



Review & Enrichment

Week of April 20

2nd Grade

Student Name _____

Teacher Name _____

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.



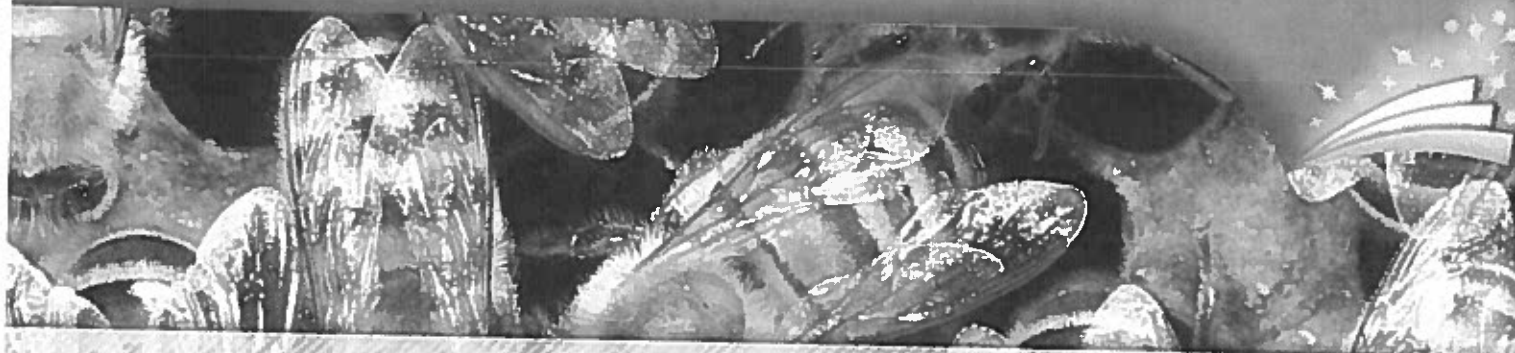
McKeesport Area School District
Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: 2 nd Grade Science/ELA			LESSON TITLE: <u>Busy Bees</u> Text and Graphic Features	
<input type="checkbox"/> LESSON 1:	<input type="checkbox"/> LESSON 2:	<input type="checkbox"/> LESSON 3:	<input checked="" type="checkbox"/> LESSON 4:	<input type="checkbox"/> LESSON 5:
STANDARDS AND SEQUENCE: <ul style="list-style-type: none">CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.CC.1.2.2.E: Use various text features and search tools to locate key facts or information in a text efficiently.4.1.2 D: Identify differences in living things.4.2.2 C: Identify and describe the basic needs of living things.				
INSTRUCTIONAL OUTCOMES: <p>Students will:</p> <ul style="list-style-type: none">Identify different the lives of different kinds of bees. (Science)				
STUDENT PARTICIPATION: <p>Students will:</p> <ol style="list-style-type: none">Read the story "Busy Bees". (Options for reading: Read Independently, Read together with a family member/caregiver, Listen to the audio version on your Think Central account).Follow directions to complete the comprehension questions that go along with the story on the Think About It worksheet p. 7.Reread portions of the text to help answer the questions.Follow the directions and complete the Target Vocabulary worksheet p. 6.Write about the life of a queen bee.Label the different parts of a bee.				
ACCOMMODATIONS: <p>For struggling learners:</p> <ul style="list-style-type: none">Options for accessing the text are provided (read with an adult, listen to the audio version on Think Central)Shorter responses are acceptable or highlighting/underlining text evidence if written response is difficult. <p>For advanced learners:</p> <ul style="list-style-type: none">Student responses should be more thorough and complete.An extension activity could include writing a paragraph describing which of the birthday parties described in the book you would like to attend. Use details from the text in your answer. Writing worksheet p. 6				
RESOURCES: <ul style="list-style-type: none">"Busy Bee" storyWorksheet p. 7 – Think About ItWorksheet p. 6 – Target VocabularyWorksheet- Text to World: Writing about the Text (Science)Worksheet – Text Features fill in the chartWorksheet – Label the parts of the beeWriting UtensilOptional (Computer to access the Think Central online student book)				

EVIDENCE OF LEARNING

Students will demonstrate:

- Understanding of the bees by completing the Think About It worksheet p. 7:
- Understanding of specific vocabulary related to the text by completing worksheet p. 6.
- Understanding the important job of the queen bee. (advanced learners)



BUSY BEES

by Raymond Henslowe



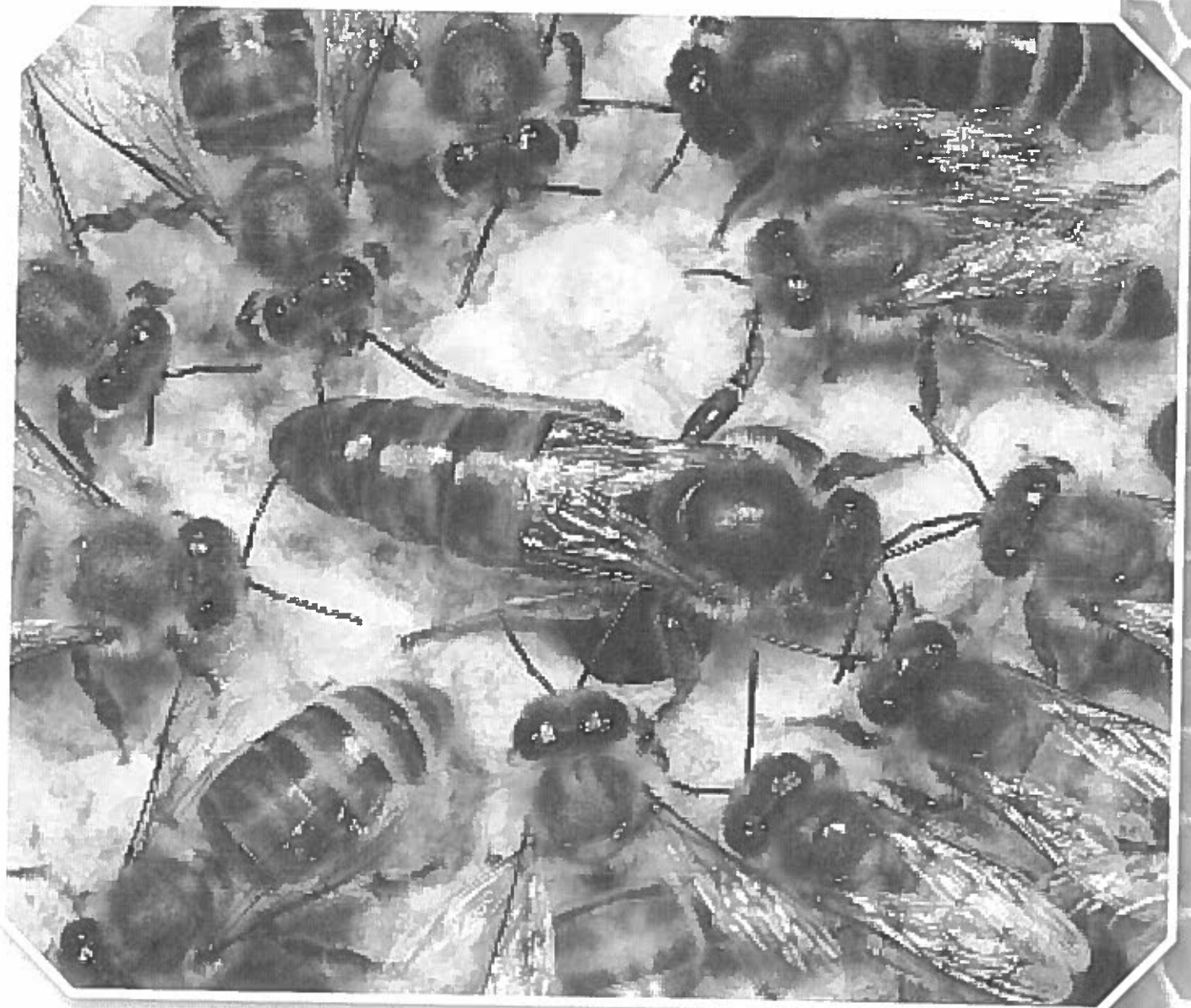
HOUGHTON MIFFLIN

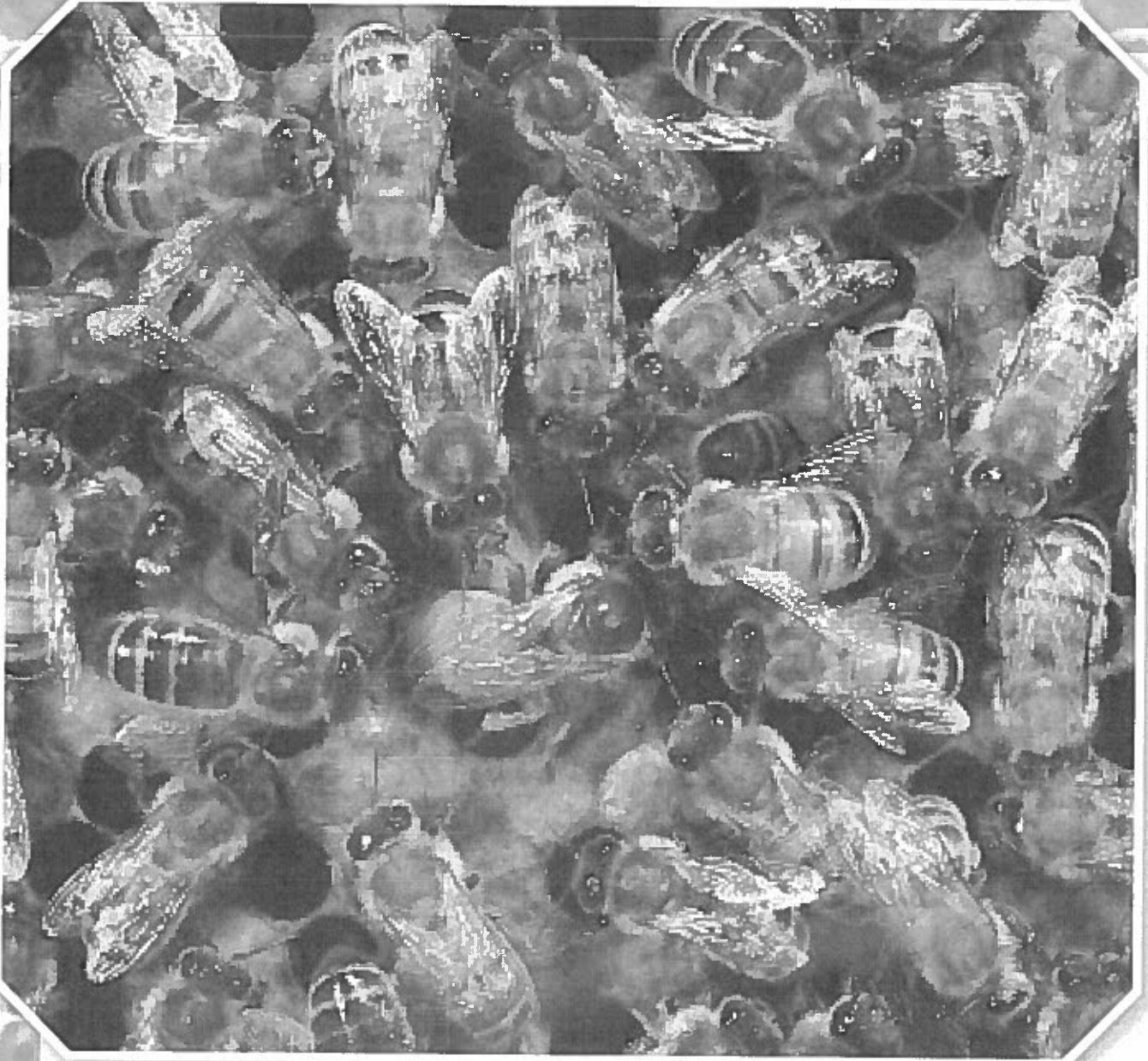
🔊 Kinds of Bees

🔊 Bees are always busy. Every bee has a job and a place to go. Hives have three kinds of bees. There are queens, workers, and male bees, called drones.



🔊 The queen is the most important bee in the hive. Her job is to lay eggs. She lays about 2,000 eggs every day! The eggs will hatch into new workers, drones, and queens.



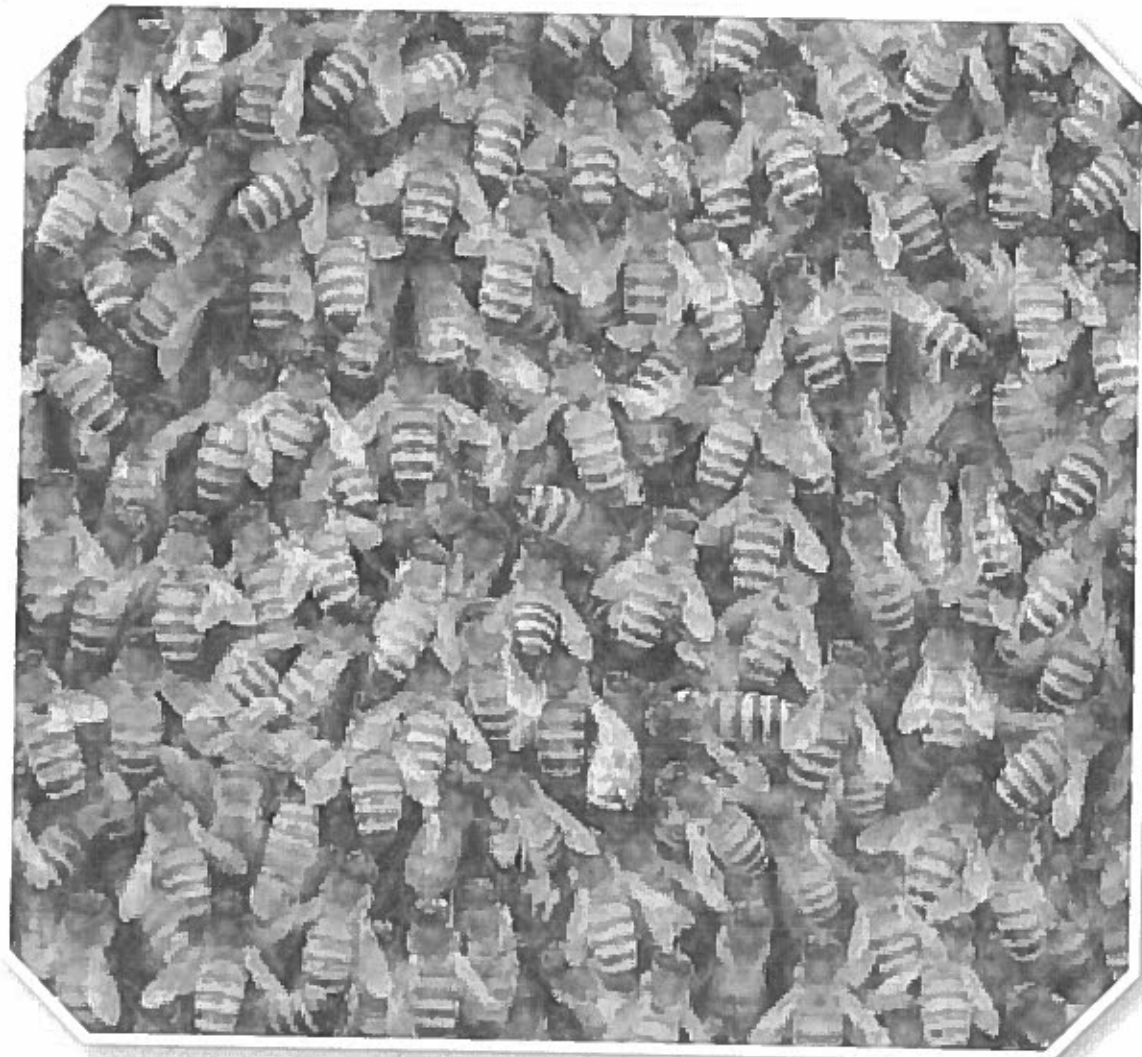


Some worker bees work inside the hive. They feed the queen and the drones. They take care of the queen's eggs.

