

2nd GRADE

Week 5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Complete Monday's Warm-Up page. -Read Fluency Passage for 1 min. Record the number of words read correctly. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Complete Tuesday's Warm-Up page. -Read Fluency Passage for 1 min. Record the number of words read correctly. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Complete Wednesday's Warm-Up page. -Read Fluency Passage for 1 min. Record the number of words read correctly. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Complete Thursday's Warm-Up page. -Read Fluency Passage for 1 min. Record the number of words read correctly. 	<p>Learning Warm-Up</p> <ul style="list-style-type: none"> -Complete Friday's Warm-Up page. -Read the entire Fluency Passage. Explain what the passage is about to an adult.
8:30	<p>Reading</p> <ul style="list-style-type: none"> -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes; Retell the story to a friend or family member 	<p>Reading</p> <ul style="list-style-type: none"> -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member 	<p>Reading</p> <ul style="list-style-type: none"> -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member 	<p>Reading</p> <ul style="list-style-type: none"> -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member 	<p>Reading</p> <ul style="list-style-type: none"> -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member
9:30	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal 	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal 	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal 	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal 	<p>Language/Writing</p> <ul style="list-style-type: none"> -Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	<p>Brain Break Choose a Movement & Mindfulness Break Option</p> <p>LUNCH</p> <p>Phonics -Three Letter Consonant Blends; Read each word and circle the words with squ blend; Complete each word by writing the letters squ. Read each word.</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p> <p>LUNCH</p> <p>Phonics -Three Letter Consonant Blends; Read each word and circle the words with spr blend; Complete each word by writing the letters spr. Read each word.</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p> <p>LUNCH</p> <p>Phonics -Sort the Three Letter Blends; Sort the words by writing each word under the correct blend.</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p> <p>LUNCH</p> <p>Phonics -3-Letter Blends; Choose the correct blend to complete the word, read the finished sentence.</p>	<p>Brain Break Choose a Movement & Mindfulness Break Option</p> <p>LUNCH</p> <p>Phonics -Three Letter Blends; Circle the word to complete each sentence. Read the sentence.</p>
11:00	<p>LUNCH</p>	<p>LUNCH</p>	<p>LUNCH</p>	<p>LUNCH</p>	<p>LUNCH</p>
12:00	<p>Math Khan Academy Video: "Counting American Coins" Activity: Relate the Value of Coins to One Dollar (8.1 Reteach)</p>	<p>Math Activity: Relate the Value of Coins to One Dollar (8.1 More Practice/Homework)</p>	<p>Math Khan Academy Video: "Counting Dollars" Activity: Compute the Value of Dollar Combinations (8.2 Reteach)</p>	<p>Math Activity: Compute the Value of Dollar Combinations (8.2 More Practice/Homework)</p>	<p>Math Activity: Solve Problems Involving Money (8.3 Reteach)</p>
1:30	<p>Social Studies Work on 'A Trip to the Immigration Museum' packet and complete one activity to go with the story.</p>	<p>Social Studies Work on 'A Trip to the Immigration Museum' packet and complete one activity to go with the story.</p>	<p>Social Studies Work on 'A Trip to the Immigration Museum' packet and complete one activity to go with the story.</p>	<p>Social Studies Work on 'A Trip to the Immigration Museum' packet and complete one activity to go with the story.</p>	<p>Social Studies Work on 'A Trip to the Immigration Museum' packet and complete one activity to go with the story.</p>
2:00	<p>Art Read about Grandma Moses</p>	<p>Music Roll-a-Rhythm & play homemade instruments</p>	<p>Art Create art inspired by Grandma Moses</p>	<p>Music Listen to Ragtime Music & read about Scott Joplin</p>	<p>Art Continue Photo Journal</p>
2:30	<p>Science Science Journal Activity/Page</p>	<p>Science Science Journal Activity/Page</p>	<p>Science Science Journal Activity/Page</p>	<p>Science Science Journal Activity/Page</p>	<p>Science Science Journal Activity/Page</p>

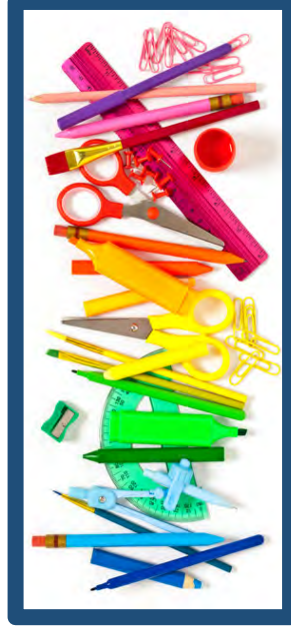
Family and Student Supports:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none">• Literacy• Math• Science• Social Studies• Art• Music	<p>Student Learning Kits</p> <p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p> <p><u>Math:</u> Daily Math Practice Journal</p> <p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</p> <p><u>Science:</u> Daily Science Activity & Journal</p> <p><u>Art:</u> watercolor paint, paper</p>
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Additional Student Supports:

<p>Individual Supports</p>	<p>Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.</p>
<p>English Language Learners</p>	<p>Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.</p>

Please reach out to your child's school if you have any questions or need assistance with login information.



