Learning Guide - ELA and Math

SECOND GRADE
Section 1: Student Resource........................................pages 5-11
  - Vocabulary
  - Student Choice Board
  - Student Answer Sheets

This section contains a list of skills that the students will be working on while reading and completing the tasks. Targeted vocabulary words have been identified. There are links to videos to provide students with the necessary background knowledge. There is a Student Choice Board in which students will select to complete 4 out of the 9 activities. Student answer sheets are provided for students to show their work.

Section 2: Student Text: Change Makers...............................pages 12-27
  - Text to use for Student Choice Board activities

This section provides a copy of the text to use for Shared Reading while in school and Student Choice Board activities while in school or at home (see Section1).

Section 3: Answer Key............................................................pages 28-32
  - Sample student replies
This section contains possible student replies for each activity from the Choice Board. This can be used to check the student’s work.
<table>
<thead>
<tr>
<th>Topic Overview: Fluently Subtract Within 100</th>
<th>pages 33-67</th>
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</thead>
<tbody>
<tr>
<td>Student Sheets</td>
<td></td>
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<tr>
<td>Answer Keys</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic Overview: Using Operations with Whole Numbers (0-1000) to Solve Problems</th>
<th>pages 68-91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Sheets</td>
<td></td>
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<tr>
<td>Answer Keys</td>
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<table>
<thead>
<tr>
<th>Topic Overview: Make True Equations</th>
<th>pages 92-103</th>
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</thead>
<tbody>
<tr>
<td>Student Sheets</td>
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<tr>
<td>Answer Keys</td>
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<table>
<thead>
<tr>
<th>Topic Overview: Work with Money</th>
<th>pages 104-130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Sheets</td>
<td></td>
</tr>
<tr>
<td>Answer Keys</td>
<td></td>
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</tbody>
</table>
ENGLISH LANGUAGE ARTS (ELA)
Grade: 2  Subject: English Language Arts  Goes with Pages: ___

**Topic: Change Makers**

Access the text [HERE](#).

**What Your Student is Learning:**

Your student will read the informational text, *Change Makers*. While working with this text, your student will practice the following skills:

- Identifying the main topic of the book
- Use images to understand the book
- Understand the key details in a book

**Background and Context for Parents and Guardians:**

- In this unit, students read about how people turn ideas into actions.
- They will be asked to determine the main topic of a book.
- They will also learn to ask and answer questions about the books they are reading to develop a deeper understanding of the book.

**Ways to support your student:**

- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.

<table>
<thead>
<tr>
<th>community</th>
<th>donated</th>
<th>electronic</th>
</tr>
</thead>
<tbody>
<tr>
<td>inventor</td>
<td>disaster</td>
<td>solve</td>
</tr>
<tr>
<td>creative</td>
<td>healthy</td>
<td>links</td>
</tr>
<tr>
<td>destroyed</td>
<td>harvest</td>
<td>homeless</td>
</tr>
<tr>
<td>harming</td>
<td>projects</td>
<td></td>
</tr>
<tr>
<td>products</td>
<td>champions</td>
<td></td>
</tr>
</tbody>
</table>

- Read the text aloud with your child.
- After reading, ask questions about the text. These questions could include:
  - What did you think the text was mostly about?
  - What do you think the author wanted you to know about the topic?
  - What questions do you have about the book?
  - Which person in the book inspires you most?
  - Can you think of an issue in your community that you would like to work to improve?
# Tic-Tac-Toe Choice Board 1: Change Makers

**Directions:** Read the book *Change Makers*. Choose 4 activities from the choice board below. You should complete at least one task from each row.

<table>
<thead>
<tr>
<th>Row</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
</tr>
</thead>
</table>
| 1   | Look at the pages of *Change Makers* | Look at the image on page 21 of *Change Makers*. List:  
- 2 things you notice as you look at the image.  
- 2 questions you have about the image. | Read the glossary on page 32.  
1. Find the sentence where the author uses each word.  
2. Choose two of the words.  
3. Write a sentence with each word you chose. |

<table>
<thead>
<tr>
<th>Activity 4</th>
<th>Activity 5</th>
<th>Activity 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read pages 6-11 of <em>Change Makers</em>. Complete a main topic and key details graphic organizer for the section.</td>
<td>Read pages 12-23 of <em>Change Makers</em>. Complete a main topic and key details graphic organizer for the section.</td>
<td>Read pages 24-29 of <em>Change Makers</em>. Complete a main topic and key details graphic organizer for the section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row</th>
<th>Activity 7</th>
<th>Activity 8</th>
<th>Activity 9</th>
</tr>
</thead>
</table>
| 3   | Reread pages 6-23. Choose one picture that interests you.  
Write 2-3 sentences explaining why the author chose to include that image. | Use your main topic graphic organizer(s) to determine the main idea of the book. | On page 30, the author asks you to "Think of a problem you would like to solve."  
Write a paragraph explaining what problem you would like to solve and list ideas to solve the problem. |
Activity 2: Preview the Text

Look at the image on page 21 of *Change Makers*.

<table>
<thead>
<tr>
<th>Write 2 things that you noticed while looking at the picture on page 21:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Write 2 questions you have about the picture on page 21:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Write 2 things that you noticed while looking at the picture you chose:</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>2.</td>
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<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>
Activity 4: Engage with the Text

Read pages 6-11 of *Change Makers*.

Complete a main topic and key details graphic organizer for the section.
Activity 6: Engage with the Text

Read pages 24-29 of *Change Makers*.

Complete a main topic and key details graphic organizer for the section.
Activity 8: Main Idea Writing

Use your main topic graphic organizer(s) to determine the main idea of the book.
Optional: Extend the Learning

Cause and Effect: Looking for key details can help you understand the connections between ideas described in a book. A cause is *why something happened*, and an effect is *what happened*. Use the chart below to take notes about the causes and effects described in the book *Change Makers*. If you need help with this, look at the example below.

### Connections Between Events

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girls asked people to write emails to the Girl Scout headquarters.</td>
<td>People sent 70,000 emails.</td>
</tr>
<tr>
<td>The emails asked that Girl Scout cookies be made without destroying the rain forest.</td>
<td>Makers of many of the cookies do not harm the rain forest.</td>
</tr>
<tr>
<td>Cookies are made without harming the rain forest.</td>
<td>The two girls received the United Nations Forest Heroes Award.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Change Makers

Written by Libby Martinez
Contents

Can You Make Change Happen?  4
Kelvin Doe  6
Madison Vorva and  
Rhiannon Tomtishen  12
Zach Bonner  18
Kids to the Rescue!  24
Community Champions  28
Four Steps  30
Glossary and Index  32
Building a house seems like a big thing. But we can do it when we work together.

Let’s meet some young people who are changing the world!
Kelvin Doe is an inventor. He taught himself how to make things. When he was ten years old, Kelvin wanted to help people. He started to think of ideas. Kelvin thought about problems in his neighborhood. There was a lack of electricity. The lights only came on once a week. Kelvin had an idea to help the lights stay on!

**Fact File**

**Sierra Leone**

**Location:** Sierra Leone is a country in West Africa.

**Population:** More than five million people

**Capital:** Freetown

**Climate:** Tropical
Cell Phone Power
Kelvin kept thinking of ideas to help. His next invention was a generator. It charged batteries. His neighbors needed these batteries to charge their cell phones.

Did You Know?
More than 1.3 billion people have no electricity. That is more than four times the number of people who live in the United States!
Old packaging can be used in many different ways.

What Can You Do?

Be creative like Kelvin! Reuse items to help solve problems. Don't throw away plastic bottles. Use them to make bird feeders. This will help wildlife in your neighborhood.
Madison and Rhiannon have been working to change the world. When they were both eleven years old, they were Girl Scouts. They decided to earn a Girl Scout Bronze Award. To earn the award, they learned about endangered orangutans.

**Fact File**

**Orangutans**

There are two types of orangutans. They come from the islands of Sumatra and Borneo. They are called Sumatran and Bornean orangutans.
Taking Action!

Madison and Rhiannon checked which products used palm oil. They discovered that palm oil was an ingredient in Girl Scout cookies. The girls decided to take action. They wanted the cookies to be made without harming the rain forest. By protecting the forest they could help the orangutans.

Did You Know?

There are fewer than 7,500 Sumatran orangutans left in the wild. If we keep destroying their habitat, they could become extinct.
Look at the ingredients in products around your house. Check to see if they contain palm oil. If they do, find out who makes the product. Write a letter to that company. Ask company leaders to make their product without harming the rain forest.

Many bathroom products contain palm oil. Try to find out if the ones in your home do too.
In 2005, Zach created the Little Red Wagon Foundation. The foundation continues to help people in need.

**Fact File**

**Hurricanes**

**Facts:** Hurricanes usually form over the ocean. They can create winds that blow faster than 157 miles per hour!

This photograph was taken from above a hurricane.
Did You Know?

There are more than 2 million homeless children in the United States.

Many homes were destroyed by Hurricane Katrina.
What Can You Do?

If a disaster happens, there are many ways to help. Collect supplies such as water, blankets, and clothing. You can also collect canned food. Give these items to victims of the disaster.
Community Gardens

Around the world, people are planting gardens and trees in their communities. Community gardens create habitats for animals. They also provide fresh fruits and vegetables. These can be given to families who don't have enough food. Adults need kids to help plant seeds and water the gardens.

Eating fresh fruits and vegetables helps people stay healthy.
Community Art

Do you like to paint? Find out about art projects in your community. There might be some that you could help work on. Sometimes community groups create colorful murals. These can brighten up neighborhood buildings.

Fact File

HandsOn Miami

Location: Miami, Florida

Facts: HandsOn Miami has lots of projects that kids can help with. They made this mural to decorate a school.
Fact File

Lion’s Heart

Location: Based in Mission Viejo, California

Facts: Lion’s Heart is a community group. It has a Web site on the Internet. The group links people to projects that need help. Lion’s Heart kids have spent more than 300,000 hours helping out!
Step 3:
Turn your ideas into action. You can do this on your own or with a friend. You can also join a group that is trying to solve the same problem.

Step 4:
Work hard! Never give up! The world needs you.
Activity 1: Preview the Text

Look at the pages of *Change Makers*.

Pay attention to the pictures and the section headings.

<table>
<thead>
<tr>
<th>2 things that stood out to you as you looked through the book:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Many of the stories are about kids.</td>
</tr>
<tr>
<td>2. Collecting blankets is one way to help.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 questions you have about the book:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How can kids help be change makers?</td>
</tr>
<tr>
<td>2. Where is Sierra Leone?</td>
</tr>
</tbody>
</table>

Your prediction about the book:

*I think this book is about how people can help change their community.*
Activity 3: Preview the Text
Read the glossary on page 32. Choose two words. Write a sentence with each word you chose.

| Word 1:  | creative |
| Sentence: | Mr. Ross said my painting of blue, yellow and pink elephants is creative. |

| Word 2:  | mural |
| Sentence: | My school has a mural of Dr. King in the library. |
Activity 5: Engage with the Text

Read pages 12-23 of *Change Makers*.

Complete a main topic and key details graphic organizer for the section.

**Main Idea**

Main Idea Madison, Phtianron and Zach are change makers

**Key Details**

- Madison and Phtianron helped the orangutans by protecting the forest.
- Zach helped people who lost their homes during hurricanes.
- Kids can make a difference.
Activity 7: Illustration Analysis

Reread pages 6-23.

Choose one picture that interests you.

Write 2-3 sentences explaining why the author chose to include that image.

On page 14, there is a picture of trees chopped down. I wonder why and what happened to the animals that lived there like the orangutan. The author wants us to know that it's not just one tree being cut down but thousands. They are chopping down forests.
Activity 9: Extended Writing

On page 30, the author asks you to "Think of a problem you would like to solve."

Write a paragraph explaining what problem you would like to solve and list ideas to solve the problem.

One problem in my neighborhood is the trash on the side walk. It’s bad on trash days after the truck drive by. There are pieces of trash left on the street or that fall off the truck. One way to solve the problem would be to have a trash crew of neighbors to clean up on trash day. Another is to put trash cans on the corner. People can put trash in the trash cans. Last, we can make signs that remind people to pick up trash.
Math
Grade: 2  Subject: Math (from *enVision Mathematics, Common Core*, 2020, Grade 2)

**Goes with Pages:** 1-36

**Topic:** Fluently Subtract Within 100

**What Your Student is Learning:**
1. When you use place-value materials to subtract a one-digit whole number from a two-digit whole number, sometimes you need to decompose (break down) 1 ten and represent it as 10 ones.
2. When subtracting you can start with the tens or the ones. When subtracting two-digit numbers you can subtract the tens and then subtract the ones by making a 10 (decompose a ten to its 10 ones).
3. Two-digit numbers can be broken apart to make it easier to subtract them mentally and subtraction problems can be solved using different subtraction strategies.
4. Two-step word problems can be solved by first identifying the hidden question and then using the answer to the hidden question to solve the question stated in the problem.
5. Using a bar diagram for word problems is helpful.

**Background and Context for Parents:**
- Fluently means that the students have efficient and accurate methods for solving. It doesn’t mean fast, so if your student has a way that makes sense, doesn’t involve unnecessary steps, and it get them the correct answer, that’s to be celebrated.
- Students aren’t adding/subtracting how we learned, instead they are discovering and learning different strategies to add numbers based on place value. See below or re-teaching pages:

**USE STRATEGIES TO SUBTRACT WITH FLUENCY**
- **Use Place-Value Blocks** in Lessons 6-1 and 6-2, students use place-value blocks and drawings of place-value blocks to find differences. These representations support understanding of how to subtract tens from tens and ones from ones, and how to regroup.

**Record Partial Differences.** In Lesson 6-3, students use place-value blocks and drawings of place-value blocks to help them find and record partial differences.

**Ways to support your student:**
- Read the problem out loud to them.
- Remember, the topic is about strategies, so encourage them to use their strategies. This way students will have a better understanding of place value and create their own understanding.
- Before giving your student the answer to their question or specific help, ask them “What have you tried so far?, What do you know?, What might be a next step?”
- After your student has solved it, and before you tell them it’s correct or not, have them explain to you how they got their solution and if they think their answer makes sense.

**Online Resources for Students:**
- **Base ten blocks:** [https://apps.mathlearningcenter.org/number-pieces/](https://apps.mathlearningcenter.org/number-pieces/)
- **Game:** [https://www.splashmath.com/addition-games-for-2nd-graders?topics=subtraction](https://www.splashmath.com/addition-games-for-2nd-graders?topics=subtraction)
Review What You Know

 Vocabulary

1. **Break apart** 56 into tens and ones. Draw place value blocks to show the parts.

   \[ 56 = \_ + \_ \]

2. Complete the drawing to show how to **regroup** 1 ten as ones.

   ![Diagram]

3. Complete the **bar diagram** to model \[ 64 - 31 = ? \]

Open Number Lines

4. Find \(40 - 25\) by counting back on an open number line. Show your work.

   \[ \_ - \_ = \_ \]

5. Find \(45 - 22\) by adding up on an open number line. Show your work.

   \[ \_ + \_ = \_ \]

Math Story

6. Lea has 30 cookies. She gives 17 cookies to her friends. How many cookies does Lea have now?

   \[ \_ \text{ cookies} \]
1. **Vocabulary**
   - **Regroup** means to name a number in a different way.
   - Regroup 1 ten as 10 _______
   - Both ways show _______

   - Show 3 tens and 2 ones.
   - Ask: Are there enough ones to subtract 2 of the 4 ones? _______
   - Take away 2 ones. Put an X on the ones you take away.
   - Regroup 1 _______ as 10 _______
   - Now take away 2 more ones.
   - You don’t have to take away tens.
   - So, 32 – 4 = _______

**On the Back!**

3. Pick a two-digit number between 42 and 46.
   - Show the number with place-value blocks.
   - Take away 8 ones from your number. Find the difference.
   - Regroup if you need to. Draw blocks to show your solution.
Read the problem. Answer the questions to help you understand the problem.

**Higher Order Thinking** Sammie has 9 fewer rings than Emilio. Sammie has 7 more rings than Sara. Emilio has 34 rings. Complete the sentences below. Draw a picture to explain your work.

Sammie has ____ rings. Sara has ____ rings.

1. Underline what you know about the problem.

2. What information do you need to find?

Reread the problem.

3. How will you start your drawing to solve the problem?

4. How can your drawing help you find the number of rings that Sammie has?

5. How can you use your drawing to help find the number of rings that Sara has?
Vocabulary
1. You sometimes need to regroup to subtract 2-digit numbers.
Find 40 – 16.
Do you need to regroup? __________
Regroup _____ ten as ____ ones.
Take away 6 ones. Then take away 1 ten. 40 – 16 = __________

2. Find 54 – 37. Show your work.

You can start taking away tens.
Take away _____ tens. Cross out 3 tens in the drawing.
_____ tens – _____ tens = _____ tens.

You have to take away _____ ones.
Regroup _____ ten as _____ ones.
Show the regrouping in the drawing.
Take away the ones. _____ – _____ = _____
Cross out 7 ones in the drawing.
So, 54 – 37 = __________

On the Back!
Draw place-value blocks. Regroup if needed.
Name

Read the problem. Circle True or False after each statement to help you understand how to do the problem.

