WEEKLY March 24-March 30 NAME: Office Hours https://zoom.us/ Homework /8973619177 2nd grade teachers will be Expectations available DAILY for office hours Rimpson . via Zoom. This is an opportunity Now that students will be · for parents & students to chat with learning via distance https://zoom.us/ teachers about any questions, classrooms, homework i/9105980555 comments, or concerns they have packets will be distributed regarding their learning. Please Huehlefeld WEEKLY see below for Office Hour for students to complete. https://zoom.us/ Schedules: j/2088808819 Reading Teachers: Huehlefeld, Packets will contain work for Ovalle all core subjects and are 10:-11:00pm DAILY Duhart Wit and Wisdom Teachers: Duhart required to be turned in every 11:00-12:00pm DAILY Friday for grading. Ovalle: MathTeachers: Rimpson emely.ovalle@ideapublicschool 12:00-1:00pm DAILY s.org- contact her for Zoom information ☐ Reading: Grading □ Language: Monday Grades will be based off of ☐ Math: pictures sent to the content ☐ Reading: teacher. Assignments should be Language: scanned (pictures also Tuesday ☐ Math: acceptable). Assignments will be graded, and feedback will be ☐ Reading: given by teachers weekly. Free ☐ Language: Wednesday Apps for Scanning via Phone: ☐ Math: "Notes" (iPhones), CamScanner, ScannerApp, Genius Scan along ☐ Reading: with remind. ■ Language: Thursday ☐ Math: ☐ Reading: Friday ☐ Language: ☐ Math: All second grade teachers will continue to be available via Email, Remind, Class Dojo, & Zoom (Office Hours only). Please reach out with any questions

or concerns, and we will respond back to you as quickly as possible!

Reading- Ms. Huehlefeld & Mrs. Ovalle

Complete a lesson each day

Tuesday- Complete lesson 14 Wednesday- Complete lesson 15 Thursday- Complete lesson 16 Friday- Complete lesson 17

Decoding B1

Directions:

- <u>Step 1</u>. Practice reading the sounds, words and sentences at the beginning of each lesson
 - a. Before the story reading.
 - b. Words that are underlines are irregular words that students might need assistance on.
 - c. Sounds that are underlined are sound combinations. Students should know these sounds.
- Step 2. Read the whole story- please listen to your child as they read
 - d. If they make a mistake, tell your student the word and have them reread that sentence.
- Step 3. Complete the corresponding workbook pages
 - e. Follow instructions for each section

Completa una lección cada día

Martes- Lección completa 14
Miércoles: completa la lección 15
Jueves- Lección completa 16
Viernes- Lección completa 17

Decodificando B1 Direcciones:

- 1. Practique leer los sonidos, palabras y oraciones al comienzo de cada lección.
 - A. Antes de la lectura de la historia. si.
- B. Las palabras subrayadas son palabras irregulares en las que los estudiantes podrían necesitar ayuda.
- C. Los sonidos subrayados son combinaciones de sonidos. Los estudiantes deben saber estos sonidos.
- 2. Lea toda la historia. Escuche a su hijo mientras lee a. Si cometen un error, dígale a su estudiante la palabra y haga que vuelva a leer esa oración.
- 3. Complete las páginas del libro de trabajo correspondientes. a. Siga las instrucciones para cada sección.
- *** At the end of the week(friday), please send a picture of each answer sheet(step 3) to Ms. Huehlefeld or Mrs. Ovalle via email, zoom, remind, or DOJO. Thank you.
- *** Al final de la semana (viernes), envíe una foto de cada hoja de respuestas (paso 3) a la Sra. Huehlefeld o Mrs. Ovalle por correo electrónico, zoom, recordatorio o DOJO. Gracias

- kangaroo best soon hopping sitting ever back fix think runner bag pocket and southers had only were still woold value and look like with bias pop kept more well must
- A stray un B Mountinite and these amount of high days here have make time he had a big bas. He said, " maker timer making the timing addressible deminded a had al-
- rate rater rating
- ice out very show helped one there my now hopped day are stopped before where so cold that I can not stop hop, bop, hop inc yelled dropped began affyod must keep on nopping of that lee will

hop no more.

(a) sitting rate pocket now runner

an out. She hopped up-16 feet tall

- think maker well pop ever (b)
- making must stopped still kept (c)

Kit's racket. As soon as he dropped the ice. kit began to

- "No." Kit said. "You helped me hop beft timing helped bag soon hopping (d)
- best runner fix were time the now ob woll (e)

Kit, the Kangaroo

Kit was a kangaroo. Kangaroos hop. Kit hopped as well as the best kangaroos. But one day, she stopped hopping. She said, "I can not hop." She was very sad.

A little rat was sitting next to Kit. He said, "I can help you hop." Kit asked, "How can you do that?"

The rat said, "Let me show you how. I will be back soon. And when I get back, you will hop as well as you ever hopped before."
[1]

When the rat got back, he had a big bag. He said, "This will fix you up."

He had a big chunk of ice in the bag. He dropped the ice in Kit's pocket. As soon as he dropped the ice, Kit began to hop. She hopped up ten feet and yelled, "Get that ice out of my pock, pock, pocket."

But the ice did not pop out. She hopped up 16 feet, but the ice still did not pop out.

[1]

Kit said, "I am so cold that I can not stop hop, hop, hopping."
The rat said, "But you must keep on hopping or that ice will not pop out."

Kit kept on hopping. At last, she stopped. She said, "I can hop no more."

The rat said, "I can help you hop."