Online Learning:

Resource	Access Information
<p>Imagine Learning - Literacy Online learning for literacy - 30 minutes daily (may replace portion of Reading block)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>Imagine Learning - Math Online learning for math - 30 minutes daily (may replace Math block)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>BrainPop Junior Online video clips that can be used for learning in all subject areas.</p>	<p>https://jr.brainpop.com/</p>
<p>Scholastic Learn at Home Access to books and read alouds along with literacy lessons to use at home.</p>	<p>http://www.scholastic.com/learnathome Username: Learning20 Password: Clifford</p>
<p>ExactPath (access through Clever) Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>Second and Seven Read Alouds Online read alouds for grades K-2. No login is needed.</p>	<p>https://kids.secondandseven.com/</p>
<p>Khan Academy Digital Math Instruction Videos - Free login</p>	<p>https://www.khanacademy.org/</p>

Movement & Mindfulness Break Options:

Outside Play Activities	Playground Visit
Go Noodle https://family.gonoodle.com/	Go for a Run or Walk (with an adult)
The OT Toolbox https://www.theottoolbox.com/best-brain-breaks-videos-on-youtube/	Fluency and Fitness (free for 3 wks) https://fluencyandfitness.com/
Mind Yeti https://www.mindyeti.com	Positive Psychology https://positivepsychology.com/mindfulness-for-children-kids-activities/
Calm (app available also) https://www.calm.com/schools	Teach, Train, Love http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/





Hello Cleveland Metropolitan School Staff,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through the partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Here is some information on each program in case they are new to you.

Imagine Language & Literacy

Students who have previously used Imagine Language & Literacy will have access as they always have, if they have devices & wifi at home. New students will be added providing broader access to this program and will need to know the program starts with an embedded placement test (don't help!) that will build a custom pathway just for them. Imagine Language & Literacy is very deliberately scaffolded to teach the five elements of literacy, language and grammar and is built specifically to create a wow factor of engagement for students. It will remediate when necessary and will also advance students past previously learned skills to keep them on the leading edge of their learning. They can login 30 minutes a day through the Clever portal. Always click on the Blue Booster tile upon login- ignore anything referencing Galileo as we do not use it in your school district any longer.



Imagine Math PreK-2

Students being added to Imagine Math PreK-2 will login and it will start with a song, an activity, and then a 25-35 minute placement test (don't help!) that will build a custom pathway just for them. Once they are placed, they are immersed in a world of fun characters who do math using everyday items in the world around them. Students can login for 30 minutes a day as an option for home learning!

Imagine Math 3+ (3rd grade- Geometry)

Students being added to Imagine Math 3+ will login and it will start with a 30 question placement test after which they are assigned a quantile score (for teachers to access.) Then students work on a grade level and district-specific pathway. We recommend



they have scratch paper at all times and that they use it generously. Students are encouraged to use the glossary and the **HELP tabs** to learn multiple strategies when they encounter a challenging problem and to access the **live teacher** who will come on and help them think through the problem. Students can login for 30 minutes or complete one full lesson a day as an option for home learning.

- ✓ [Language Support for ELs in Imagine Math](#)
- ✓ [Meet the Live Teachers at Imagine Math](#)

Our Virtual Support Commitment to You

Teachers can join our online training modules in Imagine University. Next, we have pre-recorded webinars that are accessible immediately. There are also live webinars they can register for. We are also happy to set up time with teachers or schools individually to address your unique questions and needs. Here are links for these resources:

- [Imagine Learning University](#) (teachers will need to create an account)
- [Pre-recorded Webinar- Getting Started with Imagine Language & Literacy](#)
- [Pre-recorded Webinar- Getting Started with Imagine Math \(PreK-2\)](#)
- [Pre-recorded Webinar – Getting Started with Imagine Math \(3+\)](#)
- [Live Webinars](#)
- Local Team Live Virtual Hours for Q&A (TBD).

These two links will be helpful for educators and families, specific to At-Home Learning:

- <https://www.imaginelearning.com/at-home-educator>
- <https://www.imaginelearning.com/at-home>

Let us know if you need anything at all. Stay safe and healthy!

