

READING & WRITING TEACHER'S GUIDE

Planning & Pacing

Scholar Zone Summer Reading & Writing is composed of three units. A unit generally spans two weeks, with four days of instruction per week, and a 90-minute literacy block each day.

The 90-Minute Literacy Block

Each day is divided into four sections.

Whole-Group Instruction (30 minutes): During whole-group instruction, you'll lead a **Read-Aloud** based on the theme of the unit.

Teacher-Led Reading Instruction (2 rotations; 20 minutes each): Children will meet with you for reading instruction.

Letters and Sounds/Sight Words/Vocabulary and Book Club Library (2 rotations; 20 minutes each): Children will do Letters and Sounds/Sight Words/Vocabulary activities and read four Book Club Library books about the unit theme.

Writing (20 minutes): Each unit will focus on a form of writing—informative/explanatory and narrative. In the writing activities that follow, children will write in the selected form to respond to books from the unit.

Six-Week Summer Sessions

Six-week sessions are divided into three units of eight days each.

Weeks 1 & 2 Exploration: <i>Animals, Animals, Animals</i>	Weeks 3 & 4 All of Us: <i>It's Mysterious</i>	Weeks 5 & 6 Good Reads: <i>Humorous Fiction</i>
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Five-Week Planner Units

Five-week sessions are divided into two theme-based units of eight days each and one unit of four days.

Weeks 1 & 2 Exploration: <i>Animals, Animals, Animals</i>	Weeks 3 & 4 All of Us: <i>It's Mysterious</i>	Week 5 Good Reads: <i>Humorous Fiction</i>
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EXPLORATION: Animals, Animals, Animals

Planning Guide

Grade 2 | Week 1

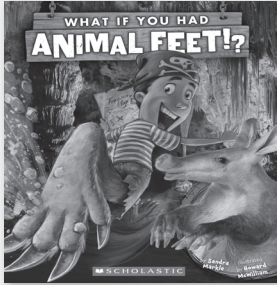
	Day 1	Day 2	Day 3	Day 4
 Whole Class Read-Aloud 30 min.	Read-Aloud <i>What If You Had Animal Feet!?</i> , TG pp. 16–17 & SH p. 4	Read-Aloud <i>Who Would Win? Whale vs. Giant Squid</i> , TG pp. 18–19 & SH p. 7	Read-Aloud <i>Please Be Nice to Sharks</i> , TG pp. 20–21 & SH p. 10	Read-Aloud <i>What If You Had Animal Ears!?</i> , TG pp. 22–23 & SH p. 13
 Teacher-Led Instruction Small Group Rotate after 20 min.	Reading Instruction <i>Now I Know: Bears</i> , TG pp. 26–27	Reading Instruction <i>Now I Know: Bears</i> , TG pp. 26–27	Reading Instruction <i>Don't Let the Pigeon Stay Up Late!</i> , TG pp. 28–29	Monitor Book Club Chats For background about each book, see pp. 40–43, TG. • <i>What Would You Do With a Tail Like This?</i> • <i>Who Would Win? Lion vs. Tiger</i> • <i>Wild World: Fast and Slow: Mammals</i> • <i>Baby Dolphin's First Day</i>
 Independent/Partners Rotate after 20 min.	Letters and Sounds oo sounds, TG p. 32 & SH p. 5 Book Club TG pp. 32, 40–43 & SH p. 6	Letters and Sounds -ar and -or words, TG p. 33 & SH p. 8 Book Club TG pp. 33, 40–43 & SH p. 9	Letters and Sounds r-controlled words, TG p. 34 & SH p. 11 Book Club TG pp. 34, 40–43 & SH p. 12	Vocabulary Clips, TG p. 35 & SH p. 14 Book Club Chat TG pp. 35, 40–43 & SH p. 15
 Whole Class Writing* 20 min.	Informative/Explanatory Writing Introduce Student Samples, TG p. 114–115	Informative/Explanatory Writing Read-Aloud: <i>Chameleons Are Cool!</i> , TG p. 116	Write About Reading <i>Now I Know: Bears</i> Write and Respond (Description), TG p. 27	Write About Reading <i>Don't Let the Pigeon Stay Up Late!</i> (Narrative), TG p. 29

* There are Writing About Reading prompts included with the Read-Aloud lesson. You may wish to substitute those activities for the Write About Reading listed here.