"No," Kit said. "You helped me hop before. Now I will help you." She helped that rat hop as well as a kangaroo.

How do you think she did that?

14

Lesson

- 1 [ea] cats smear ears hear
- fast too store much

 packs must things

 gum bit still

 plan more chomping
- these here ate rate make gave like
- hope rider
 ride hoping
 shape later
 late shaped
- some don't lie work oats
 slow slowly show happy
 give one began happened
 very Sandy manner
 down better planning how you
 there ice out are question

24 Lesson 15

A little on was sitting port to Kitan

Con this ranicade

(b) smear hoping gum plan too (c) shape must store fast here	
(d) much ride still packs late	
(e) things gave later these plan	
The Rat That Had a Fast Rate	
Sandy had a rat that ate fast. She said, "That rat eats too	13
much. I must make the rat slow down."	21
Sandy went to the store and got ten packs of gum. She said,	34
"I will smear the gum on the oats." Then she gave the oats to	48
the rat. "Here are some oats," she said. "You will have fun	60
eating them."	62
The rat began eating at a very fast rate. But then the rate	75
began to go down.	79
The rat chomped and chomped. The rat said, "I like oats,	90
but these oats are not fun. I am chomping as fast as I can, but	105
the oats don't go down."	110
Sandy said, "Ho, ho. There is gum on them so that you can not eat at a fast rate."	123 129
The rat said "Give me the oats that do not have gum on	142

bit rate more

(a) chomping

them, and I will eat slowly."

Sandy said, "I am happy to hear that."

148

156

[1]

She gave the rat oats that did not have gum on them. The rat	170
did 2 things. She bit Sandy's hand. Then she ate the oats at a	184
very fast rate.	187
Sandy said, "You little rat. You told me a lie."	197
The rat said, "Yes, but did you see how fast I did it?"	210
Sandy said, "I will still get you to eat slowly. You will see. I	224
have one more plan for you." [1]	23
Kanada da kanada da kanada kanada Kanada da kanada ka	
out that a bottomic to the configuration of the	
Sandy had a ray that are first. She said. "Timatent ear	
much. I must make the rat slow down."	

much. I must make the cat slow down."
Sandy went to the store and got ten packs of saun. She said
specially send cathe gam on the cats. Then she gave the cats to
the rat. "Here are some outs," she said. "You will jurve funcenting them."

The rai began caling at a very fast rate. But then the rate take the began to go down.

The rat chomped and champed, The rat said, "I like out but these eats are not fun. I am gliomping as fast as i can, the outs don't go down."

Sandy said, "Ho, ho. There is gament not cat at a fast rate,"

The words in the first column h Write the same words without	ave endings. endings in the second column.
clapped	
ran and tan The	w 1800) Contract the Wild Catalog Contractor
sitting	Name and Survey of the Association of the Associati
planner	Clap
Complete the words.	Find Part 7 of Lesson 15 in your Student Bo
complete the words.	Write the first word of these sentences:
n did.	1st sentence:
b/	
ran	2nd sentence:
ese la haday	3rd sentence:
ESC	
pl Saduv (n	iped by mask the hydrothe is a much souts
entroperate and the control of the c	1. Sandy went to the store and got ten packs
mine and the later of the later	of
	2. Make an X on the one who eats too fast.
	Make a P on the one who has a plan.
	Make a F-on the one who has a plan.

howthenatratewhoranchwhenwhodilanwho

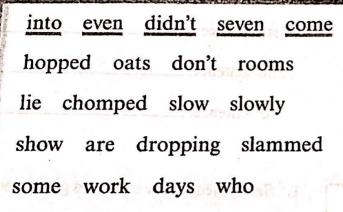
who

Copy this sentence.

Then she ate the oats at a very fast rate.

1	ea	mean	eat	beans	meat

- fast box plan too after help bit began will left flash next
- ate made nose here those these rope



Sandy's Plan for the Rat's Fast Rate

Sandy's rat ate at a fast rate. The rat ran at a fast rate. And it
even hopped at a fast rate. Sandy had a plan to make the rat's
rate go down.

Sandy got a rat that did not eat at a fast rate and did not run fast. This rat was fat. It sat and sat. When this rat ate, it chomped slowly. Sandy said, "I will take this slow rat and show my fast rat how to be slow." Sandy dropped the fat rat into the box with the fast rat.

[1]

49

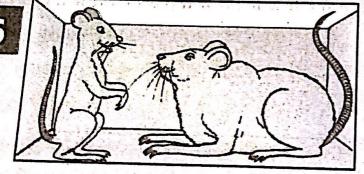
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75

89

94

The fast rat said, "This fat rat needs nelp. It is too lat. I will	109
about the go fact "	115
Sandy's rat bit the fat rat on the nose. "Stop that, he said.	128
Sandy's rat said "Make me stop."	134
The fat rat began to run after Sandy's rat. These rats ran an	ld 147
ran and ran. Then the fat rat said, "I must rest. I need to cat	162
some oats."	164
Sandy's rat said, "If you don't eat fast, I will eat these oats	177
and then no oats will be left for you."	186
"No," the fat rat said. "I can eat as fast as the next rat. At	nd 201
it did.	203
Mour other answer care that test fast of sealing test fast avenue and the fact fast fast test fast fast fast fast fast fast fast fa	[1]
The fat rat was in the box with the fast rat for seven days.	At 218
the end of the seven days, the fat rat was not fat. It was fast.	
When Sandy dropped oats into the box, the rats ate the oat	
a flash. Then the rats began to run in the box. They ran so	
that Sandy said, "I cannot see those rats. I hope they slow	273
down."	27
Sandy's rat said, "This fat rat didn't make me go slow. I	28
made his rate go up. Ho, ho."	2'
Charles River Charles Charles Links	[1]
A CONTRACT OF THE PARTY OF THE	
A man named Changanyons bown a road line and I'm	-
aunt. He stopped and said. "I hate to work but I need to eat.	



