4o Video: "Comparing Lengths"	 youtu.be/UD0BrqxURe0 Video: "Basic Shapes and Their Attributes (1.G.1)"	 youtu.be/4ucHVvqPEOk Video: "2nd grade money lesson"

**Oportunidades de Continuación para Aprendizaje del Estudiante
Del Kindergarten al 2° Grado
Semana Ocho**

Matemáticas:	Kindergarten Recursos en línea	1.er Grado Recursos en línea	2.º Grado Recursos en línea
Semana 8, día 3 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, <i>Kindergarten, 1.er o 2.º Grado</i> • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado:	 www.turtlediary.com/video/length-measurement.html Video: "Length Measurement"	Usa la aplicación BouncePages para ver un video adicional que apoya la actividad de aprendizaje de hoy.	Usa la aplicación BouncePages para ver un video adicional que apoya la actividad de aprendizaje de hoy.
Semana 8, día 4 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, <i>Kindergarten, 1.er o 2.º Grado.</i> • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado:	Usa la aplicación BouncePages para ver un video adicional que apoya la actividad de aprendizaje de hoy	 youtu.be/24Uv8Cl5hvl Video: "Shapes, Sides and Vertices"	 youtu.be/SHESllo9Br4 Video: "Eureka Math Grade 2 Module 7 Lesson 7"
Semana 8, día 5 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, <i>Kindergarten, 1.er o 2.º Grado.</i> • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado:	 youtu.be/2_qynD-HV9A Video: "Kindergarten Math Tutorials: Comparing Capacities"	 youtu.be/svrkthG2950 Video: "Name the Shape Game"	 youtu.be/50ID4wbvRc0 Video: "Eureka Math Grade 2 Module 7 Lesson 10"

Registro de Lectura

Lee un libro a tu nivel de lectura durante quince minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. Puedes usar el menú *100 Ways to Raise a Reader* para leer un texto de diferentes maneras.

	Título (s)
Día 1	
Día 2	
Día 3	
Día 4	
Día 5	



100 Ways to Raise a Reader

Adult Directions: Use the menu below to encourage your children to choose anything they want to read for as long as they can. We need your help to inspire a community of life-long readers.

WHO?

Read to

Read with

☐ Parent or caregiver

☐ Grandparent

☐ Family pet or stuffed animal

☐ Friend or classmate

☐ Sibling or cousin

☐ Aunt or uncle

☐ Tutor or mentor

☐ Babysitter

☐ Neighbor

☐ Infant, baby, or toddler

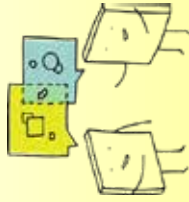
☐ Read as a family

☐ Principal, teacher, or counselor

☐ Camp leader or youth leader

☐ A book club (face-to-face or online)

☐ Read to someone far away with Skype, Facetime, or WhatsApp



WHAT?

☐ Board, picture, or chapter book

☐ Fiction or non-fiction

☐ Comics, graphic novel, or joke book

☐ Magazine or newspaper

☐ Bilingual books or something written in another language

☐ Cookbook, online recipe, or craft magazine

☐ Poetry, play, musical, or speech

☐ Folktale, fairy tale, myth, or legend

☐ A book that became a movie

☐ Biography or autobiography of someone you admire or don't know

☐ Manual or something that will teach you a new skill or technology

☐ A series or books by the same author

☐ Read a book you love AGAIN

☐ Math riddles (bedtimemath.org)

☐ A story, book, play, or puppet



☐ Letter, e-mail, postcard

☐ Catalogs, flyers, junk mail

☐ Cereal boxes or nutrition labels

☐ Billboard signs or street signs

☐ Read about your favorite animals

☐ Read about a place you'd like to visit

☐ Read a book that takes place in the past or future

☐ Read a spooky book or mystery

☐ Read a book that received an award, honor, or recommendation

☐ Read about your favorite sport, team, athlete, or coach

☐ Read about holidays, traditions, or cultures from around the world

☐ Read about your city, state, country, or continent

☐ Read about health, nutrition, fitness, or exercise

☐ Read about friendship

☐ Read a blog and respond

WHEN?

☐ Read in bed, past your bedtime

☐ Read while cooking a meal or eating

☐ Read while waiting at a salon, barbershop, doctor's office, airport

☐ Read while organizing bookshelves & donating books

WHERE?

☐ Local library, bookstore, ice cream shop, coffee shop, museum

☐ Laundromat

☐ Hotel, motel, cabin

☐ Beach or poolside

☐ Plane, train, boat, or automobile

☐ Park or playground

☐ Volunteer to read at a retirement home, nursing home, or hospital choir

☐ Store, mall, or shopping center

☐ Read in the bathtub (no water)

☐ Couch, beanbag, pillow, tent, or blanket fort

HOW?

☐ Read loud with animated voices that go along with each character

☐ Read closed-captioning on the TV or a YouTube sing-along

☐ Take turns reading a sentence, paragraph, or page at a time

☐ Listen to an audiobook, eBook, or iBook

☐ Read with a pointer or finger puppet

☐ Play reading games like Scrabble, Boggle, Bananagrams, Brain Quest, Mad Libs, crossword puzzles, word searches

☐ Create a video of yourself reading; watch it, and share it

☐ Design, record, and share commercials about books

☐ Read with a flashlight, campfire, glow stick, lamp

☐ Sing song lyrics with the artist or choir

☐ Dress up in pajamas or a costume





100 Maneras de Educar a un Lector

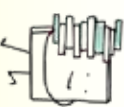
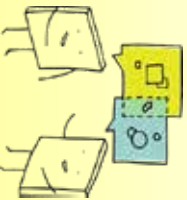
Instrucciones: Usa la siguiente lista para animar a sus niños a escoger lo que desean leer, durante el tiempo que puedan. Necesitamos su ayuda para inspirar a una comunidad de lectores.



Leer a
Leer con



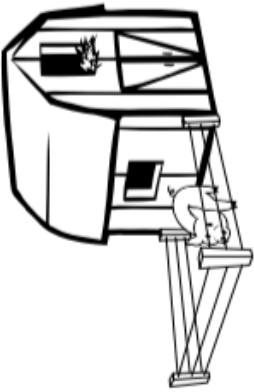
- ☐ Padres
- ☐ Abuelos
- ☐ Mascota o muñeco de peluche
- ☐ Amigo o compañero de clase
- ☐ Hermano o primo
- ☐ Tía o tío
- ☐ Tutor o mentor
- ☐ Niñera
- ☐ Vecino
- ☐ Infante, bebe, o niño pequeño
- ☐ Leer como familia
- ☐ Director, maestro, o consejero
- ☐ Líder de campo o líder juvenil
- ☐ Club de lectura (privado o en línea)
- ☐ Leer a alguien por Skype, Facetime, o WhatsApp
- ☐ Libro de capítulos o dibujos
- ☐ Ficción o no-ficción
- ☐ Cómic, novela gráfica, chistes
- ☐ Revista o periódico
- ☐ Libros escritos en dos idiomas o otro lenguaje
- ☐ Recetario, recetario en línea, o revista de manualidades
- ☐ Poesía, obra de teatro, musical, o discursos
- ☐ Cuentos de fantasías, mitos o leyendas
- ☐ Un libro que ahora es película
- ☐ Biografía o autobiografía de alguien que admiras o no conoces
- ☐ Manual o algo que te enseñe una nueva tecnología o habilidad
- ☐ Una serie de libros del mismo autor
- ☐ Lee tu libro favorito OTRA VEZ
- ☐ Adivinanzas matemáticas (bedmemath.org)
- ☐ Un cuento, libro, obra, o show de títeres que escribiste
- ☐ Carta, e-mail, tarjeta postal
- ☐ Catálogos, volantes, correo no deseado
- ☐ Cajas de cereal, etiquetas de nutrición
- ☐ Carteles publicitarios o señales de tránsito
- ☐ Lee sobre tus animales favoritos
- ☐ Lee sobre un lugar que quisieras visitar
- ☐ Lee un libro que tome lugar en el pasado o en el futuro
- ☐ Lee un libro de miedo o misterio
- ☐ Lee un libro que recibió un premio, mención honorífica, o recomendación
- ☐ Lee sobre tu deporte favorito, equipo, atleta, o entrenador
- ☐ Lee sobre días festivos, tradiciones o culturas del mundo
- ☐ Lee sobre tu ciudad, estado, país, o continente
- ☐ Lee sobre tu salud, nutrición, o el ejercicio
- ☐ Lee sobre la amistad
- ☐ Lee un blog y comenta
- ☐ Lee en la cama, después de la hora de dormir
- ☐ Lee mientras cocinas o comes
- ☐ Lee mientras esperas en un salón, estilistas, doctor, aeropuerto
- ☐ Lee mientras organizas libreros y donas libros
- ☐ Lee en voz alta imitando las voces de cada personaje
- ☐ Lee los subtítulos en la TV o de una canción en YouTube
- ☐ Toma turnos leyendo un párrafo, o cada página de un libro
- ☐ Escucha un audiolibro, libro digital o iBook
- ☐ Lee con un apunador o un títere en tu dedo índice
- ☐ Juega juegos de lectura como Scrabble, Boggle, Bananagrams, Brain Quest, Mad Libs, crucigramas, o búsquedas de palabras
- ☐ Crea un video de ti mismo leyendo; velo, y compártelo
- ☐ Diseña, graba, y comparte comerciales sobre libros
- ☐ Lee con una lámpara, cerca de una fogata, o con una barra luminosa
- ☐ Canta la letra de canciones de un artista o una orquesta
- ☐ Vístete en pijamas o disfraz

