

Dear K-2 Grade Parents/Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete on a daily basis.



Reading (20 minutes) - Your student can use district online resources including [Lexia](#), [RAZ Kids](#), and [Imagine espanol](#). Help your student read everyday text around your home—cereal boxes, mail, lists, directions, and more. If you have books at home, encourage your student to read and read with them when you can. Reading Packet options are available [here](#).



Writing (20 minutes) - Your student can write cards, letters, and lists. They can write a [story](#) or write about something on which they are an expert. If you have online access, students can take a [Virtual Field Trip](#) and write about what they see and learn.



Math (30 minutes) - Your student can use [Imagine Math](#) for online learning. There are also many ways to practice math at home: counting, making patterns, and helping with recipes are some examples. Math Packet options are available [here](#).



Social Studies (20 minutes) - Your student can learn about social studies online using [BrainPOP Jr.](#) or [BrainPOP espanole](#). Discuss a current events or share stories from your childhood to help students learn about social studies.



Science (20 minutes) - Your student can learn about science online using [BrainPOP Jr.](#) or [BrainPOP espanole](#).



Exercise (60 minutes a day) - Regular exercise is important to do every day. Movement helps reduce stress and helps students be ready to learn. Link to [GoNoodle](#) for online videos for movement and mindfulness. Find daily fitness ideas on this calendar ([Eng](#), [Span](#)).



Art/Music (20 minutes) - Art and music help students exercise creativity and self-expression. Link to online classes through Maywood Fine Arts Academy.



Playtime (20 minutes) - "Playing" helps students learn collaboration, communication and good citizenship.



Social Emotional Learning - Visit [Parent Toolkit](#) (English, Spanish) for information on child health, social emotional development, and academic topics. Talk with your student about what they are learning and feeling.



[Access D89 Online Learning Resources at Clever](#)

[Link to List of District Online Resources on Clever](#)

[Link to List of Additional Resources for Reading, Writing, Math, Science, Social Studies, Health](#)

Estimados padres / tutores de grados K-2,

Mientras sus estudiantes estén en casa, le pedimos que continúe colaborando con nosotros para garantizar un aprendizaje continuo. A continuación, hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



Lectura (20 minutos): su estudiante puede usar los recursos en línea del distrito, incluyendo [Lexia](#), [RAZ Kids](#), e [Imagine español](#). Ayude a su estudiante a textos cotidianos en su hogar: cajas de cereales, correo, listas, instrucciones y más. Si tienen libros en casa, anime a su estudiante a leer y leer con ellos cuando pueda. Las opciones del paquete de lectura están disponibles [aquí](#).



Escritura (20 minutos) - su estudiante puede escribir tarjetas, cartas y listas. Pueden escribir una [historia](#) escribir sobre algo en lo que son expertos. Si tienen acceso en línea, los estudiantes pueden hacer una [excursión virtual](#) y escribir sobre lo que ven y aprenden.



Matemáticas (30 minutos) - su estudiante puede usar Imagine Math para el aprendizaje en línea. También hay muchas maneras de practicar las matemáticas en casa: contar, hacer patrones y ayudar con las recetas son algunos ejemplos. Las opciones del paquete matemático están disponibles [aquí](#).



Estudios Sociales (20 minutos) - Estudios sociales (20 minutos): su estudiante puede aprender sobre estudios sociales en línea [utilizando BrainPOP Jr. o BrainPOP español](#). Discuta eventos actuales o comparta historias de su infancia para ayudar a los estudiantes a aprender sobre estudios sociales.



Ciencia (20 minutos): su estudiante puede aprender sobre ciencia en línea usando [BrainPOP Jr. o BrainPOP español](#).



Ejercicio (60 minutos al día): es importante hacer ejercicio regularmente todos los días. El movimiento ayuda a reducir el estrés y ayuda a los estudiantes a estar listos para aprender. Enlace a [GoNoodle](#) para videos en línea para movimiento y atención plena. Encuentra ideas de ejercicio diario en este calendario ([Eng](#), [Span](#)).



Arte / Música (20 minutos): el arte y la música ayudan a los estudiantes a ejercitar la creatividad y la autoexpresión. Enlace a clases en línea a través de Maywood Fine Arts Academy.










Recreo (20 minutos) - "Jugar" ayuda a los estudiantes a aprender colaboración, comunicación y buena ciudadanía









Aprendizaje social y emocional- Visite [Parent Toolkit](#) (ingles, Español) para obtener información sobre salud infantil, desarrollo social y emocional y temas académicos. Hable con su estudiante sobre lo que está aprendiendo y sintiendo.










