



HANFORD ELEMENTARY SCHOOL DISTRICT

Learn from Home Recommended Daily Schedule Grades 3-5 Week #2

The schedule and resources listed below are encouraged but not required.

Before 8:00 a.m.	Wake-up & get your day started: *Wash hands with soap and water. Eat Breakfast & and Clean up Make Bed Hygiene Routine & Get dressed for the day
8:00-8:20	Take a morning walk outside (with parent permission) or do stretches inside your house. *Wash hands with soap and water.
8:20-9:00	Read a Book: These stories can be read multiple times with a focus on retell during the first listening, and then considering details, such as what characters did and why on Day 2 or 3 when listening again. Read and retell: What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part? <ul style="list-style-type: none"> • Enjoy your book! *Wash hands with soap and water
9:00-9:30	With parent permission and supervision, play outside: Stay Active. No Electronics! *Wash hands with soap and water
9:30-10:30	Reading Work *Wash your hands with soap and water.
10:30-11:00	Chores: <ul style="list-style-type: none"> • Go room by room and put things away. Your parents will love this! • If your parents say it is okay, sweep or vacuum a room in your house. • If your parents say it is okay, help your parents wipe counter tops, light switches, and door knobs throughout your house. *Wash your hands with soap and water.
11:00-12:00	Lunch: Eat lunch/clean up Play outside: Work to be active! No electronics! *Wash your hands with soap and water.
12:15-1:15	Math Work *Wash your hands with soap and water.
1:15-2:00	Creative Time: Draw or do a craft Clean up after yourself and put everything away. *Wash your hands with soap and water.

2:00-2:30	<p>Read a Book</p> <p>*Wash your hands with soap and water.</p>
2:30-3:00	<p>Write a letter</p> <p>Think about someone in need of encouragement. Write a letter to that person or group. Ask your parents to help you send the letter.</p> <p>Here are some ideas of people groups:</p> <ul style="list-style-type: none"> • Soldiers on deployment • People who live in assisted living facilities • Health Care Workers <p>Write a narrative</p> <p>Think about a time when something happened that was fun, funny, sad, scary, and write! Be sure to try using some dialogue that helps to tell the story.</p> <ul style="list-style-type: none"> • Describe what happened and stretch out the best part. • Think about how you will begin and end your story. • Think about your word choice.



HANFORD ELEMENTARY SCHOOL DISTRICT

Horario Recomendado Para El Aprendizaje Diario en Casa Para Grados 3-5 Semana #2

Antes:00 a.m.	Despierta y comienza tu día: *Lavarse las manos con jabón y agua. Come desayuno y limpia tu área. Tiende tu cama. Rutina de higiene y vestirse para el día.
8:00-8:20	Con el permiso de tus padres y supervisión de un adulto, sal a caminar o puedes hacer estiramientos en tu casa. *Lavarse las manos con jabón y agua.
8:20-9:00	Leer un Libro: Si no tienes un libro de copia impresa, aquí tienes una opción vía el internet para estudiantes en los grados 3 ^{er} a 5 ^{to} . Leer y Recontar: ¿Qué sucedió? ¿En dónde ocurrió el cuento? ¿Hubo algún problema? ¿Cuál fue el problema? ¿Cómo fue resuelto el problema? ¿Cuál fue tu parte favorita? *Lavarse las manos con jabón y agua.
9:00-9:30	Con el permiso de tus padres y supervisión de un adulto, sal a caminar o puedes hacer estiramientos en tu casa. Mantenerse activo. No Electronicos! *Lavarse las manos con jabón y agua.
9:30-10:30	Lectura *Lavarse las manos con jabón y agua.
10:30-11:00	Quehaceres: <ul style="list-style-type: none">• Ve cuarto por cuarto y aguarda las cosas. ¡Tus padres estarán muy agradecidos!• Si tus padres están de acuerdo, barre o aspira una área de tu casa.• Si tus padres están de acuerdo, ayúdales a limpiar los mostradores, interruptores de luz, y manijas de las puertas a través de tu casa. *Lavarse las manos con jabón y agua.
11:00-12:00	Almuerzo: Comer el almuerzo/y limpiar Pide permiso a tus padres y juega un rato afuera bajo la supervisión de un adulto: ¡Intenta mantenerte activo! No electrónicos! *Lavarse las manos con jabón y agua.
12:15-1:15	Matemáticas *Lavarse las manos con jabón y agua.
1:15-2:00	Tiempo Creativo: Aquí hay algunas ideas Dijubar & Artesanias (Crafting)

	<p>Limpia tu área de trabajo y aguarda los materiales.</p> <p>*Lavarse las manos con jabón y agua.</p>
2:00-2:30	<p>Leer un Libro:</p> <p>*Lavarse las manos con jabón y agua.</p>
2:30-3:00	<p>Escribe una carta</p> <p>Piensa en alguien que necesita que lo animes. Escríbele una carta a esa persona o grupo: Pídele a tus padres que te ayuden con la carta. Aquí hay ideas de grupos de personas:</p> <ul style="list-style-type: none"> • Soldados en despliegue • Personas que se encuentran en asilos de ancianos e instalaciones de vivienda asistida • Personal de Salud <p>Escribe un cuento</p> <p>Piensa en un tiempo cuándo algo pasó que era divertido, chistoso, de miedo, y escribir. Incluye diálogo que le ayuda contar el cuento.</p> <ul style="list-style-type: none"> • Describe lo que pasó. • Piensa en cómo va a comenzar y terminar el cuento. • Piensa en las palabras que usan.

Playing With Your Health

Are Video games bad for you?

Many young people like to play games. While playing games, some pretend to fight aliens or evil creatures. Some pretend to be pro athletes.

For years, young people played outdoors with their friends. They used their imagination. Their streets became faraway planets. Their backyards became big-league stadiums.

Today, though, many young people have a different way of playing. They don't play the old-fashioned way. Many play video games instead. Their games take place on their TV, phone, and computer screens.

Video game fans say that their hobby is just good fun. Some people, though, say it is more than that. They say that video games can be bad for people's health.

What do you think? Are video games bad for people's health? Or are they really harmless? Read the arguments below. Then decide for yourself.

Yes! Video Games Are Bad for People's Health

People weren't made to sit on couches or in front of computers all the time. People were made to be active. Video games are bad for people's health.

To be healthy, young people need to stay active. They need to get outside. They need exercise. People who play video games spend too much time staring at a television or computer screen. They don't spend enough time being active.

Playing video games is also bad for the mind. Time spent playing video games would be better spent reading. Reading helps make people smarter. It helps develop the mind. It helps strengthen the imagination. Besides, reading is also fun.

Making friends also makes people happier and healthier. If young people play video games by themselves, they lose the chance to be with friends. Real life is more fun than playing video games.

No! Video Games Are Not Bad for People's Health

Too much of anything—even video games—can be bad. But as long as people don't overdo it, there is nothing harmful about video games. Playing video games can even be good for people.

People do need to be active. But they also need to rest. There is nothing wrong with playing some video games while relaxing. People should play video games to help them unwind.

Not all video games are bad for people's minds. Playing a video game can be like solving a puzzle. Many video games can help make minds stronger. They require the player to focus on the game.

Finally, many video games can be played by two or more people at once. Friends can have fun while playing video games together.

No one should spend all of his or her time just playing video games. But spending some time playing video games is not bad for you.

Name: _____ Date: _____

1. According to the passage, how do video games prevent young people from being active?

- A. by letting them pretend
- B. by keeping them indoors in front of a screen
- C. by creating another fun hobby for them to enjoy
- D. by taking up time that should be spent reading

2. How does the author organize the evidence for and against playing video games?

- A. The author organizes all the evidence for and against playing video games in groups under appropriate headings.
- B. The author lists the evidence in order of importance, with no regard for whether the evidence is for or against playing video games.
- C. The author describes the evidence in chronological order, with historic evidence described first and current evidence described last.
- D. The author alternates, or switches back and forth, between the evidence for and against playing video games throughout the passage.

3. A person who believes that video games are bad for people's health may also agree that

- A. making friends is easier if you play video games
- B. making friends is harder if you are inside all day
- C. many people make friends with the imaginary characters in video games
- D. most people actually do not even need friends to stay happy

4. The author suggests that young people use their imaginations when they

- A. play outdoors by themselves
- B. read and play outdoors
- C. play video games in which they pretend to be somebody else
- D. play too many video games

5. Read the sentences:

"There is nothing wrong with playing some video games while relaxing. People should play video games to help them **unwind**."

