

Mrs. Bangayan 2/3 SDC

Student: _____ **Grade** _____

Wk 1

April 20 to 24, 2020

	Monday 4/20	Tuesday 4/21	Wednesday 4/22	Thursday 4/23	Friday 4/24
Math 45 mins -1 hour	Daily Math Practice 29 #1-5 My Math Intro Chapter 7 Work Book: 407-412	Daily Math Practice 29 #1-5 My Math Ch. 7 Lesson 2 Subtract Hundreds WB 419-422	Daily Math Practice 29 #1-5 My Math Ch. 7 Lesson 2 Subtract Hundreds WB 423-424	Daily Math Practice 29 #1-5 My Math Ch. 7 Lesson 3 Mentally Subtract 10 or 100 WB 425-428	No DMP My Math Ch. 7 Lesson 3 Mentally Subtract 10 or 100 WB 429-430
ELA 15 mins	Daily Language Review 29 #1-5	Daily Language Review 29 #1-5	Daily Language Review 29 #1-5	Daily Language Review 29 #1-5	Daily Language Review 29 #1-5
iRead	iRead (30 mins)	iRead (30 mins)	iRead (30 mins)	iRead (30 mins)	iRead (30 mins)
Reading/ Writing 30 - 45 mins	Read: Nail Soup Wonders ELD Pages 228-231 Answer: Text Evidence Pages 228-229	Read: Nail Soup Wonders ELD Pages 228-231 Answer: Text Evidence Pages 230-231	Read: Nail Soup Wonders ELD Pages 228-231 Complete: Respond to Text Pages 232-233	Read: Write to Sources Wonders ELD 234 Complete: Talk About It Page 235	Summary: Nail Soup Wonders ELD Pages 228-231 Fill in the blanks: Weekly Writing Frames Sheet

1. $16 - 4 - 5 = \underline{\hspace{2cm}}$

4. $182 =$

 $\underline{\hspace{1cm}}$ hundred $\underline{\hspace{1cm}}$ tens $\underline{\hspace{1cm}}$ ones

2.
$$\begin{array}{r} 37 \\ + 43 \\ \hline \end{array}$$

3. Mark the second letter.

R B X J Z W

5. For art class there are 12 each of blue, yellow, green, and red pencils. How many pencils are there in all?

 $\underline{\hspace{2cm}}$ pencils

1. $4 + 4 + 4 + 4 = \underline{\hspace{2cm}}$

4. Fill in the correct symbol.

< = >

pound  ounce

2.
$$\begin{array}{r} 542 \\ - 542 \\ \hline \end{array}$$

3. Count by tens.

100 $\underline{\hspace{1cm}}$ 160 $\underline{\hspace{1cm}}$ 130 $\underline{\hspace{1cm}}$

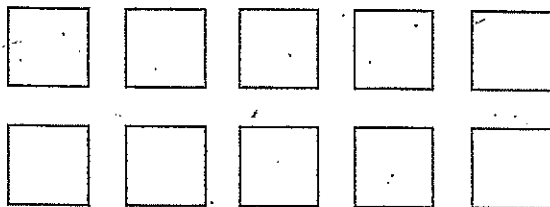
5. There were 49 geese swimming in the pond, and then 23 flew away. How many were left?

 $\underline{\hspace{2cm}}$ geese

1. $65 + 12 = \underline{\hspace{2cm}}$

4. $6 + 4 = 5 + \square$

2.
$$\begin{array}{r} 42 \\ - 36 \\ \hline \end{array}$$

3. Color $\frac{1}{2}$.

5. Naomi wants an ice-cream cone with two scoops of ice cream. A scoop of ice cream is 30¢ and a cone is 25¢. How much will it cost?

 ¢

1. $99 - 28 = \underline{\hspace{2cm}}$

4. $15 - \square = 9$

2.
$$\begin{array}{r} 223 \\ 104 \\ + 561 \\ \hline \end{array}$$

5. What is half of 20?

Tell how you got that answer.

3.



= ¢

Chapter

7

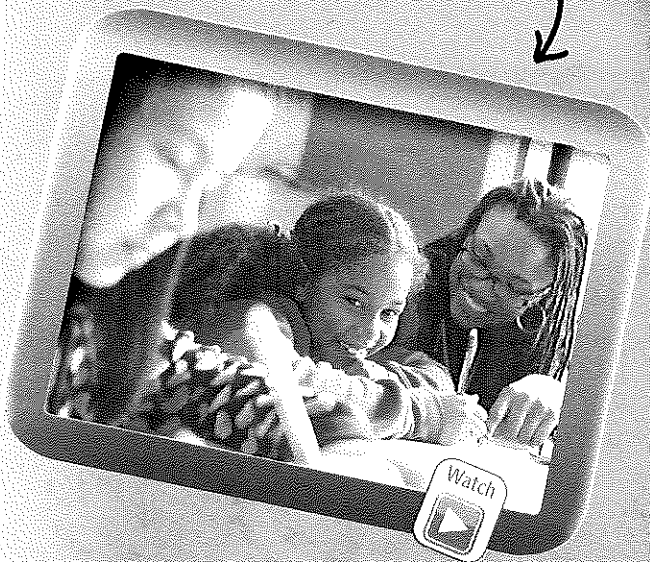
Subtract Three-Digit Numbers

ESSENTIAL
QUESTION

How can I subtract
three-digit numbers?

My School
is Cool!

Watch a video!



My Common Core State Standards



Number and Operations in Base Ten

CCSS

2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Standards for Mathematical **PRACTICE**

- 1.** Make sense of problems and persevere in solving them.
- 2.** Reason abstractly and quantitatively.
- 3.** Construct viable arguments and critique the reasoning of others.
- 4.** Model with mathematics.
- 5.** Use appropriate tools strategically.
- 6.** Attend to precision.
- 7.** Look for and make use of structure.
- 8.** Look for and express regularity in repeated reasoning.

 = focused on in this chapter



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Name _____

Am I Ready?



Go online
to take the
Readiness Quiz

Subtract.

1.
$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 60 \\ - 30 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 87 \\ - 53 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 62 \\ - 37 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 72 \\ - 25 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 95 \\ - 14 \\ \hline \end{array}$$

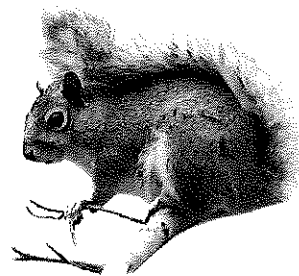
10.
$$\begin{array}{r} 90 \\ - 60 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 88 \\ - 61 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 43 \\ - 25 \\ \hline \end{array}$$

13. Aiden sees eight squirrels.
Two run away. How many
squirrels does Aiden see now?

_____ squirrels



How Did I Do?