EXPLORATION: Animals, Animals, Animals



Read-Aloud | Whole Class



What If You Had Animal Feet!?

Book Talk

Show the book cover and read the title. Ask: *What do you know about animals' feet? As I flip through the book, I see that animals have all kinds of different feet. I wonder how the animals use their feet for different purposes. What would happen if you had animal feet? Listen as I read this book, and let's find out!*

Author: Sandra Markle

Illustrator: Howard McWilliam

Browse the Book

Page through the book and have children notice its genre and features.

- **Identify Genre/Informational Text** *Is this book fiction or nonfiction? How do you know? Are there photographs, illustrations, or both?*
- **Explore Text Features** Model for children how to use the inset photos to understand information in the text. Explain that inset photos and captions often provide additional facts about a topic that are not in the main text.
- **Key Words** Write the key words for children. Choose pages on which key words appear, read aloud the text, and discuss their meanings in context.

hind (p. 4) back; rear

sturdy (p. 14) strong; tough

burrow (p. 18) a hole or tunnel dug by some animals to use as a home or hiding place

elastic (p. 24) able to stretch easily without breaking and then return to its original form

ML SUPPORT Help children with comprehension by pointing to the hind legs of the kangaroo on page 4 or by providing examples of things that are sturdy or elastic. Discuss some animals that might dig burrows.

Read Aloud the Text and Explore It Together

(pp. 6–7) *How do a fly's feet help it stick to a surface? How might having a fly's feet help a person playing in a basketball game?*

(pp. 8–12) *How are the feet of a green basilisk lizard similar to the feet of a gray wolf? How are they different? What keeps a cheetah from slipping during fast runs, or sprints?*

(p. 16) *What problem might a barn owl have while trying to catch a mouse? How can the barn owl solve the problem?*

THINK ALOUD When a barn owl picks up a mouse with its toes, the mouse might wiggle around and escape. The barn owl solves that problem by swinging one of its front toes to the back to get a better grip on the mouse.

(p. 24) *Why do a white rhino's toes spread wide apart with each step? What do you think would happen if the toes did not spread apart?*

THINK ALOUD. A white rhino's toes spread apart to allow a rhino's feet to support the rhino's body—it weighs a lot! If the toes did not spread apart, the rhino would have trouble standing and moving around because of its size.

(pp. 4–25) *How do the pictures of children with animal feet help you understand the purpose of different animals' feet?*

Sum It Up Say: *We have learned a lot about many kinds of animals' feet. Do you think the different ways that animals' feet are built help animals survive? How?*

Focus on Comprehension

Picture Clues

Explain to children that they should look closely at pictures when they read or listen to a text. Point out that picture clues can help readers understand information in the text.

- *On page 4, the author describes the gray kangaroo's hind feet as "super big." By looking at the picture, I get a better idea of the size of the kangaroo's hind feet.*
- *On page 14, the author writes that the platypus has a spur-like nail on its back feet. I'm not sure what that looks like, but the picture shows a nail that looks like a long tooth.*
- Point out the pictures on page 22. Ask: *How does the inset picture help you understand what a mountain goat's hoof looks like and how it helps a mountain goat get a good grip in rocky places?*

Think and Share

Invite children to share their thinking.

- **Reading About Animals' Feet**
 - *Discuss some features of different animals' feet and how their feet help animals do certain things.*
 - *Imagine that you could have the feet of one of the animals in the book. Which animal's feet would you like to have? Why?*
- **Curiosity** *The author of this book is curious about what she has observed about different animals and their feet.*
 - *What do you think caused the author to become curious about animal feet?*
 - *Where do you think the author of this book found information about different animal feet?*
 - *What is one animal you are curious about? What would you like to find out about it?*

Student Handbook Have children turn to the Read-Aloud page in their Student Handbooks. Have children complete the page, and then have them share their work.

