

Okay! we are nearing the end of the school year! So for the students of Cradleboard Elementary School we need to review some of the Apache words from the past school year, here we go. These words need to be written down five times each. Remember just the Apache words. Please!

September Words:

Father-Shitaá

Mother- Shimaa

Brother/ Sister- Shik'isn

Grandma/ Grandpa- Shiwoyé

September-Binest'ancho

October Words:

October-Ghaazhi

Music Worksheet-Grade 2
Theme from Swan Lake

Ballet music composed by Pyotr Ilyich Tchaikovsky

1. Replace the red lines with the red words below.

woodwind
French horns

harp
timpani

ballet
oboe

This music is from a _____, which is a work designed to be performed with dancers in front of a large orchestra.

The start of this video features the _____, which is a member of the _____ family of instruments.

At the beginning, we also hear the _____ which is a stringed instrument played by plucking with the fingers.

When something dark and possibly scary is going to happen in the music, we hear the _____ and the _____.

2. What do you think might have been happening in the story of this music?

3. How did the instruments give you the impression that something was about to happen in the story?

Student Name: _____

Dear parents:

The packet for the week in 2nd Grade MATH is a review on

**TELLING TIME, ADDITION AND SUBTRACTION OF 2- to 3-DIGIT NUMBERS
WITH AND WITHOUT REGROUPING.**

Students will work on 2 activities daily from Monday to Friday (1 in the morning and 1 in the afternoon,).

Each activity is given with an example on how to work / do the problems.

Day 1 Student will work on Telling time:

**(Complete the clock so both clock will show the same time and Reading Comprehension
on Telling time)**

**Day 2 Student will Write the time shown on the Clock, then Cut out the clock faces and glue them
to the matching time)**

Day 3 Student will be Working on Cross Number Puzzle on Addition and Addition using Bar Models

Day 4 Student will work Addition of 3-digit numbers with regrouping and Secret Code Math

**Day 5 Student will be Cut & Paste 3-Digit Subtraction without Regrouping
and Solving Cross Number Puzzle with Regrouping.**

**Please keep your family safe and in good health. We miss our students dearly. Please give them a big hug
from all of us! Thank you so much for your time and understanding.**

Name: _____ School: _____

Note to Parents and Caregivers:

This week's ELA Learning packet consist of daily reading materials and comprehension checks about each TEXT (fiction and non-fiction). Students who are independent readers may read and complete the activities by themselves. If not, you may read the passages together and guide your child in completing each task. Make sure you have pencils, paper and coloring materials handy. Instructions for completing the tasks are printed below. Student friendly objectives and goals are written for each day. Make sure to READ the goals to them each day before starting the work so that your child can set a goal or purpose for doing the activity.

DAY 1- "An Adventure in Africa"

Kid Friendly Goals: I can ask and answer questions about the text to show my understanding.
I can make an inference about a character's feelings based on their actions.

Step 1: Read the kid friendly goals to your child.

Step 2: Have your child read the Informational Fiction " An Adventure in Africa". Read it together if your child can't read it independently.

Step 3: Read the directions and answer the questions that follow. Refer to the passage to answer the questions. You may ask your child to underline or highlight information in the text to answer a specific question.

Step 5: Reread the passage aloud for fluency practice.

Step 6: Draw and color animals that Kevin would have seen on his Safari Adventure.

Step 7: Have your child write a sentence describing each animal.

Step 8: Instruct your child to read his/her sentence to a family member.

DAY 2- "Breakfast Time"

Kid Friendly Goals: I can ask and answer questions about the text to show my understanding.
I can describe the changes that eggs and butter went through in the story.
I can follow the sequence or order of events in the story.

Step 1: Read the kid friendly goals to your child.

Step 2: Have your child read the Informational Fiction " Breakfast Time". Read it together if your child can't read it independently.

Name: _____ School: _____

Step 3: Read the directions and answer the questions that follow. Refer to the passage to answer the questions. You may ask your child to underline or highlight information in the text to answer a specific question.

Step 5: Reread the passage aloud for fluency practice.

Step 6: Talk about and list things you ate today during breakfast. Draw and label them.

DAY 3- “Oranges from Tree to You”

Kid Friendly Goals: I can read and understand informational texts.

I can tell the topic and focus of one or more paragraphs.

Step 1: Read the kid friendly goals to your child.

Step 2: Have your child read the informational passage “Oranges from Tree to You”. Read it together if your child can’t read it independently.

Step 3: Read the directions and answer the questions that follow. Refer to the passage to answer the questions. You may ask your child to underline or highlight information in the text to answer a specific question.

Step 5: Reread the passage aloud for fluency practice.

Step 6: Ask your child to draw a flow chart to show the process from oranges being picked from a tree until it is sold in stores nationwide.

Step 7: Ask your child to present his/her flow chart to the family.

DAY 4- “Solids and Liquids”

Kid Friendly Goals: I can read and understand informational texts.

I can tell the main idea of the passage.

I can compare and contrast solids and liquids.

Step 1: Read the kid friendly goals to your child.

Step 2: Have your child read the informational passage “Solids and Liquids”. Read it together if your child can’t read it independently.

Step 3: Read the directions and answer the questions that follow. Refer to the passage to answer the questions. You may ask your child to underline or highlight information in the text to answer a specific question.

Step 5: Reread the passage aloud for fluency practice.

Step 6: Have your child look around the house and do a scavenger hunt. Make a list of solids and liquids.

Name: _____

School: _____

DAY 5- “ Wonderful Trees”

Kid Friendly Goals: I can read poetry with rhythm.

Step 1: Read the kid friendly goals to your child.

Step 2: Have your child read the Poetry “ Wonderful Trees”. Read it together if your child can't read it independently.

Step 3: Read the directions and answer the questions that follow. Refer to the poem to answer the questions. You may ask your child to underline or highlight information in the text to answer a specific question.

Step 5: Reread the poem aloud for fluency practice.

Step 6: Identify and circle rhyming words.

Step 7: Draw your favorite tree.

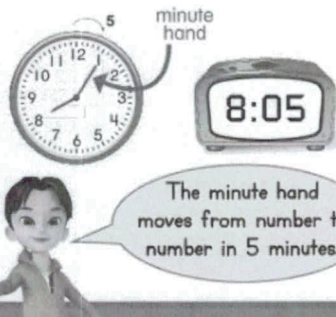
Step 8: Complete this sentence. “Trees are wonderful because _____.”

FUN FRIDAY!!!!

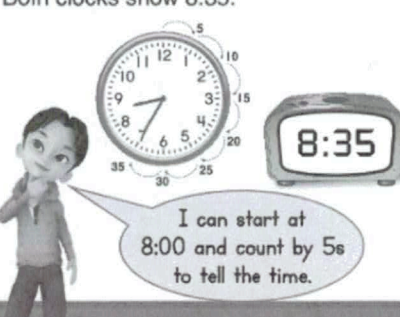
1. Do the Mother's Day Choice Board
2. Do the Mother's day coloring pages and give to your mom.

Name: _____

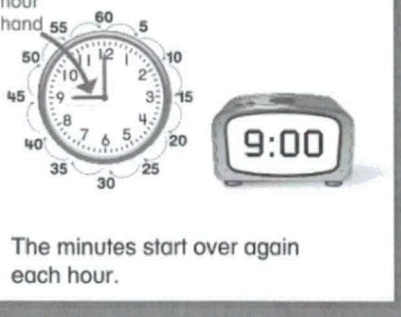
Both clocks show 8:05.



To tell time to five minutes, count by 5s. Both clocks show 8:35.





There are 60 minutes in 1 hour.



Guided Practice Complete the clocks so both clocks show the same time.

1. 

2. 

3. 

4. 

Independent Practice Complete the clocks so both clocks show the same time.

5. 

6. 

7. 

8. 

9. 

10. 

Name: _____

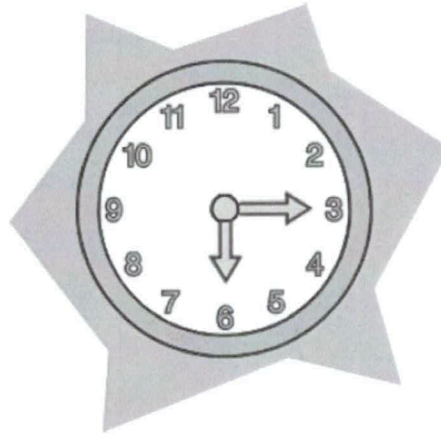
"Time to..."

Reading Comprehension – Short Stories

Directions: Read the story. Then answer the questions below.

It is 6:15 a.m.

It is time to wake up.
 It is time to take a shower.
 It is time to brush teeth.
 It is time to get dressed.
 It is time to eat breakfast.
 It is time to go to work.
 It is time to eat lunch.
 It is time to go back to work.
 It is time to go home.
 It is time to eat dinner.
 It is time to go to sleep.



