Paddock Elementary Learning Packet

2nd Grade

Day One

English-Language Arts

- ❑ Reading Passage: *Kids with Special Needs Find Joy in These Special Toy Cars* with comprehension questions
- ❑ Writing Prompt: If I could be in charge of the school for a day I would...
- ❑ Phonics Practice: Write -ee words

Math

- ❑ Complete 9.1 Reteach Sheet (directions are at the bottom of the page)
- ❑ Complete 10.1 Reteach Sheet (directions are at the bottom of the page)

Science

- ❑ Read "How Things are Different" Book

Kids with special needs find joy in these special toy cars

By Dallas Morning News, adapted by Newsela staff on 02.01.15
Word Count **358**
Level **MAX**

Adam Ahmed's new truck accommodates his long legs. The first-grader had two other ride-ons that he outgrew. Photo by: Louis DeLuca/Dallas Morning News/TNS

FRISCO, Texas — Each of the shiny new cars had a balloon. It was a special day.

The 12 young drivers came for the fun. But their parents and teachers were there for another reason. The toy cars were built for students with disabilities. These students cannot move easily. Some use a wheelchair to get around. They face many challenges. The cars are helpful. They give students with disabilities a way to move around.

Meggan Jackson was happy. She was watching her daughter drive around in a mini bus. "This is a first for her, " Mrs. Jackson said. "Now she can go wherever she wants to go."

Students Learn To Move Around

Ms. Jackson's daughter is named Abbi. She is 3 years old. Abbi has a disorder called Rett syndrome. It makes it hard to walk. Abbi was one of the students invited to this special event. The students go to school in Frisco, Texas.

Lindsay Brittain is a teacher. She works with students who have disabilities. Ms. Brittain helped put the event together.

The students need help moving around, Ms. Brittain said. The cars help them. The cars move at the touch of a button. That means the kids are in charge. They get to decide how to move around. It makes them want to move around even more.

Cars Can Help Make Friends

The cars also help the students make friends.

The kids can be hard to play with, Ms. Brittain said. That is because many of them do not talk. The cars give them a way to play with other kids.

Adam Ahmed is 6 years old. He was born with a condition. It is called cerebral palsy. It makes it hard to walk. But Adam loves cars. He could not wait to get out of his wheelchair. He was excited to ride in his new truck. Adam did not need words to talk. His huge smile said it all.

Adam's mom is Jabeen Shazia. She said the truck will help Adam. It will give him a better sense of left and right. "Now he can go anywhere he wants," she said.

Quiz

1 According to the article, what is one reason why it is hard for the kids with disabilities to make friends?

(A) They are afraid of other kids.

(B) Many of them do not talk.

(C) The other kids are mean to them.

(D) Many of them cannot walk.

2 Which sentence from the section "Students Learn To Move Around" explains HOW the cars help kids with disabilities move around on their own?

(A) The students need help moving around, Ms. Brittain said.

(B) The cars help them.

(C) The cars move at the touch of a button.

(D) It makes them want to move around even more.

3 What is the section "Cars Can Help Make Friends" MOSTLY about?

(A) why Ms. Brittain thinks the kids need more friends

(B) how cerebral palsy affects kids' ability to walk

(C) how the cars help kids get around and make friends

(D) what Adam's mom hopes the cars will teach him

4 Read the following paragraph.

Ms. Jackson's daughter is named Abbi. She is 3 years old. Abbi has a disorder called Rett syndrome. It makes it hard to walk. Abbi was one of the students invited to this special event. The students go to school in Frisco, Texas.

Who is the focus of this paragraph?

(A) a 3-year-old girl with a disability

(B) the students that go to school in Texas

(C) the mother of a student with Rett syndrome

(D) one of the teachers from Frisco

5 According to the article, what is the MAIN reason why the cars make the kids want to move around more?

(A) The kids like racing each other.

(B) The kids get to choose where they ride.

(C) The kids are excited to show their parents.

(D) The kids want to learn left from right.

6 Why was the special event important to Meggan Jackson?

(A) because she wanted her daughter to make friends

(B) because all the kids there also had disabilities

(C) because she helped to design the cars the kids used

(D) because her daughter was able to move on her own

7 Select the paragraph in the section "Cars Can Help Make Friends" that gives information about Adam's disability.

(A) The students need help moving around, Ms. Brittain said. The cars help them. The cars move at the touch of a button. That means the kids are in charge. They get to decide how to move around. It makes them want to move around even more.

(B) The kids can be hard to play with, Ms. Brittain said. That is because many of them do not talk. The cars give them a way to play with other kids.

(C) Adam Ahmed is 6 years old. He was born with a condition. It is called cerebral palsy. It makes it hard to walk. But Adam loves cars. He could not wait to get out of his wheelchair. He was excited to ride in his new truck. Adam did not need words to talk. His huge smile said it all.

(D) Adam's mom is Jabeen Shazia. She said the truck will help Adam. It will give him a better sense of left and right. "Now he can go anywhere he wants," she said.

8 Read the caption under the photo.

Which answer choice is a detail that a reader can learn about Adam from reading the caption?

(A) He lives in Frisco, Texas.

(B) He is in first grade.

(C) He has cerebral palsy.

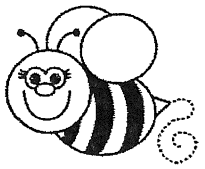
(D) His mother's name is Jabeen.

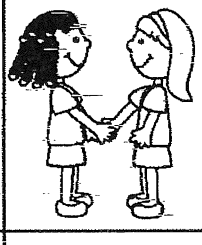
NAME: _____

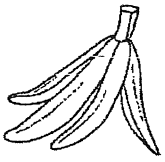
IF I COULD BE IN CHARGE OF THE SCHOOL FOR A DAY I WOULD...

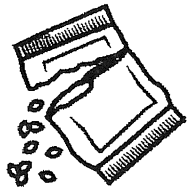
I can write

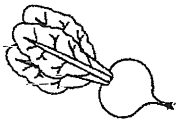
words with ee like in cheese









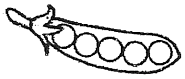
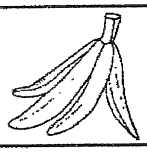


Jessica Pelka' Roots and Wings

Name _____ **Date** _____

Which one Looks Right?

Name _____ Date _____

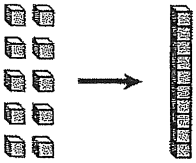
Think.	ee or ea?		Write it.
	peas	pees	
	peal	peel	
	teer	tear	
	sleap	sleep	
	tee	tea	
	sheap	sheep	
	eegle	eagle	
	wead	weed	

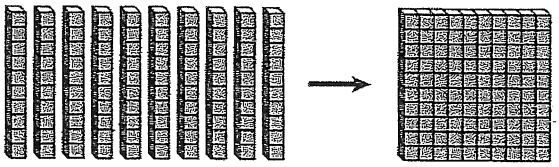
Name _____

Reteach to Build Understanding
9-1

Vocabulary

1. You can count and write **ones, tens,** and **hundreds.**





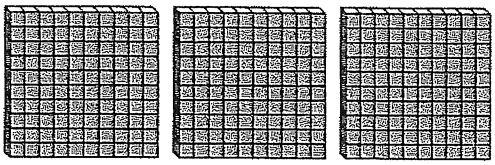
10 ones make ____ ten.

10 tens make ____ hundred.

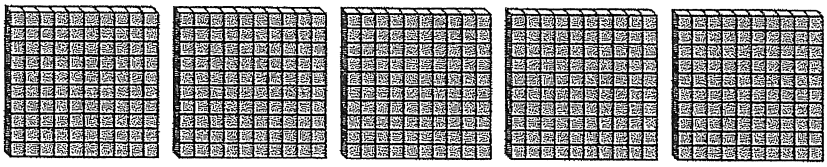
10 equals ____ ten and ____ ones.

100 equals ____ hundred, ____ tens, and ____ ones.

2. Count hundreds. Then complete each sentence.



300 equals 3 hundreds, 0 tens, and 0 ones.



____ equals ____ hundreds, ____ tens, and ____ ones.

On the Back!

3. Use or draw hundreds blocks to show 8 hundreds, 0 tens, and 0 ones. What number does your model show? Explain how you know.

Name _____

Reteach to Build Understanding
10-1

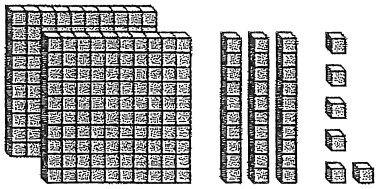
Vocabulary

1. You can use **mental math** to add 10 or 100.

Find 236 + 10 and 236 + 100.

When you add 10, the **tens digit** goes up by .

When you add 100, the **hundreds digit** goes up by .



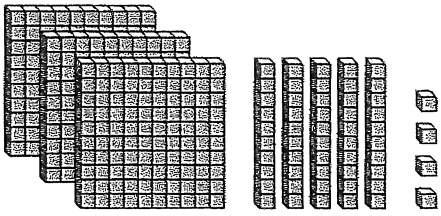
plus 10

plus 100

236 + 10 =

236 + 100 =

2. Add using mental math. Use the models if needed.

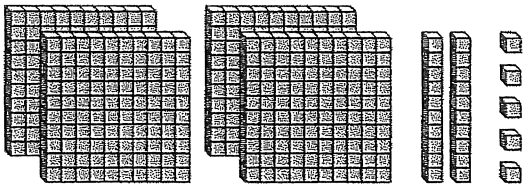


plus 10

plus 100

354 + 10 = 364

354 + 100 =

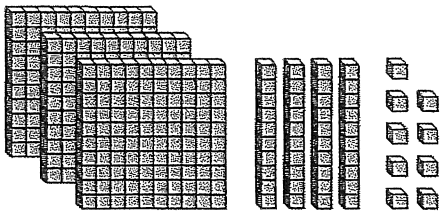


plus 10

plus 100

425 + 10 =

+ 100 =



plus 10

plus 100

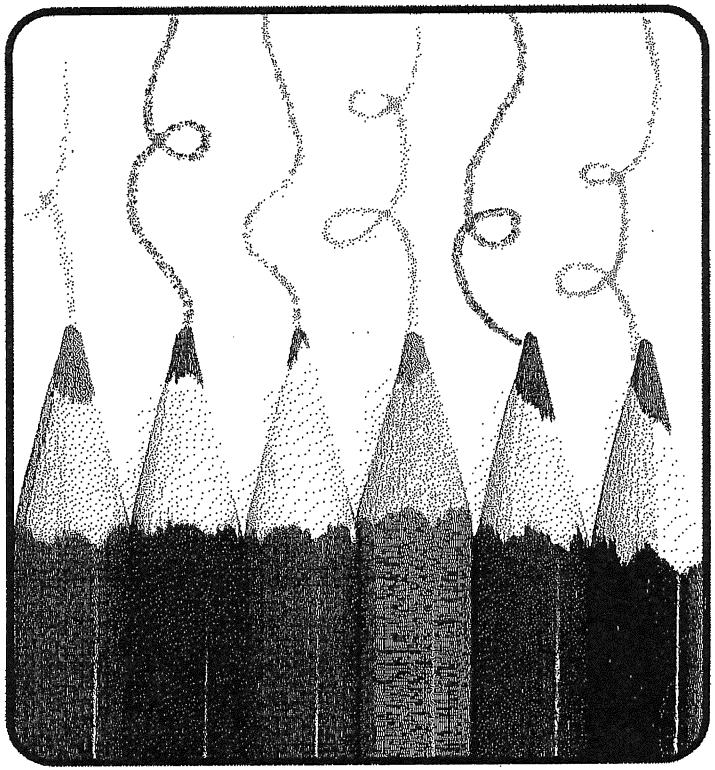
+ 10 =

+ 100 =

On the Back!

3. Explain how to use mental math or models to find 503 + 10. Then find 503 + 100.

How Things Are Different



Written by Katherine Follett

www.sciencea-z.com

KEY ELEMENTS USED IN THIS BOOK
The Big Idea: We constantly observe our environment and the objects found in it. Identifying properties of objects helps us make decisions and communicate with precision. Practicing careful observation will prepare students to become successful scientists and citizens. It may also allow them to appreciate the special qualities of the things around them that they might normally take for granted.
Key words: burn, color, different, feel, float, gas, liquid, magnet, material, matter, melt, properties, property, shape, sink, size, solid
Key comprehension skill: Main idea and details *Other suitable comprehension skills:* Compare and contrast; classify information; cause and effect; identify facts; elements of a genre
Key reading strategy: Connect to prior knowledge *Other suitable reading strategies:* Ask and answer questions; summarize; visualize

Photo Credits:
Front cover: © Royalty-free/Tatyana Ogryzko/123RF; back cover: © Royalty-free/iStockphoto.com/Amanda Rohde/Dirk-Jan Mattaar; title page: © Royalty-free/iStockphoto.com/Beata Becla; pages 8 (top left), 14 (left): © Royalty-free/Jupiterimages Corp.; page 3 (hammer): © Royalty-free/Craig Frederick/Learning A–Z; page 4: © Royalty-free/iStockphoto.com/MistikaS; page 5 (top): © Royalty-free/iStockphoto.com/El_I; page 5 (bottom): © Royalty-free/iStockphoto.com/Slavoljub Pantelic; page 6 (bottle): © Royalty-free/iStockphoto.com/Ljupco; page 6 (bowl): © Royalty-free/123RF; page 6 (ice cubes): © Royalty-free/iStockphoto.com/BlackJack3D; page 7 (top left): © Royalty-free/iStockphoto.com/Pixhook; page 7 (top right): © Royalty-free/iStockphoto.com/Jan Tyler; page 7 (bottom): © Royalty-free/iStockphoto.com/Monika Adamczyk; page 8 (top right): © Royalty-free/iStockphoto.com/Stan Rohrer; page 8 (bottom left): © Royalty-free/iStockphoto.com/Michael Bodmann; page 8 (bottom right): © Royalty-free/iStockphoto.com/Kirsty Pargeter; page 9 (top left): © Royalty-free/iStockphoto.com/Xiaoke Ma; page 9 (top right): © Royalty-free/iStockphoto.com/Ma-K; page 9 (bottom): © Royalty-free/iStockphoto.com/Irving N. Saperstein; page 10 (top): © Royalty-free/iStockphoto.com/Bonnie Jacobs; page 10 (bottom left): © Royalty-free/iStockphoto.com/lofoto; page 10 (blanket): © Royalty-free/iStockphoto.com/Photographer Olympus; page 10 (hand): © Royalty-free/Charlie Schuck/Uppercut Images/Getty Images; page 11 (top): © Royalty-free/iStockphoto.com/Rich Legg; page 11 (bottom): © Royalty-free/iStockphoto.com/Denis Pogostin; page 12 (top): © Royalty-free/Sergej Razvodovskij/123RF; page 12 (bottom): © Royalty-free/iStockphoto.com/Dajan Nikolic; page 13 (top): © Royalty-free/iStockphoto.com/Simon Kržic; page 13 (bottom): © Royalty-free/iStockphoto.com/Ron Sumners; page 14 (right): © Royalty-free/iStockphoto.com/Colleen Butler; page 15 (top): © Royalty-free/iStockphoto.com/Floortje; page 15 (center): © Royalty-free/iStockphoto.com/Alina Solovyova-Vincent; page 15 (bottom): © Royalty-free/iStockphoto.com/Yin Yang; page 16 (bottom): © Royalty-free/iStockphoto.com/Scubabartek