Other worker bees work outside the hive. They guard the doors of the hive. They collect pollen and nectar from flowers and bring it back to the hive for all the bees to eat.


Bees have long tongues to sip nectar from flowers. They collect the pollen on their back legs as they walk around inside each flower.

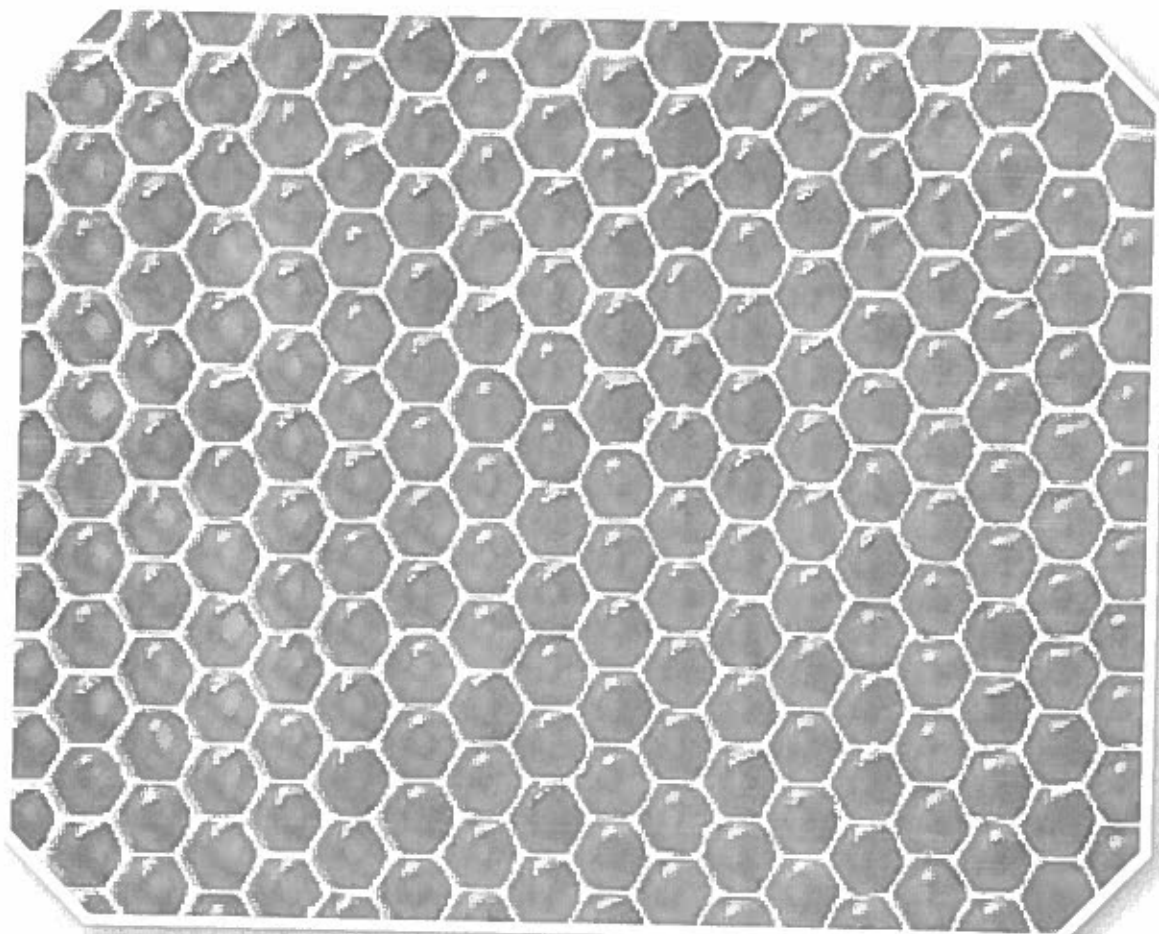




■ The drones, or male bees, are the fathers of the queen's eggs. Drones don't do anything else. The worker bees feed the drones and clean them. There are usually only a few hundred drones in a hive.

Beehives

 Worker bees build cells in the hive. These cells are called combs. The cells are made of wax. Each cell is shaped the same, with six sides. Bees store their food in some of the cells. They put eggs and young bees in other cells. The queen lives and lays her eggs in the deepest part of the hive.

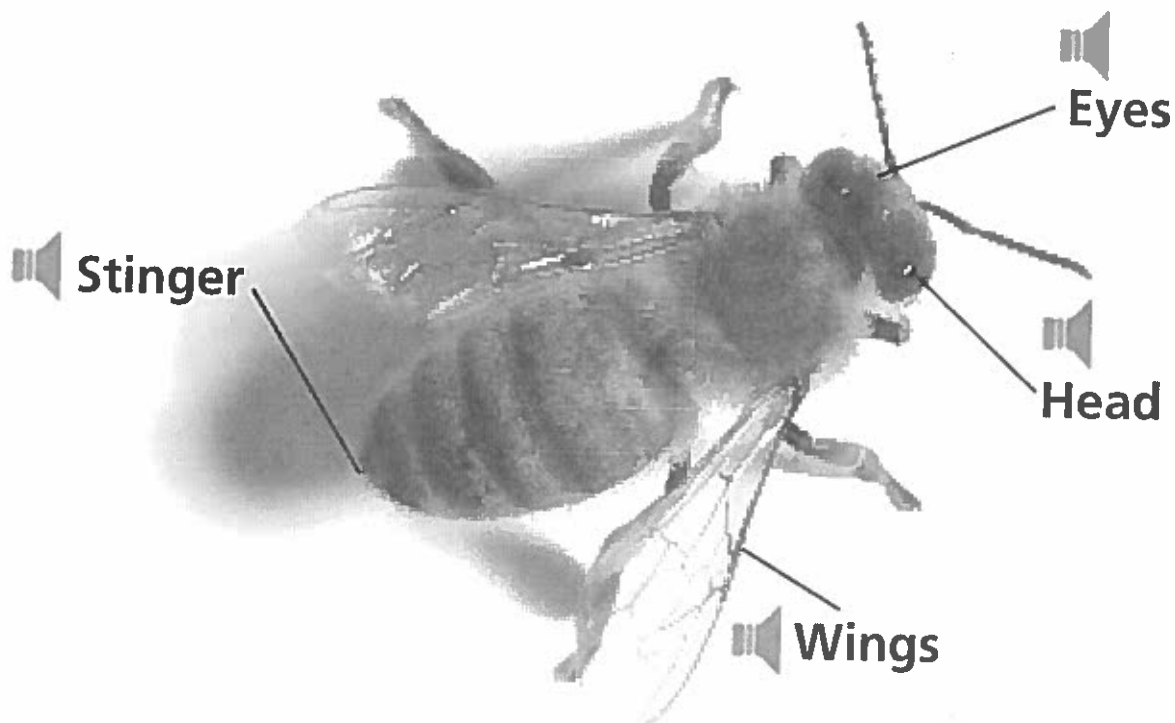


■ Sometimes there are too many bees in a hive. Then a queen leads some bees out to start a new hive. A group of bees looking for a new home is called a swarm. Swarms might hang on nearby tree branches while worker bees look for a place to build a new hive.

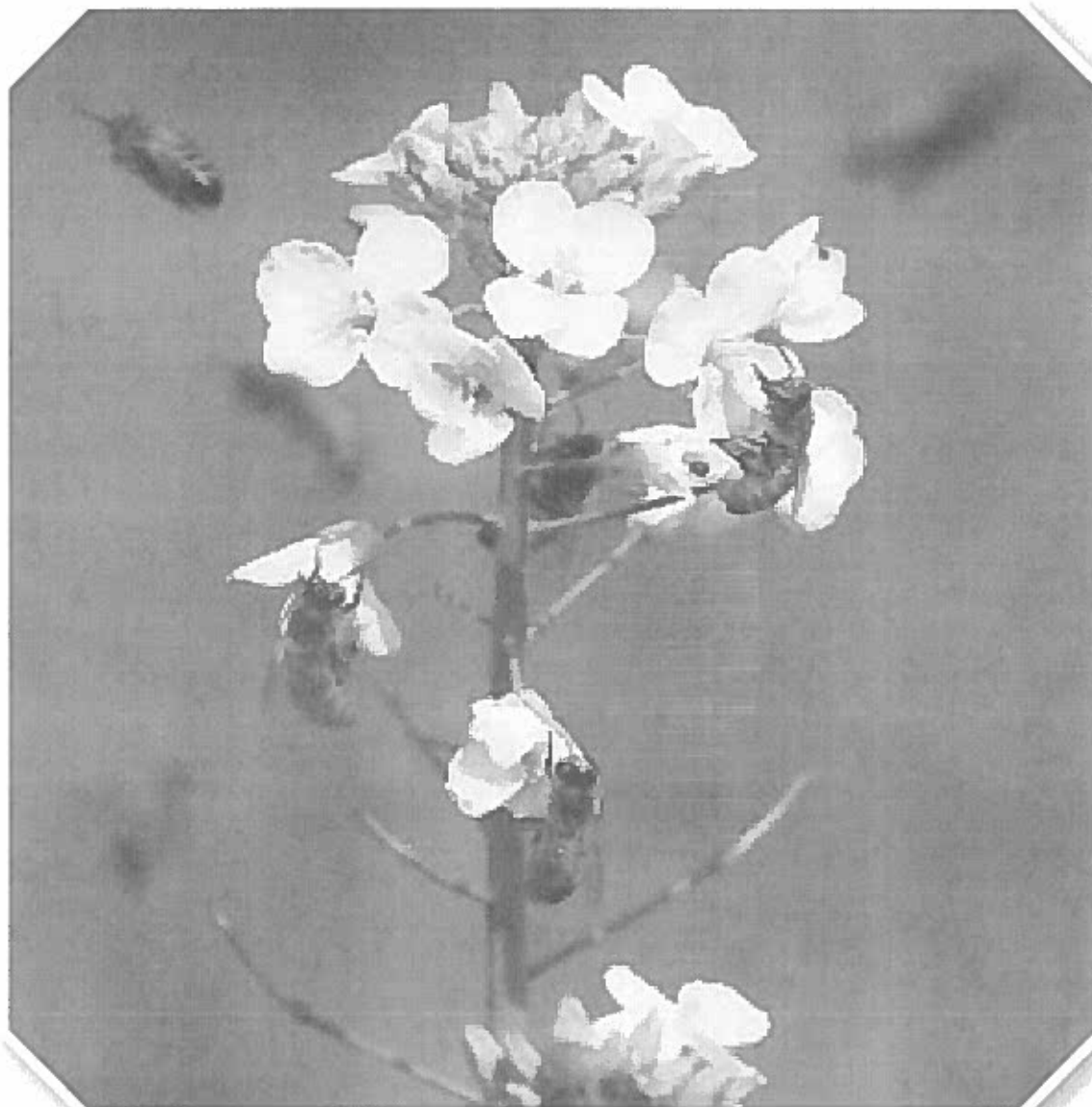


When Bees Sting

Sometimes animals attack a beehive. Then the worker bees that guard the doors of the hive sting the attacker. Other bees from the hive come to help the guards. Many animals cannot break through the swarm of bees. Even birds' sharp beaks are no match for bees.



Imagine you are walking along a winding trail in a forest. You walk past a beautiful pond and find a buzzing hive of bees. Don't worry! If you leave the bees alone, they will not sting you. The bees are busy doing their jobs.



Responding

TARGET SKILL Text and Graphic

Features What photographs are used in this book, and what do they show you?

Copy and complete the chart below.

Photos	Page	What They Show
Queen bee	3	Queen is largest bee
?	?	How bee collects pollen
?	?	?



Write About It

Text to World What is the life of a queen bee like? Write a few sentences that summarize her life. Remember to include only the most important parts of her life.



TARGET VOCABULARY

beaks

branches

break

deepest

hang

pond

shaped

winding



TARGET SKILL

Text and Graphic

Features Tell how words work with photos.



TARGET STRATEGY

Question Ask questions about what you are reading.



GENRE Informational text gives facts about a topic.

TEXT FEATURES ARE

THE PARTS OF A NONFICTION BOOK THAT HELP YOU FIND INFORMATION EASILY OR TELL YOU MORE ABOUT THE TOPIC.

Caption

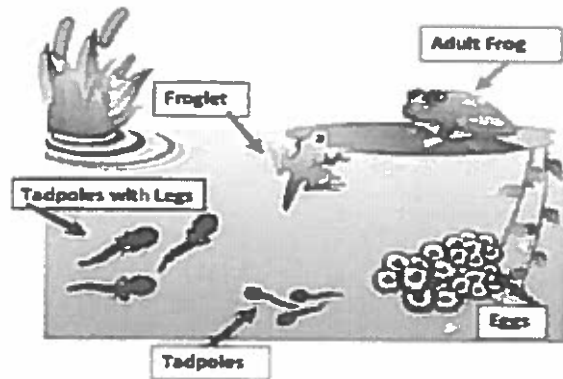


A caption describes or explains the illustration.