**Higher Order Thinking** Write a subtraction story about $36 - 17$. Explain how to solve the problem.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You are asked to write an addition story for this problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. You are given an addition story to solve for this problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The story you write can include animals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. You can write a subtraction story about things being lost or sold.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Your story can be about a person who buys 36 more things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. You can choose the numbers for your subtraction story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The numbers you will use in your subtraction story will be 36 and 17.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The story can take place in a school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. You are asked to explain how to solve your problem.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name ____________________________

**Pet Stickers**

The students put pet stickers in notebooks. Subtract to find how many stickers there are left. Draw place-value blocks to show your work.

**Workspace**

<table>
<thead>
<tr>
<th>Cats</th>
<th>Dogs</th>
<th>Birds</th>
<th>Fish</th>
<th>Snakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>53</td>
<td>47</td>
<td>38</td>
<td>75</td>
</tr>
</tbody>
</table>

1. David chooses the dog stickers. He puts 28 stickers in a book. How many dog stickers are left?

   **dog stickers**

2. Hannah chooses the fish stickers. She puts 19 stickers in a book. How many fish stickers are left?

   **fish stickers**

3. Darren chooses the snake stickers. He puts 37 stickers in a book. How many snake stickers are left?

   **snake stickers**
Vocabulary
1. You can use place-value blocks to help you find partial differences.

These blocks show _____.

Circle the ones blocks with red. Circle the tens blocks with blue.

You can find 53 − 17 with the blocks.

2. Find 53 − 17. Look at the models on the right.

You can subtract 1 ten from 5 tens.

53 − 10 = _____

Next, subtract 7 ones.

First, subtract _____ ones to make a 10.

43 − _____ = _____

Regroup 1 _____ as 10 _____.

Then, subtract _____ more ones.

There are _____ tens left.

There are _____ ones left.

So, 53 − 17 = _____.

On the Back!

3. Use place-value blocks and partial differences to find 74 − 27. Show drawings of your blocks. Regroup if you need to.
Name ________________________________

Read the problem. Answer the questions to help you understand the problem.

**Model** Don has 72 marbles. Josie has 56 marbles. How many more marbles does Don have than Josie?

more marbles

**Survey**

1. What are the facts in the problem? Underline them.

2. What do you need to do to answer the question? Explain.

**Question**

3. What operation can you use to solve the problem?

**Reread**

4. Do you need to find the total number of marbles Don and Josie have? Explain.

**Question**

5. What strategy could you use to solve the problem? Explain.
**Vocabulary**

1. You can **break apart** the number you are subtracting. Use an **open number line** and record **partial differences**.

   Find $72 - 26$.

   Break apart $26$ into _____ tens and _____ ones.
   Start at $72$. Count back $20$ to get to $52$.
   Break apart $6$ into _____ and _____.
   Then count back $2$ from $52$ to get to $50$,
   and $4$ more to get to_____.

   $72$  
   $-20$  
   $52$  
   $-2$  
   $50$  
   $-4$  

   So, $72 - 26 = ____$.  
   $46$

2. Find $83 - 35$.

   Break apart $35$ into _____ tens and _____ ones.
   Start at $83$. Count back $30$ to get to_____.
   Break apart $5$ into _____ and _____.
   Then count back $3$ from $53$ to get to_____.
   and $2$ more to get to_____.

   $83 - 35 = ____$

**On the Back!**

Name ________________________________

Read the problem. Answer the questions to help you understand the problem.

enVision® STEM Kate had 32 ice cubes. She put 14 of them in the sun and they melted. How many ice cubes does Kate have now?

ice cubes

1. What information is given in the problem?

2. What question do you need to answer?

3. Will Kate have more or fewer ice cubes now? Explain.

Reread the problem.

4. What operation can you use to solve the problem?

5. Why did you choose that operation?

6. What strategy will you use to solve the problem? Explain.
**Vocabulary**

1. You can find $68 - 25$ using different strategies.
   
   **One Way**
   
   Draw 68.
   
   Do you need to **regroup**?
   
   Cross out **tens** and **ones**.
   
   So, $68 - 25 =$
   
   **Another Way**
   
   Break apart the number you subtract.
   
   Think of 25 as $20 + ____$. Find **partial differences**.
   
   First, subtract 20.
   
   $68 - 20 =$
   
   Then, subtract 5.
   
   $____ - 5 =$
   
   So, $68 - 25 =$

2. Find $42 - 18$.

   **One Way**
   
   Use compensation.
   
   It’s easier to subtract 20.
   
   Add 2 to $18$.
   
   Subtract $42 - 20 =$
   
   Add ____ to the difference.
   
   So, $22 + 2 =$

   **Another Way**
   
   Break apart $18$.
   
   Think of 18 as 10 and ____.
   
   Subtract 10. $42 - 10 =$
   
   **Think**: I know $8 = 2 + ____$.
   
   $32 - 2 =$; $30 - 6 =$
   
   So, $42 - 18 =$

**On the Back!**

3. Explain how one of the strategies used to find $42 - 18$ in Item 2 works.
Name __________________________

Read the problem. Answer the questions to help you understand the problem.

Vocabulary Complete each sentence. Use two of the words below.

addend  equation  difference  sum

93 – 53 = 40 is an ________________.

40 is called the ________________ of 93 and 53.

Think about the meanings of the words in the problem.

1. What is one symbol that is shown in an equation?

2. Write the meaning of equation in your own words.

3. What symbol is used between addends to find a sum?

4. What operation is used to find a difference?

5. What operation is used to find a sum?

Reread the problem.

6. Circle the equation in the problem.
Vocabulary

1. Fred has 45 stamps. He uses 16 stamps. How many stamps does Fred have left?

A bar diagram can help you see the parts and the whole in the problem.

Write the part and the whole. Use ? for the part you do not know.

Will you add or subtract?

Solve the problem.

Fred has ___ stamps left.

2. Fred gets 28 more stamps. How many stamps does he have now?

Think: Use the answer from the problem in Item 1 to solve this problem.

Will you add or subtract?

Show your work.

Fred has ___ stamps now.

On the Back!

3. There are 62 ducks on a lake. 13 ducks fly away. Then 28 more ducks fly to the lake. How many ducks are there now? Use bar diagrams to help solve.
Higher Order Thinking Lauren has a stamp collection. She gives Kristen 12 stamps and Ethan 15 stamps. Lauren has 22 stamps left. How many stamps did she have at the start?

Step 1: 

Step 2: 

1. Tell what the problem is about.

2. Can the problem be answered in one step? Explain.

Reread the problem.

3. Underline the details you need to solve the problem.

4. What is the first step to solve the problem?

5. How many equations will you write?
Name ____________________________

**Vocabulary**

1. A **bar diagram** and an **equation** can help you **reason** about how numbers in a problem relate.

   Alex picks 43 plums. Betty picks 22 plums. How many more plums does Alex pick than Betty?

   The whole is _____. One part is _____. Complete the bar diagram and write an equation to solve.

     ____ + ____ = ____

   Alex picks ____ more plums than Betty.

2. Alba has 54 apples. 17 of her apples are green. The rest are red. How many apples are red?

   The whole is _____. One part is _____. Complete the bar diagram and write an equation to solve.

     ____ = ____

   Alba has ____ red apples.

**On the Back!**

3. Latrell has 35 baseball cards. He has 29 fewer baseball cards than Mia. How many baseball cards does Mia have? Use a bar diagram and an equation to solve.
Name __________________________

Read the problem. Answer the questions to help you understand the problem.

The second- and third-grade students planted these trees in Wing Park. The second-grade students planted 26 of the spruce trees. How many spruce trees did the third-grade students plant?

1. What is this problem about?

________________________________________________________________________

________________________________________________________________________

2. What does the picture show?

________________________________________________________________________

Reread the problem.

3. Underline the question you need to answer.

4. How many spruce trees did the second-grade students plant?

________________________________________________________________________

5. What detail in the picture will not be used to solve the problem?

________________________________________________________________________

6. What operation can you use to solve the problem?

________________________________________________________________________

7. Why did you choose that operation?
Answer Keys
Review What You Know

Vocabulary
1. Break apart 56 into tens and ones. Draw place value blocks to show the parts.
   \[ 56 = 60 + 6 \]

2. Complete the drawing to show how to regroup 1 ten as ones.

3. Complete the bar diagram to model \(64 - 31 = ?\)

Open Number Lines
4. Find \(40 - 25\) by counting back on an open number line. Show your work.
   \[ \text{Sample work is shown.} \quad 40 - 25 = 15 \]

5. Find \(45 - 22\) by adding up on an open number line. Show your work.
   \[ \text{Sample work is shown.} \quad 45 - 22 = 23 \]

Math Story
6. Lea has 30 cookies. She gives 17 cookies to her friends. How many cookies does Lea have now?
   \[ 13 \text{ cookies} \]
Vocabulary

1. **Regroup** means to name a number in a different way.

Regroup 1 ten as 10 **ones**.

Both ways show **ten**.

2. Find 32 \( - \) 4. Use place-value blocks.

Show 3 **tens** and 2 **ones**.

Ask: Are there enough ones to subtract 2 of the 4 ones? **Yes**

Take away 2 ones. Put an X on the ones you take away.

Regroup 1 **ten** as 10 **ones**.

Now take away 2 more ones.
You don’t have to take away tens.

So, 32 \( - \) 4 = **28**.

On the Back! **Answers will vary. Check students’ work.**

3. Pick a two-digit number between 42 and 46.
Show the number with place-value blocks.
Take away 8 ones from your number. Find the difference.
Regroup if you need to. Draw blocks to show your solution.
Read the problem. Answer the questions to help you understand the problem.

**Higher Order Thinking** Sammie has 9 fewer rings than Emilio. Sammie has 7 more rings than Sara. Emilio has 34 rings. Complete the sentences below. Draw a picture to explain your work.

Sammie has ____ rings. Sara has ____ rings.

1. Underline what you know about the problem. **Check students’ work.**
2. What information do you need to find?
   **How many rings Sammie and Sara each have**

Reread the problem.

3. How will you start your drawing to solve the problem? **Sample answer: I can show the number of rings Emilio has. I know this number from the problem.**

4. How can your drawing help you find the number of rings that Sammie has? **Sample answer: I can cross out 9 rings and count the number of rings that are left.**

5. How can you use your drawing to help find the number of rings that Sara has? **Sample answer: I can cross out 7 more rings and count the number of rings left.**
Vocabulary
1. You sometimes need to **regroup** to subtract 2-digit numbers.
Find 40 − 16.
Do you need to regroup? **Yes**
Regroup 1 ten as 10 ones.
Take away 6 ones. Then take away 1 ten. 40 − 16 = **24**

2. Find 54 − 37. Show your work.
You can start taking away tens.
Take away 3 tens. Cross out 3 tens in the drawing.
5 tens − 3 tens = 2 tens.
You have to take away 7 ones.
Regroup 1 ten as 10 ones.
Show the regrouping in the drawing.
Take away the ones. 14 − 7 = **7**
Cross out 7 ones in the drawing.
So, 54 − 37 = **17**.

On the Back! 65; Check students’ work.
3. Find 93 − 28.
Draw place-value blocks. Regroup if needed.
Read the problem. Circle True or False after each statement to help you understand how to do the problem.

**Higher Order Thinking** Write a subtraction story about $36 - 17$. Explain how to solve the problem.

1. You are asked to write an addition story for this problem.  
   - True  
   - False

2. You are given an addition story to solve for this problem.  
   - True  
   - False

3. The story you write can include animals.  
   - True  
   - False

4. You can write a subtraction story about things being lost or sold.  
   - True  
   - False

5. Your story can be about a person who buys 36 more things.  
   - True  
   - False

6. You can choose the numbers for your subtraction story.  
   - True  
   - False

7. The numbers you will use in your subtraction story will be 36 and 17.  
   - True  
   - False

8. The story can take place in a school.  
   - True  
   - False

9. You are asked to explain how to solve your problem.  
   - True  
   - False
Pet Stickers

The students put pet stickers in notebooks. Subtract to find how many stickers there are left. Draw place-value blocks to show your work.

1. David chooses the dog stickers.
   He puts 28 stickers in a book.
   How many dog stickers are left?

   25 dog stickers

2. Hannah chooses the fish stickers.
   She puts 19 stickers in a book.
   How many fish stickers are left?

   19 fish stickers

3. Darren chooses the snake stickers.
   He puts 37 stickers in a book.
   How many snake stickers are left?

   38 snake stickers
Name _______________________

**Vocabulary**

1. You can use place-value blocks to **Check students’ work.** help you find **partial differences.**

   These blocks show 53.

   Circle the **ones** blocks with red.
   Circle the **tens** blocks with blue.

   You can find 53 – 17 with the blocks.

2. Find 53 – 17. Look at the models on the right.

   You can subtract \( \frac{1}{10} \) ten from 5 tens.

   \[
   53 - 10 = 43
   \]

   Next, subtract \( \frac{7}{7} \) ones.

   First, subtract 3 ones to make a 10.

   \[
   43 - 3 = 40
   \]

   Regroup 1 ten as 10 ones.

   Then, subtract 4 more ones.

   There are 3 tens left.
   There are 6 ones left.

   So, 53 – 17 = 36.

**On the Back! 47; Check students’ work.**

3. Use place-value blocks and partial differences to find 74 – 27.

   Show drawings of your blocks. Regroup if you need to.
Read the problem. Answer the questions to help you understand the problem.

**Model**  Don has 72 marbles. Josie has 56 marbles. How many more marbles does Don have than Josie? ___ more marbles

**Survey**
1. What are the facts in the problem? Underline them. **Check students’ work.**
2. What do you need to do to answer the question? Explain. **Find out how many more marbles Don has than Josie.**

**Question**
3. What operation can you use to solve the problem? **Subtraction**

**Reread**
4. Do you need to find the total number of marbles Don and Josie have? Explain. **No; Sample answer: The problem doesn’t ask me to find how many marbles in all.**

**Question**
5. What strategy could you use to solve the problem? Explain. **Sample answer: I could draw place-value blocks and find partial differences. I can record my work.**
1. You can **break apart** the number you are subtracting.
   Use an **open number line** and record **partial differences**.

   Find $72 - 26$.
   Break apart 26 into $2$ tens and $6$ ones.
   Start at 72. Count back 20 to get to 52.
   Break apart 6 into $2$ and $4$.
   Then count back 2 from 52 to get to 50, and 4 more to get to 46.

   $72 - 20 = 52$
   $52 - 2 = 50$
   $50 - 4 = 46$

   So, $72 - 26 = 46$.

2. Find $83 - 35$.
   Break apart 35 into $3$ tens and $5$ ones.
   Start at 83. Count back $30$ to get to 53.
   Break apart 5 into $3$ and $2$.
   Then count back 3 from 53 to get to 50, and 2 more to get to 48.

   $83 - 35 = 48$

   Use an open number line if needed. Show your work.
Read the problem. Answer the questions to help you understand the problem.

enVision® STEM Kate had 32 ice cubes. She put \( \frac{1}{4} \) of them in the sun and they melted. How many ice cubes does Kate have now?

1. What information is given in the problem?
   Kate had 32 ice cubes. \( \frac{1}{4} \) of the ice cubes melted in the sun.

2. What question do you need to answer?
   How many ice cubes does Kate have now?

3. Will Kate have more or fewer ice cubes now? Explain.
   Fewer; Sample answer: \( \frac{1}{4} \) of the ice cubes melted, so she will have less than she started with.

Reread the problem.

4. What operation can you use to solve the problem?
   Subtraction

5. Why did you choose that operation?
   Sample answer: \( \frac{1}{4} \) of the ice cubes melted.
   So, Kate will have fewer than 32 ice cubes.

6. What strategy will you use to solve the problem? Explain.
   Sample answer: I could draw place-value blocks and regroup if needed.
**Vocabulary**

1. You can find $68 - 25$ using different strategies.

   **One Way**
   - Draw 68.
   - Do you need to **regroup**?
   - **No**
   - Cross out 2 tens and 5 ones.
   - So, $68 - 20 = 48$
   - Then, subtract 5.
   - $48 - 5 = 43$
   - So, $68 - 25 = 43$

   **Another Way**
   - Break apart the number you subtract.
   - Think of 25 as $20 + 5$
   - Find partial differences.
   - First, subtract 20.
   - $68 - 20 = 48$
   - Then, subtract 5.
   - $48 - 5 = 43$
   - So, $68 - 25 = 43$

2. Find $42 - 18$

   **One Way**
   - Use compensation.
   - It's easier to subtract 20.
   - Add 2 to 18.
   - Subtract $42 - 20 = 22$.
   - Add 2 to the difference.
   - So, $22 + 2 = 24$

   **Another Way**
   - Break apart 18.
   - Think of 18 as 10 and 8.
   - Subtract 10. $42 - 10 = 32$
   - Think: I know 8 = 2 + 6.
   - $32 - 2 = 30$; $30 - 6 = 24$
   - So, $42 - 18 = 24$

**On the Back! Check students’ explanation.**

3. Explain how one of the strategies used to find $42 - 18$ in Item 2 works.
Read the problem. Answer the questions to help you understand the problem.

Vocabulary Complete each sentence. Use two of the words below.

addend  equation  difference  sum

93 – 53 = 40 is an ___________.
40 is called the ___________ of 93 and 53.

Think about the meanings of the words in the problem.
1. What is one symbol that is shown in an equation?
   Sample answer: An equal sign

2. Write the meaning of equation in your own words.
   Sample answer: An equation is a math sentence with an equal sign. The value on the left is equal to the value on the right.