Shade the boxes to show the
problems you answered correctly.

1	2	3	4	5	6	7	8	9	10	11	12	13
---	---	---	---	---	---	---	---	---	----	----	----	----

Name _____

My Math Words



Review Vocabulary

difference

ones

regroup

subtract

tens

Write a review word that has the same meaning as the underlined words or numbers.

I will take away numbers.

$$\underline{5}7 - \underline{3}9$$

$$\underline{2}3 - \underline{1}2$$

I will take apart the ones.

The answer is 11.

The answer is 18.

My Vocabulary Cards



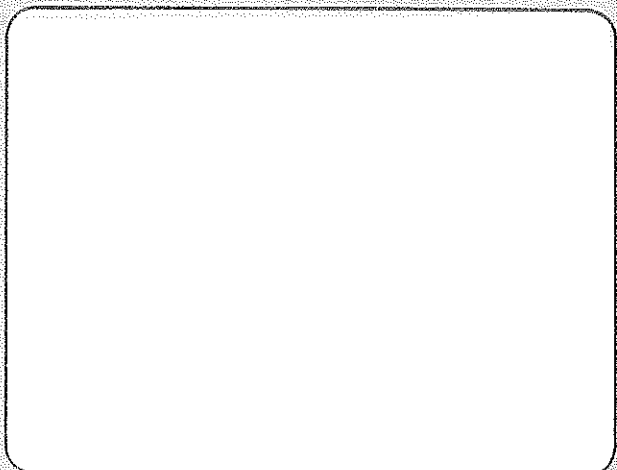
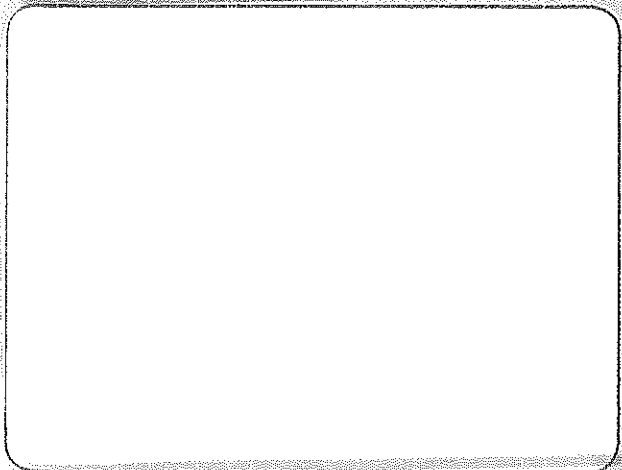
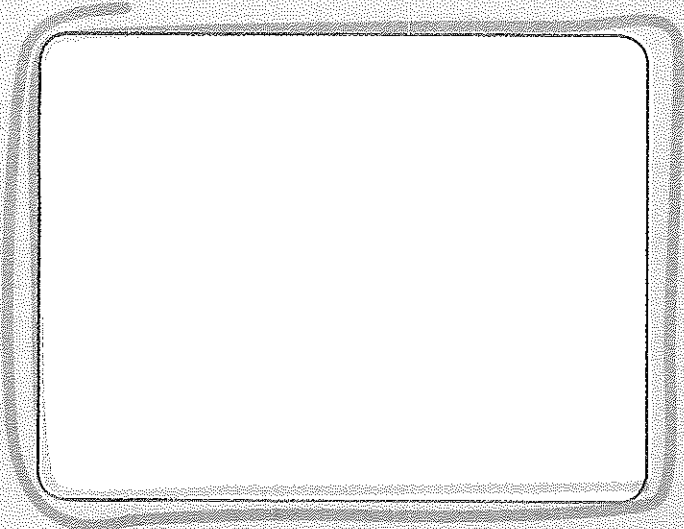
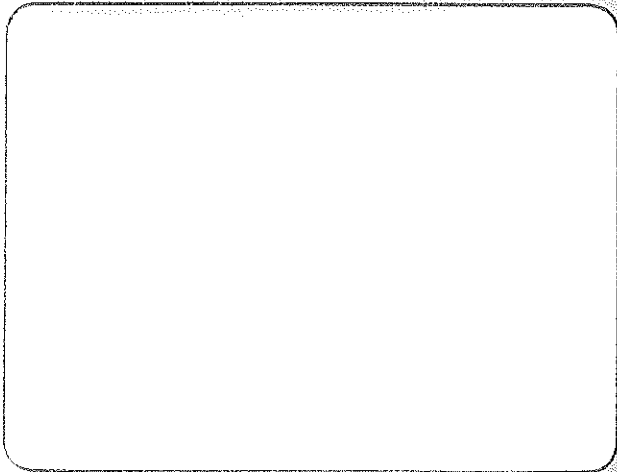
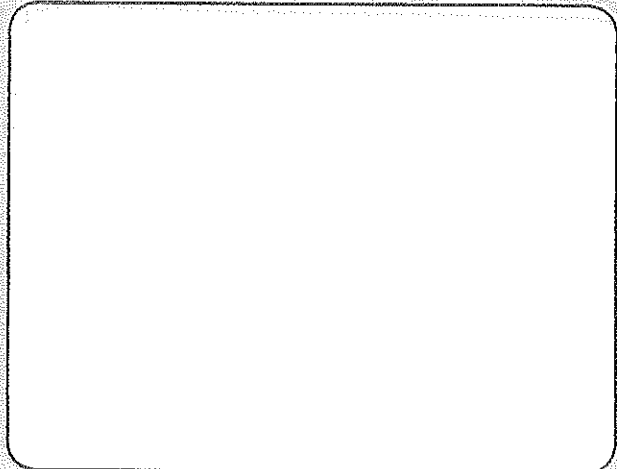
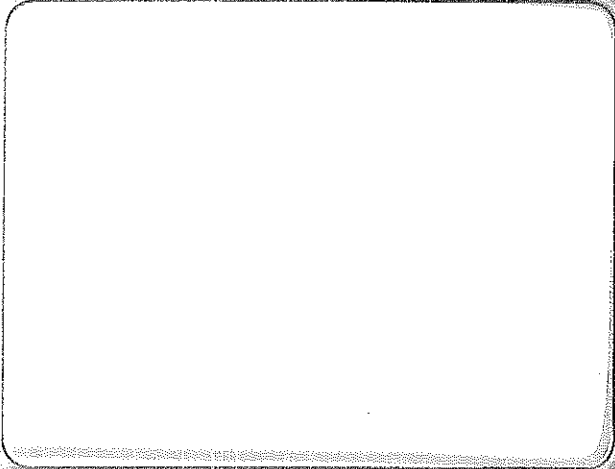
Mathematical
PRACTICE

A blank rectangular box with rounded corners, intended for a student to write a vocabulary word and its definition.A blank rectangular box with rounded corners, intended for a student to write a vocabulary word and its definition.A blank rectangular box with rounded corners, intended for a student to write a vocabulary word and its definition.A blank rectangular box with rounded corners, intended for a student to write a vocabulary word and its definition.A blank rectangular box with rounded corners, intended for a student to write a vocabulary word and its definition.A blank rectangular box with rounded corners, intended for a student to write a vocabulary word and its definition.