Captions can be inside, beside, above or below the illustration.

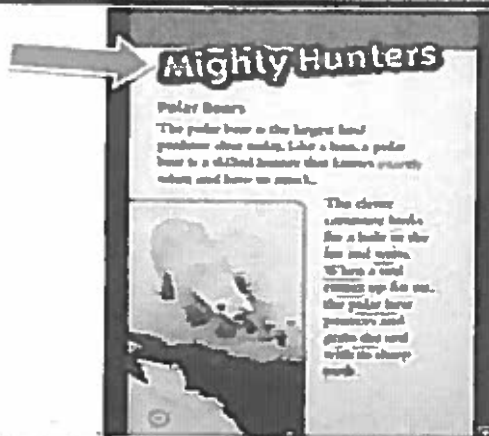
Labels

Labels provide information by pointing out an object within a picture or photograph. Lines or arrows point to the object.



Heading

A heading is the title at the top of a page or at the beginning of a new chapter or section.



The heading helps the reader know what that section is going to be about.

GRAPHIC FEATURES

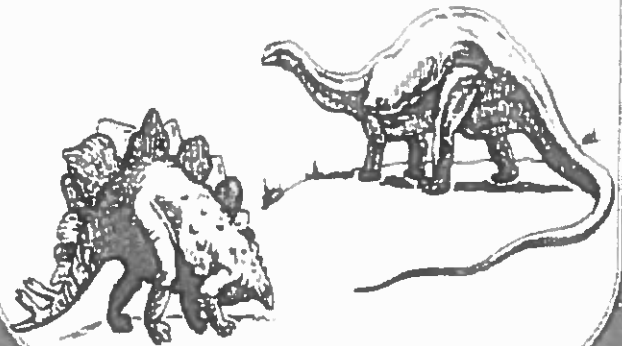
photographs



helps the reader understand exactly what something looks like

Illustrations

Illustrations are drawings. Sometimes real photographs aren't available.



Bolded Words and Italics

He believed that *all* people should be **equal**.

Bolded word

An author uses bold words to show the reader the word is important.

Italics

An author uses italics so that the word in italics is read with emphasis.

Sidebar (or textbox)

- Sidebars are boxed information on the side of the page.
- They usually include a border or colored background.
- They may include text or illustrations that add to the information in the main text.



Text and Graphic Features

What photographs are used in this book, and what do they show you? Complete the chart below. (pg. 11)

Photos	Page	What They Show
Queen bee	3	Queen is the largest bee
		How bees collect pollen.

Name _____ Date _____

Think About It

Busy Bees
Think About It

Read and answer the questions.

1. What do bees use their long tongues to do?

2. Why is the queen the most important bee?

3. How do bees work as a team?

Making Connections Bees live in a beehive. Think of another insect you know. Where does it live? What makes this place a good home?

Write your answer in your Reader's Notebook.

Target Vocabulary

Amazing Nests Target Vocabulary

Choose the Target Vocabulary word that best completes each sentence.

1. Some nests are _____ like a cup or a ball.
2. Some fish put their eggs inside bubbles so the eggs don't _____.
3. I wonder which animal digs the _____ hole for its nest.
4. Some fish make their nests in a _____.
5. Some birds use their _____ to make nests out of grass.
6. I saw a bird weave a nest of _____ grasses with its beak.

Vocabulary

beaks
branches
break
deepest
hang
pond
shaped
winding

Use two Target Vocabulary words from the box to complete this sentence.

7. Some birds' nests _____ from _____ in trees.

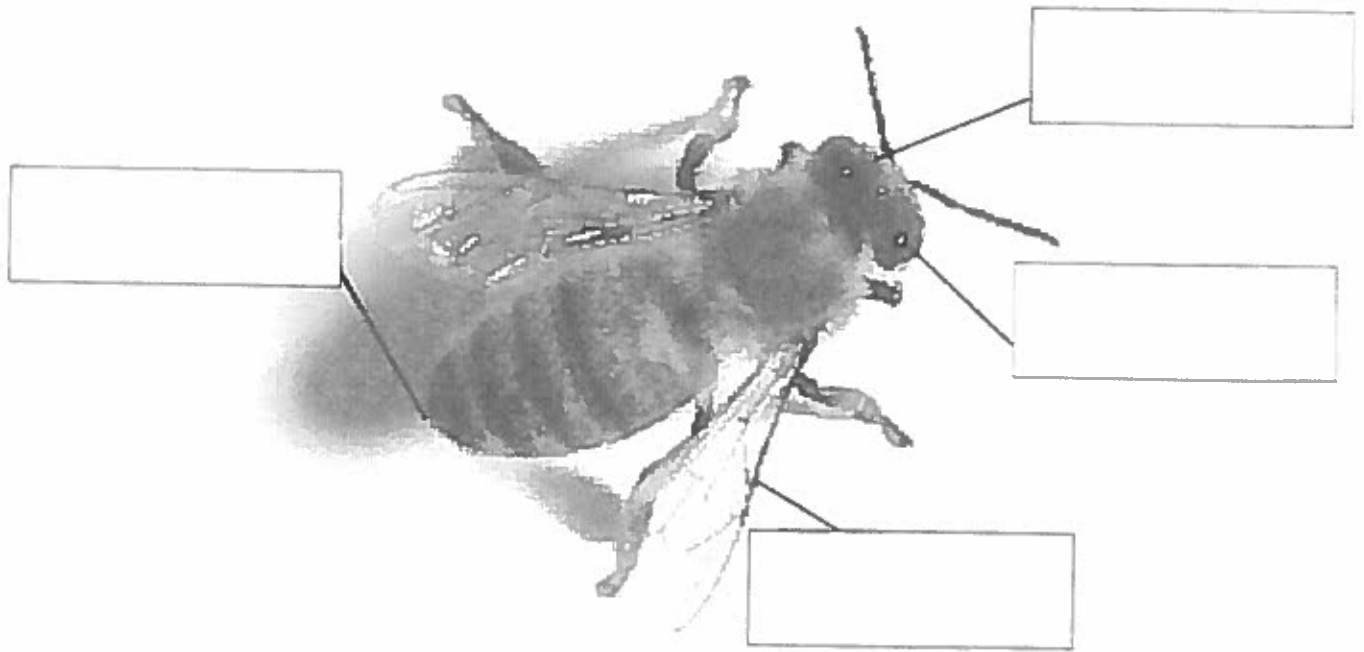
Name: _____

Text to World: Busy Bees

Using the text features: Draw a picture of the queen bee.

What is the life of a queen bee like? Write a few sentences that summarize her life. Remember to include only the most important parts of her life.

Directions: Using the text feature in the story, label the parts of the bee.



Challenge:

Bees live in a beehive. Think of another insect you know. Where does it live? What makes this place a good home?

Busy Bees • LEVEL L

Busy Bees
Running Record Form

page	Selection Text	Errors	Self-Corrections
2	Bees are always busy. Every bee has a job and a place to go. Hives have three kinds of bees. There are queens, workers, and male bees, called drones.		
3	The queen is the most important bee in the hive. Her job is to lay eggs. She lays about 2,000 eggs every day! The eggs will hatch into new workers, drones, and queens.		
4	Some worker bees work inside the hive. They feed the queen and the drones. They take care of the queen's eggs.		
5	Other worker bees work outside the hive. They guard the doors of the hive.		
	Comments:	Accuracy Rate (# words read correctly/97 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	@ cat	0
Omission	cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{so} cat	0
Insertion	the ^cat	1
Word told	Ⓢ cat	1

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A Busy Beaver by Michael Falcon

Build Background

Tell children that beavers are furry animals that build homes in the water. Build interest by asking questions such as the following: *"What do you know about beavers? What might they use their strong teeth for?"* Read the title and author's name and talk about the cover photograph. Tell children that this book is informational text, so the words and photos will give factual information about the topic.

Introduce the Text

Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Explain that this is a book about what beavers do.

Suggested language: *Turn to page 2. Here is a picture of a beaver. The label on the photo says: Beaver. What is this beaver doing? A beaver has very strong teeth to cut down a tree this big!*

Page 3: Direct children to the photo. Explain that trees have small parts called **branches** that come out from the trunk. *Look at this photo. What does a beaver make with the branches from trees? Look at the label. A beaver makes a dam that stops the water in the stream.*

Page 5: Tell children that the photo shows a beaver home in the **pond** made by its dam. Explain that the home is on the top of the photo. *Why do you think the beaver builds its home on the pond and not in the flowing water of the stream?*

Page 8: Point out the label for this photo: Broken dam. *How do you think the stream might **break** the beaver's dam? What do you think the beaver does when its dam breaks?*

Now turn back to the beginning of the book and read to learn about all the different things that beavers do.

Target Vocabulary

beaks – hard, pointed parts of birds' mouths

branches – tree parts that grow from a tree's trunk, p. 3

break – to make something come apart into two or more pieces, p. 8

deepest – the farthest depth from the surface

hang – something attached to something else at the top and does not touch the ground,

pond – a body of water that is smaller than a lake, p. 3

shaped – formed something in a particular way, p. 7

winding – moving one way and then another

Read

As the children read *A Busy Beaver*, observe them carefully. Guide them as needed, using language that supports their problem-solving ability.

Remind children to use the Question Strategy  **TARGET STRATEGY** and to think of questions as they read.

Discuss and Revisit the Text

Personal Response

Invite children to share their personal responses to the book.

Suggested language: *What facts about beavers do you find the most interesting?*

Ways of Thinking

As you discuss the text, help children understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• A beaver works hard to build a dam and then a home on the pond made by its dam.• A beaver uses its teeth to cut branches both as building material and for food.• A beaver uses its tail to make a warning sound when danger is near.	<ul style="list-style-type: none">• Beavers stay busy building and fixing dams and homes.• Different animals have specific ways to build the homes they need, to find food, and to protect themselves.• A beaver's sharp teeth and flat tail are important to its survival.	<ul style="list-style-type: none">• The photographs show the kinds of things that beavers do.• The labels help describe what is shown in the photos.• The author includes lots of details about the lives of beavers.• The author's opinion about beavers is that they are very interesting animals.

© 2006 Fountas, I.C. & Pinnell, G.S. *Teaching for Comprehending and Fluency*, Heinemann, Portsmouth, N.H.

Choices for Further Support

- **Fluency** Invite children to choose a page from the text and demonstrate phrased fluent reading. Remind them to group words into phrases that show meaning.
- **Comprehension** Based on your observations of the children's reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.
- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Have children change words to add simple inflectional endings (-s, -es, -ing). Remind children that the final consonant has to be doubled to add -ing to one-syllable words with the CVC pattern (*cut, cutting*). Remind them that words ending in -ch form a plural by adding -es (*branch, branches*).

Writing about Reading

Critical Thinking

Have children complete the Critical Thinking questions on BLM 6.7.

Responding

Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Text and Graphic Features ✓ **TARGET SKILL** Remind children that text and graphic features work together to give more information. Model the skill, using a “Think Aloud” like the one below.

Think Aloud

How does the label on the photo on page 5 help me understand what is in the photo? I see a set of branches in the middle that is a dam. I see a set of branches with a round shape near the top of the photo. The label near the top tells me that this set of branches is a beaver home.

Practice the Skill

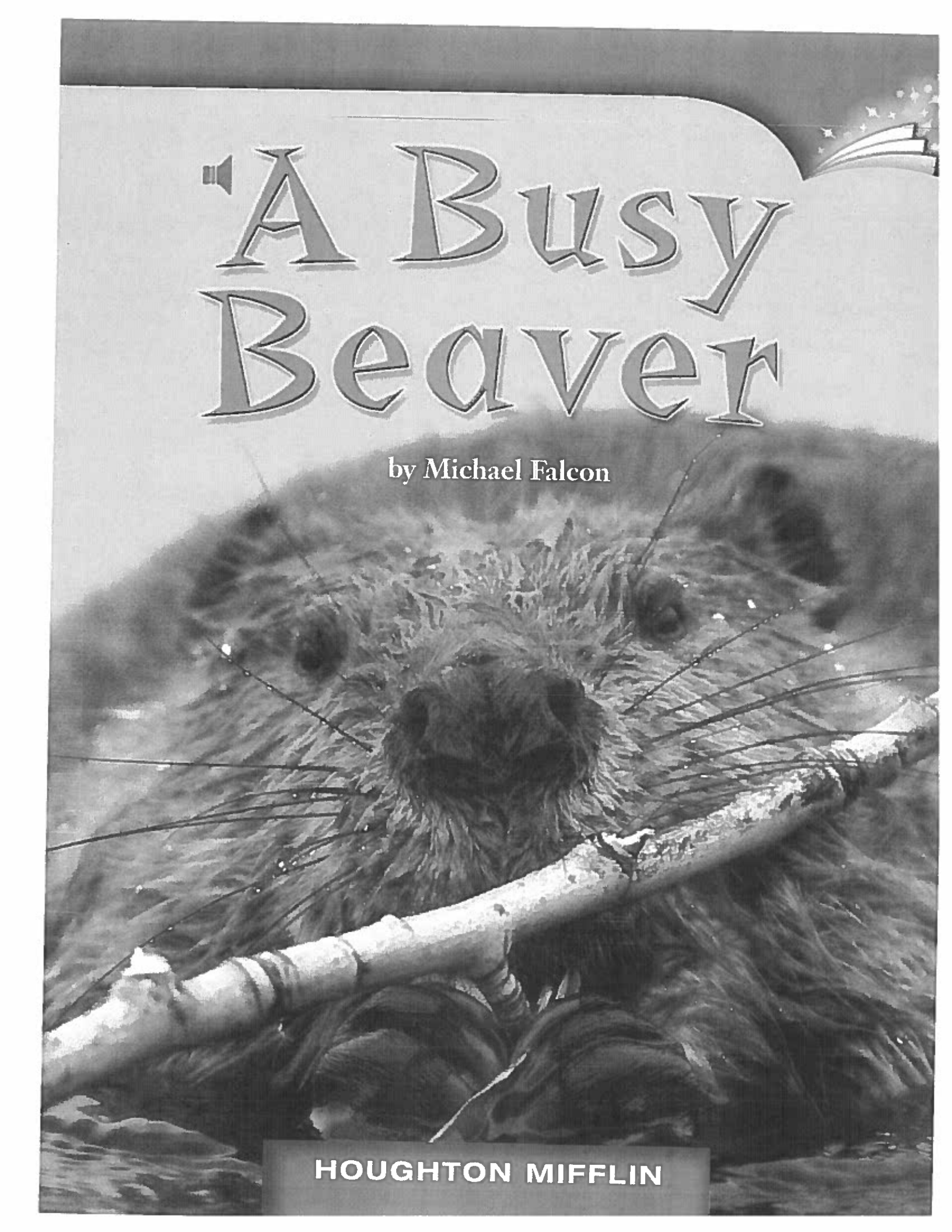
Have children write a sentence telling how the label on the photograph on page 8 helps them understand the photo.