3. What symbol is used between addends to find a sum?
   A plus sign

4. What operation is used to find a difference?
   Subtraction

5. What operation is used to find a sum?
   Addition

Reread the problem.
6. Circle the equation in the problem.
   Check students’ work.
Name

**Vocabulary**

1. Fred has 45 stamps. He uses 16 stamps. How many stamps does Fred have left?

   A **bar diagram** can help you see the parts and the whole in the problem.

   Write the part and the whole.  
   Use ? for the part you do not know.

   Will you add or subtract? **subtract**

   Solve the problem.

   Fred has **29** stamps left.

![Sample work shown.]

2. Fred gets 28 more stamps. How many stamps does he have now?

   *Think:* Use the answer from the problem in Item 1 to solve this problem.

   Will you add or subtract? **add** Show your work.

   Fred has **57** stamps now.

![Sample work shown.]

**On the Back! 77; Check students’ work.**

3. There are 62 ducks on a lake. 13 ducks fly away. Then 28 more ducks fly to the lake. How many ducks are there now? Use bar diagrams to help solve.
Read the problem. Answer the questions to help you understand the problem.

**Higher Order Thinking** Lauren has a stamp collection. She gives Kristen 12 stamps and Ethan 15 stamps. Lauren has 22 stamps left. How many stamps did she have at the start?

Step 1:  

\[ \text{___} = \text{___} \]

Step 2:  

\[ \text{___} = \text{___} \] stamps

1. Tell what the problem is about.  
   **Sample answer:** Lauren has some stamps.  
   She gives some away.

2. Can the problem be answered in one step? Explain.  
   **No; Sample answer:** First, I need to find out how many stamps Lauren gives to Kristen and Ethan.

Reread the problem.

3. Underline the details you need to solve the problem.  
   **Check students’ work.**

4. What is the first step to solve the problem?  
   **Sample answer:** Find the total number of stamps Lauren gives away.

5. How many equations will you write?  
   \[ 2 \]
Vocabulary

1. A bar diagram and an equation can help you reason about how numbers in a problem relate.

Alex picks 43 plums. Betty picks 22 plums. How many more plums does Alex pick than Betty?

The whole is 43. One part is 22. Complete the bar diagram and write an equation to solve. Sample equation given.

$43 - 22 = 21$

Alex picks 21 more plums than Betty.

2. Alba has 54 apples. 17 of her apples are green. The rest are red. How many apples are red?

The whole is 54. One part is 17. Complete the bar diagram and write an equation to solve.

$54 - 17 = 37$

Alba has 37 red apples.

On the Back!

3. Latrell has 35 baseball cards. He has 29 fewer baseball cards than Mia. How many baseball cards does Mia have? Use a bar diagram and an equation to solve. 64; Check students’ work.
Name

Read the problem. Answer the questions to help you understand the problem.

The second- and third-grade students planted these trees in Wing Park. The second-grade students planted 26 of the spruce trees. How many spruce trees did the third-grade students plant?

1. What is this problem about?
   Sample answer: The number of spruce trees the second- and third-grade students planted

2. What does the picture show?
   The number of each type of tree planted

Reread the problem.

3. Underline the question you need to answer. Check students’ work.

4. How many spruce trees did the second-grade students plant?
   26 spruce trees

5. What detail in the picture will not be used to solve the problem?
   The number of oak trees planted

6. What operation can you use to solve the problem?
   Sample answer: Subtraction

7. Why did you choose that operation?
   Sample answer: 44 spruce trees were planted. The 2nd graders planted 26 of them. I can subtract to find how many trees the 3rd graders planted.
What Your Student is Learning:
1. A bar diagram can be used to show the relationship between quantities in a real-world problem, and an equation can be written to represent that relationship.
2. Strategies for adding and subtracting whole numbers can be used to find the unknown quantities.
3. Sometimes a problem has an unstated, or hidden question that you need to answer before you can find the final answer. Sometimes the answer to one problem is needed to find the answer to another problem.

Background and Context for Parents:
- Students aren’t adding the way we learned with carrying, instead they are discovering and learning different strategies to add numbers based on place value, which keeps the actual value of the number in tact. The re-teaching pages in this section do a great job of showing the strategies you can encourage your student to use. Also see below for some information on how to create bar diagrams to represent the word problems.

Ways to support your student:
1. Read the problem out loud to them.
2. Encourage them to use the Three Reads strategy: [http://www.sfusdmath.org/3-read-protocol.html](http://www.sfusdmath.org/3-read-protocol.html)
3. Ask them what they notice and wonder about the word problem before they solve it. That allows them to understand the problem first before they even try to solve it. Here is a video about the importance of noticing and wondering: [https://www.youtube.com/watch?v=a-Fth6sQaRA](https://www.youtube.com/watch?v=a-Fth6sQaRA)
4. Before giving your student the answer to their question or specific help, ask them “What have you tried so far?, What do you know?, What might be a next step?
5. After your student has solved it, and before you tell them it’s correct or not, have them explain to you how they got their solution and if they think their answer makes sense.

Online Resources for Students:
- Online game: [https://www.gregtangmath.com/howmany](https://www.gregtangmath.com/howmany)
Review What You Know

Vocabulary
1. Write the subtraction problem below as an equation.
   
   \[
   \begin{array}{c}
   75 \\
   -30 \\
   \hline
   45
   \end{array}
   \]

2. Complete the bar diagram to model \(77 + 22 = ?\)

3. Circle the two addends below that are compatible numbers.
   
   \[
   18 + 6 + 4 = ?
   \]

Adding to Check Subtraction
4. Use addition to check if the subtraction equation is correct.
   
   \[51 - 22 = 29\]

Subtracting to Check Addition
5. Use subtraction to check if the addition is correct.
   
   \[37 + 26 = 53\]

Number Story
6. Jim and Maria are counting birds. Jim counts 17 birds. Maria counts 33 birds. How many more birds does Maria count than Jim?
Vocabulary

1. You can **model** a problem with a **bar diagram** and an **equation**.

Jackie has 47 flowers.
18 flowers are red.
The rest are yellow.
How many flowers are yellow?
Complete the bar diagram and equation to show and solve the problem. Use a ? for the unknown number.

___ flowers

2. Eduardo has some seeds. He plants 25 seeds. He has 53 seeds left.
How many seeds did Eduardo have at first?
You know the parts, 25 and ___.
You need to find the whole, ?.
Complete the bar diagram and write an equation to solve.

___ seeds

On the Back!

3. 46 grapes are in a bowl. 27 grapes are red. The rest are green.
How many are green? Solve using a diagram and an equation.
Name ______________________

Read the problem. Answer the questions to help you understand the problem.

Higher Order Thinking Jim has 44 roses. 14 are white and the rest are red. How many are red? Write two different equations to model the problem. Then solve.

Equation: ______________________

Equation: ______________________

red roses

1. How many roses does Jim have in all?

2. What color are the roses Jim has?

3. How many roses of each color does Jim have?

4. What does the problem ask you to find?

5. What two things are you asked to do to complete the problem?
**Vocabulary**

1. You can use a **bar diagram** to think about and solve problems.

   Blue Pond has 13 fewer fish than Fox Pond. Blue Pond has 27 fish. How many fish does Fox Pond have?

   Write the numbers you know in the bar diagram. Write ? for the unknown.

   ![Bar diagram](image)

   

   Add to find the number of fish in Fox Pond.

   \[
   27 + 13 = ?
   \]

   

   \[
   + 3 - 3
   \]

   

   \[
   30 + 10 = 40
   \] fish


   ![Bar diagram](image)

   

   \[
   \frac{29}{22}
   \] raisins

**On the Back!**

3. There are 14 fewer boys than girls on a field trip. There are 48 boys on the field trip. How many girls are on the field trip? Solve any way you choose.
Read the problem. Answer the questions to help you understand the problem.

Higher Order Thinking  There are 48 red tacks and blue tacks in a bag. There are fewer red tacks than blue tacks. There are at least 26 blue tacks but no more than 30 blue tacks. How many of each color could be in the bag? Complete the chart to solve the problem.

<table>
<thead>
<tr>
<th>Red Tacks</th>
<th>Blue Tacks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>21</td>
<td>28</td>
<td>48</td>
</tr>
<tr>
<td>19</td>
<td>30</td>
<td>48</td>
</tr>
</tbody>
</table>

1. What are you asked to do in the problem?

2. How many tacks are there in all?

Reread the problem.

3. How many blue tacks can be in the bag?

4. How does the information about the blue tacks help you complete the chart? Explain.
**Vocabulary**

1. You can use a bar diagram to model and solve problems.

   There are 23 more yellow bricks than red bricks.
   There are 47 yellow bricks.
   How many red bricks are there?

   Are there more yellow bricks or red bricks?

   There are _____ fewer red bricks than yellow bricks.

   Yellow bricks
   Red bricks 23 bricks more

   red bricks

2. There are 34 more cars than trucks. There are 71 cars.
   How many trucks are there?

   There are _____ fewer _____

   Cars
   Trucks 34 cars more

   trucks

**On the Back!**

3. Luisa has 46 more stickers than Ethan. Luisa has 75 stickers.
   How many does Ethan have? Solve using a bar diagram.
Name ____________________________

Read the problem. Circle True or False after each statement to help you understand the problem.

**Higher Order Thinking** There are 58 red pens and blue pens in a bag. There are more red pens than blue pens. There are at least 36 red pens but no more than 40 red pens. How many of each color could be in the bag? Complete the chart to solve the problem.

<table>
<thead>
<tr>
<th>Red Pens</th>
<th>Blue Pens</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>22</td>
<td>58</td>
</tr>
<tr>
<td>37</td>
<td>20</td>
<td>58</td>
</tr>
<tr>
<td>39</td>
<td>18</td>
<td>58</td>
</tr>
</tbody>
</table>

1. There are two colors of pens in the bag. ___________ True ___________ False

2. You know the exact number of blue pens. ___________ True ___________ False

3. If you want, you can add more rows to the chart. ___________ True ___________ False

4. The sum of the red pens and the blue pens is always 58. ___________ True ___________ False

5. There can never be more blue pens than red pens. ___________ True ___________ False

6. As the number of blue pens goes up, the number of red pens goes up, too. ___________ True ___________ False
Vocabulary

1. Add or subtract to complete each equation.
   
   \[ 24 \square = 15 \]
   \[ 45 \square = 63 \]
   \[ 15 \square = 20 \]
   \[ 84 \square = 74 \]

2. Dina has 47 stamps. She gets 6 more stamps.
   Dina gives 15 stamps to Arun.
   How many stamps does Dina have now?

   Solve Step 1. Then use the answer to solve Step 2.

   **Step 1**
   Dina has 47 stamps. She gets 6 more stamps.
   Add to find how many stamps she has now.
   \[ 47 + 6 = \] Dina has \[ \_ \] stamps in all.

   **Step 2**
   Dina gives 15 stamps to Arun.
   How many stamps does Dina keep?
   Subtract from Dina’s total.
   \[ \_ \] = Dina has \[ \_ \] stamps now.

On the Back!

3. Solve. Write an equation for Step 1 and for Step 2.

   Mia made 35 bows. She gave 7 away.
   Mia made 14 more bows.
   Now how many bows does she have?
Read the problem. Answer the questions to help you understand the problem.

**Vocabulary** Circle the **equations** that have a **sum**. Underline the equations that have a **difference**.

\[
\begin{align*}
33 - 18 &= 15 \\
79 + 16 &= 95 \\
46 + 34 &= 80 \\
52 - 52 &= 0
\end{align*}
\]

1. Underline the bold math terms in the problem.

**Think about clues to the meanings of the words.**

2. What is an **equation**?

3. What signs do you see in the equations shown above?

4. Write the meaning of **sum**.

5. Write the meaning of **difference**.
Vocabulary

1. Two-step problems have two parts. Use the answer from the first step to solve the second step.

There are two sets of lightbulbs. 7 bulbs burn out. How many bulbs are left? Write an equation for each step.

Step 1  How many bulbs are there in all?

____ + ____ = ____

Step 2  7 bulbs burn out. How many bulbs are left?

____ − ____ = ____

2. Greg has 24 old crayons and 9 new crayons. He gives away 5 crayons. How many crayons does he keep?

Step 1  Add to find how many crayons in all.

\[ 24 + 9 = \]

Greg has ____ crayons in all.

Step 2  Subtract the number of crayons Greg gives away from the total.

\[ ____ − ____ = ____ \]

Greg keeps ____ crayons.

On the Back!

3. A garden has 32 flowers. Jill cuts 15 tulips and 7 asters. How many flowers are left in the garden?
Name __________________________

Read the problem. Answer the questions to help you understand the problem.

**Make Sense** Tim bakes 24 more muffins than Gina. Gina bakes 13 muffins. Lea bakes 16 fewer muffins than Tim.

How many muffins does Lea bake?

____ muffins

1. Who bakes more muffins, Tim or Gina?

2. How many fewer muffins does Gina bake than Tim?

Reread the problem.

3. What is the hidden question in the problem?

4. How many fewer muffins does Lea bake than Tim?

5. Before you solve the problem, do you know if Lea bakes more muffins than Gina? Explain.
Answer Keys
Review What You Know

**Vocabulary**
1. Write the subtraction problem below as an equation.
   
   \[
   \begin{array}{c}
   75 \\
   -30 \\
   \hline
   45
   \end{array}
   \]

   \[75 - 30 = 45\]

2. Complete the **bar diagram** to model \(77 + 22 = ?\)

3. Circle the two addends below that are **compatible numbers**.
   
   \[18 + 6 + 4 = ?\]

**Adding to Check Subtraction**
4. Use addition to check if the subtraction equation is correct.
   
   \[51 - 22 = 29\]
   
   **Sample answer:**
   
   \[29 + 22 = ?\]
   
   +1
   
   -1
   
   30 + 21 = 61
   
   Is it correct? **yes**

**Subtracting to Check Addition**
5. Use subtraction to check if the addition is correct.
   
   \[37 + 26 = 53\]
   
   **Sample answer:**
   
   \[63 - 26 = ?\]
   
   +4
   
   +4
   
   67 - 30 = 27
   
   Is it correct? **no**

**Number Story**
6. Jim and Maria are counting birds. Jim counts 17 birds. Maria counts 33 birds. How many more birds does Maria count than Jim?

**Check students’ work.**

16 more birds
Vocabulary

1. You can **model** a problem with a **bar diagram** and an **equation**.
   Jackie has 47 flowers.
   18 flowers are red.
The rest are yellow.
   How many flowers are yellow?
   Complete the bar diagram and equation to show and solve the problem. Use a ? for the unknown number.
   **29 flowers**

   \[
   47 \begin{array}{c}
   18 \end{array} \equiv ?
   \]

   **Sample equation given.**

2. Eduardo has some seeds. He plants 25 seeds. He has 53 seeds left.
   How many seeds did Eduardo have at first? **Sample equation given.**
   You know the parts, 25 and 53.
   You need to find the whole, ?
   Complete the bar diagram and write an equation to solve.
   **78 seeds**

   \[
   ? \begin{array}{c}
   25 \end{array} \equiv 53
   \]

   \[
   25 + 53 \equiv ?
   \]

On the Back!

3. 46 grapes are in a bowl. 27 grapes are red. The rest are green.
   How many are green? Solve using a diagram and an equation.
   **19; Check students’ work.**
Read the problem. Answer the questions to help you understand the problem.

**Higher Order Thinking** Jim has 44 roses. 14 are white and the rest are red. How many are red? Write two different equations to model the problem. Then solve.

Equation: ____________

Equation: ____________

---  red roses

1. How many roses does Jim have in all?  
   **44**

2. What color are the roses Jim has?  
   **White and red**

3. How many roses of each color does Jim have?  
   **14 are white; I don’t know the number of red.**

4. What does the problem ask you to find?  
   **The number of red roses that Jim has.**

5. What two things are you asked to do to complete the problem?  
   **Sample answer: Write two equations to model the problem. Solve the problem.**
1. You can use a bar diagram to think about and solve problems.

Blue Pond has 13 fewer fish than Fox Pond. Blue Pond has 27 fish. How many fish does Fox Pond have?

Write the numbers you know in the bar diagram. Write ? for the unknown.

<table>
<thead>
<tr>
<th>Fox Pond fish</th>
<th>Add to find the number of fish in Fox Pond.</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>27 + 13 = ?</td>
</tr>
<tr>
<td>27</td>
<td>+ 3 - 3</td>
</tr>
<tr>
<td>13 fish fewer</td>
<td>30 + 10 = 40 fish</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Lena’s raisins</th>
<th>Chris’s raisins</th>
<th>22 raisins fewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>29</td>
<td>+ 22</td>
</tr>
<tr>
<td>+ 22</td>
<td>40</td>
<td>+ 11</td>
</tr>
</tbody>
</table>

51 raisins

On the Back! 62; Check students’ work.

3. There are 14 fewer boys than girls on a field trip. There are 48 boys on the field trip. How many girls are on the field trip? Solve any way you choose.
Name ______________________________

Read the problem. Answer the questions to help you understand the problem.

Higher Order Thinking  There are 48 red tacks and blue tacks in a bag. There are fewer red tacks than blue tacks. There are at least 26 blue tacks but no more than 30 blue tacks. How many of each color could be in the bag? Complete the chart to solve the problem.