~Kristi Bidinger

Area Partnership Manager | Eastern Ohio

☎ 216.401.3963

✉ Kristen.bidinger@imaginelearning.com



Cleveland Metropolitan School Families,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through our partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Families, please visit [imaginelearning.com/at-home](https://www.imaginelearning.com/at-home) to learn how our programs work.

If your student has not used Imagine Learning programs before, they will be prompted to take an initial Benchmark test. Please do not help them, as it creates their unique learning pathway. As a guide, students should log approximately 20-30 minutes per program per day.

For Imagine Language & Literacy, students should use Clever logins and then click on this tile:



For Imagine Math, students should use Clever logins and then click on this tile:



**If needed upon first login, use this Site Code: 3904378.*

Clever Login Example:

Username: ccbiyu001

Password: ca0646

Best Regards,
Kristi Bidinger
Imagine Learning Area Partnership Manager



Daily Assignments Checklist


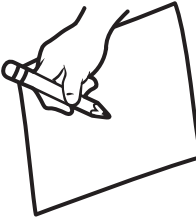


Name: _____ Week: _____

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject area. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-Up					
Reading					
Language/ Writing					
Phonics					
Math					
Social Studies					
Art or Music					
Science					

May Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 The best game to play outside in the spring is...	2 To make the world a better place, I would...
3 Describe what your bedroom looks like right now.	4 It was supposed to be windy all day, but when I walked outside...	5 My friends and I were walking to the store when suddenly...	6 If you could be anyone else for one day, whom would you be and why?	7 The one thing I appreciate most about being in school is...	8 Write a story about a long-lost relative who suddenly shows up at your front door.	9 Imagine that you can stop time whenever you want. What are some things you would do?
10 Today is Mother's Day! Write a letter to your mom or grandma telling how you feel about her.	11 Describe your favorite place to collect your thoughts or to daydream.	12 Write a myth explaining why the moon changes shape.	13 You get to choose the last field trip of the year. Where will your class go and why?	14 The best way to show someone you care is...	15 I wish animals could talk because...	16 Write about someone you know who challenges you to do your best.
17 Make a list of all the healthy foods you ate this past week.	18 I used to be _____, but now I _____.	19 Write a tall tale about someone in your family. Use lots of detail!	20 Would you rather be known as funny or as smart?	21 If I could meet one person in the world, I would want to meet...	22 List five good things you can do this week.	23 Describe what you think makes a person (or animal) a hero.
24 Would you rather be invisible or able to read minds? Why?	25 In honor of Memorial Day, write a letter thanking a local veteran for his or her service.	26 If I were the president of the United States, I would...	27 Write a letter giving advice to the student who will sit in your desk or seat next year.	28 The best gift I ever received was...	29 If I could switch places with any character from a book or story I've read, I would switch places with...	30 Name three things you are looking forward to this summer.
31 The best thing that happened this month was...						

FLUENCY PRACTICE

Dear Parents,

Research shows that improved fluency supports comprehension of text and leads to better overall readers. At this point in 2nd grade your child should be reading above 70 words correctly in one minute with expression, inflection of voice and awareness of punctuation.

Each day have your child read the passage aloud for one minute. Do not stop your child during the minute. If your child is stuck on a word, provide the word after 3 seconds and keep going. Count the number of words read minus the errors (The numbers at the end of the line will help. They are the total words up to the end of that line.) Errors include saying the wrong word or skipping words altogether. Record only the number of words read correctly in 1 minute. The passage should be read each day for only 1 minute. On Friday please have your child read the story one last time and ask your child questions about the text or to tell you about what they read. Research has proven that repeated reading of the same passage improves fluency and comprehension.

Thank you!

Fluency Target Rate

Words Correct Per minute Target Rates			
Words Per Minute (WPM)			
Grade	Fall	Winter	Spring
1	0-10	10-50	30-90
2	30-80	50-100	70-130
3	50-110	70-120	80-140

*Rasinski, T. & Padak, N. (2005)



Name _____

3 Letter Blends

2nd GRADE
Week 5: Literacy

Three Letter Consonant Blends: SQU

Circle the words below that contain the 3 letter blend "squ."

square squeal splash squash squad skid

sway squirrel squinch squeak squib squirt

squeeze squire spray squint slash squirm

Complete each word by writing the letters "squ" in the blanks. Say each word to yourself. Listen to the "squ" sound.

1. ___ _ _ are

8. ___ _ _ inch

2. ___ _ _ eal

9. ___ _ _ eak

3. ___ _ _ ash

10. ___ _ _ ib

4. ___ _ _ ad

11. ___ _ _ irt

5. ___ _ _ irrel

12. ___ _ _ eeze

6. ___ _ _ ire

13. ___ _ _ int

7. ___ _ _ irm

14. ___ _ _ at



s q u i d

Name: _____

Use editing marks to correct the sentences. Rewrite the sentences.