In this sentence the word **unwind** most nearly means

- A. untangle
- B. enjoy
- C. entertain
- D. relax

6. What is this passage mostly about?

- A. the new popularity of video games
- B. the drawbacks of video games
- C. the positive and negative effects of video games
- D. how video games can improve your health

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

Young people used to play outside with their friends for fun, _____ now they like to play video games inside.

- A. but
- B. also
- C. finally
- D. so

8. How does the text suggest that both reading and video games can improve the mind?

9. Summarize the three main points of the argument "Yes! Video Games Are Bad for People's Health."

10. The section "No! Video Games Are Not Bad for People's Health" does not recommend that young people play video games all the time. What is recommended instead?

The Hunt

by ReadWorks

Beeeeep beeeeeep beeeeeep. Aidan's alarm clock rang out with a deafening screech. It was 9 a.m. and much too early for Aidan to be awake on a Saturday. As he lazily sat up and reached for the clock to turn it off, he realized what day it was. His birthday! He rubbed his eyes and stumbled out of bed. The smell of blueberry pancakes hit him as he clambered downstairs, which finally woke him up.

"Happy birthday, Aidan!" his parents excitedly greeted him as he sat down at the kitchen table. His mom turned around to grab a steaming plate of golden pancakes from the counter and set it in front of him. "Hold on, they aren't finished just yet," she told him. He thought she was going to get syrup, but she came back holding a bunch of striped candles.

"Candles in pancakes?" he thought as she pushed 13 candles into the top pancake and lit them with a match. Before his parents could say anything else, he quickly made a wish and blew out all the candles—he didn't want the wax to melt into his delicious breakfast.

"Thank you!" he said with his mouth full. His mom and dad laughed as they watched him scarf down the heap of pancakes.

"Well, even though you have plenty planned for tomorrow, I have a surprise for you today," his dad said. They had planned his party for Sunday, since that was when his older sister was able to come back home from university. "Go get dressed. Your surprise will be waiting for you downstairs when you get back," he told his son.

Aidan rushed upstairs and returned back in five short minutes, with his pant leg still tucked into his sock and a tiny bit of toothpaste at the corner of his mouth.

His mother laughed. "Well, aren't you excited," she said with a smile.

On the kitchen table, Aidan noticed a piece of paper neatly folded into a small square. His dad noticed his gaze. "All right, well, open it up," he told him. Aidan picked it up and unfolded it. On it, his dad had written a short note. He read it out loud. "Just like your favorite literary wizard, this spot is marked by a scar."

"You made me a treasure hunt?!" Aidan asked excitedly. His dad nodded, smiling. He knew Aidan would love it; he was always watching crime movies and reading mystery novels.

Aidan started to think. His favorite literary wizard... that would have to be a character in one of his favorite books: *Harry Potter*. "Obviously," he thought. He fell in love with the series as soon as he started the first book just a couple of years ago. He always secretly identified with the odd boy out who discovered he was a wizard at the young age of 11.

After some thinking, he finally remembered the small lightning mark he had carved into a tree in his backyard after finishing the seventh book in the series—the last one. He ran through the fallen red, orange, and brown leaves—Aidan's favorite thing about fall. There it was: the scar in the tree.

searched around the tree's base, looking for another piece of paper. He brushed away the leaves and finally found one tucked between two small rocks. He briskly opened it.

"Green is this poet's color of choice; red is the color of his language; add some white and blue, and you have his flag. Oh, and your mom's a fan."

"This is a tough one," thought Aidan. He knew he was searching for a poet. He didn't know what green meant, so he started with red. He thought, "Well, red usually signifies love or anger, but a love poet makes more sense. So red, white, and blue are the colors of his or her flag. America?" He tried to think of some American love poets his mom liked, but he remembered none. After a few minutes, Aidan finally thought of the book on his mother's nightstand: *Twenty Love Poems and a Song of Despair* by Pablo Neruda. "And he's from Chile, so red, white, and blue!"

Aidan ran through the back door and up to his parents' room to find the next clue. He then remembered his mom once mentioned that Neruda used to write with green ink. "Perfect," he thought. The book was right on her nightstand. He opened it, and out fell another piece of paper.

"You're almost there!" his dad called out from downstairs. Aidan peeled open the clue. "For this last clue, remember when your sister was blue and couldn't find her favorite Boo." Aidan started to think about the last part, "her favorite Boo." He thought, "Boo had to be a name, since it was capitalized. Could it be the name of a toy when she was little? No, Melanie only got upset when she lost a book." He thought for a while longer. "That's it!" He remembered the time when Melanie lost *To Kill a Mockingbird*, her favorite book, in which Boo Radley, a mysterious neighbor, rescues the main character from a dangerous fight. She always talked about how the book was an American classic, and Harper Lee, the author, was her idol.

He ran outside to the end of his driveway, which is where the book fell out of her backpack one day on her way home from school. He crouched down and looked around for another piece of paper, but there wasn't one to be found. Aidan was stumped. At last, he looked up, and out of the corner of his eye, he noticed someone watching him from across the street. He stood up and realized it was his sister.

"Surprise!" she yelled with a huge smile on her face.

Name: _____ Date: _____

1. What does Aidan realize when he wakes up?

- A. It's Christmas.
- B. It's his birthday.
- C. It's Halloween.
- D. It's the first day of school.

2. After breakfast, Aidan rushes to get dressed. What motivates Aidan's actions?

- A. Aidan wants to get his surprise.
- B. Aidan wants to go outside to play.
- C. Aidan wants to eat his pancakes.
- D. Aidan wants to see his sister.

3. In the story, Aidan turns 13. What evidence from the passage best supports this conclusion?

- A. Aidan's mom makes him blueberry pancakes.
- B. Aidan's father surprises him with a scavenger hunt.
- C. Aidan finds three clues on the scavenger hunt.
- D. Aidan's mom puts 13 candles in his pancakes.

4. What do all three clues have in common?

- A. trees
- B. wizards
- C. books
- D. poetry

5. What is this story mostly about?

- A. Aidan goes on a scavenger hunt.
- B. Aidan eats blueberry pancakes.
- C. Aidan learns about Pablo Neruda.
- D. Aidan has a birthday party.

6. Read the following sentences: "Before his parents could say anything else, he quickly made a wish and blew out all the candles-he didn't want the wax to melt into his delicious breakfast. 'Thank you!' he said with his mouth full. His mom and dad laughed as they watched him **scarf** down the heap of pancakes."

As used in this sentence, what does the word "**scarf**" most nearly mean?

- A. look at closely
- B. yell loudly
- C. demand
- D. eat greedily

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

Aidan's birthday is on Saturday, _____ his party is planned for Sunday.

- A. so
- B. but
- C. first
- D. like

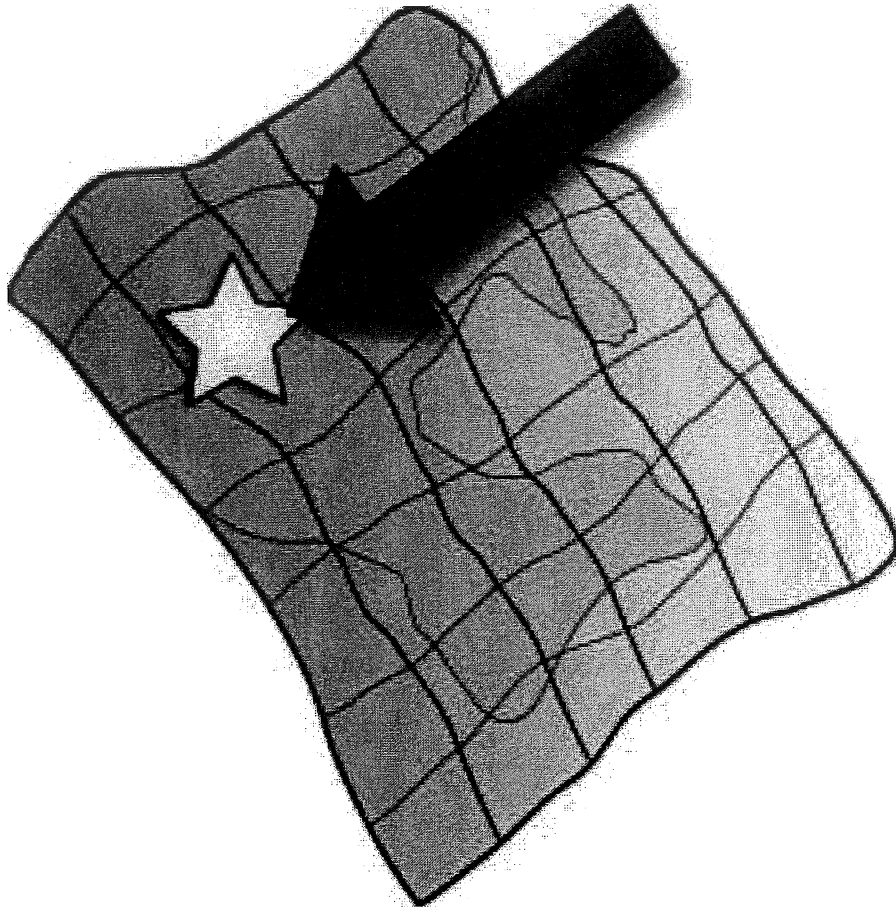
8. Why is Aidan's party planned for Sunday?