<p>Access these programs from Clever at https://www.clever.com/in/maywood89</p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access


If you need login assistance with login information, contact your teacher through [email](#).






Additional Resource Links






Reading	
	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
	https://www.thespanishexperiment.com/stories Children's stories in Spanish
	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
	https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	https://www.tweentribune.com/ Informational text at different grade levels



Online Magazines	
	Time for Kids http://www.timeforkids.com
	Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish
	Highlights Kids https://www.highlightskids.com/
	Sport Illustrated Kids http://www.sikids.com
	National Geographic Kids http://kids.nationalgeographic.com



Writing	
	http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level
	https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

Math	
	https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers
	https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas
	https://www.khanacademy.org/math K-8 Practice early math through grade 8
	https://www.ixl.com/ K-8 Practice early math through grade 8
	https://www.mathgames.com/math-games.html K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	https://www.eia.gov/kids/ Information and games about energy
	https://www.optics4kids.org/illusions Optical illusions
	https://blockly.games/ Programming games for kids
	https://www.education.com/activity/social-studies/ Social Studies activities by grade level

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)

[Death Valley National Park](#)

[Denali National Park](#)

[Everglades National Park](#)

[Glacier National Park](#)

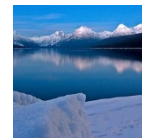
[Grand Canyon National Park](#)

[Great Smoky Mountain National Park](#)

[Redwood National and State Parks](#)

[Rocky Mountain National Park](#)

[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)

[San Diego Zoo](#)

[Animal Planet Live](#)

[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live

[Seattle Aquarium](#): YouTube virtual field trip and lesson

[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around Latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Tool Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)

[Pompeii](#)

[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.

Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)

[Splash Mountain](#)

[Test Track](#)

[Expedition Everest](#)

[Rock n Roller Coaster](#)

[Soarin'](#)

[Seven Dwarfs Mine Train](#)

[Rise of the Resistance](#)

[Mickey and Minnie's Runaway Railway](#)

[Slinky Dog Dash](#)

[Millenium Falcon/ Smuggler's Run](#)



Student eLearning Activities Log Week 3

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:	Read/listened to a story Imagine Math Scholastic Science experiment Jumping Jacks Reading packet Math packet	Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies YouTube exercise video	Imagine Math Reading packet Math packet Art project Science experiment Raz-Kids Lexia
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 3

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Leer un libro Imagine Math Scholastic Experimento de Ciencias Jumping Jacks Paquete de lectura Paquete de matemáticas	Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexia	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexia	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	Imagine Math Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexia
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

HOW TO USE THIS BOOK

180 Days of Reading for Second Grade offers teachers and parents a full page of daily reading comprehension and word-study practice activities for each day of the school year.

Easy to Use and Standards Based

These activities reinforce grade-level skills across a variety of reading concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each reading lesson, or as homework.

Every second-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	Common Core State Standards
Days 1–3	
1–2	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it</i> or Reading Anchor Standard 2: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
3	Reading Foundational Skills Standard: <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>
4	Reading Anchor Standard 4: <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>
Day 4	
1	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
2–3	Reading Anchor Standard 10: <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
4–5	Reading Anchor Standard 2: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
Day 5	
	Writing Anchor Standard 4: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Nina's teacher had it all wrong. The principal did, too. She was not talking during the fire drill. She was totally silent. She followed the rules. Nina's teacher must have misheard the voice. Nina thought she confused her with Jada. So Nina had to say something. She wanted to stand up for herself.

1. Who is the main character?

- (A) the principal
- (B) the teacher
- (C) Jada
- (D) Nina

2. What is the text mostly about?

- (A) Nina standing next to Jada
- (B) Nina's teacher and principal being wrong
- (C) Nina getting in trouble for something she didn't do
- (D) Nina talking during the fire drill

3. Which suffix could be added to the root word *stand*?

- (A) *-ed*
- (B) *-tion*
- (C) *-er*
- (D) *-ing*

4. What does the author mean when she says that Nina wanted to *stand up for herself*?

- (A) Nina has to walk alone.
- (B) Nina has to grow taller.
- (C) Nina has to stand up.
- (D) Nina has to speak up about the truth.