Directions:
Ideas for Use

- Ask students to use the blank cards to draw or write words that will help them with concepts like three-digit subtraction or subtract across zeros.
- Have students use the blank cards to write basic subtraction facts. They should write the answer on the back of each card.



My Foldable

FOLDABLES

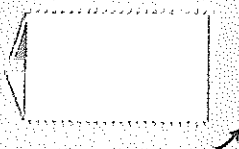
Follow the steps on
the back to make your Foldable.



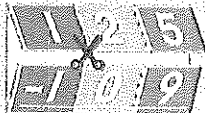
FOLDABLES®

Study Organizer

1



2



3



5

2

1

6

0

1

-

Name _____

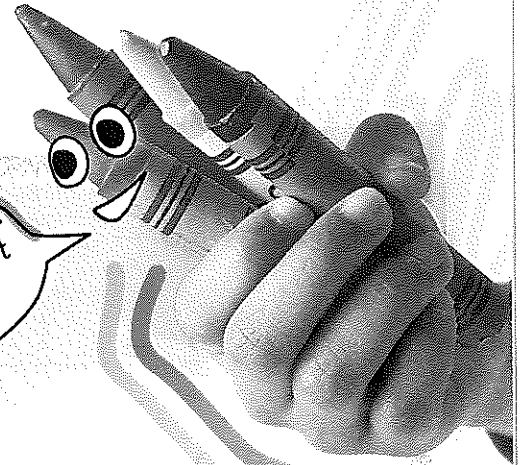
Take Apart Hundreds to Subtract

Lesson 1

ESSENTIAL QUESTION
How can I subtract three-digit numbers?



Explore and Explain



_____ crayons



Teacher Directions: At the beginning of the year, Mrs. Jones put 403 new crayons in the crayon bucket. After the first month of school, 97 crayons were lost. How many crayons were left in the bucket? Use base-ten blocks to help you solve the problem. Draw the blocks you used and write the answer.

See and Show

You can take apart hundreds to subtract mentally.

Take apart 800 as 700 and 100 since it is easier to subtract 98 from 100.

$$800 - 98$$

$$\begin{array}{r} \diagup \quad \diagdown \\ 700 \quad 100 \end{array}$$

$$100 - 98 = \underline{2}$$

$$700 + 2 = \underline{702}$$

$$\text{So, } 800 - 98 = \underline{702}$$

Take apart 401 as 301 and 100 since it is easier to subtract 97 from 100.

$$401 - 97$$

$$\begin{array}{r} \diagup \quad \diagdown \\ 301 \quad 100 \end{array}$$

$$100 - 97 = \underline{3}$$

$$301 + 3 = \underline{304}$$

$$\text{So, } 401 - 97 = \underline{304}$$

Helpful Hint

What hundreds do you need to use?

Take apart hundreds to subtract.

1. $300 - 99$



$$\underline{\hspace{2cm}} - 99 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\text{So, } 300 - 99 = \underline{\hspace{2cm}}$$

2. $422 - 98$



$$\underline{\hspace{2cm}} - 98 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\text{So, } 422 - 98 = \underline{\hspace{2cm}}$$

Talk Math

In Exercise 2, why is 2 added back?

Name _____

On My Own

Take apart hundreds to subtract.

3. $240 - 99$

$$\begin{array}{r} 40 \\ 00 \\ \hline 00 - 99 = \\ 00 + = \end{array}$$

So, $240 - 99 = \underline{\hspace{2cm}}$.

4. $700 - 98$

$$\begin{array}{r} 00 \\ 00 \\ \hline 00 - 98 = \\ 00 + = \end{array}$$

So, $700 - 98 = \underline{\hspace{2cm}}$.

5. $542 - 97$

$$\begin{array}{r} 42 \\ 00 \\ \hline 00 - 97 = \\ 00 + = \end{array}$$

So, $542 - 97 = \underline{\hspace{2cm}}$.

6. $702 - 98$

$$\begin{array}{r} 02 \\ 00 \\ \hline 00 - 98 = \\ 00 + = \end{array}$$

So, $702 - 98 = \underline{\hspace{2cm}}$.

7. $200 - 97$

$$\begin{array}{r} 00 \\ 00 \\ \hline 00 - 97 = \\ 00 + = \end{array}$$

So, $200 - 97 = \underline{\hspace{2cm}}$.

8. $711 - 99$

$$\begin{array}{r} 11 \\ 00 \\ \hline 00 - 99 = \\ 00 + = \end{array}$$

So, $711 - 99 = \underline{\hspace{2cm}}$.



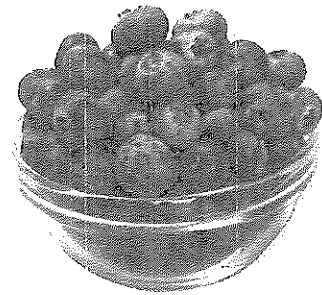
Problem Solving



9. Eli counts 335 sunflower seeds. He places 98 of the seeds in a bowl. How many seeds were left?

_____ sunflower seeds

10. Rachel has 148 blueberries. She gives 97 blueberries to her brother. How many blueberries does Rachel have left?



_____ blueberries



11. 382 people were in our school auditorium. 99 people left. How many people are still in the auditorium?

_____ people

HOT Problem Explain in words how to solve $700 - 97$.

Name _____

My Homework

Lesson 1

Take Apart Hundreds to Subtract

Homework Helper



Need help? connectED.mcgraw-hill.com

You can take apart hundreds
to mentally subtract $324 - 99$.

Take apart 324 as 224 and 100.

It is easier to subtract 99
from 100.

$$324 - 99$$



$$224 \quad 100$$

$$100 - 99 = 1$$

$$224 + 1 = 225$$

$$\text{So, } 324 - 99 = 225.$$

Practice

Take apart hundreds to subtract.