9. What does Aidan find at the end of his scavenger hunt?

10. Explain whether Aidan is likely surprised to find his sister at the end of the story. Support your answer using information from the story.

The Treasure Hunt

by ReadWorks



Jordan loves to use clues to solve riddles. That's why she loves treasure hunts. She always dreams about being a pirate who is searching for a big treasure chest. She climbs trees and digs holes in her backyard, pretending that she is on a treasure hunt.

Jordan's birthday is soon. Her friends Cameron and Annie decide to create a treasure hunt as her birthday present. They ask their parents what they can do.

"Well, first, you would need to make a map!" says Cameron's mom.

"How do we do that?" Cameron asks.

His mom pulls out a piece of paper and several crayons. "First, you need to draw the place where you will hide the treasure," she says. "How about you draw our backyard?"

Cameron pulls out a black crayon and starts to draw. He marks the spot where the porch is, and he draws a black circle to show where his trampoline sits. His mom pulls out a green crayon and draws the big trees that surround their backyard. "See? There are plenty of places to hide a treasure," she tells him.

The next day, Cameron shows Annie the map. She thinks that it looks just like his backyard. "It's perfect!" she says, excited.

"Now, we just need to mark the places where we will hide the clues and then the treasure," Cameron says, looking around his backyard.

Annie walks over to the trampoline. She gets down on her hands and knees and finds a big rock. "We can hide a clue under here!" she shouts to Cameron.

Cameron nods his head in agreement. He points to the porch and then to a big tree near the trampoline. "We can also put clues near those spots!" he says.

His mom comes outside and sees them planning the treasure hunt. "Don't forget to draw the bird fountain on the map," she says. "You can draw the fountain with a blue crayon so that Jordan will know that it's filled with water."

Cameron and Annie run to get the map. "We can also add the rock by the trampoline so that Jordan can find the clue," Annie says.

"And we should draw the tree by the porch!" Cameron adds.

They put more on the map, and when they finish, their drawing includes everything in Cameron's backyard. They map all the shapes and kinds of land and water in the area.

After they hide all the clues (ten in total), Cameron and Annie think about the treasure. "It should be a chest full of candy!" Annie says.

"That's cool! But we could also fill a chest with pirate stuff like a compass and a pirate hat, and even a message in a bottle!" says Cameron.

They finally decide to do both. Their parents help them find a small chest, and they fill it with pirate things and candy. They dig a hole near a tree and bury the chest.

The next day, Jordan comes to Cameron's house for her birthday. Many of their friends come as well. After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue.

"This is so exciting! Thank you so much, guys!" Jordan exclaims. She sets out to find her treasure, with the map in hand.

Name: _____ Date: _____

1. What do Annie and Cameron do for Jordan's birthday?
 - A. buy her a puppy
 - B. throw a surprise party
 - C. take her to a pirate theme park
 - D. create a treasure hunt

2. What is the first step Annie and Cameron take to plan Jordan's treasure hunt?
 - A. hide the clues
 - B. bury the treasure
 - C. draw a map
 - D. buy the candy

3. There are lots of places to hide clues in Cameron's backyard. What evidence supports this conclusion?
 - A. Cameron and Annie ask their parents for help.
 - B. Cameron and Annie hide ten different clues.
 - C. Cameron and Annie make a map of the backyard.
 - D. Cameron and Annie mark where the clues are hidden on the map.

4. How does Jordan feel about the scavenger hunt her friends prepare?
 - A. happy and excited
 - B. bored and uninterested
 - C. sad and disappointed
 - D. nervous and doubtful

5. What is this passage mostly about?
 - A. pirates and treasure
 - B. mapping a backyard
 - C. planning a treasure hunt
 - D. birthday parties

6. Read the following sentences: "After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue. 'This is so exciting! Thank you so much, guys!' Jordan **exclaims**."

What does "**exclaim**" mean?

- A. breathe
- B. mumble
- C. whisper
- D. shout

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

_____ they bury the treasure, Annie and Cameron hide all of the clues.

- A. Finally
- B. Before
- C. Although
- D. First

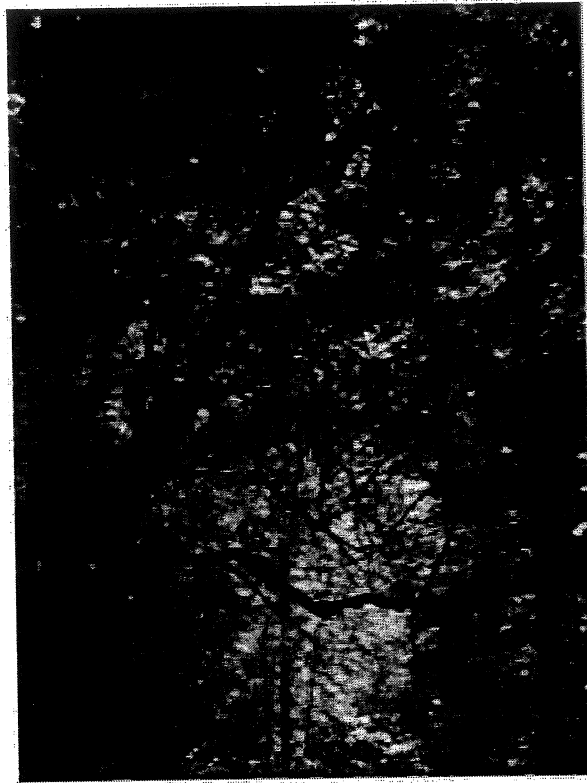
8. What was the treasure at the end of the scavenger hunt?

9. What did Cameron and Annie draw and mark on the treasure map?

10. How will Jordan use the treasure map Cameron and Annie created to find the treasure? Use information from the passage to support your answer.

Happy Trails

by ReadWorks



The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

No breakfast today, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. *On the other hand, maybe a good breakfast is exactly what I need.*

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear-I mean, grizzly beard-to send your new bunkmates running for the woods."

"Okay, okay," Maria's dad said with a sneaky smile. "Clean as a whistle. Just like you ordered."

"*Just* like I ordered?"

"The mustache stays. Admit it, you love it."

Maria's mom shrugged.

"I think it's hip," Maria said, dipping a bite in some syrup.

"Well, your old man *is* hip," her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot. "In fact, I was the most popular kid at my camp."

"For the record, it was science camp," Maria's mother reminded her, "and his rise to fame was thanks to what was known as The Great Explosion."

"Accident or genius? The world may never know," Maria and her dad said in unison, using their deepest, most mysterious voices. They slowly broke out of character and into laughter.

"In all seriousness, Maria, popularity is not important," her mother said, looking her straight in the eyes. "Finding the people who like you for you-that's what matters."

"Your mom speaks the truth, Sugar," said Maria's dad, wiping his thick mustache with a napkin. "Just be yourself. You'll have a blast."

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Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass.

"Cool bracelet," said the skinny, freckled redhead sitting next to her.

"Thanks. I made it in an embroidery class I took this winter."

"Whoa! That's impressive. Can you teach me how?"

"If you teach me how to do a braid just like the one in your hair. I've mastered the art of French toast eating, but *definitely* not French braiding."

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's, but her dirty blonde hair made Maria feel bored of her plain, black hair.

"Hello! I'm Audrey, one of your two cabin counselors."

"And I'm Gina, your other cabin counselor," said the pale girl with curly, brown hair and eyes that were icy blue in color, yet warm.

"And you ladies are the Dragonflies!" Audrey lifted her arms in the air as she announced it. "Each cabin here at Camp Kanawa is named after a different insect."

"The Cockroach boys-age twelve and thirteen like you-think they've got the best mascot. I beg to differ. Dragonfly girls are as tough as dragons and graceful as...well, dragonflies."

"That sounded better when we rehearsed it," Gina said lightheartedly.

The ache in Maria's stomach had officially turned into butterflies-the excited kind.

Name: _____ Date: _____

1. At the beginning of the story, where is Maria about to go?

- A. a sleepover
- B. Camp Kanawa
- C. Aunt Jolie and Uncle Ed's
- D. school

2. How do Maria's feelings about camp change in the story?

- A. At first Maria is nervous, but then she is excited.
- B. At first Maria is excited, but then she is nervous.
- C. At first Maria is excited, but then she is bored.
- D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?