SCORE

1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

___ / 4

Total

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

____ / 4

Total

Monica had the quietest voice. "I cannot hear you!" people would say. "Why don't you speak up?" people would ask, but Monica liked to be quiet because it helped her feel calm inside. She knew that she could speak up if she needed to. Otherwise, she was okay with being the quiet one in the class.

1. Why does Monica like to be quiet?

- (A) because she has nothing to say
- (B) because it helps her feel calm inside
- (C) because she does not know how to speak up for herself
- (D) because she is a mouse

2. What is the text mostly about?

- (A) voice lessons
- (B) being okay with who you are
- (C) a classroom
- (D) secrets

3. Which two words make the contraction *don't*?

- (A) does not
- (B) do not
- (C) don it
- (D) did not

4. What does being *calm inside* refer to in the text?

- (A) feeling peaceful
- (B) having a calm stomach
- (C) having a quiet brain
- (D) feeling cold

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Kevin really liked his reading buddy, Ted, who was in fifth grade. Kevin was in second grade. Their classes met each Friday. Each second-grader was paired up with a fifth-grader. They read together. Kevin had fun with Ted. He saw him on the playground. Kevin never worried that he would be teased by the older boys.

1. Who are Kevin and Ted?

- (A) reading buddies
- (B) brothers
- (C) classmates
- (D) enemies

2. What does the text tell you about what reading buddies are?

- (A) They are kids who take reading tests together.
- (B) They are two kids from two different grades who read together.
- (C) They are two kids who hate to read and play together.
- (D) They are friends who have a reading group.

3. Which suffix could be added to the root word *pair*?

- (A) *-tion*
- (B) *-ly*
- (C) *-ing*
- (D) *-er*

4. Which word means *worried*?

- (A) predicted
- (B) said
- (C) full
- (D) concerned

SCORE

1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

____ / 4

Total

NAME: _____ DATE: _____

No More Bullying

Two girls followed Sam home from school. He was walking by himself because his brother was home sick. He could hear the girls behind him. They were giggling and saying rude things. It felt like they were getting closer and closer.



Sam did not know why the girls were teasing him. He barely knew them, though one of the girls lived around the corner. Sam even thought she might be friends with his brother. Why was she being so mean to him? Sam started to walk quickly.

He rounded the corner to his street. His house was five houses away. He could see his car and his mailbox. He was so close. He began to jog.

The girls jogged after him, but then Sam surprised them when he stopped running and turned around. "Why are you following me?" he yelled. "I don't like it, and I think you are bullying me."

The girls stopped in their tracks. "Bullying?" one asked. "No, we aren't. We are just having fun."

"What you are doing is not funny to me," said Sam. "Please stop and leave me alone!"

"Okay, sorry, Sam," the girls muttered. They looked sad, but Sam was glad. He had taught them a lesson. What might seem fun can make someone else uncomfortable, and that is not okay. Sam walked into his house, hoping they would not bother him, or anyone else, again.

NAME: _____ DATE: _____

DIRECTIONS

Read "No More Bullying" and then answer the questions.

- 1.** Who might make a connection to the text?
- (A) any younger brother
(B) anyone who has been bullied
(C) any boy
(D) a girl who has walked home
- 2.** What does Sam do as he gets near home?
- (A) jig
(B) jag
(C) jog
(D) jug
- 3.** What does it mean to make someone *uncomfortable*?
- (A) make someone yell
(B) make someone walk fast
(C) make someone feel sad
(D) make someone worry and feel uneasy
- 4.** What is the problem?
- (A) Sam's brother is sick.
(B) Sam is angry.
(C) Sam is bothered by the girls.
(D) Sam gets lost walking home.
- 5.** Which gives the best summary of the text?
- (A) Sam is followed and teased on his way home.
(B) Sam stands up for himself and tells the bullies to leave him alone.
(C) Sam walks home alone.
(D) Sam yells at some other kids.

SCORE

1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

5. 😊 😊

___ / 5
Total

NAME: _____ DATE: _____

SCORE

___ / 4



Reread the text "No More Bullying."



Think about how Sam chose to confront his bullies.



Write about what you would do if you were being teased as you walked home.

ANSWER KEY *(cont.)*

Week 27 *(cont.)*

Day 4

1. B
2. D
3. A
4. C
5. C

Day 5

Responses will vary.

Week 28

Day 1

1. A
2. C
3. C
4. D

Day 2

1. B
2. B
3. A
4. B

Day 3

1. D
2. C
3. B
4. A

Day 4

1. C
2. D
3. C
4. B
5. C

Day 5

Responses will vary.