"Billy," she says.
 "What?" Billy says.
 "It is time to wake up!"

Questions:

1) What time is it?

- A. 5:30 in the morning
- B. 5:30 at night
- C. 6:15 in the morning
- D. 6:15 at night

2) What is it time to do first?

- A. brush teeth
- B. take a shower
- C. wake up
- D. go to work

3) What is it time to do second?

- A. brush teeth
- B. wake up
- C. take a shower
- D. go home

4) What is it time to do last?

- A. go to sleep
- B. go to work
- C. go to a movie
- D. eat dinner

5) What is it time to do after it is time to go home?

- A. eat dinner
- B. brush teeth
- C. get dressed
- D. wake up

6) Billy wakes up. This means he

- A. starts sleeping
- B. starts working
- C. stops sleeping
- D. eats dinner

7) Billy is

- A. busy
- B. short
- C. nervous
- D. honest

8) It is time to *brush teeth*. This means it is time for Billy to

- A. clean his teeth
- B. chatter his teeth
- C. bite with his teeth
- D. chew with his teeth

9) Billy *goes back* to work. This means he

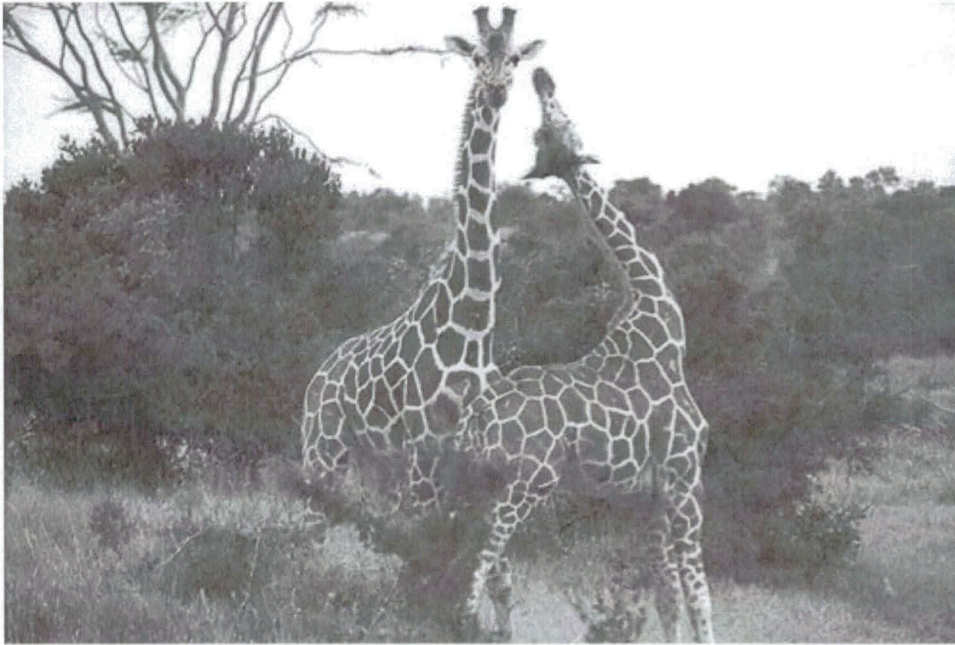
- A. likes work
- B. is late for work
- C. returns to work
- D. stays home

10) What is the correct order?

- A. Breakfast – Dinner – Lunch
- B. Breakfast – Lunch – Dinner
- C. Dinner – Lunch – Breakfast
- D. Lunch – Dinner – Breakfast

An Adventure in Africa

by ReadWorks



It was late at night, but Kevin lay awake in bed. He could not sleep because he was very scared. His bed was inside a giant camping tent, and just outside the tent were the fields of Africa, filled with wild animals. Kevin looked at his parents, who slept soundly in another bed across from him. He wondered how they could be so calm. What if a lion came into their tent to attack them? It took a long time before Kevin finally fell asleep.

When the sun came up, he felt his mother's hand on his head. "Good morning, Kevin!" she said. She looked happy and excited. "Time to wake up and go on the safari."

"I'm scared," said Kevin. Before they left America on the airplane, his parents had explained to him that a safari was a long drive through nature, usually in Africa. During a safari you can see lions and zebras living free,

instead of cooped up in a zoo. "What if we get close to a lion?" he asked.

"Oh, darling," she said. "Like I told you, nothing will happen to us if we listen to what our guide says."

Kevin rubbed his eyes and slowly put on his clothes. He listened to the birds singing outside and began to feel less afraid. He walked out of the tent into bright sunlight, and ate his eggs quickly at the table outside. Then he got into a big green jeep with his mother and father. The driver was a kind-looking man with a bushy gray beard. His name was Jim, and he was their guide.

The jeep took off along a dirt road. After a little while Kevin saw something move out of the corner of his eye. "Wait!" he said. "I see something!"

Jim stopped the car and told them all to get out. Kevin and his parents waited in the tall grass while Jim walked ahead of them and looked around. After a minute Jim raised his hands in the air. "Shhh," he whispered. "It's nothing dangerous. If we speak loudly, we'll scare it away!" Kevin and his parents walked up to where Jim stood, and soon Kevin saw an animal come very close to them. It was a beautiful golden creature with dark brown spots and a very, very long neck. It had come to eat the leaves of a tall tree. "The giraffe is the only animal around here tall enough to reach these leaves," whispered Jim. "That's why it always has food to eat."

"Wow," whispered Kevin. He could not believe how close he was to the giraffe. All his fears vanished, and he began to get excited about the day to come.

Name: _____ Date: _____

1. Where are Kevin and his parents?

- A. in Australia
- B. in Africa
- C. in America

2. What event made Kevin less afraid of being close to wild animals?

- A. Kevin's mom told him that nothing would happen to them if they listen to their guide so Kevin was not afraid.
- B. Jim, the guide, came to pick up Kevin and his parents to take them on the safari.
- C. A giraffe came very close to Kevin while he was on the safari and Kevin was not afraid.

3. Kevin was scared when he was in the giant camping tent late at night in Africa. Which evidence from the story does NOT support this statement?

- A. It took a long time before Kevin could fall asleep.
- B. Kevin's parents slept soundly in another bed across from Kevin.
- C. Kevin thought about a lion coming into their tent to attack them.

4. How did Kevin's parents most likely feel during the trip to Africa?

- A. Kevin's parents were bored during the trip to Africa.
- B. Kevin's parents were afraid during the trip to Africa.
- C. Kevin's parents were not afraid during the trip to Africa.

5. What is the story mostly about?

- A. a boy named Kevin who goes on a safari in Africa with his parents
- B. a boy named Kevin who was excited to see many wild animals close up
- C. a family that went to Africa to see giraffes

6. Read the following sentences: "During a safari you can see lions and zebras living free, instead of **cooped up** in a zoo."

What does the phrase "**cooped up**" most nearly mean?

- A. yelled at
- B. released in the wild
- C. kept in a closed space

7. Choose the answer that best completes the sentence below.

Kevin saw something move _____ the guide stopped the car.

- A. because
- B. so
- C. but

8. Which animal came to eat the leaves of a tall tree that was near Kevin?

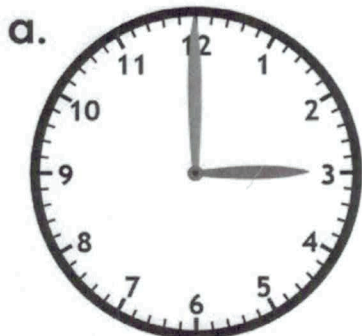
9. Explain how Kevin's feelings about being close to wild animals change from the beginning to the end of the story. Use evidence from the text to support your answer.

10. How would Kevin react if he saw a lion up close on the safari? Use evidence from the story to support your answer.

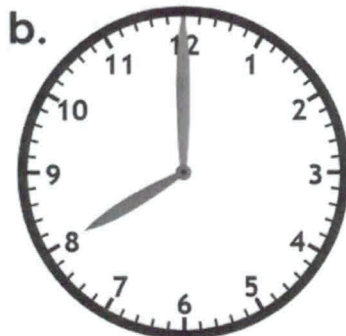
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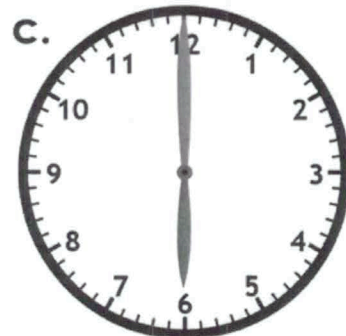
Telling Time

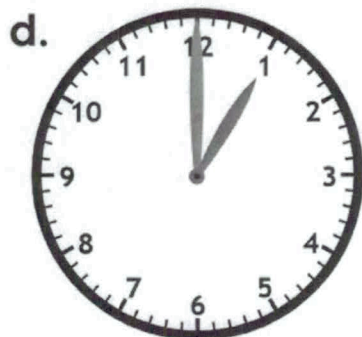
Write the time shown.