Writing Prompt: Thinking Beyond the Text

Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts

- What is the selection mainly about?
- Which words in the first sentence on page 7 help the reader understand the meaning of the word *warn*?



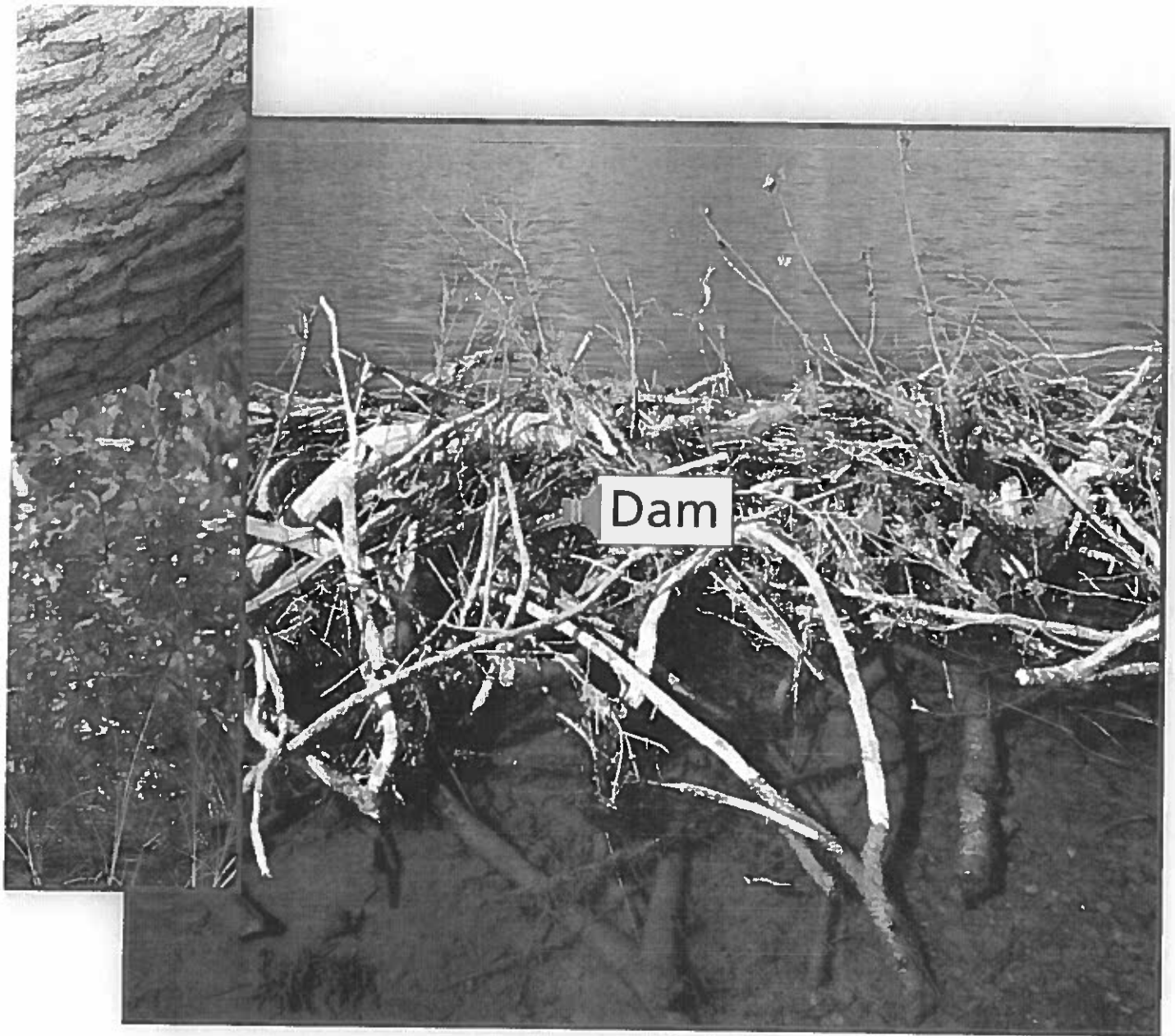
A Busy Beaver

by Michael Falcon

HOUGHTON MIFFLIN



- 🔊 Look at this beaver.
- 🔊 It is cutting a tree down with its teeth.
- 🔊 It will build a dam.



- The dam will stop the water in a stream and make a pond.
- A beaver uses mud and branches to build its dam.

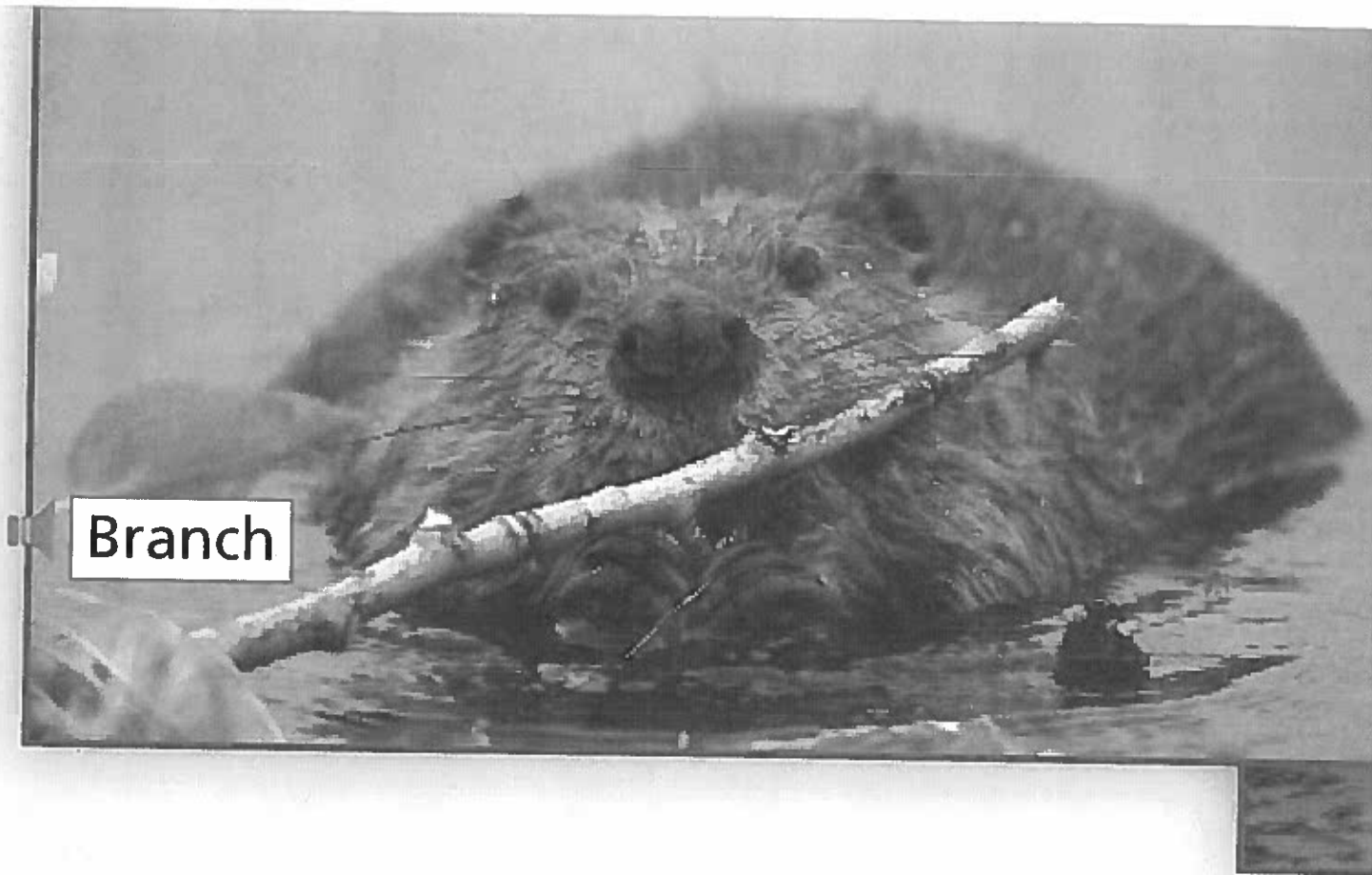


Swimming

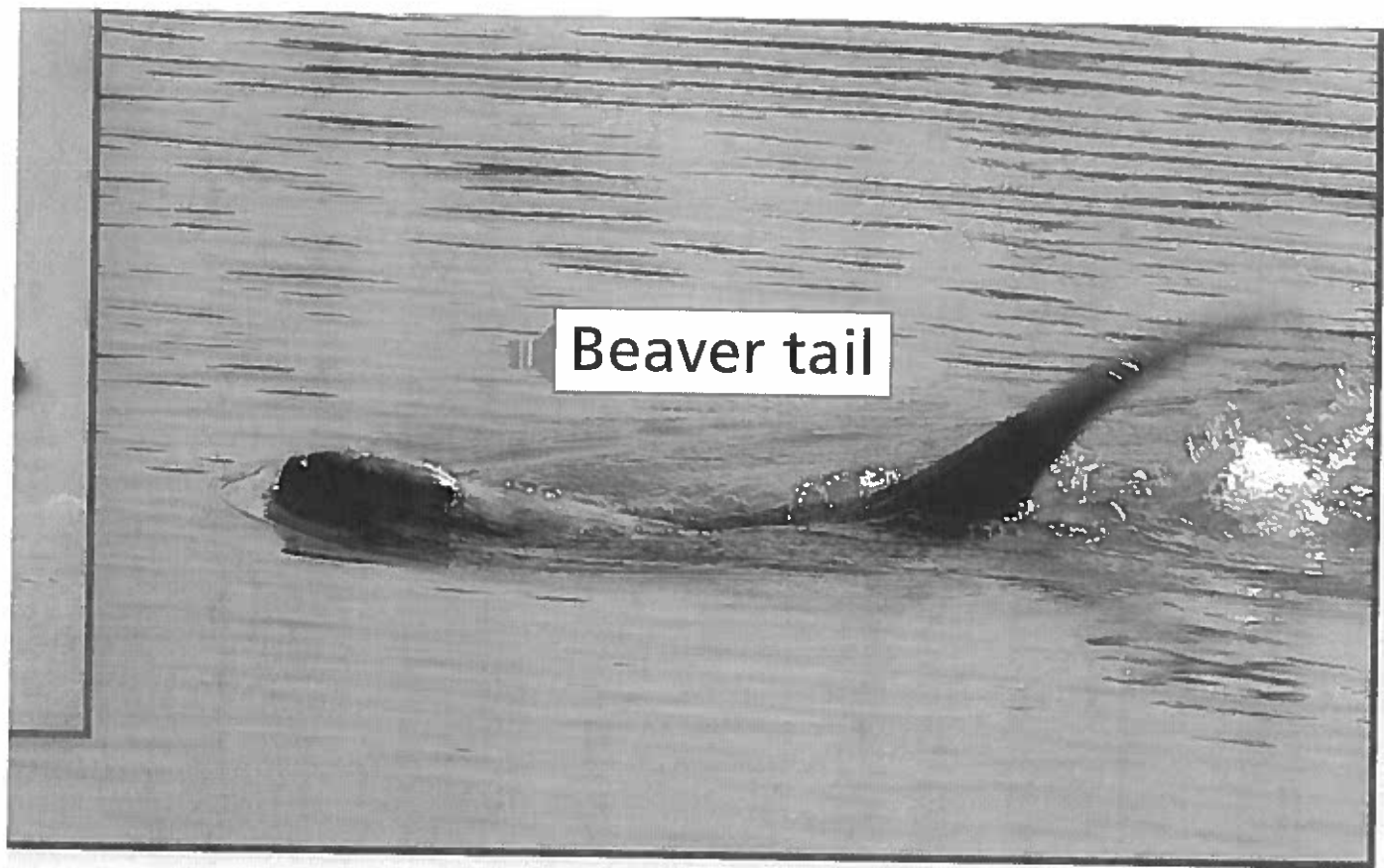
- A beaver lives in a pond because the deep water keeps it safe.
- Most animals that like to eat beavers are not good swimmers.
- They can't hunt the beavers in the water.