Write About Reading

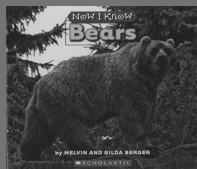
Have children choose from the following prompts and complete the activity:

- **Draw a Picture** Have children show the animal feet they like best. Then have them write about those animal feet. **(Informative/Explanatory)**
- **Write a Story** Invite children to write a story imagining themselves having the feet of one of the animals from the text. In their story, have them describe how they use their animal feet. **(Narrative)**

ML SUPPORT Have children begin by thinking about the various animal feet from the text. Help them recall what made the animal feet interesting as they decide which feet to write about.



Now I Know: Bears



Summary & Standard

This informational text uses text and large photos to provide facts about different kinds of bears and their characteristics and behaviors.

Children will use photos and text to tell how things are alike and different.

Authors: Melvin and Gilda Berger

Genre: Informational Text

Content Area: Science

Topic: Bears

Word Count: 230

Themes/Ideas: identifying different kinds of bears; understanding how cubs grow

Genre/Text Type

Informational Text/Picture Book Remind children that an informational text has facts about a topic. This picture book includes photos to inform the reader.

Informational Text Features

Text Boxes Did You Know? boxes give readers additional, fascinating information.

Inset Photos Inset photos show close-ups to help focus on the details in the photos.

Vocabulary

Domain-Specific Vocabulary

bears (p. 3): large, heavy mammals with long, shaggy hair and very short tails

powerful (p. 3): being full of or having power or strength

hollow (p. 19): an empty space within something

cubs (p. 22): young bears

Challenging Features

Text Most sentences are short, but a few flow onto two lines.

Vocabulary Some children may need help reading or understanding some of the multisyllabic words.

Supporting Features

Text Make sure children understand that Did You Know? text boxes on select pages provide additional facts about bears. A glossary provides definitions for content-related words.

Content Most children will be eager to learn more than they already know about these exciting mammals. Simple descriptions of their behavior and supporting photos make learning about bears easy and interesting.

A First Look

Children may be familiar with different kinds of bears from seeing them in books, on television, in movies, or in zoos. Invite children to share what they have seen and know about these animals. Start a discussion about how real bears live. Have children preview the cover, and invite them to predict what they may learn about bears.

Read and Analyze Informational Text.

Compare and Contrast

Remind children that when they compare, they are finding how things are alike. When they contrast, they are finding how things are different. Ask children to think about how the black bears, grizzly bears, brown bears, and polar bears are alike and different.

(pp. 4–5) *Based on what you read, in what ways are all bears alike?*

(pp. 6–7) *How do all bears stay warm when it is cold outside?*

(p. 10) *How does the size of the brown bear compare with the size of all other bears?*

(pp. 22–23) *In what ways do baby bears look like adult bears? In what ways do they look different?*

(pp. 24–25) *What do all bear cubs do?*

(pp. 26–29) *What is different about what each mother bear teaches her cubs? What do brown bear cubs need to learn? What do polar bear cubs need to learn? What do black bear cubs need to learn?*

Teaching Options

Develop Comprehension

Thinking Within the Text

Have children review the bears discussed in the book. Ask:

- *What are some things that most bears do?*
- *What are some things that only some bears do?*

Thinking Beyond the Text

Have children think about the different places bears live. Ask:

- *What new things did you learn about where bears live?*
- *How do you think the places where bears live influence what the bears eat?*

Thinking About the Text

Have children focus on the photos in the text. Ask:

- *How do the photos help you understand the text on the pages?*
- *Why do you think the authors chose to show so many different photos?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With r-Controlled Vowels

Remind children that the letter pair *ar* stands for the /ar/ sound as in *car*, and the letter pair *or* stands for the /or/ sound as in *for*.

- Write the word *hard* for children. Point out that the letters *ar* stand for the /ar/ sound. Then have children sound out the word. Ask children to name other words with the /ar/ sound.
- Next write the word *born* for children. Point out that the letters *or* stand for the /or/ sound. Then have children sound out the word. Ask children to name other words with the /or/ sound.
- Have children locate words in the text with the /ar/ sound and with the /or/ sound. (*large* p. 8, *snore* p. 19, and *for* p. 30.)