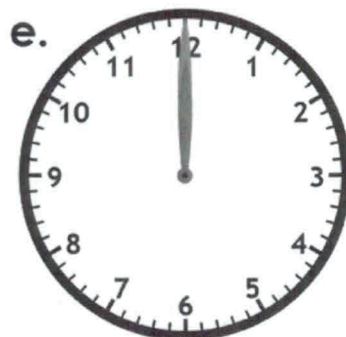


3:00











Telling Time

Cut out the clock faces and glue them to the matching times.

8:00

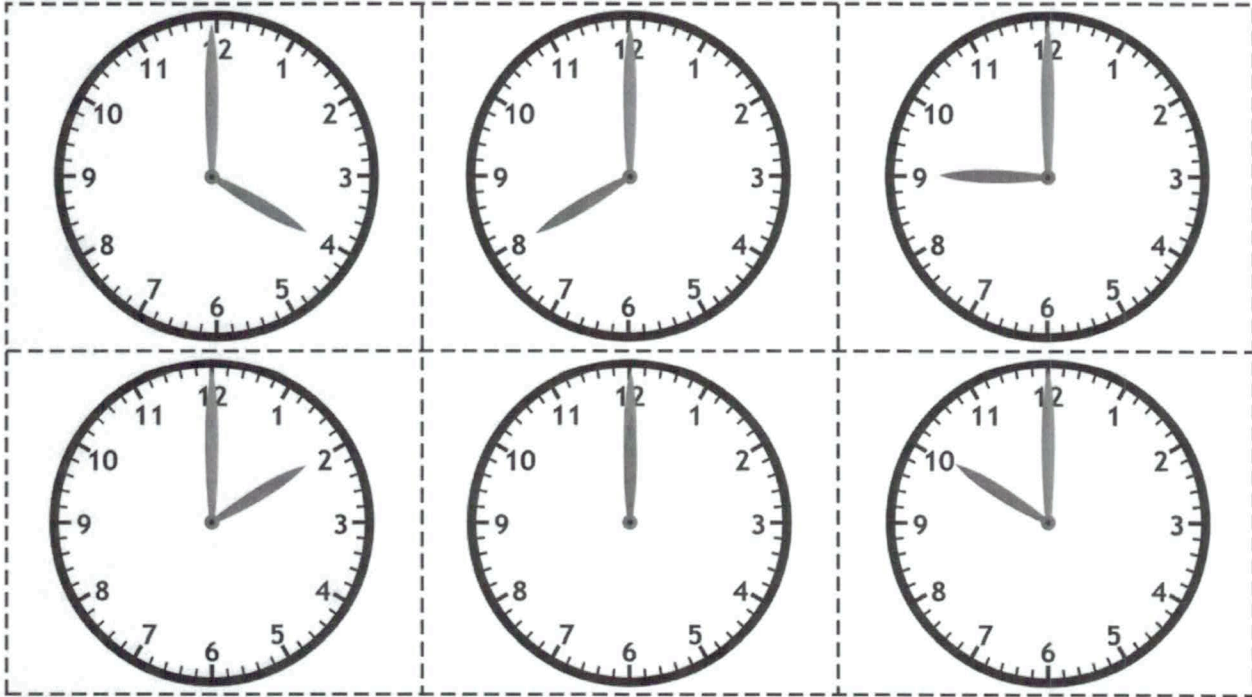
2:00

12:00

10:00

4:00

9:00



Breakfast Time

by Rachelle Kreisman



When I woke up this morning, my dad was making breakfast. I asked if I could help. Dad let me crack the eggs into a bowl. The insides of the eggs were gooey, like syrup. I used a fork to beat the eggs. They were still gooey, but now they looked creamy, too.

My dad poured the wet eggs into the pan. The eggs heated up. I observed the changes as the liquid eggs turned into a solid. Soon, we had scrambled eggs!

I toasted two pieces of bread. Then my dad took a stick of butter out of the refrigerator. When my toast was ready, my dad cut off a bit of butter. I put that butter on my toast. I watched as the solid butter turned into a yellow liquid.

Breakfast was yummy! When we were done, we cleaned up. The rest of the stick of butter was getting soft. I put it back in the refrigerator. Next time I use the butter, that stick will be solid again.

Name: _____ Date: _____

1. What were the main character and Dad doing together?
 - A. buying eggs
 - B. making breakfast
 - C. baking bread

2. This story describes a sequence of events. Which of these events happened first?
 - A. Dad cut off a bit of butter for the toast.
 - B. The liquid eggs turned into a solid.
 - C. Dad poured the wet eggs into the pan.

3. Butter can be a solid or a liquid depending on how hot or cold it gets.

What evidence in the article supports this statement?

- A. "My dad poured the wet eggs into the pan. The eggs heated up. I observed the changes as the liquid eggs turned into a solid."
 - B. "The rest of the stick of butter was getting soft. I put it back in the refrigerator. Next time I use the butter, that stick will be solid again."
 - C. "Then my dad took a stick of butter out of the refrigerator. When my toast was ready, my dad cut off a bit of butter. I put that butter on my toast."
4. What caused the liquid eggs to turn into solid scrambled eggs?
 - A. the heat from the cooking pan
 - B. the heat from the toasted bread
 - C. the fork that was used to beat the eggs

 5. What is the main idea of this story?
 - A. The main character and Dad made eggs and toast with butter for breakfast.
 - B. The solid butter turned into liquid when it was put on toast.
 - C. The main character used a fork to beat the eggs for breakfast.

6. Read these sentences from the text.

"My dad poured the wet eggs into the pan. The eggs heated up. I observed the changes as the liquid eggs turned into a solid. Soon, we had scrambled eggs!"

What does the word "observed" mean in these sentences?

- A. ate
- B. caused
- C. watched

7. Choose the answer that best completes this sentence.

My dad poured the wet eggs into the pan, _____ the eggs heated up.

- A. so
- B. because
- C. but

8. How did the eggs change when they were heated up?

9. How did the butter change when it was put on hot toast?

10. Think about the changes that the eggs and the butter went through in the story. Based on these changes, how are the butter and the eggs in this text different?

Name: _____

Objective: Student will be able to Add numbers without regrouping

Direction: Solve the puzzle as fast as you can. Write each digit of your answer in each box. Problem A is done for you

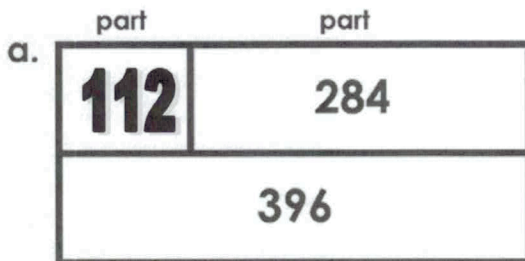
ACROSS	DOWN
A. 25 + 13	A. 216 + 141
B. 953 + 42	B. 63 + 36
C. 32 + 47	C. 522 + 213
E. 71 + 27	D. 361 + 126
F. 326 + 132	E. 75 + 22
G. 21 + 56	

A 3	8		B			
5		C				D
7					E	
	F				G	

Name: _____

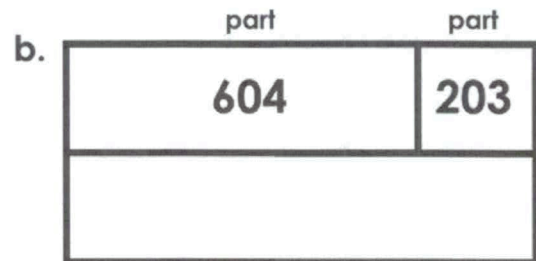
Addition and Subtraction with Bar Models

Find the missing value for each bar model. Then write an addition and subtraction number sentence for each.