- A. Maria decides to eat French toast for breakfast before going to camp.
- B. Maria's parents give her advice about making friends at camp.
- C. Maria and her mom joke with her dad about being hip and cool.
- D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "*Just be yourself. Just be yourself.* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

Based on this information, what conclusion can you make?

- A. Maria is confident that she will make friends.
- B. Maria is not sure if she will like her cabin mates.
- C. Maria is nervous about making friends.
- D. Maria has already made some new friends.

5. What is this story mostly about?

- A. Maria goes to camp for the first time.
- B. Maria really loves to eat French toast.
- C. Maria discovers her love for dragonflies.
- D. Maria jokes with her parents over breakfast.

6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as "**snowing down**"?

- A. The powdered sugar was cold like falling snow.
- B. The powdered sugar was wet like falling snow.
- C. The powdered sugar smelled like falling snow.
- D. The powdered sugar looked like snow as it fell.

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

_____, Maria is nervous about camp, but soon after she arrives, she becomes excited instead.

- A. Finally
- B. Initially
- C. Especially
- D. Although

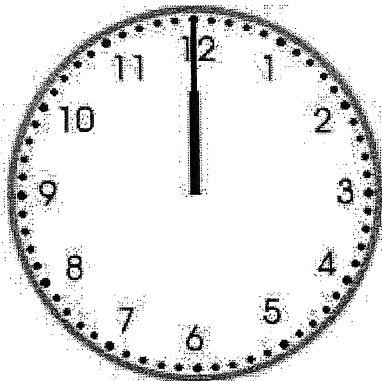
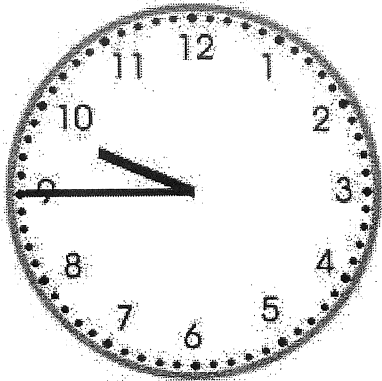
8. What advice does Maria's mom give her before going to camp?

9. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria's feelings to change?

10. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.

Day 1

What time is shown on the clock?



Name : _____

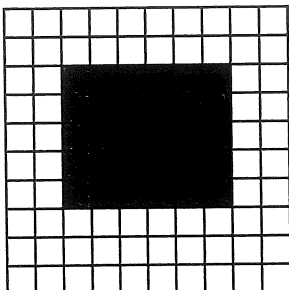
Score : _____

Multiplication Sentence - Area

Write: S1

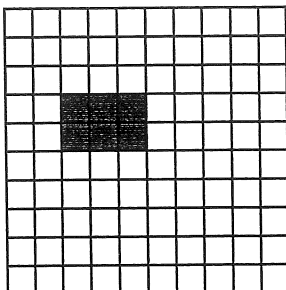
Write a multiplication sentence to each model.

1)



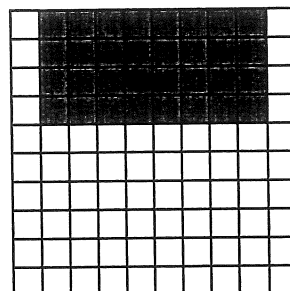
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

2)



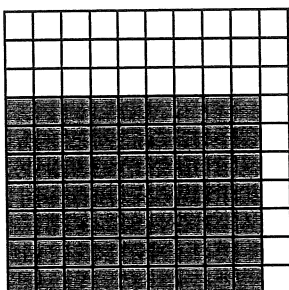
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

3)



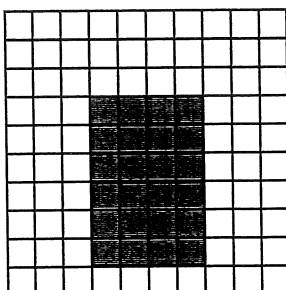
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

4)



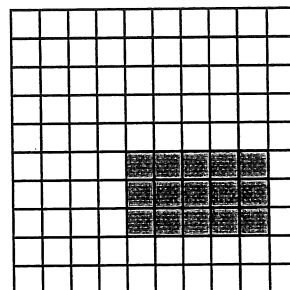
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

5)



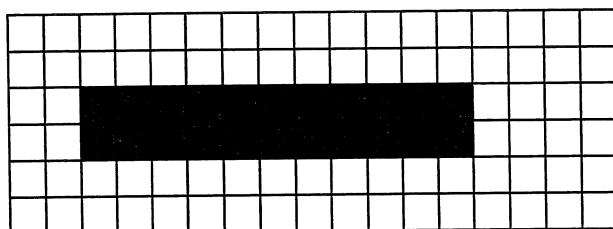
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

6)



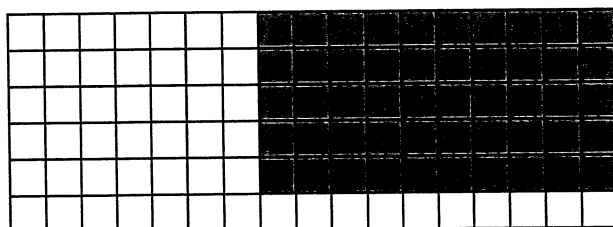
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

7)



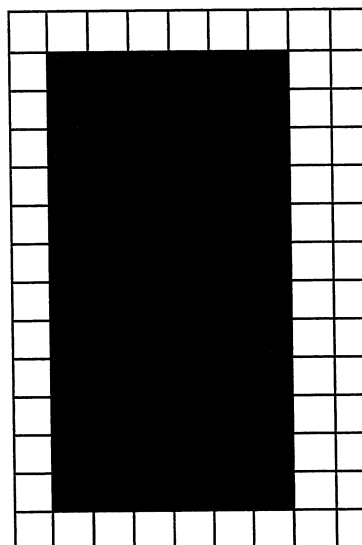
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

9)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

8)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

 Name: _____

CCSS.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition:

Addition Within 1000

 Directions: Find the sums using place value and commutative property strategies.

Example:

$$576 + 255$$

$$500 + 70 + 6 + 200 + 50 + 5$$

$$500 + 200 + 70 + 50 + 6 + 5$$

$$700 + 120 + 11$$

$$820 + 11 = 831$$

$$438 + 316$$

$$400 + 30 + 8 + 300 + 10 + 6$$

$$400 + 300 + 30 + 10 + 8 + 5$$

$$700 + 40 + 13$$

$$259 + 325$$

$$200 + 50 + 9 + 300 + 20 + 5$$

$$200 + 300 + 50 + 20 + 9 + 5$$

$$157 + 367$$

$$100 + 50 + 7 + 300 + 60 + 7$$

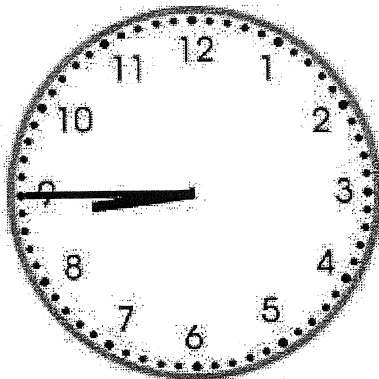
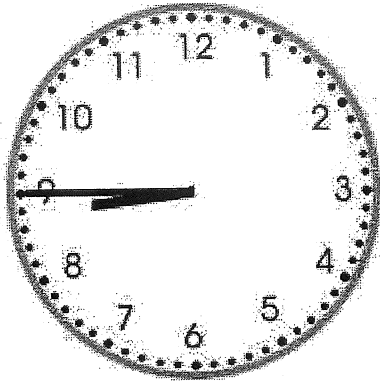
$$478 + 246$$

$$247 + 432$$

I double checked my work.

Day 2

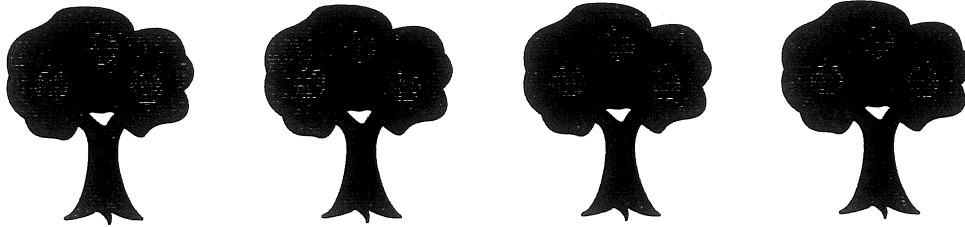
What time is shown on the clock?