Week 5 Day 1

1. next glue the parts together

2. would you like pizza for dinner

3. Circle the words that show actions that are happening now.

landed passing stays turned working

4. Circle the root words in the words below.

y a w n e d y e l l i n g c a l l s b o i l e d

5. Who or what is the sentence about? _____

Braelynn plays at recess.

Name _____

Word Count: 131

Lori Wants to Recycle

It was a cool spring day. The temperature in the garage was 12
 warm. Lori was sorting old sneakers. Her class at school was 23
 collecting sneakers. They were going to recycle them. Whoever 32
 gave the most would win a prize. 39

Lori had over twenty pairs. She would have had more, but her 51
 brothers were too stubborn to donate their shoes! Her chances 61
 of winning were now reduced. She had counted on her 71
 brothers' old shoes! Her brothers had saved their allowances 80
 to buy new sneakers. Lori thought they would give her their 91
 old ones. 93

The old shoes would be turned into a new blacktop for school. 105
 They could all play ball there. Lori wanted her brothers' old 116
 shoes! She didn't want them to end up in some landfill! 127
 What could she do? 131

		Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
Goal Rate	WPM						
	Errors						
	WCPM						
	Accuracy / Reading Rate %						

Words Per Minute (WPM); WPM - Errors = Words Correct Per Minute (WCPM); (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Name _____

3 Letter Blends

Three Letter Consonant Blends: SPR

Circle the words below that contain the 3 letter blend "spr."

sprain squeal spray splash sprite sprung

spruce squirrel sprig sprawl stare spread

squeeze spry spring stroke spree sprocket

Complete each word by writing the letters "spr" in the blanks. Say each word to yourself. Listen to the "spr" sound.



s p r o u t

1. ___ ___ ain

8. ___ ___ ite

2. ___ ___ uce

9. ___ ___ ee

3. ___ ___ y

10. ___ ___ ead

4. ___ ___ ay

11. ___ ___ ung

5. ___ ___ ig

12. ___ ___ ocket

6. ___ ___ ing

13. ___ ___ itz

7. ___ ___ awl

14. ___ ___ out

Use editing marks to correct the sentences. Rewrite the sentences.

Week 5 Day 2

1. close the door, said mom

2. can I borrow fiv dollars

3. Add more details to the sentence by writing a color to describe the dog.

A _____ dog ran down the street.

4. Rewrite the word in **(parentheses)** to make it a possessive.

the (boy) backpack

the _____ backpack

5. Circle the plural (more than one) nouns below.

lamp

mirrors

dishes

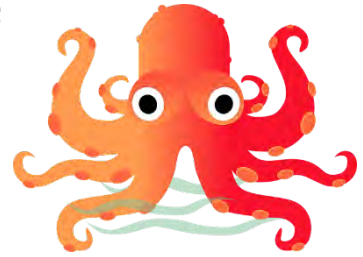
peach

cups

glasses

Name _____

Three Letter Blends



Sort the Three Letter Blends

Sort the words. Write each word in the correct column.

- | | | | |
|----------|----------|---------|--------|
| stripe | splice | screech | string |
| straight | stroller | square | spray |
| split | scram | splash | strike |
| squelch | stride | stress | strobe |
| spring | squirm | spread | squid |

spr

squ

spl

scr

str

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Name: _____

Use editing marks to correct the sentences. Rewrite the sentences.

Week 5 Day 3

1. do we have homework? asked Landon

2. we went for a hik in the woods

3. Combine the sentences below to make one sentence. Write the new sentence.

Mom went to the store.

Dad went to the store

4. Circle the root words in the words below.

a l e r t e d

b u r n i n g

c l a p s

c h e a t e d

5. Write the plural form of **bench**. _____

Name _____ 3 Letter Blends

3-Letter Blends

Directions: Circle the correct blend to complete the word in the each sentence. Fill in the blank with the blend.

1. He _____ ead the blanket on the ground. thr spr spl
2. The fish _____ irmed on the hook. squ spr scr
3. Roger likes to _____ um the guitar. str spr spl
4. That dog is a _____ ay. squ str thr
5. The dog _____ ained against the leash. str squ spl
6. We get a _____ uce every year at Christmas. squ spr scr
7. I tossed a pebble into the _____ eam. str spr spl
8. Jonah threw a _____ ike his first try. scr str thr
9. I got a bean caught in my _____ oat. thr spr scr
10. The mashed potatoes fell with a _____ at. spl spr scr
11. Put that _____ een in front of the fireplace. str spr scr
12. I _____ ained my ankle last week. spr str scr

Use editing marks to correct the sentences. Rewrite the sentences.