<table>
<thead>
<tr>
<th>Red Tacks</th>
<th>Blue Tacks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>21</td>
<td>28</td>
<td>48</td>
</tr>
<tr>
<td>19</td>
<td>30</td>
<td>48</td>
</tr>
</tbody>
</table>

1. What are you asked to do in the problem?  
   **Sample answer: Complete the chart to find out how many red tacks and blue tacks could be in the bag.**

2. How many tacks are there in all?  **48**

Reread the problem.

3. How many blue tacks can be in the bag?  
   **At least 26 but no more than 30.**

4. How does the information about the blue tacks help you complete the chart? Explain.  
   **Sample answer: If I know the number of blue tacks, I can find the number of red tacks. The two numbers must add up to 48.**
Vocabulary

1. You can use a bar diagram to model and solve problems.

There are 23 more yellow bricks than red bricks.
There are 47 yellow bricks.
How many red bricks are there?

Are there more yellow bricks or red bricks? yellow 23 Sample work:
There are 23 fewer red bricks than yellow bricks.
47 - 23 = ?
- 3 - 3
44 - 20 = 24 24 red bricks

2. There are 34 more cars than trucks. There are 71 cars.
How many trucks are there?

There are 34 fewer trucks than cars. Sample work:

On the Back!

3. Luisa has 46 more stickers than Ethan. Luisa has 75 stickers.
How many does Ethan have? Solve using a bar diagram.
29 stickers; Check students’ work.
Name ____________________________

Read the problem. Circle True or False after each statement to help you understand the problem.

**Higher Order Thinking** There are 58 red pens and blue pens in a bag. There are more red pens than blue pens. There are at least 36 red pens but no more than 40 red pens. How many of each color could be in the bag? Complete the chart to solve the problem.

<table>
<thead>
<tr>
<th>Red Pens</th>
<th>Blue Pens</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>22</td>
<td>58</td>
</tr>
<tr>
<td>37</td>
<td>20</td>
<td>58</td>
</tr>
<tr>
<td>39</td>
<td>18</td>
<td>58</td>
</tr>
</tbody>
</table>

1. There are two colors of pens in the bag.  **True**  **False**
2. You know the exact number of blue pens.  **True**  **False**
3. If you want, you can add more rows to the chart.  **True**  **False**
4. The sum of the red pens and the blue pens is always 58.  **True**  **False**
5. There can never be more blue pens than red pens.  **True**  **False**
6. As the number of blue pens goes up, the number of red pens goes up, too.  **True**  **False**
Vocabulary

1. Add or subtract to complete each equation.
   \[ \begin{align*}
   24 - 9 &= 15 \\
   15 + 5 &= 20 \\
   45 + 18 &= 63 \\
   84 - 10 &= 74
   \end{align*} \]

2. Dina has 47 stamps. She gets 6 more stamps.
   Dina gives 15 stamps to Arun.
   How many stamps does Dina have now?

   Solve Step 1. Then use the answer to solve Step 2.

   **Step 1** Dina has 47 stamps. She gets 6 more stamps.
   Add to find how many stamps she has now.
   \[ 47 + 6 = 53 \]
   Dina has 53 stamps in all.

   **Step 2** Dina gives 15 stamps to Arun.
   How many stamps does Dina keep?
   Subtract from Dina’s total.
   \[ 53 - 15 = 38 \]
   Dina has 38 stamps now.

On the Back!

3. Solve. Write an equation for Step 1 and for Step 2.

   Mia made 35 bows. She gave 7 away.
   Mia made 14 more bows.
   Now how many bows does she have?
   **42 bows; Check students’ work.**
   \[ 35 - 7 = 28; 28 + 14 = 42 \]
Name

Read the problem. Answer the questions to help you understand the problem.

**Vocabulary** Circle the **equations** that have a **sum**. Underline the equations that have a **difference**.

<table>
<thead>
<tr>
<th>Equation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 – 18 = 15</td>
<td></td>
</tr>
<tr>
<td>79 + 16 = 95</td>
<td></td>
</tr>
<tr>
<td>46 + 34 = 80</td>
<td></td>
</tr>
<tr>
<td>52 – 52 = 0</td>
<td></td>
</tr>
</tbody>
</table>

1. Underline the bold math terms in the problem. 
   **Check students’ work.**

Think about clues to the meanings of the words.

2. What is an **equation**?
   **Sample answer:** It is a number sentence. It has at least one operation sign, an equal sign, and numbers.

3. What signs do you see in the equations shown above?
   **Sample answer:** 2 plus signs, 2 minus signs, 4 equal signs

4. Write the meaning of **sum**.
   **Sample answer:** A sum is the answer to an addition problem.

5. Write the meaning of **difference**.
   **Sample answer:** A difference is the answer to a subtraction problem.
Vocabulary

1. Two-step problems have two parts. Use the answer from the first step to solve the second step.

There are two sets of lightbulbs. 7 bulbs burn out. How many bulbs are left? Write an equation for each step.

Step 1  How many bulbs are there in all?  
\[15 + 8 = 23\]

Step 2  7 bulbs burn out. How many bulbs are left?  
\[23 - 7 = 16\]

2. Greg has 24 old crayons and 9 new crayons. He gives away 5 crayons. How many crayons does he keep?

Step 1  Add to find how many crayons in all.  
\[24 + 9 = 33\]

Greg has 33 crayons in all.

Step 2  Subtract the number of crayons Greg gives away from the total.  
\[33 - 5 = 28\]

Greg keeps 28 crayons.

On the Back! 10 flowers; \[15 + 7 = 22; 32 - 22 = 10\]

3. A garden has 32 flowers. Jill cuts 15 tulips and 7 asters. How many flowers are left in the garden?
Read the problem. Answer the questions to help you understand the problem.

**Make Sense** Tim bakes 24 more muffins than Gina. Gina bakes 13 muffins. Lea bakes 16 fewer muffins than Tim.

How many muffins does Lea bake? ___ muffins

1. Who bakes more muffins, Tim or Gina? **Tim**

2. How many fewer muffins does Gina bake than Tim? **24 fewer**

Reread the problem.

3. What is the hidden question in the problem? **Sample answer: How many muffins does Tim bake?**

4. How many fewer muffins does Lea bake than Tim? **16**

5. Before you solve the problem, do you know if Lea bakes more muffins than Gina? Explain. **Yes; Sample answer: Lea bakes 16 fewer than Tim. Gina bakes 24 fewer than Tim, so she bakes a smaller number.**
**Topic:** Make True Equations

**What Your Student is Learning:**
- An equation can have different numerical expressions on each side of the equal sign, but each has the same value.

**Background and Context for Parents:**
- This topic builds off of the idea that an equation is about balance. Understanding the quantity (not the number) on one side needs to be the same as the quantity on the other side is important for students to understand as many students have the misconception that the equal sign simply means that the answer is coming.

**Ways to support your student:**
- Transfer problem onto blank paper for your student to show all their thinking without worrying about space. Sometimes students try to hold all the numbers in their head if they don't have space.
- Guessing and checking is a good strategy to start so if your student is stuck, tell them to just put in different numbers and see if it makes the equation true. You can discuss what numbers make sense to try as in the example above, 50 and 0 don't make sense to even try.
- Once your student becomes confident with guessing and checking, ask them if there is any thinking they can do before they guess a number.
- Before giving your student the answer to their question or specific help, ask them “What have you tried so far?, What do you know?, What might be a next step?”
- After your student has solved it, and before you tell them it’s correct or not, have them explain to you how they got their solution and if they think their answer makes sense.

**Online Resources for Students:**
- Online game (make sure your student only does addition or subtraction): [http://www.gregtangmath.com/missing](http://www.gregtangmath.com/missing)
Vocabulary

1. An equation is true if the value on both sides of the equal sign is the same.

Find the missing number to make this equation true.

\[ 14 + 5 = 6 + ? \]

Find the value of the side with no missing number.

\[ 14 + 5 = 19 \]

So, the value of \( 6 + ? = 19 \).

\[ 6 + 13 = 19 \]

So, the missing number is 13.

So, \( 14 + 5 = 6 + 13 \).

Check: \[ 19 = 19 \] ✓

2. Write the missing number that makes the equation true.

\[ 17 - ? = 3 + 8 \]

\[ 3 + 8 = \] ___

\[ 17 - \] = 11

So, \( 17 - \) = 3 + 8

Check: = ✓

On the Back!

3. Write the missing number that makes the equation true.

Use pictures or words to explain how you know.

\[ 11 + 22 = \] ___ \(-10\)
Name

Read the problem. Answer the questions to help you understand the problem.

Write an equation to show the problem. Then solve. Show your work.

Reasoning  Karen had $14 and spent $6. Larry had some money and spent $3. Now Karen and Larry have the same amount of money. How much money did Larry have before he spent $3?

$ __________

1. Read the directions above the problem. What are two things you need to do?

2. What is this problem about?

Reread the problem.

3. What happened to the amounts of money Karen and Larry started with?

4. What question do you need to answer?

5. What do you know about the amounts of money Karen and Larry have now?
Science Riddle

Find the missing number that makes each equation true. Next to the equation, write the letter that goes with the number you found. Read down to answer this riddle:

I pass before the sun, but I leave no shadow. What am I?

1. \(20 - \_ = 6 + 5\)

2. \(\_ + 5 = 18 - 3\)

3. \(14 - 6 = 15 - \_\)

4. \(9 + 9 = \_ + 13\)

12 = E  
10 = I  
9 = W  
7 = N  
5 = D  
6 = B  
8 = A  
11 = S
Vocabulary

1. An equal sign means that the value on both sides is the same.

Find the missing number to make this equation true.

\[ 4 + 26 + 10 = 60 - ? \]

First, you can find \( 4 + 26 + 10 \).

\[ 4 + 26 + 10 = 40 \]

So, \( 40 = 60 - ? \)

What number can you subtract from 60 to get 40?

Think addition: \( 40 + ? = 60 \)

The missing number is 20.

So, \( 4 + 26 + 10 = 60 - 20 \).

Check: \( 40 = 40 \checkmark \)

2. Write the missing number that makes the equation true.

\[ 45 - ? = 8 + 11 + 11 \]

\[ 45 - ? = 30 \]

\[ 45 - ___ = 30 \]

So, \( 45 - ___ = 8 + 11 + 11 \).

Check: \( = \checkmark \)

On the Back!

3. Write the missing number that makes the equation true.

\[ 35 + ___ = 7 + 20 + 13 \]
Name

Read the problem. Answer the questions to help you understand the problem.

**Reasoning** Gemma had some game tokens and then earned 8 more. Ana had 32 tokens and lost 4. Now they have an equal number of tokens. How many tokens did Gemma have to start?

___ tokens

1. What is this problem about?

Reread the problem.

2. How did the number of tokens Gemma had change?

3. How did the number of tokens Ana had change?

4. What do you know about the number of tokens the girls have now?

5. What do you need to find to complete the problem?
Answer Keys
Vocabulary
1. An **equation** is true if the value on both sides of the **equal sign** is the same.

Find the missing number to make this equation true.

$$14 + 5 = 6 + ?$$

Find the value of the side with no missing number.

$$14 + 5 = \underline{19}$$

So, the value of $6 + ? = \underline{19}$.

$$6 + \underline{13} = 19$$, so the missing number is $\underline{13}$.

So, $14 + 5 = 6 + 13$.

Check: $\underline{19} = \underline{19}$ ✓

2. Write the missing number that makes the equation true.

$$17 - ? = 3 + 8$$

$$3 + 8 = \underline{11}$$

$$17 - \underline{6} = 11$$

So, $17 - \underline{6} = 3 + 8$

Check: $\underline{11} = \underline{11}$ ✓

On the Back!

3. Write the missing number that makes the equation true.

Use pictures or words to explain how you know.

$$11 + 22 = \underline{43} - 10$$ Check students’ work.
Name ____________________________

Read the problem. Answer the questions to help you understand the problem.

Write an equation to show the problem. Then solve. Show your work.

**Reasoning** Karen had $14 and spent $6. Larry had some money and spent $3. Now Karen and Larry have the same amount of money. How much money did Larry have before he spent $3?

$ ___

1. Read the directions above the problem. What are two things you need to do?
   **Sample answer:** Write an equation and show my work.

2. What is this problem about?
   **Sample answer:** The amounts of money Karen and Larry have

Reread the problem.

3. What happened to the amounts of money Karen and Larry started with?
   **Sample answer:** They spent some of it.

4. What question do you need to answer?
   **Sample answer:** I need to find how much money Larry had before he spent $3.

5. What do you know about the amounts of money Karen and Larry have now?
   **The amounts are equal.**
Science Riddle

Find the missing number that makes each equation true. Next to the equation, write the letter that goes with the number you found. Read down to answer this riddle:

I pass before the sun, but I leave no shadow. What am I?

1. $20 - \underline{9} = 6 + 5$  
   W

2. $10 + 5 = 18 - \underline{3}$  
   I

3. $14 - 6 = 15 - \underline{7}$  
   N

4. $9 + 9 = \underline{5} + 13$  
   D

12 = E  10 = I  9 = W  7 = N
5 = D  6 = B  8 = A  11 = S
Vocabulary

1. An equal sign means that the value on both sides is the same.

Find the missing number to make this equation true.

\[4 + 26 + 10 = 60 - ?\]

First, you can find \(4 + 26 + 10\).

\[4 + 26 + 10 = 40\]

So, \(40 = 60 - ?\)

What number can you subtract from 60 to get 40?

Think addition: \(40 + 20 = 60\)

The missing number is 20.

So, \(4 + 26 + 10 = 60 - 20\).

Check: \(40 = 40\)

2. Write the missing number that makes the equation true.

\[45 - ? = 8 + 11 + 11\]

\[45 - ? = 30\]

\[45 - 15 = 30\]

So, \(45 - 15 = 8 + 11 + 11\).

Check: \(30 = 30\)

On the Back!

3. Write the missing number that makes the equation true.

\[35 + 5 = 7 + 20 + 13\]  Check students' work.
Read the problem. Answer the questions to help you understand the problem.

**Reasoning** Gemma had some game tokens and then earned 8 more. Ana had 32 tokens and lost 4. Now they have an equal number of tokens. How many tokens did Gemma have to start?

1. What is this problem about?
   **Sample answer:** The number of game tokens that Gemma and Ana have

Reread the problem.

2. How did the number of tokens Gemma had change?
   **Gemma had some and then she earned 8 more tokens.**

3. How did the number of tokens Ana had change?
   **Ana had 32 tokens and then lost 4 of them.**

4. What do you know about the number of tokens the girls have now?
   **Sample answer:** They have the same number of tokens.

5. What do you need to find to complete the problem?
   **Sample answer:** The number of tokens Gemma had to start
What Your Student is Learning:
1. Each kind of coin has a specific value unrelated to its physical size.
2. Money is measurable, and the value of coins can be quantified using cent amounts.
3. Each kind of bill has a specific value. You can count to find the total value of a group of dollar bills.
4. The value of the bills can be used to solve problems about money. Word problems about money can often be solved by adding and subtracting.
5. Good math thinkers know how to think about words and numbers to solve problems.

Background and Context for Parents:
- The main goal of this topic is for students to be able to count money accurately. There is a focus on adding and subtracting, but if your student can count forward and backwards in increments of 1, 5, 10, 25, and 20, then they will be able to add and subtract more fluently.
- Below is some of the learning your students will be doing around money:

Ways to support your student:
1. Read the problem out loud to them.
2. Talk about the value of the bills and coins whenever you have a chance. You can even have them count all the change in your pocket. Just keep it to dollars and cents, not decimals.
3. Ask them what they notice and wonder about the money before they solve the problem.
4. Before giving your student the answer to their question or specific help, ask them “What have you tried so far?, What do you know?, What might be a next step?”
5. After your student has solved it, and before you tell them it’s correct or not, have them explain to you how they got their solution and if they think their answer makes sense.

Online Resources for Students:
Online Games:
- [https://www.abcya.com/games/learning_coins](https://www.abcya.com/games/learning_coins)
- [https://www.gregtangmath.com/coinbubble](https://www.gregtangmath.com/coinbubble)
- [https://www.abcya.com/games/break_the_bank_sorting](https://www.abcya.com/games/break_the_bank_sorting)
- [https://www.abcya.com/games/money_counting](https://www.abcya.com/games/money_counting)
Review What You Know

Vocabulary
1. Draw the hands to show 8 o’clock.

2. Circle the number of minutes in one hour.
   - 30 minutes
   - 50 minutes
   - 60 minutes

3. Write the time below to the half hour.

Doubles Facts
4. Write each sum.
   - $7 + 7 = \underline{14}$
   - $9 + 9 = \underline{18}$
   - $10 + 10 = \underline{20}$

Array
5. Use mental math. How many squares are in the array?

Math Story
6. Some pennies are in a cup. Jan takes out 22 of the pennies. Now, 14 pennies are left in the cup. How many pennies were in the cup at the start?

- \underline{22} squares
- \underline{22} pennies
Vocabulary

1. Each **coin** has a name and a value in **cents** or **¢**. Write each value using the **¢** symbol.

<table>
<thead>
<tr>
<th>Coin</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>half-dollar</td>
<td>50 cents</td>
</tr>
<tr>
<td>quarter</td>
<td>25 cents</td>
</tr>
<tr>
<td>dime</td>
<td>10 cents</td>
</tr>
<tr>
<td>nickel</td>
<td>5 cents</td>
</tr>
<tr>
<td>penny</td>
<td>1 cent</td>
</tr>
</tbody>
</table>

2. Count on to find the total value.

   ![Coins]

   Start with the **quarter**. Write its value below.