Describing Model: Equal Groups

Answer the questions that describe each model.

A)



1) How many trees are there?

_____ trees

2) How many fruits are there in each tree?

_____ fruits

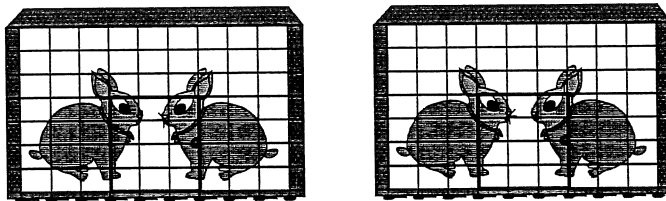
3) Write a multiplication sentence to describe the model.

____ \times ____ = ____

4) How many fruits are there altogether?

_____ fruits

B)



1) How many cages are there?

_____ cages

2) How many rabbits are there in each cage?

_____ rabbits


3) Write a multiplication sentence to describe the model.

____ \times ____ = ____

4) How many rabbits are there in all?

_____ rabbits

Name: _____

Addition Within 1000 Directions: Find the sums using place value and commutative property strategies.

Example:

$416 + 164$

$325 + 258$

$412 + 578$

$239 + 349$

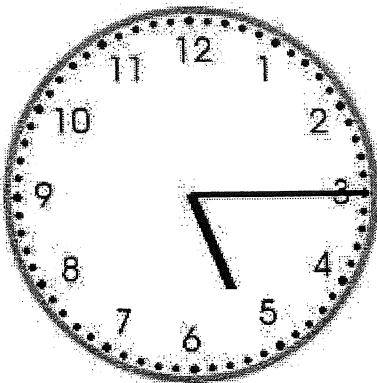
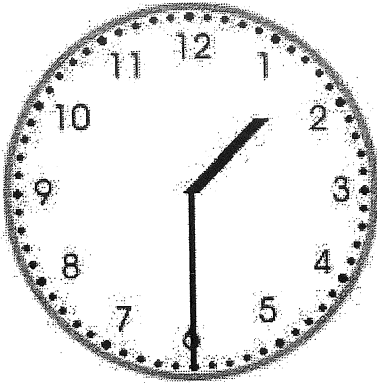
$564 + 118$

$322 + 339$

____ I double checked my work.

Day 3

What time is shown on the clock?



Name : _____

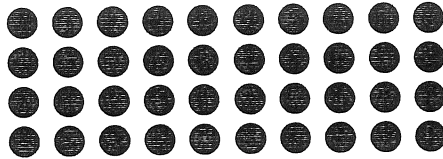
Score : _____

Drawing Arrays

Sheet 1

Example:

$$4 \times 10 = \underline{40}$$



Draw an array to find the answer to each multiplication sentence.

1) $3 \times 5 = \underline{\quad}$

2) $8 \times 4 = \underline{\quad}$


3) $10 \times 2 = \underline{\quad}$

4) $6 \times 7 = \underline{\quad}$

5) $5 \times 4 = \underline{\quad}$

6) $3 \times 11 = \underline{\quad}$

Name: _____

Addition Within 1000 Directions: Find the sums using place value and commutative property strategies.

Example:

$743 + 119$

$515 + 255$

$338 + 227$

$311 + 128$

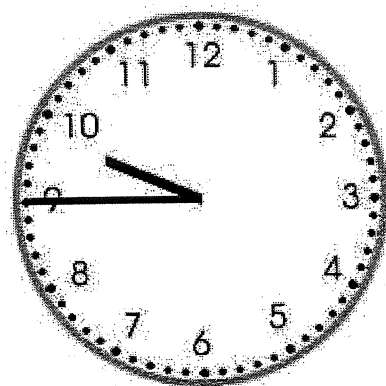
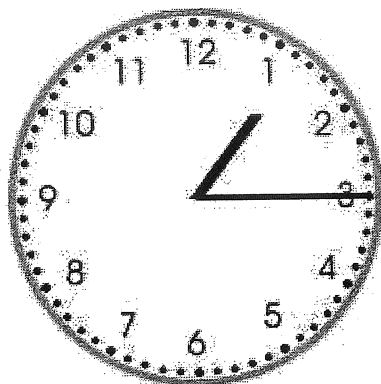
$719 + 166$

$143 + 629$

____ I double checked my work.

Day 4

What time is shown on the clock?



Name : _____

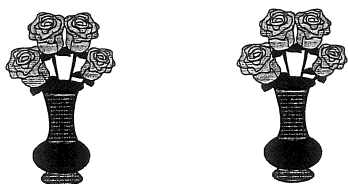
Score : _____

Equal Groups: Multiplication Sentence

Write-L1: S1

Write a multiplication sentence to describe each model.

1)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

2)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

3)



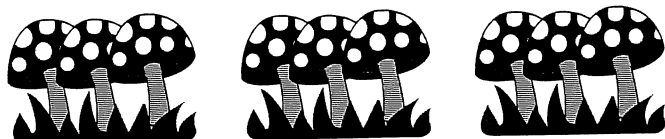
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

4)




$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

5)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Name: _____

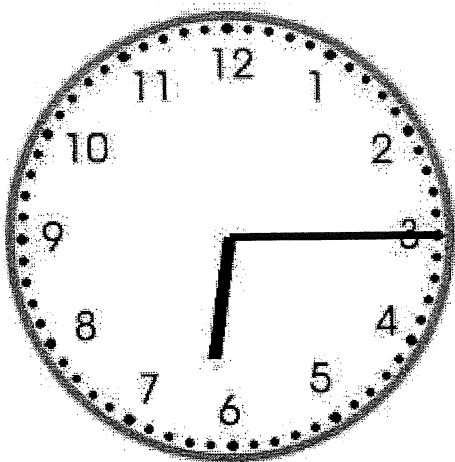
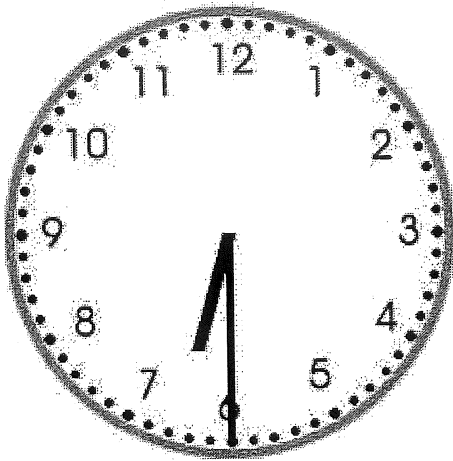
Addition Within 1000-Regrouping Directions: Find the sums.

1.	$\begin{array}{r} 101 \\ + 109 \\ \hline \end{array}$	2.	$\begin{array}{r} 589 \\ + 407 \\ \hline \end{array}$
3.	$\begin{array}{r} 854 \\ + 117 \\ \hline \end{array}$	4.	$\begin{array}{r} 705 \\ + 179 \\ \hline \end{array}$
5.	$\begin{array}{r} 118 \\ + 647 \\ \hline \end{array}$	6.	$\begin{array}{r} 381 \\ + 509 \\ \hline \end{array}$
7.	$\begin{array}{r} 707 \\ + 109 \\ \hline \end{array}$	8.	$\begin{array}{r} 668 \\ + 105 \\ \hline \end{array}$
9.	$\begin{array}{r} 239 \\ + 623 \\ \hline \end{array}$	10.	$\begin{array}{r} 186 \\ + 605 \\ \hline \end{array}$

____ I double checked my work.

Day 5

What time is shown on the clock?



Name: _____

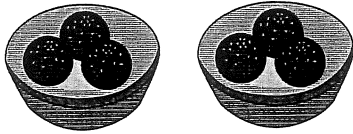
Score: _____

Equal Groups: Multiplication Sentence

Complete-L1: S1

Complete the multiplication equation that describes each model.

1)



$$\square \times 3 = 6$$

2)



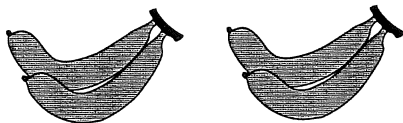
$$4 \times \square = 20$$

3)



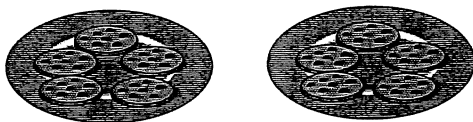
$$\square \times 4 = 12$$

4)



$$2 \times \square = 4$$

5)



$$\square \times 5 = 10$$

Name: _____

Addition Within 1000-Regrouping Directions: Find the sums.