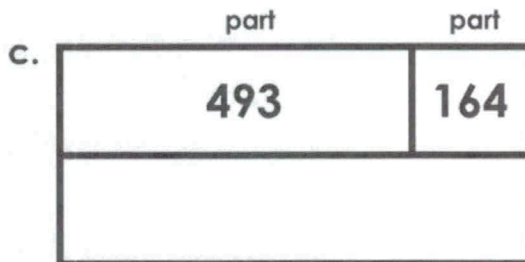
$$\begin{array}{r} 112 \\ 396 \\ \hline \end{array} + \begin{array}{r} 284 \\ 284 \\ \hline \end{array} = \begin{array}{r} 396 \\ 396 \\ \hline \end{array}$$

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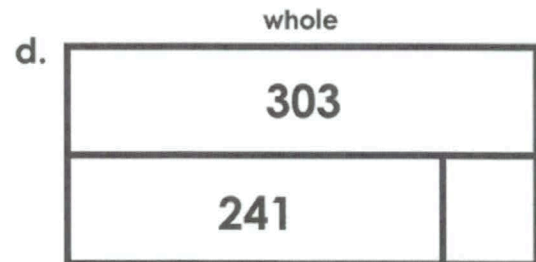
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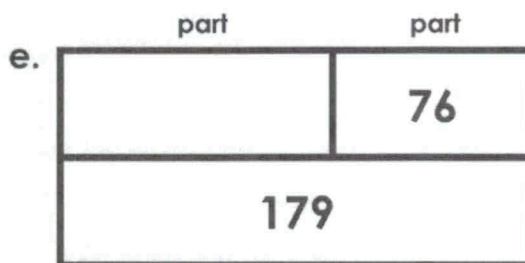
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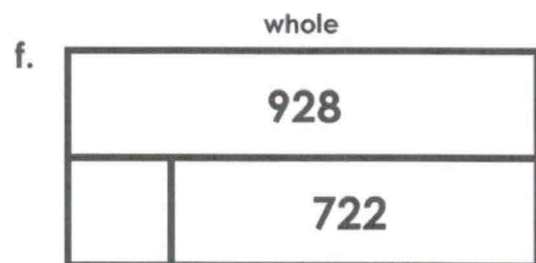
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Oranges from Tree to You

by Susan LaBella



Oranges are round, juicy fruits that grow on trees in places with warm weather. How does an orange get from the tree to your refrigerator?

People who work as fruit pickers move through groves filled with orange trees. When an orange is ripe, the picker clips it off the tree. All picked oranges are then carefully moved to a packing plant.

In the plant, oranges are placed on a machine with moving rollers. Special brushes wash the fruit as it rolls along. Next, each orange is dried.

Another machine lines up the oranges in boxes. A computer checks each box. Any oranges with spots or damage are removed. Orange growers want to produce good fruit that people will buy.

Finally, each orange is given a sticker and placed in a box. Full boxes are shipped in cool trucks to stores.

People who work in the store place the oranges on shelves. Then someone from your family comes to the store. Your family member chooses a few oranges, buys them, brings them home, and puts them in your refrigerator.

Then, one day, you open your refrigerator-and there those oranges are, ready for you to eat!

Name: _____ Date: _____

1. Where do oranges grow?

- A. on trees in places with cool weather
- B. underground in places with warm weather
- C. on trees in places with warm weather

2. This article describes the sequence of steps needed to bring an orange from a tree to your refrigerator. The first step is when the orange is picked from a tree. What is the second step?

- A. The picked oranges are moved to a packing plant.
- B. Any oranges with spots or damage are removed.
- C. Each orange is washed and dried.

3. Oranges have to be moved carefully, washed with special brushes, and then checked for spots or damage before they are sold.

What can you conclude based on this evidence?

- A. People treat oranges more carefully than they treat apples before they are sold.
- B. It's important for people to take good care of the oranges before they are sold.
- C. People who buy oranges are not able to wash the fruit with special brushes.

4. Why might any oranges with spots or damage be removed from their box at the packing plant?

- A. because people are not likely to buy oranges with spots or damage
- B. because orange growers like to keep oranges with spots or damage
- C. because it is important for all the oranges in a box to look the same

5. What is the main idea of this article?

- A. Oranges are round, juicy fruits that many people like to eat.
- B. Oranges have to go through different steps to get from a tree to your refrigerator.
- C. It is important to only choose oranges without spots or damage.

6. Read these sentences from the text.

"Oranges are round, juicy fruits that grow on trees in places with warm weather. How does an orange get from the tree to your refrigerator?"

Why does the author ask this question in the first paragraph of the text?

- A. to hint to readers that the article will give them the answer to this question
- B. to ask readers to do research and find the answer to this question
- C. to distract readers from the main idea of the article

7. Choose the answer that best completes this sentence.

A machine lines up oranges in boxes _____ each orange is washed and dried.

- A. after
- B. while
- C. before

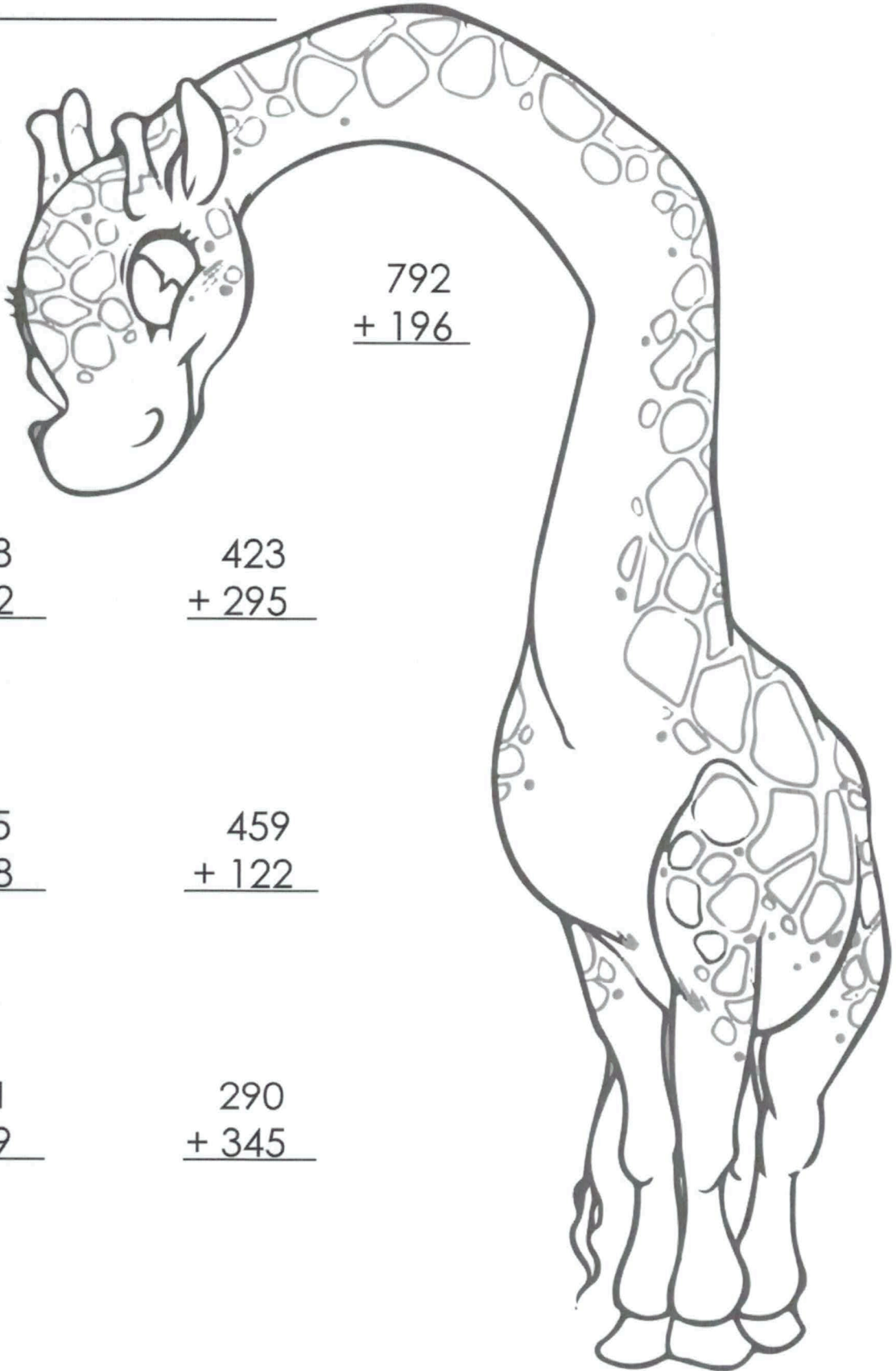
8. Where do oranges get sent after the packing plant?

9. Summarize the steps that an orange goes through from the tree to your refrigerator. Use details from the text in your answer.

10. Why might oranges have to go through the whole picking and packing process before people buy them? Use evidence from the text to support your answer.

Objective: Student will be able to Add 3- digit numbers With Regrouping

Name: _____



$$\begin{array}{r} 792 \\ + 196 \\ \hline \end{array}$$

$$\begin{array}{r} 308 \\ + 352 \\ \hline \end{array}$$

$$\begin{array}{r} 423 \\ + 295 \\ \hline \end{array}$$

$$\begin{array}{r} 155 \\ + 238 \\ \hline \end{array}$$

$$\begin{array}{r} 459 \\ + 122 \\ \hline \end{array}$$

$$\begin{array}{r} 651 \\ + 329 \\ \hline \end{array}$$

$$\begin{array}{r} 290 \\ + 345 \\ \hline \end{array}$$

Secret Code Math

Column Addition: 3 Addends, 3 Digits

Decode the addends and find the sums.