Lesson 16

- 1. Sandy had a plan to make the rat's rate go
- 2. Make an X to show where the fast rat bit the fat rat.

Make an R on the rat who said, "I made his rate go up."

THOUSAN.

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1 oa boat float coat soap	
went job fix smell beans rest hammer hold began bath for seating better beef left cannot room meat came gave make plates here	
your other answer care boards broken table seven fixed some come do handed woman grabbed asked even into didn't slow show work other your who	
A man named Champ went down a road. He came to a camp. He stopped and said, "I hate to work, but I need to eat So I will see if I can get a job at this camp." So Champ went to	

A man named Champ went down a road. He came to a camp. He stopped and said, "I hate to work, but I need to eat. So I will see if I can get a job at this camp." So Champ went to the woman who ran the camp. Champ said, "Can I work at this camp? I can do lots of jobs here."

The camp woman said, "Are you a tramp?"

Champ said, "No, I am a champ at camp work."

"Can you fix lamps?"

29

56

64

72

82

86

"Yes," Champ said.	
"Can you make boat ramps?"	
"Yes," said Champ. "I am the champ at ramps." [1]	
The camp woman said, "Then I will let you work at this	
camp." The camp woman gave Champ a hammer. She said,	
"Take this hammer and make a ramp for these boats."	5
Champ got boards and began to hammer. When the sun went 146	5
down, he had made the boat ramp. He said, "Now I have to eat." 161	O
But the woman from the camp did not let Champ rest. She 17	2
handed Champ a broken lamp. Then she said, "Take these 18	2
clamps and fix this lamp."	37
So Champ got a clamp to hold the lamp. He fixed the lamp. [1]	00
The camp woman said, "Now you must take a bath. I can	112
tell from your small that you are not a chamm at hathe?	224
Champ said "No boths are not for me"	232
"You will take a bath or you will not eat" the comme	245
old Champ.	
Champ ran to the eating table and grabbed ham and beef.	247
Champ said "I don't saw if I	258
Champ said, "I don't care if I smell. I can work better than	271
ne others in this camp."	276
A woman asked, "Do you think that you can work better	287
an the rest of us?"	
선생님이 하는데 이 이번 사람이 되었다. 그러는 것이 그런 아이는 그는 그는 사람이 되었다.	29
Champ did not answer. He ate six plates of ham and seven	30
ites of beef.	30

plates of beef.

Then he said, "Now I can sleep." And he went to sleep at the 321 table. The others left. They said, "We cannot stand the smell in 333 here."

[2]

33



saving

liked

hamm

Complete the words

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wonifthatwordworksomatchworkwantework

inal de la semana, envie ul

Sra. Duhart por correc electronico, zo

Copy this sentence.

Champ went down a road.

Wit and Wisdom- Mrs. Duhart

Complete a writing prompt each day

Tuesday- "What's your favorite healthy food"
Wednesday- "Do you like fruits or Vegetables? Why?"
Thursday- "When is it okay to eat snacks?"
Friday- "Tell me about your daily meals?"

Expectations for writing

- 1. Students should use capital letters and periods.
- 2. Students should use finger spaces when writing.
- 3. There should be no floating letters.
- 4. Students should include one adjective (describing word) and one verb (action word) when writing.
- 5. Each writing prompt should include a minimum of 5 COMPLETE sentences.

Ingenio y sabiduría

Complete un mensaje de escritura cada día

Martes: "¿Cuál es tu comida saludable favorita?"

Miércoles: "¿Te gustan las frutas o las verduras? ¿Por qué?"

Jueves: "¿Cuándo está bien comer bocadillos?" Viernes: "¿Cuéntame sobre tus comidas diarias?"

Expectativas para escribir

- 1. Los estudiantes deben usar letras mayúsculas y puntos.
- 2. Los estudiantes deben usar espacios para los dedos al escribir.
- 3. No debe haber letras flotantes.
- 4. Los estudiantes deben incluir un adjetivo (palabra descriptiva) y un verbo (palabra de acción) al escribir.
- 5. Cada solicitud de escritura debe incluir un mínimo de 5 oraciones COMPLETAS.

****** At the end of the week, please send a picture of each writing prompt to Mrs. Duhart via email, zoom, remind, or DOJO. Thank you.

****** Al final de la semana, envíe una foto de cada mensaje escrito a la Sra. Duhart por correo electrónico, zoom, recordatorio o DOJO. Gracias.

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·	200		

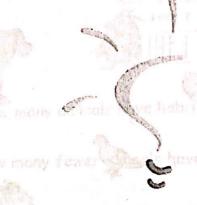
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	Lesson 5 pgs. 23-29, Core Fillency pg. 6

Tell me about your daily meals?

Do you like fruits	
Section and Section Market Section 1 and 1	
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Name______



IDEA Public Schools

Math
2nd Grade
Week 1
Eureka Math Lessons

 \mathbb{R} . Count and categorize each pict $\mathbf{6-1}$ a complete the table with numbers.