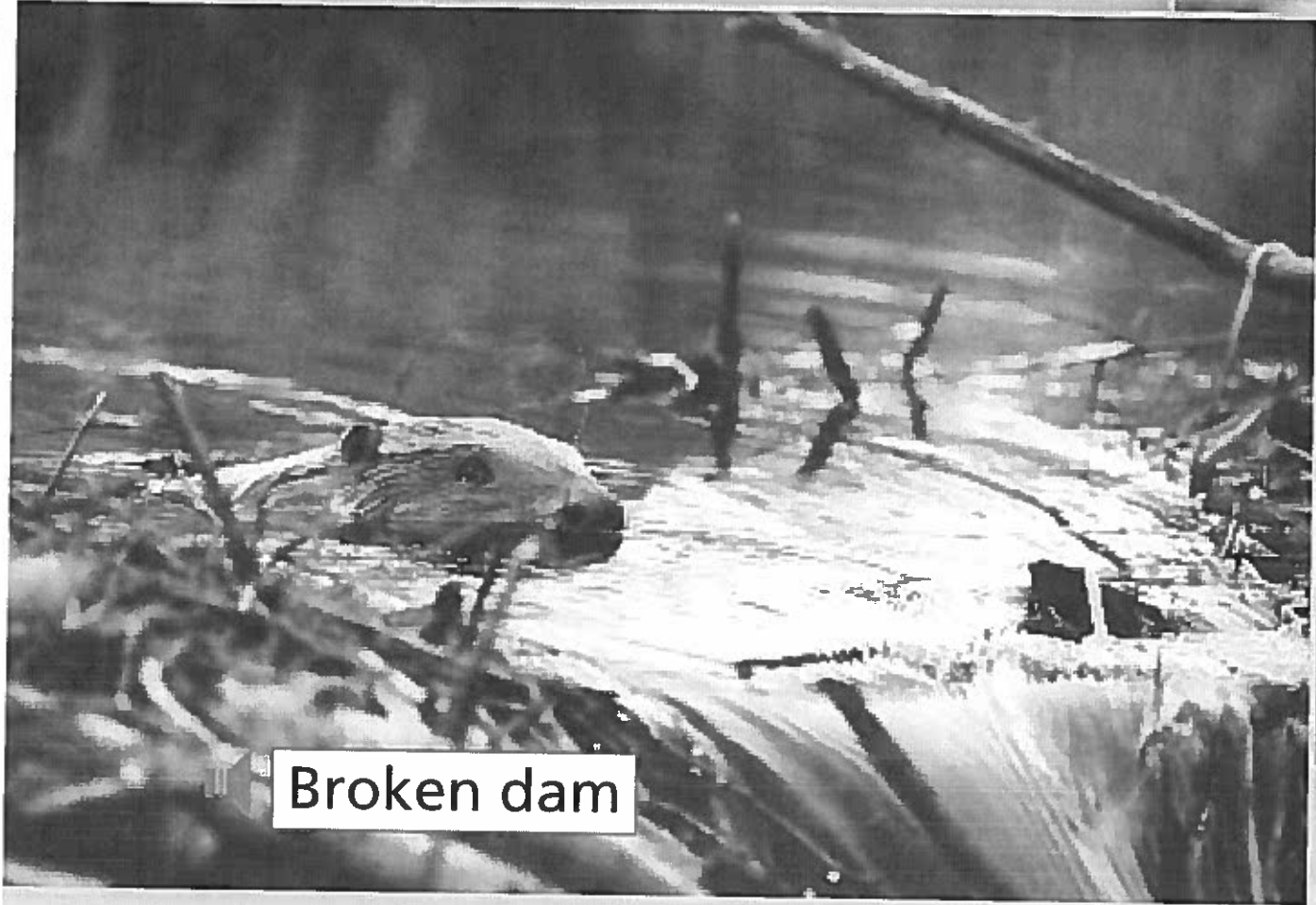
- A beaver builds its home in the pond made by its dam.
- It builds a round home of mud and branches.
- A beaver has to swim under the water to get into its home.



- A beaver eats plants that grow in the pond.
- It also eats leaves and bark on the trees that grow around the pond.
- A beaver uses its sharp teeth to cut off branches.
- In the fall, it puts branches in the pond so it can eat them in the winter.



- 🔊 A beaver uses its tail to warn others when an enemy comes too close.
- 🔊 A beaver will slap its tail on the water.
- 🔊 The tail's flat shape makes a loud smack!
- 🔊 That slap says "Danger!" to other beavers.

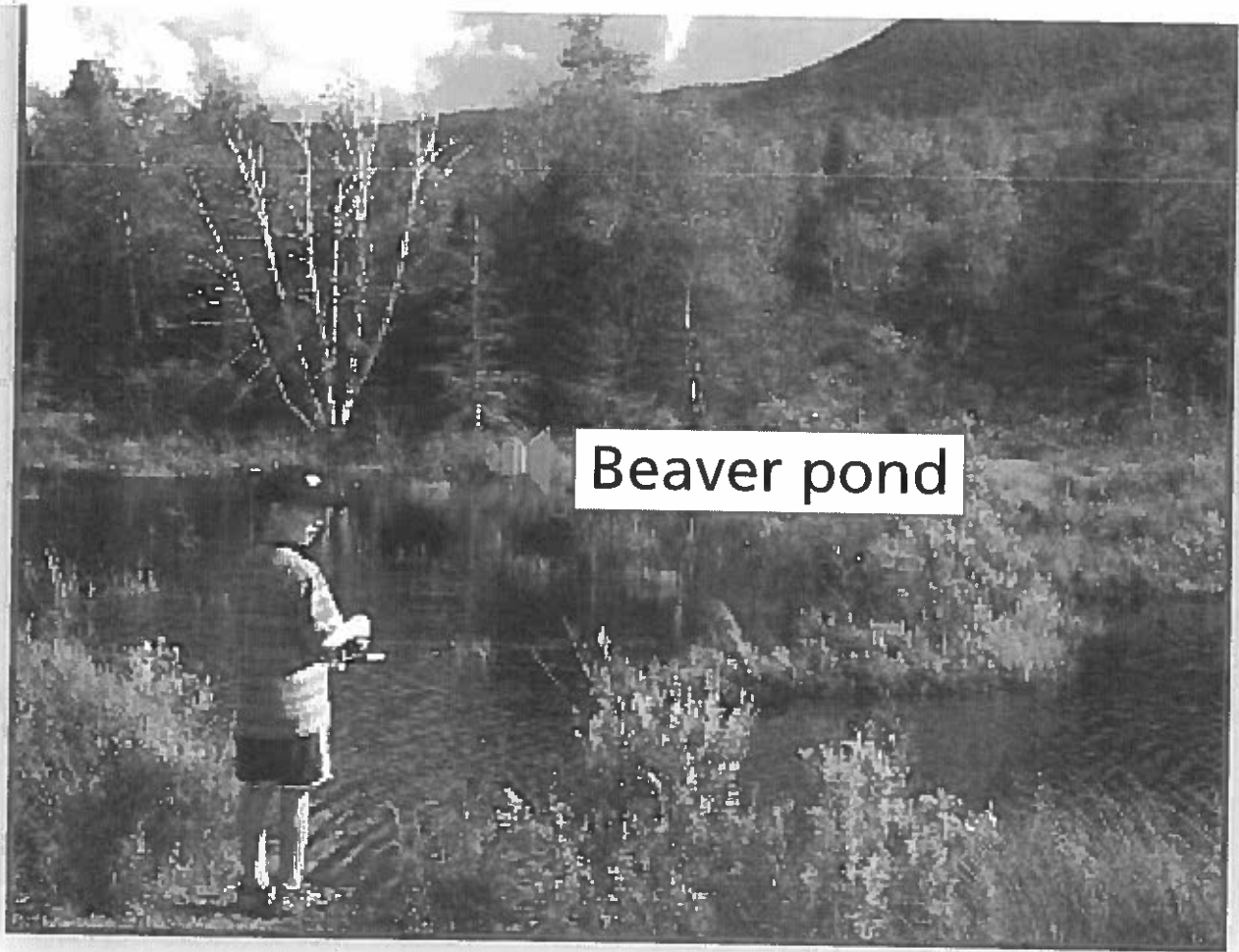


Broken dam

- ☞ Sometimes the stream will flood and break the beaver's dam. Then the pond disappears!
- ☞ The beaver must get to work and build its dam again.



- 🔊 Baby beavers are born in the pond.
- 🔊 A beaver leaves the pond when it is two years old.
- 🔊 Then the young beaver works hard, too!
- 🔊 It builds a new dam and makes a new pond.



- If you spend time at a beaver pond, you will know why a beaver is so busy.
- You will see the beaver's amazing home and dam.

Responding

TARGET SKILL Text and Graphic

Features What do the photos in this book show you? Look back at the pictures in the book. Copy the chart below. Fill in what you learned.

Photos	Page	What They Show
Beaver ?	2 ?	Chewing a tree ?

Write About It

Text to World Write a few sentences that summarize why beavers are so busy. Use some ideas from the chart above. Remember that a summary tells the most important ideas in just a few sentences.



TARGET VOCABULARY

beaks

branches

break

deepest

hanging

pond

shape

winding



TARGET SKILL Text and Graphic

Features Tell how words go with photos.



TARGET STRATEGY Question Ask

questions about what you are reading.



GENRE Informational text gives facts about a topic.

A Busy Beaver

Thinking Beyond the Text

Think about the questions below. Then write your answer in one paragraph.

Beavers have special teeth and tails that make them different from other animals. How do they use these body parts to help them? Use details from the book in your answer.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

Date _____

Think About It

A Busy Beaver
Think About It

Read and answer the questions.

1. What does a beaver use to cut down a tree?

2. What happens to a stream when a beaver builds a dam?

3. Why do you think this book's title is *A Busy Beaver*?

Making Connections Beavers live in ponds. Do you know any other animals that live in ponds? What makes a pond a good home for these animals?

Write your answer in your Reader's Notebook.



McKeesport Area School District
Flexible Instruction Days – Elementary Lesson Plan

GRADE / SUBJECT: 2 nd Grade Mathematics/Science			LESSON TITLE: Subtraction: Subtracting Two Digit Numbers	
<input type="checkbox"/> LESSON 1:	<input type="checkbox"/> LESSON 2:	<input type="checkbox"/> LESSON 3:	<input checked="" type="checkbox"/> LESSON 4:	<input type="checkbox"/> LESSON 5:
STANDARDS AND SEQUENCE: C.C.2.2.2.A.1-Represent & solve problems involving adding & subtracting within 100 2.NBT.5- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.MD.A.1- Measure lengths in standard units 2.MD.A.2- Measure the lengths in standard units for two different objects and describe the difference. 2.MD.A.3- Measure and Estimate lengths in standard units 2.MD.A.4- Measure the lengths in standard units for two different objects to figure out how much longer one object is than another. 2.L.1.1- Understand animal life cycles 2.L.1.2 -Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies or frogs.				
INSTRUCTIONAL OUTCOMES: Students will: <ol style="list-style-type: none">1. Children will subtract two digit numbers, regroup if necessary, and record the process in a vertical subtraction frame.2. Use cubes or items and a work mat if necessary.				
STUDENT PARTICIPATION: Students will: <ol style="list-style-type: none">1. Complete the Daily Common Core Review Worksheet2. Review the Common Core review key to check your answers.3. Review the subtraction of two-digit numbers model with regrouping anchor chart.4. Read Directions and complete Subtraction work sheet and review answer key.5. Refer to 100 chart teaching tool.6. Review anchor chart to check work for any errors.7. Complete the Estimate & Measure Scavenger Hunt Worksheet about insects using insect measurement cards and check answer key.8. Refer to Rulers teaching tool.				
ACCOMMODATIONS: For struggling learners: <ol style="list-style-type: none">1. Provide a hundred chart for students who are struggling for extra help.2. Complete the reteach worksheet provided. Read over and review the example at the top.3. Review the key chart to check work. For advanced learners: <ol style="list-style-type: none">1. Complete the enrichment worksheet provided.2. Review the key chart to check work.				

RESOURCES:

1. Subtracting two digit numbers anchor chart.
2. Common Core Review worksheet and key.
3. Two Digit Subtraction with Regrouping Worksheet and key
4. Reteach worksheet and key.
5. Enrichment worksheet and key.
6. 100 Chart Teaching Tool
7. Estimate & Measure Worksheet and key.
8. Ruler Teaching Tool.

EVIDENCE OF LEARNING**Students will demonstrate:**

Understanding of how to subtract two digit numbers with or without regrouping.

Name _____

1. Add. Regroup if you need to.

	Tens	Ones
	<div>□</div>	<div>□</div>
	7	7
+	1	4
	<div>□</div>	<div>□</div>

- Ⓐ 81
Ⓑ 82
Ⓒ 91
Ⓓ 92

2. Izzy and Bill play a game. Izzy has 42 points. Bill has 7 points. How many more points does Izzy have than Bill?

_____ points

3. Use the clues to find the secret number.

The number is greater than 40.

It is less than 50.

It has 3 ones.

30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59

- Ⓐ 53
Ⓑ 44
Ⓒ 43
Ⓓ 33

1. Add. Regroup if you need to.

	Tens	Ones
	1	
	7	7
+	1	4
	9	1

- ☐ (A) 81
☐ (B) 82
☒ (C) 91
☐ (D) 92

2. Izzy and Bill play a game. Izzy has 42 points. Bill has 7 points. How many more points does Izzy have than Bill?

35 points

$$\begin{array}{r} 42 \\ - 7 \\ \hline 35 \end{array}$$

3. Use the clues to find the secret number.

The number is greater than 40.

It is less than 50.

It has 3 ones.

50	49	38	37	26	25	14	13	02	01
49	48	37	43	36	25	14	13	02	01
38	27	16	05	04	03	02	01	00	00

- ☐ (A) 53
☐ (B) 44
☒ (C) 43
☐ (D) 33

Two-Digit Subtraction

with regrouping

Borrow a ten → Tens Ones ← Always start on the right

$$\begin{array}{r} 3 \cancel{4} \\ - 2 \end{array}$$

$$\begin{array}{r} \cancel{6} 16 \\ - 29 \end{array}$$

← More on the floor so borrow 10 from next door!

$$\begin{array}{r} 13 \\ - 2 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 1 7 \\ - 29 \end{array}$$

$$\begin{array}{r} 16 \\ - 9 \\ \hline 7 \end{array}$$

Name: _____

CCSS 2.NBT.5 Fluently add and subtract within 100...

2-Digit Subtraction With Regrouping

$$\begin{array}{r} 52 \\ -37 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ -24 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ -52 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ -30 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ -42 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ -33 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ -43 \\ \hline \end{array}$$

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

$$\begin{array}{r} 73 \\ -26 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ -59 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ -44 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ -33 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ -53 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ -42 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ -26 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ -36 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ -09 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ -22 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ -14 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ -28 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ -34 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ -13 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ -49 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ -68 \\ \hline \end{array}$$

Name: _____

Answer Key

CCSS 2.NBT.5 Fluently add and subtract within 100....