1	2	3	4	5	6	7	8	9	0

a. Code Numbers

Regular Numbers

$$\begin{array}{r}
 \begin{array}{ccc}
 \text{grid} & \text{cross} & \text{caret} \\
 \text{cross} & \text{caret} & \text{arrow} \\
 + & \text{Z} & \text{grid}
 \end{array} \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{ccc}
 1 & 3 & 6 \\
 3 & 6 & 8 \\
 + & & 9 & 1
 \end{array} \\
 \hline
 5 & 9 & 5
 \end{array}$$

b. Code Numbers

Regular Numbers

$$\begin{array}{r}
 \begin{array}{ccc}
 \text{Z} & \text{hexagon} & \text{circle with dot} \\
 \text{square} & \text{triangle} & \text{grid} \\
 + & \text{caret} & \text{hexagon} & \text{triangle}
 \end{array} \\
 \hline
 \end{array}$$

c. Code Numbers

Regular Numbers

$$\begin{array}{r}
 \begin{array}{ccc}
 \text{cross} & \text{circle with dot} & \text{circle with dot} \\
 \text{caret} & \text{hexagon} & \text{circle with dot} \\
 + & \text{circle with dot} & \text{square}
 \end{array} \\
 \hline
 \end{array}$$

d. Code Numbers

Regular Numbers

$$\begin{array}{r}
 \begin{array}{ccc}
 \text{circle with dot} & \text{arrow} & \text{triangle} \\
 \text{triangle} & \text{circle with dot} & \text{triangle} \\
 + & \text{triangle} & \text{arrow} & \text{circle with dot}
 \end{array} \\
 \hline
 \end{array}$$

e. Code Numbers

Regular Numbers

$$\begin{array}{r}
 \begin{array}{ccc}
 \text{square} & \text{arrow} & \text{triangle} \\
 & \text{caret} & \text{cross} \\
 + & \text{grid} & \text{Z} & \text{Z}
 \end{array} \\
 \hline
 \end{array}$$

f. Code Numbers

Regular Numbers

$$\begin{array}{r}
 \begin{array}{ccc}
 \text{Z} & \text{hexagon} & \text{Z} \\
 \text{grid} & \text{caret} & \text{square} \\
 + & \text{arrow} & \text{circle with dot} & \text{hexagon}
 \end{array} \\
 \hline
 \end{array}$$

Solids and Liquids

by Rachelle Kreisman



What do shoes, paper, and cheese all have in common? They are all solids. Solids are things that have a shape of their own. They do not flow like liquids do. Computers, trees, and soccer balls are also solids.

Liquids do not keep their shape. A liquid can be poured into a container and will take the container's shape. Some examples of liquids are water and milk.

Solids and liquids have something in common. They are both states of *matter*. Matter is everywhere. It is anything that takes up space and has mass. Mass is a measure of how much matter is in an object. All objects are made of matter.

Name: _____ Date: _____

1. What are solids?

- A. things that have a shape of their own
- B. water and milk
- C. things that do not keep their shape

2. What are solids compared with in this article?

- A. liquids
- B. trees
- C. computers

3. Read this paragraph from the article.

"Liquids do not keep their shape. A liquid can be poured into a container and will take the container's shape. Some examples of liquids are water and milk."

What can be concluded about the shape of water and milk from this information?

- A. Water and milk have a shape of their own.
- B. Water and milk do not flow.
- C. Water and milk do not keep their shape.

4. What is true about the similarities and differences of solids and liquids?

- A. There are similarities and differences between solids and liquids.
- B. There are similarities between solids and liquids but not any differences.
- C. There are differences between solids and liquids but not any similarities.

5. What is the main idea of this article?

- A. Solids and liquids are different kinds of matter.
- B. A liquid that is poured into a container will take the container's shape.
- C. Mass is a measure of how much matter is in an object.

6. Read these sentences from the text.

"Solids and liquids have something in common. They are both states of matter."

What does it mean that solids and liquids "have something in common"?

- A. All objects are made of matter.
- B. Solids and liquids are alike in some way.
- C. Solids take up more space than liquids do.

7. Choose the answer that best completes this sentence.

Solids do not flow, _____ liquids do.

- A. so
- B. because
- C. but

8. List two details about solids.

9. List two details about liquids.

10. Compare solids and liquids. Support your answer with evidence from the article.

CUT & PASTE

THREE DIGIT SUBTRACTION WITHOUT REGROUPING

Name: _____

Directions: Solve the problems below. Cut out the answers and paste them to the correct problems.

1.
$$\begin{array}{r} 434 \\ - 222 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 881 \\ - 531 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 999 \\ - 674 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 621 \\ - 310 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 769 \\ - 354 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 840 \\ - 600 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 398 \\ - 303 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 388 \\ - 225 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 998 \\ - 577 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 867 \\ - 462 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 778 \\ - 332 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 568 \\ - 427 \\ \hline \end{array}$$

212

163

421

240

311

141

95

350

415

446

325

405

Objective: Subtract 2-to 3- digit numbers from 2- to 3- digit numbers with regrouping in the hundreds place without or with zero difficulty.

Direction: Use your answer to fill in the puzzle. Subtract.

PROBLEMS **A** and **B** are done for you

ACROSS:

a. 309
 $- 181$

c. 506
 $- 155$

e. 513
 $- 290$

f. 966
 $- 392$

g. 654
 $- 392$

h. 627
 $- 495$

j. 906
 $- 651$



DOWN:

a. 229
 $- 216$

b. 619
 $- 531$

d. 607
 $- 455$

e. 907
 $- 663$

i. 918
 $- 663$

						a	1	2	b	8
c		d		e			3			8
		f								
g						h			i	
						j				

Wonderful Trees

by Arin Lapa



National Image Library

Trees, wonderful trees,
Waving in the breeze

Birds lay eggs and nest,
Squirrels climb up to rest

Many fruits to be eaten,
Maple syrup to sweeten

5

Cool shade from the sun,
Bright leaves by the ton

So if you could please,
Take care of our trees.

10

Name: _____ Date: _____

1. The poet writes, "Birds lay eggs and nest." In this sentence the poet uses "nest" to mean

- A. a home for birds.
- B. a part of a tree.
- C. living in and taking care of a nest.
- D. a lot of eggs.

2. The poet describes "shade" as

- A. cool.
- B. tree.
- C. bright.
- D. sun.

3. This passage is about

- A. the things that trees give us.
- B. taking care of trees.
- C. the beauty of trees.
- D. all of the above.

4. The poet writes, "bright leaves by the ton." That means

- A. there are too many leaves.
- B. the leaves are very bright.
- C. there are a lot of bright leaves.
- D. the tree is losing its leaves.

5. What genre is this passage? How do you know?

Name: _____

School: _____

Mother's Day Choice Board

Color Each box once it is completed. Do 6 boxes to complete your choice board.

<p>Write your mom's name.</p> <p>_____</p>	<p>Draw a picture of your mom.</p>	<p>List 5 adjectives that best describes your mom.</p> <ol style="list-style-type: none">1.2.3.4.5.	<p>Give your mom a big bear hug.</p>
<p>Give your mom a big kiss.</p>	<p>Write your mom's most favorite food.</p>	<p>Write your mom's most favorite thing to do.</p>	<p>Give your mom a back rub.</p>
<p>Help your mom with a chore at home.</p>	<p>Give your mom a foot massage.</p>	<p>Tell your mom "I love You"</p>	<p>Tell your mom that she's beautiful.</p>



Mom's Super Powers!

My Mom can do amazing things!

She can _____ faster than anyone!

She makes the best _____

When I feel sick, she _____

We always play _____

She likes to _____

Her favourite thing to do is _____

She cooks the yummiest _____

She makes me so happy when _____

She can fix _____

I love it when she _____

She is the best Mom!



Ants

Ants are very small bugs. They say there are more than 10,000 kinds of ants all over the world. Ant bites can hurt. They can make you itch. But ants aren't all that bad. They can do some pretty cool things.

41

Did you know that ants are strong? They can lift 20 times their own body weight! If kids could lift that much, think of what they might lift! You may have seen ants at your school. Watch them carry rocks and foods that are bigger than them!

88

Ant families have a queen and lots of males. The queens have wings and lots of babies. This makes a big family. The males always help their big families. They are always working and moving. They bring goods for shelter.

128

Ants work and walk in nice lines. Ants bring food to the queen. The family would not live long without the queen.

150

NAME: _____ DATE: _____

Directions: Answer the following questions about the Reading Passage. Choose the best answer.