Week 5 Day 4

1. i wish we could go outside, said Josie.

2. is that Mollie coat on the chair

3. Circle the correct way to write the greeting to a letter.

Dear Ava

dear Ava,

Dear Ava,

4. Divide the words into syllables with a /. Circle the closed syllable.

s t u d e n t

d e p e n d

b e g i n

a p r o n

5. Add more details to the sentence by writing a size to describe the spider.

A _____ spider crawled across the floor.





Name _____ 3 Letter Blends

Three Letter Blends

Circle the correct word to complete each sentence.

1. The race car _____ around the curve. squawked squealed
2. His sore finger _____. throbbed threw
3. I can't read that _____. scam scrawl
4. I _____ the ball to Joe. threat threw
5. We were on a winning _____. streak steak
6. Do not _____ me with that water. sprain spray
7. That bean was the first to _____. sprout spree
8. That king is never on his _____. throat throne

Write the correct word for each picture.

- | | | | | | |
|-----|---|-----------------|-----|--|------------------|
| 9. |  | throb throat | 10. |  | squid squad |
| 11. |  | tow throw | 12. |  | street streak |

Name: _____

Use editing marks to correct the sentences. Rewrite the sentences.

Week 5 Day 5

1. she found Tom lost dog

2. pik me some flowers, said Jill

3. Combine the sentences below to make one sentence. Write the new sentence.

Jack plays football.

Jack plays soccer.

4. Rewrite the word in **(parentheses)** to make it a possessive.

the (cat) tail

the _____ tail

5. Write **join** to show it happened in the past. _____

Name _____

Relate the Value of Coins to One Dollar



One dollar is 100 cents. So, 100 pennies = \$1.00.

Count on to see how many quarters equal \$1.00.



25¢, 50¢, 75¢, 100¢ So, 4 quarters = \$1.00.

Draw more coins to show \$1.00. Then tell how many you need.

1 10 dimes = \$1.00

2 and 5 nickels = \$1.00

**ONLINE**Video Tutorials and
Interactive Examples

Name _____

Relate the Value of Coins to One Dollar

- 1 **MP Reason** Harold has 4 quarters. Does he have \$1.00? Explain.

- 2 **MP Attend to Precision** Kendra needs \$1.00 to buy a bouncy ball. She has 73¢. What coins does she need to add to her 73¢ to buy the bouncy ball?



Kendra needs _____ pennies, _____ nickel,
and _____ dimes.

- 3 **MP Reason** Adam wants to buy his sister a teddy bear. The teddy bear costs \$1.00. He has 64¢. What coins does he need to buy the teddy bear? Explain.

- 4 **MP Use Tools** Sofia wants to buy a whistle for \$1.00. She has 22¢. What coins does she need to buy the whistle? Draw the coins she needs to make \$1.00.

Test Prep

- 5 Which group of coins has a value of \$1.00?
Fill in the bubble next to the correct answer.



Spiral Review

- 6 Sarah buys a bookmark for 25¢. How many nickels have the same total value as 25¢? Draw to solve.

_____ nickels

- 7 What is the total value of these coins?



Name _____

Compute the Value of Dollar Combinations

To find dollar amounts, you can count on.



Count by 1. Count by 5.



Count by 10. Count by 20.

When the bills are mixed, put them in order from greatest value to least value.

Count on to find the total value.

1 Two \$20 bills, three \$5 bills, and five \$1 bills

\$20, \$40, \$45, \$50, _____, _____,
_____, _____, _____

The total value is _____.

Write the values in order from greatest to least.
Then count on to find the total value.



_____, _____, _____
_____, _____, _____

The total value is _____.



Name _____

Compute the Value of Dollar Combinations

1 **(MP) Use Structure** Mrs. Nance has one \$20 bill, two \$10 bills, one \$5 bill, and three \$1 bills. How much money does Mrs. Nance have?

Mrs. Nance has _____.

2 **(MP) Use Tools** Steve counts the money he saved. Count on to find how much money Steve saved.



_____ , _____ , _____ , _____ , _____ , _____

Steve saved \$ _____.

3 **(MP) Attend to Precision** Ms. Mons has one \$20 bill, two \$5 bills, and nine \$1 bills. What bills could she add to make \$60?

Test Prep

Fill in the bubble next to the correct answer.

4 Which set of bills shows \$42?



5 Isaiah saves money to buy a football.
How much money does Isaiah save?



- \$21 \$20 \$16

Spiral Review

6 Mike wants to buy a beach ball for \$1. He has 65¢.
Draw the coins Mike needs to make \$1.00.



Name _____

Solve Problems Involving Money

Andre empties his piggy bank. He finds these bills.