March Grant of the Disconfidence of the Section of

Make Market and the second sec

Directions:

Complete a lesson a day

Monday:Lesson 1 pgs.1-6

Tuesday:Lesson 2 pgs.7-9, Core Fluency pgs. 1-2

Wednesday: Lesson 3 pgs. 13-16, Core Fluency pg. 3

Thursday: Lesson 4 pgs. 18-21, Core Fluency pg. 4

Friday:Lesson 5 pgs. 23-29, Core Fluency pg. 6

Name	Date	
varie	Duie	_

1. Count and categorize each picture to complete the table with tally marks.

No Legs	2 Legs	4 Legs		
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2. Count and categorize each picture to complete the table with numbers.

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		VI TO THE PARTY OF
		ion 1 cos.1-5
	Tak Lend V	AND CONTRACTOR OF STREET
	Fluency 11	eson 3 pgs. (9)
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		up pas, 23-25, core num



Lesson 1:

Sort and record data into a table using up to four categories; use category counts to solve word problems

©2015 Great Minds. eureka-math.org G2-M7-SE-1.3.0-09.2015 3. Use the Animal Habitats table to answer the following questions.

r	49 7 7487.	Animal Habita	ats
1	Forest	Wetlands	Grasslands
Cast	##1	##	###

low many animals are birds figh, or if f

- How many animals have habitats on grasslands and wetlands?
- How many fewer animals have forest habitats than grasslands habitats?

more be discours are there there than

e. If 5 more birds and 2 more reptilely were added to the

repailes while where be than bit

- How many more animals would need to be in the forest category to have the same number as animals in the grasslands category?
- d. How many total animal habitats were used to create this table?

Count and coregorize each picture to complete the tente well-out to provide



4. Use the Animal Classification table to answer the following questions about the types of animals Ms. Lee's second-grade class found in the local zoo.

Animal Classification				
Birds	Fish	Mammals	Reptiles	
6	5	11	3	

a.	How many	animals	are	birds,	fish,	or	reptiles?	
----	----------	---------	-----	--------	-------	----	-----------	--

Ь.	How many more	birds and	mammals are	there than	fish and	reptiles?	
----	---------------	-----------	-------------	------------	----------	-----------	--

tany fewer annuals have forest habitats than grosslands habitats?

					the contract of the contract o	4.4 4.4 14
C.	How	many	animals	were	classified?	110 0111

and stone of the state of the

d.	How many more animals would need to be added to the chart	to have 35	animals
	classified?		` `

nore animals maid need to be

e.	If 5 more birds and 2 more reptiles were added to the table, how many fewer
	reptiles would there be than birds?

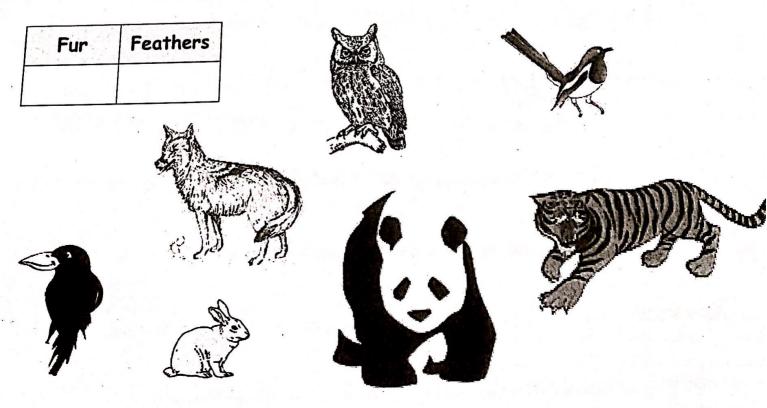


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Name	Park the state of	

Count and categorize each picture to complete the table with tally marks.

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		ategories (1 sorest	Same month
I to got body	A STATE OF THE STA	7 5	is were added to the	entale from many few

Count and categorize each picture to complete the table with numbers.



3. Use the Animal Habitats table to answer the following questions.

How wind	Animal Habit	ats a second	
Arctic	Forest	Grasslands	
6	/ 11	9	

- a. How many animals live in the arctic?
- b. How many animals have habitats in the forest and grasslands?
- c. How many fewer animals have arctic habitats than forest habitats?
- d. How many more animals would need to be in the grasslands category to have the same number as the arctic and forest categories combined?

Court and categorize each picture to complete the table with numbers

How many total animal habitats were used to create this table?







Central Park I

flow many more entitled are

reptiles than manuals?

4. Use the Animal Classification table to answer the following questions about the class pets in West Chester Elementary School. Use grid paper to crea

ed in the table		Animal C	lassification	zaaf z
No charles with the contract to the first to the contract to t	Birds	Fish	Mammals	Reptiles
	7	15	18	9

a.	How many	animals are birds	, fish, or reptiles?
			flow many more animals and

Ь.	How many more birds and mammals	are there t	han fish and reptiles?	
D .	11001111111111			

	How many anim	ala wana	classified	animals are	crow many more
C.	How many anim	uis were	Classified	I I I I I I I I I I I I I I I I I I I	old has stammen
				I Dubiso and code of	Cal man committee

d.	If 3 more birds and 4 more reptiles were added to the table, how many fewer
1000	birds would there be than reptiles?
	C. How many fewer animals are

How many more chimal habitets are in the grasslands than in the desert?

Marie and courses your OWA Comparison question based on the data

How many fewer animal habitats are in the tundre than in the grasslends and

d West ond asswer your own comparison question based on the day is suff

	entral Cl	Park Zoo A assification	Animal	mmh ai		itle: _	přemě N	2.	$\overline{}$		
Birds	Fish	Mammals	Reptiles		1						
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How many fewer animals are reptiles than mammals?								-			1
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estion											



d.