1. $835 - 98$



$$\begin{array}{r} \underline{\quad\quad\quad} \\ - \quad\quad\quad = \quad\quad\quad \\ \hline \underline{\quad\quad\quad} + \quad\quad\quad = \quad\quad\quad \end{array}$$

$$\text{So, } 835 - 98 = \underline{\quad\quad\quad}.$$

2. $748 - 97$



$$\begin{array}{r} \underline{\quad\quad\quad} \\ - \quad\quad\quad = \quad\quad\quad \\ \hline \underline{\quad\quad\quad} + \quad\quad\quad = \quad\quad\quad \end{array}$$

$$\text{So, } 748 - 97 = \underline{\quad\quad\quad}.$$

Take apart hundreds to subtract.

3. $395 - 99$



_____ - _____ = _____

_____ + _____ = _____

So, $395 - 99 =$ _____.

4. $600 - 97$



_____ - _____ = _____

_____ + _____ = _____

So, $600 - 97 =$ _____.

5. Students go to school for 180 days.
96 school days were sunny. How
many school days were not sunny?

_____ days

It's definitely
"not sunny"
today.



Test Practice

6. How would you take apart 355 to solve
 $355 - 94$?

355 and 100



255 and 100



300 and 55



255 and 94



Math at Home Have your child solve $321 - 99$ by taking apart hundreds to subtract.

Name _____

Number and Operations in Base Ten
2.NBT.7, 2.NBT.9

SS.30

Subtract Hundreds

Lesson 2

ESSENTIAL QUESTION

How can I subtract three-digit numbers?



Explore and Explain



What goes
up, must
come down!

_____ steps

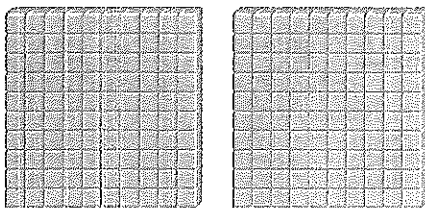
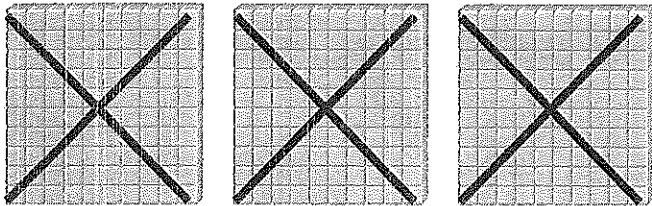


Teacher Directions: There are 400 steps in my school. My class decided to walk up all of the steps. We have walked up 300 steps already. How many steps do we have left? Use base-ten blocks. Draw the blocks. Write how many steps are left.

See and Show

You can use basic subtraction facts to help subtract hundreds.

Find $500 - 300$.



5 hundreds
 $- 3$ hundreds

 2 hundreds

$$500 - 300 = \underline{200}$$

Helpful Hint

You know $5 - 3 = 2$.
 So, $500 - 300 = 200$.

Mind if I
 subtract a few of
 these carrots?



Subtract.

1. $800 - 100 = \underline{\hspace{2cm}}$

2. $200 - 200 = \underline{\hspace{2cm}}$

3. $\begin{array}{r} 700 \\ - 100 \\ \hline \end{array}$

4. $\begin{array}{r} 400 \\ - 200 \\ \hline \end{array}$

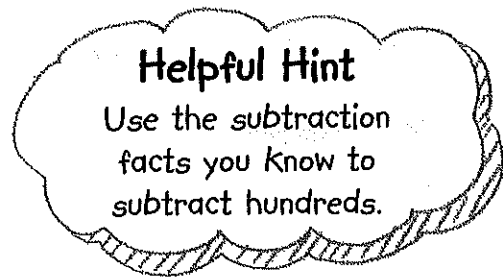
5. $\begin{array}{r} 500 \\ - 100 \\ \hline \end{array}$

6. $\begin{array}{r} 700 \\ - 300 \\ \hline \end{array}$

Talk Math

What subtraction fact can you use to find $900 - 800$?

Name _____



On My Own

Subtract.

7. $800 - 300 =$ _____

8. $600 - 600 =$ _____

9. $300 - 100 =$ _____

10. $900 - 200 =$ _____

11. $800 - 400 =$ _____

12. $700 - 500 =$ _____

13. $200 - 200 =$ _____

14. $400 - 100 =$ _____

15.
$$\begin{array}{r} 700 \\ - 400 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 800 \\ - 200 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 300 \\ - 300 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 500 \\ - 400 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 500 \\ - 300 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 200 \\ - 100 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 600 \\ - 200 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 900 \\ - 700 \\ \hline \end{array}$$

23.
$$\begin{array}{r} 700 \\ - 200 \\ \hline \end{array}$$

24.
$$\begin{array}{r} 400 \\ - 300 \\ \hline \end{array}$$

25.
$$\begin{array}{r} 800 \\ - 0 \\ \hline \end{array}$$

26.
$$\begin{array}{r} 800 \\ - 800 \\ \hline \end{array}$$



Problem Solving



27. 700 people came to my school's spring concert. 500 people came to our winter concert. How many more people came to the spring concert?

_____ people

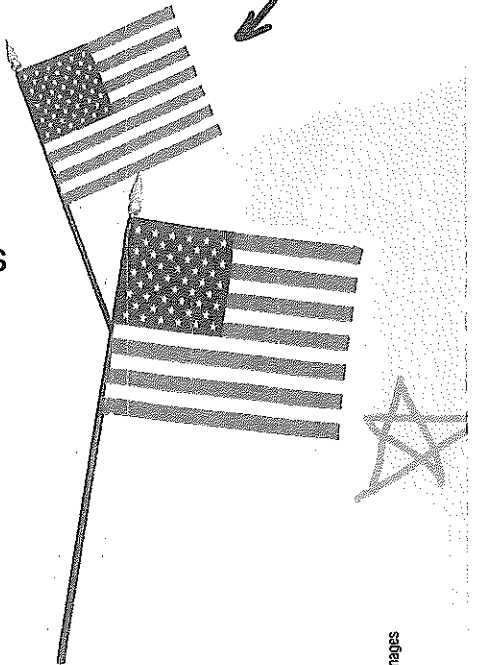
28. My school made flags for Memorial Day. There were 600 flags. 200 students took their flags home. How many flags are left?

_____ flags

29. The floor in my classroom has 200 tiles. 100 tiles are blue. The rest of the tiles are white. How many white tiles are there?

_____ tiles

Stars and stripes
FOREVER!