Harry has \$35. Who has more money?

Step 1: Count on to find the total value of Andre's money.

\$10, \$20, \$25, \$30, \$31, \$32, \$33

Step 2: Compare the totals. \$35 is more than \$33.

Harry has more money.

- 1** Tamera saves these bills. Does she have enough money to buy a \$50 skateboard?

She has \$45.



She does not have enough.



- 2** Ava saves one \$10 bill, five \$5 bills, and three \$1 bills.
Max saves three \$10 bills, two \$5 bills, and two \$1 bills.
How much money do they have?

Ava has _____. Max has _____.

_____ + _____ = _____. They have _____.

A Trip to the Immigration Museum

by Kate Paixão



Sara was learning about American history. Today, her class visited the Ellis Island Immigration Museum.

"This museum is in the building where immigrants to the United States arrived a hundred years ago," Sara's teacher explained. "You will learn how people came to America back then. Please think about how different things are today."

The class took a ferryboat that chugged past the Statue of Liberty. When

they arrived at Ellis Island, Sara noticed that the museum was in a big red-and-white building.

Inside, Sara saw old trunks, suitcases, and baskets. "This is where immigrants had to check their baggage," a guide said. "They had come on long trips aboard very crowded ships. They knew they might never be able to return to their old countries."

The museum was filled with photographs and exhibits. Sara saw old-time dresses, boots, and other clothing from many countries. She looked at letters and passports and documents. She and her friends watched a few video interviews. The people being interviewed were proud to have become Americans.

Sara also felt proud. Her parents had immigrated to the United States, too. She thought she would like to know more about how her parents came here. "I am going to interview them when I get home," she decided.

Name: _____ Date: _____

1. What did Sara and her class learn about on their class visit?

- A. how people came to America a hundred years ago
- B. how to drive a ferryboat on a river
- C. how to interview someone about history

2. Where does this story mostly take place?

- A. at the Ellis Island Immigration Museum
- B. on a ferryboat near Ellis Island
- C. at the Statue of Liberty

3. Read these sentences from the text.

"This is where immigrants had to check their baggage,' a guide said. 'They had come on long trips aboard very crowded ships. They knew they might never be able to return to their old countries.'"

Based on this evidence, what conclusion can you draw about where these immigrants came from?

- A. They came from nearby towns and villages.
- B. They came from faraway countries.
- C. They came from different parts of the U.S.

4. Immigrants to the United States wanted very much to become Americans.

What evidence from the text supports this statement?

- A. They arrived at the building that was turned into the Ellis Island Immigration Museum.
- B. They came to the U.S. knowing that they might never be able to return to their old countries.
- C. They came to the U.S. wearing old-time dresses, boots, and clothing from their countries.

5. What is the main idea of this story?

- A. Sara visited a museum and learned about immigrants who came to the United States a hundred years ago.
- B. Sara interviewed her parents to learn more about how they came to the United States.
- C. Sara saw old trunks, suitcases, and baskets at the immigration museum she went to with her class.

6. Read these sentences from the text.

"This museum is in the building where immigrants to the United States arrived a hundred years ago,' Sara's teacher explained. 'You will learn how people came to America back then.'"

In these sentences, what does the phrase "immigrants to the United States" mean?

- A. people who traveled the world
- B. people who left America to live somewhere else
- C. people who came to live in America

7. Sara wanted to know more about how her parents immigrated to the United States, _____ she decided to interview them.

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

8. How did many immigrants feel about becoming Americans?

9. What does the guide tell Sara about the trips immigrants had to take to get to the United States?

10. Sara plans to interview her parents to learn more about how they came to the United States. How might Sara's parents' experience be like the experience of immigrants who came to the U.S. a hundred years ago? Use details from the text to support your answer.

Name: _____ Date: _____

1. What is a meaning of the word **exhibit**?

- A. special kindness
- B. a large amount
- C. a public showing

2. What is another meaning of the word **exhibit**?

- A. a division of a country
- B. a small number or amount
- C. that which is publicly displayed

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. The artists continue to _____ their work in the museum every year.

- A. exhibits
- B. exhibition
- C. exhibit
- D. exhibited

4. There are _____ of birds, plants, fishes, and wild animals.

- A. exhibits
- B. exhibition
- C. exhibit
- D. exhibited

5. This is the world's largest space and science _____.

- A. exhibits
- B. exhibition
- C. exhibit
- D. exhibited

6. It will be _____ at a museum for all to see.

- A. exhibits
- B. exhibition
- C. exhibit
- D. exhibited

7. Please write your own sentence using the word **exhibit**.

8. What would you like to remember about the meaning of the word **exhibit** so that you can use it when you write or speak?

