WEEKLY H O M E W O R K !

NAME: _____

WEEK OF: March 24-March 30

Homework Expectations

Now that students will be learning via distance classrooms, homework packets will be distributed **WEEKLY** for students to complete. Packets will contain work for all core subjects and are required to be turned in <u>every Friday</u> for grading.

*

https://zoom.us/j/8973619177
Rimpson

https://zoom.us/j/9105980555
Huehlefeld

https://zoom.us/j/2088808819
Duhart

Ovalle: emely.ovalle@ideapublicschools.org- contact her for Zoom information

Office Hours

2nd grade teachers will be available **DAILY** for office hours via Zoom. This is an opportunity for parents & students to chat with teachers about any questions, comments, or concerns they have regarding their learning. Please see below for Office Hour Schedules:

Reading Teachers: Huehlefeld, Ovalle
10:-11:00pm DAILY
Wit and Wisdom Teachers: Duhart
11:00-12:00pm DAILY
Math Teachers: Rimpson
12:00-1:00pm DAILY

Day	Subjects
Monday	☐ <u>Reading:</u> ☐ <u>Language:</u> ☐ <u>Math:</u>
Tuesday	☐ <u>Reading:</u> ☐ <u>Language:</u> ☐ <u>Math:</u>
Wednesday	☐ <u>Reading:</u> ☐ <u>Language:</u> ☐ <u>Math:</u>
Thursday	☐ <u>Reading:</u> ☐ <u>Language:</u> ☐ <u>Math:</u>
Friday	☐ <u>Reading:</u> ☐ <u>Language:</u> ☐ <u>Math:</u>

Grading

Grades will be based off of pictures sent to the content teacher. Assignments should be scanned (*pictures also acceptable*). Assignments will be graded, and feedback will be given by teachers weekly. *Free Apps for Scanning via Phone: "Notes" (iPhones), CamScanner, ScannerApp, Genius Scan along with remind.*

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:
    Step 1. 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

Lesson 14

1
kangaroo   best   soon   hopping

sitting   ever   back   fix

think   runner   bag   pocket

pop   were   still   cold

must   kept   more   well

2

A	B
make	time
maker	timer
making	timing

3   rate   rater   rating

4   ice   out   very   show

helped   one   there   my

now   hopped   day   are

stopped   before   where

yelled   dropped   began

5   (a)   sitting   rate   pocket   now   runner

(b)   think   maker   well   pop   ever

(c)   making   must   stopped   still   kept

(d)   timing   helped   bag   soon   hopping

(e)   best   runner   fix   were   time

22   Lesson 14

Step 2

6

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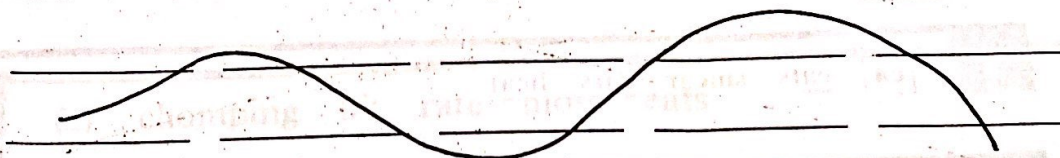
The rat said, "I can help you hop."

"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?

[1]

Step 3

Lesson 14

1 _____

2 The words in the first column have endings.
Write the same words without endings in the second column.

stopping

robber   stop

hopped

3 Complete the words.

unk

g

ill

gl

ck

4 Find Part 6 of Lesson 14 in your Student Book.
Write the first word of these sentences:

1st sentence: _____

2nd sentence: _____

3rd sentence: _____

5

1. The rat said, "I can help you _____."
2. He got a big chunk of ice in the bag.
   Write an **I** where the rat dropped the ice.
   Make an **H** on the one who said, "I can hop
   no more."

6 (er)   e r o r a r e i n o f m y w h o e r u s e r h o p t h r e i t e r s t o p w a   ④

(out)   i n i f o f o u t o j l t a t o u h o u t y t o o l o u t g l a d t o o u t o l   ④

(very)   e v e r s t o p l i t t l e a v e r y s i t y o u v e r y c h u n k i v e r y e r   ③

7 Copy this sentence.
A little rat was sitting next to Kit.

Lesson 15

1 | ea | e̲a̲ts sme̲a̲r e̲a̲rs he̲a̲r

2 f̲a̲st too̲ sto̲re mu̲ch

packs̲ mu̲st thin̲gs̲

gu̲m bi̲t sti̲ll

pl̲an mo̲re cho̲mping

3 these here ate rate

make gave like

4 | A | | B |

hope   rider

ride   hoping

shape   later

late   shaped

5 some̲ don't̲ lie̲ work̲ oats̲

slow̲ slowly show happy

give one began happened

very Sandy manner

down better planning how you

there ice out are question

6

(a) chomping bit rate more eats

(b) smear hoping gum plan too

(c) shape must store fast here

(d) much ride still packs late

(e) things gave later these plan

7

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 <u>fun</u>   60
eating them."   62

The rat began eating at a very fast rate. But then the rate   75
began to go down.   79

[1]

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   123
not eat at a fast rate."   129

The rat said, "Give me the oats that do not have gum on   142
them, and I will eat slowly."   148

Sandy said, "I am happy to hear that."   156

[1]