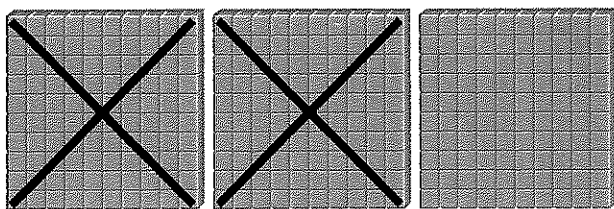


Write Math

How is subtracting hundreds like subtracting ones?

Name _____

My Homework

Lesson 2**Subtract
Hundreds****Homework Helper**Need help? connectED.mcgraw-hill.comFind $300 - 200$.

$$\begin{array}{r} 3 \text{ hundreds} \\ - 2 \text{ hundreds} \\ \hline 1 \text{ hundred} \end{array} \quad 300 - 200 = 100$$

Helpful Hint

You know $3 - 2 = 1$.
So, $300 - 200 = 100$.

Practice

Subtract.

1. $700 - 300 = \underline{\hspace{2cm}}$

2. $500 - 200 = \underline{\hspace{2cm}}$

3.
$$\begin{array}{r} 300 \\ - 100 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 100 \\ - 100 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 600 \\ - 400 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 800 \\ - 700 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 900 \\ - 100 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 500 \\ - 100 \\ \hline \end{array}$$

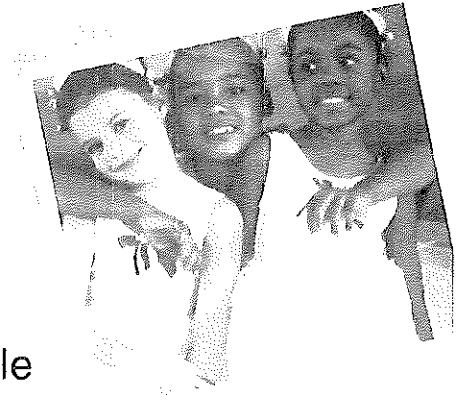
9.
$$\begin{array}{r} 400 \\ - 400 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 400 \\ - 200 \\ \hline \end{array}$$

Solve each word problem.

11. 800 people went to watch the ballet.
200 people left early. How many people
stayed at the ballet?

_____ people



12. 500 boys and girls went to the basketball
game. 300 girls were at the game. How
many boys were at the game?

_____ boys

13. The cafeteria had pizza slices and hot
dogs for lunch. 900 lunches were sold.
300 people bought hot dogs. How many
pizza slices were sold?

_____ pizza slices

Test Practice

14. Which number sentence could help you
solve $700 - 500$?

$$7 - 2$$

☐

$$2 + 5$$

☐

$$5 + 2$$

☐

$$7 - 5$$

☐



Math at Home Ask your child what number is 100 less than 500.

Name _____

Mentally Subtract 10 or 100

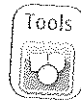
Lesson 3

ESSENTIAL QUESTION

How can I subtract
three-digit numbers?



Explore and Explain



Recess
rocks!



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_____ students



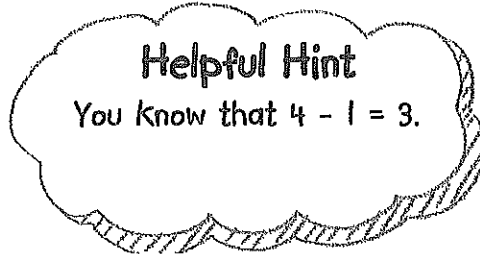
Teacher Directions: 135 students are on the playground. 100 students go inside. How many students are left on the playground? Use base-ten blocks to solve. Write the number.

See and Show

To subtract 100 or 10, think of facts you know.

Mentally subtract 100.

$$\begin{array}{r} 422 \\ - 100 \\ \hline \end{array}$$

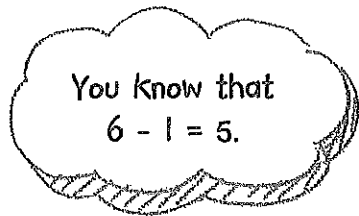


$$\begin{array}{r} 422 \\ - 100 \\ \hline 322 \end{array}$$



Mentally subtract 10.

$$\begin{array}{r} 460 \\ - 10 \\ \hline \end{array}$$



$$\begin{array}{r} 460 \\ - 10 \\ \hline 450 \end{array}$$

Subtract.

1.
$$\begin{array}{r} 329 \\ - 100 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 820 \\ - 10 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 363 \\ - 100 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 678 \\ - 10 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 724 \\ - 10 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 164 \\ - 10 \\ \hline \end{array}$$

7. $900 - 100 = \underline{\hspace{2cm}}$

8. $743 - 10 = \underline{\hspace{2cm}}$

Talk Math

Tell how to mentally subtract 10 or 100.

Name _____

On My Own

Subtract.

$$\begin{array}{r} 9. \quad 491 \\ - 100 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 942 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 770 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 672 \\ - 100 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 853 \\ - 100 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 269 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 368 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 374 \\ - 100 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 982 \\ - 100 \\ \hline \end{array}$$

$$18. \quad 498 - 100 = \underline{\hspace{2cm}}$$

$$19. \quad 533 - 100 = \underline{\hspace{2cm}}$$

Find the missing number.

$$20. \quad 434 - \underline{\hspace{2cm}} = 424$$

$$21. \quad 371 - \underline{\hspace{2cm}} = 271$$

$$22. \quad 738 - \underline{\hspace{2cm}} = 638$$

$$23. \quad 270 - \underline{\hspace{2cm}} = 260$$



Problem Solving



24. 863 flowers bloomed on the school playground. 100 of the flowers were eaten by bugs. How many flowers are on the playground now?

_____ flowers

25. 299 people came to the school play. 10 people had to leave early. How many people were still at the play?

_____ people

26. 423 wildflowers grew in the field. Embry picked 10 of them. How many wildflowers are left in the field?

_____ wildflowers



Write Math

Explain how you would mentally subtract 10 from 900.

Name _____

My Homework

Lesson 3

Mentally Subtract
10 or 100

Homework Helper



Need help? connectED.mcgraw-hill.com

Mentally subtract 100.

$$\begin{array}{r} 567 \\ - 100 \\ \hline 467 \end{array}$$

Helpful Hint

You know that

$$5 - 1 = 4.$$

Mentally subtract 10.

$$\begin{array}{r} 567 \\ - 10 \\ \hline 557 \end{array}$$

You know that

$$6 - 1 = 5.$$

Practice

Subtract.

1.
$$\begin{array}{r} 477 \\ - 100 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 378 \\ - 10 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 879 \\ - 100 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 245 \\ - 10 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 849 \\ - 100 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 320 \\ - 10 \\ \hline \end{array}$$

Find the missing numbers.