   Next come two __________. So, count on by __________.

   __¢ and 10¢ more is ______¢ and 10¢ more is ______¢.

   So, the total value is ______.

On the Back!

3. Count on to find the total value of a half-dollar, a nickel, a quarter, and a penny. Draw the coins and write their values to help.
Name

Read the problem. Answer the questions to help you understand the problem.

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

1. What are you asked to do in the problem?

Reread the problem.

2. How many coins does Tori have in all?

3. Which coin is there more than one of?

4. In the box above, draw Tori’s coins.

5. Which coin will you start counting with? Explain.
# Coin Sense

Find the coins needed to buy each toy. Use the fewest possible coins. Write how many of each coin to use.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>![Basketball]</td>
<td>![Dime]</td>
<td>![Nickel]</td>
<td>![Penny]</td>
</tr>
<tr>
<td></td>
<td>89¢</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>![Whistle]</td>
<td>![Nickel]</td>
<td>![Nickel]</td>
<td>![Penny]</td>
</tr>
<tr>
<td></td>
<td>66¢</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>![Tape Measure]</td>
<td>![Dime]</td>
<td>![Nickel]</td>
<td>![Nickel]</td>
</tr>
<tr>
<td></td>
<td>48¢</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>![Truck]</td>
<td>![Dime]</td>
<td>![Nickel]</td>
<td>![Penny]</td>
</tr>
<tr>
<td></td>
<td>57¢</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Vocabulary**

1. You can count on with **coins** and write **equations** to solve problems.

   Dan wants to buy a ruler that costs 56¢. Dan has 5 nickels. How much more money does Dan need to buy the ruler?

   **Step 1** Count on to find out how much money Dan has.

   
   
   
   
   
   
   
   

   **Step 2** Find out how much more money Dan needs.

   \[56¢ - 25¢ = \ldots¢\]  Dan needs \ldots¢.

2. Rae spent 2 nickels and 2 quarters on a pen. Now she has 12¢. How much money did Rae have before spending?

   **Step 1** Count on to find out how much money Rae spent.

   
   
   
   
   

   **Step 2** Find out how much she had before spending.

   \[\ldots¢ + \ldots¢ = \ldots¢\]  Rae had \ldots¢.

---

**On the Back!**

3. Vi has 5 nickels and 7 pennies in her bag. She spends 19¢. How much money does Vi have now? Show your work.
Read the problem. Answer the questions to help you understand the problem.

enVision® STEM Greg’s science class wants to sort these coins by their color. What is the total value of the silver coins? ___¢

1. What coins does the picture show?

2. What groups will Greg’s class sort the coins into?

Use what you know about coins.
Circle True or False.

3. A penny is silver. True  False
4. A quarter is silver. True  False
5. A half-dollar is silver. True  False

Reread the problem.

6. Which coins will you add to solve the problem? Why?

7. Is there information in the problem that is not needed? Explain.
1. 1 dollar and 100 pennies have the same value. $1 = ___¢
Write the value of each type of dollar bill. Use a dollar sign.

2. Count on to find the total value of the dollar bills.

On the Back!

3. Draw pictures of dollar bills to solve the problem.
   Count on from the greatest bill.
   Dwayne has two $5 bills, one $20 bill, and three $10 bills.
   How much money does Dwayne have?
Read the problem. Answer the questions to help you understand the problem.

**Higher Order Thinking**  Roger buys a baseball bat that costs $27. He pays the clerk with two $20 bills. What bills can the clerk give him back as change?

**Survey**

1. What is the first piece of information you are given?

   - **A** Roger has two $20 bills.
   - **B** The bat costs $27.
   - **C** Roger buys two bats.
   - **D** The clerk gives Roger change.

**Question**

2. What is the total value of the bills Roger has?

   - **A** $20
   - **B** $27
   - **C** $40
   - **D** $67

**Reread the problem.**

3. What are you asked to find to solve the second part of the problem?

   - **A** How much the baseball bat costs
   - **B** The value of the money Roger gives the clerk
   - **C** How much money Roger will save
   - **D** What bills the clerk can give Roger in change
**Vocabulary**

1. You can count on with *dollar bills* and write *equations* to solve problems.

Alice wants to buy a game. The game costs $17. Alice has a $10 bill and a $5 bill. How much more money does Alice need to buy the game?

**Step 1** Find out how much money Alice has.
Count her money. Write an equation.

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ Alice has $\underline{\hspace{1cm}}$.

**Step 2** Find out how much more money Alice needs.
Write an equation. $17 - 15 = \underline{\hspace{1cm}}$
Alice needs $\underline{\hspace{1cm}}$ more.

2. Manuel spent two $10 bills and two $5 bills on a jacket. Now he has $6. How much money did Manuel have before spending?

**Step 1** Find out how much money Manuel spent.

$\underline{\hspace{1cm}} + $10 + $\underline{\hspace{1cm}} + $\underline{\hspace{1cm}} = $\underline{\hspace{1cm}}$

**Step 2** Find out how much money he had before buying the jacket.

$\underline{\hspace{1cm}} + $\underline{\hspace{1cm}} = $\underline{\hspace{1cm}}$ Manuel had $\underline{\hspace{1cm}}$.

**On the Back!**

3. Latrell has two $20 bills, and one $10 bill in his wallet. He spends $14. How much money does Latrell have now?
Write an equation for each step.
**Higher Order Thinking**  Henry has two $10 bills, two $5 bills, and three $1 bills. Mr. Harper has one $100 bill. Henry says he has more money because he has seven bills and Mr. Harper only has one bill. Is Henry correct? Explain.

1. Henry has more bills than Mr. Harper.  True  False
2. Henry has two $10 bills, two $5 bills, and three $1 bills.  True  False
3. The number of bills you have is the same as the value of the bills.  True  False
4. The value of Mr. Harper’s bill is $100.  True  False
5. You can use addition to solve the problem.  True  False
6. You do not need to find the value of Henry’s bills to solve the problem.  True  False
7. One way to find how much money Henry has is to count on with the value of each bill.  True  False
Vocabulary

1. Use tally marks to keep track as you count.

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<td>III</td>
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<td>V</td>
<td>VI</td>
<td>VII</td>
<td>VIII</td>
<td>IX</td>
</tr>
</tbody>
</table>

Draw 5 tally marks. \[\text{I I I I I}\] equals ___.

2. Use quarters, dimes, and nickels to make 45¢.
   Show three ways. Use the table to keep track.

<table>
<thead>
<tr>
<th>Ways to Show 45¢</th>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter</td>
<td>Dime</td>
<td>Nickel</td>
<td></td>
<td>45¢</td>
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<tr>
<td>[ ]</td>
<td>[ ]</td>
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<td>45¢</td>
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<td>45¢</td>
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<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
<td>45¢</td>
</tr>
</tbody>
</table>

Work in the top row. Start with a quarter, worth __¢.

Make ___ tally mark for it.

How many dimes do you need to get to 45¢?

Try a different way. Start with ___ quarter. Make ___ tally mark.

Now use only ___ dime. Make ___ tally mark.

You are up to ___ ¢. Now count on by nickels.

How many nickels to get to 45¢? ___ . Make the tally marks.

Now make 45¢ without dimes. Show the tally marks.

On the Back!

3. Use dimes, nickels, and pennies to make 12¢.
   Make a tally chart. Show three different ways.
Read the problem. Answer the questions to help you understand the problem.

Don wants to use these coins to play as many carnival games as he can. Each game costs 40¢. How can Don spend the coins that are shown at the right?

Survey
1. What do you need to do to solve the problem?

Reread
2. What is the cost of one game?

Question
3. How will you use the cost of a game to solve the problem?

4. Do you need to find the total value of Don’s coins? Explain.
Answer Keys
Review What You Know

Vocabulary
1. Draw the hands to show 8 o'clock.

2. Circle the number of minutes in one hour.
   - 30 minutes
   - 50 minutes
   - 60 minutes

3. Write the time below to the half hour.
   - 3:30

Doubles Facts
4. Write each sum.
   - 7 + 7 = 14
   - 9 + 9 = 18
   - 10 + 10 = 20

Array
5. Use mental math. How many squares are in the array?
   - 25 squares

Math Story
6. Some pennies are in a cup. Jan takes out 22 of the pennies. Now, 14 pennies are left in the cup. How many pennies were in the cup at the start?
   - 36 pennies

326 three hundred twenty-six
Vocabulary

1. Each coin has a name and a value in cents or ¢. Write each value using the ¢ symbol.

<table>
<thead>
<tr>
<th>Coin</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>half-dollar</td>
<td>50¢</td>
</tr>
<tr>
<td>quarter</td>
<td>25¢</td>
</tr>
<tr>
<td>dime</td>
<td>10¢</td>
</tr>
<tr>
<td>nickel</td>
<td>5¢</td>
</tr>
<tr>
<td>penny</td>
<td>1¢</td>
</tr>
</tbody>
</table>

2. Count on to find the total value.

Start with the quarter. Write its value below.

Next come two dimes. So, count on by 10.

25¢ and 10¢ more is 35¢ and 10¢ more is 45¢.

So, the total value is 45¢.

On the Back!

3. Count on to find the total value of a half-dollar, a nickel, a quarter, and a penny. Draw the coins and write their values to help.

81¢; Check students’ work.
Read the problem. Answer the questions to help you understand the problem.

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

1. What are you asked to do in the problem?
   **Sample answer:** Find how many cents Tori has and explain how I know.

Reread the problem.
2. How many coins does Tori have in all? **4**
3. Which coin is there more than one of? **Quarter**

4. In the box above, draw Tori’s coins.
   **Check students’ drawings. The drawing should show 2 quarters, 1 dime, and 1 nickel.**
5. Which coin will you start counting with? Explain.
   **Sample answer:** I will start counting with a quarter.
   That coin has the greatest value.
## Coin Sense

Find the coins needed to buy each toy. Use the fewest possible coins. Write how many of each coin to use.

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<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>![Basketball]</td>
<td>![Quarter]</td>
<td>![Dime]</td>
<td>![Nickel]</td>
</tr>
<tr>
<td>2.</td>
<td>![Whistle]</td>
<td>![Penny]</td>
<td>![Nickel]</td>
<td>![Nickel]</td>
</tr>
<tr>
<td>4.</td>
<td>![Fire Truck]</td>
<td>![Dime]</td>
<td>![Nickel]</td>
<td>![Nickel]</td>
</tr>
</tbody>
</table>
Vocabulary

1. You can count on with coins and write equations to solve problems.

Dan wants to buy a ruler that costs 56¢. Dan has 5 nickels. How much more money does Dan need to buy the ruler?

Step 1 Count on to find out how much money Dan has.

![Nickels](image)

5¢ 10¢ 15¢ 20¢ 25¢

Step 2 Find out how much more money Dan needs.

\[56¢ - 25¢ = 31¢\]  Dan needs 31¢.

2. Rae spent 2 nickels and 2 quarters on a pen. Now she has 12¢. How much money did Rae have before spending?

Step 1 Count on to find out how much money Rae spent.

![Nickels and Quarters](image)

25¢ 50¢ 55¢ 60¢

Step 2 Find out how much she had before spending.

\[60¢ + 12¢ = 72¢\]  Rae had 72¢.

On the Back!

3. Vi has 5 nickels and 7 pennies in her bag. She spends 19¢. How much money does Vi have now? Show your work.

13¢; Check students’ work.
Read the problem. Answer the questions to help you understand the problem.

enVision® STEM Greg’s science class wants to sort these coins by their color. What is the total value of the silver coins? ℂ

1. What coins does the picture show?
   **One half-dollar, one quarter, and two pennies**

2. What groups will Greg’s class sort the coins into?
   **Sample answer: Silver and brown**

Use what you know about coins.

Circle True or False.

3. A penny is silver.  
   **False**

4. A quarter is silver.  
   **True**

5. A half-dollar is silver.  
   **True**

Reread the problem.

6. Which coins will you add to solve the problem? Why?
   **The half-dollar and the quarter; Sample answer:**
   These coins are silver.

7. Is there information in the problem that is not needed? Explain.
   **Yes. Sample answer: I don’t need to use the pennies to solve the problem. They are not silver.**
**Vocabulary**

1. 1 dollar and 100 pennies have the same value. \( \$1 = 100 \text{¢} \)
   Write the value of each type of dollar bill. Use a dollar sign.

   \[
   \begin{align*}
   \$1 & \quad \$5 & \quad \$10 & \quad \$20 \\
   \$6 & \quad \$7 & \quad \$8 & \\
   \$10 & \quad \$15 & \quad \$20 & \quad \$25 \\
   \$30 & \quad \$35 & \quad \$36 & \\
   \end{align*}
   \]

   You can count on from the greatest bill to find the total.
   Start with the $5 bill below. Then count on by 1s.

2. Count on to find the total value of the dollar bills.

   \[
   \begin{align*}
   \$10 & \quad \$15 & \quad \$20 & \quad \$25 \\
   \$20 & \quad \$30 & \quad \$35 & \quad \$36 & \\
   \end{align*}
   \]

**On the Back!**

3. Draw pictures of dollar bills to solve the problem.
   Count on from the greatest bill.
   Dwayne has two $5 bills, one $20 bill, and three $10 bills.
   How much money does Dwayne have?
   \$60; Check students’ work.
Name

Read the problem. Answer the questions to help you understand the problem.

**Higher Order Thinking** Roger buys a baseball bat that costs $27. He pays the clerk with two $20 bills. What bills can the clerk give him back as change?

Survey

1. What is the first piece of information you are given?
   - A. Roger has two $20 bills.
   - C. Roger buys two bats.
   - C. The bat costs $27.
   - D. The clerk gives Roger change.

Question

2. What is the total value of the bills Roger has?
   - A. $20
   - C. $40
   - B. $27
   - D. $67

Reread the problem.

3. What are you asked to find to solve the second part of the problem?
   - A. How much the baseball bat costs
   - B. The value of the money Roger gives the clerk
   - C. How much money Roger will save
   - D. What bills the clerk can give Roger in change
Name ________________

**Vocabulary**

1. You can count on with **dollar bills** and write **equations** to solve problems.

   Alice wants to buy a game. The game costs $17. Alice has a $10 bill and a $5 bill.
   How much more money does Alice need to buy the game?

   **Step 1** Find out how much money Alice has.
   Count her money. Write an equation.
   
   \[ 10 + 5 = 15 \]
   Alice has $15.

   **Step 2** Find out how much more money Alice needs.
   Write an equation. \[ 17 - 15 = 2 \]
   Alice needs $2 more.

2. Manuel spent two $10 bills and two $5 bills on a jacket.
   Now he has $6.
   How much money did Manuel have before spending?

   **Step 1** Find out how much money Manuel spent.
   
   \[ 10 + 10 + 5 + 5 = 30 \]

   **Step 2** Find out how much money he had before buying the jacket.
   
   \[ 30 + 6 = 36 \]
   Manuel had $36.

---

**On the Back! $36; Check students’ work.**

3. Latrell has two $20 bills, and one $10 bill in his wallet.
   He spends $14. How much money does Latrell have now?
   Write an equation for each step.
Read the problem. Circle True or False after each statement to help you understand the problem.

Higher Order Thinking  Henry has two $10 bills, two $5 bills, and three $1 bills. Mr. Harper has one $100 bill. Henry says he has more money because he has seven bills and Mr. Harper only has one bill. Is Henry correct? Explain.

1. Henry has more bills than Mr. Harper.  True  False
2. Henry has two $10 bills, two $5 bills, and three $1 bills. True  False
3. The number of bills you have is the same as the value of the bills. True  False
4. The value of Mr. Harper’s bill is $100. True  False
5. You can use addition to solve the problem. True  False
6. You do not need to find the value of Henry’s bills to solve the problem. True  False
7. One way to find how much money Henry has is to count on with the value of each bill. True  False
**Vocabulary**

1. Use **tally marks** to keep track as you count.

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<td>IIII</td>
<td>N</td>
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</table>

Draw 5 tally marks. **NN**

**NN III equals 9.**

2. Use quarters, dimes, and nickels to make 45¢. Show three ways. Use the table to keep track.

**Sample answers given.**

<table>
<thead>
<tr>
<th>Ways to Show 45¢</th>
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<tbody>
<tr>
<td>Quarter</td>
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</table>

Work in the top row. Start with a quarter, worth 25¢.

Make _ tally mark for it.

How many dimes do you need to get to 45¢? **2**

Try a different way. Start with 1 quarter. Make _ tally mark.

Now use only 1 dime. Make _ tally mark.

You are up to 35¢. Now count on by nickels.

How many nickels to get to 45¢? **2**. Make the tally marks.

Now make 45¢ without dimes. Show the tally marks.

**On the Back! Check students’ charts.**

3. Use dimes, nickels, and pennies to make 12¢. Make a tally chart. Show three different ways.
Read the problem. Answer the questions to help you understand the problem.

Don wants to use these coins to play as many carnival games as he can. Each game costs 40¢. How can Don spend the coins that are shown at the right?

Survey
1. What do you need to do to solve the problem?
   Sample answer: I need to figure out how Don can use his money to play as many games as he can.

Reread
2. What is the cost of one game? 40¢

Question
3. How will you use the cost of a game to solve the problem?
   Sample answer: I will make combinations of coins Don has that total 40¢.