Draw and label a picture graph to represent data with up to four

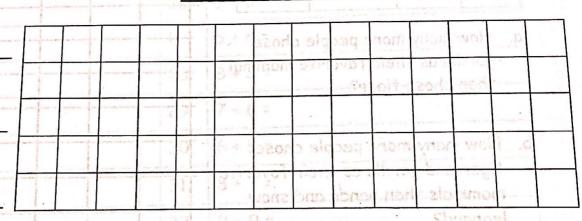
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ovided in the toble

2. Use the table below to create a picture graph in the space provided.

PERMIT EN A	nimal Habit	rats
Desert	Tundra	Grasslands
##1	##	###

Title:



Legend:

- a. How many more animal habitats are in the grasslands than in the desert?
- b. How many fewer animal habitats are in the tundra than in the grasslands and desert combined? ____
- c. Write and answer your own comparison question based on the data.

Question:

Answer:

MARKETA

Leopard		Favori	te Mamma	ls	Title	•					· margar
How many more people chose gorilla as their favorite mammal than chose tiger? How many more people chose tiger and gorilla as their favorite nammals than panda and snow eopard? ow many fewer people chose	Tiger	Panda		Gorilla	The state of the s		1				
gorilla as their favorite mammal than chose tiger? How many more people chose tiger and gorilla as their favorite nammals than panda and snow eopard? ow many fewer people chose	8	11	7	12		47			100	The state of the s	
ger as their favorite mammal an panda?	goril than How i tiger mamm leopar How m	nany mo and gor als tha any fev s their	eir favorit iger? ore people illa as the n panda ar ver people favorite	chose ir favorit nd snow chose mammal			1 - 1 D F F 1		7 4 30	Month	
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desert combined?	rite ai	nd answ	ver your o	own comp	arison qu	estion	based	d on t	he dat	a.	
te and answer your own comparison question based on the data.	estior		The second secon		a property of a property of	and the state of t	and the second	100 (A) 10 (A)	Section 4-leading		100
desert combined? Write and answer your own: bnegation question based on the data.											

Lesson 2: Draw and label a picture graph to represent data with up to four

categories.

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	5. 6 + 11 =	422	25.	7 + 4 =
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Date ____ Name _

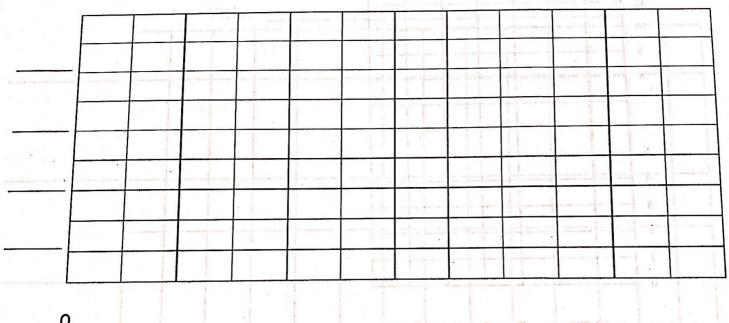
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0. 7	7 + 6	5 =	40.	15 = 8 +	6 37% A 10 M

A Company of the second	Nata	
Vame	Date	-

1. Complete the bar graph below using data provided in the table. Then, answer the questions about the data.

Animal Classification							
Birds	Fish	Mammals	Reptiles				
6	5	11	3				

Title:



a. How many more animals are birds than reptiles?

b. How many more birds and mammals are there than fish and reptiles? ow many prasslands and arotalisationalstwedid the should be arrest train we

a. How many mane animals live in the grasslands and arctic habitats combined than

How many fewer animals are reptiles and fish than mammals?

d. Write and answer your own comparison question based on the data.

वं Write अध्यह अस्य तर छह्न हरू वपदार्थ कर इंग्डिस ८५ में इंग्रेस वर्ष क्रिक्ट इंग्रेस क्रिक्ट इंग्रेस के

Question:

2. Complete the bar graph below using data provided in the table.

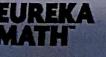
Animal Habitats Grasslands Arctic Desert #1 # HHHH

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t	A Company	1000	. Karan			et de la	
1		3 .y			- 14 22		(to)

- a. How many more animals live in the grasslands and arctic habitats combined than in the desert? _____ Salings and birds than regularly work work to
- b. If 3 more grasslands animals and 4 more arctic animals are added to the graph, how many grasslands and arctic animals would there be? _____
- c. If 3 animals were removed from each category, how many animals would there be?
- d. Write your own comparison question based on the data, and answer it.

Question:

Answer:



Lesson 3: Draw and label a bar graph to represent data; relate the count scale to the number line.

d. Write and answer your own comparison question based on the facts

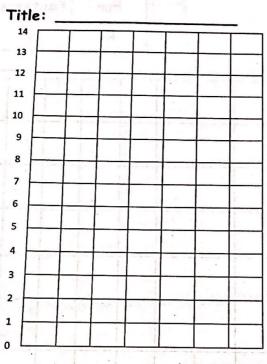
 Complete the bar graph below using da provided in the table. Then, answer the questions about the data. 				sing d wer t	ata he		Various Animal Coverings at Jake's Pet Shop					
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							•					



Draw and label a bar graph to represent data; relate the count scale to the number line.

2. Complete the bar graph below using data provided in the table.

representation	Cit	y Shelt	er Anim	nal Diets	ald.	
Meat Only		Plant	s Only	Meat and Plants		
ШΙ	H	Ш	IIII	WI WI	- 1111	



- a. How many total animals are in the city shelter?
- b. How many more meat- and plant-eating animals are there than meat only?
- c. If 3 animals were removed from each category, how many animals would there be? Carolic pare.) How much more?
- d. Write your own comparison question based on the data, and answer it.