7. $358 - \underline{\hspace{2cm}} = 258$

8. $843 - \underline{\hspace{2cm}} = 833$

9. $954 - \underline{\hspace{2cm}} = 944$

10. $700 - \underline{\hspace{2cm}} = 600$

11. Joan counts 143 birds by the pond.
100 birds fly away. How many birds
are left by the pond?

 birds

12. There were 694 tadpoles in the lake.
100 of the tadpoles turned into frogs.
How many tadpoles were left in the lake?

 tadpoles



Test Practice

13. Find $363 - 100$.

163



263



363



463



Moth at Home Practice saying a number and having your child subtract 10 or 100 from the number mentally.

Correct the sentences.

1. sam and george were bestest friends
- _____

2. saturday was so hot that us all went to the beach
- _____

Circle the words that have the same sound as the /ea/ in "dream."

3. need bead bread clean

Circle the word that does not belong.

4. alligator lion tiger bobcat

Which is correct? Circle your answer.

5. My uncle joined the army on _____.

a. July 26 2009

b. July, 26, 2009

c. July 26, 2009

Correct the sentences.

1. mr feinstein took sid david and mary to yellowstone park
- _____

2. them hates pickles
- _____

Circle the correct abbreviation for "street."

3. Str. St. ST

Write the word for more than one dish.

4. _____

Circle the sentence.

5. a. Matt and Karen
 b. Flew across the sky in a hot-air balloon.
 c. Cats have whiskers.

Correct the sentences.

1. little bo peep losted her sheeps

2. a big black hairy spider scared miss muffet

Circle the word that does not belong.

3. soap toothbrush spoon comb

Which contraction would the two words make?

4. do not _____

5. I will _____

Correct the sentences.

1. mother was buy shoes for my brother and i

2. when can jimmy and me open them christmas presents

What does the word "okra" mean in this sentence? Circle your answer.3. Grandma made a tasty soup with peas, carrots, okra, and onions.
a. a poisonous plant b. beef bones c. a kind of vegetable**Circle the word that comes first in alphabetical order.**

4. knot into ladder jeep

Circle the words that mean the same thing.

5. merry happy sick sleepy glad

Write the correct word on each line.

1. Two _____ ran across the backyard.
fox fox's foxes
2. How many _____ are in the pen?
goose geese geese
3. _____ Adams took her children to see a play.
Mr. Mrs. She
4. _____ like to play games.
I Me Us
5. When is _____ birthday?
our your mine

How many did you get correct each day? Color the squares.

5					
4					
3					
2					
1					
	Monday	Tuesday	Wednesday	Thursday	Friday

Words and Phrases

Suffixes: -ful and -y

The suffixes *-ful* and *-y* both mean "full of." Add *-ful* or *-y* to a noun and make an adjective.

healthy = full of health.

Healthy food is good for you.

flavorful = full of flavor.

The soup is flavorful.

Read the sentences below. Write the word that means the same as the underlined word or words.

The sky is full of clouds.

The sky is _____

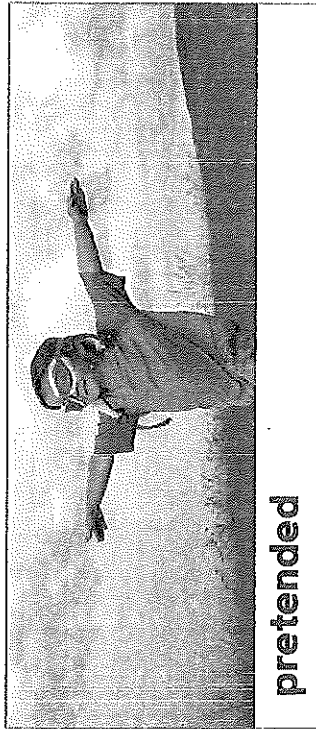
cloudier cloudy

The apple is full of color.

The apple is _____

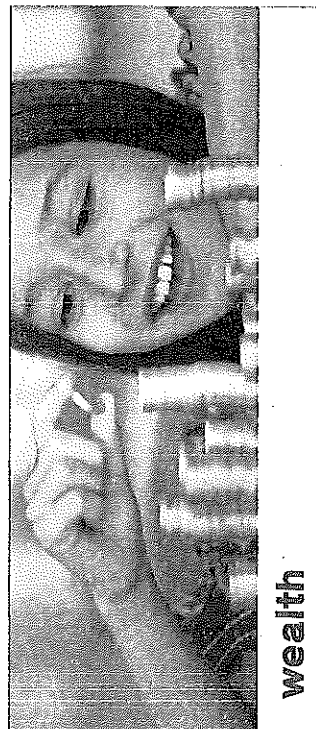
coloring colorful

» **Go Digital** Add these words with suffixes to your New Words notebook. Write a sentence to show the meaning of each.



Tim pretended to fly.

Sometimes I *pretend* _____



Carla counted her wealth.

Another word for *wealth* is _____

**1 Talk About It**

Look at the illustration. Read the title. Discuss what you see. Write your ideas.

What does the title tell you about the story?

What does the illustration show?

Take notes as you read the story.

Nail Soup



Essential Question



What choices are good for us?

Read about how choices helped a man and his wife learn a lesson.

1 Comprehension

Point of View

Once long ago, Papa and I were walking for miles on a long and winding country road. Finally we approached a large farmhouse surrounded by fields of healthy vegetables.

"Papa, I'm so hungry," I said.

Papa patted my head and winked. I smiled and nodded back. I admired my Papa. I knew he would find a way to get us a warm meal. We knocked on the door, and a well-dressed man and his wife answered.

"Hello," said Papa. "My son, Erik, is hungry. Could you please spare a morsel of food?"

The man shook his head. "We have lots of food, but we cannot afford to give any of it away," he said.

"Well, I could cook my flavorful nail soup if you would donate a small cup of hot water," said Papa.

The woman looked at her husband. "Soup from a nail?" she said. "That's impossible." But the man's curiosity overwhelmed him, so he brought a small cup of boiling water.

2 Sentence Structure

Reread the last sentence in the third paragraph. Underline the word that connects the two clauses. Which clause tells what happened after Erik and Papa knocked on the door? Underline the clause.

3 Specific Vocabulary

Look at the fourth paragraph. The word *morsel* means "a small amount." What kind of morsel does Papa ask for? Write the word.

1 Sentence Structure

Reread the first paragraph.
An adjective is a word that describes a noun. Circle the five adjectives in this paragraph.
Which adjectives describe the nail? Write the words.

2 Comprehension

Point of View

Reread the third paragraph.
Why does the boy's admiration for his Papa grow? Underline text evidence that tells you.