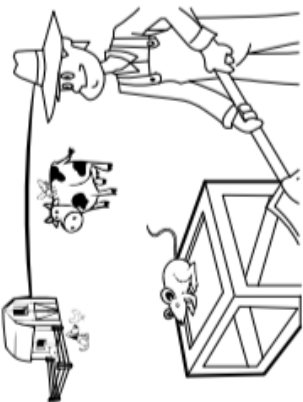




Blending CVC Words in Context

Directions: Cut out the pages. Put them in order. Staple the pages together. Then read the story.

My Farm Book  by Erin Lassiter Name _____	 The pig is in the pen. 1
 The hen is with the dog. 2	 The pup is on the log. 3

 The cat is on a bin. 4	 The bug is on the cow. 5
 The rat is on a box. 6	 The hat is on the man. 7

Directions: Draw pictures to answer the questions.

Who?

Where?



Retelling a Story and Blending and Segmenting Phonemes

Directions: Read the story.

The man is with his dog.

The dog sees a cat.

The cat runs.

The dog runs.

The man runs.

Directions: Draw the events of the story in order.

First

Next

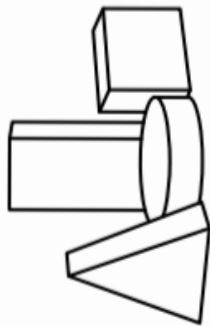
Last



Retelling a Story

Directions: Cut out the pages. Put them in order. Staple the pages together. Then read the story and answer the questions.

Block Party



by Barbara Davis-Pyles

Name _____



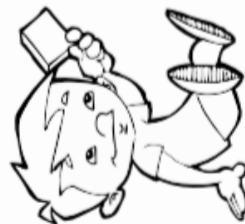
Jack had red blocks.
They were rectangles. 2



Ida had blue blocks.
They were triangles. 1



Zola had orange blocks.
They were circles. 3



Lucas had green blocks.
They were squares. 4



The friends were bored.
They were bored of
their blocks. 5



Ida smiled and said,
“I know! Let’s mix
and match!” 6



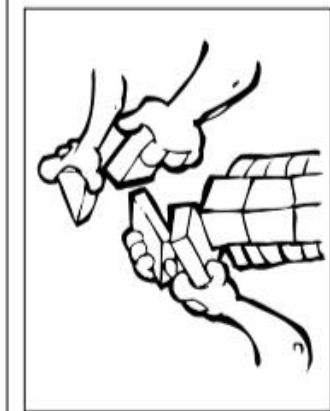
They stacked and
stacked. 7

SuccessMaker®

Name _____

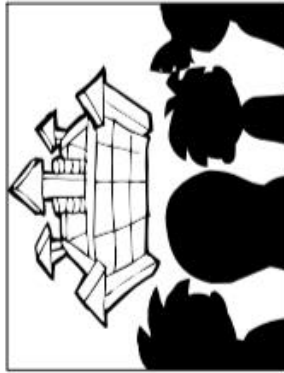
SuccessMaker®

Name _____



They stacked every
last block.

8



The friends built a
castle. They built a
colorful castle!

9

Directions: Draw a picture for each part of the story.

Main Characters

Solution

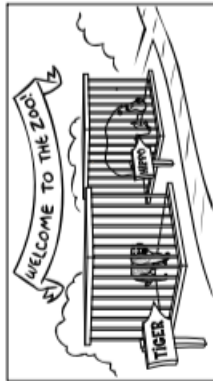
Problem



Retelling a Story

Directions: Cut out the pages and put them in order.
Staple the pages together. Then read the story and
answer the questions.

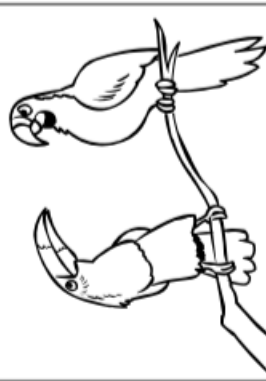
At the Zoo



by Nicole Mead

Name _____

We went to the zoo. 1



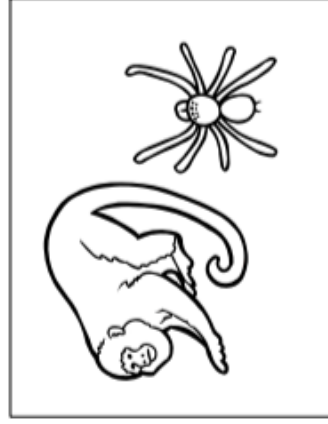
I saw lots of birds
at the zoo. 2



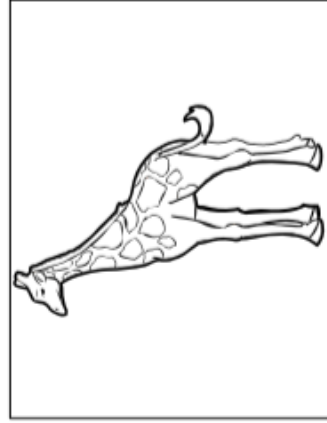
They saw camels
and tigers at the zoo. 3



I saw lions and panda
bears at the zoo. 4



They saw monkeys and
big spiders at the zoo! 5



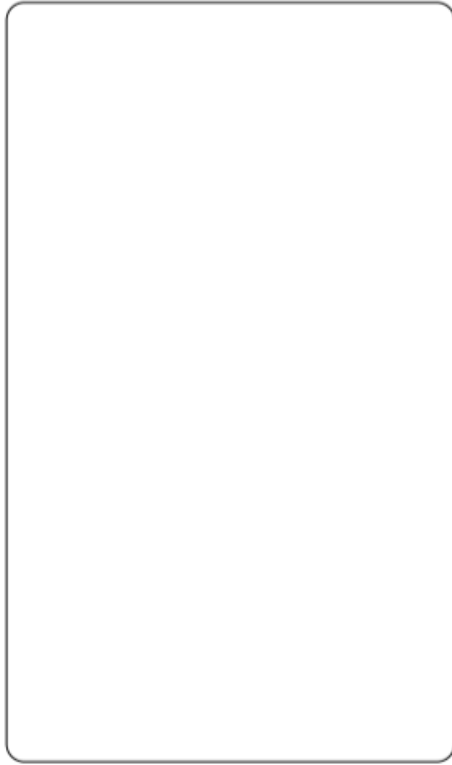
I saw the giraffe
at the zoo. 6



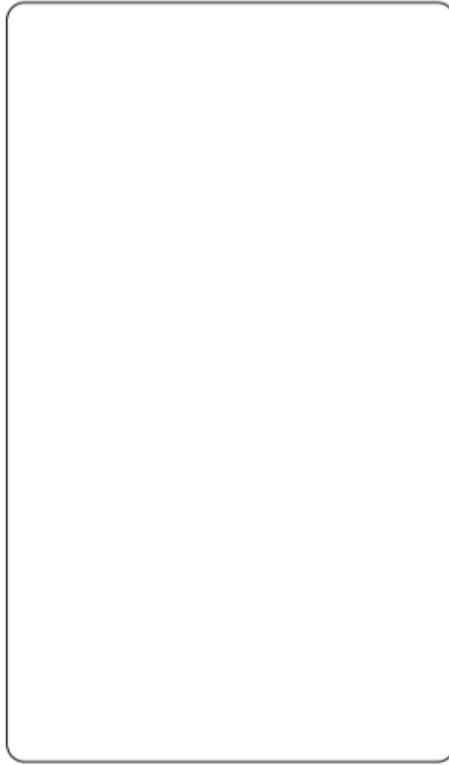
They did not see the
snakes at the zoo. 7

SuccessMaker® Name _____

Directions: Draw a picture of who the story is about.