1.

$$\begin{array}{r} 436 \\ + 418 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 575 \\ + 308 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 204 \\ + 569 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 304 \\ + 339 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 861 \\ + 129 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 529 \\ + 233 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 419 \\ + 373 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 677 \\ + 309 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 441 \\ + 139 \\ \hline \end{array}$$

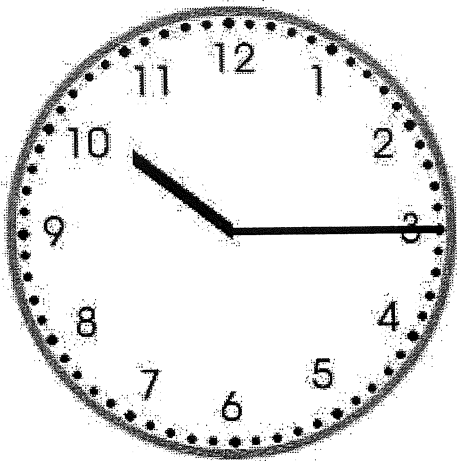
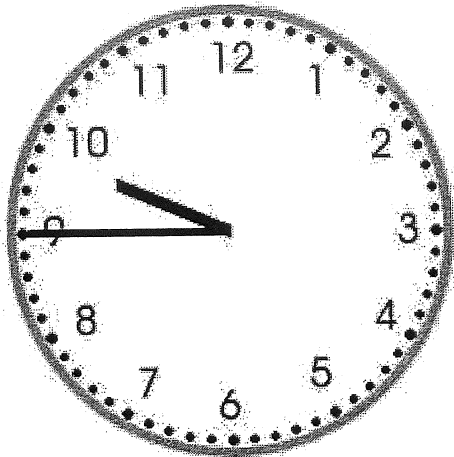
10.

$$\begin{array}{r} 224 \\ + 569 \\ \hline \end{array}$$

____ I double checked my work.

Day 6

What time is shown on the clock?



Name : _____

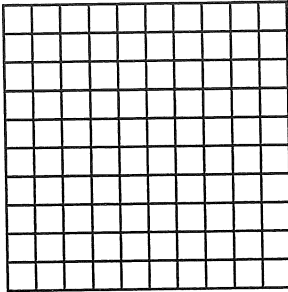
Score : _____

Multiplication Sentence - Area

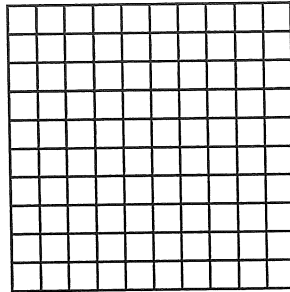
Draw: S1

Draw an area model to find the answer to each multiplication sentence.

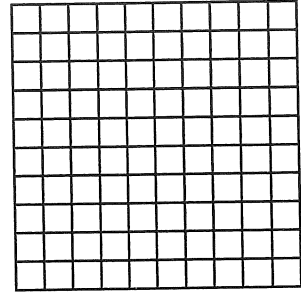
1) $10 \times 2 = \underline{\hspace{2cm}}$



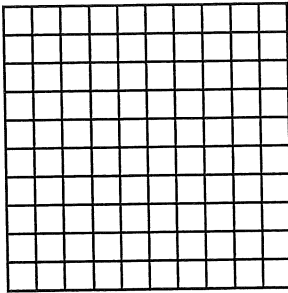
2) $7 \times 4 = \underline{\hspace{2cm}}$



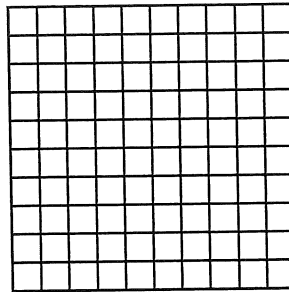
3) $3 \times 9 = \underline{\hspace{2cm}}$



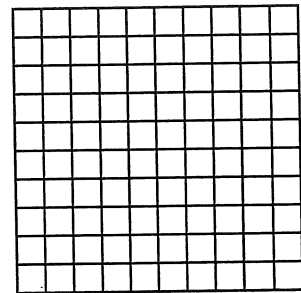
4) $6 \times 6 = \underline{\hspace{2cm}}$



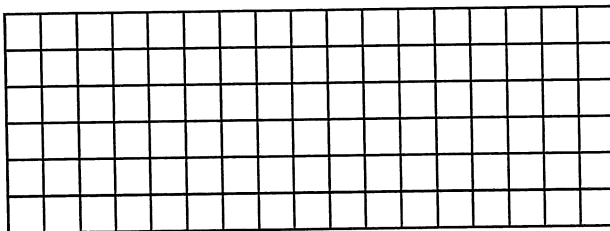
5) $5 \times 10 = \underline{\hspace{2cm}}$



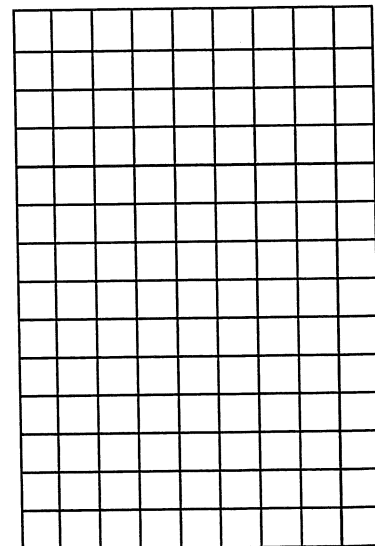
6) $8 \times 5 = \underline{\hspace{2cm}}$



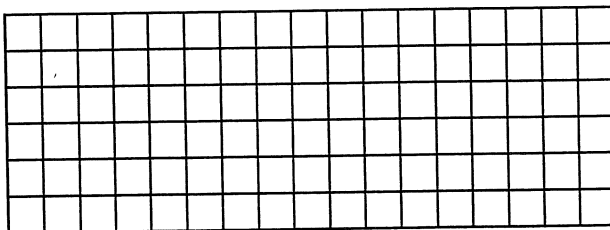
7) $4 \times 12 = \underline{\hspace{2cm}}$



8) $10 \times 7 = \underline{\hspace{2cm}}$



9) $5 \times 11 = \underline{\hspace{2cm}}$



Name: _____

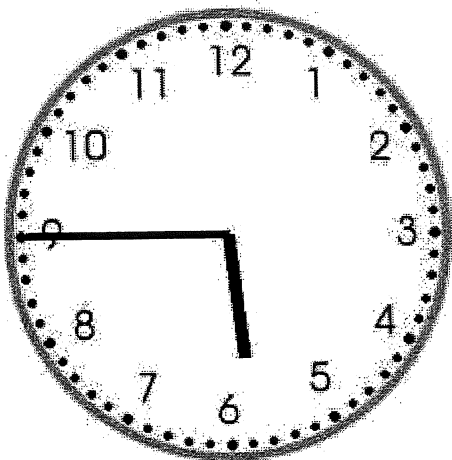
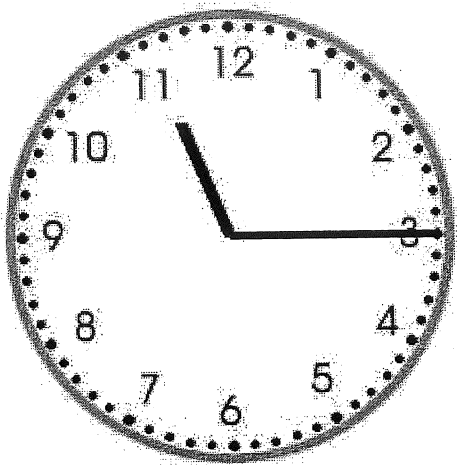
Subtraction Within 1000-Regrouping Directions: Find the sums.

1.	$\begin{array}{r} 335 \\ - 216 \\ \hline \end{array}$	2.	$\begin{array}{r} 948 \\ - 639 \\ \hline \end{array}$
3.	$\begin{array}{r} 678 \\ - 109 \\ \hline \end{array}$	4.	$\begin{array}{r} 638 \\ - 219 \\ \hline \end{array}$
5.	$\begin{array}{r} 482 \\ - 325 \\ \hline \end{array}$	6.	$\begin{array}{r} 241 \\ - 139 \\ \hline \end{array}$
7.	$\begin{array}{r} 211 \\ - 102 \\ \hline \end{array}$	8.	$\begin{array}{r} 978 \\ - 829 \\ \hline \end{array}$
9.	$\begin{array}{r} 568 \\ - 129 \\ \hline \end{array}$	10.	$\begin{array}{r} 673 \\ - 266 \\ \hline \end{array}$

____ I double checked my work.

Day 7

What time is shown on the clock?