Week 29

Day 1

1. D
2. C
3. D
4. D

Day 2

1. B
2. B
3. B
4. A

Day 3

1. A
2. B
3. C
4. D

Day 4

1. B
2. C
3. D
4. C
5. B

Day 5

Responses will vary.

Week 30

Day 1

1. B
2. D
3. C
4. A

Day 2

1. C
2. A
3. B
4. A

Day 3

1. D
2. C
3. B
4. A

Day 4

1. B
2. A
3. A
4. C
5. C

Day 5

Responses will vary.

Week 31

Day 1

1. B
2. B
3. C
4. D

Day 2

1. B
2. B
3. D
4. C

Day 3

1. D
2. C
3. C
4. D

Day 4

1. C
2. B
3. C
4. A
5. B

Day 5

Responses will vary.

Week 32

Day 1

1. C
2. B
3. D
4. B

Day 2

1. A
2. A
3. D
4. D

Day 3

1. C
2. B
3. C
4. C

HOW TO USE THIS BOOK

180 Days of Math for Second Grade offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every second-grade practice page provides 8 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standard
1	Number Sense	Understands numbers, ways of representing numbers, relationships among numbers, and number systems
2	Addition	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates
3	Subtraction	
4	Algebraic Thinking	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
5	Geometry	Analyzes characteristics and properties of two-dimensional and three-dimensional geometric shapes and develops mathematical arguments about geometric relationships
6	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques, tools, and formulas to determine measurements
7	Data Analysis	Formulates questions that can be addressed with data and collects, organizes, and displays relevant data to answer them; Selects and uses appropriate statistical methods to analyze data
8	Word Problem/Logic Problem or Mathematical Reasoning	Builds new mathematical knowledge through problem solving; Solves problems that arise in mathematics and in other contexts

Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.

NAME: _____

DIRECTIONS Solve each problem.

1. Write the numeral.

4	Hundreds	5	Tens	2	Ones
---	----------	---	------	---	------

$$\begin{array}{r} 2. \quad 5 \\ \quad 3 \\ + \quad 4 \\ \hline \end{array}$$

3. What is 50 less than 67?

4. Write the missing number.


90	88	86		82
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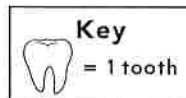
5. Name the shape.



6. Ray goes to a friend's house to play at 3:00 P.M. and comes home at 5:00 P.M. How long was he gone?

7. Teeth Lost

January	
February	
March	



How many more teeth were lost in February than in March?

8. Write the number that has 7 in the hundreds place, 3 in the tens place, and 5 in the ones place.

SCORE

1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

5. 😊 😊

6. 😊 😊

7. 😊 😊

8. 😊 😊

____ / 8

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

____ / 8

Total

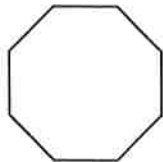
1. Round 91 to the nearest ten.

2. $83 + 45 =$ _____

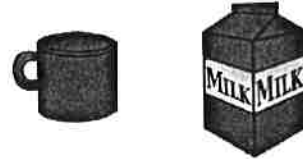
3. What is the difference between 45 and 20?

4. + 10 = 19

5. Name the shape.



6. Circle the smaller container.



7. School Bags in Class

Type of Bag	Shoulder Bag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Backpack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Rolling Pack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		0	2	4	6	8	10			
		Number of Bags								

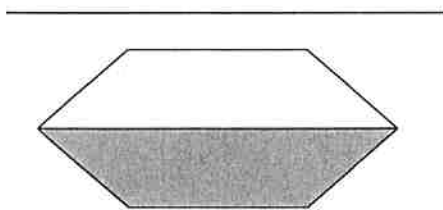
If half of the kids with rolling packs decide to get shoulder bags instead, what will be the new total of kids with shoulder bags?

8. Would you wear a jacket or a bathing suit when it is 90°F outside?

NAME: _____

DIRECTIONS Solve each problem.

1. Name the shaded fraction.



2. What is 52 more than 27?

3.
$$\begin{array}{r} 74 \\ - 30 \\ \hline \end{array}$$

4. $9 - 7 = 1 + \square$

5. True or false? This shape is a prism.



6. Circle the season to match the months below.

winter spring
summer fall

September
October
November

7. Pizzas Ordered

Pizza	Cheese	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Pepperoni	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	Sausage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Combination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		0	4	8	12	16

Number of Pizzas

How many fewer sausage pizzas than combination pizzas were ordered?