Illustration Credits:
pages 3, 16 (boy): Cende Hill

How Things Are Different
© Learning A–Z, Inc.
Written by Katherine Follett

www.sciencea-z.com

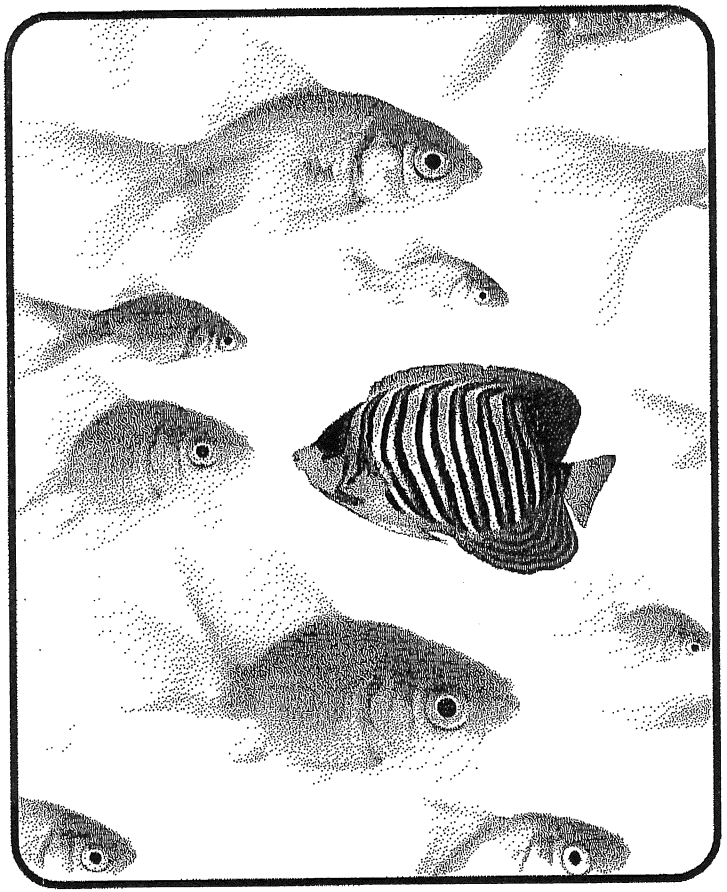
Reading Levels	
Learning A–Z	L
Lexile	440L
Correlations	
Fountas and Pinnell*	K

*Correlated independent reading level

How Things Are Different

A Science A–Z Physical Series

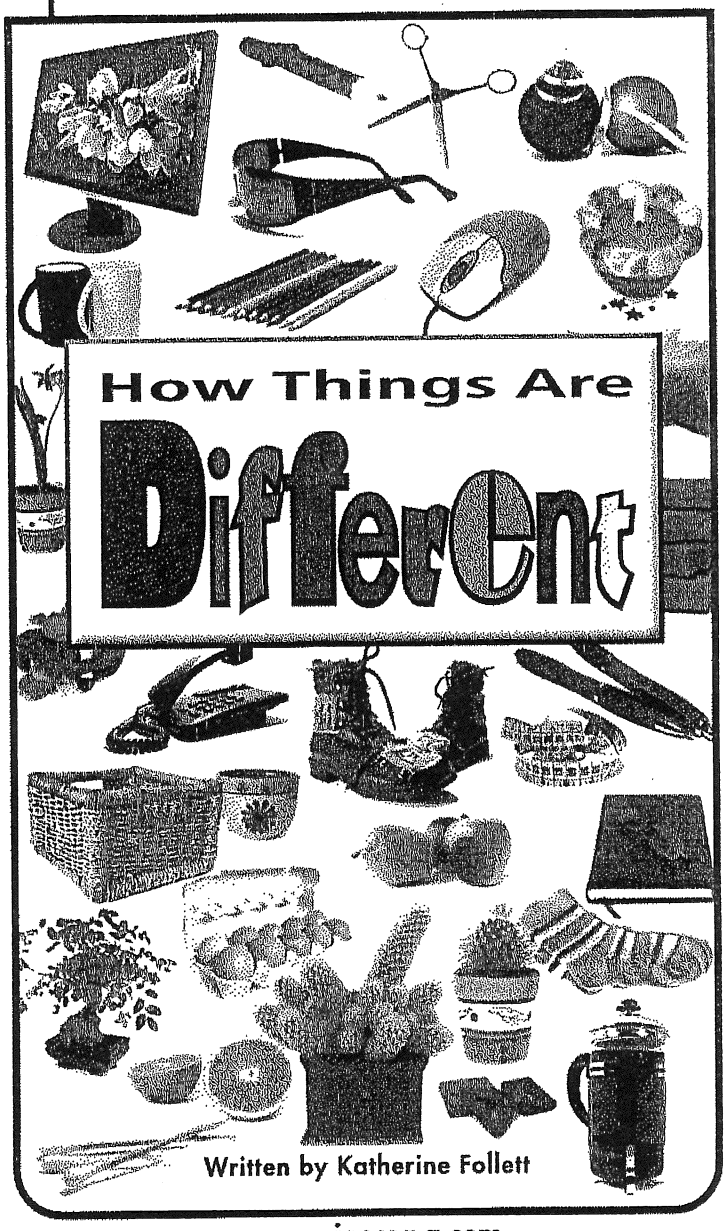
Word Count: 338



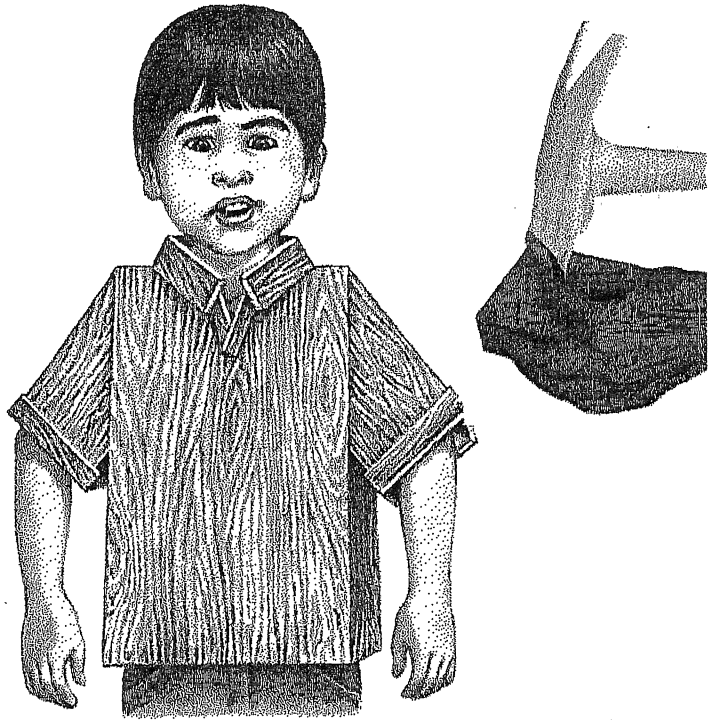
Science a-z

Visit www.sciencea-z.com

Science a-z



www.sciencea-z.com



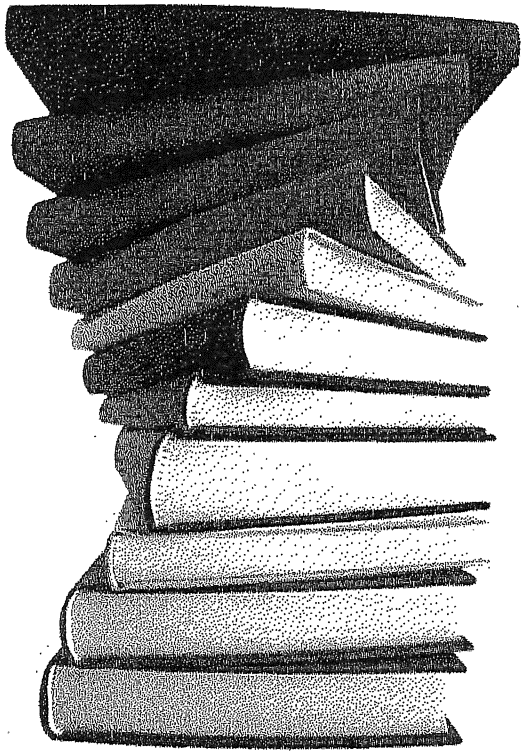
Why are different things
made of different stuff?

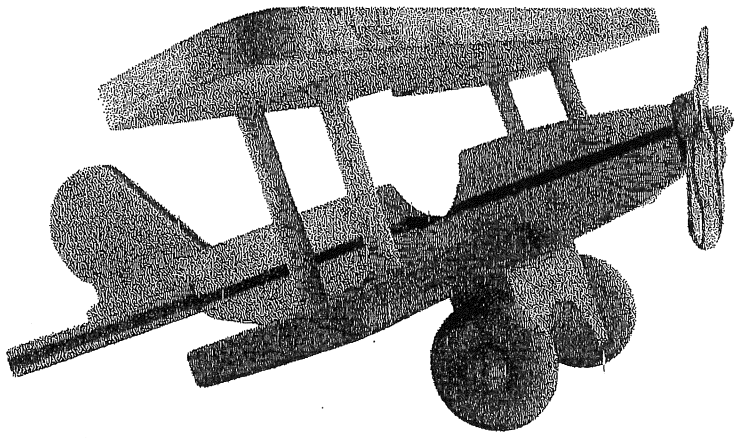
Would you want to wear
a wooden shirt?

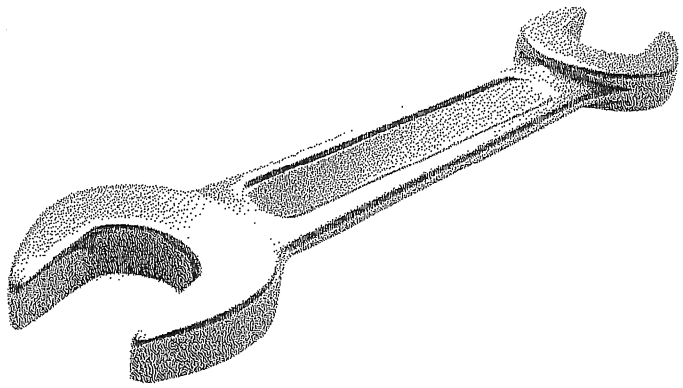
Would a paper hammer
pound a metal nail into wood?

The stuff everything is made
up of is called matter. Different
kinds of matter act in different
ways.

We use different matter
to make different things.

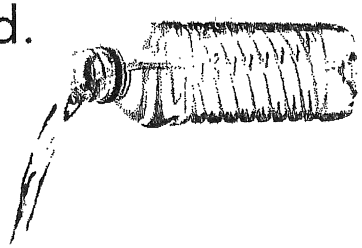


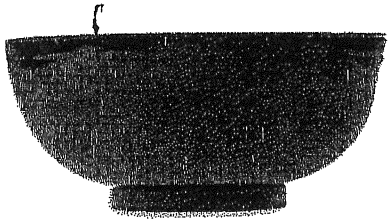




There are three main kinds of matter. One kind is a solid. A solid has its own shape. Wood and metal are solids.

Another kind of matter is a liquid. A liquid takes the shape of what is holding it. Water is a liquid. What are some other liquids?

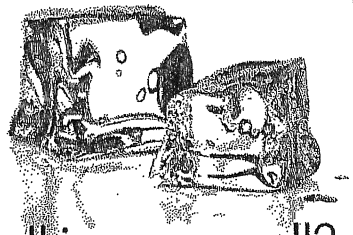


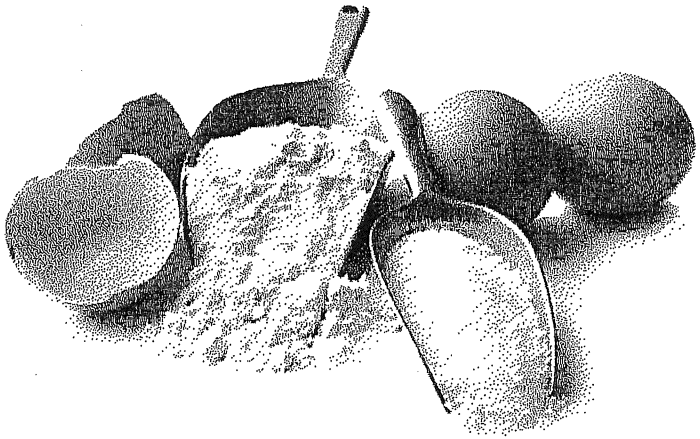


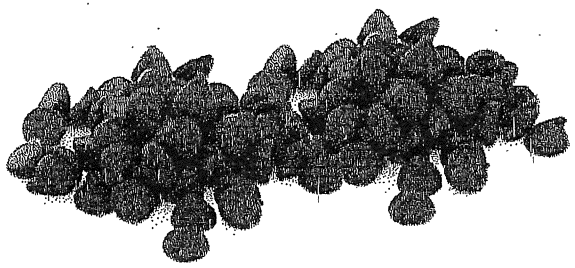
Water in a bottle has a different shape than water in a bowl.

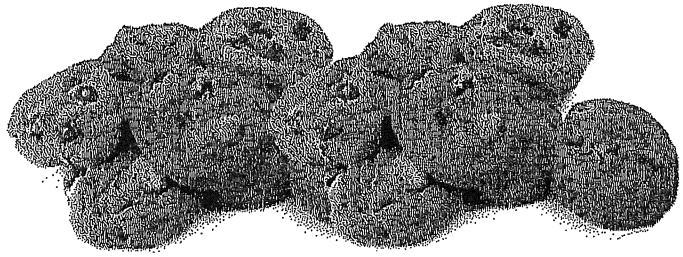
Do You Know?

Many things can change from a solid to a liquid. Ice can melt into water. What other things can melt?





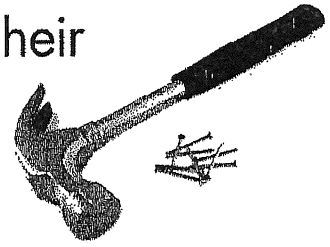


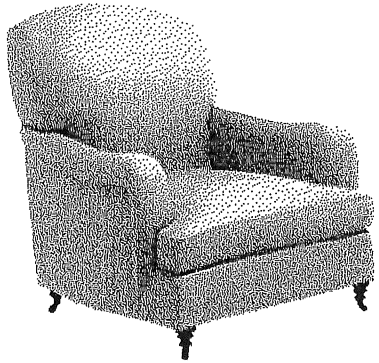


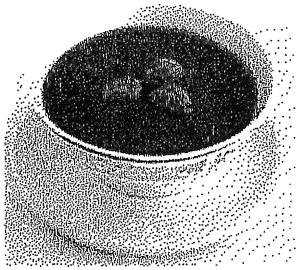
People make things with materials that have the properties they need or want.

A cloth shirt feels better than wood.

Think about things around you. What are they made of? What properties do they have? How do their properties help them work?