Step 2

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
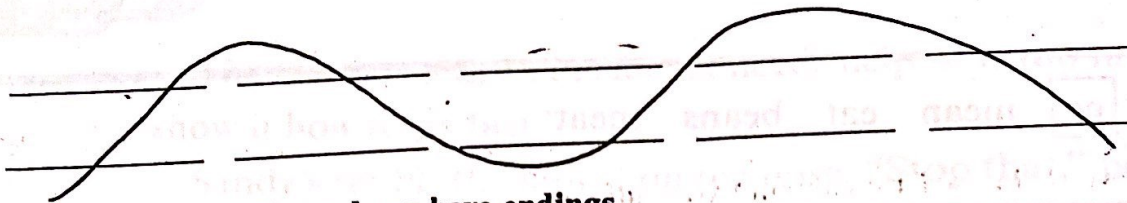very fast rate. 187

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." 230

[1]

1

_____

2 The words in the first column have endings.
Write the same words without endings in the second column.

clapped

sitting

planner

clap

3 Complete the words.

omp

b

ran

ese

pl

4 Find Part 7 of Lesson 15 in your Student Book.
Write the first word of these sentences:

1st sentence: _____

2nd sentence: _____

3rd sentence: _____

5

1. Sandy went to the store and got ten packs

   of _____.

2. Make an X on the one who eats too fast.
   Make a P on the one who has a plan.

6 (ea) a s w h o e a t o e s h e a s o e e p i n s h e r a t e a w h e a o a t s s ④

(some) s o s o m e f a s t s i t p l a n s o m e t h e n m e s o m e e v e r y c h ③

(who) h o w t h e n a t r a t e w h o r a n c h w h e n w h o d i l a n w h o ③

7 Copy this sentence.
Then she ate the oats at a very fast rate.

_____

1 | ea | mean   eat   beans   meat

2   fast   box   plan   too   after   help

bit   began   will   left   flash   next

3   ate   made   nose   here   those   these   rope

4   into   even   didn't   seven   come

hopped   oats   don't   rooms

lie   chomped   slow   slowly

show   are   dropping   slammed

some   work   days   who

5

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   16
even hopped at a fast rate. Sandy had a plan to make the rat's   30
rate go down.   33

Sandy got a rat that did not eat at a fast rate and did not run   49
fast. This rat was fat. It sat and sat. When <u>this</u> rat ate, it   63
chomped slowly. Sandy said, "I will take this slow rat and show   75
my fast rat how to be slow." Sandy dropped the fat rat into the   89
box with the fast rat.   94

[1]

Step 2

The fast rat said, "This fat rat needs help. It is too fat. I will 109

show it how to go fast." 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 and 147

ran and ran. Then the fat rat said, "I must rest. I need to eat 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." And 201

it did. 203

[1]

The fat rat was in the box with the fast rat for seven days. At 218

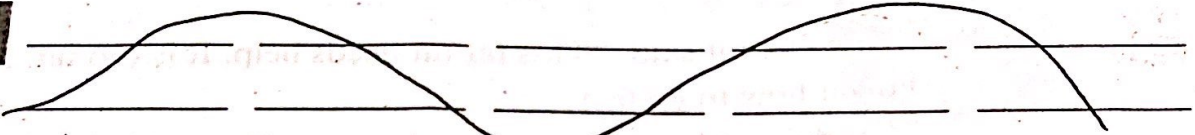the end of the seven days, the fat rat was not fat. It was fast. 233

When Sandy dropped oats into the box, the rats ate the oats in 246

a flash. Then the rats began to run in the box. They ran so fast 261

that Sandy said, "I cannot see those rats. I hope they slow 273

down." 274

Sandy's rat said, "This fat rat didn't make me go slow. I 286

made his rate go up. Ho, ho." 293

[1]

Lesson 16

1 _____

2 The words in the first column have endings.
Write the same words without endings in the second column.

_____ rider _____

_____ hoping _____

_____ shaped _____

3
1. Sandy did not like her fat rat to go slow.

2. The fat rat was in the box with the fast rat for seven days.

3. Sandy's fat rat goes slow.

4. Sandy's fast rat makes the fat rat eat fast.

Copy the sentence that tells the main idea of the story.

_____

_____

4 Complete the words.

_____ own

_____ c

_____ aft

_____ wi

_____ ese

5 Find Part 5 of Lesson 16 in your Student Book.
Write the first word of these sentences:

1st sentence: _____

2nd sentence: _____

3rd sentence: _____

6

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."

Lesson 16

1 | oa | boat float coat soap

2 went job fix smell beans
rest hammer hold began
bath for seating better
beef left cannot room meat

3 came gave make plates here

4 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

5

Champ at the Camp

A man named Champ went down a road. He came to a   12
camp. He stopped and said, "I hate to work, but I need to eat.   26
So I will see if I can get a job at this camp." So Champ went to 43
the woman who ran the camp. Champ said, "Can I work at this 56
camp? I can do lots of jobs here."   64

The camp woman said, "Are you a tramp?"   72

Champ said, "No, I am a champ at camp work."   82

"Can you fix lamps?"   86

"Yes," Champ said. 89

"Can you make boat ramps?" 94

"Yes," said Champ. "I am the champ at ramps." 103

[1]

The camp woman said, "Then I will let you work at this 115 camp." The camp woman gave Champ a hammer. She said, 125 "Take this hammer and make a ramp for these boats." 135

Champ got boards and began to hammer. When the sun went 146 down, he had made the boat ramp. He said, "Now I have to eat." 160

But the woman from the camp did not let Champ rest. She 172 handed Champ a broken lamp. Then she said, "Take these 182 clamps and fix this lamp." 187

So Champ got a clamp to hold the lamp. He fixed the lamp. 200

[1]

The camp woman said, "Now you must take a bath. I can 212 tell from your smell that you are not a champ at baths." 224