8. How many different 3-digit numbers can you make with the numbers 7, 4, and 3?

SCORE

1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

5. 😊 😊

6. 😊 😊

7. 😊 😊

8. 😊 😊

____ / 8
Total

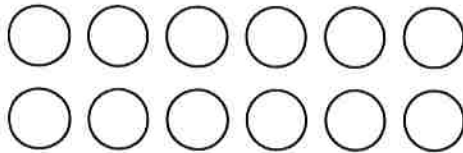
NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 😊 😐

1. Circle groups of 3.



_____ groups

2. 😊 😐

2. $67 + 32 =$ _____

4. 😊 😐

3. What is 97 minus 62?

5. 😊 😐

6. 😊 😐

4. $43 + 18 =$ $+ 43$

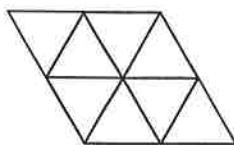
7. 😊 😐

5. Draw a line of symmetry.



8. 😊 😐

6. Record the area.



area = _____ triangles

7.

Library Books Checked Out

	Week 1	Week 2	Week 3
Jody	4	5	5
Emily	4	4	4
Brenda	5	7	6
Alison	6	3	6

How many more library books did Jody check out in Week 2 than in Week 1?

8.

Sixty-seven kids like the beach. Ninety-nine kids like the aquarium. Forty-six kids like the zoo. How many more kids like to go to the beach than the zoo?

____ / 8
Total

NAME: _____

DIRECTIONS Solve each problem.

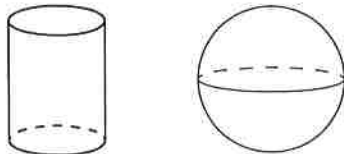
1. Write the even number that follows 13.

2. $6 + 2 + 4 =$ _____

3. What is the difference between 59 and 42?

4. Continue the pattern.
□ ○ ○ □ _____

5. Circle the cylinder.



6. Show half past 10:00.



7. Record the data. Complete the chart.

Favorite Game

	Jan	Ben	Tori
Jump rope	X		
Kickball			

- Jan likes jump rope.
- Ben likes jump rope and kickball.
- Tori likes the same games as Ben.

8. Mark is building a tree house. He needs to use 63 nails. Nails come in bags of 20. How many bags of nails should he buy?

SCORE

1. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

5. 😊 😊

6. 😊 😊

7. 😊 😊

8. 😊 😊

____ / 8


Total

ANSWER KEY *(cont.)*


Day 133

1. $\frac{1}{4}$
2. 61
3. 13
4. 2
5. false
6. 1.5 or $1\frac{1}{2}$
7. 30
8. cone, sphere, cylinder


Day 134

1. 1 group of 5; 2 left over
2. 50
3. 2
4. 91
5. 
6. 16
7. 2
8. 50¢

Day 135

1. 12
2. 13
3. 39
4. 
5. Any face (triangular side) of the solid may be colored.
6. 4
7. 16
8. 62¢

Day 136

1. 3 tens; 1 one
2. 37
3. 46
4. 5
5. 4
6. Friday
7. 
8. 8

Day 137

1. 40
2. 130
3. 11
4. +
5. 6
6. 4
7. 16
8. $35 + 21 = 56$ or $21 + 35 = 56$

Day 138

1. 2 hats should be circled.
2. 76
3. 33
4. 16
5. the ball
6. the dinosaur
7. 10
8. 5:00 P.M.

Day 139

1. 485
2. 84
3. 27
4. 55
5. hexagon (left image)
6. taller
7. hamster and cat
8. 44

Day 140

1. third
2. 88
3. 41
4. 90 books
5. rhombus (center image)
6. the chicken
7. \$40.00
8. 46

Day 141

1. 452
2. 12
3. 17
4. 84
5. quadrilateral or trapezoid
6. 2 hours
7. 4
8. 735

Day 142

1. 90
2. 128
3. 25
4. 9
5. octagon
6. the mug
7. 6
8. bathing suit

Day 143

1. $\frac{1}{2}$
2. 79
3. 44
4. 1
5. false
6. fall
7. 4
8. 6 (The different combinations are 347, 374, 473, 743, 734, and 437.)