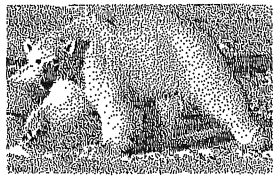






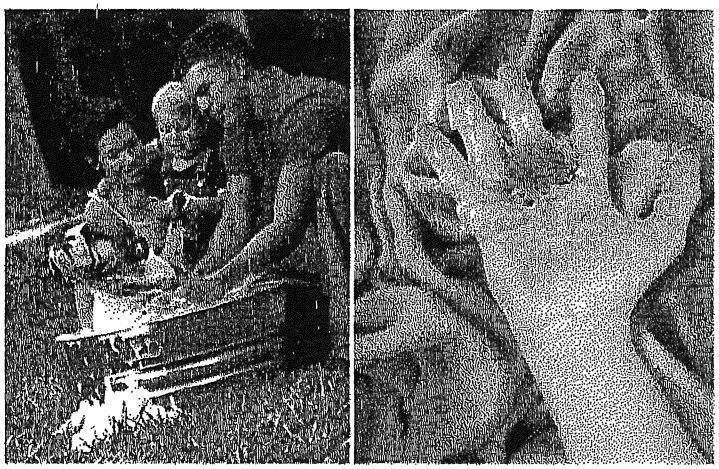
Shape is a property. Look at these things. Why are their shapes important?

Color is another property. A polar bear is white. It can hide in white snow.



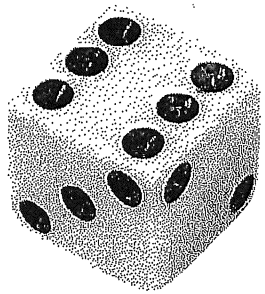
Think About It Size is also a property. Would a tiny umbrella keep you dry? Could you lift a backpack the size of a car?

You can feel some properties. Matter can be soft, dry, wet, rough, or smooth. Would you want a slimy blanket?

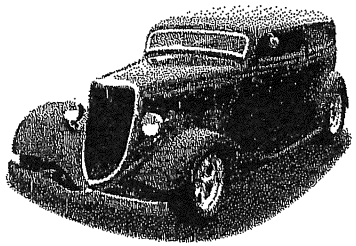


The third kind of matter is gas. Gas has no shape. It can change sizes. You cannot see most gases. Air is a gas.

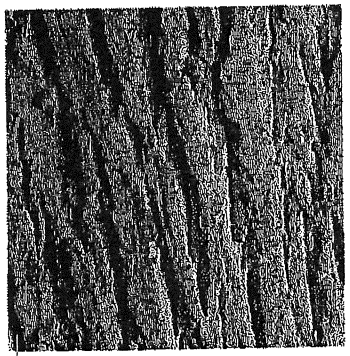
The way a kind of matter looks or feels is called a property. Square, purple, rough, and heavy are properties. What other properties can you think of?



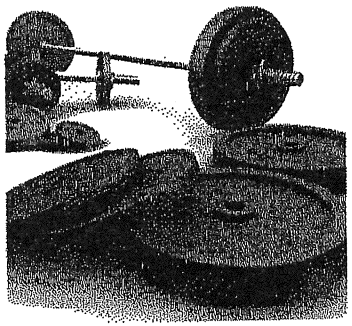
square



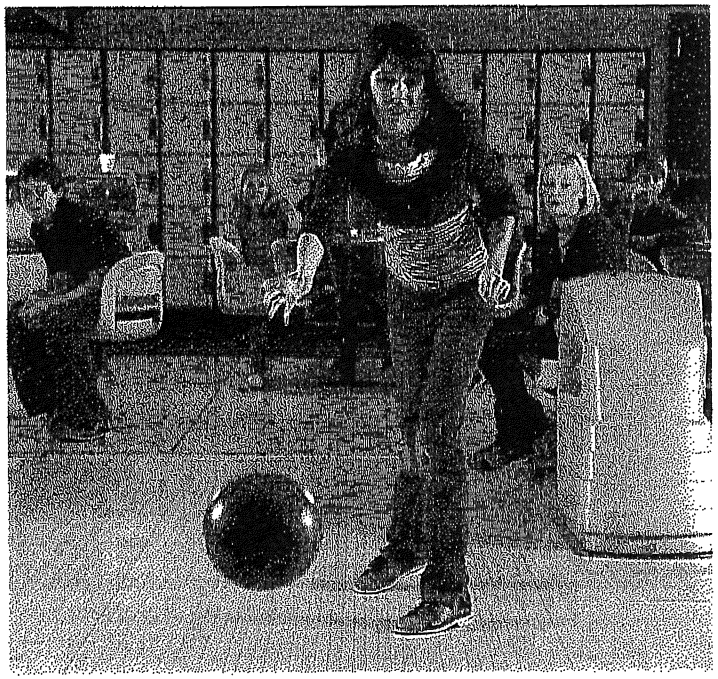
purple



rough



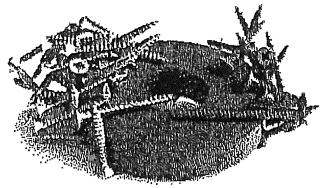
heavy



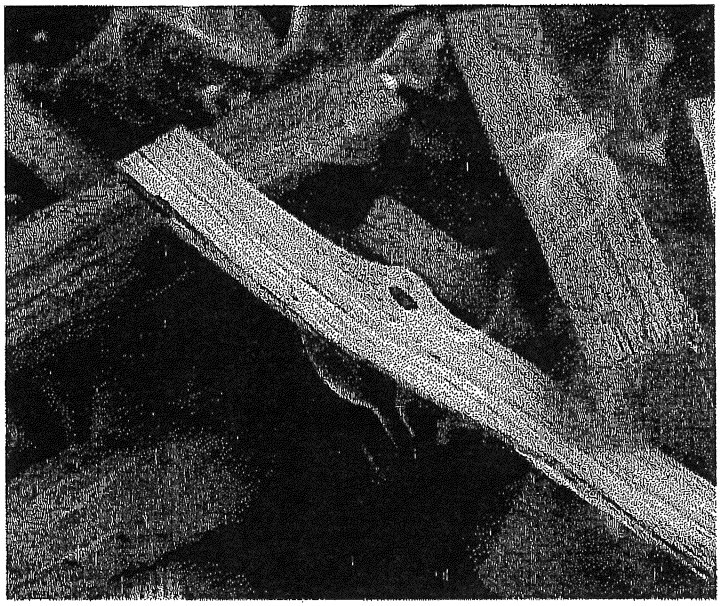
Some matter is heavy. Some is light. A bowling ball is heavy. A beach ball is light.

A bowling ball sinks. A beach ball floats.

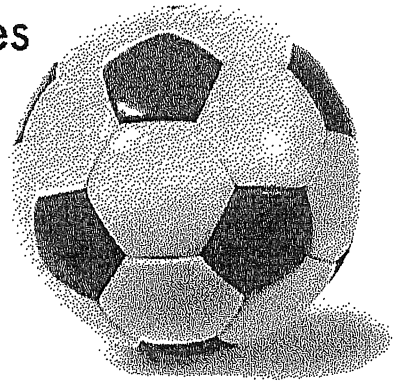
You cannot see or feel some properties. Some metals are magnets. Magnets pull other metals toward them.



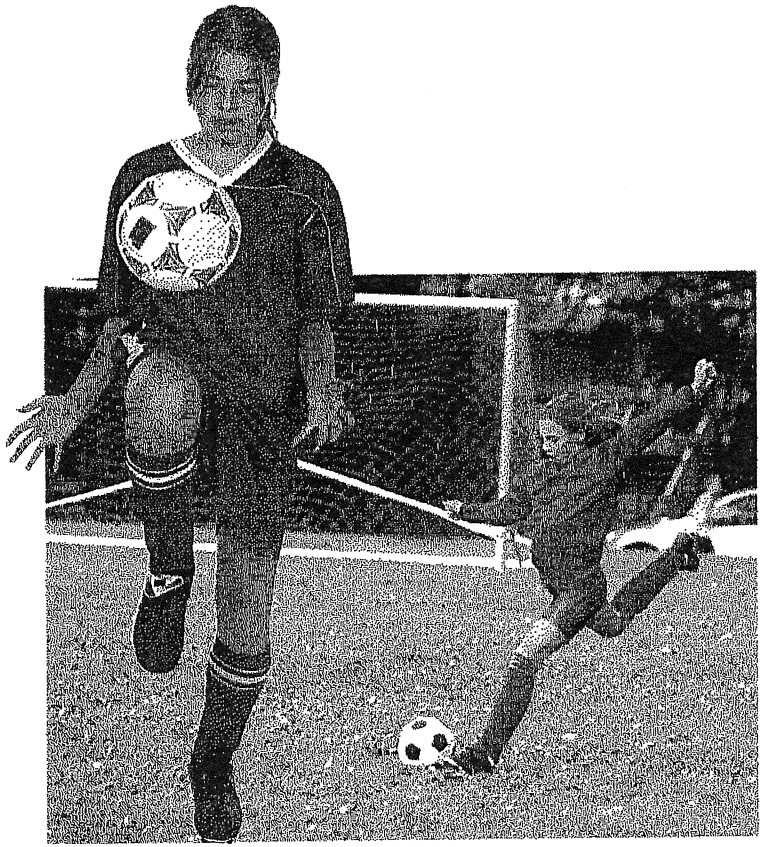
Some matter changes when it gets hot. Ice melts. But wood burns.



We make things out of materials that have the right properties. What properties does a table need? What properties does a soccer ball need?



A soccer ball has to roll and bounce. It must be round. It must be light but strong. What kind of materials make a good soccer ball?



Day Two

English-Language Arts

- ❑ Reading Passage: *Girl Sounds Can Build Robots to Earn New Science Badges* with comprehension questions
- ❑ Writing Prompt: My favorite season is...
- ❑ Phonics Practice: Find it, write it i_e words

Math

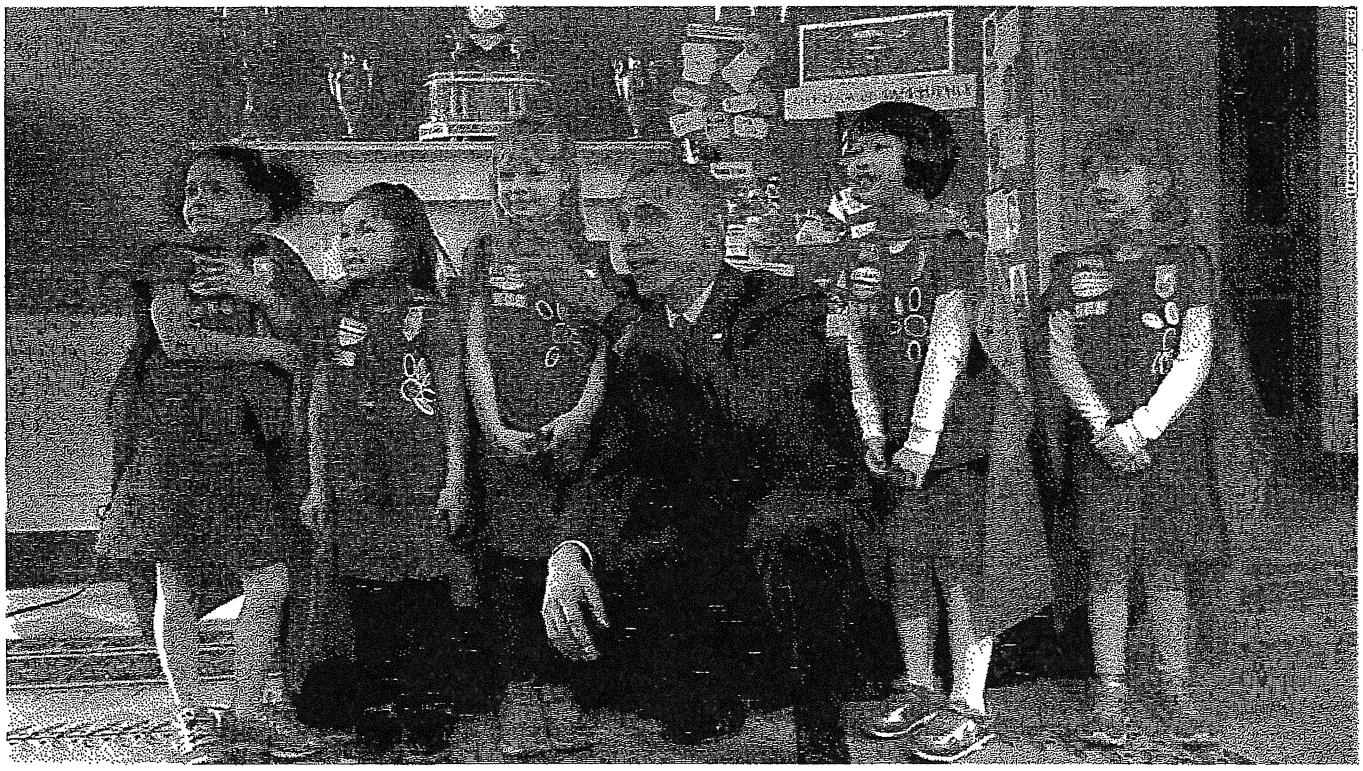
- ❑ Complete 9.2 Reteach Sheet (directions are at the bottom of the page)
- ❑ Complete 10.3 Reteach Sheet (directions are at the bottom of the page)

Science

- ❑ Read "Spring Toys" Book
- ❑ Read "Crayons" Book

Girl Scouts can build robots to earn new science badges

By Kansas City Star, adapted by Newsela staff on 12.08.15
Word Count **348**
Level **MAX**



Former President Barack Obama poses with Girl Scouts during the White House Science Fair in 2015.

Ten-year-old Finlay Sitzman is a Girl Scout. She lives in Kansas. One Christmas, her brother got a toy robot. Finlay played with it for months. Then she wanted to build her own robot.

Finlay knows what she wants to do when she grows up. She wants to work with robots.

Science and technology are subjects in school. Engineering and math are, too. Together they are called STEM.

Earning Badges Is Fun

Darcy Gray works with the Girl Scouts in Kansas. She thinks it is important for young girls to know STEM.

Girl Scouts earn badges when they do something new. They sew the badges on their uniforms. There are 23 new Girl Scout badges. Some are for outdoor activities. Others are for STEM.

Finlay went to summer Girl Scout camp. She wanted to teach the other girls about robotics. Robotics is building and using robots. She said that it seems really hard at first. But girls should still try it.

It is fun, Finlay said. "Because you get to play with robots in the end."

Build A Robot And Get A Badge

Many Girl Scouts worked with robots. They wanted to get the robotics badge.

Some scouts got so excited. They ordered robot parts online.

Ms. Gray said there are many new STEM badges. Some are for computer activities. Some are for engineering and robotics. Girls can learn how robots are made. They find out how robots are controlled. They work together to build a robot. The scouts use everyday items for parts.

Field Trips For STEM

Girl Scouts go on many field trips. Some trips have been to STEM companies. The Girl Scouts talked to women who work in STEM jobs.

On one field trip, the girls go to an engineering company. Engineers plan and build machines. The girls do fun activities. All the activities are run by women. The girls see what it is like to be an engineer.

Before, there were no STEM badges. Now Girl Scouts can learn new things and earn these badges. They are excited to try STEM activities.

Quiz

1 According to the article, what is a reason why Finlay Sitzman enjoys building robots?

(A) because she likes ordering the parts online

(B) because she is able to play with them in the end

(C) because she wants to get badges for building them

(D) because she thinks her brother should learn STEM

2 Which sentence from the section "Field Trips For STEM" shows WHY the Girl Scouts went on field trips to STEM companies?

(A) Girl Scouts go on many field trips.

(B) Some trips have been to STEM companies.

(C) Engineers plan and build machines.

(D) The girls see what it is like to be an engineer.