Champ said, "No, baths are not for me." 232

"You will take a bath or you will not eat," the camp woman 245 told Champ. 247

Champ ran to the eating table and grabbed ham and beef. 258

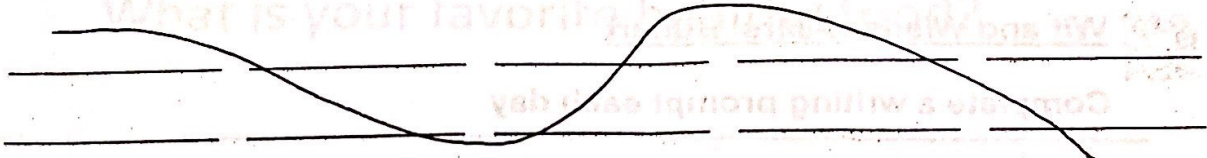Champ said, "I don't care if I smell. I can work better than 271 the others in this camp." 276

A woman asked, "Do you think that you can work better 287 than the rest of us?" 292

Champ did not answer. He ate six plates of ham and seven 304 plates of beef. 307

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." 33

[2]

1
_____

2 The words in the first column have endings.
Write the same words without endings in the second column.

saving _____

liked _____

maker _____

3 Complete the words.

oat _____

ell _____

tr _____

hamm _____

th _____

4 Find Part 5 of Lesson 17 in your Student Book.
Write the first word of these sentences:

1st sentence: _____

2nd sentence: _____

3rd sentence: _____

5

1. Champ went to the woman who ran the

   _____.

2. Make a C above the person who fixed the lamp.
   Make an X to show where Champ went to sleep.

6 (oa) a o r n o t o a a p o o u i o a s o a l f i n g o a o o u w h o a n e e o a   (6)

(come) c o r n c o m e i n c a m e p e t c m e o c o m e n o t o l d c o m e s o   (3)

(work) w o n i f t h a t w o r d w o r k s o m a t c h w o r k w a n t e w o r k   (3)

7 Copy this sentence.
Champ went down a road.

Lesson 17   **17**

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.

What is your favorite healthy food?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Do you like fruits or vegetables? Why?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

When is it okay to eat snacks?

Tell me about your daily meals?

Do you like fruits or vegetables? either?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name_____
Teacher_____

IDEA
Public Schools

**Math
2nd Grade
Week 1
Eureka Math Lessons
1-5**

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
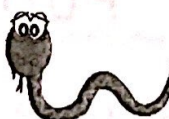Thursday: Lesson 4 pgs. 18-21, Core Fluency pg. 4
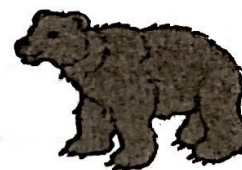Friday: Lesson 5 pgs. 23-29, Core Fluency pg. 6

Name _____ Date _____

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

No Legs	2 Legs	4 Legs

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

Fur	Feathers

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

Animal Habitats		
Forest	Wetlands	Grasslands
卌 I	卌	卌 卌 IIII

a. How many animals have habitats on grasslands and wetlands? _____

b. How many fewer animals have forest habitats than grasslands habitats? _____

c. 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? _____

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? _____

b. How many more birds and mammals are there than fish and reptiles? _____

c. How many animals were classified? _____

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

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

Lesson 1: Sort and record data into a table using up to four categories; use category counts to solve word problems

Name _____   Date _____

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

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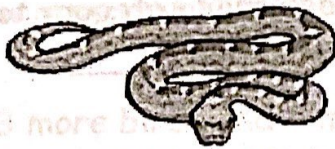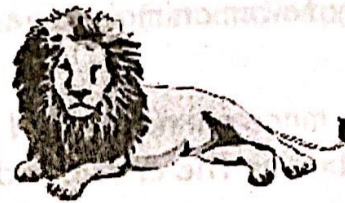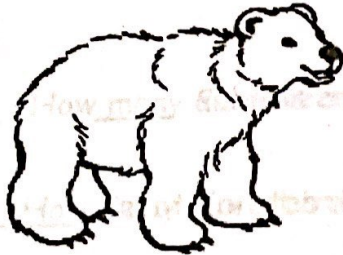
2. Count and categorize each picture to complete the table with numbers.

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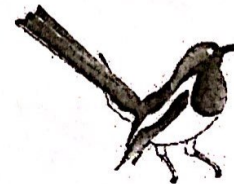
3. Use the Animal Habitats table to answer the following questions.

Animal Habitats		
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? _____

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

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

| Animal Classification			
Birds	Fish	Mammals	Reptiles
7	15	18	9

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

b. How many more birds and mammals are there than fish and reptiles? _____

c. How many animals were classified? _____

d. If 3 more birds and 4 more reptiles were added to the table, how many fewer birds would there be than reptiles? _____

Name _____   Date _____

1. Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

Central Park Zoo Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3

Title: _____

a. How many more animals are mammals than fish? _____

b. How many more animals are mammals and fish than birds and reptiles? _____

c. How many fewer animals are reptiles than mammals? _____

Legend: _____

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

Question: _____

Answer: _____

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

Animal Habitats		
Desert	Tundra	Grasslands
卌 I	卌	卌 卌 IIII

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: _____

Name _____   Date _____

1. Use grid paper to create a picture graph below using data provided in the table.
    Then, answer the questions.

Favorite Mammals			
Tiger	Panda	Snow Leopard	Gorilla
8	11	7	12

Title: _____

a. How many more people chose
    gorilla as their favorite mammal
    than chose tiger? _____

b. How many more people chose
    tiger and gorilla as their favorite
    mammals than panda and snow
    leopard? _____

c. How many fewer people chose
    tiger as their favorite mammal
    than panda? _____