2-Digit Subtraction With Regrouping

$$\begin{array}{r} 412 \\ \cancel{52} \\ -37 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 45 \\ -24 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 611 \\ \cancel{71} \\ -52 \\ \hline 19 \end{array}$$

$$\begin{array}{r} 74 \\ -30 \\ \hline 44 \end{array}$$

$$\begin{array}{r} 810 \\ \cancel{90} \\ -42 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 63 \\ -33 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 710 \\ \cancel{80} \\ -9 \\ \hline 71 \end{array}$$

$$\begin{array}{r} 712 \\ \cancel{82} \\ -43 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 413 \\ \cancel{53} \\ -44 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 613 \\ \cancel{73} \\ -26 \\ \hline 47 \end{array}$$

$$\begin{array}{r} 810 \\ \cancel{90} \\ -59 \\ \hline 31 \end{array}$$

$$\begin{array}{r} 613 \\ \cancel{73} \\ -44 \\ \hline 29 \end{array}$$

$$\begin{array}{r} 63 \\ -33 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 511 \\ \cancel{61} \\ -53 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 710 \\ \cancel{80} \\ -42 \\ \hline 38 \end{array}$$

$$\begin{array}{r} 312 \\ \cancel{42} \\ -26 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 714 \\ \cancel{84} \\ -36 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 817 \\ \cancel{97} \\ -09 \\ \hline 88 \end{array}$$

$$\begin{array}{r} 55 \\ -22 \\ \hline 33 \end{array}$$

$$\begin{array}{r} 613 \\ \cancel{73} \\ -14 \\ \hline 59 \end{array}$$

$$\begin{array}{r} 516 \\ \cancel{66} \\ -28 \\ \hline 38 \end{array}$$

$$\begin{array}{r} 612 \\ \cancel{72} \\ -34 \\ \hline 38 \end{array}$$

$$\begin{array}{r} 76 \\ -13 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 718 \\ \cancel{88} \\ -49 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 711 \\ \cancel{81} \\ -68 \\ \hline 13 \end{array}$$

Name _____

Reteaching

Subtracting Two-Digit Numbers

Remember the steps for subtracting.

Step 1

Think: Are there enough ones to subtract?

Step 2

Regroup the ones if you need to. Subtract.

Step 3

Subtract the tens.

Write the problems in the frames. Find the difference.

$$38 - 13$$

Tens	Ones
<input type="text"/>	<input type="text"/>
3	8
1	3
2	5

$$54 - 17$$

Tens	Ones
4	14
5	4
1	7
3	7

Regroup? Yes No

Regroup? Yes No

Write the problems in the frames. Find the difference.

$$1. \quad 37 - 14$$

Tens	Ones
<input type="text"/>	<input type="text"/>

$$64 - 18$$

Tens	Ones
<input type="text"/>	<input type="text"/>

$$45 - 26$$

Tens	Ones
<input type="text"/>	<input type="text"/>

$$73 - 25$$

Tens	Ones
<input type="text"/>	<input type="text"/>

2. **Number Sense** Write a number to make this a subtraction with regrouping problem.

Tens	Ones
<input type="text"/>	<input type="text"/>
2	3

Name _____

Reteaching

Subtracting Two-Digit Numbers

Remember the steps for subtracting.

Step 1

Think: Are there enough ones to subtract?

Step 2

Regroup the ones if you need to. Subtract.

Step 3

Subtract the tens.

Write the problems in the frames. Find the difference.

38 - 13

Tens	Ones
3	8
- 1	- 3
2	5

54 - 17

Tens	Ones
4	14
5	4
- 1	- 7
3	7

Regroup? Yes **No**

Regroup? **Yes** No

Write the problems in the frames. Find the difference.

1. 37 - 14

Tens	Ones
3	7
- 1	- 4
2	3

64 - 18

Tens	Ones
5	14
6	4
- 1	- 8
4	6

45 - 26

Tens	Ones
3	15
4	5
- 2	- 6
1	9

73 - 25

Tens	Ones
6	13
7	3
- 2	- 5
4	8

2. **Number Sense** Write a number to make this a subtraction with regrouping problem.

Answers will vary.

Tens	Ones
- 2	- 3

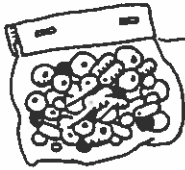
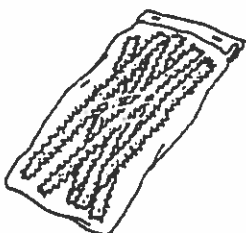



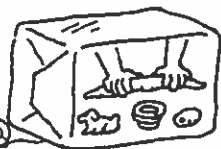
Name _____

Enrichment

Shopping Day

Decide what each child will buy.

Subtract to find how much money is left.

 <p>23¢</p> <p>Beads</p>	 <p>36¢</p> <p>14¢</p> <p>Pipe cleaners</p>	 <p>14¢</p> <p>Stickers</p>
 <p>58¢</p> <p>Crayons</p>	 <p>42¢</p> <p>Paintbox</p>	 <p>65¢</p> <p>Clay</p>

Workspace

1. Bonnie has 47¢.

She buys the _____.

Bonnie has _____ left.

Tens	Ones
<input type="text"/>	<input type="text"/>
<hr/>	

2. Ricky has 59¢.

He buys the _____.

Ricky has _____ left.

Tens	Ones
<input type="text"/>	<input type="text"/>
<hr/>	

3. Which item is the one that neither child can buy? _____

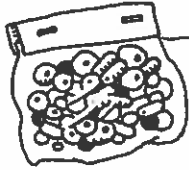
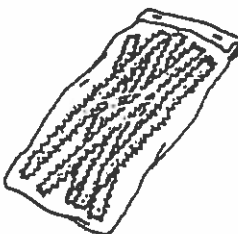




Name Answer Key

Enrichment

Shopping Day

Decide what each child will buy.

Subtract to find how much money is left.

		
23¢	36¢	14¢
Beads	Pipe cleaners	Stickers
		
58¢	42¢	65¢
Crayons	Paintbox	Clay

Answers will vary.

Workspace

1. Bonnie has 47¢.

She buys the _____.

Bonnie has _____ left.

Tens	Ones
<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>
4	7
¢	

2. Ricky has 59¢.

He buys the _____.

Ricky has _____ left.

Tens	Ones
<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto;"></div>
5	9
¢	

3. Which item is the one that neither child can buy? clay

Name _____


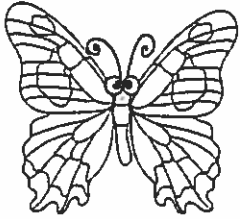
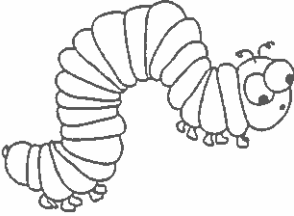


Teaching Tool

13

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Estimate & Measure


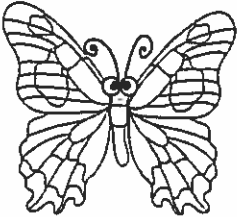
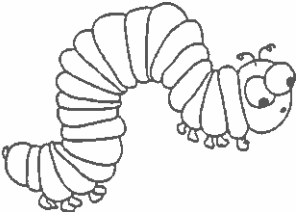


Scavenger Hunt (Centimeters)

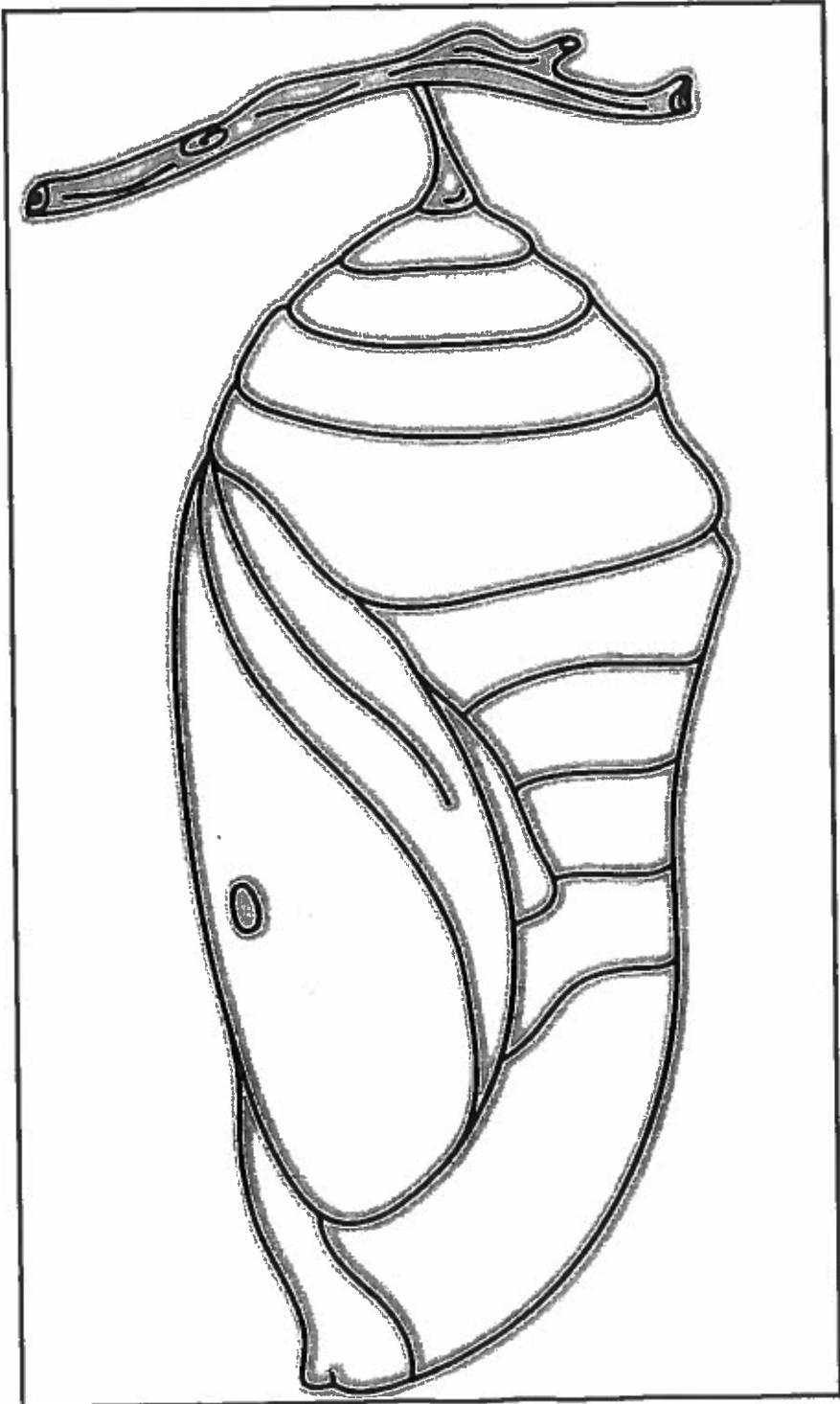
Picture Card	Estimate in centimeters	Actual measure in centimeters
		
		
		
		
		

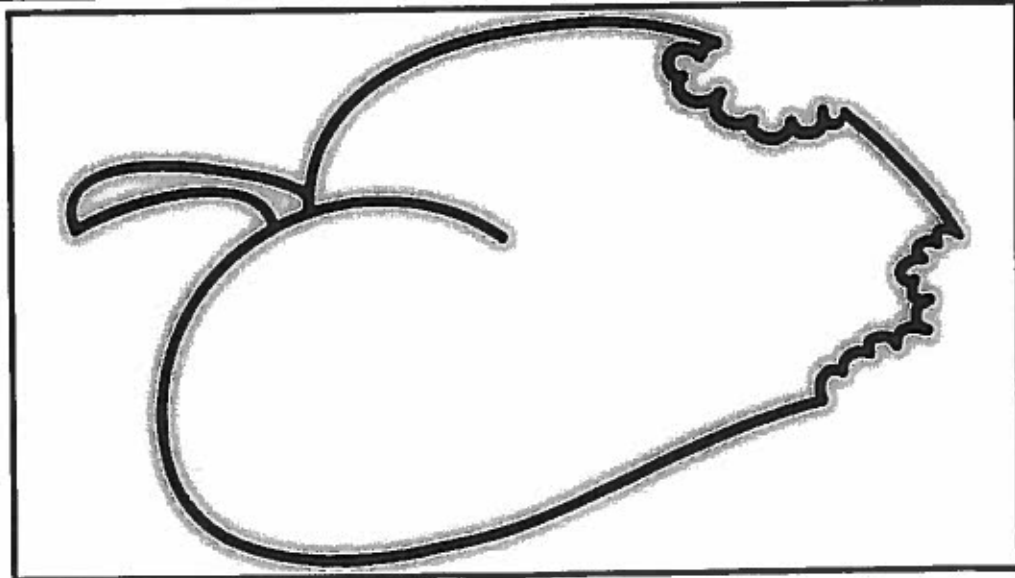
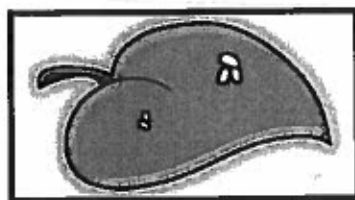
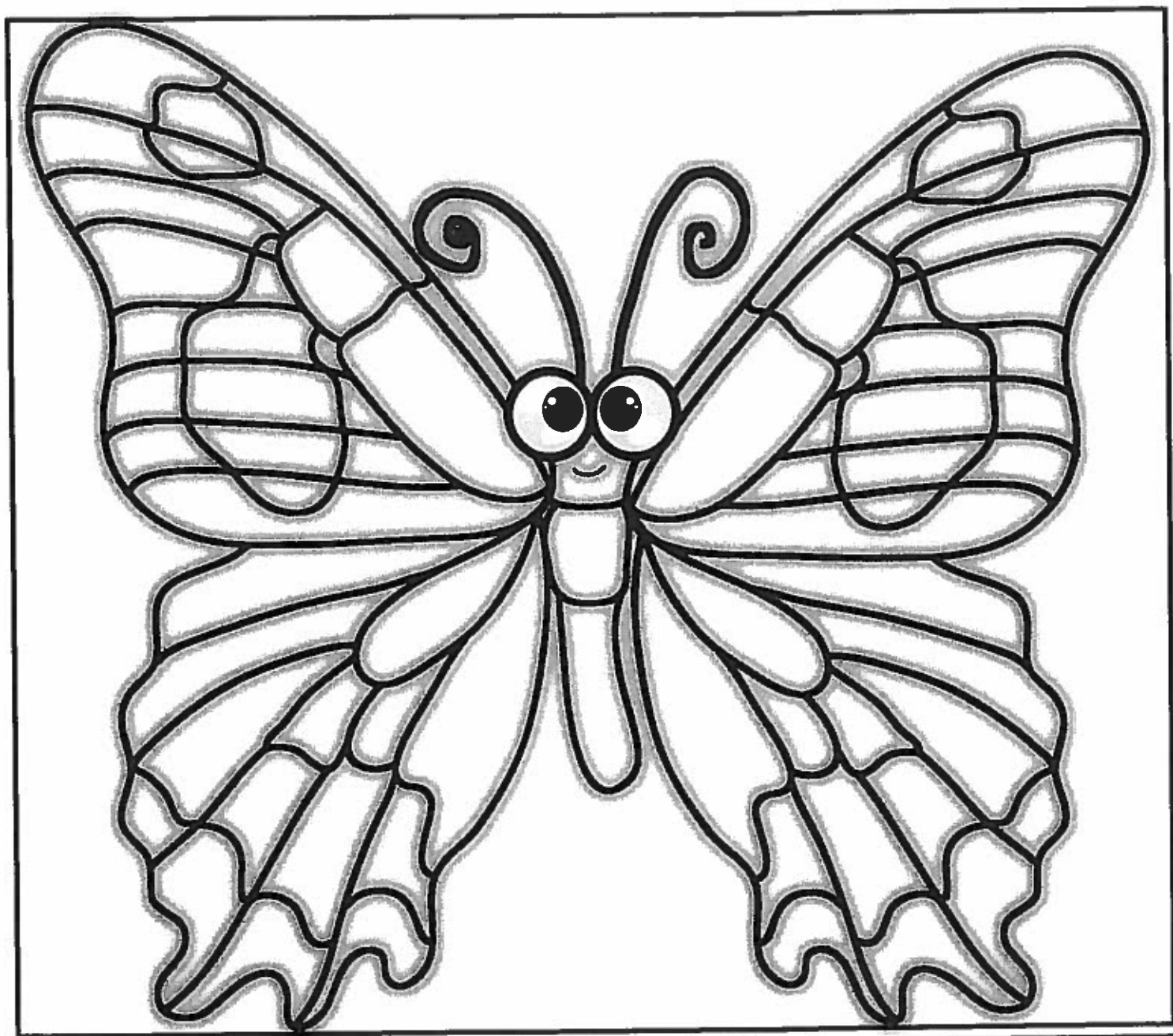
Answer Key