Develop Fluency

Model reading text that has midsentence punctuation breaks, such as the sentences on pages 18, 21, 23, or 31. Have children repeat each sentence with you, pausing where appropriate.

Expand Oral Language/Conversation

Talk About Bears Discuss the needs of all animals, such as food and water. Mention ways in which bears fulfill their needs for food and water. Ask: *Why do you think bears can live successfully in different habitats?*

Write and Respond to Reading

Make Bulletin Bears Give each child a paper cutout in the shape of a bear. On it, have him or her write a description of one kind of bear and things he or she learned about the bear. Assemble the bears for a bear bulletin board. **(Informative/Explanatory)**

Write a Bear Story Have children choose one kind of bear and make that bear the main character in a story. Remind children to begin by telling about the setting. Then have them tell about a problem the bear has and how the bear solves it. **(Narrative)**

ML Support

Partnering Have pairs of children select photos from the text to describe to each other. Model describing the photo on page 25. Say: *The cubs are playing together. They are having fun.* As partners work, give help as needed.



oo and oo sounds

The letters **oo** can have two different sounds.
oo stands for long oo, as in **moon**.
oo stands for short oo, as in **book**.
Say each word in the word bank.
Write it in the chart where it belongs.

Word Bank

cook	spoon
fool	foot
hood	room
school	good
tooth	look

oo as in <i>moon</i> 	oo as in <i>book</i> 

Directions for Children

Turn to page 5 in your Student Handbook.

This page is about sounds in the letters oo, in words like moon and book.

Listen as I read the directions to you.

My Book Club Library book is _____.

Choose one animal from the book.
Draw and write about the animal.

Directions for Children

After you finish page 5, read a Book Club Library book.

Then do page 6 in your Student Handbook.
Draw and write about the book you chose.

I will read the directions to you.

-ar and -or words

Each sentence below needs an **-ar** word and an **-or** word.
Read the words in boldface. Write them in the blanks
so each sentence makes sense.

1. **car** **shore**

Al drove the _____ to the sea _____.

2. **sharp** **thorns**

The _____ on a rose are very _____.

3. **farm** **corn**

We pick _____ at a local _____.

4. **hard** **sport**

Is the _____ of golf _____ for kids?

5. **smart** **horse**

How do I know if a _____ is _____?

Directions for Children

Turn to page 8 in your Student Handbook.

This page is about -ar and -or words, like star and for.

Listen as I read the directions to you.

Directions for Children

After you finish page 8, read a Book Club Library book.

Then do page 9 in your Student Handbook. Draw and write about the book you chose.

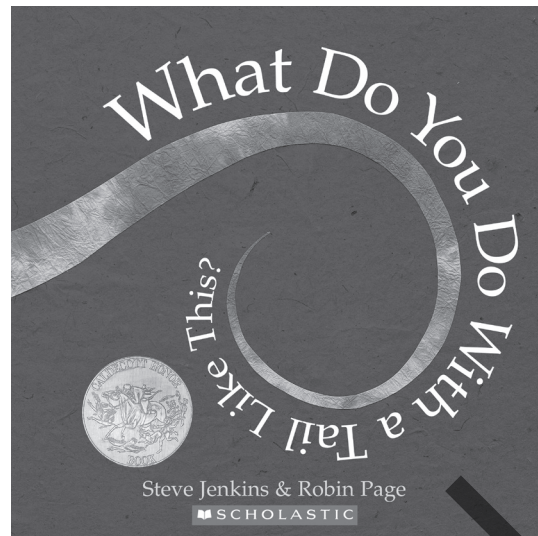
I will read the directions to you.

My Book Club Library book is

_____.

Draw one animal from the book.
Write two interesting facts about that animal.

Book Club Library: Animals, Animals, Animals



Book Summary

Which animal uses its tail to brush off pesky flies, and which uses its tail to give a nasty sting? This picture book shows illustrations of noses, ears, tails, eyes, mouths, and feet that belong to different animals. Readers guess the animal each part belongs to and then learn how each is used.