Day 144

1. 4 groups of 3 circles should be circled.
2. 99
3. 35
4. 18
5. vertical line
6. 8
7. 1
8. 21

ANSWER KEY *(cont.)*

Day 145

- 14
- 12
- 17
- A circle should be drawn.
- cylinder (left image)
- The clock should read 10:30.
- | Favorite Game | | | |
|---------------|-----|-----|------|
| | Jan | Ben | Tori |
| Jump rope | X | X | X |
| Kickball | | X | X |

- 4

Day 146

- 5 tens; 7 ones
- 89
- 12
- 11
- yes
- September
- 5
- 698

Day 147

- 827, 672, 439, 281
- 98
- 49
- 2
- The triangle should be colored.
- the 5-cube solid (right image)
- Karen
- $6 + 6 = 12$

Day 148

- 4 balloons should be circled.
- 98
- 21
- 15
- yes
- the drum
- yes
- 39

Day 149

- seventeen
- 87
- 31
- 46
- A hexagon should be drawn.
- The clock should read 1:00.
- 20
- sphere and cone

Day 150

- 16th
- 87
- 11
- The following squares should be colored: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 48
- 2 hexagons (top left and bottom center)
- The ball should be circled.
- 8
- 48

Day 151

- 444
- 13
- 24
- 49
- Any 1 surface should be colored.
- 31
- yes
- 66


Day 152

- 50
- 99
- 24
- 6
- The triangle should be circled.
- ruler
- 2
- 65


Day 153

- $\frac{1}{2}$
- 89
- 11
- 7
- true
- 4
- rose
- $33 + 56 = 89$
 $56 + 33 = 89$
 $89 - 33 = 56$
 $89 - 56 = 33$

Day 154

- 3 groups of 2 circles should be circled.
- 59
- 22
- 37
- curtain or window
- The boys' room sign (left image)
- 
- 46

Day 155

- 28
- 11
- 50
- X, Y
- 
 The triangular base should be colored.
- 10
- 42
- 6:30 A.M.

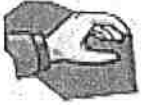
Day 156

- $90 + 5$
- 99
- 24
- 7
- 3
- Saturday
- 40
- 620

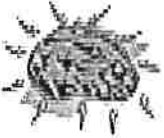


Where Does Rain Come From?

Name _____



- What You Need:**
- ice (one cup of water frozen)
 - clear transparent wrap
 - measuring cup
 - rubber band
 - tall, clear drinking glass
 - clean sheets of writing paper



What To Do:

1. Watch your teacher set out one cup of ice. Write or draw what you think will happen to the ice. How much water will there be?
2. Once the ice has melted, carefully measure the amount of liquid left behind.
3. Pour the water into the drinking glass. Cover the glass with a piece of transparent wrap. Use the rubber band to keep the clear transparent wrap secured in place. What do you notice happens to the water as time passes?

Next Question

How much water is in the drinking glass? What makes you think that? What would happen if the water in the drinking glass were frozen? How much water would there be?



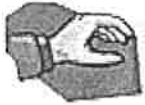
Notebook Reflection

What would life be like if water stayed in only one form, solid ice, water, or vapor, and NEVER changed to another form?

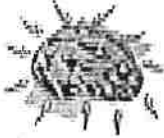


How Does the Weather Change?

Name _____



What You Need: • an outdoor thermometer



What To Do:

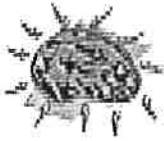
1. Look out the window in the morning.
2. Decide on symbols for each kind of weather. Draw what you see in the chart.
3. Put the thermometer outside. Write the temperature in the chart.

Key: **Cloudy** **Sunny** **Windy** **Snow** **Rain** **Stormy**

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Weather					
Morning Temperature (°C)					
Afternoon Weather					
Afternoon Temperature (°C)					



How Does the Weather Change? *(cont.)*



What To Do: *(cont.)*

4. On what days did the weather change between the morning and the afternoon?

5. How did it change?

6. Between which days of the week did the weather change the most?

7. Was this week mostly hot or cold? _____
8. At what time of day is the temperature usually warmest?



Next Question

Listen to a weather forecast. Write it down. Then watch the weather. Was the forecast right? How do you think people make forecasts?

Look at your chart. Did the weather stay the same each day? Did it change?



Notebook Reflection

Look at your weather chart from another month. Which month was colder? Is the usual weather the same or different between each month? Do these changes happen every year?