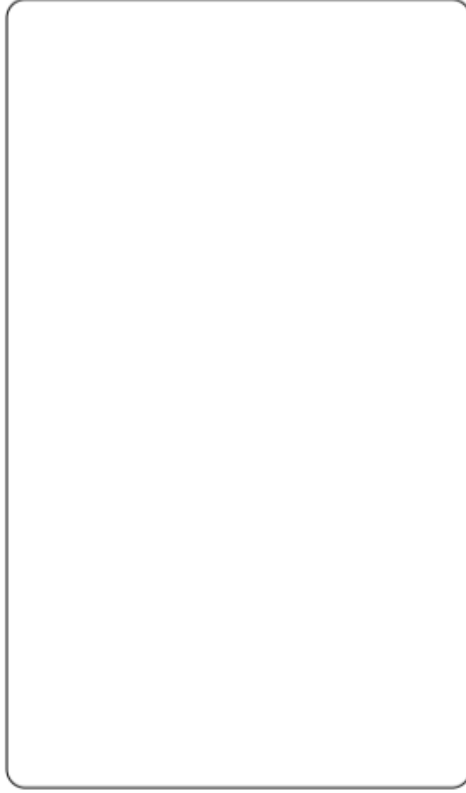


Directions: Draw a picture of where they went.



SuccessMaker® Name _____

Directions: Draw a picture of the least favorite animal.





Reading High Frequency Words

Directions: Read the story.

This is  . This is  .
Matt Ann

 and  have a  .  and  have a  .
Matt Ann cat Matt Ann dog

 gets the  . They will be on the  .
Matt cat bed

 gets the  . They will be on the  .
Ann dog rug

They are one big family.

Directions: Draw pictures to answer the questions.

Who?

Where?

Percussion Instruments

by Justin Moy



Boom! Bang! Ding! Clang! Crash! These are sounds some percussion instruments make. The snare drum, cymbals, and tambourine are all percussion instruments.

Percussion instruments are made of wood, metal, or animal skin. Musicians hit or shake the instruments.

Percussion instruments can make special or exciting sounds. Usually these instruments are used to keep the tempo. The tempo is the music's speed. Musicians have to play the instruments at the right time.

“Percussion Instruments” Comprehension Questions

Answer the following questions, citing evidence from the text.

1. What is tempo?

2. List the percussion instruments included in the text.

3. Why do musicians play percussion instruments? Cite evidence from the text to support your answer.

4. Draw a percussion instrument.



Symphony Orchestra: Brass Instruments

by Justin Moy



Brass instruments are made of brass. Brass is a bright, yellow metal. These instruments have long tubes. One end has a mouthpiece. The other end has a bell-shaped opening.

To play a brass instrument, musicians start by making a buzzing sound with their mouths. Then the musicians put their mouths on the mouthpiece. The buzzing sound goes through the long tubes. Then the sound comes out of the bell-shaped end.

Brass instruments can make very loud sounds! A group of musicians play brass instruments in a symphony orchestra. Brass instruments make the loudest sounds in a symphony orchestra.

Trumpets, horns, trombones, and tubas are brass instruments. They are played in an orchestra. In the brass group, the trumpet makes the highest sound. This is because it has the shortest tube. The tuba makes the lowest sound.

“Symphony Orchestra: Brass Instruments” Comprehension Questions

Answer the following questions, citing evidence from the text.

1. What is a brass instrument?

2. What did you learn from “Symphony Orchestra: Brass Instruments”?

3. How do brass instruments make sound? Cite evidence from the text to support your answer.

4. Draw a brass instrument.



The Symphony Orchestra Conductor

by Justin Moy



A symphony orchestra is a large group of musicians. They play different instruments together. They play string, woodwind, brass, and percussion instruments. They make music together.

How can all the musicians play together? A person leads them. This person is called the conductor. The conductor stands in front of the symphony orchestra. The conductor moves in different ways. The way the conductor moves tells the musicians how to play.

The conductor tells the musicians how fast the music should be. To do this, the conductor may use a stick called a baton. Some conductors just use their hands.

The conductor also tells the musicians how loud the music should be. Sometimes the conductor tells one group of musicians to play louder than another group.

“The Symphony Orchestra Conductor” Comprehension Questions

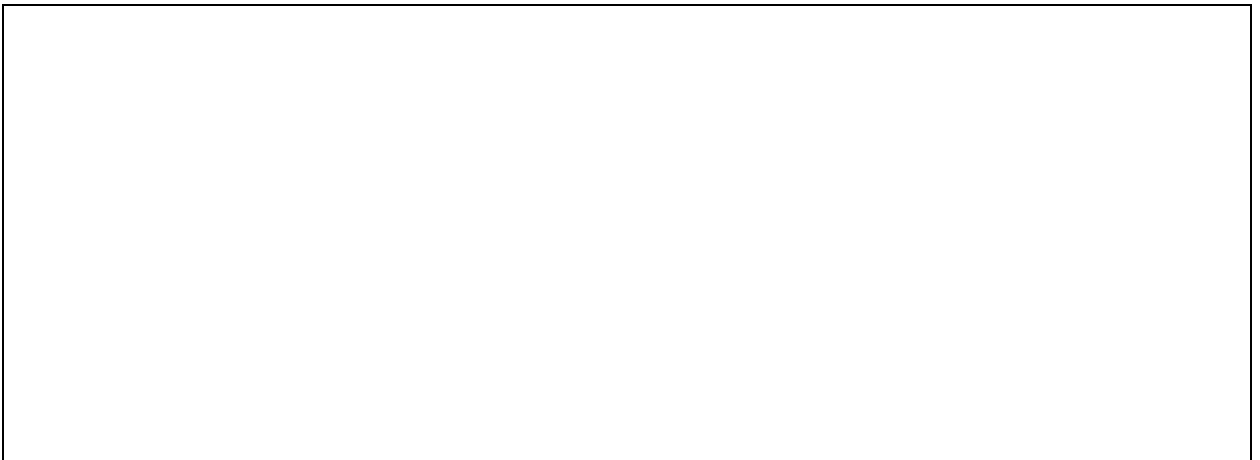
Answer the following questions, citing evidence from the text.

1. Who is the conductor?

2. This text explains the job of a conductor. How does a conductor tell musicians how fast to play?

3. What kinds of instruments make up a symphony orchestra?

4. Draw a conductor.



Sheet Music

by Justin Moy



Open a book. What do you see? You probably see some words. Now look at a sheet of music. It looks very different. Sheet music has lines and symbols.

People who write music are called composers. They can use symbols to show sounds on sheet music. These symbols are called musical notes. The musical notes can mean high sounds or low sounds. They also can mean long or short sounds.

Composers can use other symbols too. Some symbols show how loud sounds are. Some symbols even show how fast the music goes.

Musicians can read the musical notes and other symbols in sheet music. Then they can play the music.

“Sheet Music” Comprehension Questions

Answer the following questions, citing evidence from the text.

1. What is a composer?

2. What is the main idea in “Sheet Music”?

3. Discuss the different symbols that composers use to write sheet music. Cite evidence from the text to support your answer.

4. Draw a picture of a sheet of music.



Woodwind Instruments

by Justin Moy



Have you heard the music *Peter and the Wolf* by Sergei Prokofiev? There are many characters in the song. What do the bird, duck, cat, and Peter's grandfather have in common? Woodwind instruments are used for these characters. The flute is the bird. The oboe is the duck. The clarinet is the cat. And the bassoon is Peter's grandfather.

All woodwind instruments were made of wood a long time ago. Now, they can be made of wood, metal, or plastic. Musicians play woodwinds by blowing into them. Smaller woodwinds play higher sounds. Bigger and longer woodwinds play lower sounds.

“Woodwind Instruments” Comprehension Questions

Answer the following questions, citing evidence from the text.

1. What famous song uses woodwind instruments for many of the characters?

2. List the woodwind instruments.

3. What were all woodwind instruments made of a long time ago?

4. Draw someone playing a woodwind instrument.



A Frog Prince

A Retelling of the Brothers Grimm Fairy Tale

There once lived a young princess who hoped to one day marry a handsome prince. One afternoon, she dropped her golden ball into a well. Inside the well was a talking frog.

"Will you bring me my ball?" she asked him.

"Yes, if you'll let me eat from your plate," he said.

The princess promised, and the frog got her ball.



Just before dinner, something croaked at the castle window.

It was the frog.

"May I dine with you?" he asked.

The princess gave the frog his own plate.

"You promised to share your plate," he said.

"Yuck!" she yelled and tossed him outside.



Years later, the princess was snacking by the well, wondering who to marry, when she heard the frog's voice.

"You promised!" he said.

The princess remembered throwing him out the window. Perhaps she'd been mean.

"Come eat with me," she said.