3 What is the section "Build A Robot And Get A Badge" MAINLY about?

(A) why the Girl Scouts decided to build robots

(B) how the Girl Scouts got parts for the robots they built

(C) what the Girl Scouts learned about building robots

(D) when the Girl Scouts earned robotics badges

4 What is the article MAINLY about?

(A) a girl who loves to build robots and helps other Girl Scouts learn how

(B) Girl Scouts who go on field trips to learn about engineers

(C) Girl Scouts who have fun earning badges for STEM activities

(D) a Girl Scout camp where girls can go to learn about robotics

5 Which answer choice is a section title?

(A) Girl Scouts can build robots to earn new science badges

(B) Former President Barack Obama poses with Girl Scouts during the White House Science Fair in 2015.

(C) Ten-year-old Finlay Sitzman is a Girl Scout.

(D) Build A Robot And Get A Badge

6 Read the paragraph from the section "Field Trips For STEM."

On one field trip, the girls go to an engineering company. Engineers plan and build machines. The girls do fun activities. All the activities are run by women. The girls see what it is like to be an engineer.

What information can the reader get by reading this paragraph?

(A) who organizes STEM field trips for Girl Scouts

(B) where the Girl Scouts go on field trips

(C) why women run the activities for the Girl Scouts

(D) the types of activities that Girl Scouts do on field trips

7 Why did the author write this article?

(A) to explain why STEM is important to Girl Scouts

(B) to share Finlay Stizman's story as a Girl Scout

(C) to tell readers about new STEM badges for Girl Scouts

(D) to convince Girl Scouts to earn STEM badges

8 Finlay Sitzman thinks that Girl Scout camp is fun.

Why does she think this?

(A) She misses playing with her brother's toy robot.

(B) She thinks it is important to learn about STEM.

(C) She likes building and playing with robots.

(D) She enjoys going on field trips to do activities.

NAME: _____

MY FAVORITE SEASON IS...

TEAM IE

Feed Him Flies

My baby brother always cries! One time, I gave him a whole pie to make him happy. I got in BIG trouble! Another time I tried to make him laugh with dad's tie. I accidently tied him up. I got in BIG trouble, AGAIN! Mom just pats him on the back and feeds him potpies. I think she should try feeding him fried flies. Do you have a baby brother? I can share mine!

1. Color a smiley face after reading the story.
2. Read the story a second time. Circle or highlight all of the ie words. Color the second smiley face.
3. Who is telling the story? How do you know?

4. How do you think the older sibling feels about his or her baby brother?

5. What does the baby brother eat?

6. Read the story a third time. Use expression! Color the third smiley face.
7. Write an adjective from the story.

FIND IT! WRITE IT!

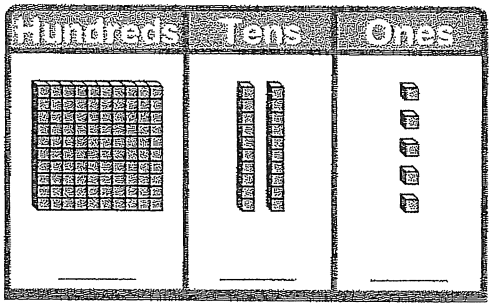
Write all of the ie words from the story.

Name _____

Reteach to Build Understanding
9-2

Vocabulary

1. Place-value blocks can be used to show a number. A **place-value chart** can be used to show the value of each **digit**.

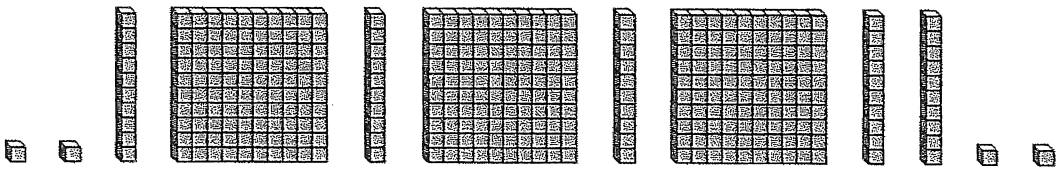


Count the hundreds, then the , and then the .

Write the digits in the place-value chart.

Write the number. _____

2. What number do these place-value blocks show?



Write **H** on each hundred. How many hundreds? 3

Write **T** on each ten. How many tens? 5

Write **O** on each one. How many ones? _____

Fill in the place-value chart. Write the hundreds, tens, and ones.

Hundreds	Tens	Ones

Write the number.

On the Back!

3. Draw place-value blocks. Show 5 hundreds, 8 tens, and 2 ones. Write the digits in a place-value chart. Write the number.

Name _____

Reteach to Build Understanding
10-3

Vocabulary

1. You can **break apart** numbers by place value.

   357 = 3 hundreds + 5 tens + 7 ones

   So, 357 = ____ + ____ + ____.

   Write the hundreds, tens, and ones in the place-value chart.

Hundreds	Tens	Ones

2. Here are two strategies to find 346 + 539.

Way 1

Add place by place.	**346 + 539**
• Add the hundreds.	300 + 500 = 800
• Add the tens.	40 + 30 =
• Add the ones.	6 + 9 =
• Add the sums.	800 + 70 + 15 =

Way 2

Use easier numbers.	**346 + 539**
• Think of 539 as 540 − 1.	
• Add 540.	346 + 540 =
• Take away 1.	886 − 1 =

So, 346 + 539 = ____.

On the Back!

3. Find 264 + 638 using either strategy shown above. Show your work.

Sciencea-z

PROPERTIES
Toys

IOI File

SPRING TOYS

Think About It

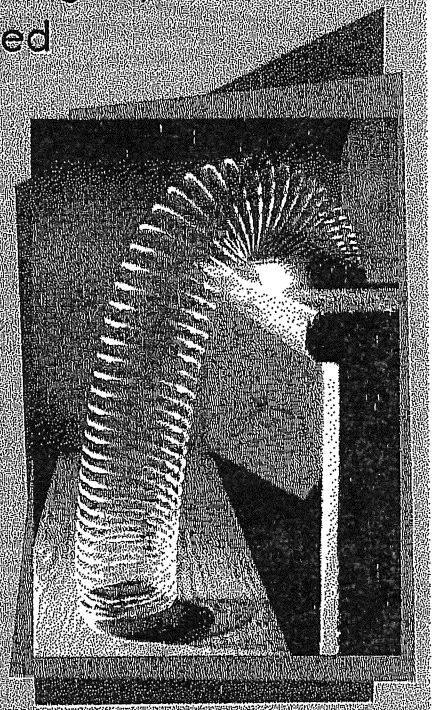
Do you think a spring toy with more loops or fewer loops would be more fun to play with?

A FUN MISTAKE

Richard James was working with springs in 1943. *Whoops!* A spring fell. He watched it bounce on the floor, end over end. What fun! Just like that, he had come up with a new toy.

James made his spring toys from a silver-colored metal called *steel*. Steel is a kind of solid matter. It feels very hard. But springs made of thin steel can bend and bounce.

Now kids all over the world play with spring toys. It all started with a mistake.

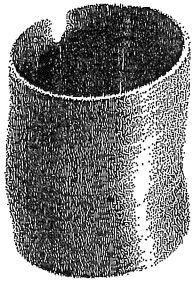


A spring toy going down the stairs

Let's Stretch

A spring toy starts as flat wire. Then it is shaped into loops. This special shape lets the toy stretch—*a lot!*

When you pull on the loops, the toy gets longer. When you push the loops together, it goes back to its starting size.



Loops pushed together

Loops stretched apart

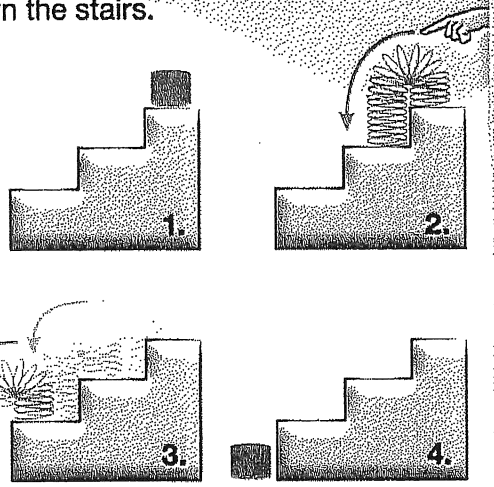
Think About It

What other things can stretch and then come back to their starting shape?

"WALKING" A SPRING TOY

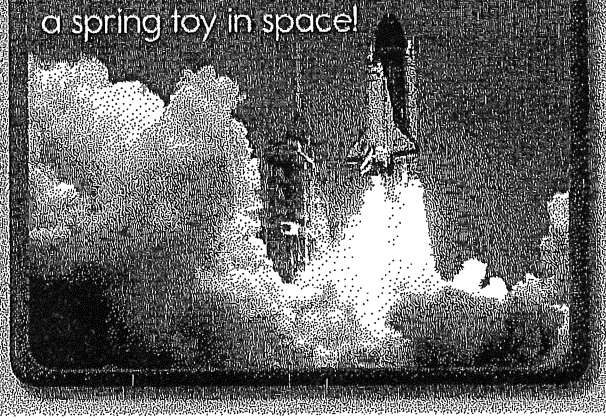
You can make a spring toy walk! These pictures show how it moves down the stairs.

1. The spring sits at the top of the stairs.
2. Forces make things move. The force of a hand pushes the spring down the first stair.
3. The force of gravity keeps the spring moving.
4. The spring stops at the bottom of the stairs.



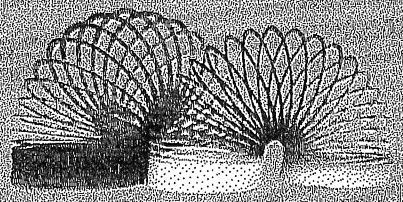
Do You Know?

In 1985, the crew of the space shuttle *Challenger* played with a spring toy in space!



Wowser!

More than 300 million spring toys have been sold around the world! That's enough to give one to each person in the United States!



Some spring toys are made of plastic. They come in many colors.

Sciencea-z

PROPERTIES
Toys

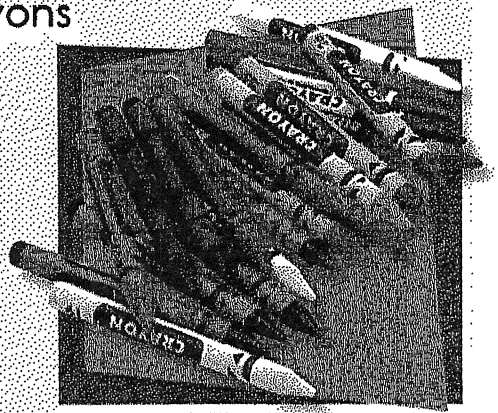
Lot File

THE WAXY RAINBOW

What would you use to color a picture of an apple? What about a blueberry? Use a crayon!

Crayons come in more than 150 different colors. But most are in the same stick shape. Their small size makes them easy to hold.

Crayons are all made of wax. Wax is a solid kind of matter. It feels smooth. Don't leave crayons in the sun. Wax melts when it gets warm. You will have a colorful mess!



Do You Know?

Crayons were first made in 1903. At first, they only came in 8 colors. They were black, brown, orange, violet, blue, green, red, and yellow.

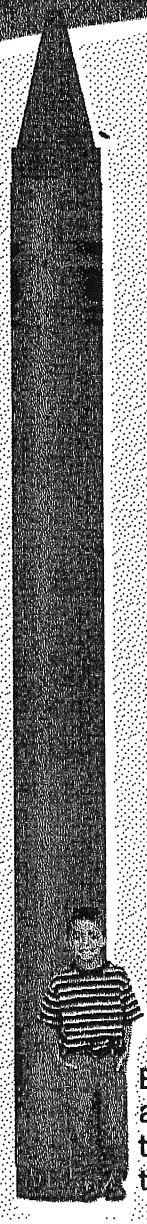
Credits: left: © AsiaPix/SuperStock;
right: © iStockphoto.com/Martin Garnham

Big Blue

Most crayons are made to hold in your hand. But not the world's *biggest* crayon. It is so heavy that your whole class could not lift it!

In 2003, children all over the United States helped make this crayon. They sent in their broken blue crayons. The pieces were melted and used to make "Big Blue."

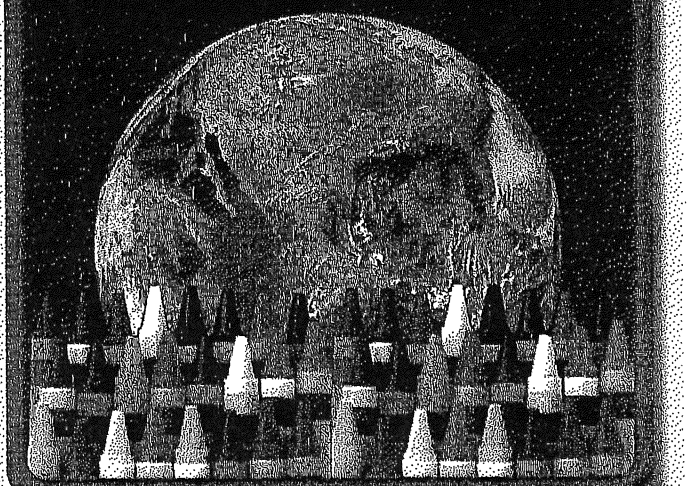
Big Blue on display in Easton, Pennsylvania



Big Blue is about four times taller than you!

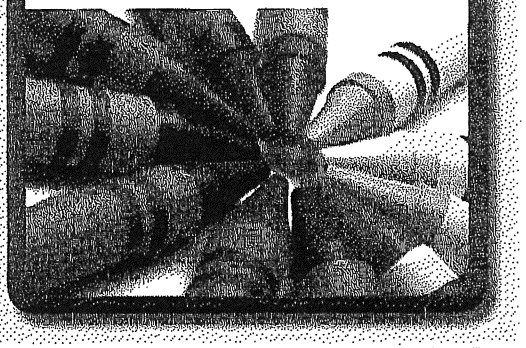
Wowser!

Over 3 billion crayons are made each year. That's enough crayons to line up around the world 6 times!



Think About It

What is your favorite crayon color? What do you like best about this color?