3 Specific Vocabulary

Look at the word *impolite*.
The word *impolite* means "not polite" or "rude." Underline the words that show what action is impolite.

Papa carefully took out a long, crooked nail and with one graceful motion, dropped it into the cup. He stirred the cup of hot liquid.

"This is beginning to smell wonderful," said Papa. I smiled at Papa. He was clever and charming, and my admiration for him grew. He could do anything! Then I remembered something he taught me.

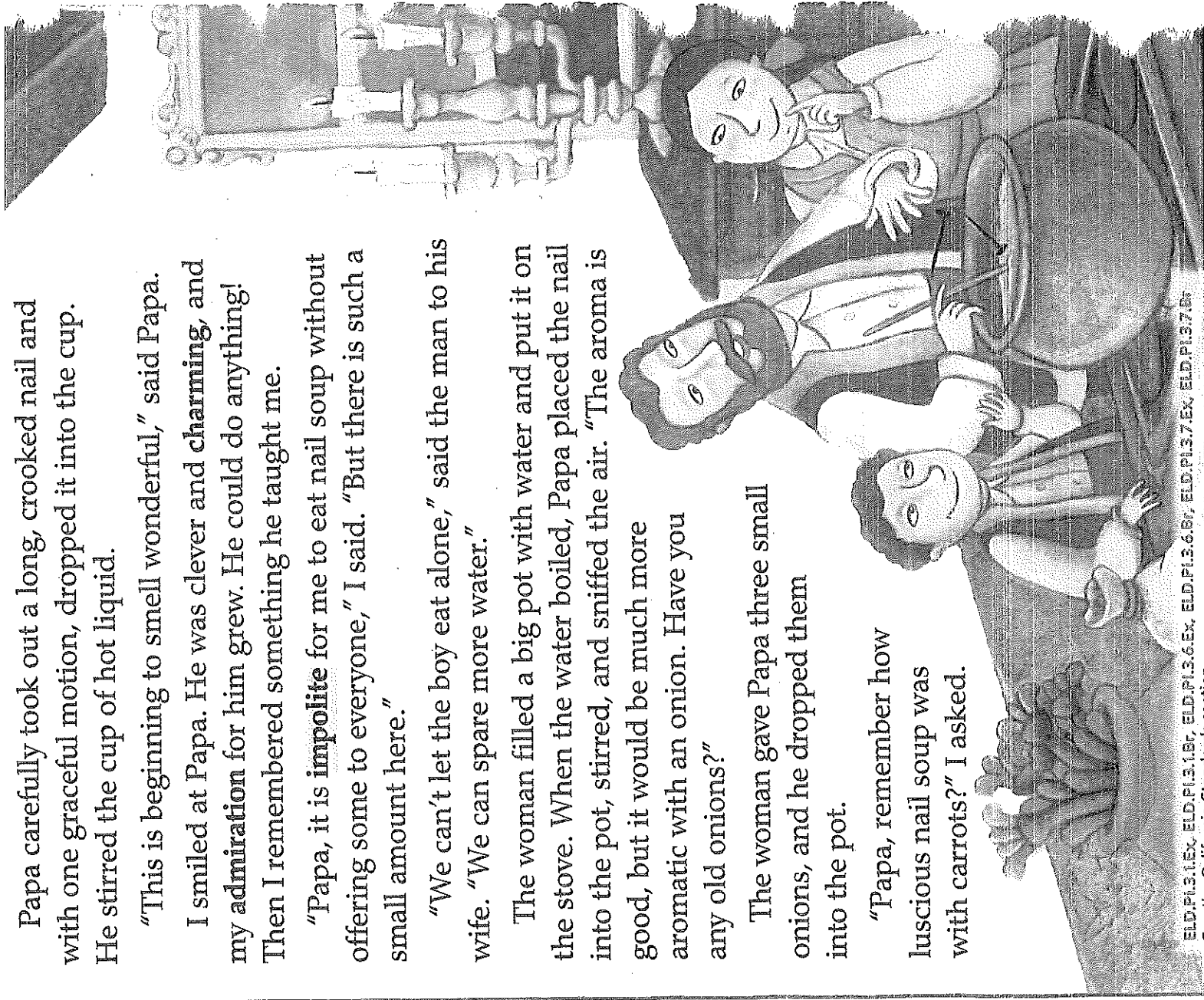
"Papa, it is *impolite* for me to eat nail soup without offering some to everyone," I said. "But there is such a small amount here."

"We can't let the boy eat alone," said the man to his wife. "We can spare more water."

The woman filled a big pot with water and put it on the stove. When the water boiled, Papa placed the nail into the pot, stirred, and sniffed the air. "The aroma is good, but it would be much more aromatic with an onion. Have you any old onions?"

The woman gave Papa three small onions, and he dropped them into the pot.

"Papa, remember how luscious nail soup was with carrots?" I asked.



1 Specific Vocabulary

Look at the word *nutritious*. When a food is nutritious, it has the things your body needs to grow and be healthy. Circle the word in the paragraph that has the same meaning as *nutritious*.

2 Sentence Structure

Reread the first sentence in the third paragraph. The word *while* connects two actions that happen at the same time. Underline Papa's action. Circle the man's action.



3 Talk About It

How do the man and woman feel about sharing by the end of the story? Cite text evidence.

The man jumped up and pulled four plump carrots from a large basket of vegetables on the floor. "How about some beets and cabbages, too?" he said. "I can spare a few of those."

"And here are some potatoes and green beans," the woman interrupted. "They are healthful and nutritious contributions. We grow them ourselves!"

Papa dropped the vegetables into the boiling water while the man grabbed a variety of spices and meats. "Here, add these, too," he said enthusiastically.

Soon the soup was ready, and we sat down to eat. I knew the man and his wife would enjoy nail soup.

"This soup is amazing," said the woman. "And all from just one nail and a pot of boiling water."

Papa pretended to be surprised by her amazement, but as usual, he had the perfect answer. "What did you expect?" he said. "I told you it would be flavorful."

The man and woman smiled. "We just didn't know that sharing a little of our great **wealth** would taste so good!"

Make Connections



Why is making nail soup a smart choice? **ESSENTIAL QUESTION**

How do you feel when you make good choices? **TEXT TO SELF**

Respond to the Text



Partner Discussion Work with a partner. Answer the questions. Discuss what you learned about “Nail Soup.” Write the page numbers where you found text evidence.

How do the characters in the story make nail soup?

First, Papa _____.

Then he _____.

The man and the woman _____.

Page(s): _____

Page(s): _____

Page(s): _____

How do the man and woman feel about sharing?

At first, the man says _____.