Question:	Question:
Ancwon	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Lesson 3: Draw and label a bar graph to represent data; relate the count scale to the number line.

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3. 15 - 10 =	23.	16 - 7 =
4. 18 - 10 =	24.	15 - 7 =
5. 12 - 2 =	25.	17 - 8 =
6. 11 - 10 =	26.	18 - 9 =
7. 17 - 13 =	27.	15 - 6 =
8. 20 - 10 =	28.	13 - 8 =
9. 14 - 11 =	29.	14 - 6 =
10. 16 - 12 =	30.	12 - 5 =
1. 11 - 3 =	31.	11 - 7 =
2. 13 - 2 =	32.	13 - 8 =
3. 14 - 2 = 4	33.	16 - 9 =
1. 13 - 4 =	34.	12 - 8 =
5. 12 - 3 =	35.	16 - 12 =
. 11 - 4 =	36.	18 - 15 =
12 - 3 -	37.	15 - 14 = 12w sailfrattud ynom wot
14 - 5 = Olyna silt ni betruos	38.	low many more bees than = 11 = 171
11 - 2 many rewer cows than	39.	19 - 13 = 13 = 10 ms torm?
12 - 4 = any fewer chickens t	*11 20 10 10 10 10 10 10 10 10 10 10 10 10 10	20 - 12 = 00 on O'Brien's farm?

d. Write a comparison question that can be answered using the data on the How many fewer butterflies than bees and grasshoppers were counted int



Sort and record data into a table using up to four categories; use category counts to solve word problems

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Which bug	was	coun	ited t	twice	as m	any t	imes	as g	rassl	noppe	ers?		10 m	
The state of		1	TIGO:	1.913	5401	Has	Molon	415.00	1	NA.			1 /8	20 C
How many b	ugs	did /	Alicia	cour	nt in t	the r	ark?	*********						

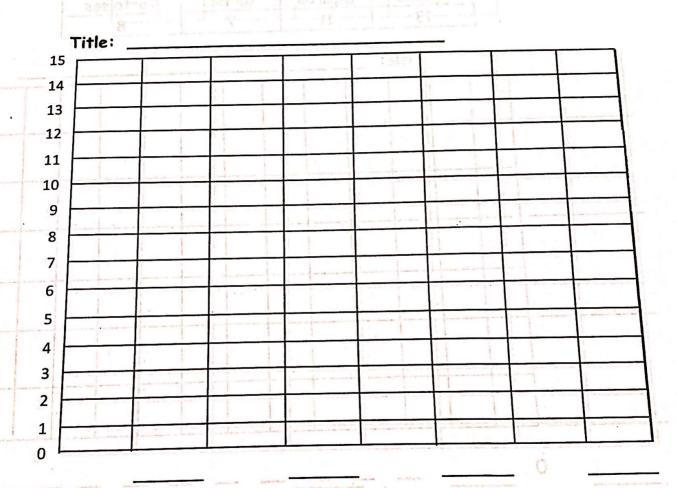


Lesson 4: Draw a bar graph to represent a given data set.

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2. Complete the bar graph with labels and numbers using the number of farm animals on O'Brien's farm.

Contract of	O'Brien's F	arm Animal	S
Goats	Pigs	Cows	Chickens
13	15	7	8



- a. How many more pigs than chickens are on O'Brien's farm?
- b. How many fewer cows than goats are on O'Brien's farm?
- How many fewer furtles and fortoises than snakes and lizards are at the 200? c. How many fewer chickens than goats and cows are on O'Brien's farm?
- d. Write a comparison question that can be answered using the data on the bar graph.



Lesson 4:

Draw a bar graph to represent a given data set.

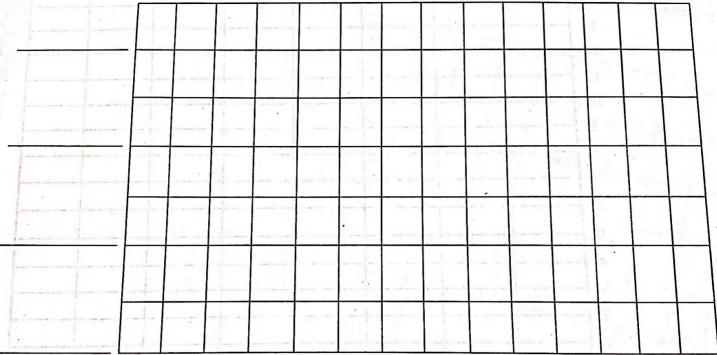
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				on Christian form,
1		a han anath waina tha table w	ith the types of re	entiles at the local To

 Complete the bar graph using the table with the types of reptiles at the local zoo Then, answer the following questions.

	Types o	of Reptiles	C. C
Snakes	Lizards	Turtles	Tortoises
13	11	7	8

13 11 7 8

Title:



0									
U	 		400 min		 and the same	 _		4.794	_
	 	1007	No.	1	 			81	_

- a. How many reptiles are at the zoo? _____daids not apply show whom will a
- b. How many more snakes and lizards than turtles are at the zoo?
- c. How many fewer turtles and tortoises than snakes and lizards are at the zoo?
- d. Write a comparison question that can be answered using the data on the bar graph.