The frog hopped up, the princess shared her plate, and the frog turned into a prince. Smiling, he got down on one knee.

Her breath caught in her throat. He was so handsome. Was her frog prince about to propose?

He kissed her hand and said, "I'm glad you finally kept your word, my lady. Now I must go." With that, he left the princess sitting by the well.



Day 1: “A Frog Prince” Comprehension Questions

Answer the following questions, citing evidence from the passage.

1. What happened to the princess's ball? How did she get her ball back?

2. What happened at dinner? What promise did the princess break?

3. What was the princess doing when she met the frog again years later?

Day 2: “A Frog Prince” Comprehension Questions

Answer the following questions, citing evidence from the passage.

1. What words describe the princess in the beginning of the story? What words describe her at the end of the story?

2. The story says, “Her breath caught in her throat.” What does the author mean by this sentence?

3. How does the princess react when she sees the frog turn into a prince?



The Elephant and the Ape

Ty the elephant and Bo the ape were best friends. They loved each other. Still, they often argued. Ty said it was better to be big and strong. Bo thought it was more important to be quick and clever.

One day, Ty and Bo met their friend Li. She was a wise owl. They asked her if it was better to be big and strong or quick and clever. Li did not answer. Instead, she asked them to bring back fruit from across the river. The two friends were confused, but they agreed (for once).

When they reached the river, Bo cried, "I will never be able to cross that wide river!"

Ty answered, "Don't worry, friend. I'll carry you."

When they reached the shore, Ty stared at the tall trees. She cried, "I will never be able to climb those tall trees." Bo answered, "Don't worry, friend. I'll pick the fruit for both of us."

The friends crossed the river again. They gave the fruit to Li.

Li asked, "So, is it better to be big and strong or quick and clever?"

The two friends looked at each other and smiled.



Day 3: “The Elephant and the Ape” Comprehension Questions

Answer the following questions, citing evidence from the passage.

1. Why do Ty and Bo often argue?

2. How do Ty and Bo help each other?

3. What happens when Ty and Bo meet their friend Li?

4. Write about a time you helped a friend solve a problem.

Day 4: "The Elephant and the Ape" Comprehension Questions

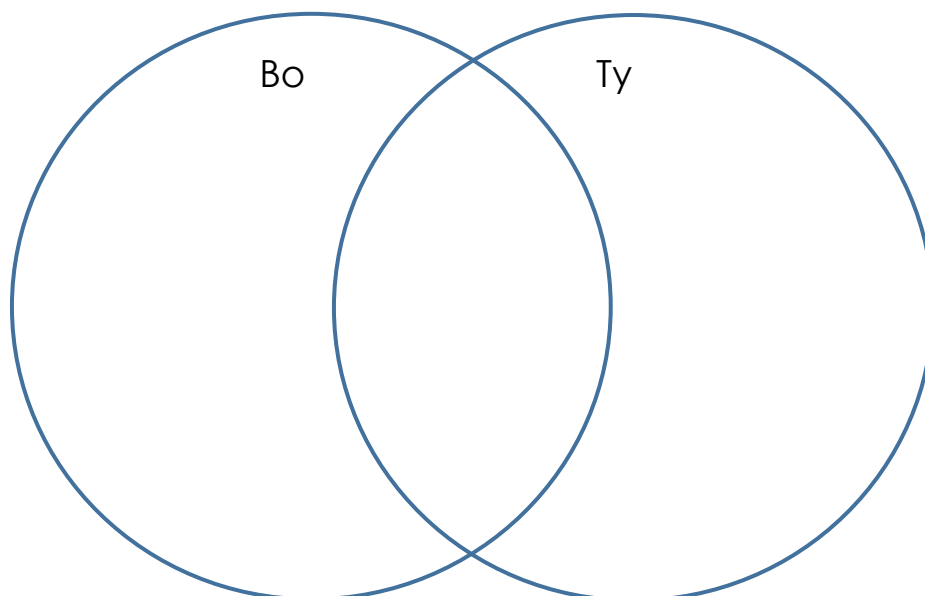
Answer the following questions, citing evidence from the passage.

1. What does the word wise mean?

2. Why is the setting important to the story?

3. What does the last sentence of the story mean?

4. Use the Venn-diagram below to show how Ty and Bo are similar and different.



Day 5: Writing

Reread the passage, "A Frog Prince." What lesson should the princess have learned? Explain why she should have learned this lesson.

Reread the passage, "The Elephant and the Ape." Are you more like Ty, Bo, or Li? Explain why you are more like one character than the others.



★ Guided Practice

1



2



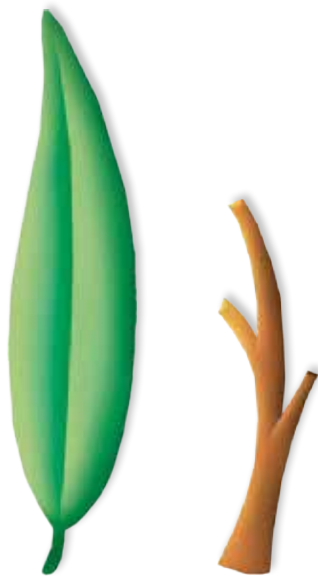
Directions Have students: 1 mark an X on the shorter object; 2 draw a circle around the taller object.

Name _____

3



4



5



6



Directions Have students: 3 and 4 draw a circle around the longer object or underline the objects if they are the same length; 5 and 6 mark an X on the shorter object or underline the objects if they are the same height.

Independent Practice



7



8



9



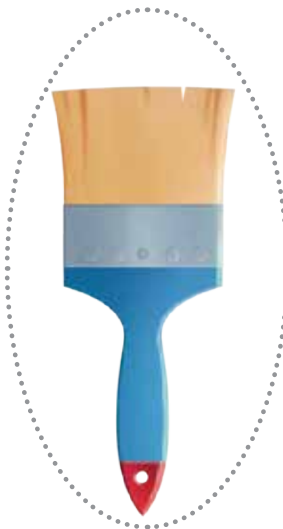
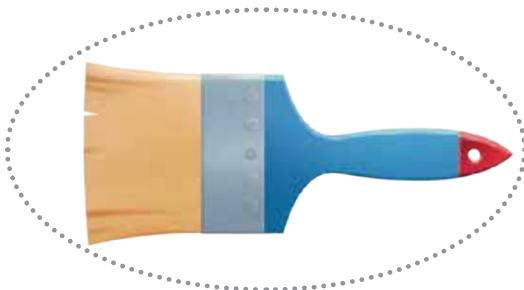
10



Directions and Have students mark an X on the shorter object and draw a circle around the longer object, or underline the objects if they are the same length. **Higher Order Thinking** Have students draw an object that is shorter than the cube tower. **Higher Order Thinking** Have students draw an object that is the same length as the spoon.

Name _____

Another Look!



2



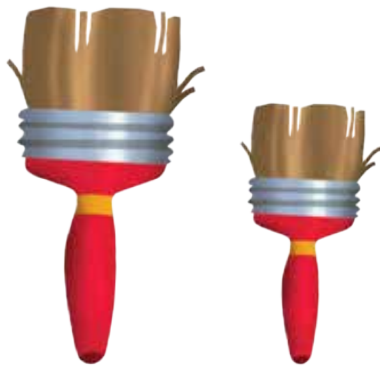
Directions Say: Compare the objects on the left by length. Which object is longer? Draw a circle around the longer object. Now compare the objects by height. Draw a circle around the taller object. How are length and height related? Have students: ★ mark an X on the shorter object or underline the objects if they are the same length; ✎ draw a circle around the taller object or underline the objects if they are the same height.

Homework & Practice 14-1

Compare by Length and Height

HOME ACTIVITY Set a kitchen spoon on a table. Ask your child to find 2 kitchen items that are longer than the spoon and 2 kitchen items that are shorter than the spoon. Then set a vase on the table. Ask your child to find 2 household objects that are taller than the vase and 2 household objects that are shorter than the vase.

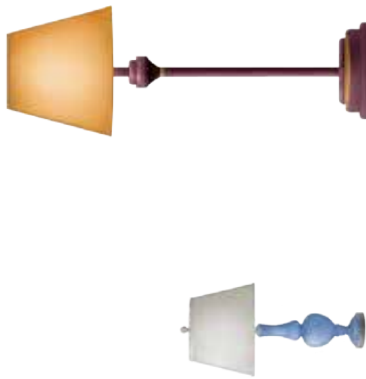
3



4



5



6



7

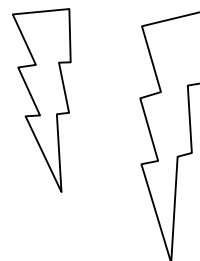


8



Directions Have students: **3** and **4** draw a circle around the longer object or underline the objects if they are the same length; **5** and **6** mark an X on the shorter object or underline the objects if they are the same height. **7** **Higher Order Thinking** Have students draw an object that is the same length as the cube train. **8** **Higher Order Thinking** Have students draw an object that is the same height as the cube train.