While Papa makes nail soup, _____.

In the end, the man and woman say _____.

Text Evidence 

Page(s): _____

Page(s): _____

Page(s): _____



Group Discussion Present your answers to the group. Cite text evidence to justify your thinking. Listen to and discuss the group's opinions about your answers.



Write Review your notes about “Nail Soup.” Then write your answer to the Essential Question. Use text evidence to support your answer. Use vocabulary words from this week’s reading in your writing.

How do the man and woman’s choices help them learn a lesson?

When Papa asks for some food, _____

Then Papa says he will _____

The man and woman choose to _____

They contribute _____

In the end, the man and woman feel _____

The man and woman learn that _____



Share Writing Present your writing to the class. Discuss their opinions. Think about what the class has to say. Did they justify their claims? Explain why you agree or disagree with their claims. You can say:

I think your idea is _____

That’s a good comment, but _____

卷之四

pages 228-231



The man and woman put vegetables in the soup.

Write About the Text I used notes to write an opinion.
I supported my opinion with details from the text.

Student Model: *Opinion*

Papa's plan to make nail soup is a good
idea. The unfriendly man and woman will not
give Papa any food. So Papa asks for a cup
of hot water. He puts a nail in the water. He
says he will make nail soup. Then Papa tricks
the man and woman. He gets them to put
vegetables in the soup. Then everyone eats
the soup together. Papa's idea is good. He
gets food for himself and his son.

TALK ABOUT IT



Text Evidence

Underline the second sentence. What word does Lizzie use to add more information about the man and woman?

Grammar

Draw a box around the sentence about Papa's plan. What is the linking verb in the sentence?

Connect Ideas

Circle the last two sentences. How can you combine the sentences to connect the ideas?

Your Turn



In your opinion, do the man and his wife make good choices? Use text evidence to support your answer.



Write your response online. Use your editing checklist.

TALK ABOUT IT

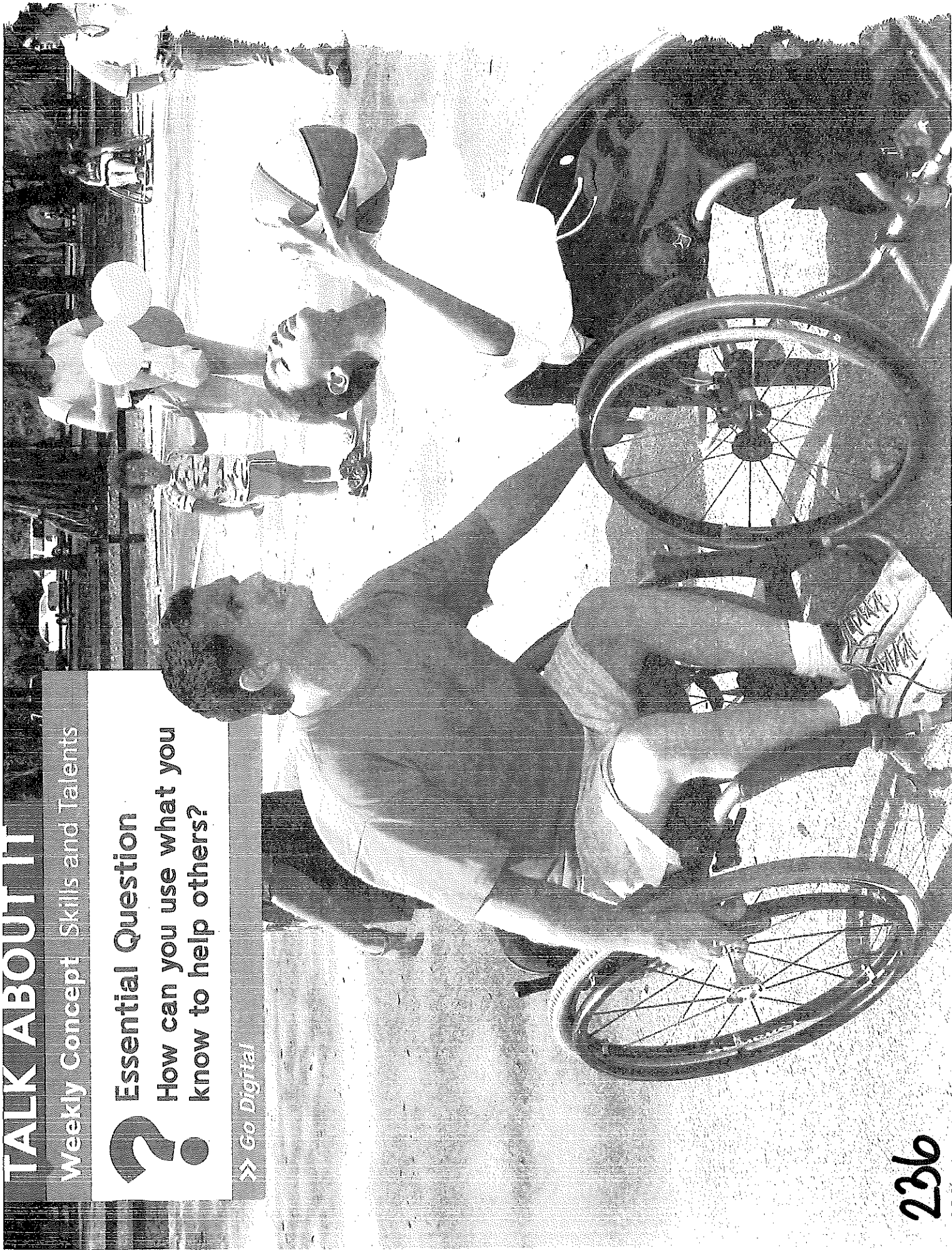
Weekly Concept Skills and Talents



Essential Question

How can you use what you know to help others?

>> Go Digital



"Nail Soup"

Use the Writing Frame to orally summarize the story.

"Nail Soup" is about a father and son who get some food by tricking a _____. The story begins with Erik telling his Papa that he is _____. Erik **knows** his Papa will find them _____. Papa knocks _____ of a farmhouse. He asks a man and a woman for _____. The man and woman are husband and wife. They say they can't **afford** to _____. Papa asks for some hot water so he can _____ for his son Erik. The man agrees because he is _____. Papa and Erik fool the husband and wife by asking for some _____, too. Then the husband and wife offer Papa many other _____ for the soup. The vegetables they give Papa include _____. Everyone **likes** the soup. The woman says the soup is _____. The man and woman **decide** that _____ quite good.

Use the Writing Frame to write the summary on another sheet of paper. Include the signal words in bold as you summarize the most important ideas and information.