Credits: left: © Joe Gill/The Express-Times/AP Images; center (crayon): © iStockphoto.com/Michael Travers; center (boy): © iStockphoto.com/Sean Locke; top right: courtesy of NASA/NOAA/GSFC/Suomi NPP/VIIRS/Norman Kuring; right center: © Stephanie Frey/123RF; bottom right: © iStockphoto.com/Skip O'Donnell

Day Three

English-Language Arts

- ❑ Reading Passage: *A Community Garden Grows Vegetables that Remind People of Home* with comprehension questions
- ❑ Writing Prompt: What is something I do well?
- ❑ Phonics Practice: Long 'e': y

Math

- ❑ Complete 9.3 Reteach Sheet (directions are at the bottom of the page)
- ❑ Complete 10.4 Reteach Sheet (directions are at the bottom of the page)

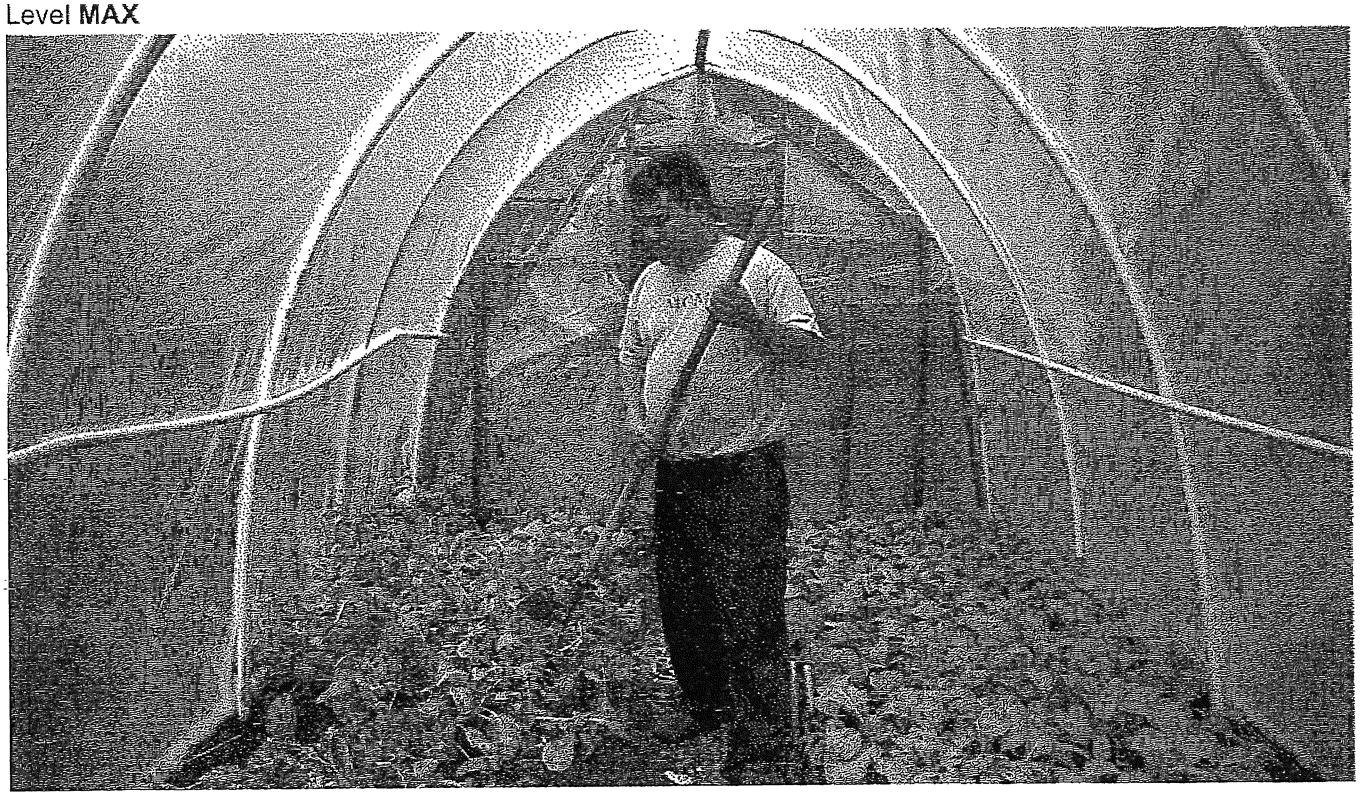
Science

- ❑ Read "Action Figures" Book

newsela

A community garden grows vegetables that remind people of home

By Chicago Tribune, adapted by Newsela staff on 02.01.15
Word Count **352**
Level **MAX**



Pak Suan of Myanmar works in his small greenhouse in the Global Garden Refugee Training Farm in May 2017, in the Albany Park neighborhood of Chicago, Illinois. About 100 families, including refugees from Bhutan, Myanmar and elsewhere, have plots in the community garden. Photo: Erin Hooley/Chicago Tribune/TNS

CHICAGO, Illinois — Some people think mustard greens taste sour. Uma Mishra disagrees. She loves the vegetable.

Ms. Mishra is a refugee from Bhutan. It is a country in Asia. Refugees are people who leave their countries. They leave to get away from danger. Ms. Mishra left Bhutan with her family. Now they live in Chicago, Illinois.

Ms. Mishra misses Bhutan. She has found a way to feel connected with it. She grows mustard greens. They remind her of cooking meals back home.

Everyone Loves The Garden

Ms. Mishra gardens in a community farm with other refugees. The farm is in the middle of Chicago. It used to be an empty lot. Then a group brought in dirt and made it into a small farm.

There are 100 little gardens.

Refugees pay $20 a year to have a garden. That pays for the seeds they plant. The farm is very popular. About 60 families are waiting to get a garden of their own.

Most of the people grow vegetables to cook at home. Some sell them too. They set up stands at outdoor markets.

Vegetables Are Popular

Some of the plants they grow are surprising. One refugee grows bitter melon. The green vegetable likes to grow in hot places. It is not very hot in Chicago. Still, bitter melon grows well.

The farm lets refugees connect to their old lives as farmers. Moving to a new country is scary. Many refugees do not speak English. They have never lived in a big city before. The farm feels like home to them. Farming is something they know.

It Feels Like Home

One sunny afternoon, the farm was very busy. People watered their gardens. Children ran around. Ms. Mishra took care of her garden. It was full of mustard greens, cucumbers and tomatoes. She picked some greens to take home for dinner. Last year, her family harvested enough to share with others.

In Bhutan, Ms. Mishra had a big farm. In Chicago, her garden is small. Still, she is happy.

She can grow so many things. It feels more like home.

Quiz

1 Based on the article, which of the following is TRUE?

(A) The community gardens are free for refugee families.

(B) Refugees cook or sell vegetables from the gardens.

(C) Ms. Mishra left Bhutan because she wanted to have a farm.

(D) Not many people go to the community farm in Chicago.

2 Read the introduction [paragraphs 1-3].

Which sentence from the introduction BEST explains why Ms. Mishra's family had to leave Bhutan?

(A) Ms. Mishra is a refugee from Bhutan.

(B) They leave to get away from danger.

(C) Now they live in Chicago, Illinois.

(D) Ms. Mishra misses Bhutan.

3 Which event happened FIRST?

(A) Ms. Mishra gardened with other refugees.

(B) Ms. Mishra shared greens with others.

(C) Ms. Mishra had a big farm in Bhutan.

(D) Ms. Mishra moved to Chicago, Illinois.

4 What is the MAIN reason Ms. Mishra enjoys the community farm?

(A) because mustard greens are her favorite vegetable

(B) because she is able to sell vegetables for money

(C) because it helps her learn to speak English better

(D) because it makes Chicago feel more like home

5 Read the sentence below from the introduction [paragraphs 1-3].

Ms. Mishra is a refugee from Bhutan.

Based on the introduction, what is a "refugee"?

(A) a person who has to leave their country to be safe

(B) a person who lives in an Asian country like Bhutan

(C) a person who has never lived in a big city before

(D) a person who knows a lot about farming

6 Read the sentence from the section "Vegetables Are Popular."

One refugee grows bitter melon.

Based on the section, what is "bitter melon"?

(A) a popular fruit

(B) a plant that cannot be eaten

(C) a seed that tastes sour

(D) a type of vegetable

7 Which paragraph gives information about HOW the garden in Chicago was made?

(A) Ms. Mishra misses Bhutan. She has found a way to feel connected with it. She grows mustard greens. They remind her of cooking meals back home.

(B) Ms. Mishra gardens in a community farm with other refugees. The farm is in the middle of Chicago. It used to be an empty lot. Then a group brought in dirt and made it into a small farm. There are 100 little gardens.

(C) Most of the people grow vegetables to cook at home. Some sell them too. They set up stands at outdoor markets.

(D) Some of the plants they grow are surprising. One refugee grows bitter melon. The green vegetable likes to grow in hot places. It is not very hot in Chicago. Still, bitter melon grows well.

8 Read the caption under the photo at the beginning of the article.

According to this caption, where is the greenhouse located?

(A) Chicago

(B) Myanmar

(C) Bhutan

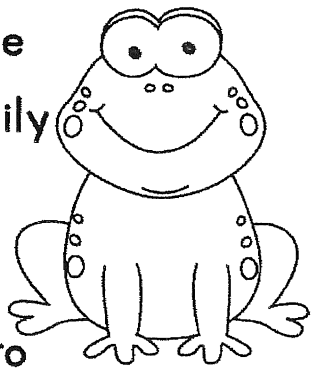
(D) Pak Suan

NAME: _____

WHAT IS SOMETHING I DO WELL?

Freddy Frog!

Long 'e': y



Freddy the frog was always hungry, but he was also lazy. He would slowly hop onto a lily pad, roll out his tongue and hope he would get lucky when a silly fly accidentally landed there. But one day a nasty mosquito played a trick on him. He pretended to be a fly and landed on Freddy's tongue and when Freddy went to eat him the mosquito bit his tongue! "Ahhhh!" cried Freddy, hopping in the air. "So he does know how to move quickly!" the mosquito chuckled. From that day on Freddy was never lazy again.

How did Freddy catch flies? _____

_____

What trick did the mosquito play? _____

_____

_____

What lesson did Freddy learn in this story?

_____

Circle all the words with long 'e': y sounds.

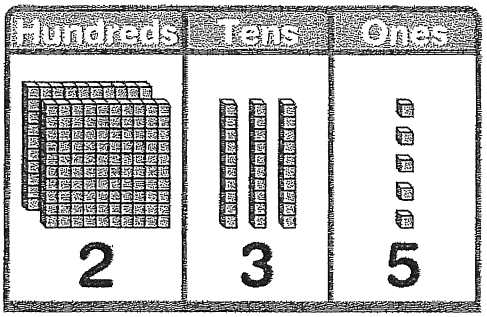
Name _____

Reteach to Build Understanding
9-3

Vocabulary

1. Remember, you can use a **place-value chart** to show the values of **digits**.

   Count the blocks. Write the value of each digit.



The 2 has a value of _____ hundreds or _____.

The 3 has a value of _____ tens or _____.

The 5 has a value of _____ ones or _____.

2. Write the value of each digit in each chart.

Hundreds	Tens	Ones
6	5	8
600	50	8

Hundreds	Tens	Ones
9	7	1

3. Write the number that has the following values.

   The hundreds digit has a value of 400. The tens digit has a value of 60. The ones digit has a value of 5.

   The number is _____.

On the Back!

4. Write the value of the 5 in 532 in two different ways.

Name _____

Reteach to Build Understanding
10-4

Vocabulary

1. You can use **partial sums** to add 3-digit numbers.

Find 145 + 216.

First add hundreds, then tens, and then ones.

Then add the partial sums to find the sum.

	Hundreds	Tens	Ones
	1	4	5
+	2	1	6
Hundreds:			
Tens:			
Ones:			
Sum =			

\+ \+ = .

So, 145 + 216 = .

2. Add using partial sums.

324 + 152 =

	Hundreds	Tens	Ones
	3	2	4
+	1	5	2
Hundreds:	4	0	0
Tens:		7	0
Ones:			6
Sum =			

579 + 137 = .

	Hundreds	Tens	Ones
	5	7	9
+	1	3	7
Hundreds:			
Tens:			
Ones:			
Sum =			

On the Back!

3. Draw place-value blocks to show 245 + 137. Then add using partial sums.

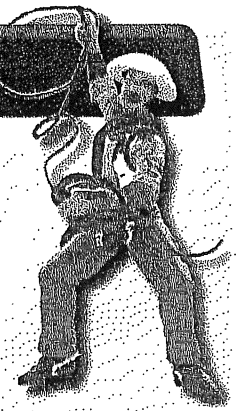
Science A-Z

PROPERTIES
Toys

ACTION FIGURES

Action figures come in many sizes, shapes, and colors.

MY HERO!



Whoosh! Pow! Bam! Action figures to the rescue! They save the day when you play.

Action figures come in many sizes and are usually shaped like people. A small action figure fits in your hand. A large one comes up to your knees.

Don't leave your action figure on a hot stove. It might be made of plastic. Plastic is a kind of solid matter that melts when it gets hot. Your hero would turn into a plastic puddle!

Think About It

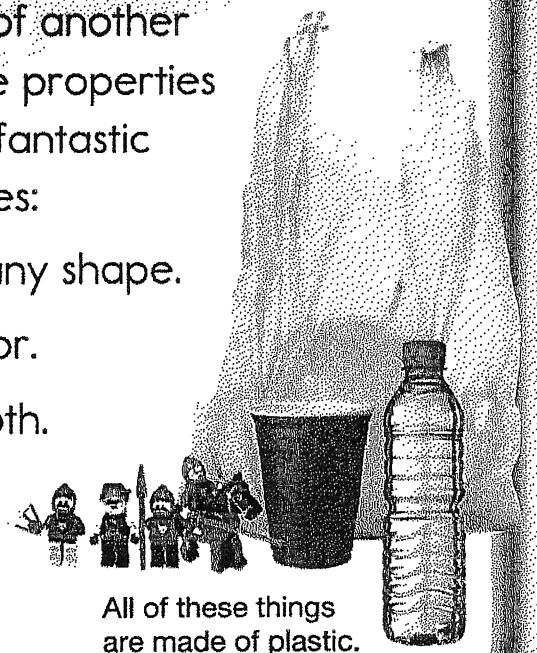
The first action figure had 21 moving parts. Why do you think this toy was called an *action figure?*

Credits: bottom left: © iStockphoto.com/Mark Evans; bottom center: © Thomas Cockrem/Alamy; bottom right: © David Young-Wolff/PhotoEdit; top right: © iStockphoto.com/Doug Berry

Fantastic Plastic

Why are many action figures made of plastic instead of another material? Here are some properties of plastic that make it a fantastic material for action figures:

- ✓ It can be made into any shape.
- ✓ It comes in every color.
- ✓ It feels light and smooth.
- ✓ It lasts a long time.
- ✓ It can be recycled.
- ✓ It doesn't cost a lot.



All of these things are made of plastic.

PLASTIC MADE IN THE U.S.A.

Key: = 1 million tons of plastic

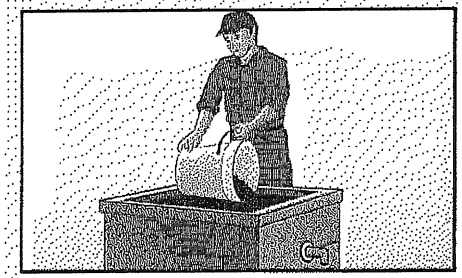
1960–1969	
1970–1979	
1980–1989	
1990–1999	
2000–2009	

Between the years 1960 and 2009, over 30 million tons of plastic were made in the U.S.A.

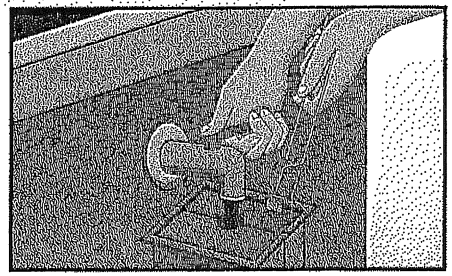
Think About It

Imagine you could design your own action figure. What would it look like? What games would you play with it?

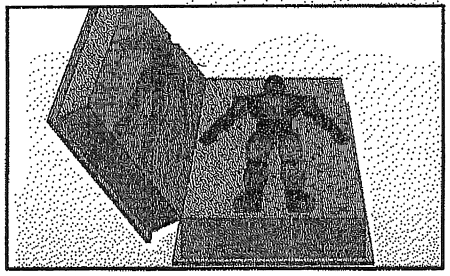
MAKING AN ACTION FIGURE



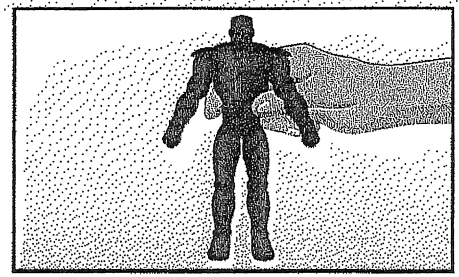
1. Workers heat solid plastic. It becomes a liquid.