1. Who are the members of an ant family?
 - a. Males
 - b. Babies
 - c. A queen
 - d. All of the above
2. How do the male ants help their big families?
 - a. They bring goods for shelters.
 - b. They make warm fires.
 - c. They bite people.
 - d. They pay the bills.
3. Ants are _____.
 - a. Weak
 - b. Strong
 - c. Tired
 - d. Lazy
4. What would happen to an ant family without its queen?
 - a. They wouldn't live long.
 - b. They would grow stronger.
 - c. They would grow to be larger.
 - d. Nothing would happen.
5. What is the connection the author makes between ants and kids?
 - a. That ants and kids can bite.
 - b. How ants and kids look alike.
 - c. The difference in how much ants and kids can lift.
 - d. The connection between ants and kids family sizes.
6. What was the main topic in this story?
 - a. Bites
 - b. Ants
 - c. Family
 - d. Food

Circle the paragraph that best supports your response in question #6. Then give one reason why you chose that paragraph.

- a. Paragraph 1 _____
- b. Paragraph 2 _____
- c. Paragraph 3 _____
- d. Paragraph 4 _____

SECOND GRADE
HOME-BASED LEARNING
PACKET

WEEK OF
May 18 – May 22, 2020

NAME: _____
(First) **(Last)**

MY SCHOOL: _____

Nizhi' /Name: _____

Lesson Plan for K-2nd Parents please write out the words several time. Practice daily and learn the words. Spring is beautiful!! (Daa' degozhone).

Butterfly – Doolé'

Rainbow – Itsat'ol

Sky – yáá

Clouds – yaak'os

Bird – dlo'

River – tunlii'

Cornfield – nada' hintih

Tree – gad

Flower – ch'il

Grass – tl'oh

physical education



"every child is a winner when they try their very best!"

PE Choice Boxes for May 18-22, 2020

Choose one box each day.

Cross out the boxes when you have completed the task.

<p>How Fast Can You Go?</p> <p>Pick a distance and see how fast you can run the distance.</p>	<p>Wild Arms</p> <p>As fast as you can complete:</p> <p>10 Arm Circles front & back</p> <p>10 Forward punches</p> <p>10 Raise the Roof's</p>	<p>Jumping Jacks</p> <p>Do 20, take a break, do 20 more.</p>
<p>Step Jumps</p> <p>Find a step and jump up and down 50 times. Be careful. Take a break if you need to.</p>	<p>Sit Ups</p> <p>Do 20, take a break, do 20 more.</p>	<p>Crawl Like a Seal</p> <p>Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.</p>
<p>Wake and Shake</p> <p>As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.</p>	<p>Play Catch</p> <p>Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.</p>	<p>Push-Ups</p> <p>Do 20, take a break, do 20 more.</p>



Writing Choice Boxes for May 18-22, 2020

Choose 5 that interest you. Cross out the boxes when you have completed the task.

Write about a special family event or tradition.	Write about a day when nothing seemed to go right.	There are four seasons. Which season is better? Why?
You are the smallest fish in the ocean. What would you see?	What is your favorite sport to play? Watch on TV?	Many adults have jobs. What kind of job do you want to have someday?
What is your favorite pet? Why?	Which is worse to lose eyesight or hearing? Why?	Describe the weather outside your window right now.
If you could turn into any zoo animal, what would it be? Explain.	Explain the steps to playing your favorite game of choice.	You are taking a trip to outer space. Write about your journey as you travel.

There was once a farmer with a lazy son. No matter how much the farmer pleaded or threatened, his son refused to help with the farmwork. Finally, the farmer had an idea. "Son," he said, "I heard a rumor that treasure is buried in our field. If you can find it, you may keep it."

The son immediately went to the field, but it was covered in weeds. He worked all day chopping down the tough stalks. The next day, he began to dig for the treasure, but the soil was so dry that the dust choked him. He worked all day fetching buckets of water to wet the soil. Then the villagers began taking a shortcut through the field, and the boy feared someone would discover the treasure before he did. He labored all day to cover the field with smelly manure. Finally, he could dig!

He dug and dug until every inch of soil was broken into soft, loose clods, but he found no treasure. That night, while the exhausted boy slept, the farmer scattered seeds in the dirt. Soon, the field was dotted with plump yellow pumpkins, which the farmer sold for gold coins. He handed the money to his son and said, "Here is your treasure. It was hidden in the field all along. You just had to work to make it grow!"



1. At the end of the story, what treasure was grown in the field?

- (A) silver coins
- (B) pumpkins
- (C) weeds

Underline the sentence that helped you answer the question.

2. Why did the boy pour water on the field?

- (A) to keep the dust from rising
- (B) to please his father
- (C) to help with the weeds

Circle the phrase that helped you answer the question.

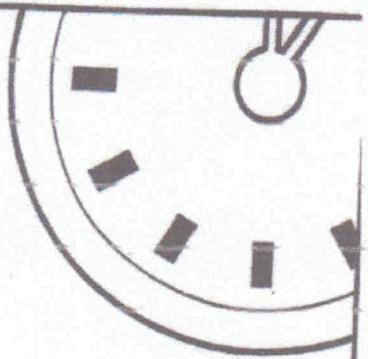
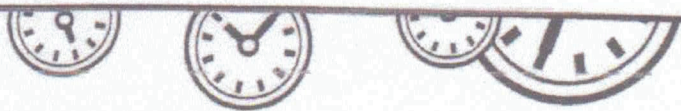
3. What is the meaning of **plead** in this story?

- (A) to work
- (B) to discover
- (C) to beg

4. What lesson did the farmer's son learn?

- (A) Some treasures are false.
- (B) Hard work pays.
- (C) All that glitters is not gold.

5. Do you think the farmer really heard a rumor about treasure? Why or why not?



Minute 25

Name _____

1. 2, 4, 6, and 8 are odd numbers. Circle: True or False

2. Complete the fact family. $9 + 4 = 13$ $\underline{\quad} - 9 = 4$

$4 + 9 = 13$ $13 - 4 = 9$

3.
$$\begin{array}{r} 34 \\ + 47 \\ \hline \end{array}$$

4. Kyra found 4 insects. Jamie found 6 insects. Ruth found 2 insects. How many insects did they find in all? insects

5. Circle the name of the shape:



square rectangle diamond

6. $17 - \square = 9$

7. Write the time. _____

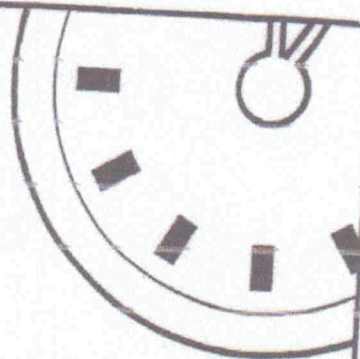


8. Write the number seventeen. _____

9. Circle the number that is less: 94 49

10. Write the missing number.

_____, 30, 40, 50, 60



Minute 26

Name _____

1. Complete the fact family.

$9 + 5 = 14$

$14 - 5 = 9$

2. $4 + \square = 7$

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

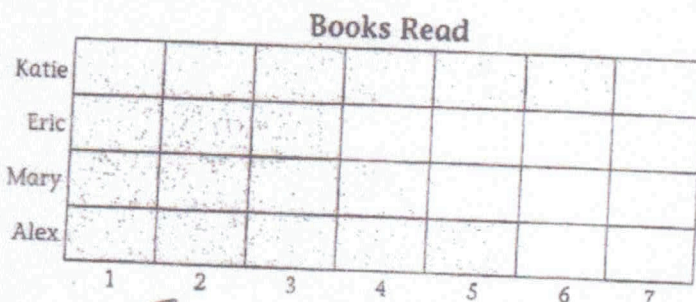
$14 - 9 = 5$

For questions 3 and 4, write the missing number.

3. 30, _____, 36, 39, 42

4. 40, _____, 60, 70, 80

Use the bar graph to complete questions 5-7.



5. Who read four books? _____

6. Who read the most books? _____

7. How many more books did Alex read than Eric? _____ more books

8. Write the number thirty-five. _____

9. $\begin{array}{r} 17 \\ -9 \\ \hline \end{array}$

10. $\begin{array}{r} 12 \\ +9 \\ \hline \end{array}$

The Sun, the Moon, and the Sea

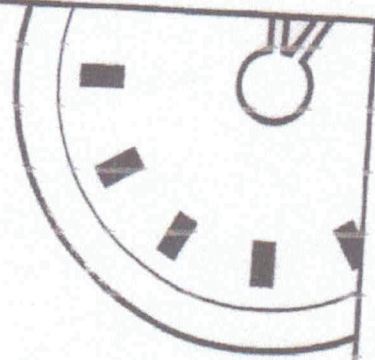
Excerpt from "The Walrus and the Carpenter" by Lewis Carroll

- 1 The sun was shining on the sea,
Shining with all his might:
He did his very best to make
The billows smooth and bright—
And this was odd, because it was
The middle of the night.
- 2 The moon was shining sulkily,
Because she thought the sun
Had got no business to be there
After the day was done—
"It's very rude of him," she said,
"To come and spoil the fun!"
- 3 The sea was wet as wet could be,
The sands were dry as dry.
You could not see a cloud, because
No cloud was in the sky:
No birds were flying overhead—
There were no birds to fly.