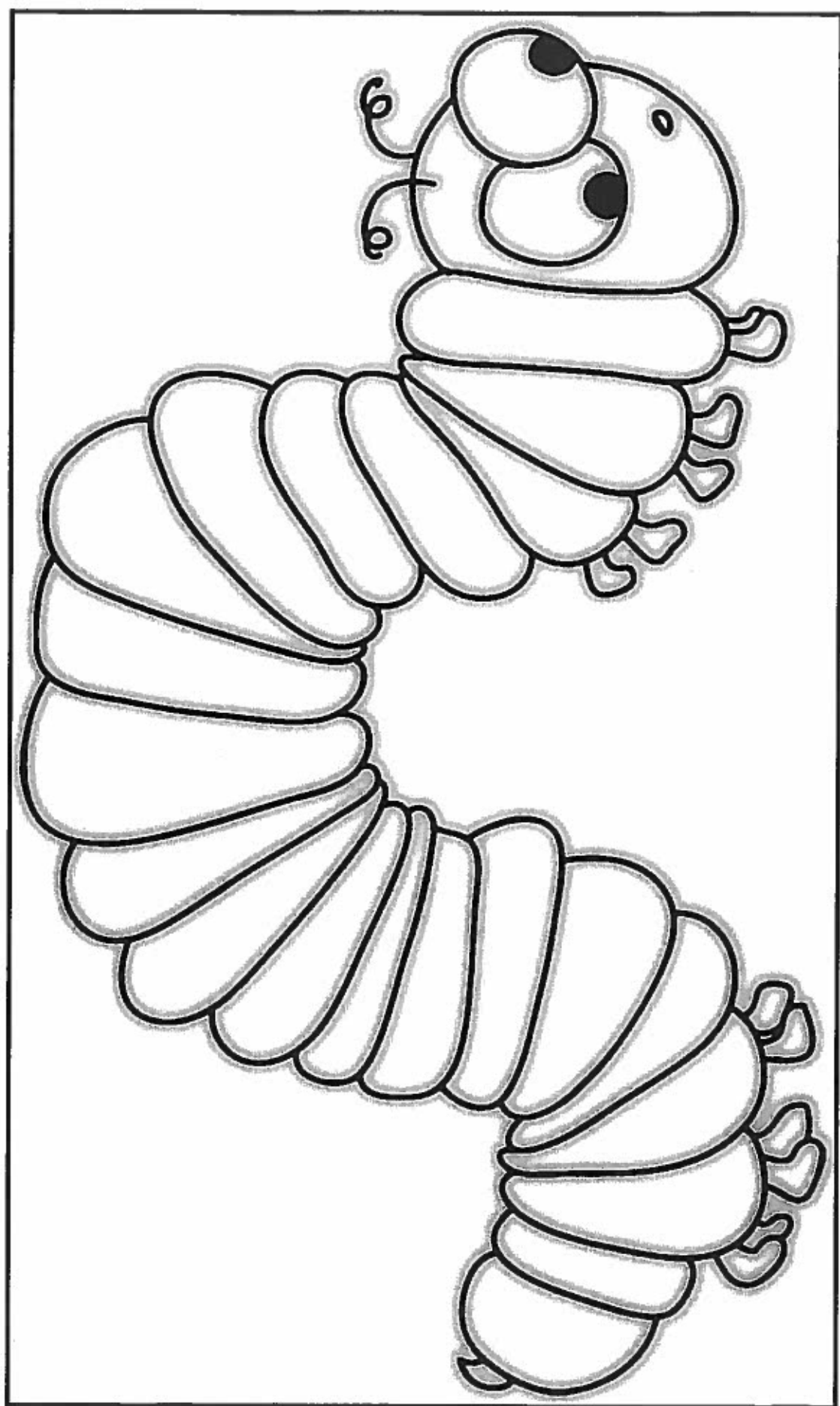
Estimate & Measure

Scavenger Hunt (Centimeters)

Picture Card	Estimate in centimeters	Actual measure in centimeters
		18 cm.
		19 cm.
		24 cm.
		12 cm.
		4 cm.



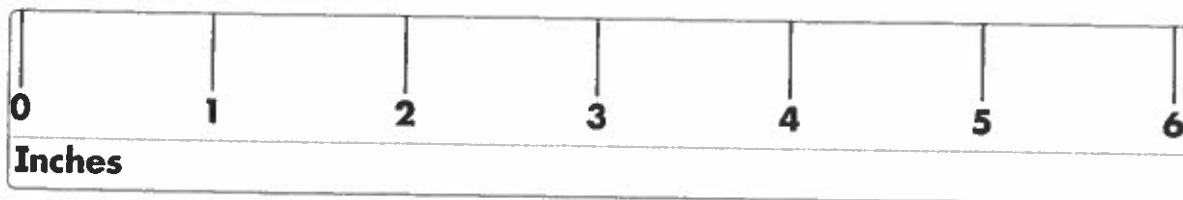
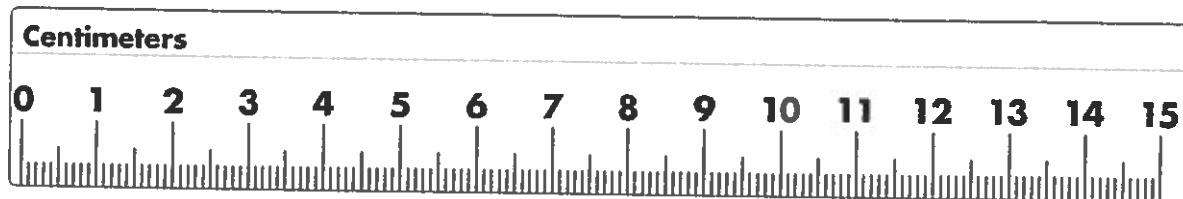
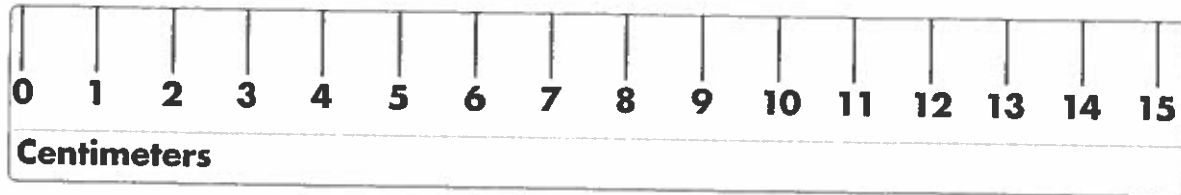




Name _____

Teaching Tool

28



1. Which number could be added to 42 to make 100?

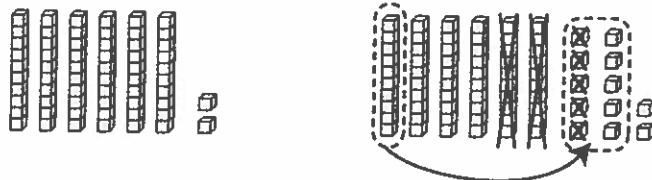
(A) 42
(B) 58
(C) 62
(D) 142

2. What is the value of the coins?



(A) 85¢
(B) 79¢
(C) 49¢
(D) 39¢

3. What subtraction sentence do the cubes show?



(A) $62 - 25 = 37$
(B) $62 - 37 = 25$
(C) $52 - 25 = 27$
(D) $52 - 27 = 25$

4. What is the sum of 47 and 23?
Write a number sentence and solve.

_____ + _____ = _____

Tens	Ones
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px;"></div>	

Two-Digit Addition

with NO regrouping

Tens Ones

Always start
on the right

$$\begin{array}{r|l} 4 & 6 \\ + 3 & 3 \\ \hline 7 & 9 \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$$

Two-Digit Addition

with regrouping

Carry the one → Tens Ones Always start on the right

$$\begin{array}{r} 1 \\ 4 \\ + 3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 47 \\ + 36 \\ \hline 83 \end{array}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$$

Adding Money

Adding money is the same as adding two-digit numbers.

Add two-digit numbers

	Tens	Ones
	<div>□</div>	
	3	5
+	2	8
	6	3



Add money.

	Tens	Ones
	<div>□</div>	
	3	5¢
+	2	8¢
	6	3¢

Remember to write
the ¢ sign in your answer.

Add to find the total amount.

1.

	Tens	Ones
	<div>□</div>	
	1	8
+	4	7
	6	5

	Tens	Ones
	<div>□</div>	
	1	8¢
+	4	7¢

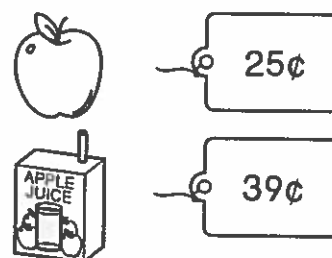
2.

	Tens	Ones
	<div>□</div>	
	3	3
+	2	5

	Tens	Ones
	<div>□</div>	
	3	3¢
+	2	5¢

3. Estimation Sarah spends 25¢ on an apple.
Sarah has 60¢. Does she have enough ¢ to
buy juice for 39¢ too? Circle yes or no.

yes no



Name _____

Practice

14-1

Adding Money

Add to find the total amount.

1.

2	4 ¢
+	8 ¢
4	8 ¢
7	2 ¢

2.

5	5 ¢
+	6 ¢
3	6 ¢

3.

2	9 ¢
+	6 ¢
2	6 ¢

4.

1	8 ¢
+	4 ¢
6	4 ¢

5.

2	4 ¢
+	3 ¢
4	3 ¢

6.

3	8 ¢
+	7 ¢
4	7 ¢

7.

5	9 ¢
+	0 ¢
2	0 ¢

8.

2	6 ¢
+	7 ¢
6	7 ¢

9. Carlos buys a toy car for 38¢.
Jessica buys a toy car for 46¢.
How much money did they spend in all?

84¢

(A)

82¢

(B)

76¢

(C)

72¢

(D)

10. Della buys a taco for 62¢.
She buys taco sauce for 18¢.
How much money did Della spend in all?

70¢

(A)

76¢

(B)

80¢

(C)

84¢

(D)

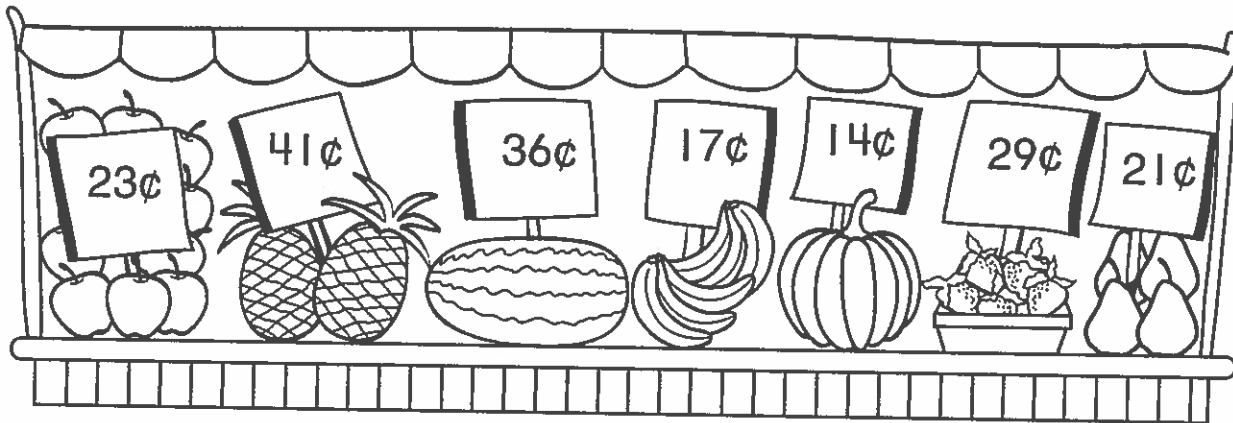
11. Reasonableness Wade added 61¢ and 28¢.
His answer was 89¢. Was he correct? Explain.

Name _____

Enrichment

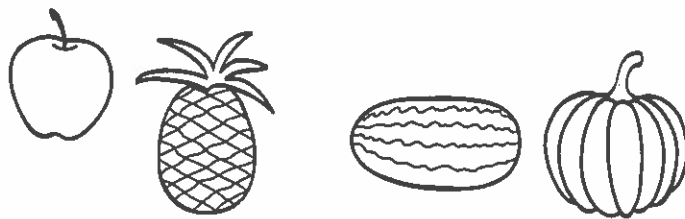
14-1

At the Fruit Stand



Which two fruits did each person buy?
Circle the fruits.