Legend: _____

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

Question: _____

Answer: _____

EUREKA
MATH

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

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9

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Name _____   Date _____

1.	10 + 2 =		21.	7 + 9 =
2.	10 + 7 =		22.	5 + 8 =
3.	10 + 5 =		23.	3 + 9 =
4.	4 + 10 =		24.	8 + 6 =
5.	6 + 11 =		25.	7 + 4 =
6.	12 + 2 =		26.	9 + 5 =
7.	14 + 3 =		27.	6 + 6 =
8.	13 + 5 =		28.	8 + 3 =
9.	17 + 2 =		29.	7 + 6 =
10.	12 + 6 =		30.	6 + 9 =
11.	11 + 9 =		31.	8 + 7 =
12.	2 + 16 =		32.	9 + 9 =
13.	15 + 4 =		33.	5 + 7 =
14.	5 + 9 =		34.	8 + 4 =
15.	9 + 2 =		35.	6 + 5 =
16.	4 + 9 =		36.	9 + 7 =
17.	9 + 6 =		37.	6 + 8 =
18.	8 + 9 =		38.	2 + 9 =
19	7 + 8 =		39.	9 + 8 =
20.	8 + 8 =		40.	7 + 7 =

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Name _____   Date _____

1.	$10 + 6 =$		21.	$3 + 8 =$
2.	$10 + 9 =$		22.	$9 + 4 =$
3.	$7 + 10 =$		23.	$\_\_\_\_ + 6 = 11$
4.	$3 + 10 =$		24.	$\_\_\_\_ + 9 = 13$
5.	$5 + 11 =$		25.	$8 + \_\_\_\_ = 14$
6.	$12 + 8 =$		26.	$7 + \_\_\_\_ = 15$
7.	$14 + 3 =$		27.	$\_\_\_\_ = 4 + 8$
8.	$13 + \_\_\_\_ = 19$		28.	$\_\_\_\_ = 8 + 9$
9.	$15 + \_\_\_\_ = 18$		29.	$\_\_\_\_ = 6 + 4$
10.	$12 + 5 =$		30.	$3 + 9 =$
11.	$\_\_\_\_ = 2 + 17$		31.	$5 + 7 =$
12.	$\_\_\_\_ = 3 + 13$		32.	$8 + \_\_\_\_ = 14$
13.	$\_\_\_\_ = 16 + 2$		33.	$\_\_\_\_ = 5 + 9$
14.	$9 + 3 =$		34.	$8 + 8 =$
15.	$6 + 9 =$		35.	$\_\_\_\_ = 7 + 9$
16.	$\_\_\_\_ + 5 = 14$		36.	$\_\_\_\_ = 8 + 4$
17.	$\_\_\_\_ + 7 = 13$		37.	$17 = 8 + \_\_\_\_$
18.	$\_\_\_\_ + 8 = 12$		38.	$19 = \_\_\_\_ + 9$
19	$8 + 7 =$		39.	$12 = \_\_\_\_ + 7$
20.	$7 + 6 =$		40.	$15 = 8 + \_\_\_\_$

Name _____   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: _____

____

____

____

____

0 _ _ _ _ _ _ _ _ _ _ _
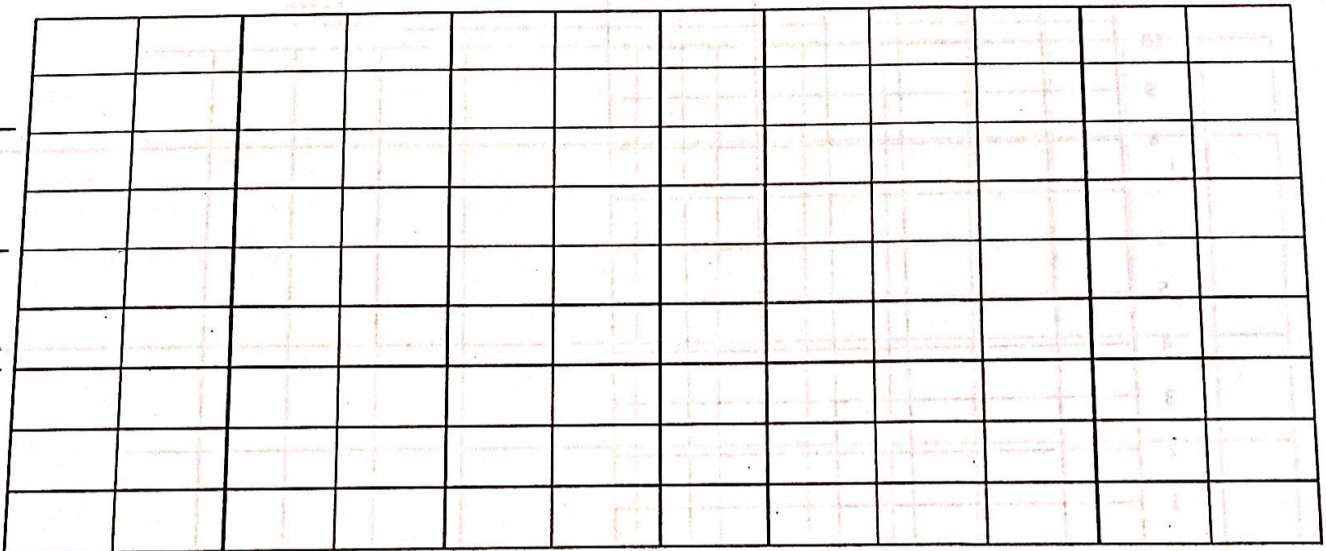
a. How many more animals are birds than reptiles? _____

b. How many more birds and mammals are there than fish and reptiles? _____

c. How many fewer animals are reptiles and fish than mammals? _____

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

Question: _____

Answer: _____

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

Animal Habitats		
Desert	Arctic	Grasslands
$\cancel{||||}$		$\cancel{||||}$	$\cancel{||||}$ $\cancel{||||}$ ||||