2. They pour the liquid mixture into a mold.



3. The mixture cools until it is solid.

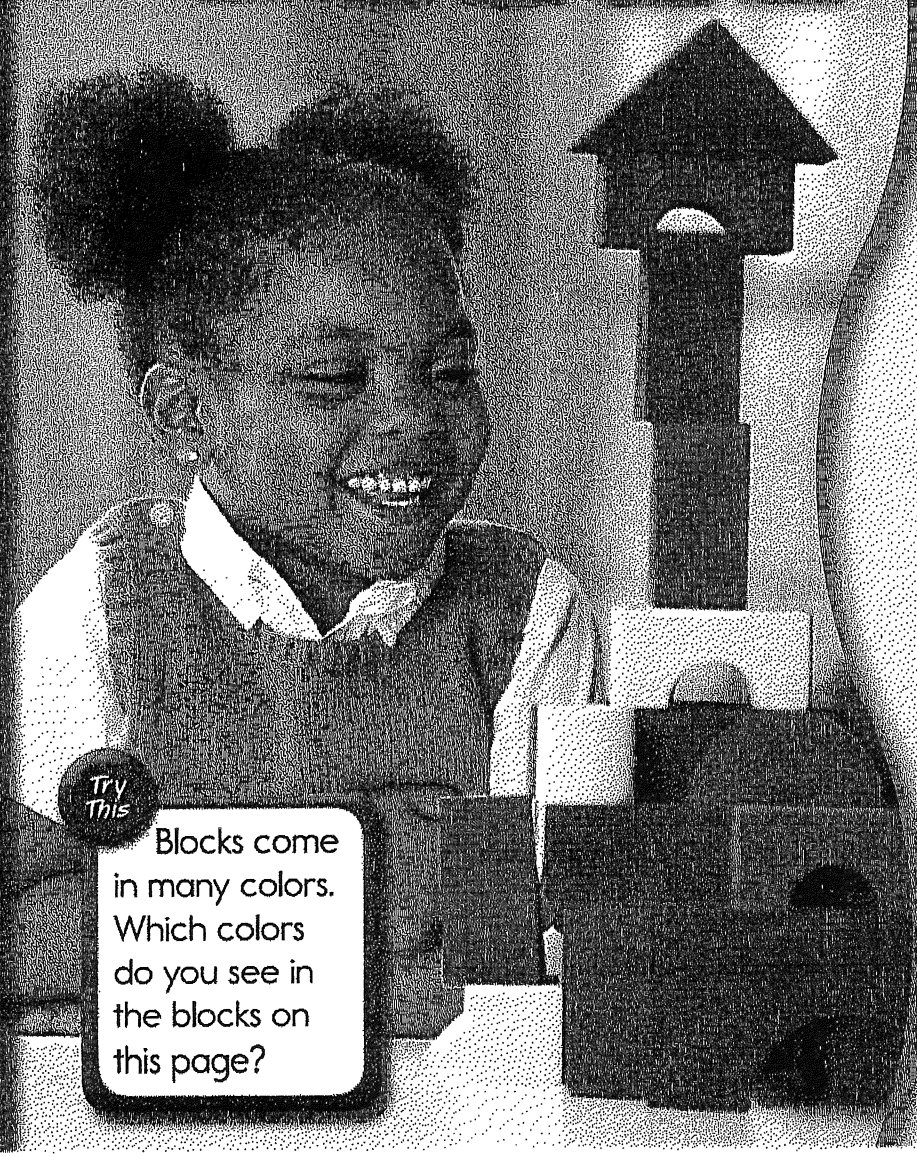


4. The action figure is ready!

Science A-Z

PROPERTIES
Toys

BLOCKS



Try This

Blocks come in many colors. Which colors do you see in the blocks on this page?

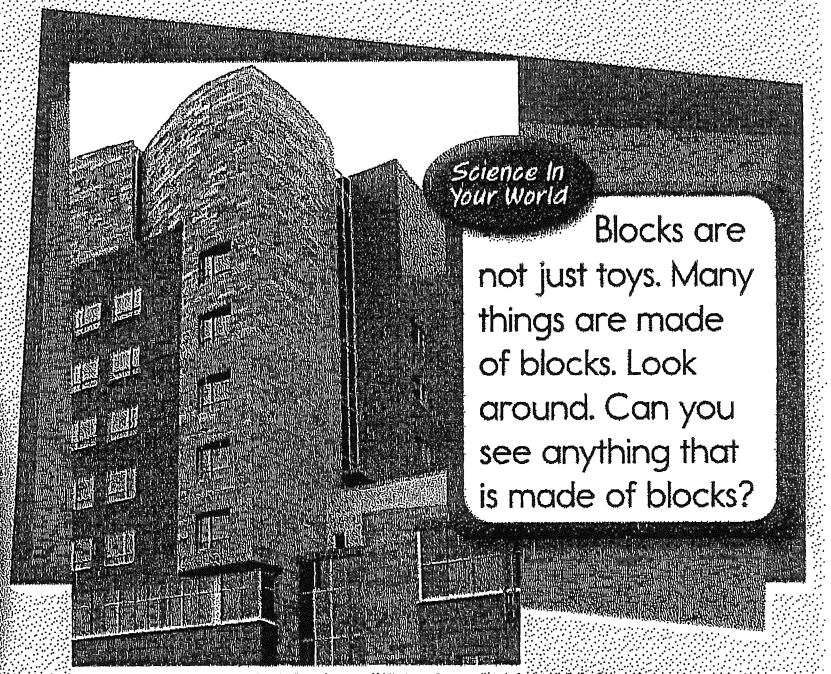
LOL File

BUILD IT!

Can you build a tower or a fort? You can with blocks!

Blocks come in many sizes. Some blocks are small. You can hold them in your hand. Some blocks are big. They are as long as your arm.

But look out! Blocks can fall down.



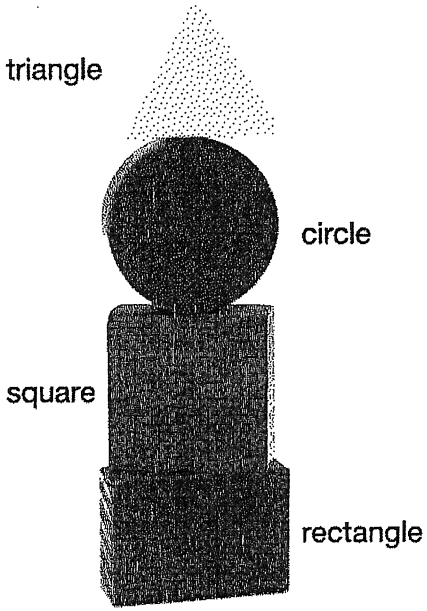
Science In Your World

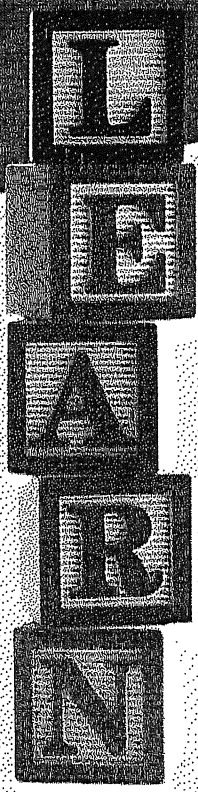
Blocks are not just toys. Many things are made of blocks. Look around. Can you see anything that is made of blocks?

The outside of this building is made of blocks.

Shape Up!

Blocks come in many shapes. The sides can be squares. The sides can be rectangles. The sides can be triangles. A block can even be shaped like a circle!





These blocks have letters on them. You can use them to spell words.

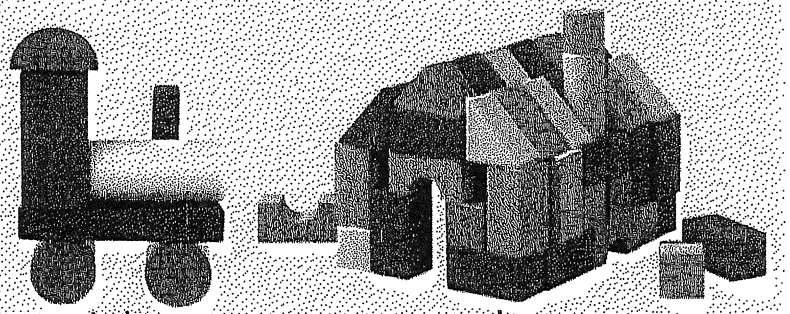
Around the Block

Blocks are made of solid matter. Their shape does not change. Sometimes they are painted with bright colors. Most blocks feel smooth. They are nice to touch. But some blocks may feel rough. Be careful with rough blocks. You could get a splinter!

Math Moment

Eddie's tower is 14 blocks tall. Ana's tower is 19 blocks tall. How much taller is Ana's tower than Eddie's?

THINGS YOU CAN BUILD WITH BLOCKS



Investigation File
Properties ▸ Toys ▸ Blocks

Day Four

English-Language Arts

- ❑ Reading Passage: *Dinosaur Skeletons are Big; Cleaning Them is a Really Big Job--and Fun!* with comprehension questions
- ❑ Writing Prompt: What kind of animal would I like to have as a pet?
- ❑ Phonics Practice: Open syllables spelling list

Math

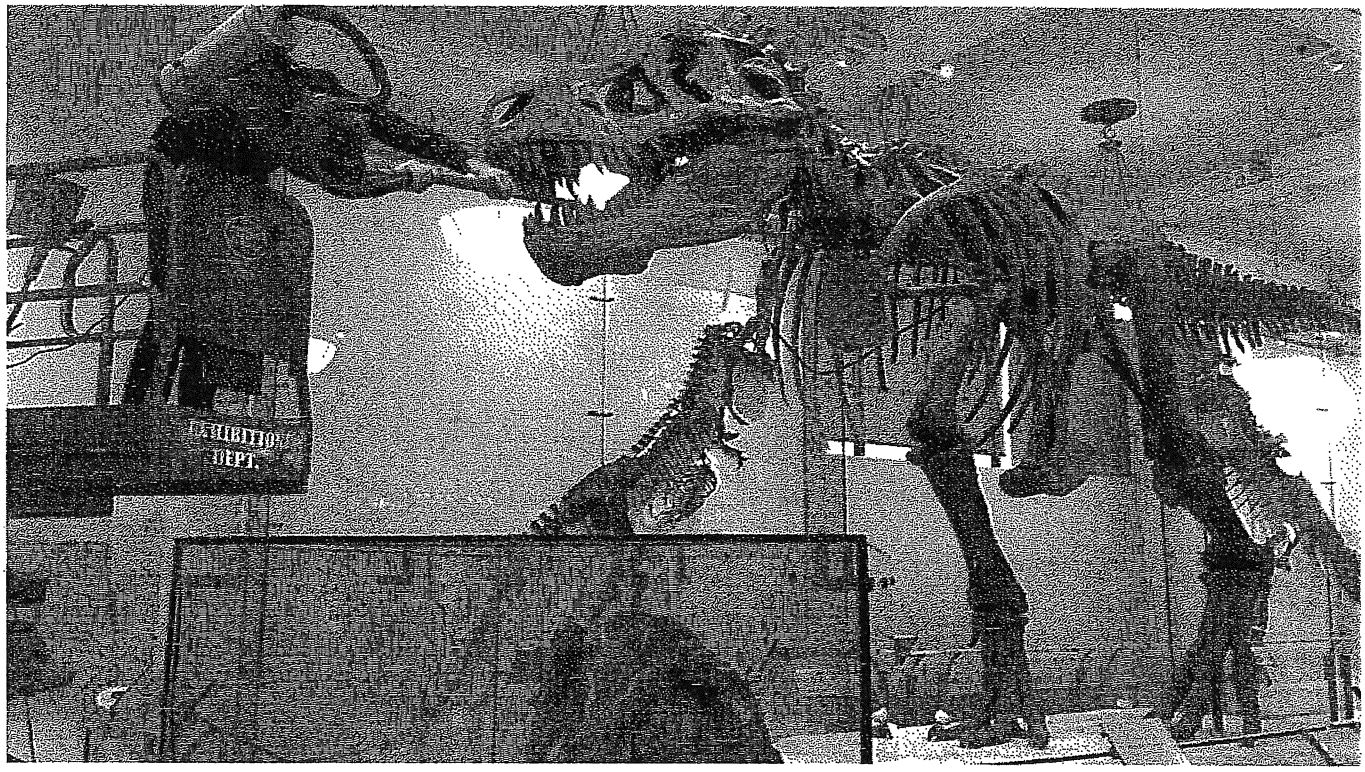
- ❑ Complete 9.4 Reteach Sheet (directions are at the bottom of the page)
- ❑ Complete 10.5 Reteach Sheet (directions are at the bottom of the page)
- ❑ Complete 10.7 Reteach Sheet (directions are at the bottom of the page)

Science

- ❑ Complete "Let's make a Picture. Task #1"

Dinosaur skeletons are big; cleaning them is a really big job -- and fun!

By Los Angeles Times, adapted by Newsela staff on 04.25.16
Word Count **369**
Level **MAX**



Trenton Duerksen, exhibition maintenance manager at the American Museum of Natural History, cleans the museum's Tyrannosaurus rex skeleton on February 14, 2018. Photo by: Carolyn Cole/Los Angeles Times/TNS

T. rex was a huge dinosaur. It lived long ago. It was a big and strong hunter. Its longer name is Tyrannosaurus rex.

Today, T. rex is extinct. There are no living dinosaurs left. All we have are bones.

5 Million Visitors Can Make A Dinosaur Dusty!

Some T. rex bones are in New York City. They are at the American Museum of Natural History.

Trenton Duerksen works at the museum. He has a special job. His job is to keep the T. rex bones clean.

The bones together form a skeleton. The skeleton is about 39 feet long. That is about as long as a school bus.

About 5 million people visit the T. rex every year. It can get dusty. The dust sticks to the dinosaur bones.

You Need A Big Toothbrush For A Dinosaur!

When cleaning, Duerksen begins with the head. Then he works his way down.

He uses a duster. This looks like a bundle of feathers. He also has a vacuum. It sucks up dust. The vacuum is strapped to his back. He has different brushes and wands, too. He cleans about 2 inches at a time.

Then, he moves to the jaw. For this, Duerksen uses a huge toothbrush.

Each tooth is about 6 inches long. They are shaped like cones.

"I go top to bottom, side to side, and along the gum line," Duerksen said cheerfully.

He Loves Cleaning And He Loves Dinosaurs

"It's fun when it's really dirty," said Duerksen. He likes seeing bones all shiny again, he says.

Duerksen was trained to be an artist. He did drawings and sculptures.

Growing up, Duerksen was amazed by dinosaurs. He started drawing them at age 5.

He is 38 now. Still, Duerksen appreciates dinosaurs. He loves being able to look at one every day.

People Love Looking At Clean Dinosaurs!

Duerksen finished cleaning T. rex's head. He then cleaned its ribs and spine.

Then, he had to stop. It was almost 10 o'clock. It was time for the museum to open.

"We've gotta get out before the kids come in here!" he said.

Thirty minutes later, crowds of people came in. Many looked up at T. rex, amazed.

Quiz

1 Why does the T. rex skeleton need to be cleaned?

(A) Visitors do not want to see dirty skeletons.

(B) The skeleton is in New York City.