1. In which stanza does the poet use the second-person ("you") point of view?
 (A) first
 (B) second
 (C) third
 Circle the line where you found the answer.
2. What is the meaning of **billows** in this poem?
 (A) waves
 (B) stars
 (C) birds
3. Which character in the poem is referred to as a woman?
 (A) the sun
 (B) the moon
 (C) the sea
 Underline the lines where you found the answer.
4. Which words best describe the mood or tone of this poem?
 (A) playful, nonsense
 (B) dreamy, peaceful
 (C) realistic, powerful

5. Why was the moon sulking?



Minute 24

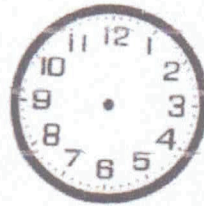
Name _____

1. $3 + 7 + 8 =$ _____

2. Add the double numbers. $8 + 8 =$ _____

3.
$$\begin{array}{r} 17 \\ + 18 \\ \hline \end{array}$$

4. Draw the clock hands to show 12:30.



For questions 5-7, write the number that comes after.

5. 67 _____

6. 19 _____

7. 74 _____

8. Circle the even number: 11 14 19

9. Write the number of tens and ones.

79 = _____ tens _____ ones

10. How much money in all? _____ c



$\begin{array}{r} 459 \\ - 236 \\ \hline \end{array}$	$\begin{array}{r} 264 \\ - 51 \\ \hline \end{array}$	$\begin{array}{r} 768 \\ - 503 \\ \hline \end{array}$
---	--	---

Write the value of the 4 in each number.

364 _____	145 _____
450 _____	904 _____

Write $<$, $>$, or $=$ to compare.

501 ○ 510

Students Who Can Whistle	
Mr. Bing's Class	++++
Ms. Ellis's Class	
Ms. Nguyen's Class	++++ +++++

Which teacher has the fewest students who can whistle? _____

How many more students in Ms. Nguyen's class can whistle than in Mr. Bing's class? _____

The numbers in the squares are the sums of the numbers in the circles. Write the missing numbers.

7 + 6 - 9 =

Write the number.

one hundred fifteen

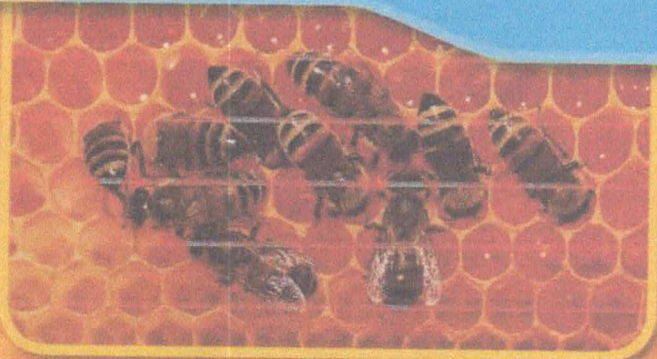
Maurice had 78 sheets of notebook paper. He gave 24 sheets to Kevin and 24 sheets to Enrique. How many sheets of notebook paper does he have left?

Which has the greatest value?

- dime
- dollar
- quarter

173 - 41 =

<input type="radio"/> 32	<input type="radio"/> 132
<input type="radio"/> 34	<input type="radio"/> 134



Bees use nectar to make honey. They store the honey in wax cells called a honeycomb.

If you have ever been stung by a bee, you may think of bees as pests. But bees have an important job. Without them, we would not have much of the food we eat!

Bees are like tiny delivery trucks for flowers. A bee lands on a flower to collect a sweet liquid called nectar. Bees use nectar to make honey. When a bee lands on a flower, some of the flower's pollen sticks to the bee's legs and body. The bee

then flies to another flower. The pollen on the bee's body rubs off onto the flower. This is called pollination.

Pollination helps flowers make seeds and fruit. Without seeds and fruit, new plants would not be able to grow. And we would not have many fruits and vegetables to eat!

When a bee visits a flower, pollen sticks to the bee. In this picture, you can see the pollen as tiny yellow spots.



1. How do flowers get pollen from bees?

- A Flowers pour honey over the bees.
- B Pollen rubs off of visiting bees.
- C Flowers trap bees with their petals.

Underline the sentence that supports your answer.

2. Pollen looks like _____.

- A yellow dust
- B a sticky liquid
- C flower petals

Circle the place where you found the answer.

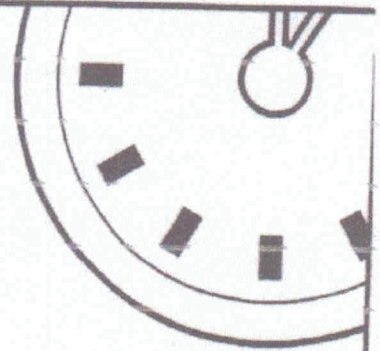
3. The last paragraph explains _____.

- A how pollination helps plants
- B how bees make honey
- C how bees pollinate plants

4. To make honey, what do bees do first?

- A They store honey in a honeycomb.
- B They carry pollen from flower to flower.
- C They collect nectar from flowers.

5. Why does the author say we wouldn't have some foods without bees?



Minute 22

Name _____

1. Draw an oval.

2. How many squares in all? _____ squares



For questions 3 and 4, circle the coin of greater value.



5.
$$\begin{array}{r} 16 \\ + 3 \\ \hline \end{array}$$

6. $19 - \square = 10$

7. Write the missing number. 21, 24, _____, 30, 33

For questions 8 and 9, write the doubles. Add.

8.
$$\begin{array}{cc} \square \square & \square \square \\ \square \square & \square \square \end{array} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

9.
$$\begin{array}{cc} \square \square & \square \square \\ \square \square & \square \square \\ \square \square & \square \square \end{array} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$


10. Draw a triangle.

Name _____




Week 4, Day 3

Match each item to the unit you would use to measure it.

- height of a person inches
- length of a pencil yards
- length of a field feet

 - 38 = 51

Which number sentence could you use to solve the problem?

- 51 - 38 = 
- 38 + 51 = 
- 38 + 38 = 

Number of Books Students Read

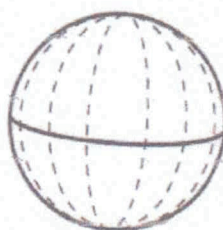
	x			
	x	x		
x	x	x	x	
x	x	x	x	
2	3	4	5	

How many students read four books? _____

What was the greatest number of books a student read? _____

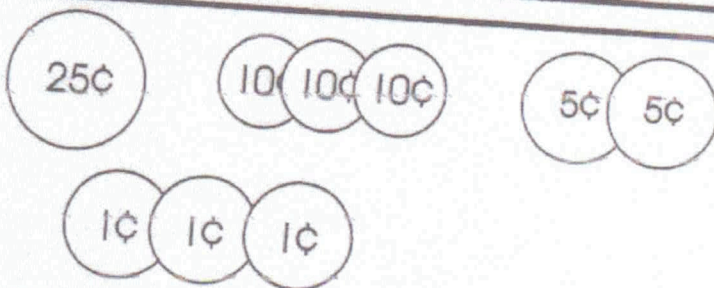
How many students read books? _____

70 = _____ tens + _____ ones

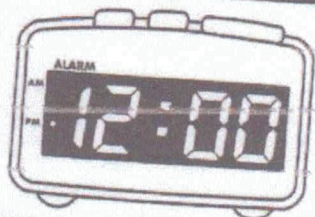


- prism
- circle
- sphere

$$\begin{array}{r} 197 \\ - \square 4 \\ \hline 143 \end{array}$$



- midnight
- noon



512, 522,



Not all black bears are black. They can be brown, gray, or even white.



Grizzlies have a large lump of muscle on their shoulders. This makes it easy to tell them apart from other bears.



A polar bear's coat keeps it warm in the ice and snow.

Black bears, grizzly bears, and polar bears all live in North America. Black bears and grizzlies are found in many places, but polar bears live only in the icy regions of the far north.

What Do They Eat?

Black bears and grizzlies eat nuts, berries, insects, and small animals. They also fish for salmon. Polar bears mostly hunt for seals.

Polar bears are active all year. Black bears hibernate, or sleep through the winter.

They store up fat in the summer and fall. This helps them live without food when it is difficult to find.

How Big Are They?

Bears are large, strong animals. Black bears can be up to six feet long and weigh 600 pounds. Grizzly bears and polar bears are larger. They can be about eight feet long. Grizzlies weigh about 900 pounds, while male polar bears can weigh as much as 1,600 pounds.