Prompts for Encouraging Discussion

- *What is the most surprising thing you learned from this book?*
- *Which of the animal parts in the book did you find most interesting? Tell why.*
- *If you had a tail, how would you use it?*

Build Knowledge: Fun Facts to Share

Dogs wag their tails to communicate with one another. For example, wagging to the right signals happiness and openness, whereas wagging to the left signals uncertainty or fear.

Tail wagging is a skill that dogs learn with practice as they grow.

Puppies can communicate with their tails at around 4–6 weeks.

SCHOLASTIC
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MATH

TEACHER'S GUIDE

Planning & Pacing

Grade 2 | Week 1

Day 1	Day 2	Day 3	Day 4
 Whole Class			
Growth Mindset Interest Inventory PR1ME Chapter 1 Numbers to 1000 Lesson 1 Hundreds, Tens, and Ones Reading and writing numbers Learn, page 4	Growth Mindset What Is Your Mindset? PR1ME Chapter 1 Numbers to 1000 Lesson 1 Hundreds, Tens, and Ones Reading and writing numbers Practice 1, pages 8–9	Growth Mindset Tell Me All You Can PR1ME Chapter 1 Numbers to 1000 Lesson 1 Hundreds, Tens, and Ones Reading and writing hundreds, tens, and ones Learn, page 13 Practice 2, page 14	Growth Mindset I'll Tell You PR1ME Chapter 1 Numbers to 1000 Lesson 1 Hundreds, Tens, and Ones Reading and writing hundreds, tens, and ones Practice 2 (cont.), pages 18–19
 Small Group (30 min. rotations) 			
Math Read-Aloud Handa's Hen Share the Story: <i>Teacher's Guide</i> , page 26 Missing Tens, <i>SH</i> page 5	Math Read-Aloud Handa's Hen Review the Story: <i>Teacher's Guide</i> , page 28 On the Farm, <i>SH</i> page 10	Math Read-Aloud The Grapes of Math Share the Text: <i>Teacher's Guide</i> , page 30 Count Them Up, <i>SH</i> page 15	Math Read-Aloud The Grapes of Math Review the Text: <i>Teacher's Guide</i> , page 32 Number Sequences, <i>SH</i> page 20
 Independent/Partners Work (30 min. rotations) 			
Fishy Fun, <i>SH</i> page 6	It's Your Birthday!, <i>SH</i> page 11	What do friendly cats say to each other?, <i>SH</i> page 16	What runs but never walks?, <i>SH</i> page 21
Optional Math Center			
Beautiful Butterfly, <i>SH</i> page 7	Counting Clouds, <i>SH</i> page 12	Which dinosaur always finishes in third place?, <i>SH</i> page 17	Carrot Cruncher, <i>SH</i> page 22

Growth Mindset Focus—Growth Mindset Framing

For communicating high expectations, say:

- I know that you (all) have the ability to do this, so I have set the bar high.
- This will be a challenging concept to learn, but all of us can reach the goal.
- I am going to push you all because I know if I do, you will do amazing work.
- When you master this learning, you will be proud because this isn't easy.
- As you learn this, mistakes are expected. Your mistakes help me support you. Let's make mistakes together!

1

Numbers to 1000

Lesson 1 Hundreds, Tens and Ones

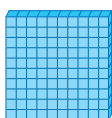
Learning Outcomes:

- Read and write numbers within 1000
- Write 3-digit numbers in hundreds, tens and ones

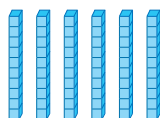
Reading and writing numbers

Learn

a)



100



60



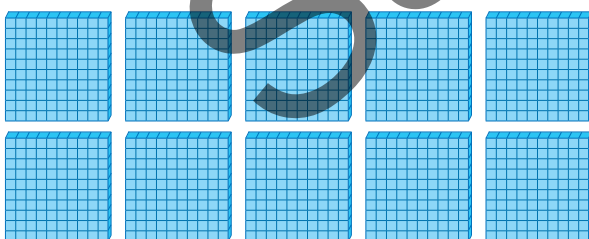
7

one hundred and sixty-seven

Count on from 100.