Name : _____

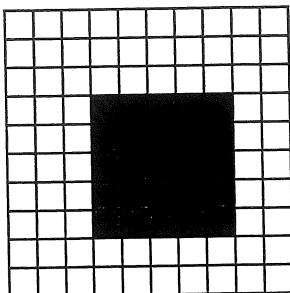
Score : _____

Multiplication Sentence - Area

Mixed: S1

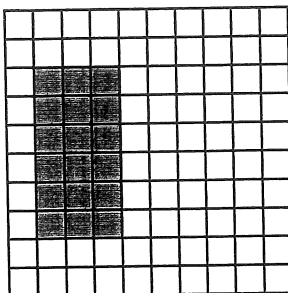
A) Write a multiplication sentence to each model.

1)



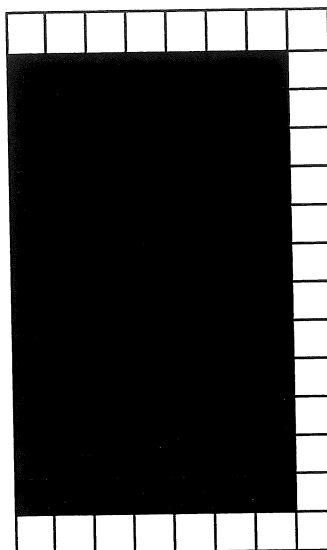
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

2)



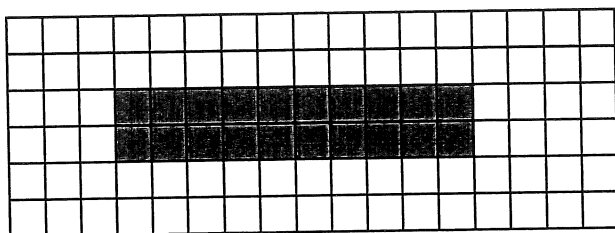
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

3)



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

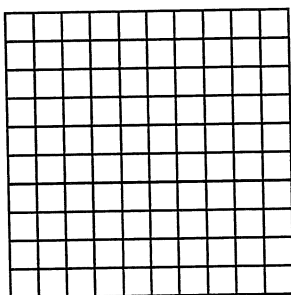
4)



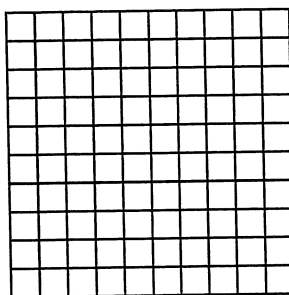
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

B) Draw an area model to find the answer to each multiplication sentence.

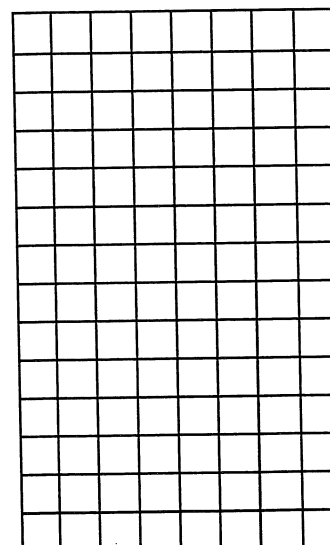
1) $7 \times 6 = \underline{\quad}$



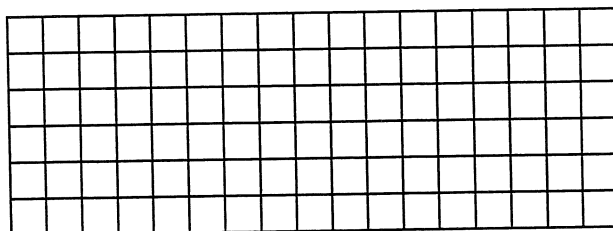
2) $4 \times 9 = \underline{\quad}$



3) $11 \times 5 = \underline{\quad}$



4) $3 \times 10 = \underline{\quad}$



Name: _____

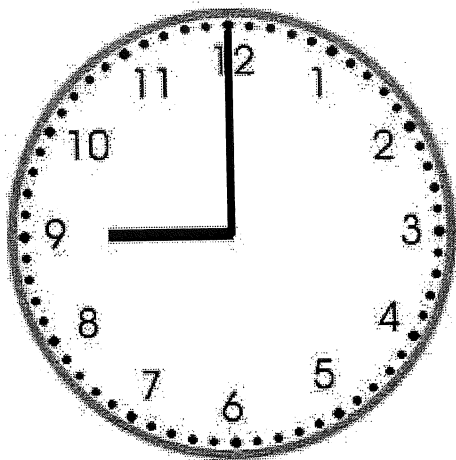
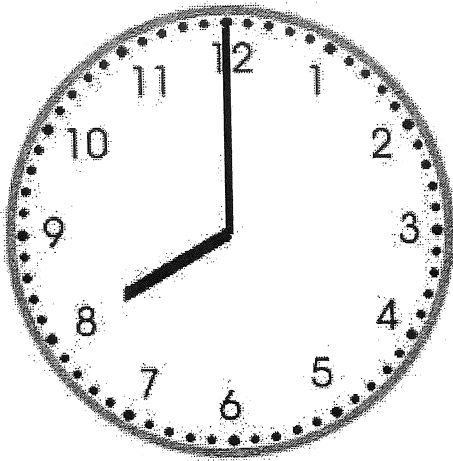
Subtraction Within 1000-Regrouping Directions: Find the sums.

1.	$\begin{array}{r} 736 \\ - 608 \\ \hline \end{array}$	2.	$\begin{array}{r} 555 \\ - 309 \\ \hline \end{array}$
3.	$\begin{array}{r} 878 \\ - 139 \\ \hline \end{array}$	4.	$\begin{array}{r} 282 \\ - 144 \\ \hline \end{array}$
5.	$\begin{array}{r} 427 \\ - 309 \\ \hline \end{array}$	6.	$\begin{array}{r} 680 \\ - 503 \\ \hline \end{array}$
7.	$\begin{array}{r} 346 \\ - 229 \\ \hline \end{array}$	8.	$\begin{array}{r} 258 \\ - 149 \\ \hline \end{array}$
9.	$\begin{array}{r} 743 \\ - 149 \\ \hline \end{array}$	10.	$\begin{array}{r} 622 \\ - 309 \\ \hline \end{array}$

____ I double checked my work.

Day 8

What time is shown on the clock?



Name : _____

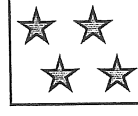
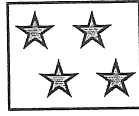
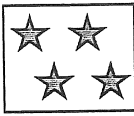
Score : _____

Equal Groups: Multiplication Sentence

Identify-L1: S1

A) Identify the multiplication sentence that describes each model.

1)



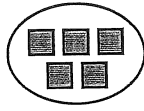
a) 4×4

b) 1×4

c) 4×3

d) 2×4

2)



a) 2×5

b) 3×3

c) 5×5

d) 3×5

3)



a) 1×3

b) 3×3

c) 2×3

d) 4×3

4)



a) 2×2

b) 5×3

c) 5×2

d) 2×4

B) Draw equal groups to find the answer to each multiplication sentence.

1) $2 \times 4 = \underline{\hspace{2cm}}$

2) $3 \times 2 = \underline{\hspace{2cm}}$

Name _____

Date _____

1. Solve the subtraction problems below.

a. $70 - 46$

b. $370 - 46$

c. $370 - 146$

d. $607 - 32$

e. $592 - 258$

f. $918 - 553$

g. $763 - 82$

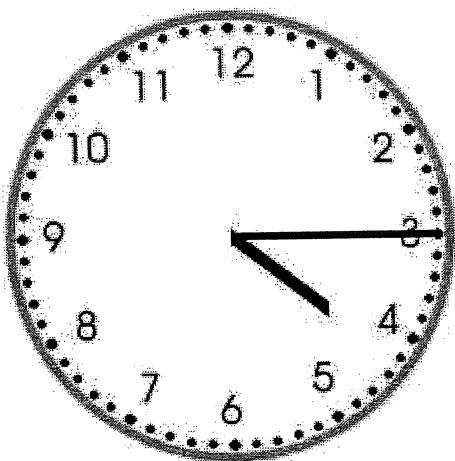
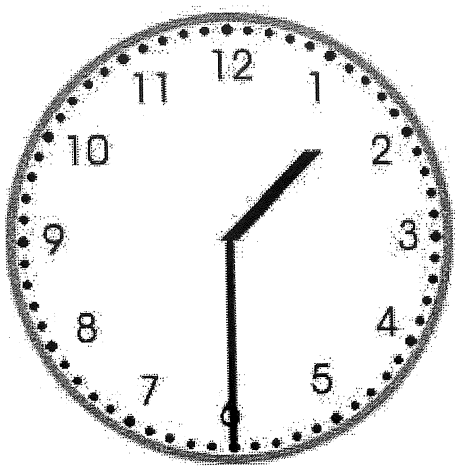
h. $803 - 542$

i. $572 - 266$

j. $837 - 645$

Day 9

What time is shown on the clock?