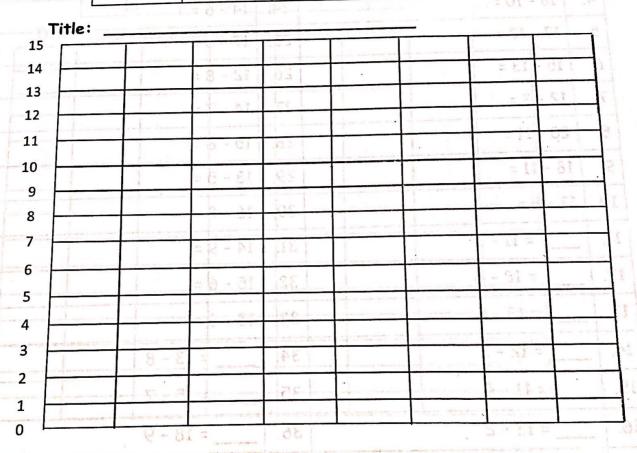


Lesson 4:

Draw a bar graph to represent a given data set.

2. Complete the bar graph with labels and numbers using the number of underwater animals Emily saw while scuba diving.

Underwater Animals								
Sharks	Stingrays	Stingrays Starfish						
6 kg	9	14	13					



- a. How many more starfish than sharks did Emily see?
- b. How many fewer stingrays than seahorses did Emily see? ____
- c. Write a comparison question that can be answered using the data on the bar graph.



and fuctions

Lesson 4:

Draw a bar graph to represent a given data set.

		CHAINSON THEFT AS SECURE AND SECURED CONTRACTOR
1. 17 - 7 =	21.	16 - 7 =
2. 14 - 10 =	22.	17 - 8 =
3. 19 - 11 =	23.	18 - 7 =
4. 16 - 10 =	24.	14 - 6 =
5. 17 - 12 =	25.	17 - 8 =
6. 15 - 13 =	26.	12 - 8 =
7. 12 - 3 =	27.	14 - 7 =
8. 20 - 11 =	28.	15 - 8 =
9. 18 - 11 =	29.	13 - 5 =
0. 13 - 5 =	30.	16 - 8 =
1 = 11 - 2	31.	14 - 9 =
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3 = 13 - 5	33.	13 - 6 =
= 12 - 3	34.	= 13 - 8
= 11 - 4	35.	= 15 - 7
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= 11 - 3	37.	= 20 - 14
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16 - 9 =	40.	= 20 - 8



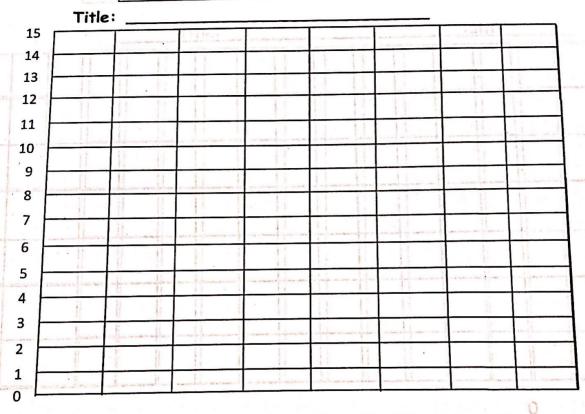
Lesson 1:

Sort and record data into a table using up to four categories; use category counts to solve word problems

		N - 4 -		1.1
N. I		Date	23.13	
Name	15 Line 1	and the state of t	(a)	_

Callista saved pennies. Use the table to complete the bar graph. Then, answer the following questions.

	Penni	es Saved	1.
Saturday	Sunday	Monday	Tuesday
15	10	114	2 7



	How many nickels do the children have in all?	
a.	How many pannies did Callista save in all?	
Ь.	Her sister saved 18 fewer pennies. How many pennies did her sister save?	4
C.	How much more money did Callista save on Saturday than on Monday	
	Who has less money, Annie and Scarlett or Remy and Lashers Yearn and W	
1	How will the data change if Callista doubles the amount of money she saved	

Write a comparison question that can be answered using the data on the bar graph.



on Sunday?

Lesson 5:

Solve word problems using data presented in a bar graph.

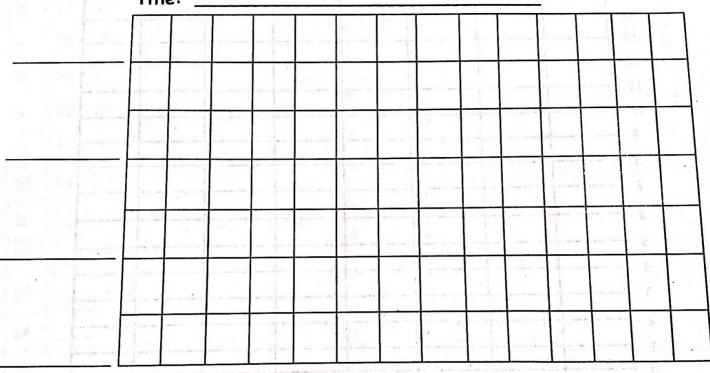
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	and the second s	The National Control of the Control
Name	31/2/2	Date

A group of friends counted their nickels. Use the table to complete the bar graph. Then, answer the following questions.

	Amount	of Nickels	
Annie	Scarlett	Remy	LaShay
5	11	8	14

Title:



_							
0							

- How many nickels do the children have in all?
- What is the total value of Annie's and Remy's coins?
- How many fewer nickels does Remy have than LaShay?
- Who has less money, Annie and Scarlett or Remy and LaShay?
- Write a comparison question that can be answered using the data on the bar graph.