1. _____ have a large lump of muscle on their shoulders.

- A Black bears
- B Grizzly bears
- C Polar bears

Circle the place where you found the answer.

2. Which would be the best heading for the first paragraph?

- A All About Polar Bears
- B What is a Bear?
- C Where Do They Live?

Underline a sentence that supports your answer.

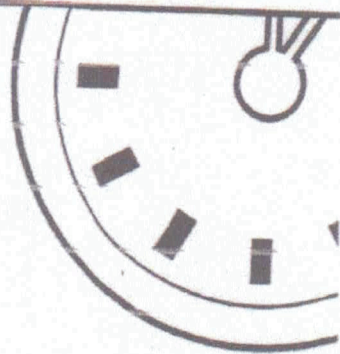
3. This passage mostly _____.

- A compares different types of bears
- B explains why bears are dangerous
- C gives details about one bear's life

4. If you see a bear eating a seal, it is most likely a _____.

- A grizzly bear
- B polar bear
- C black bear

5. What details does the author give to support the idea that bears are large animals?



Minute 21

Name _____

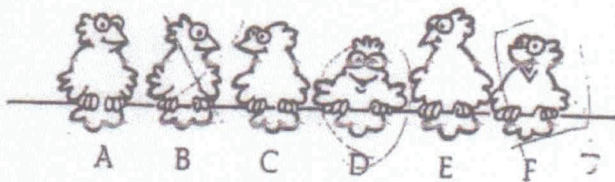
For questions 1 and 2, write the doubles. Add.

1. $\square\square\square + \square\square\square = \underline{\hspace{2cm}}$

2. $\begin{matrix} \square & \square & \square \\ & \square & \\ \square & \square & \square \end{matrix} + \begin{matrix} \square & \square & \square \\ & \square & \\ \square & \square & \square \end{matrix} = \underline{\hspace{2cm}}$

3. Skip count by 2. Write the missing odd number. 1, 3, 5, _____, 9, 11

Use the picture to complete questions 4-6.



4. Draw a circle around the bird that is fourth.
5. Draw an X over the bird that is second.
6. Draw a box around the bird that is sixth.

For questions 7 and 8, circle the coins you need to buy the food.

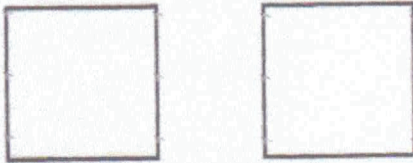


9. Write the number twenty-eight. _____

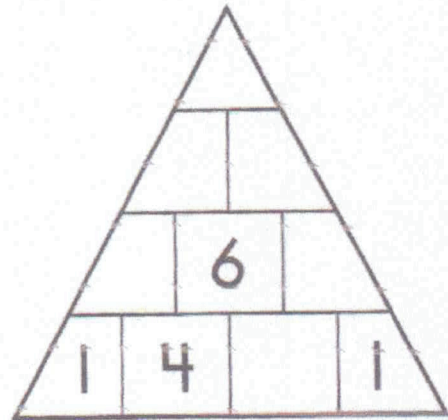
10. Draw the clock hands to show 2:00.



Divide the squares into fourths two different ways.



Use addition to fill in the pyramid. Each number is the sum of the two numbers below it.



Draw an array for the number sentence.

$1 + 1 + 1 + 1 + 1 = 5$

Which one is part of the same fact family as the number sentence?

$4 + 5 = 9$

- $5 + 9 = 4$
- $4 - 9 = 5$
- $9 - 5 = 4$
- $4 + 9 = 5$

$$\begin{array}{r} 119 \\ + 183 \\ \hline \end{array}$$

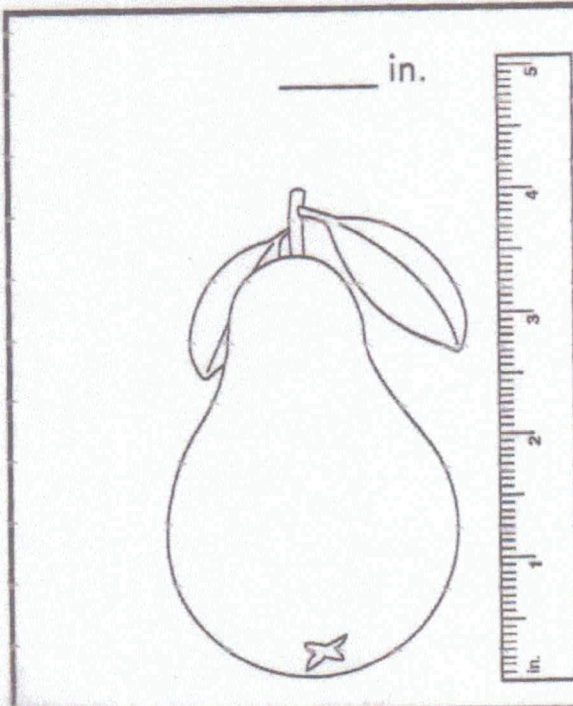
$$\begin{array}{r} 37 \\ 23 \\ 46 \\ + 14 \\ \hline \end{array}$$

Write the missing numbers.

42		44
52		
	63	

402, 401, _____, _____, _____

Ricky painted 13 feet of fence and Andrea painted 12 feet. How many feet of fence did they paint in all?



Dark clouds and a cold, damp wind didn't stop the students from enjoying their recess outside. They just zipped up their coats and wrapped their scarves snugly around their necks. But when the drizzle turned to a stinging rain and the playground became a muddy marsh, Ms. Blanca called her students back into the classroom.

"Remove your wet shoes and leave them in the coat nook!" she told them as they entered. The students were laughing and talking, and at least one of them wasn't paying attention. After everyone was seated, Ms. Blanca saw a pattern of muddy footprints from the doorway toward the students' desks. Ms. Blanca looked at her students' feet. All she could see were socks. Whoever had made the muddy footprints must have taken off his or her shoes and brought them back to the coat nook.

Ms. Blanca found a ruler. Kneeling, she measured one of the footprints. Then she inspected the design. The toe of the footprint had wavy lines with a smooth area in the center. The heel had large and small diamond shapes. Ms. Blanca went to the coat nook.



1. Who is Ms. Blanca?

- (A) a teacher
- (B) a detective
- (C) a janitor

Circle the phrase that helped you answer the question.

3. Why did Ms. Blanca tell the students to remove their shoes?

- (A) The shoes smelled.
- (B) The shoes were muddy.
- (C) It was naptime.

5. How will Ms. Blanca figure out who left the muddy footprints?

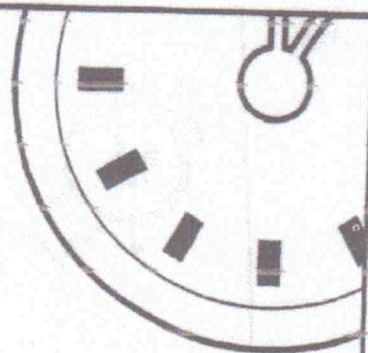
2. What is **drizzle**?

- (A) sparks of light
- (B) fine misty rain
- (C) frosting

Underline the sentence that helped you answer the question.

4. The student who left the footprints _____.

- (A) wasn't paying attention
- (B) didn't like Ms. Blanca
- (C) had no shoes



Minute 20

Name _____

1. $5 + 12 = \underline{\hspace{2cm}}$

2. Mason has 4 cars. Rhonda has 5 cars. How many cars do they have altogether? cars

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

For questions 4 and 5, write the value of the underlined digit.

4. 89 _____

5. 23 _____

6. Write the missing number. 86, 87, 88, _____, 90, 91

7. Write how much money in all.



8. Write the number seventy-three. _____

For questions 9 and 10, use <, >, or =.

9. 87 _____ 78

10. 54 _____ 60

The bakery made 48 bagels and 36 doughnuts. After breakfast, there were only 23 items left. How many items sold during breakfast?

Draw base ten blocks to show **38**.

18 - 9 =

○ even
○ odd

Write the missing numbers.

13 - 7 = 6
↓
○ - 9 = **6**
↓
○ - ○ = **7**
↓
17 - ○ = ○
↓
○ - **5** = ○
↓
○ - **6** = **8**

Number of Flowers Picked

Harvey	
Melissa	
Dan	
Josie	

= 1 flower

Who picked the most flowers?

Who picked the fewest flowers?

Which students picked the same number of flowers? _____

902

_____ hundreds
_____ tens
_____ ones

5 + 6 + 5 =

five fifteen

Write <, >, or = to compare.

25 ○ **225** **403** ○ **303**

54 ○ **45** **275** ○ **285**

137 ○ **136** **800** ○ **80**



HAPPY

MOTHER'S

DAY!