4. Do you need to find the total value of Don’s coins? Explain.
   No; Sample answer: I only need to find as many ways to make 40¢ as I can.
Lesson Preparation

Materials
- Review Decks
- Syllable Division Wall Card 4 (vcv)
- Spelling and High Frequency Word Practice 81
- Spelling Word List 16
- Worksheet 81
- Reading selection from Robin Hood (optional)

Before class
- Cover examples 2 and 3 on the Syllable Division Wall Card 4.

Lesson Warm-Up

Language/Alphabet Activity

> Enrichment: The language instruction and activities below are optional and for enrichment. Use this section if it suits the ability of your children and if time permits.

Objective: To extend knowledge of the history of the English language

- Children should be seated at their desks.

"The last time we talked about the English people, we discovered that the French people from Normandy had conquered the Saxons in England."

"After this invasion, the Saxons continued to live as farmers and workers, but the Norman people, who were French, became the lords and masters."

"For a long time, there were two different languages in England, but eventually many of the more sophisticated words from the French people entered the vocabulary of everyone who lived in England."

"The two languages ‘melted’ together into one English language, which became known as ‘Middle English.’ Although we probably wouldn’t recognize this language if we tried to read or hear it today, it was much more like the English we speak today than Old English was.”
While Middle English was spoken from 1100–1500, many famous stories were written.

“The years between 1100 and 1500 are the years when Middle English was spoken. You might be surprised how much you know about life in England at that time because some very famous stories have been written about that period.”

“For example, one story you might know is about a man who lived in the woods with a group of helpers. The man and his group stole from the rich and gave to the poor. Who do you think I’m talking about?” — Robin Hood

“That’s right! Many of you have probably heard stories or seen movies about Robin Hood, and these will give you some idea about what life in England was like during the Middle English period.”

Optional: Read aloud a condensed version or small portion of the Robin Hood story sometime this week, or read the entire story over the next several weeks.

“Also during this time period, many stories were written about knights in shining armor, castles, sword fighting, bows and arrows, and tournaments. These exciting stories involved people like King Arthur, Queen Guinevere, and Sir Lancelot. A famous musical play called ‘Camelot’—with songs by Lerner and Loewe—is about this time in England.”

“Do any of you know any stories about Robin Hood, King Arthur, knights, or castles that you would like to share with us before we continue with our lesson?”

• Allow time for children to respond.

Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

• Quickly review Letter Cards 1–66. Have children name each letter.
• Quickly review Picture Cards 1–85. Have children name each keyword and sound.
• Show children Sight Word Cards 1–75 in random order. Ask children to read each word.
• Using the results on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. Choose a few children every day.

Spelling Review

Objective: To practice spelling letter sounds and words

• Seat children where they can write comfortably.
• Distribute Spelling and High Frequency Word Practice 81.
• Make sure children are working on the side with the name line.
Optional: Have children use the cursive letters they have learned to write their spelling sounds.

- Quickly review the following nine sounds. Children should echo the sounds, name the letter(s) that make them, and write their responses on lines #1–#9.

1. /ch/  ch || ch, tch
2. /oʊ/  oo
3. /ʃ/  j, g || dge, ge
4. /v/  v || ve
5. /i/  i–e, i || y
6. /d/  d || d, ed
7. /k/  k, c || ck, k, ke
8. /z/  z, s
9. /f/  f || ff

“Let’s practice spelling some words. Find the box labeled ‘Review Words.’ Put your finger next to #10. Spell the word ‘moist.’”

- Repeat with #11 (cloud) and #12 (verb).

- Spell each word out loud after children have had time to write it so they can check their work immediately.

“Now let’s practice spelling some sight words. Put your finger next to #13. Spell the word ‘finally.’”

- Repeat with #14 (heard) and #15 (several).

- Spell each word out loud after children have had time to write it so they can check their work and make corrections immediately.

“Write the following sentence on your paper: Dan went fishing and hooked three big fish.”

- After allowing time for children to write the sentence independently, write it on the board so they can check their work.

- Distribute Spelling Word List 16.

“These are the words we’ll have on our test (Friday). Take these home and practice them.”

- Have children put their spelling lists in their Homework Folders.

- Have children put their practice sheets aside for use later in the lesson.

New Increment: The v’ | cv Pattern

“Echo these words and tell me what sound they all have in common: lady, cater, basin.” lady, cater, basin; all contain the /æ/ sound

- Write the words on the board.

“Look at these words and tell me how many vowels are in each of them.” two

“What do we do when we have more than one vowel in a word?” find the vowel pattern and divide the vowels into syllables

“The first thing we should do is to divide the word into syllables. Let’s write a small ‘v’ under each vowel.”
Guide children in identifying vowels and consonants as you label each part of the vowel pattern.

- Write a small v under each vowel:

  \[\text{lady} \quad \text{cater} \quad \text{basin}\]

  "What should we do next?" look between the vowels for consonants
  "Next, we should look for consonants. Let's write a small 'c' under each consonant."

- Write a small c under the consonants that fall between vowels:

  \[\text{lady} \quad \text{cater} \quad \text{basin}\]

  \[v \quad c \quad v \quad v \quad c \quad v\]

- Point to the word "lady."

  "Who can tell me the vowel pattern for this word?" \[v \quad c \quad v\]
  "That's right! This is a new vowel pattern: vowel, consonant, vowel."
  "The best place to divide a word that follows this pattern is after the first vowel. The accent belongs on the first syllable. Let me show you."

- Divide the word as follows:

  \[\text{lady} \quad \text{cater} \quad \text{basin}\]

  \[v \quad c \quad v \quad v \quad c \quad v\]

- Point to the vowels in the word "lady."

  "How do we code these vowels?" \[a: \text{macron}; y: \text{with a dot}\]
  "Why?" because the a is open and accented; because the y is acting like a vowel.

- Code the word:

  \[\overline{\text{lady}} \quad \overline{\text{cater}} \quad \overline{\text{basin}}\]

  \[v \quad c \quad v \quad v \quad c \quad v\]

- "Who can read this word?" lady
  "Can anyone define this word or use it in a sentence?"

- Allow time for children to do this.
• Repeat with the words “cater” and “basin.” The words should be coded as follows:

\[
\begin{align*}
\text{cater} & \quad \text{basin} \\
\text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} \\
\text{a} & \quad \text{a} & \quad \text{i} & \quad \text{e} & \quad \text{n} & \quad \text{i} \\
\text{y} & \quad \text{e} & \quad \text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} & \quad \text{v} \\
\end{align*}
\]

▶ Note: Children may code the i in the word “basin” with either a breve or a schwa. Either coding is acceptable.

• Point to the “vcv” pattern on the word “lady.”

“I have a card to help you remember this new vowel pattern.”

• Hold up Syllable Division Wall Card 3. Explain the new syllable division procedure using the example shown on the card. Then hang up the card in a location that is clearly visible to every child.

“We’ll be learning more about this syllable division pattern in a few weeks.”

Spelling with the v’lcv Pattern

• Seat children where they can write comfortably.

• Have children take out their Spelling and High Frequency Word Practice 81 sheets.

“Turn your sheet over to the back side of the paper.”

• Make sure children have the right side.

“Find the box labeled ‘New Sounds and Words.’”

“Now let’s spell some words with our new syllable pattern. Put your finger on #1. Spell the word ‘over.’”

• Repeat with #2 (lady) and #3 (student).

• Spell each word out loud after children have had time to write it so they can check their work immediately.

• Have children put their practice sheets in their Homework Folders.

Application and Continual Review

Boardwork

“Let’s review.”

“How do we code a vowel that is followed by a consonant?” breve; short

“How do we code an open, accented vowel?” macron; long

“How do we code a word that follows the ‘vowel consonant e’ pattern?” cross out the e and put a macron over the vowel
"How do we code a word with two vowel sounds?" find the vowels; look between them for consonants; then divide the word and code it

"How do we code final, stable syllables?" bracket them; accent the syllables before the brackets; cross out the silent e's

"Let's code some words like the ones you'll have on your worksheet today."

- Write the following sentence on the board:

The judge gave the sloppy banner a low score.

- Select children to come to the board and code the words. The words should be coded as follows:

\[ \text{The judge gave the sloppy banner a low score.} \]

- Once the sentence is correctly coded, have children read it.
- Leave the sentence on the board for children to refer to when completing their worksheets.

"Let's practice dividing some nonsense words with the vcv pattern."

- Write the following on the board:

\[ \text{kibet} \]

"This isn't a real word in English, but we can still divide it. Who can divide and code this word for me?"

- Select a child to divide and code the word:

\[ \text{kibet} \]

"What does this word say?" kibet

- Make sure children pronounce the accent on the first syllable.

"'Kibet' is a made-up word, but we can still divide it because it has a vowel pattern we know."
Select a different child and repeat with the following:

\[ cu' \text{mab} \]

Note: Children who need further practice dividing cvc words can
code words from the Reading Word List or additional nonsense
words, such as "frogusted" or "snufinking." When children
divide nonsense words, allow them to mark the accent on any
syllable as long as that accent placement fits a pattern they have
learned, but make sure they pronounce the accent where they
place it.

Worksheet

- Seat children where they can write comfortably. Distribute
  Worksheet 81.
  "Turn your paper to the worksheet side."
- Make sure children turn to the correct side.
  "Code the words by #1–#6 and read them to yourself."
  "Then draw lines from the pictures to the matching words."
  "When you finish, read the paragraph and answer the questions."
- As children work, provide help as needed. Have each child correct
  any incorrect answers.
- Some time during the day, try to call each child to your desk to read
  some or all of the words on the worksheet, or let children read and
  listen to each other.

Homework

"Turn your paper over to the homework side."
"Read the words by #1–#6, coding only if necessary, and draw
lines from the pictures to the matching words."
"Then read the paragraph and answer the questions."
"When you finish your paper, read it to someone at home."
"Remember to read and spell the words in the High Frequency
Word Box to someone at home. Use the words to write sentences
on the handwriting lines. Then bring the practice sheet back
to school."
- Have children put their worksheets in their Homework Folders.
Classroom Practice

- Throughout the week, continue to practice appropriate Kid Card games and other activities to strengthen areas in which children are weak. Refer to the introductory materials for specific directions to each game.

  - Optional Fluency Practice: To obtain the maximum benefit of fluency instruction, children should practice fluent reading for at least 15 minutes every day. The Fluency Instruction booklet suggests a variety of reading activities.

School/Home Reinforcement

- Send the following home with children at the end of the day:
  Spelling and High Frequency Word Practice 81
  Spelling Word List 16
  Worksheet 81

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Spelling Sound Review

1. ch {ch, ich} - s, l, s
2. oo - s, l, s
3. i, g, l, ge - d, l, t, d
4. f, l, f

Review Words
10. moist
11. cloud
12. verb
13. several
14. final
15. heard
16. several

Sentence
Dan went fishing and hooked three big fish.

---

New Sounds and Words

1. over
2. student
3. lady

High-Frequency Word List

- show
- open
- over
- even
- write
- known
- yellow
- government

---

*Note to Parents:*
Please have your child read and spell the high-frequency words above. Check the boxes next to each word your child reads and spells correctly. Ask your child to pick three words to use in sentences. Encourage your child to use the high-frequency words to write complete sentences on the lines provided, using as many words as possible. Please note that your child is expected...
Spelling Words
1. tree 12. king
2. mouth 13. slow
3. cry 14. hoop
4. mow 15. found
5. cut 16. throw
6. took 17. could*
7. mule 18. would*
8. nine 19. should*
9. slope 20. four*
10. lake 21. Their*
21. My mouth hurts where I lost my tooth.
22. Would you like to take a nap?

The v'cv Pattern
1. fear
2. spider
3. open
4. music
5. baby
6. single

My uncle David likes bacon in his eggs and gravy on his bread. My dad thinks my uncle is crazy since Dad likes his food plain and not mixed with other food.

1. Who likes bacon in his eggs? 
Uncle David

2. What does Uncle David like on his bread?
- jelly
- gravy
- bacon

3. Dad loves plain food.
- yes
- no

The v'cv Pattern
1. fear
2. spider
3. open
4. music
5. baby
6. single

Our teacher taught me the syllable division pattern "v'cv" and how to recognize words that follow this pattern. He had me to divide and answer the word as after the last vowel and on the last syllable. Please have your child read the sentences and questions and write the answers on the top provided, then check the answers taught.
Suffixes -ful, -ness

New concepts
suffix -ful
suffix -ness

Lesson Preparation

Materials
- Alphabet /Accent Deck (Section 1)
- Review Decks
- Retired Decks
- Affix Cards 13 and 14 (-ness, -ful)
- Spelling and High Frequency Word Practice 82
- Worksheet 82
- Decodable Reader 15 (Let's Keep Our Park Open)

Before class
- After this lesson, you may retire the Sight Word Cards children know very well. Since the Retired Decks are reviewed on the same day as the active Sight Word Deck, the Teacher's Manual does not indicate when the retired Sight Word Cards should be reviewed. However, if children become unable to read or to spell any retired sight words, reinsert those cards into the active Sight Word Deck and review them weekly.

Lesson Warm-Up

Language/Alphabet Activity

Objective: To practice alphabet sequence and placing accents on syllables

- Children should be seated at their desks.

"Let's work with the first section of the Alphabet/Accent Deck today."

- Shuffle Section 1 of the Alphabet/Accent Deck before showing the cards. (Most children should be able to respond correctly by this point unless you have children with learning disabilities.) If desired, have children stomp their feet, raise their hands, etc., as they say the accented syllables. Try to set a pace that is fast enough to get through the entire deck.

- If necessary, have children return to their seats.
Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, affixes, and sight words

➢ Note: If none of the cards have been retired, review the Active Decks as usual.

- Quickly review the retired Letter Deck. Have children name each letter.
- Quickly review the retired Picture Deck. Have children name each keyword and sound.
- Show children Affix Cards 1–12 in random order. Ask children to identify each affix.
- Show children Sight Word Cards 1–75 in random order. Ask children to read each word.
- Using the results indicated on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. Choose a few children every day.

Spelling Review

Objective: To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute Spelling and High Frequency Word Practice 82.
- Make sure children are working on the side with the name line.

➢ Optional: Have children use the cursive letters they have learned to write their spelling sounds.

- Quickly review the following nine sounds. Children should echo the sounds, name the letter(s) that make(s) them, and write their responses on lines #1–#9.

1. /a/  a-e, a || ay  4. /oi/  oi || oy  7. /ng/  ng
2. /oo/  oo  5. /ch/  ch || ch, tch  8. /bel/  ble
3. /o/  o-e, o || ow  6. /l/  l || l  9. /th/  th

"Let's practice spelling some words. Find the box labeled 'Review Words.' Put your finger next to #10. Spell the word 'hay.'"

- Repeat with #11 (lodge) and #12 (proud).
- Spell each word out loud after children have had time to write it so they can check their work immediately.

"Now let's practice spelling some sight words. Put your finger next to #13. Spell the word 'America.'"

- Repeat with #14 (earth) and #15 (government).
- Spell each word out loud after children have had time to write it so they can check their work and make corrections immediately.
Dictation:
16. The rattlesnake hid in the dry grass.

“Write the following sentence on your paper: The rattlesnake hid in the dry grass.”
- After allowing time for children to write the sentence independently, write it on the board so they can check their work.
- Have children put their practice sheets aside for use later in the lesson.

New Increment: Suffixes -ful, -ness

- Write the following words on the board:
  
cupful  hopeful

  “Who would like to read these words?”
- Call on a different child to read each word.
  “Each of these words contains a suffix. Who can name it?”
- Allow time for children to examine the words.
  “Name the suffix.” suffix -ful
  “What do you think suffix -ful means?”
- Discuss the definition of each word, gradually leading to the idea that suffix -ful means “full of,” as in “hopeful,” or “a quantity that fills,” as in “cupful.”
- Write the following words on the board:
  
thickness  redness

  “Who would like to read these words?”
- Call on a different child to read each word.
  “What is the suffix on these words?” suffix -ness
  “What do you think suffix -ness means?”
- Discuss the definition of each word, gradually leading to the idea that suffix -ness means “state,” “quality,” or “degree of.”
  “Suffix -ness means that something has a certain quality. For example, the word ‘redness’ means something has the quality of red, and the word ‘thickness’ means something has the quality or condition of being thick.”
  “How do we code suffixes?” box them
Review the coding for suffixes and then box the suffixes.

Box each suffix.

- cupful
- hopeful
- thickness
- redness

“What should we do after we box suffixes?” make sure root words are left.

“That’s right. After we box a suffix, we must make sure a root word is left. Who can tell me the root words in this list?”

cup, hope, thick, red.

Once the root words have been identified, select children to help you code each word, read it, and use it in a sentence. The words should be coded as follows:

- cupful
- hopeful
- thickness
- redness

Leave the words on the board for children to refer to when completing their worksheets.

New Deck Cards for Suffixes -ful, -ness

Show children Affix Cards 13 and 14, one at a time. Children should respond “Suffix -ness” when you show them Affix Card 13, and they should respond “Suffix -ful” when you show them Affix Card 14.

Note: The new Affix Cards should be added to the Affix Deck.

Spelling with Suffixes -ful, -ness

Seat children so they can write comfortably.

“Get out your Spelling and High Frequency Word Practice sheets.”

“Find the box labeled ‘New Sounds and Words.’”

“Now let’s spell some words that have suffixes -ful and -ness. Put your finger on #1. Spell the word ‘harmful.’”