Title: _____

```
14
13
12
11
10
 9
 8
 7
 6
 5
 4
 3
 2
 1
 0
```
_____   _____   _____
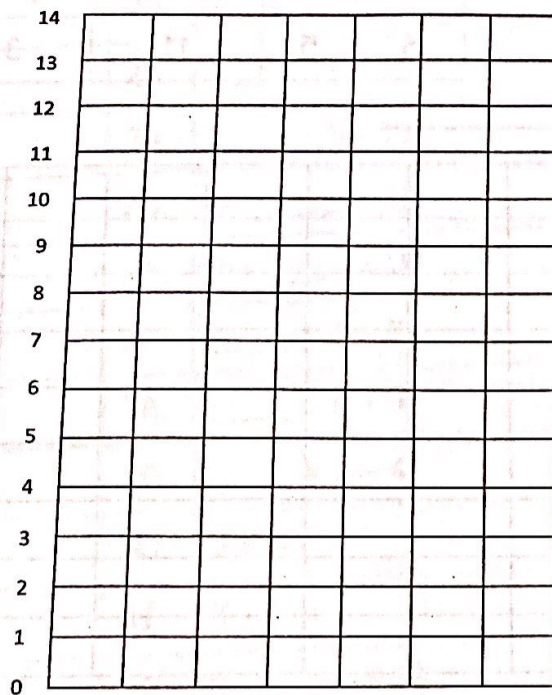
a. How many more animals live in the grasslands and arctic habitats combined than in the desert? _____

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.

Name _____   Date _____

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

Various Animal Coverings at Jake's Pet Shop			
Fur	Feathers	Shells	Scales
12	9	8	11

Title: _____

0 _ _ _ _ _ _ _ _ _ _ _ _ _ _

a. How many more animals have fur than shells? _____

b. Which pair of categories has more, fur and feathers or shells and scales? (Circle one.) How much more? _____

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

Question: _____

Answer: _____

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

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

City Shelter Animal Diets		
Meat Only	Plants Only	Meat and Plants
ЖII III	ЖII IIII	ЖII ЖII IIII

Title: _____

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? _____

d. Write your own comparison question based on the data, and answer it.
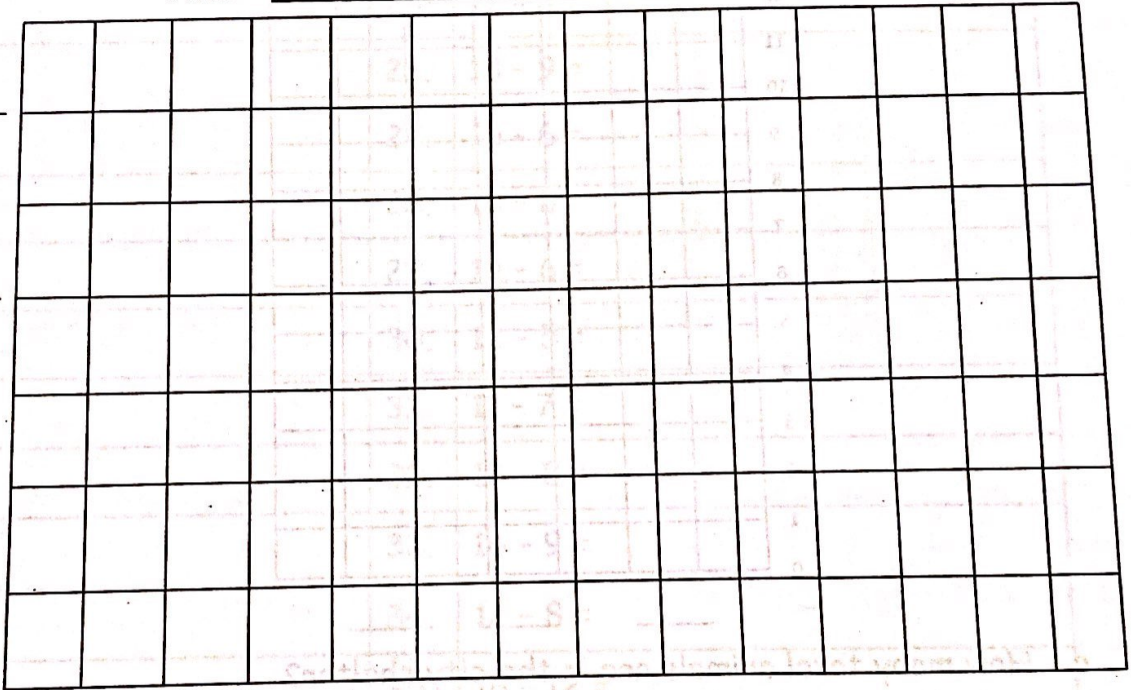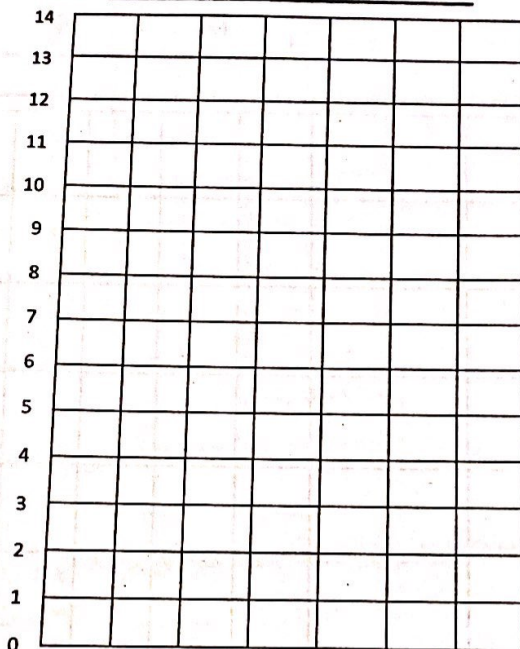
Question: _____