For each pair, circle the shorter one.



Draw a bookmark that is shorter than this book.



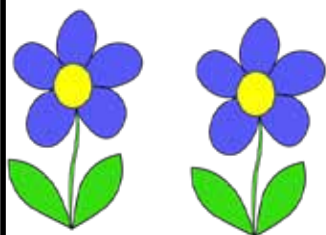
Draw a crayon that is shorter than this pencil.



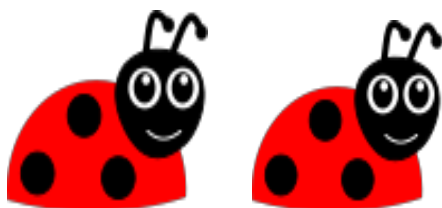
Name _____

Date _____

Draw 3 more flowers that are shorter than these flowers.
Count how many flowers you have now. Write the number in
the box.



Draw 2 more ladybugs that are taller than these ladybugs.
Count how many ladybugs you have now. Write the number in
the box.

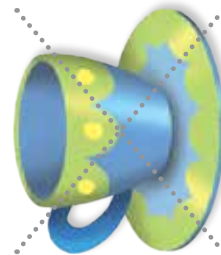


On the back of your paper, draw something that is taller than you.
Draw something that is shorter than a flagpole.

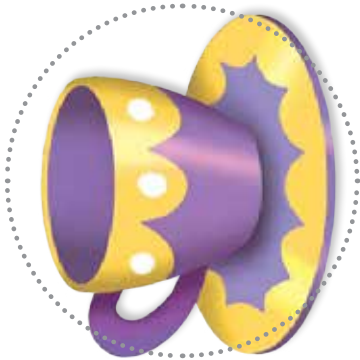


☆ Guided Practice

1



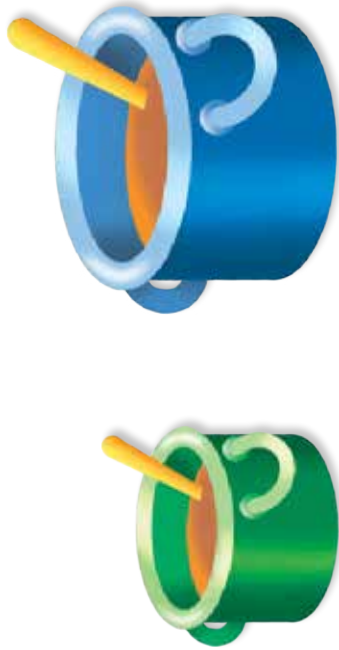
2



Directions ☆ and 2 Have students draw a circle around the cup that holds more and mark an X on the cup that holds less, or underline the cups if they hold the same amount.

Name _____

3



4



5



6

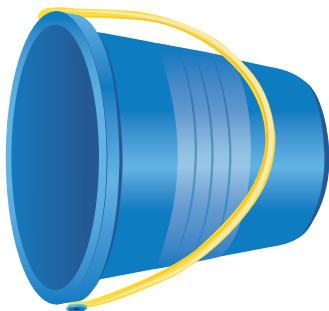
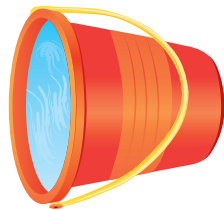


Directions 3-6 Have students draw a circle around the container that holds more and mark an X on the container that holds less, or underline the containers if they hold the same amount.

Independent Practice



7



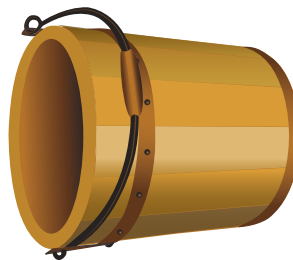
8



9



10



Directions and **B** Have students draw a circle around the container that holds more and mark an X on the container that holds less, or underline the containers if they hold the same amount. **Vocabulary** Have students draw a circle around the container that has a greater **capacity** and mark an X on the container that has a smaller **capacity**, or underline the containers if they have the same **capacity**, and then explain how they know. **Higher Order Thinking** Have students draw a container that holds less than the container shown.

Name _____



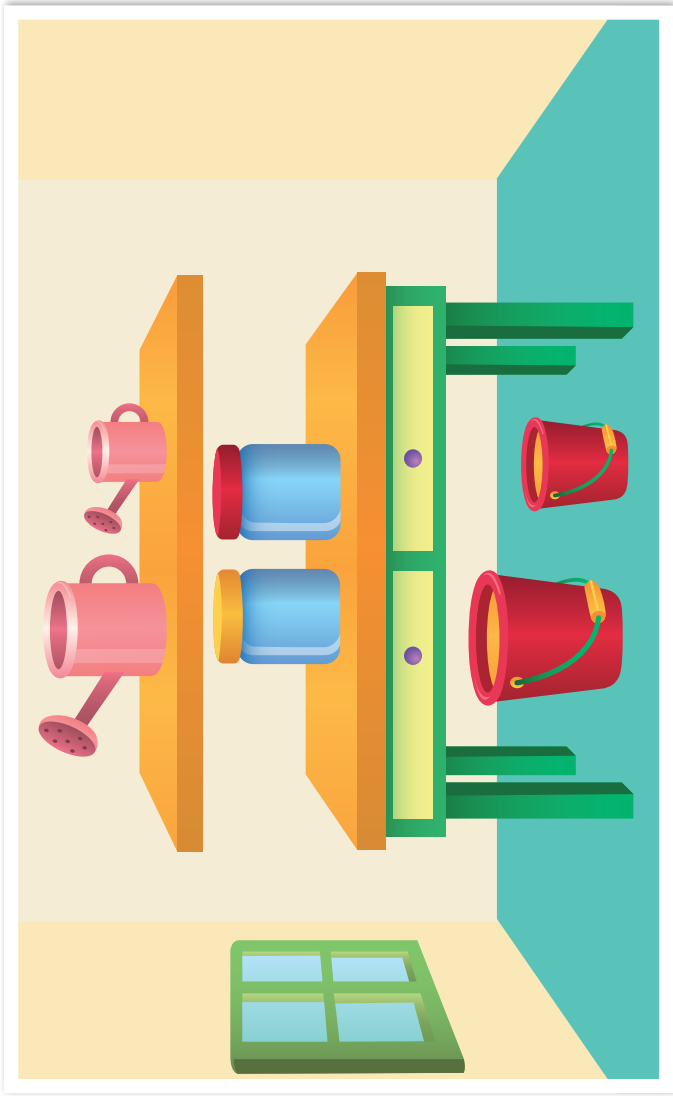
Another Look!



Homework & Practice 14-2

Compare by Capacity

HOME ACTIVITY Set 2 pots that can hold different capacities on the table. Ask your child which one holds more and which one holds less. Check the answer by filling each with water. You can repeat using different containers.

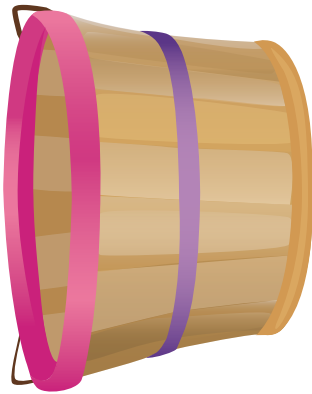


Directions Say: *Which bowl holds more? How do you know? Draw a circle around it. Then mark an X on the bowl that holds less.* ★ Have students draw a circle around each container that holds more and mark an X on each container that holds less, or underline the containers if they hold the same amount.

2



3



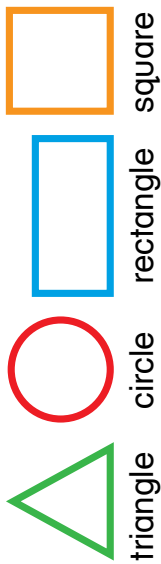
4



5

Directions Have students: **2** draw a circle around the container that holds more and mark an X on the container that holds less, or underline the containers if they hold the same amount; **3** draw a container that holds less than the basket. **4 Higher Order Thinking** Have students draw a bowl, and then draw another bowl that holds more. **5 Higher Order Thinking** Have students draw a cup, draw another cup that holds more, and then draw another cup that holds less.



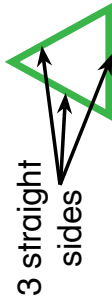


triangle circle rectangle square

Two-dimensional, or **2-D shapes**, are plane shapes. You can define 2-D shapes by how they look.