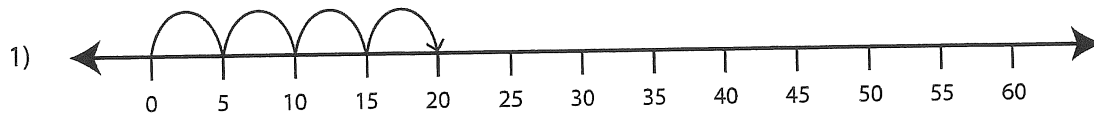
Name : _____

Score : _____

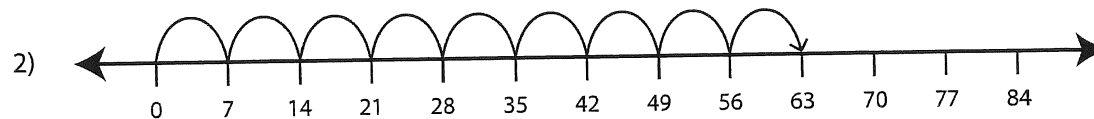
Complete: 51

Multiplication Sentence - Number Lines

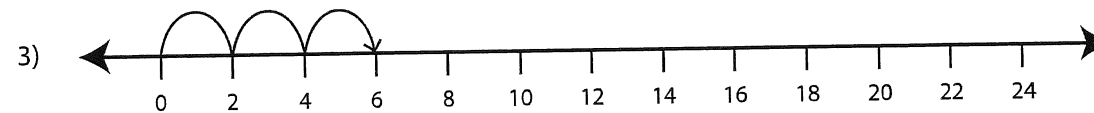
Complete the multiplication equation that describes each model.



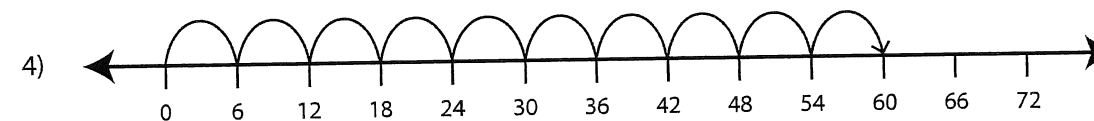
$$\square \times 5 = 20$$



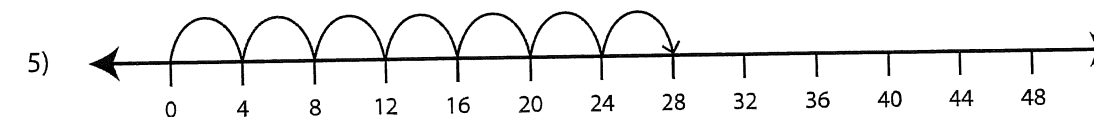
$$9 \times \square = 63$$



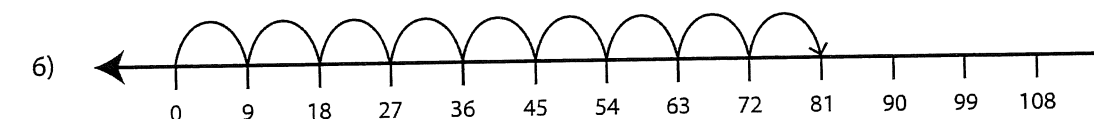
$$\square \times 2 = 6$$



$$10 \times \square = 60$$



$$\square \times 4 = 28$$



$$9 \times \square = 81$$

Name _____

Date _____

1. Find the sums below.

a. $75 + 7$

c. $362 + 229$

e. $451 + 339$

b. $39 + 56$

d. $283 + 92$

f. $149 \text{ L} + 331 \text{ L}$

2. Find the sums below.

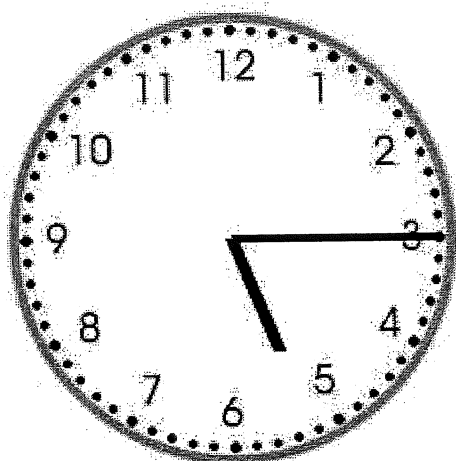
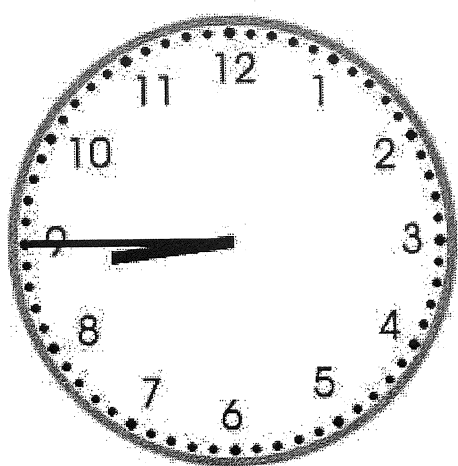
b. $24 + 36$

b. $562 + 180$

c. $345 + 239$

Day 10

What time is shown on the clock?



Name : _____

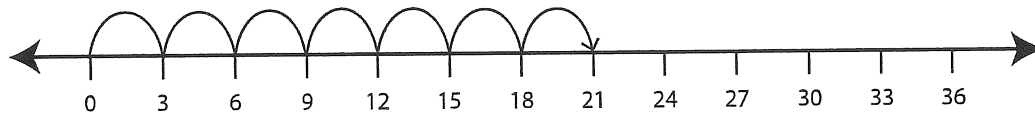
Score : _____

Multiplication Sentence - Number Lines

Hops: 51

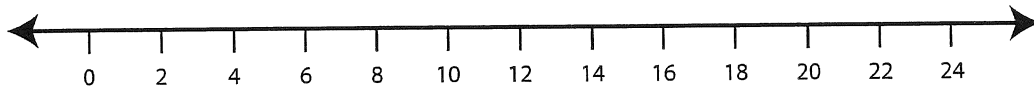
Example:

$$7 \times 3 = \underline{21}$$

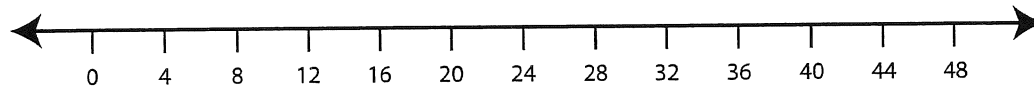


Draw hops to find the answer to each multiplication sentence.

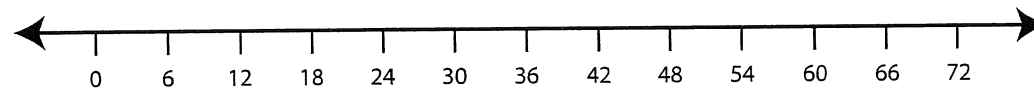
1) $5 \times 2 = \underline{\quad}$



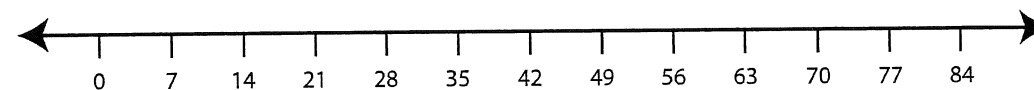
2) $3 \times 4 = \underline{\quad}$



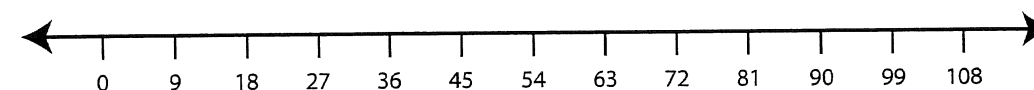
3) $8 \times 6 = \underline{\quad}$



4) $2 \times 7 = \underline{\quad}$



5) $4 \times 9 = \underline{\quad}$



Name _____

Date _____

1. Solve the subtraction problems below.

a. $60 - 24$

b. $360 - 24$

c. $360 - 224$

d. $518 - 21$

e. $629 \text{ cm} - 268$

f. $938 \text{ cm} - 440$

g. $307 - 130$

h. $307 - 234$

i. $807 - 732$

j. $770 - 455$

k. $924 - 893$