Answer: _____

EUREKA
MATH

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

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Name _____ Date _____

|				
1.	13 – 3 =		21.	16 – 8 =
2.	19 – 9 =		22.	14 – 5 =
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 =
11.	11 – 3 =		31.	11 – 7 =
12.	13 – 2 =		32.	13 – 8 =
13.	14 – 2 =		33.	16 – 9 =
14.	13 – 4 =		34.	12 – 8 =
15.	12 – 3 =		35.	16 – 12 =
16.	11 – 4 =		36.	18 – 15 =
17.	12 – 5 =		37.	15 – 14 =
18.	14 – 5 =		38.	17 – 11 =
19	11 – 2 =		39.	19 – 13 =
20.	12 – 4 =		40.	20 – 12 =

Name _____   Date _____

1. Complete the bar graph using the table with the types of bugs Alicia counted in the park. Then, answer the following questions.

Types of Bugs			
Butterflies	Spiders	Bees	Grasshoppers
5	14	12	7

Title: _____

0 ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
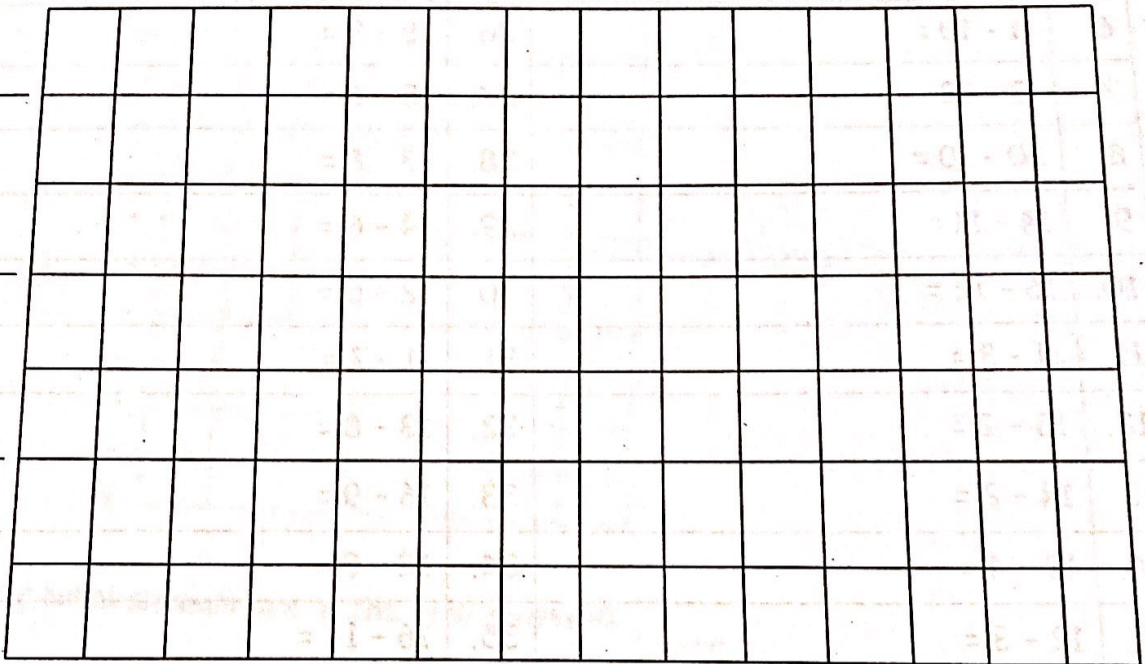
a. How many butterflies were counted in the park? _____

b. How many more bees than grasshoppers were counted in the park? _____

c. Which bug was counted twice as many times as grasshoppers? _____

d. How many bugs did Alicia count in the park? _____

e. How many fewer butterflies than bees and grasshoppers were counted in the park? _____

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

O'Brien's Farm Animals			
Goats	Pigs	Cows	Chickens
13	15	7	8

Title: _____

```
15
14
13
12
11
10
 9
 8
 7
 6
 5
 4
 3
 2
 1
 0
```

____   ____   ____   ____

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? _____

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.

_____

Name _____   Date _____

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

Types of Reptiles			
Snakes	Lizards	Turtles	Tortoises
13	11	7	8

Title: _____

_____

_____

_____

_____

0 __ __ __ __ __ __ __ __ __ __ __ __ __ __

a. How many reptiles are at the zoo? _____

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.

_____

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

Underwater Animals			
Sharks	Stingrays	Starfish	Seahorses
6	9	14	13

Title: _____

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.

_____

Scanned with CamScanner

Name _____   Date _____

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.	$13 - 5 =$
10.	$13 - 5 =$		30.	$16 - 8 =$
11.	____ $= 11 - 2$		31.	$14 - 9 =$
12.	____ $= 12 - 4$		32.	$15 - 6 =$
13.	____ $= 13 - 5$		33.	$13 - 6 =$
14.	____ $= 12 - 3$		34.	____ $= 13 - 8$
15.	____ $= 11 - 4$		35.	____ $= 15 - 7$
16.	____ $= 13 - 2$		36.	____ $= 18 - 9$
17.	____ $= 11 - 3$		37.	____ $= 20 - 14$
18.	$17 - 8 =$		38.	____ $= 20 - 7$
19	$14 - 6 =$		39.	____ $= 20 - 11$
20.	$16 - 9 =$		40.	____ $= 20 - 8$

Lesson 1:   Sort and record data into a table using up to four categories; use
category counts to solve word problems