Some 2-D shapes have straight **sides** and some 2-D shapes do not.



3 straight sides



0 straight sides

Some 2-D shapes have corners called **vertices** and some 2-D shapes do not.



3 vertices



0 vertices

2-D shapes are closed. Their sides are all connected.

This is not a triangle. It is not a closed shape with 3 sides.



☆ Guided Practice

For each shape, tell how many straight sides or vertices, and if it is closed or not.

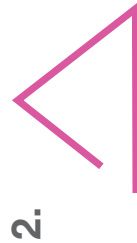
Do You Understand?

Show Me! Look at the green triangle above. How would you define it by how it looks?



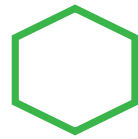
1.

How many straight sides? 4
Closed? Yes



2.

How many vertices? _____
Closed? _____



3.

How many straight sides? _____
Closed? _____

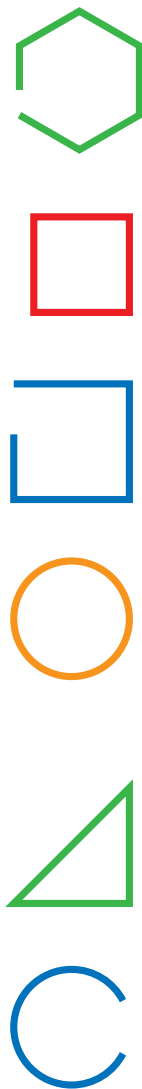
Name _____

Independent Practice

Draw each shape.

4. Draw a closed shape with 3 vertices.
5. Draw a closed shape with 0 straight sides.
6. Draw a closed shape with more than 3 vertices.

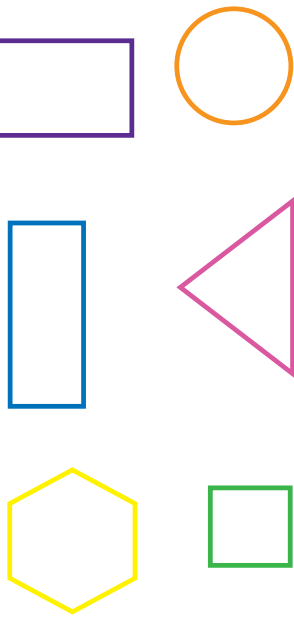
7. Circle the closed shapes.



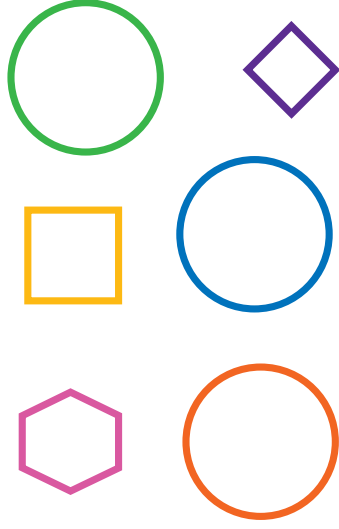
8. **Higher Order Thinking** Look at the shapes in each group. Explain how the shapes are sorted.



9. © MP.6 Be Precise Circle 3 shapes that have the same number of vertices and sides.

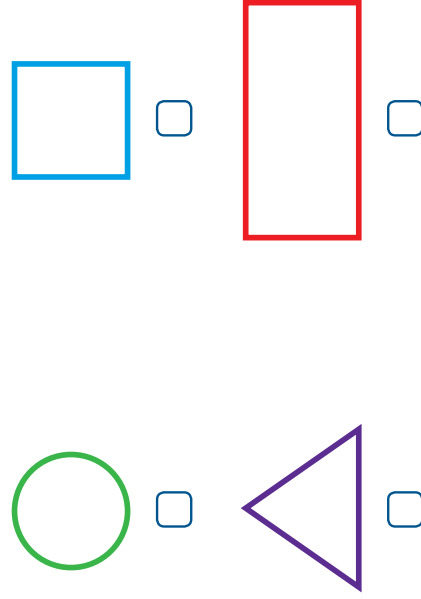


10. © MP.6 Be Precise Circle 3 shapes that do **NOT** have any vertices.



11. Higher Order Thinking Think about a 2-D shape. Write a riddle about the shape for a partner to solve.

12. © Assessment I have 4 vertices. My sides are equal. Which shape or shapes can I **NOT** be? Choose all that apply.





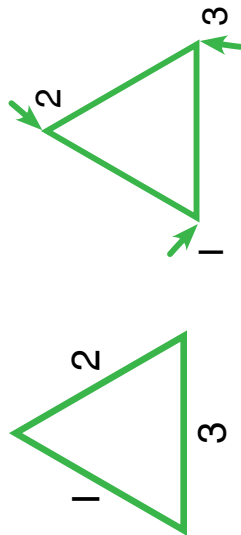
Name _____

Homework & Practice | 4-1

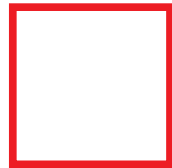
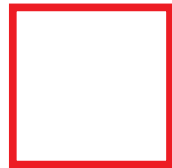
Use Attributes to Define Two-Dimensional (2-D) Shapes

Another Look! You can sort shapes by the number of straight sides and vertices. A shape is closed if the sides are connected.

Tell if the shape is closed or not. Then count the straight sides and vertices.



A triangle is a closed shape with 3 straight sides and 3 vertices.

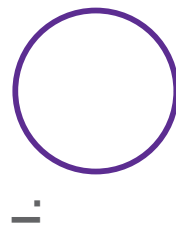


Closed? Yes A square has 4 straight sides and 4 vertices.

HOME ACTIVITY Draw a square, a rectangle, a triangle, and a circle. Have your child tell how many straight sides and how many vertices each shape has.

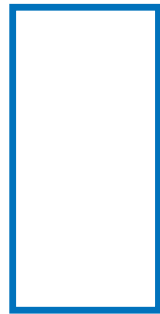


For each shape, tell if it is closed or not. Then tell how many sides and vertices it has.



1.

Closed? _____ A circle has _____ straight sides and _____ vertices.



2.

Closed? _____ A rectangle has _____ straight sides and _____ vertices.



3.

Closed? _____ A hexagon has _____ straight sides and _____ vertices.

Draw each shape.

4. Draw a shape with more than 3 sides.



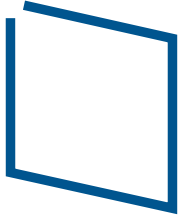
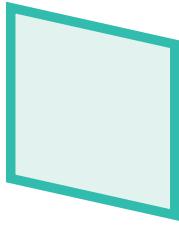
5. Draw a shape with 4 vertices.



6. Draw a shape with no vertices.



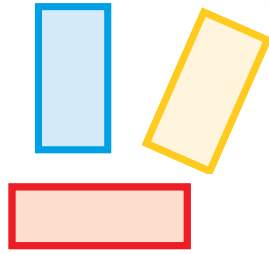
7. **Higher Order Thinking** A rhombus is a closed shape with 4 equal sides and 4 vertices. Circle the shape that is not a rhombus. Explain how you know.



8. **Assessment** Jen draws a shape with 4 sides and 4 vertices. Which could be Jen's shape? Choose all that apply.



Are these all the same kind of shape?



Shapes are defined by the number of straight sides and vertices, and whether they are closed or not.

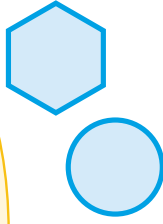


This is a closed shape. It has 4 vertices and 2 pairs of sides that are the same length. This shape is a rectangle.

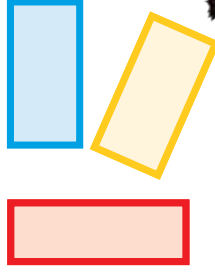


Shapes are not defined by color.

These shapes are all blue. But I see a rectangle, a circle, and a hexagon.



Shapes are not defined by size or position.



These are all rectangles!



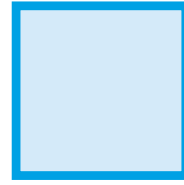
Do You Understand?

Show Me! Draw 4 hexagons.

How do you know they are all hexagons?

Guided Practice Circle the words that are true for the shape.

1.



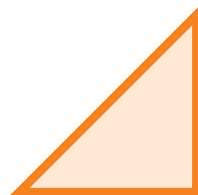
- All squares: are blue.
have 4 equal sides.
are closed shapes.
are small.

Name _____

Independent Practice

Circle the words that are true for each shape.

2.



All triangles:

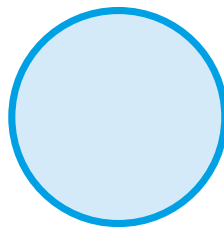
have 3 sides.

have 3 equal sides.

are tall.

are orange.