Name: _____ Date: _____

1. What is a meaning of the word **interview**?

- A. a tool that shows north, south, east, and west
- B. a kind of conference for a specific reason
- C. a light, soft silver-white metallic element

2. What is another meaning of the word **interview**?

- A. a message
- B. forming words
- C. the questioning of a person

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. The close-up, bird's eye _____ shows the bean beast.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

4. Switching seats will give you different _____.

- A. interviews
 - B. review
 - C. interviewer
 - D. view
 - E. views
 - F. interview
 - G. viewed
-

5. Anyone can meet and _____ other people about their experiences.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

6. Every actor loves a _____ that mentions him or her positively.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

7. Many people _____ breakfast as a pointless meal in the past.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

8. The magazine would feature _____ with other artists and articles about art shows happening in the city.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

9. Smile as you greet the _____ when you first meet him or her.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

10. Please write your own sentence using the word **interview**.

11. What would you like to remember about the meaning of the word **interview** so that you can use it when you write or speak?

Name: _____ Date: _____

1. What is a meaning of the word **immigration**?

- A. a person's background
- B. a satisfied word
- C. the groups of people arriving together to a new country from their home countries

2. What is another meaning of the word **immigration**?

- A. an expert on geography
- B. a happening or event
- C. the act of coming into a new country or nation and living there

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Some _____ arrived in the new country with tears in their eyes.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

4. It would disturb the birds' habits of _____ and nesting.

- A. migrated
 - B. migrate
 - C. migration
 - D. immigrant
 - E. migrants
 - F. migrant
 - G. immigrants
-

5. In a Greek neighborhood a new _____ from Greece might feel as if he or she were back at home.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

6. Birds that _____ are present either during the summer or winter.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

7. Bison _____ during all of last year to find enough food.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

8. Like all _____, they had to move frequently within the country to follow the crops.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

9. There they became _____ farm workers.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

10. Please write your own sentence using the word **immigration**.

11. What would you like to remember about the meaning of the word **immigration** so that you can use it when you write or speak?

Art M-W:

Free Draw-Paint-Build (10 minutes)

Mon: Read the biography sheet for Grandma Moses and look at the example of her art on the page, and visit <https://www.wikiart.org/en/grandma-moses> for more examples.

Ask yourself:

1. What do I notice?
2. What do I see?
3. How does it make me feel?

Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?

Wed: Use the Folk Art Building guides to create your own artwork in the style of Grandma Moses

Fri: Photo Journal by taking pictures that show what missing means to you. Write how missing people and places makes you feel. Where is the first place you want to go when this is over? Why?

Music T-Th:

Listen to any song of your choice. Use your hands and feet to find the beat!

Tue: Play "Roll a Rhythm" and clap or count together the rhythm you created! Use your home made drum to play the beat you create.

Thu: Listen to Ragtime Music! Read about Scott Joplin.

<https://www.youtube.com/watch?v=rBIInnwV21DM> Scott Joplin *Maple Leaf Rag*

<https://www.youtube.com/watch?v=TSoXBkF832I> Scott Joplin *The Entertainer*

Practice good audience behavior. After, write or draw how the music made you feel. Does it remind you of other songs?

Daily Schedule week 5

Monday	Tuesday	Wednesday	Thursday	Fri
Art Grandma Moses	Music Roll a rhythm & drumming	Art Grandma Moses Build a Building packet	Music Ragtime & Scott Joplin	Art Photo Journal

Anna Mary Robertson Moses, or Grandma Moses, was born to a farmer and his wife in New York state. At the age of 12, she left home to work as a hired girl on a neighboring farm. She later married a farm hand and they began farming themselves. Anna helped by milking a cow and churning butter to sell. She raised five children and worked hard all her life.

She made pictures using needlecraft, but when she got older, arthritis made the handwork too difficult. Her sister suggested she try painting the pictures instead. So at the age of 76, Anna first began to paint.

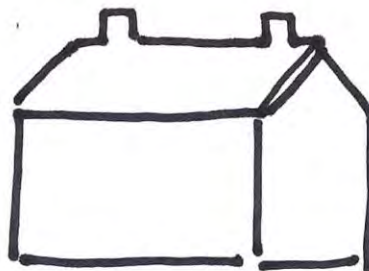
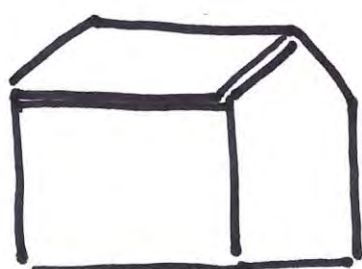
Even though she began painting at an old age, Grandma Moses painted over 1000 canvases, and she rarely missed a day painting.