Name _____   Date _____

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

Pennies Saved			
Saturday	Sunday	Monday	Tuesday
15	10	4	7

Title: _____

15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

a. How many pennies did Callista save in all? _____

b. Her sister saved 18 fewer pennies. How many pennies did her sister save? _____

c. How much more money did Callista save on Saturday than on Monday and Tuesday? _____

d. How will the data change if Callista doubles the amount of money she saved on Sunday? _____

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

_____

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

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23

Name _____   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 _ _ _ _ _ _ _ _ _ _ _ _ _ _
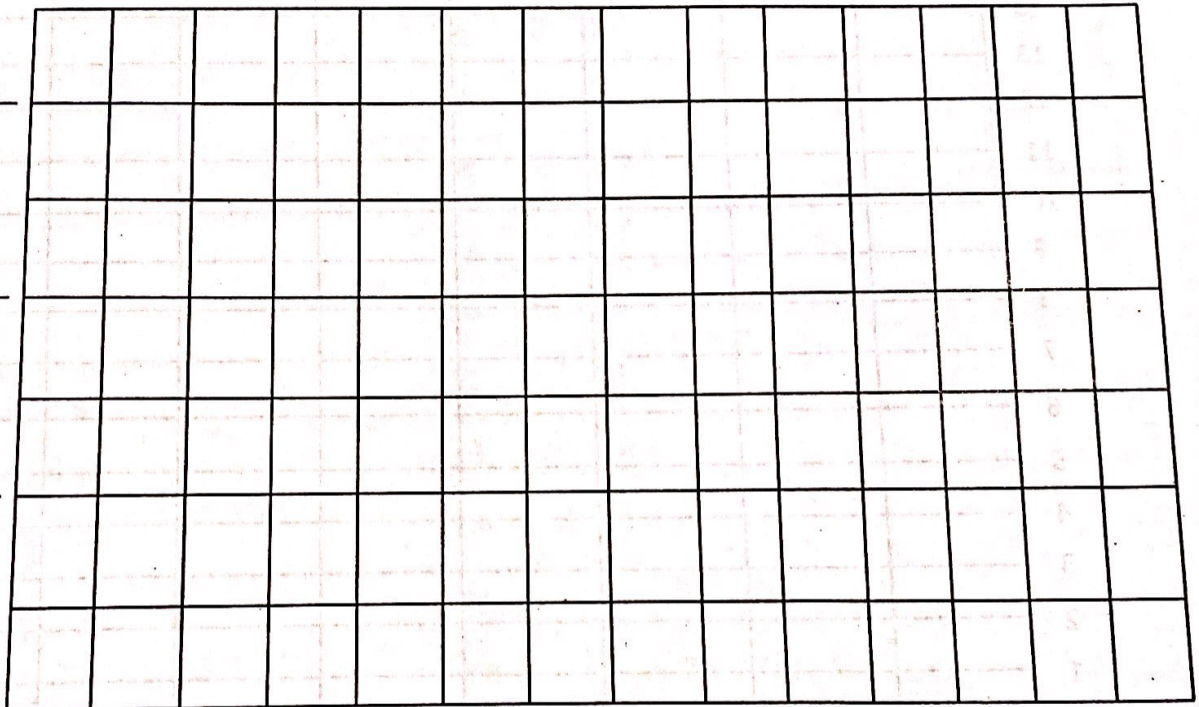
a. How many nickels do the children have in all? ____

b. What is the total value of Annie's and Remy's coins? ____

c. How many fewer nickels does Remy have than LaShay? ____

d. Who has less money, Annie and Scarlett or Remy and LaShay? _____

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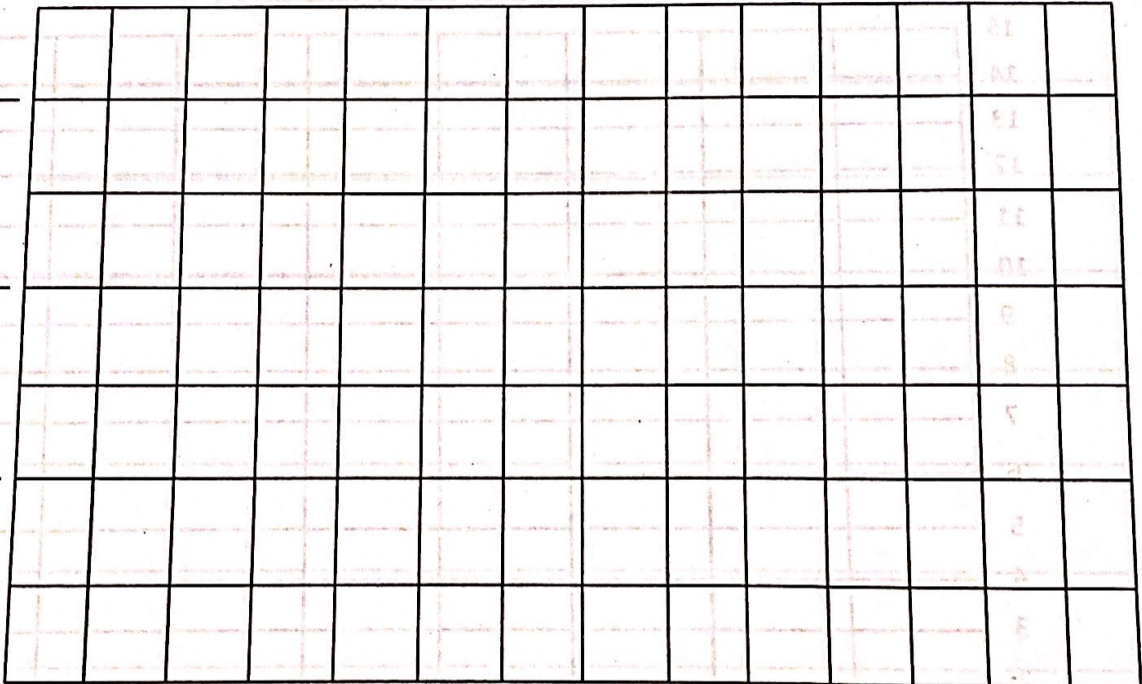
_____