Repeat with #2 (goodness) and #3 (hopeful).

Spell each word out loud after children have had time to write it so they can check their work immediately.

Have children put their practice sheets in their Homework Folders.
Application and Continual Review

Boardwork

"Let's code some words like the ones you'll have on your worksheet today."

- Write the following sentence and phrase on the board, one at a time:

  The pupils must match the large numbers to the shapes.
  trunkful of sticks

- Select children to come to the board and code the words. The words should be coded as follows:

  The pupils must match the large numbers to the shapes.
  trunkful of sticks

  \[\text{The pupils must match the large numbers to the shapes.} \quad \text{trunkful of sticks}\]

  \[\text{The pupils must match the large numbers to the shapes.} \quad \text{trunkful of sticks}\]

  ➤ Note: Circling the sight words "to" and "of" is optional.

- Once the words are correctly coded, have children read the sentence and use the phrase in a sentence.

- Leave the words on the board for children to refer to when completing their worksheets.

Worksheet

- Seat children where they can write comfortably. Distribute Worksheet 82.
  "Turn your paper to the worksheet side."
- Make sure children turn to the correct side.
  "Code the words by #1–#6 and read them to yourself."
  "Don't forget to look for suffixes."
  "Then draw lines from the pictures to the matching words."
  "When you finish, read the paragraph and answer the questions."
- As children work, provide help as needed. Have each child correct any incorrect answers.
Check each child’s worksheet.

Discuss the homework with children.

Have children put their worksheets in their Homework Folders.

Distribute Decodable Reader 15 (Let’s Keep Our Park Open!). Introduce numbered lists.

Homework

“Turn your paper over to the homework side.”
“Read the words by #1–#6, coding only if necessary, and draw lines from the pictures to the matching words.”
“Then read the paragraph and answer the questions.”
“When you finish your paper, read it to someone at home.”
“Remember to read and spell the words in the High Frequency Word Box to someone at home. Use the words to write sentences on the handwriting lines. Then bring the practice sheet back to school.”

Have children put their worksheets in their Homework Folders.

Decodable Reader: Print Awareness

Distribute Decodable Reader 15 (Let’s Keep Our Park Open!).

Ask children to open their books to page 5.

Direct children’s attention to the text on the chalkboard in the picture.

“This teacher is writing a list on the chalkboard. This…”

Point to the title of the list.

“... is the title of her list. It tells what this list is all about. What is the title of this list?” What to Bring to the Park

“That’s right. This is a list of things the class will bring to the park. This teacher wants to make sure her list is well organized. She will write a number beside each item in her list. I see the number 1…”

Point to “1.”

“... right here. This must be the first item on her list. Who can read this and tell me the first thing this teacher put on her list?”

“Cans of paint”

“Right. This says, ‘1. cans of paint.’ That tells me that cans of paint are the first thing on her list. If she wants to continue her list, what number will she use for the next item on her list?” various answers

“Correct. The next item would be two. Each item on her list will have the next number in order—1, 2, 3, 4, 5, and so on.”

Have children open their books to page 8.

“Remember that a paragraph is a group of sentences about a related topic. How many paragraphs are on this page?” two
"How can you tell that there are two paragraphs on this page without reading a word?"  two paragraph indents

- Display page 8 of Decodable Reader 15, and point to the paragraph indents.
  "Right. The first word of each new paragraph is indented, or pushed in from the edge."

- Write the following on the board: Ms. Tiber.

- Point to the abbreviation "Ms."
  "This word is 'Ms.' We use this abbreviation as a title for women. What form of letter do we use for the first letter of this abbreviation?"  a capital letter

  "What end mark do we write at the ends of abbreviations for people's titles?"  a period

  "That's right. Abbreviations for people's titles begin with capital letters and end with periods."

Decodable Reader: Understanding the Story

- Before reading, preview the following words found in the story. Discuss their meanings with children:
  posters (page 3)  grateful (page 7)  badge (page 8)

- Write and code "poster" on the board.

  po'ster

  "You may see this word while you read. It is an unusual division of the cvcc pattern, and you will learn it later."

  "What is this word?"  poster

- Read the title of the story aloud with children.

- Ask children to open their books. Read pages 1 through 3 with them.

  "Look at the picture on page 1. What does this sign mean?"
  The park is not open any more.

  "How do the children feel about this?"  sad

  "Why does Ms. Tiber suggest that the children write letters?"
  convince government to keep the park open

  "What kinds of things do the children do?"
  make posters, write letters, speak at a school meeting

  "What do you predict will happen next?"  various answers

- Read pages 4 and 5 with children.

  "What is Selby Anne's plan?"  fix up the park
“Do you think Selby Anne’s idea is a good one?”
various answers

- Finish reading the book with children.

“How does the story end?”
park stays open; students get badges

- Distribute some colored pencils to each child. Children should read the story independently and then color the pictures.

“Keep your book handy because I will ask you to read it for me.”

> Note: A teacher or parent should read the comprehension questions aloud and have children answer them. (Comprehension questions are not decodable. Although some may enjoy the challenge, children should not be expected to read them.)

- Keep the decodable readers at school for practice. Send them home when children can read them easily.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Spelling and High Frequency Word Practice 82
  Worksheet 82
  Decodable Reader 15 (if the child can read it easily)

Spelling Sound Review

1. a-e, a-ray  2. o-ray  3. og  4. ch  5. ill  6. iv

Review Words

10. hay  11. lodge  12. proud

Sentence

The rattlesnake hid in the dry grass.

New Sounds and Words

1. harmful
2. hopeful
3. goodness

High Frequency Words

air  please
oil  thing
each  shown
early  finally

Suffixes ful, ness

1. absorbful
2. wishful
3. slatopen
4. darkness
5. thump
6. switch

Suffixes ful, ness

1. smartful
2. careful
3. stiffness
4. helpful
5. illness
6. minus

Molly found some candy to give to children. She had a little girl with her. When Molly and her friend went in the bedroom to get the gift, the little girl grabbed a handful of candy from the table. Molly and her friend did not see the little girl take the candy.

7. How much candy did the little girl get?
8. Where was the candy?
9. Molly's friend wanted some candy.
Lesson Preparation

Materials
- Review Decks
- Letter Card 67 (tion)
- Picture Card 86 (lotion)
- Spelling Card 45 (/shün/)
- Activity Sheets 83a and 83b
- Spelling and High Frequency Word Practice 83
- Worksheet 83
- colored pencils
- scratch paper
- lotion

Before class
- Provide a bottle of lotion for children to use to guess the new keyword.

Lesson Warm-Up

Language/Alphabet Activity

Objective: To practice alphabetizing

- Children should be seated at their desks.
  “We’ve been alphabetizing words on cards using the first and second letters of the words. Today, let’s try working with a list of words.”
- Write the following on the board, and then read each word aloud:

  _______ tiger
  _______ zebra
  _______ goat
  _______ giraffe
  _______ bear
  _______ elephant
  _______ lion
"What is the first thing we should do before alphabetizing words?" find the guide letters

"Which letters will we use as our guide letters?" the first letters in “tiger,” “zebra,” “bear,” “elephant,” and “lion”; the second letters in “goat” and “giraffe”

"Why do we have to use some second letters?" first letter in both “goat” and “giraffe” is g

"Let’s draw a line under the first letter in each word to help us see it more easily."

• Underline the first letter in each word.

"Two of these words begin with the letter g. Let’s draw two lines under the second letter in each of these words to remind us to use that letter when we’re alphabetizing those words."

• Double underline the second letter in “goat” and “giraffe.”

"How many words are on this list?" seven

"Let’s write the numbers one through seven below these words. We’ll cross out these numbers as we alphabetize the words and write them beside the appropriate word. When we’re through, we’ll use these numbers to help us rewrite the list in alphabetical order."

• Write the numbers #1–#7 below the word list.

[Blank lines for writing numbers and words]

1 2 3 4 5 6 7

"We’ll recite the alphabet, scanning the guide letters as we go. When we recite the first letter that is a guide letter, we’ll cross out the number one and write that number beside the word. When we recite the second guide letter, we’ll cross out the number two and write that number beside the word, and so on."

"When we get to the words beginning with the letter g, we’ll stop and put those words in alphabetical order using the second letter. Then we’ll continue until we complete the list."
“Say the alphabet with me. Watch for the letters that are underlined once. Let’s start: A. Is there an A?” no
“B. Is there a B?” yes
“What number should we start with?” number one
“Let’s cross out the number one and write it beside the word ‘bear.’”

- Cross out the number 1 and write it beside the word “bear.”
“Is there a C?” no “D?” no “E?” yes
“What number should we use next? Look at the numbers at the bottom.” number two

- Cross out the number 2 and write it beside the word “elephant.”
“F?” no “G?” yes
“What is special about the words beginning with the letter g?” Two words begin with this letter, so we must use the double underlined letters as our guides.
“What two letters do we use as our guide letters in these words?” o and i

“Which comes first in the alphabet, o or i?” i
“The letter i comes first. What number should we write in front of ‘giraffe’?” number three
“What number should we write in front of ‘goat’?” number four

- Cross out the numbers 3 and 4 and write them beside the appropriate words.

“Now we can continue. Is there an H?” no

- Continue until you finish the alphabet.

“This list should be in alphabetical order now. Let’s use the numbers to help us write these words in alphabetical order.”

- Show children how to use the numbers to help them reorder the words: “bear,” “elephant,” “giraffe,” “goat,” “lion,” “tiger,” “zebra.” Then use the checking procedure to demonstrate that the words are in alphabetical order.

“Now you get a chance to try this.”

- Pair children. (Try to pair children who have difficulty alphabetizing with children who are more accomplished at this task.) Distribute one copy of Activity Sheet 83a, one copy of Activity Sheet 83b, and some colored pencils to each pair.

➤ Note: Activity Sheets 83a and 83b contain different words, so it is important that each pair receives one of each sheet. The extra activity sheets may be used for practice.


- Have children underline or double underline the guide letters, and then follow the procedure taught in class of crossing out the numbers at the bottom of the word list and writing them beside the appropriate words. Once the words have been numbered, children should rewrite the word list in alphabetical order.

- Children working in pairs may help each other, but both should alphabetize their lists.

- Walk around the room as children work, checking to see if they are following the correct procedure. The correct order is as follows:
  
  **Activity Sheet 83a:** “baseball,” “football,” “soccer,” “swimming,” “track”

  **Activity Sheet 83b:** “cow,” “dog,” “duck,” “horse,” “pig”

- Collect the colored pencils.

- Have children put their activity sheets in their Homework Folders.

### Daily Letter and Sound Review

**Objective:** To practice letter recognition, letter sounds, and sight words

- Children should be seated at their desks.

  “Let’s play ‘Twenty Questions’ again today. You’ll have to ask some really smart questions if you want to win.”

- Have each child write the alphabet on a piece of scratch paper.

- Designate a place to keep score on the board and select a letter.

  “Okay, I am ready. Who has the first question?”

- Children should cross out the letters on their papers as they are eliminated by questions.

- Play as many times as desired. If children seem to have mastered the game, allow one child to come to the front of the room and play “teacher.” Another alternative is to leave the classroom while children select a letter; once you return, try to guess the letter they picked.

- Show children **Sight Word Cards 1–75** in random order. Ask children to read each word.

- Using the results on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. Choose a few children every day.

### Spelling Review

**Objective:** To practice spelling sounds and words

“For our spelling activity today, I’m going to let some of you say the cards. We’ll just echo the sounds and say what we would write instead of writing those responses.”
- Divide Spelling Cards 1–44 into two or three stacks. Select children to follow the instructions on each card as the other children echo each sound and say what they would write for it.
- Seat children where they can write comfortably.
- Distribute Spelling and High Frequency Word Practice 83.
  “Turn your paper over to the side with the name line.”
  “Let’s practice spelling some words. Find the box labeled ‘Review Words.’ Put your finger next to #1. Spell the word ‘batch.’”
  “Repeat with #2 (stitch) and #3 (bridge).”
  Spell each word out loud after children have had time to write it so they can check their work immediately.
  “Now let’s practice spelling some sight words. Put your finger next to #4. Spell the word ‘learn.’”
  “Repeat with #5 (usually) and #6 (America).”
- Spell each word out loud after children have had time to write it so they can check their work immediately.
- Have children put their practice sheets aside for use later in the lesson.

New Increment: Final, Stable Syllable -tion

“Echo these words and listen to the sound in the final position: motion, action, injection.” motion, action, injection
“What sound do you hear in the final position?” /ʃən/
“Look at these words and see what letters are making the /ʃən/ sound.”
- Write the words on the board.

motion  action  injection

“What is making the /ʃən/ sound?” t, i, o, and n
“That’s right, the letters ‘i-o-n’ are making the /ʃən/ sound.”
“T-i-o-n is a final, stable syllable.”
“Who remembers why we call these syllables ‘final’?” because they are in the final position
“Who remembers why we call these syllables ‘stable’?” because they do not change
“We call these syllables ‘final, stable syllables’ because they are always in the final position and their sound does not change.”
“Why do you think the letters ‘tion’ are a syllable?” various answers
"We call the letters ‘tion’ a syllable because they have their own vowel sound: /ʃ/.

"How do we code final, stable syllables?" with brackets

- Bracket the final, stable syllables.

\[
\text{mo[tion} \quad \text{ac[tion} \quad \text{injec[tion}
\]

"Where is the accent on a final, stable syllable?"
right before the bracket

- Accent the words.

\[
\text{mo}^\prime[\text{tion} \quad \text{ac}^\prime[\text{tion} \quad \text{injec}^\prime[\text{tion}
\]

"We won’t do any further coding on final, stable syllable t-i-o-n."

- Point to the word “motion.”

"How do we code the o?" long; macron

"That’s right, because we code vowels within their syllables, and the syllable here is ‘mo.’"

- Code the word.

\[
\text{mo}^\prime[\text{tion}
\]

"Who can read this word?" motion

"Who can define this word or use it in a sentence?"

- Allow time for children to do this. Then have children code, read, and define the word “action.”

\[
\text{ac}^\prime[\text{tion}
\]

- Point to the word “injection.”

"How many vowels do you see in the syllables before the final, stable syllable?" two

"Do you see any obvious coding?" k-back on e

"We will treat the first part of this word just like we would any other word with two vowels. That is, we’ll find the vowel pattern; then we’ll divide the word and code it.”
• Find the vowel pattern.

injektion

"How do we code the vowels?" short; breves
"Who can read this word?" injection
"Can anyone tell me what an injection is?" various answers
"An injection is like a shot."

• Leave the words on the board for children to refer to when completing their worksheets.

New Deck Cards for Final, Stable Syllable -tion

• Hold up Letter Card 67.

"We will say ‘final, stable syllable t-i-o-n’ when we see this card. Say this with me.” final, stable syllable t-i-o-n

"We have a new keyword for final, stable syllable t-i-o-n. Let’s see if you can guess what it is.”

• Choose three children to come to the front of the room to "discover" the keyword. If possible, select children who did not have Saxon Phonics and Spelling 1. Have children close their eyes and hold out their hands, palms up.

"Everyone needs to be very quiet while we let these students try to guess our new keyword.”

• Put some lotion on each of the three children’s hands.

"Rub your hands together and see if you can guess the new keyword.”

• If children cannot answer correctly, allow the other children to respond.

"The keyword is ‘lotion’ and the sound we’ve learned is /ʃən/.”

• Show children Picture Card 86.

"What do you think we will say when we see this card?” lotion; /ʃən/

• Hold up Spelling Card 45 so that only you can see what is written.

"Echo this sound: /ʃən/.” /ʃən/

"How do we spell the /ʃən/ sound in the final position?” t-i-o-n

“That’s right! From now on, whenever I say the /ʃən/ sound, you will respond ‘final, stable syllable t-i-o-n,’ which you write like this.”
Write the following on the board:

- tion

Leave the syllable on the board for children to copy onto their practice sheets.

Note: The new letter, picture, and spelling cards should be added to the Review Decks.

Spelling with Final, Stable Syllable -tion

"Get out your Spelling and High Frequency Word Practice sheets."

"Find the box labeled ‘New Sounds and Words.’"

"Echo this sound: /ʃən/" /ʃən/

Point to “-tion” on the board.

"Write this response on your worksheet on the line by #7 as you say ‘final, stable syllable -t-i-o-n.’"

Allow children time to do this.

Spell the response out loud after children have had time to write it so they can check their work immediately.

"Now let’s spell some words that have the final, stable syllable -tion. Put your finger on #8. Spell the word ‘lotion.’"

Repeat with #9 (fiction) and #10 (carnation).

Spell each word out loud after children have had time to write it so they can check their work immediately.

Have children put their practice sheets in their Homework Folders.

Application and Continual Review

Boardwork

"Let’s code some words like the ones you’ll have on your worksheet today."

"Remember, always look for final, stable syllables or suffixes before you begin coding."

Write the following phrase and sentence on the board, one at a time:

fudge cake

Baby lotion is made for use on infants.
Select children to come to the board and code the words. The words should be coded as follows:

\[
\text{fudge bake} \\
\text{Ba'by lo'tion is made for use on in'fants}
\]

Once the words are correctly coded, have children use the phrase in a sentence.

Leave the words on the board for children to refer to when completing their worksheets.

**Worksheet**

Seat children where they can write comfortably. Distribute Worksheet 83.

"Turn your paper to the worksheet side."