Lesson 5: Solve word problems using data presented in a bar graph.

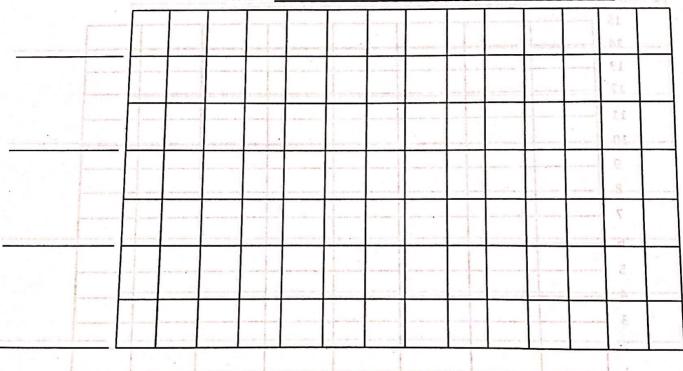
Name	I I a all marries well discount and well	a Date of all of adt aril
Name	The transfer of the state of th	- July

1. Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes

Emily	Andrew	Thomas	Ava
8 4	12	6	13

Title:



a. F	dow many r	nore dimes	does Andrew	have than	Emily?
------	------------	------------	-------------	-----------	--------

b.	How many	fewer	dimes	does	Thomas have	than	Ava and Emily?	
----	----------	-------	-------	------	-------------	------	----------------	--

C.	Circle the pa	ir with more dimes,	Emily and Ava or	r Andrew and	Thomas.	Southwest
piller her	How many mo	ore?	DROD GURLDEN DEL	remembers	AND TWEN	CI YEAR

d.	What is	the	total	number	of	dimes	if c	ll the	students	combine	all	their	money	1?
----	---------	-----	-------	--------	----	-------	------	--------	----------	---------	-----	-------	-------	----

Lesson 5: Solve word problems using data presented in a bar graph.

d. How many dimes were downted?

2. Use the table to complete the bar graph. Then, answer the following questions.

Number of Dimes Donated

Madison	Robin	Benjamin	Miguel
12	10	15	13

Title:

	а.	How many more dimes did Miguel donate than Robin?
	b.	How many fewer dimes did Madison donate than Robin and Benjamin?
1/1		How many more dimes are needed for Miguel to donate the same as Benjamin and Madison?
	d.	How many dimes were donated?



Lesson 5: Solve word problems using data presented in a bar graph.

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Use the table t	All the state of t		of Nicl		1				4.
3 - 5 - K	Justin	Melissa			Doug	las			
	13	9	12		7				
15 - 5 - 1	And the second second								
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	and the second of the second s		4/	17 18 .				il e	\top
35-12-1-1			****	- Company				1	

a.	How many more	nickels does	s Meghan	have than	Melissa?	
	11011 11101111		_		17 To 17	2

b. How many fewer nickels does Douglas have than Justin?

c. Circle the pair that has more nickels	, Justin and	Melissa or	Douglas and	Meghan.
How many more? It stand of mot	shiechethko	nd semily on	dow many mor	

d. What is the total number of nickels if all the students combine all their money?



Solve word problems using data presented in a bar graph.

2. Use the table to complete the bar graph. Then, answer the following questions.

Dimes Donated

Kylie	Tom	John	Shannon
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a.	How many dimes did Shannon donate?	
b.	How many fewer dimes did Kylie donate than John and Shannon?	

	A STATE OF BUILDING STATE									7/413	I same of	216	AND A TANK	
C.	How many	more	dimes	are ne	eded	for	Tom t	to de	onate	the	same	as	Shannon	and
	Kylie?							1. 1.00	Maria de 1		ianu	40,	Ondinion	una

How many more nickels does Maghan have than Melista

d.	How many dim	es were donated			* ** * * * * * * * * * * * * * * * * *
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Solve word problems using data presented in a bar graph.

Number Correct:

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Addition and Subtraction by 5

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38.	65 + 5 =	100
39.	70 - 5 =	
40.	65 - 5 =	
41.	100 + 50 =	
42.	150 + 50 =	
43.	200 - 50 =	
44.	150 - 50 =	

Science Digital Learning Websites:

PreK- 4th Grade Online Learning:

Brainpop Jr. – Create free account. Website has educational science cartoon videos along with printable worksheets and online quizzes. Great way to watch then assess as a whole group at the end.

https://go.brainpop.com/accessrequest?utm_source=covidhub&utm_medium=button&utm_campaig n=coronavirus&utm_content=free-school-request

Mystery Science

https://mysteryscience.com/school-closure-planning

Mini-Lessons (15-30 minutes, all digital)

Full Lessons (45-90 minutes, digital w/ hands-on activity)

Virtual Field Trips

https://docs.google.com/document/d/1SvldgTx9djKO6SjyvPDsoGlkgE3iExmi3qh2KRRku_w/mobilebasic

National Geographic-videos, games and activities. Create free account

https://kids.nationalgeographic.com/

Scholastic PreK & Kinder Read Alouds and supporting activities-

https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html

PBS Read Aloud and activities- https://pbskids.org/clifford

Nasa- Kinder-4th videos and activities https://www.nasa.gov/stem/forstudents/k-4/index.html

optional but encouraged

Name:				
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Reading Log

Date	Title	Pages'	1 question or prediction
3/23/2020	The Three Little Pigs	1-20	I wonder why the third pig didn't help his brothers build better houses?
		estigib (fa) v.	n. 08-81 and to see A
	Wil. d.	aro she's twite tight, retu	Settle City and send that
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