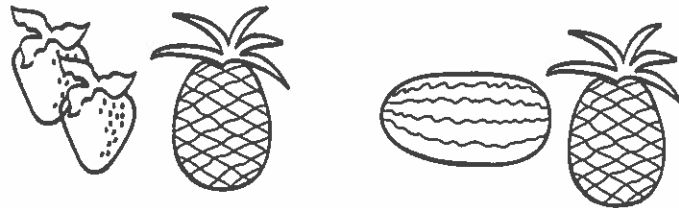
1. Marcy spends exactly 50¢. Which two fruits did she buy?



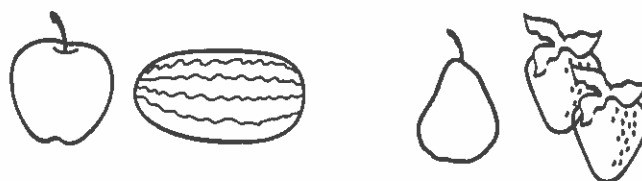
2. Jeremy spends exactly 40¢. Which two fruits did he buy?



3. Ming spends exactly 70¢. Which two fruits did she buy?



4. Leon spends exactly 50¢. Which two fruits did he buy?



Name _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Name _____

Answer Key

Daily Common
Core Review**14-1**

1. Which number could be added to 42 to make 100?

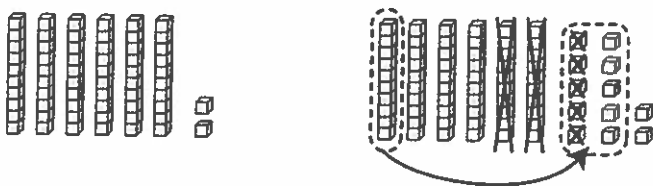
☐ (A) 42
☒ (B) 58
☐ (C) 62
☐ (D) 142

2. What is the value of the coins?



☐ (A) 85¢
☐ (B) 79¢
☒ (C) 49¢
☐ (D) 39¢

3. What subtraction sentence do the cubes show?



☒ (A) $62 - 25 = 37$
☐ (B) $62 - 37 = 25$
☐ (C) $52 - 25 = 27$
☐ (D) $52 - 27 = 25$

4. What is the sum of 47 and 23?
Write a number sentence and solve.

$$\underline{47} + \underline{23} = \underline{70}$$

	Tens	Ones
	1	
	4	7
+	2	3
	7	0

Adding Money

Adding money is the same as adding two-digit numbers.

Add two-digit numbers

Tens	Ones
<div>⋮</div>	
3	5
2	8
<hr/>	
6	3



Add money.

Tens	Ones
<div>⋮</div>	
3	5¢
2	8¢
<hr/>	
6	3¢

Remember to write
the ¢ sign in your answer.

Add to find the total amount.

1.

Tens	Ones
<div>1</div>	
1	8
4	7
<hr/>	
6	5

Tens	Ones
<div>1</div>	
1	8¢
4	7¢
<hr/>	
6	5¢

2.

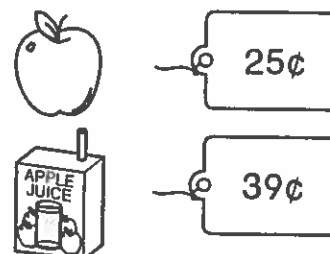
Tens	Ones
<div>⋮</div>	
3	3
2	5
<hr/>	
5	8

Tens	Ones
<div>⋮</div>	
3	3¢
2	5¢
<hr/>	
5	8¢

3. Estimation Sarah spends 25¢ on an apple.
Sarah has 60¢. Does she have enough ¢ to
buy juice for 39¢ too? Circle yes or no.

yes

no



Name _____

Answer Key

Practice

14-1

Adding Money

Add to find the total amount.

$$\begin{array}{r|l} 1 & \\ 2 & 4\text{¢} \\ + 4 & 8\text{¢} \\ \hline 7 & 2\text{¢} \end{array}$$

$$\begin{array}{r|l} 1 & \\ 5 & 5\text{¢} \\ + 3 & 6\text{¢} \\ \hline 9 & 1\text{¢} \end{array}$$

$$\begin{array}{r|l} 1 & \\ 2 & 9\text{¢} \\ + 2 & 6\text{¢} \\ \hline 5 & 5\text{¢} \end{array}$$

$$\begin{array}{r|l} 1 & \\ 1 & 8\text{¢} \\ + 6 & 4\text{¢} \\ \hline 8 & 2\text{¢} \end{array}$$

$$\begin{array}{r|l} \square & \\ 2 & 4\text{¢} \\ + 4 & 3\text{¢} \\ \hline 6 & 7\text{¢} \end{array}$$

$$\begin{array}{r|l} 1 & \\ 3 & 8\text{¢} \\ + 4 & 7\text{¢} \\ \hline 8 & 5\text{¢} \end{array}$$

$$\begin{array}{r|l} \square & \\ 5 & 9\text{¢} \\ + 2 & 0\text{¢} \\ \hline 7 & 9\text{¢} \end{array}$$

$$\begin{array}{r|l} 1 & \\ 2 & 6\text{¢} \\ + 6 & 7\text{¢} \\ \hline 9 & 3\text{¢} \end{array}$$

9. Carlos buys a toy car for 38¢.
Jessica buys a toy car for 46¢.
How much money did they spend in all?

84¢

☒ (A)

82¢

☐ (B)

76¢

☐ (C)

72¢

☐ (D)

10. Della buys a taco for 62¢.
She buys taco sauce for 18¢.
How much money did Della spend in all?

70¢

☐ (A)

76¢

☐ (B)

80¢

☒ (C)

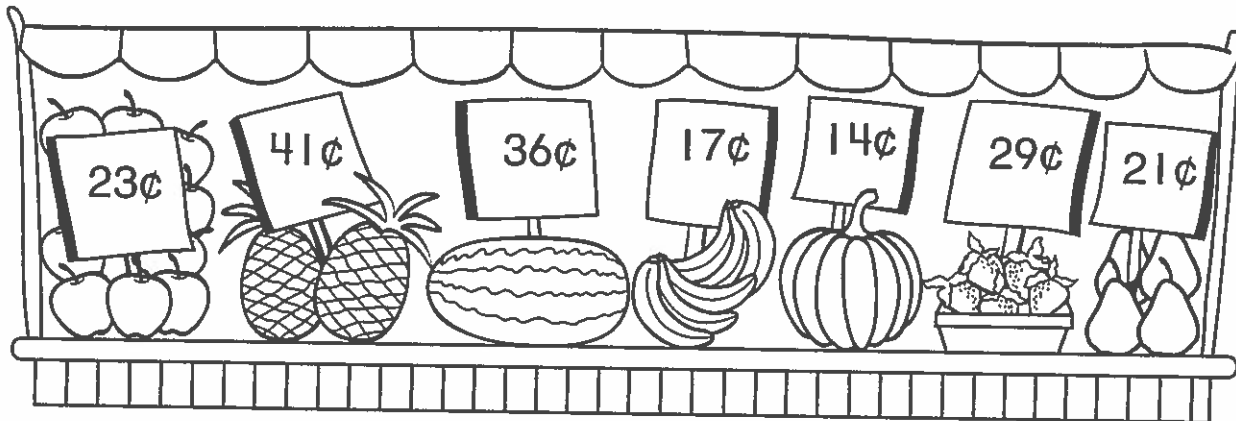
84¢

☐ (D)

11. Reasonableness Wade added 61¢ and 28¢.
His answer was 89¢. Was he correct? Explain.

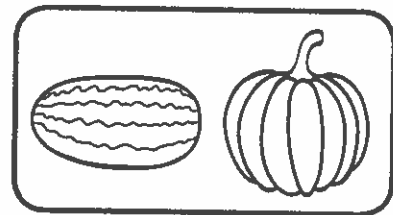
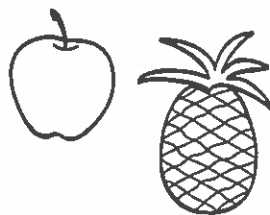
Yes; since $1\text{¢} + 8\text{¢} = 9\text{¢}$, you don't regroup.

At the Fruit Stand

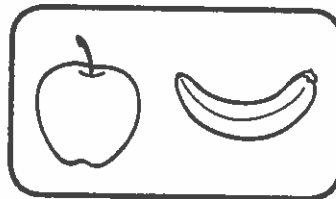


Which two fruits did each person buy?
Circle the fruits.

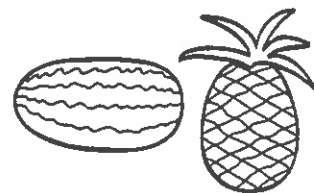
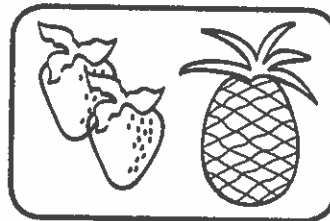
1. Marcy spends exactly 50¢. Which two fruits did she buy?



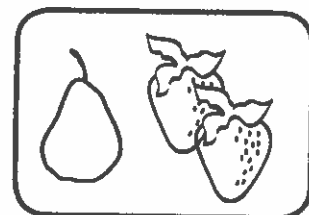
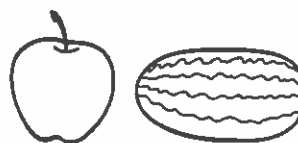
2. Jeremy spends exactly 40¢. Which two fruits did he buy?



3. Ming spends exactly 70¢. Which two fruits did she buy?

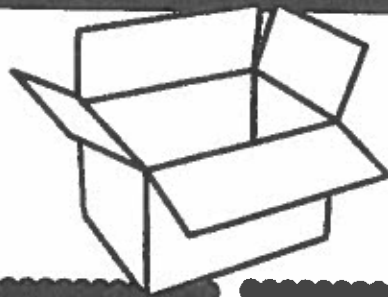


4. Leon spends exactly 50¢. Which two fruits did he buy?

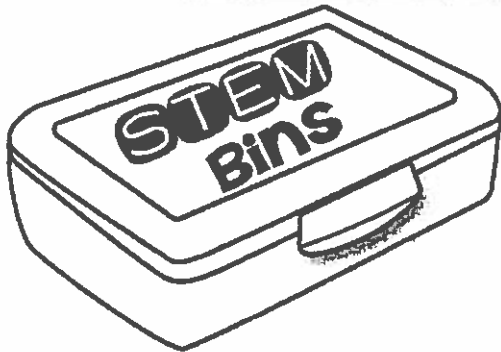


MAKER STATION

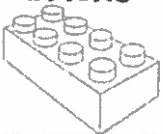
Make a box that holds pennies.



MATERIAL OPTIONS



building
bricks



linking
cubes



index cards
and tape



pennies



RESOURCES

BUILDING BRICK CONTAINER



INDEX CARD BOX

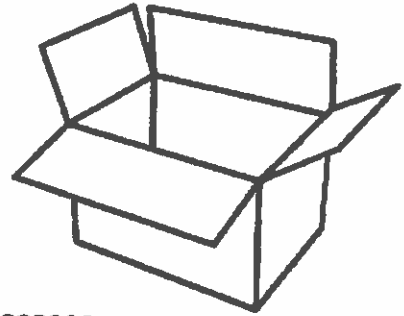


BOX

Maker Station Creation

Name: _____

Blueprint



MATERIALS

How many pennies does
your box hold?

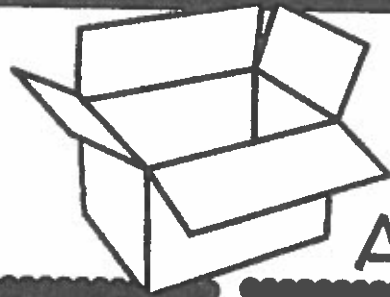
_____ pennies



What else can your
box hold?

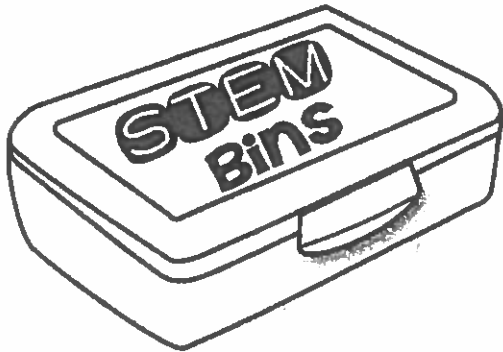
MAKER STATION

Make a box that holds pennies.

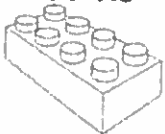


Answer Key ↓

MATERIAL OPTIONS



building bricks



linking cubes



index cards and tape



pennies



RESOURCES

BUILDING BRICK CONTAINER



INDEX CARD BOX

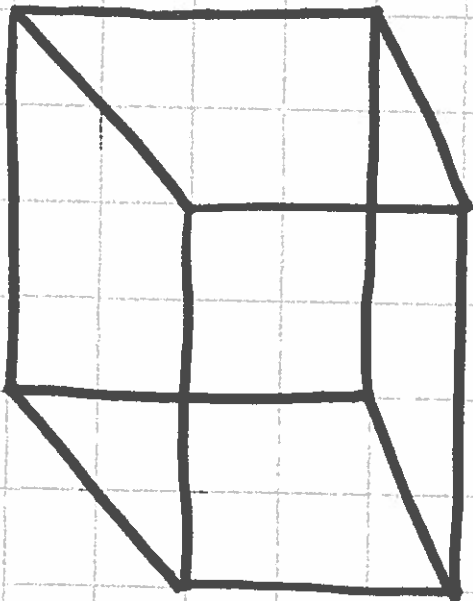
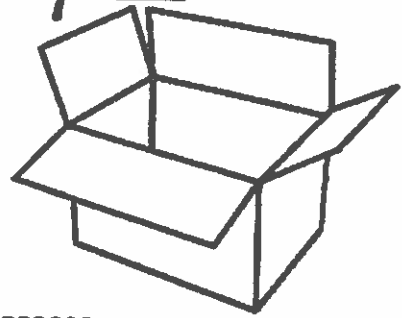


BOX

Maker Station Creation

Name: Answer Key

Blueprint



MATERIALS

- ☒ index cards
- ☒ tape
- ☒ pennies

How many pennies does
your box hold?

My box held

_____ pennies



What else can your
box hold?

- ☒ dimes
- ☒ nickels
- ☒ quarters