Name _____ Date _____

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

Number of Dimes

Emily	Andrew	Thomas	Ava
8	12	6	13

Title: _____

a. How many more dimes does Andrew have than Emily? _____

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

c. Circle the pair with more dimes, Emily and Ava or Andrew and Thomas. How many more? _____

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

_____

EUREKA MATH

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

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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: _____

a. How many more dimes did Miguel donate than Robin? _____

b. How many fewer dimes did Madison donate than Robin and Benjamin? _____

c. How many more dimes are needed for Miguel to donate the same as Benjamin and Madison? _____
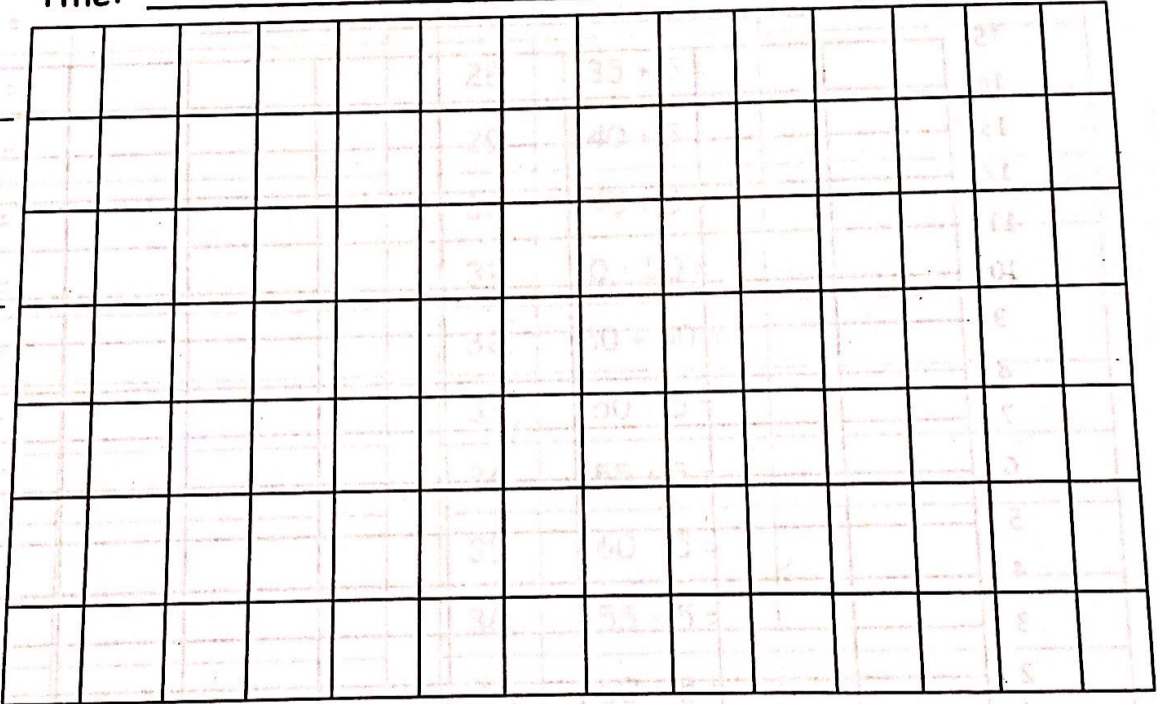
d. How many dimes were donated? _____

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

27

A STORY OF UNITS

Name _____   Date _____

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

Number of Nickels

Justin	Melissa	Meghan	Douglas
13	9	12	7

Title: _____

a. How many more nickels does Meghan have than Melissa? _____

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? _____

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

_____

EUREKA MATH

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

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

Dimes Donated

Kylie	Tom	John	Shannon
12	10	15	13

Title: _____

```
15
14
13
12
11
10
 9
 8
 7
 6
 5
 4
 3
 2
 1
 0
```

_____   _____   _____   _____

a. How many dimes did Shannon donate? _____

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

c. How many more dimes are needed for Tom to donate the same as Shannon and Kylie? _____

d. How many dimes were donated in total? _____

Number Correct: _____

A

Addition and Subtraction by 5

1.	0 + 5 =	
2.	5 + 5 =	
3.	10 + 5 =	
4.	15 + 5 =	
5.	20 + 5 =	
6.	25 + 5 =	
7.	30 + 5 =	
8.	35 + 5 =	
9.	40 + 5 =	
10.	45 + 5 =	
11.	50 – 5 =	
12.	45 – 5 =	
13.	40 – 5 =	
14.	35 – 5 =	
15.	30 – 5 =	
16.	25 – 5 =	
17.	20 – 5 =	
18.	15 – 5 =	
19.	10 – 5 =	
20.	5 – 5 =	
21.	5 + 0 =	
22.	5 + 5 =	

23.	10 + 5 =	
24.	15 + 5 =	
25.	20 + 5 =	
26.	25 + 5 =	
27.	30 + 5 =	
28.	35 + 5 =	
29.	40 + 5 =	
30.	45 + 5 =	
31.	0 + 50 =	
32.	50 + 50 =	
33.	50 + 5 =	
34.	55 + 5 =	
35.	60 – 5 =	
36.	55 – 5 =	
37.	60 + 5 =	
38.	65 + 5 =	
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_campaign=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/1SvIdgTx9djKO6SjyvPDsoGlkgE3iExmi3qh2KRRku_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

Name: _____

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?