(C) The skeleton is about 39 feet long.

(D) It is fun to vacuum the skeleton.

2 Which detail from the article shows that many people like to look at the T. rex?

(A) T. rex was a huge dinosaur. It lived long ago.

(B) Some T. rex bones are in New York City.

(C) About 5 million people visit the T. rex every year.

(D) Duerksen finished cleaning T. rex's head.

3 What is the article MAINLY about?

(A) a man who has a special job to clean T. rex bones

(B) a man who draws pictures of T. rex bones

(C) instructions for cleaning T. rex bones safely

(D) visitors who learn from viewing T. rex bones

4 Read the section "You Need A Big Toothbrush For A Dinosaur!"

What is the MAIN topic of this section?

(A) why the T. rex needs to be cleaned

(B) what is used to clean the T. rex head

(C) why Duerksen likes his job with the T. rex

(D) what the T. rex teeth are shaped like

5 Which answer choice is a section title?

(A) Dinosaur skeletons are big; cleaning them is a really big job -- and fun!

(B) T. rex was a huge dinosaur.

(C) "5 Million Visitors Can Make A Dinosaur Dusty!"

(D) "It's fun when it's really dirty," said Duerksen.

6 Read the list of steps for cleaning the T. rex.

1. *Duerksen uses a feather duster and vacuum on the head.*
2. *Duerksen uses a toothbrush on the jaw.*
3. _____

What answer choice goes LAST?

(A) Duerksen goes to get his duster.

(B) Duerksen draws an image of the bones.

(C) Duerksen cleans the ribs and spine.

(D) Duerksen cleans 2 inches at a time.

7 What did the author of the article want to explain?

(A) There is a lot of work that goes into cleaning dinosaur bones.

(B) Cleaning dinosaur bones is a fun activity for museum visitors.

(C) The T. rex was a huge hunting dinosaur that lived a long time ago.

(D) Visitors to the museum are dirty and make messes that need to be cleaned.

8 Read the section "5 Million Visitors Can Make A Dinosaur Dusty!"

Which sentence from this section shows what the author wanted the reader to learn?

(A) Some T. rex bones are in New York City.

(B) Trenton Duerksen works at the museum.

(C) His job is to keep the T. rex bones clean.

(D) The skeleton is about 39 feet long.

NAME: _____

WHAT KIND OF ANIMAL WOULD I LIKE TO HAVE AS A PET?

Name _____ Date _____

Spelling List - Open Syllables

Spelling Word	1st Syllable	2nd Syllable	Write it!
1. pilot			
2. cider			
3. fever			
4. frozen			
5. bonus			
6. remind			
7. moment			
8. photo			
9. pirate			
10. yogurt			

Circle the open syllables.

Name _____

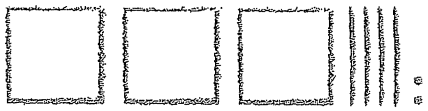
Reteach to Build Understanding
9-4

Vocabulary

1. The **expanded form** of a number uses plus signs to show hundreds, tens, and ones.

   300 ◯ 40 ◯ 2

   You can draw models to show the expanded form.



The **word form** uses words.

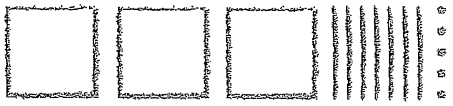
three hundred forty-two

The **standard form** uses digits.

2. Draw models to show the expanded form. Write the number in word form and standard form.

   400 + 50 + 3 four hundred fifty-three

3. Write the expanded, word, and standard forms of the number.



On the Back!

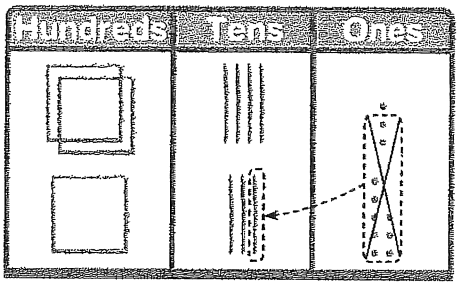
4. Draw models to show the number five hundred twenty-seven. Then write the number in expanded form and standard form.

Name _____

Reteach to Build Understanding
10-5

Vocabulary

1. Draw **models** to find 243 + 128.



Follow the steps.

Step 1 Add **ones**. 3 + 8 =

Regroup 11 ones as

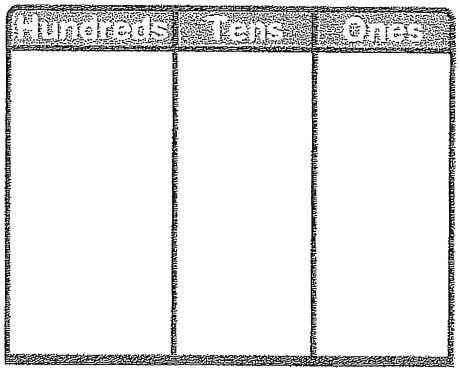
ten and one.

Step 2 Add **tens**. 4 + 2 + 1 = tens

Step 3 Add **hundreds**. 2 + 1 = hundreds

So, 243 + 128 = .

2. Draw models to add 151 + 267.



Add ones. + =

Add tens. + =

tens

Regroup 11 tens as hundred

and ten.

Add hundreds. + + = hundreds

So, 151 + 267 = .

On the Back!

3. Draw models to find 356 + 280.

Name _____

Reteach to Build Understanding
10-7

Vocabulary

1. You can use **repeated reasoning** when finding 679 + 212.

   Think of these steps when you add the ones.

   Step 1 Add. **Step 2** Regroup if needed.

   You need to **repeat** these steps as you add in each place.

   ```
     679
   + 212
   ```

   Did you need to regroup to make a ten or hundred?

2. You use repeated reasoning when adding.
   You can check your work as you add digits in each place.
   Sometimes you need to .

   ```
     462
   + 219
   ------
     681
   ```

   In this problem, ones are regrouped as ten and one. Do you need to regroup to make a hundred?

3. Use repeated reasoning to solve each problem. Circle any problem where you regrouped to make a ten or a hundred.

734	346	189	725
+ 162	+ 573	+ 461	+ 240

On the Back!

4. Celia adds to find 237 + 415. Does she need to regroup? Explain how you know.

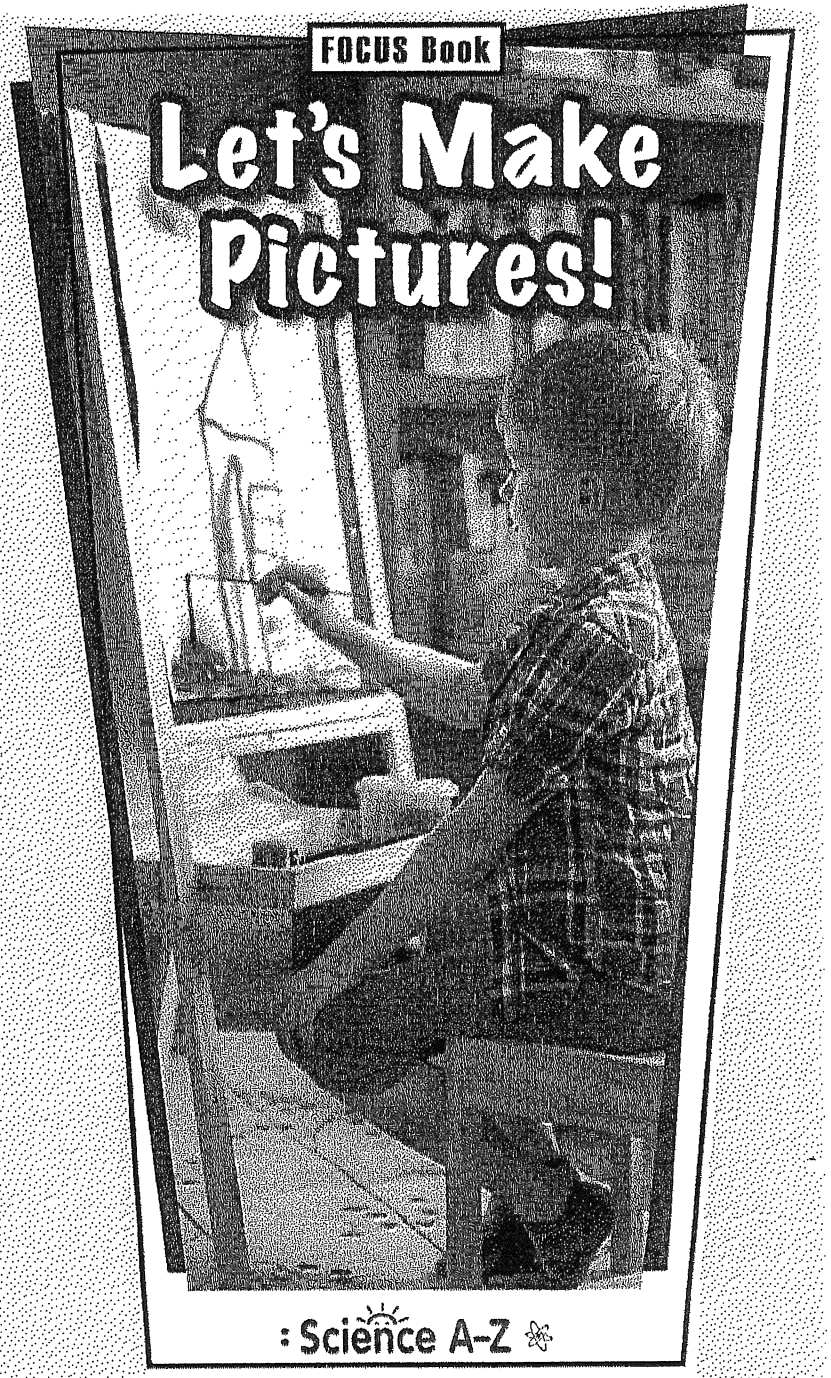
Be a Scientist!

Draw or paint a picture using your favorite material, such as pencils, crayons, or paint. Then make the same picture again, but this time use a different material.

Compare the pictures. Look at the colors. Look at the shapes you made. Write one thing that is the same about your pictures. Write one thing that is different. Share your results.

Beyond the Book

Sculptures are a type of art. Look at sculptures on the Internet or in person. What materials did the artists use?



Let's Make Pictures!

FOCUS Question

What can you use to make different kinds of pictures?

Structure and Function

Photo Credits:
Front cover: © Mika/Corbis; page 2: © Shotshop GmbH/Alamy Stock Photo; page 3: © Zoonar/O.Kovach/Zoonar/Thinkstock; page 4 (top): © D. Hurst/Alamy Stock Photo; page 4 (bottom): © YAY Media AS/Alamy Stock Photo; page 5: © belchonock/iStock/Thinkstock; page 6 (top): © Alexandr Makarov/Hemera/Thinkstock; page 6 (bottom): © ChristopherOliver/iStock/Thinkstock; page 7 (top): © stfotograf/123RF; page 7 (bottom): © Tobinejumi/iStock/Thinkstock; page 8: © Stockbyte/Thinkstock; page 9: © Jim West/Alamy Stock Photo

Illustration Credits:
Pages 3–8: Rebecca Stuhff/© Learning A–Z

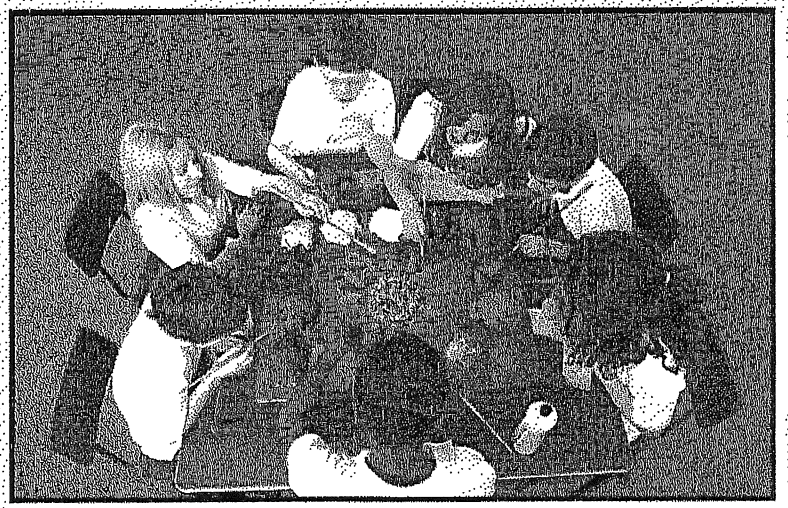
Reading Levels	
Learning A–Z	K
Lexile	460L
Correlations	
Fountas and Pinnell*	J

*Correlated independent reading level

Making Art

Making pictures is fun! Do you use pencils, crayons, or paint? Those things are *materials*. How are they alike? How are they different?

Pencils, crayons, and paint have different *properties*. Artists pick materials that have the properties they like. That way, they can make different kinds of pictures.

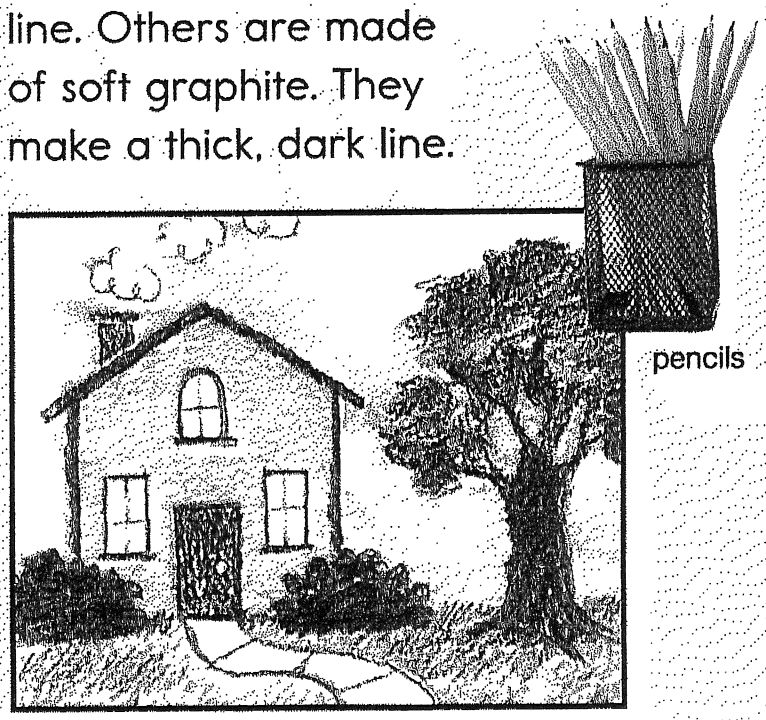


What other materials have you used to make pictures?

Pencils

Pencils are made of a rock called *graphite* (GRA-fite). When you drag graphite on paper, some of it rubs off. It leaves a mark.

Some pencils have hard graphite. Not much rubs off. They make a thin, light line. Others are made of soft graphite. They make a thick, dark line.