Christmas at Home by Grandma Moses

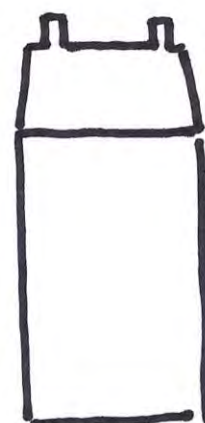




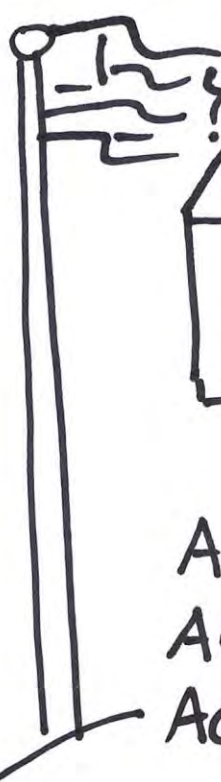
AMERICAN FOLK ART



--- Houses ---



--- Buildings ---



Add windows and doors
Add chimney or steeple
Add a bell for a school

Barns →

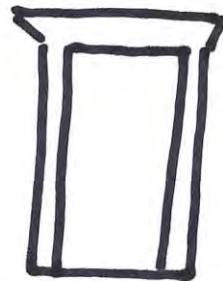
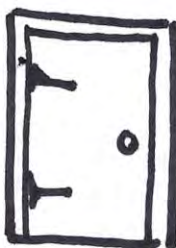




-- Doors --



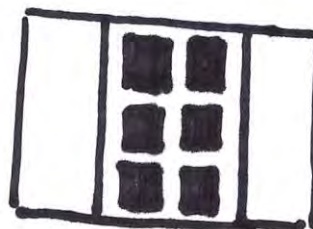
Solid Black
or



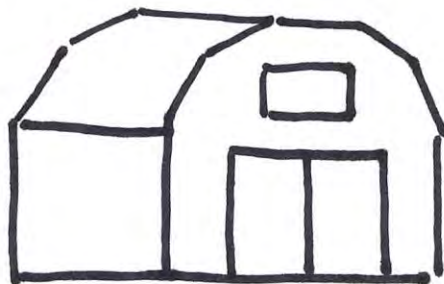
-- Windows --



Solid Black
or



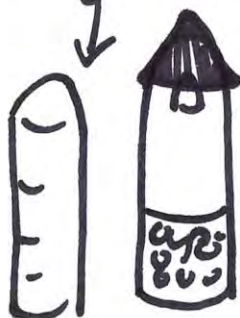
BARN S



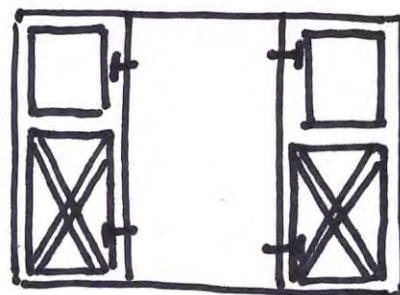
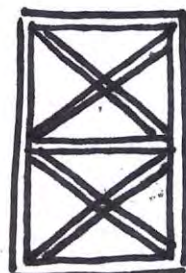
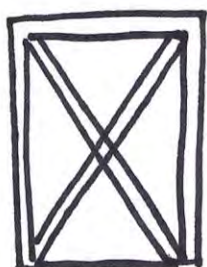
add hay



Silos)



Barn doors



Hey Kids, Meet Scott Joplin

American Musician and Composer (1867 or 1868-1917)



Scott Joplin, the second of six children, was born sometime between June 1867 and January 1868 in Eastern Texas. His father was a slave, while his mother was born a free black woman. After 1871 Joplin and his family moved to Texarkana, Texas. It was then that young Scott taught himself music on a piano in a home where his mother worked.

Exhibiting musical ability at an early age, Joplin received free music lessons from a local German music teacher. His teacher not only trained him to play the piano well, but also gave him a well-rounded knowledge of classical music form. It was this training in classical form that served him in later years in developing his compositional style.

In the late 1880's Joplin left home to pursue his musical career. By 1898 Joplin had sold six pieces for the piano. By 1889 he had published his most celebrated composition, *Maple Leaf Rag* which placed Joplin at the top of the list of ragtime performers and established ragtime as an important musical form. In the early 1900's, Joplin and his new wife, Belle, moved to St. Louis, Missouri. While living there, he composed some of his best-known works including *The Entertainer* and *Elite Syncopations*.

Scott Joplin died April 1, 1917. He remains the best-known ragtime composer and performer. He also is regarded as one of the three most important composers of classic ragtime.