Make sure children turn to the correct side.

"Code the words by #1–#6 and read them to yourself."

"Then draw lines from the pictures to the matching words."

"When you finish, read the paragraph and answer the questions."

As children work, provide help as needed. Have each child correct any incorrect answers.

After every child has finished, discuss the difference between "right" and "write."

Some time during the day, try to call each child to your desk to read some or all of the words on the worksheet, or let children read and listen to each other.

**Homework**

"Turn your paper over to the homework side."

"Read the words by #1–#6, coding only if necessary, and draw lines from the pictures to the matching words."

"Then read the paragraph and answer the questions."

"When you finish your paper, read it to someone at home."

"Remember to read and spell the words in the High Frequency Word Box to someone at home. Use the words to write sentences on the handwriting lines. Then bring the practice sheet back to school."

Have children put their worksheets in their Homework Folders.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  - Activity Sheets 83a and 83b
  - Spelling and High Frequency Word Practice 83
  - Worksheet 83

Review Words
1. batch
2. stitch
3. bridge

Sight Words
1. learn
2. usually
3. America

New Sounds and Words
1. lion
2. lotion
3. fiction
4. carnation

High Frequency Words
- earth
- right
- ocean
- again
- against
- question
- government

Final, Stable Syllable [tion]
1. hand
2. portion
3. likeness
4. nation
5. fiber
6. juice

Andy broke his right arm while playing soccer. Since then, he has had trouble doing his work at school. When Andy writes with his right hand, it looks better than when he writes with his left hand. His teacher has a hard time reading Andy's work when he writes with his left hand.

7. Which hand does Andy write with better? __ right__
8. What word means "to put letters on paper"? __ write__
9. Some people write with their left hand. __ yes__ __ no__

Final, Stable Syllable [Hon]
1. fraction
2. station
3. sadness
4. hopeful
5. Brady
6. super

Amy and Tommy went to the swimming pool next to their school. On the way home, a stray dog started to follow them. Amy stopped and bent down to pet the dog. The stray dog bit Amy's hand, and she had to go to the doctor. It was not meant for Amy to pet the stray dog.

1. What was wrong with the dog? __ it was sleeping __ it was crazy, scared __ it was sick
2. Where did Amy go? __ to the swimming pool __ to the doctor__

Final, Stable Syllable [Hon]
1. fraction
2. station
3. sadness
4. hopeful
5. Brady
6. super
Lesson Preparation

Materials
- Alphabet/Accent Deck (Section 2)
- Review Decks
- Sight Word Cards 76–85
- Spelling and High Frequency Word Practice 84
- Worksheet 84
- Handwriting Masters 109–111 (print), 145–147 (cursive) (optional)

Lesson Warm-Up

Language/Alphabet Activity

Objective: To practice alphabet sequencing and saying accented syllables

- Children should be seated at their desks.

  *Let's work with the second section of the Alphabet/Accent Deck today.*

- If the children are capable of responding correctly, shuffle Section 2 of the Alphabet/Accent Deck before showing the cards; otherwise, show the cards in alphabetical order again. If desired, have children squat with their hands on their knees for the first syllable. On the accented syllable, they should stand up and raise their hands above their heads, and then squat back down on the third syllable. Try to set a pace that is fast enough to get through the entire deck.

- If necessary, have children return to their seats.

Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, affixes, and sight words

- Quickly review Active Letter Cards 1–67. Have children name each letter.
- Quickly review Active Picture Cards 1–86. Have children name each keyword and sound.
- Show children Active Affix Cards 1–14 in random order. Ask children to identify each affix.
- Show children Active Sight Word Cards 1–75 in random order. Ask children to read each word.
• Using the results indicated on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. (Choose a few children every day.)

Spelling Review

Objective: To practice spelling letter sounds and words

• Seat children where they can write comfortably. Then distribute Spelling and High Frequency Word Practice 84.

“Let’s practice spelling some sight words. Put your finger next to #1. Spell the word ‘animal.’”

• Repeat with #2 (America), #3 (early), #4 (earth), #5 (finally), #6 (government), #7 (heard), #8 (learn), #9 (several), and #10 (usually).

• Spell each word out loud after children have had time to write it so they can check their work and make corrections immediately.

“Write the following sentence on your paper next to #11: The earth is home to many animals.”

• After allowing time for children to write the sentence independently, write it on the board so they can check their work.

• Have children put their practice sheets in their Homework Folders.

New Increment: Sight Words, Part 6

• Write the following words on the board:

  change country danger eye island
  listen once strange stranger whose

“Can anyone read these words?”

➤ Note: Most children will have been exposed to these words in the first grade; however, if children are unable to read them, write the phonetic spellings next to the words to assist them in this process.

“These are some more sight words.”

“Who remembers what a sight word is?”

a word that doesn’t follow the normal spelling rules

“I have some cards for these words to add to our Sight Word Deck. We’ll practice and play games with these cards as often as we can so you will learn them by sight.”

• Show children Sight Word Cards 76–85, one at a time. Children should read the word on each card.
Refer to the Student Spelling Dictionary and Reference Booklet, pg. 42.

"Get out your Student Spelling Dictionary and Reference Booklet."

- Allow time for children to locate their booklets.

"Find 'Sight Words' in the Table of Contents and turn to that page."

- Allow time for children to do this.

"On which page does the list of sight words begin?" page 40

- Make sure every child is on the correct page.

"This list has our new sight words on it, too. You may look at these pages whenever you need help reading or spelling these sight words."

- Have children find each new sight word in the list. Read each word aloud and discuss its definition. Discuss how children can use the phonetic spellings to help them pronounce the words.

- Point to Sight Word Posters A and B.

"The new sight words are on these posters, too. From now on, I’ll expect these words to be spelled correctly."

"If you see a sight word when you’re reading, you might want to circle it to help you remember that it’s a sight word."

- Have children put their booklets away.

➤ Note: The new Sight Word Cards should be added to the Sight Word Deck.

➤ Optional Handwriting Practice: For handwriting practice and review of the sight words taught in this lesson, distribute Handwriting Masters 109–111 (print), 145–147 (cursive). Have children complete the sheets in class or as homework.

Application and Continual Review

Worksheet

- Seat children where they can write comfortably. Distribute Worksheet 84.

"Turn your paper to the worksheet side."

- Make sure children turn to the correct side.

"Read the words in the box at the bottom of the page."

"Then read each sentence and find the word or words from the box that complete it. Write the words on the lines."

"If you come to a word you don’t know, code the word and see if you can figure it out."

- As children work, provide help as needed. Have each child correct any incorrect answers.
Some time during the day, try to call each child to your desk to read some or all of the words on the worksheet, or let children read and listen to each other.

**Homework**

"Turn your paper over to the homework side."

"Read the story to yourself or to someone at home and answer the questions."

"If you come to a word you don’t know, code the word and see if you can figure it out."

"When you finish your paper, read it to someone at home."

"Remember to read and spell the words in the High Frequency Word Box to someone at home. Use the words to write sentences on the handwriting lines. Then bring the practice sheet back to school."

- Have children put their worksheets in their Homework Folders.

**Classroom Practice**

- Play *At First Sight* with the Sight Word Cards to help children learn the new sight words.
School/Home Reinforcement

- Send the following home with children at the end of the day:

  Spelling and High Frequency Word Practice 84
  Worksheet 84
  Handwriting Masters 109–111 (print), 145–147 (cursive) (optional)

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**Sight Words, Part 6**

Read the sentences and fill in the blanks with words from the list at the bottom of the page:

1. In our ____ country ____ we can listen to speeches and then vote for our leaders.

2. I once met a ____ stranger ____ who had gone to school with my dad.

3. The ____ island ____ was in ____ danger ____ when the tide rose after the huge rain.

4. My ____ eye ____ often came from a need for ____ change ____ in glasses.

5. Whose ____ dollar ____ is this by my bottle of ____ eye ____ drops?

6. The entire ____ country ____ was once the site of a tiny island.

7. I listen so I tell you this ____ strange ____ tale.

---

**Sentence**

The earth is home to many animals.

---

**Vision/Spelling**

Read the high-frequency words below and then cover each word with one of your index fingers. Read the sentence with each word covered. Uncover each word and read the sentence one word at a time, as though you were reading it aloud.

- eye: **[]** change: **[]**
- once: **[]** strange: **[]**
- island: **[]** danger: **[]**
- listen: **[]** country: **[]**
Lesson Preparation

Materials
- Review Decks
- Letter Card 68 (oa)
- Picture Card 87 (soap)
- Spelling Word List 17
- Spelling and High Frequency Word Practice 86
- Worksheet 86
- sack of soap

Before class
- Put some soap in a sack (or sacks, depending on your class size) for the students to use to "discover" the new keyword.

Lesson Warm-Up

Language/Alphabet Activity

Ar Enrichment: The language instruction and activities below are optional and for enrichment. Use this section if it suits the ability level of your children and if time permits.

Objective: To extend knowledge of the history of the English language
- Children should be seated at their desks.

“When talking about the history of the English language, we’ve talked so far about two different time periods. Do you remember what those time periods were called?”
Old English and Middle English

“That’s right! The Old English period lasted from the middle of the fifth century until about the time the Battle of Hastings was fought, which was in the year 1066.”

“This was when the Normans came in and took over under the leadership of King William the Conqueror.”

“The Middle English period only lasted about 400 years, from the year 1100 to the year 1500.”

“During the Middle English time period, the language really began to change due to the influence of the French people.”

“The Middle English period lasted until about the time the printing press was introduced in England. This began the last period we will talk about, which is called the ‘Modern English’ period.”
"In fact, the Modern English period is the time period we are still in now. Next week, we'll talk more about how the printing press affected the English language."

"The Modern English period has lasted longer than the other two periods. Someday, some new event may occur that will change things so drastically that a new period could begin. What kinds of things do you think could happen that might change our language?"

- Allow time for children to respond.

**Daily Letter and Sound Review**

**Objective:** To practice letter recognition, letter sounds, and sight words

- Quickly review active **Letter Cards 1–67**. Have children name each letter.
- Quickly review active **Picture Cards 1–86**. Have children name each keyword and sound.
- Show children **Sight Word Cards 1–85** in random order. Ask children to read each word.
- Using the results on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. Choose a few children every day.

**Spelling Review**

**Objective:** To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute **Spelling and High Frequency Word Practice 86**.
- Make sure children are working on the side with the name line.
- Optional: Have children use the cursive letters they have learned to write their spelling sounds.

- Quickly review the following nine sounds. Children should echo the sounds, name the letter(s) that make them, and write their responses on lines 1–9.

  1. /sh/  4. /i/  7. /ar/  2. /hw/  5. /k/  8. /j/  3. /kw/  6. /f/  9. /or/
      tion  e, i  y  wh  k, c  ck, k, ke  f  ff

  "Let's practice spelling some words. Find the box labeled 'Review Words.' Put your finger next to #10. Spell the word 'point.'"

- Repeat with #11 (restful) and #12 (vacation).
- Spell each word out loud after children have had time to write it so they can check their work immediately.
Sight Words:
13. change
14. danger
15. strange

Dictation:
16. Put some lotion on your hands if they are dry.

Distribute Spelling Word List 17.

Have children put their spelling lists in their Homework Folders.

Now let’s practice spelling some sight words. Put your finger next to #13. Spell the word ‘change.’
- Repeat with #14 (danger) and #15 (strange).
- Spell each word out loud after children have time to write it so they can check their work and make corrections immediately.

“Write the following sentence on your paper: Put some lotion on your hands if they are dry.”
- After allowing time for children to write the sentence independently, write it on the board so they can check their work.
- Distribute Spelling Word List 17.

“These are the spelling words we’ll have on our test (Friday). Take these home and practice them.”
- Have children put their spelling lists in their Homework Folders.
- Have children put their practice sheets aside for use later in the lesson.

New Increment: Digraphs oa, oe

Have children echo the following words and identify the common sound as /ɔː/: goat, load, roam.

Write the words on the board and have children identify digraph oo as making the long o sound.

Echo these words and listen for a sound that they all have in common: goat, load, roam.” goat, load, roam

“What sound do you hear in all of these words?” /ɔː/

“Look at these words and see what is making that sound.”
- Write the words on the board.

  goat       load       roam

“What is making the /ɔː/ sound?” o and a

“What do you think ‘oa’ is?” a digraph

“Why?” because it is two letters making one sound

“How do we code digraphs?” underline them
- Underline the digraphs.

  goat       load       roam

“There is another digraph that also makes the /ɔː/ sound.”

“Listen to these words: toe, doe, woe.”

“I’m going to write these words on the board. Look at them and see if you can tell what digraph is making the /ɔː/ sound.”
- Write the words on the board.
“What digraph is making the /ɔ/ sound?”  digraph oe  
“How should we code these digraphs?”  underline them

- Underline the digraphs.

```
toe  doe  woe
```

“Digraph oe does not occur very often in the English language, so we will not have any cards to review for this digraph.”  
“We’ll talk more about these words later in the lesson.”

- Leave the words on the board for use later in the lesson.

**New Deck Cards for Digraphs oa, oe**

- Hold up Letter Card 68.
  “What is this called?”  digraph oa  
  “That’s right! ‘Oa’ is a digraph, so when we see this card, we’ll say ‘digraph oa.’”

- Show children the sack of soap.
  “I have a sack that contains our new keyword for digraph oa.  When I pass the sack around the room, put your hand inside and see if you can discover the new keyword.”

- After allowing every child a chance to feel inside the sack, call on various children to see if they have discovered that the answer is “soap.”
  “The keyword is ‘soap’ and the sound we’ve learned is /ɔ/."
  “Can you hear the /ɔ/ sound in ‘soap’?”

- Show children Picture Card 87.  Point to the coding on the card.
  “Why do you think digraph oa is coded this way?”
  the o is long and the a is silent
  “That’s right.  We underline digraph oa because we always underline digraphs.  We also code the o with a macron because the digraph makes a long /ɔ/ sound.  The a is silent, so we cross it out.”

- Point to the words written on the board previously in the lesson.
  “How do you think we will code digraph oe?”
  underline it; put a macron over the o; cross out the e
  “That’s right! Let’s see if we can finish coding these words.”
Have children code the words on the board, read them, and use them in sentences.

- Select children to help you code the words, which should be coded as follows:

  goat  load  roam
  toe  dog  woe

- Once the words are correctly coded, have children read and use them in sentences.

- Leave the words on the board for children to refer to when completing their worksheets.

  "Get out your Student Spelling Dictionary and Reference Booklets."

- Allow time for children to do this.

  "Digraph oa is irregular for spelling, and we have a chart in our booklets that lists some of these words."

  "Look up the chart for the long o sound in the Table of Contents and turn to that page."

- Allow time for children to do this.

  "What page is this chart on?"  page 26

- Make sure every child is on the correct page.

  "Let's look at these words."

- If time permits, discuss the spelling and definition of each word on the chart. Then have children put their booklets away.

  ▶ Note: The new letter and picture cards should be added to the Review Decks.

**Spelling with Digraphs oa, oe**

- Seat children so they can write comfortably.

- Have children take out their Spelling and High Frequency Word Practice sheets.

  "Turn your sheet over to the back side of the paper."

- Make sure children have the right side.

  "Find the box labeled ‘New Sounds and Words.’"

  "Now let's spell some words with long o digraphs. Put your finger on #1. Spell the word ‘road.’"

- Repeat with #2 (coast) and #3 (board).

- Spell each word out loud after children have had time to write it so they can check their work immediately.

- Have children put their practice sheets in their Homework Folders.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Spelling and High Frequency Word Practice 86
  Spelling Word List 17
  Worksheet 86

**Spelling Sound Review**

1. lion
2. wh
3. qui

**Review Words**

10. point
11. restful
12. vacation

**Sentence**

Put some lotion on your hands if they are dry.

**New Sounds and Words**

- read
- cost

**High Frequency Words**

- eye
- even
- once
- whose

- friend
- danger
- stranger
- country

Dear Parent/Guardian,

Please have your child read and spell the high frequency words above. Check the boxes next to each word your child reads or spells correctly, and send this form with your child's weekly work. The form helps teachers keep track of what your child is learning. Please return the form to school.

Lesson 86
**Digraphs 00, OF**

1. grass
2. throat
3. nation
4. friction
5. play
6. dog

My dad has a job in a plant near our town. He has worked there over two years. After one year of work, my dad's boss gave him a bonus. The bonus, or added cash, that my dad got helped us buy a car. My mom and dad were happy to get the bonus.

7. What is a bonus?
   - a plant
   - a mistake
   - extra cash

8. What helped to buy the car?
   - the bonus (extra cash)

9. Dad got a bonus after three years.
   - yes
   - no

---

**Digraphs 00, OF**

1. raisin
2. lotion
3. ditch
4. itch
5. hoarse
6. bridge

My mom likes our house to stay clean. She tells us things we can do to help keep it that way. She wants us to keep the soap in the dish to help keep the sink clean. She asks us to wipe our feet before (hts ifc) we come into the house so our carpet will stay clean. Mom keeps our house neat and clean.

8. Where should you keep the soap?
   - in the trash
   - in the dish
   - on the bed

9. Why should you wipe your feet?
   - to help keep the carpet clean

---

**Dear Mom/Grandma,**

You asked us how many digraphs we can use, which we wanted to follow (0 and OF). Please keep this paper and the words we learn there in the phonics and the car wash, and send us back the questions. Please sign the paper to school.

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