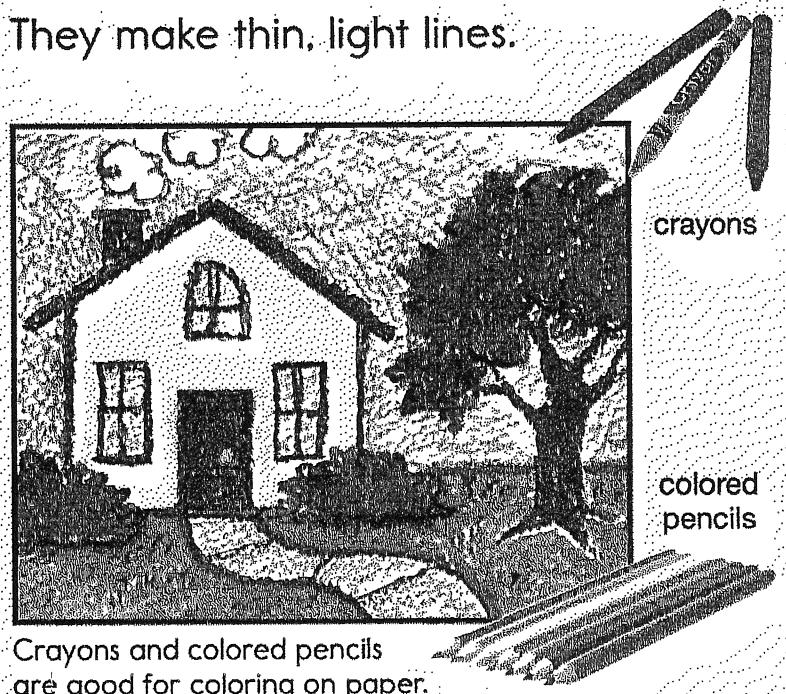


Pencils are good for drawing on paper.

Crayons and Colored Pencils

Crayons and colored pencils are made of colored wax. They come in many colors!

Crayons use soft wax. They leave behind thick, bright lines of color. Colored pencils use harder wax. Not as much rubs off on the paper. They make thin, light lines.

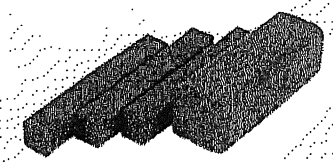


Crayons and colored pencils are good for coloring on paper.

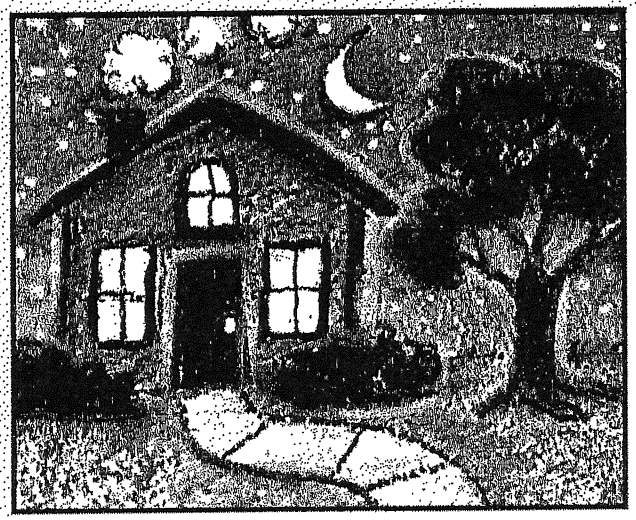
Charcoal

Charcoal is a stick of black powder. It is made from burned wood. Charcoal is soft. It leaves dark marks.

You can draw lines with the ends of a charcoal stick. You can make wide shapes with the sides. Rub it around to make soft shadows.



charcoal

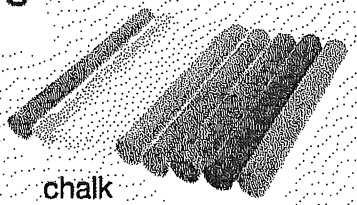


Charcoal is good for drawing shapes and shadows on paper.

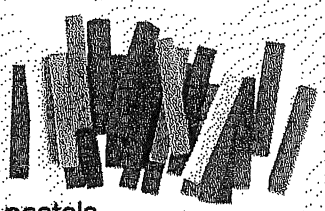
Chalk and Pastels

Chalk and pastels are also sticks of powder, but they come in all colors.

Chalk and pastels are soft. They make bright, thick lines on a drawing.



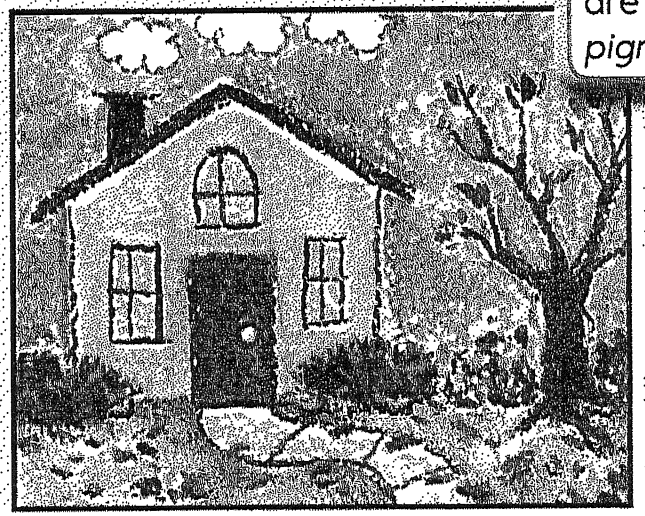
chalk



pastels

Word Wise

Colored powders are called *pigments*.

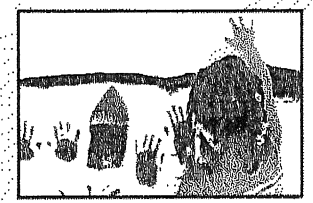


Chalk and pastels are good for drawing on paper, wood, or a sidewalk.

Oil Paint and Finger Paint

Paint is colored powder mixed with a liquid. Oil paints are made with oil. Finger paints are made with water.

The colors are bright and thick. You can mix colors to make new colors. You can paint with a brush, a small stick, or even your fingers.



finger painting

oil paints

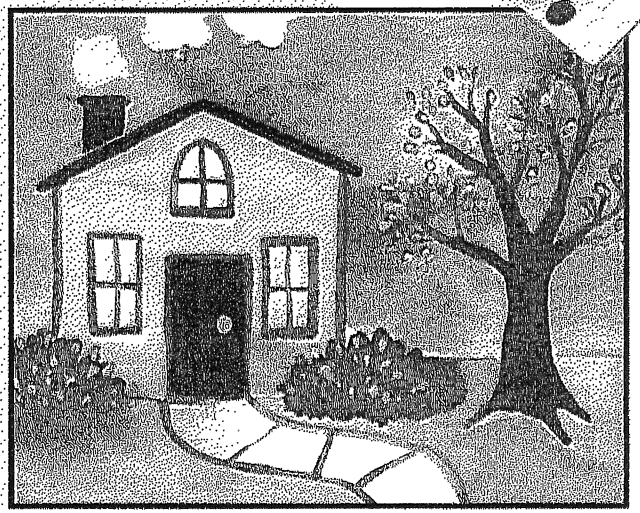
Oil paints are good for painting on paper, wood, or fabric.

Watercolor Paint

Watercolor paints start as dry, colored powder. You add water and mix with a paintbrush. Now you have paint.

You need to paint with watercolors fast! The water dries quickly. A thin layer of powder stays behind on the paper. The colors can be bright or pale. You can see through them.

watercolors



Watercolors are good for making bright pictures on thick paper.

All Kinds of Art

You have read about a few ways to draw and paint. You can use almost anything that makes a mark.

Artists use pens, ink, spray paint, and markers. They use brushes, sticks, rags, or their hands. They make pictures on paper, canvas, and wood. Artists even make pictures on glass, metal, and stone.

What do you use to make pictures?

Pictures can tell a story or make you feel happy or sad. Sometimes they just make a place look nicer.

Read-Think-Write

Write or draw your answers on separate paper. Use details from the book to support each answer.

1. Does a pencil with soft graphite or hard graphite make a darker mark? Why?
2. How are crayons and colored pencils alike and different?
3. What is *charcoal*, and how could you use it to make a picture?
4. Would watercolors work well to paint a picture of a dark brown tree with thick leaves? Why or why not?

FOCUS Question

What can you use to make different kinds of pictures? List five of the materials you read about in the book. Next to each material, write at least one of its properties. Then explain what is the same about all of these materials.

Day Five

English-Language Arts

- ❑ Writing Project: My Non-Fiction Text About My School
  - ❑ Part 1: Pre-writing
  - ❑ Part 2: Draft
  - ❑ Part 3: Text Features
  - ❑ Part 4: Edit
  - ❑ Part 5: Final Copy

Math

- ❑ Complete 9.5 Reteach Sheet (directions are at the bottom of the page)
- ❑ Complete 11.1 Reteach Sheet (directions are at the bottom of the page)

Science

- ❑ Complete "Let's make a Picture" Task #2

Name: _____ Date: _____

My Non-Fiction Text About My School

You Will Need:

___ Title ___ 2 informational paragraphs ___ 2 Subheadings

___ Picture ___ Caption ___ Graph or Chart

___ At least 1 bold word

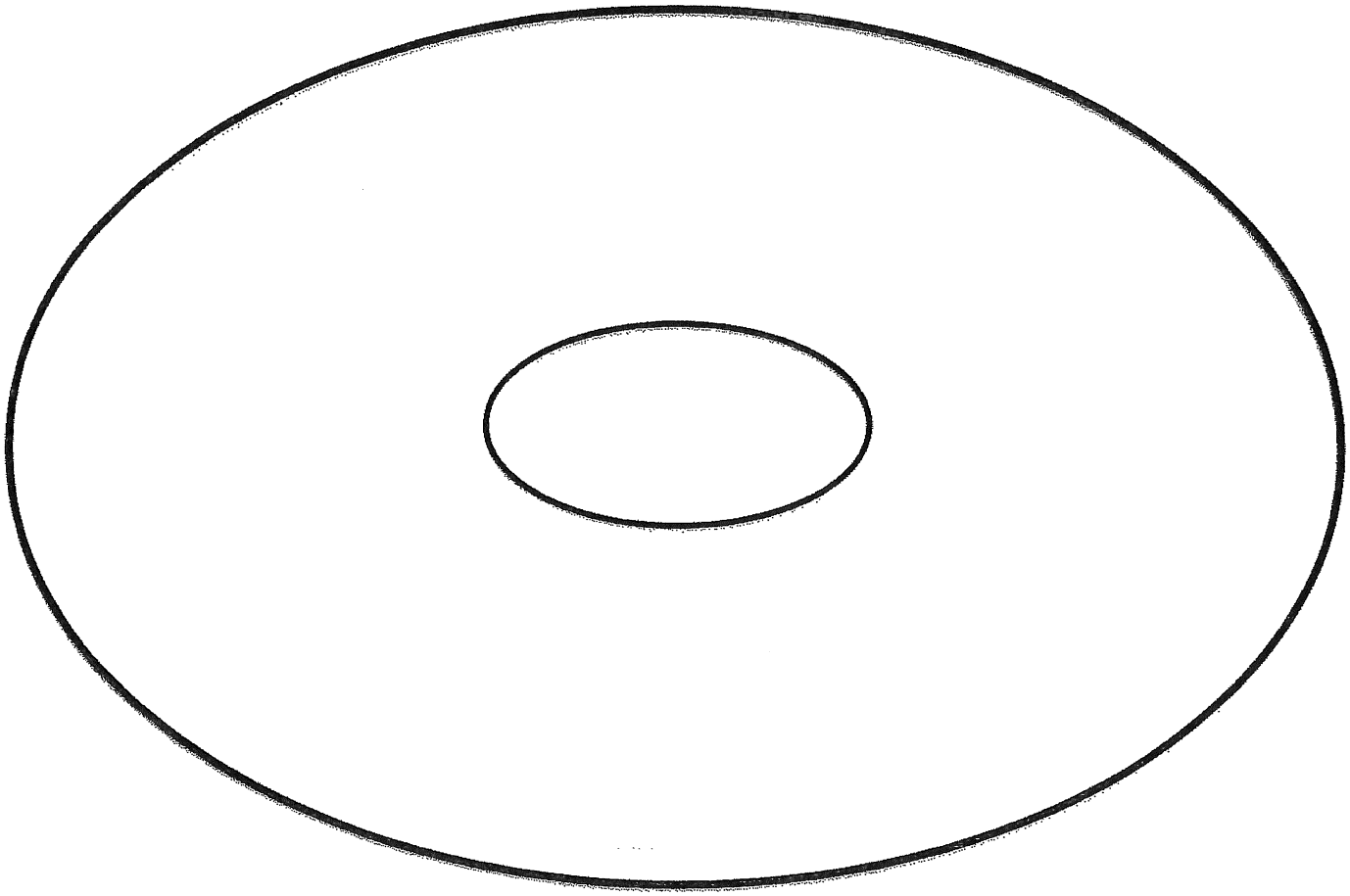
Part 1. Pre-writing

Who or what do you want to write about? This is your topic.

_____

(Ideas: My classroom, PE, Art, Music, the cafeteria, a teacher, class pet)

Create a circle map about your topic.



Part 2. Draft

Informational Paragraph #1: Tell the reader about your topic.

Informational Paragraph #2: Tell the reader why your topic is an important part of what makes Pinar a great school.

Part 3. Add Text Features

What is a good title for your text? _____

What subheadings would fit with your paragraphs? Remember: these must help the reader understand what your paragraph will be about.

Informational Paragraph #1: _____

Informational Paragraph #2: _____

Draw a picture that would fit with your text. Remember, this is just a rough draft.

What caption would help your reader understand more about the picture?

_____

_____

What kind of data could you collect for a chart or graph for your text? Draw an example below:

Part 4. Edit

Using a red editing pencil, check your work in parts 2 and 3 to make sure that you used correct capitalization, spelling, and punctuation. Check next to how you edited your work below:

_____ I checked my own work.

_____ My friend check my work. Their name is: _____

Part 5. Final Copy

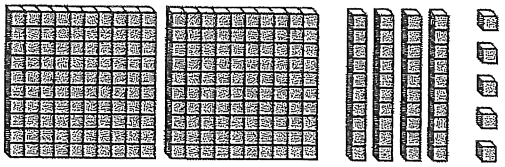
Use the nice paper and your BEST handwriting to create a final copy of your non-fiction text. Make sure that you include all of the parts that you worked on in Parts 2 and 3.

Name _____

Reteach to Build Understanding
9-5

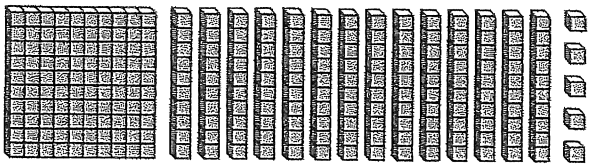
Vocabulary

1. What number do the models show?
Complete the **place-value chart**.



Hundreds	Tens	Ones

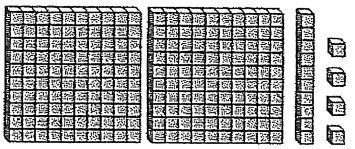
You can break apart one of the hundreds into ____ tens.

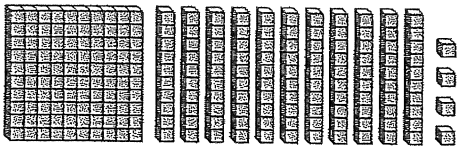


Now there are ____ hundred, ____ tens, and ____ ones.

245 = ____ + ____ + ____

2. Use the models to show the number in two different ways.





Hundreds	Tens	Ones
2	1	4

Hundreds	Tens	Ones

On the Back!

3. Use place-value blocks to show 5 hundreds, 6 tens, and 3 ones. Write the number. Then, exchange one of the hundreds for 10 tens. Write the same number in a different way.