3.



All circles:

are blue.

have 0 vertices.

are small.

have 0 straight sides.

4. **Higher Order Thinking** Tim says that this is a triangle. Is he correct? Tell why or why not.

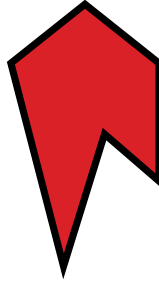
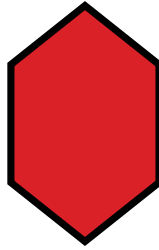


5. © **MP.5 Use Tools** Do all triangles have equal sides? Circle **Yes** or **No**.

Yes **No**

Choose a tool to show how you know.

6. **Higher Order Thinking** Jake says both of these shapes are hexagons because they are closed, have 6 straight sides, and are red. Do you agree? Explain.



7. © **Assessment** Match each shape with the words that describe it.

Rectangle

Circle

Triangle

3 vertices

4 vertices

No sides or vertices

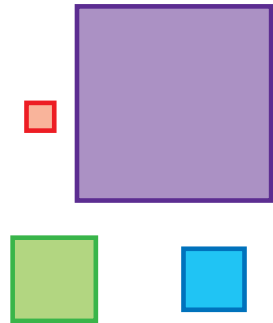
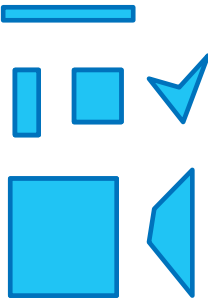
Name _____



Another Look! You can use certain features to identify shapes.

How can you tell if a shape is a square?

These shapes are all blue. They also all have 4 sides. But only some of them are squares.



All squares: have 4 equal sides.

are blue.

are small.

have 4 vertices.

These shapes are all different colors and sizes. But they are all squares.



Circle the words that are true for the shape.



1.



All triangles:

are yellow.

are short.

have 3 straight sides.

have 3 vertices.

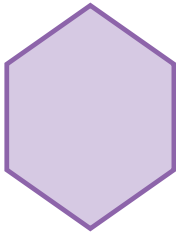
Homework & Practice 14-2

Defining and Non-Defining Attributes of 2-D Shapes

HOME ACTIVITY Work with your child to find shapes around the house (such as triangles, squares, and hexagons). Then make lists of defining attributes for each shape. Ask him or her to draw or construct 3 different examples of each shape.

Circle the words that are true for the shape.

2.



All hexagons:

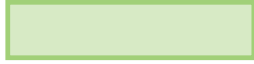
are purple.

have 6 equal sides.

have 6 straight sides.

have 6 vertices.

3. Higher Order Thinking Danielle says these shapes are rectangles because they are both tall shapes with 4 straight sides and 4 vertices. Do you agree? Why or why not? Which other shapes that are not rectangles have 4 straight sides and 4 vertices?



4. © Assessment Match each shape with the words that describe it.

Triangle

Square

Hexagon

Circle

4 equal sides

3 vertices

6 sides

No sides or vertices

Use this page as a reminder of the attributes of different 2-D shapes.

<u>hexagon</u> closed shape with 6 straight sides	<u>rectangle</u> closed shape with 4 straight sides and 4 square corners
<u>square</u> closed shape with 4 straight sides of the same length and 4 square corners	<u>triangle</u> closed shape with 3 straight sides
<u>rhombus</u> closed shape with 4 straight sides of the same length	

shape description cards



Lesson 2:

Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners.

Date:

1/30/15

engage^{ny}

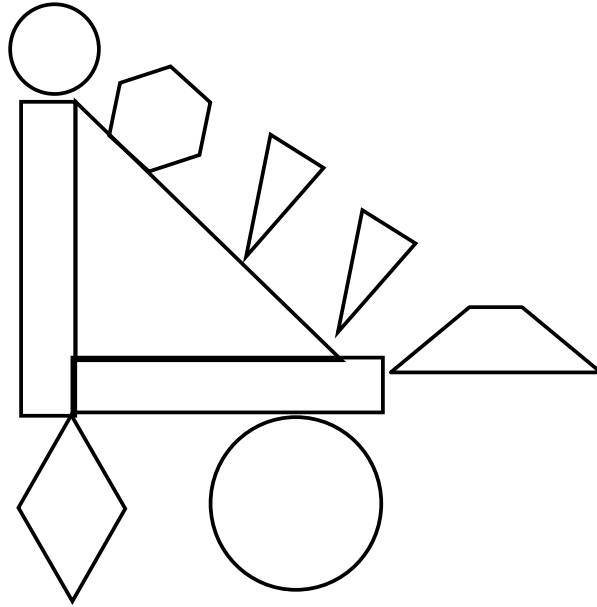
5.A.37

Name _____

Date _____

1. Color the shapes using the key. Write the number of shapes you colored on each line.

Key	
RED	3 straight sides: _____
BLUE	4 straight sides: _____
GREEN	6 straight sides: _____
YELLOW	1 curved side: _____



2.

- a. A **triangle** has _____ straight sides and _____ corners.
b. I colored _____ triangles.

3.

- a. A **hexagon** has _____ straight sides and _____ corners.
b. I colored _____ hexagon.

4.

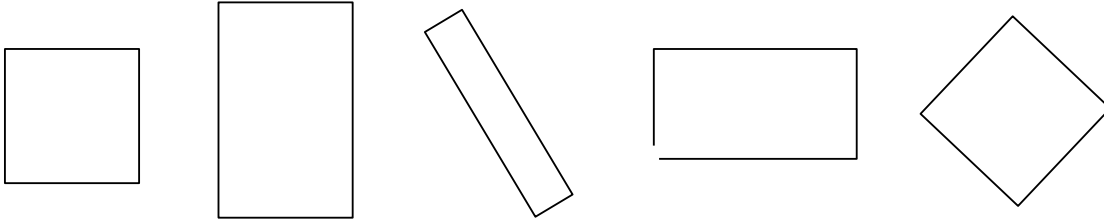
- a. A **circle** has _____ straight sides and _____ corners.
b. I colored _____ circles.

5.

- a. A **rhombus** has _____ straight sides that are equal in length and _____ corners.
b. I colored _____ rhombus.

6. A **rectangle** is a closed shape with 4 straight sides and 4 square corners.

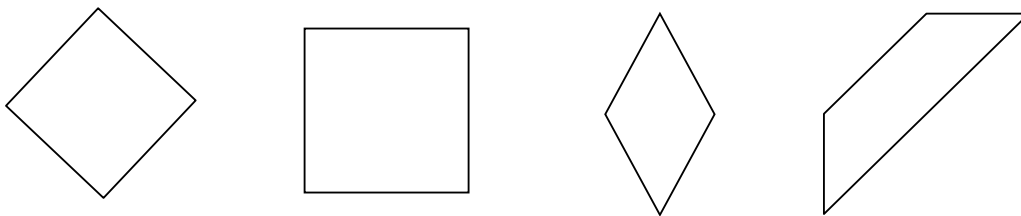
a. Cross off the shape that is NOT a rectangle.



b. Explain your thinking: _____

7. A **rhombus** is a closed shape with 4 straight sides of the same length.

a. Cross off the shape that is NOT a rhombus.



b. Explain your thinking: _____

dime 10¢

nickel 5¢

penny 1¢

quarter 25¢

half-dollar 50¢

Micah has the coins shown below.
How many cents does Micah have?
Count on to find the total value.

50¢ 75¢ 85¢ 90¢ 91¢

Micah has 91 cents.
The cent sign is ¢.

Do You Understand?

Show Me! How many quarters have the same value as a half-dollar?

How many dimes have the same value as a half-dollar?

How many cents would Micah have if he didn't have the half-dollar?

★ Guided Practice ★ Count on to find each total value.

1. Li has these coins. How many cents does Li have?

25¢ 50¢ _____ _____ _____ _____

Total

2. Manny has these coins. How many cents does Manny have?

Total

Name _____

Independent Practice ☆ Count on to find each total value.

3. Jan has these coins. How many cents does Jan have?



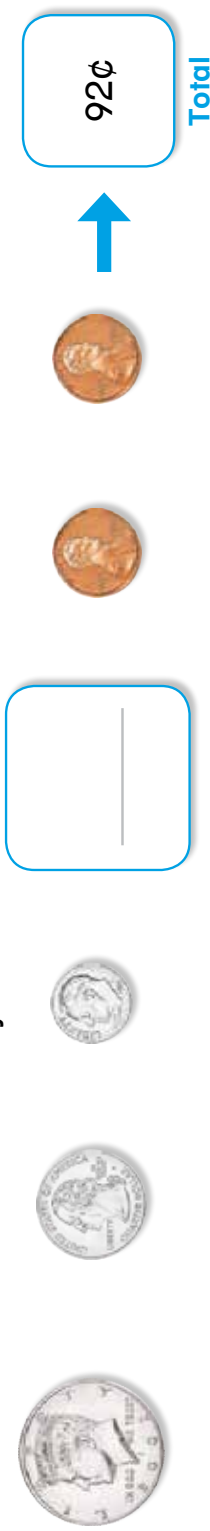
4. Tim has these coins. How many cents does Tim have?



5. Manny has these coins. How many cents does Manny have?



6. **Algebra** Stacey had 92¢ this morning. She lost a coin. Write the name of the coin Stacey lost.



Solve each problem below.

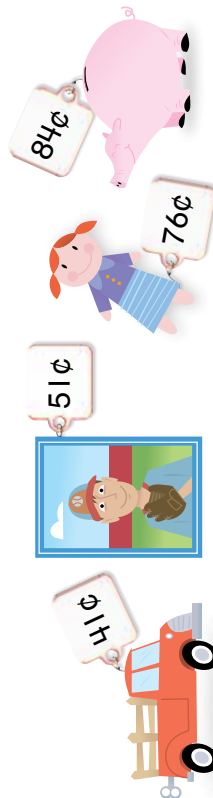
7. © **MP.3 Explain** Tori has 2 quarters, 1 dime, and 1 nickel. How many cents does Tori have? Show how you found your answer.

8. **Higher Order Thinking** Write a story about what coins you could use to buy an orange for 60¢.

9. © **Assessment** Lucas has these coins.



He is buying a gift for his brother. If he had one more nickel, which item would he have exactly enough money to buy?



- (A) (B) (C) (D)

10. © **Assessment** Jamie has 90¢. Which coins could she have? Choose all that apply.



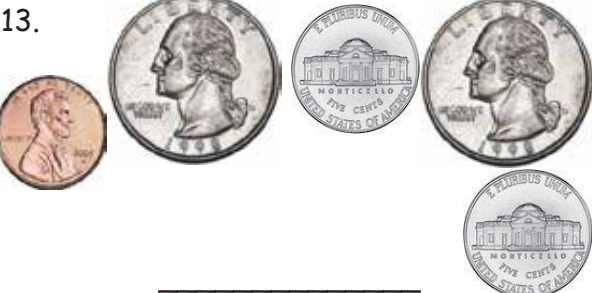
Name _____

Date _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or \$ symbol.

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

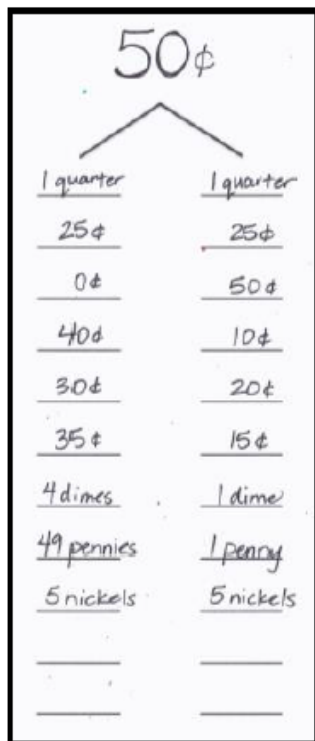
8.  _____	9.  _____
10.  _____	11.  _____
12.  _____	13.  _____
14.  _____	15.  _____

Decomposition Tree

Use the decomposition trees to think of as many ways to break the amount into two parts.

It is called a decomposition tree because we are decomposing the number at the top. The tree is like a number bond because the sum of the two parts is equal to the whole.

Look at this example:



2 quarters makes 50 cents, and each quarter is worth 25 cents

0 cents + 50 cents = 50 cents

4 dimes are worth 40 cents and 1 dime is worth 10 cents. 40 cents + 10 cents = 50 cents

60¢

This is a blank handwriting practice sheet. It features a central vertical dashed line that divides the page into two equal columns. Each column is designed for practicing letter formation, with a series of horizontal lines for writing. At the top of each column, there is a simple roof-like shape formed by two diagonal lines meeting at a point, which likely serves as a guide for the placement and height of letters. The entire sheet is white and contains no text or other markings.

Seline has these coins.



How many cents does Seline have?



Start with the coin of **greatest value**.

Count on to the coin of **least value**.



So, Seline has 90¢.



Do You Understand?

Show Me! Why is it a good idea to put 1 nickel, 1 penny, and 1 quarter in a different order to find the total?

Guided Practice

Draw the coins from the greatest to the least value. Count on to find each total. You can use coins.

1.



60¢

Total

25¢ 50¢ 55¢ 60¢

2.



Total

Name _____



Independent Practice

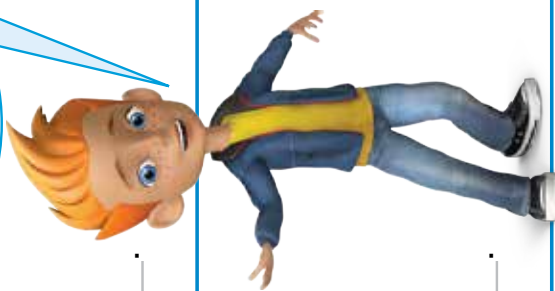
Count on to find each total value.

3. Eboo has these coins. How many cents does Eboo have?



_____ The total is _____.

It helps to put the coins in order from greatest value to least value.



4. Hanna has these coins. How many cents does Hanna have?



_____ The total is _____.

5. Mary has 3 dimes and 2 nickels.
How many cents does she have?

6. Danny has 4 nickels, 1 quarter, 2 dimes, and 3 pennies. How many cents does he have?

7. **Number Sense** What 4 coins have a total value of 20¢? Draw the coins. Label the value of each coin.

8. **Math and Science** Greg's science class wants to sort these coins by their color. What is the total value of the silver coins?



_____ ¢

9. © **MP.4 Model** Draw the fewest number of coins to show 80¢.

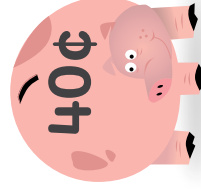
10. **Higher Order Thinking** Write a story about finding 75¢. Draw the coins.

11. © **Assessment** Lydia has 3 coins.

The total value is 40¢.

She has 1 quarter and 1 nickel.

Which shows her third coin?



The problems on this page are included in the video link for today. Watch the video to learn how to solve these problems.

Name _____

Date _____

Solve.

1. Owen has 4 dimes, 3 nickels, and 16 pennies. How much money does he have?
2. Eli found 1 quarter, 1 dime, and 2 pennies in his desk and 16 pennies and 2 dimes in his backpack. How much money does he have in all?
3. A box of 100 pennies weighs 2.5 pounds. How much money does the box have?
4. Ethan had 67 cents. He gave 1 quarter and 6 pennies to his sister. How much money does Ethan have left?
5. A box of 100 pennies weighs 2.5 pounds. How much money does the box have?
6. Tison had 1 quarter, 4 dimes, 4 nickels, and 5 pennies. He gave 57 cents to his cousin. How much money does Tison have left?

Name _____

Date _____

Solve.

1. Grace has 3 dimes, 2 nickels, and 12 pennies. How much money does she have?
2. Lisa has 2 dimes and 4 pennies in one pocket and 4 nickels and 1 quarter in the other pocket. How much money does she have in all?
3. Mamadou found 39 cents in the sofa last week. This week, he found 2 nickels, 4 dimes, and 5 pennies. How much money does Mamadou have altogether?

4. Emanuel had 53 cents. He gave 1 dime and 1 nickel to his brother. How much money does Emanuel have left?
5. There are 2 quarters and 14 pennies in the top drawer of the desk and 7 pennies, 2 nickels, and 1 dime in the bottom drawer. What is the total value of the money in both drawers?
6. Ricardo has 3 quarters, 1 dime, 1 nickel, and 4 pennies. He gave 68 cents to his friend. How much money does Ricardo have left?

Name _____

Date _____

1. Tara showed 30 cents two ways. Circle the way that uses the fewest coins.

a. 	b. 
---	--

What coins from (a) were changed for one coin in (b)?

2. Show 40¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:
--	----------------------

3. Show 55¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:
--	----------------------

4. Show 66¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:
--	---------------

5. Show 80¢ two ways. Use the fewest possible coins on the right below.

	Fewest coins:
--	---------------

6. Show \$1 two ways. Use the fewest possible coins on the right below.

	Fewest coins:
--	---------------

7. Tara made a mistake when asked for two ways to show 91¢. Circle her mistake, and explain what she did wrong.

3 quarters, 1 dime, 1 nickel, and 1 penny	Fewest coins: 9 dimes and 1 penny
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