100, 110, 120, 130, 140,
150, 160, 161, 162, 163,
164, 165, 166, 167

b)



1000

one thousand

100, 200, 300, 400, 500,
600, 700, 800, 900, 1000

10 hundreds = 1 thousand

Chapter 1 Numbers to 1000

Chapter Overview

Lesson 1: Hundreds, Tens and Ones

Lesson 2: Comparing Numbers

Note for Teachers

In this chapter, students learn to identify digits in the hundreds, tens and ones places. Ensure that students can interpret the place value chart, which is a useful tool for comparison of numbers as well as the addition and subtraction of numbers. When comparing numbers, students are introduced to the symbols ">" and "<," to express the relative value of two or more numbers.

Lesson 1: Hundreds, Tens and Ones

Learn

Reading and writing numbers (PR1ME p. 4)

Learning Outcomes:

- Interpret a 3-digit number in terms of hundreds, tens and ones
- Read and write a 3-digit number and the corresponding number word

Materials:

- Base ten blocks

(a)

Stage: Concrete Experience

If available, use base ten blocks to represent numbers and count physical objects in ones, tens and hundreds. Learning how to break down a number into hundreds, tens and ones will help students in learning to read and write numbers in numerals and number words.

- Using 10 unit cubes, guide students to count from 1 to 10. Connect each unit cube as you count along in steps of 1. Show students the ten-rod formed by the 10 unit cubes and remind them that it represents 10.
- Next, guide students to count from 10 to 100 using ten-rods. Inform students that we can count in a faster way by counting on from 10 to 100 in steps of 10.
- Count along in steps of 10 as you connect each ten-rod. Show students the hundred-square formed by the 10 ten-rods.
- Have students recall that 10 tens = 1 hundred.
- Then, guide students to count on from 100 to 160 in tens using 6 ten-rods.
- Finally, guide students to count on from 160 to 167 in ones using 7 unit cubes.
- Highlight to students that there is 1 hundred-square, 6 ten-rods and 7 unit cubes.

Stage: Pictorial Representation

- Refer students to the picture of the 1 hundred-square, 6 ten-rods and 7 unit cubes on PR1ME p. 4. Tell students that the 1 hundred-square represents 100, the 6 ten-rods represent 60 and the 7 unit cubes represent 7.

- Write the following on the board:



- Tell students that there are 167 unit cubes altogether.

Stage: Abstract Representation

- Write the number '167' and its number word 'one hundred and sixty-seven' on the board.
- Lead students to see that '167' can be broken down into hundreds, tens and ones, for example, one hundred, sixty and seven.
- Then, guide them to read the number '167' as 'one hundred and sixty-seven'.
- Finally, guide students to understand where the word 'and' is included in the number word.

(b)

Stage: Concrete Experience

If available, use base ten blocks to guide students to count in steps of 100. This allows students to see the relationship between 10 hundreds and 1 thousand.

- Using 10 hundred-squares, guide students to count from 100 to 1000. Show students each hundred-square as you count along in steps of 100.
- Highlight to students that there are 10 hundred-squares, and 10 hundreds is equal to 1000.
- On the board, write 10 hundreds = 1 thousand.

Stage: Pictorial Representation

- Refer students to the 10 hundred-squares on PR1ME p. 4. Guide them to count the number of hundred-squares on the page in steps of 100.

Stage: Abstract Representation

- Write the number '1000' and its number word 'one thousand' on the board.
- Lead students to see that there are no hundreds, tens or ones in the number.
- Then, guide them to read the number '1000' as 'one thousand'.

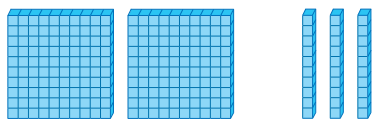
Guide students to read and write other numbers, such as 208 and 350.

Practice 1

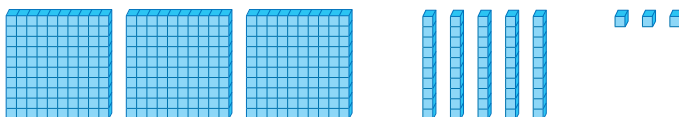


1. Write the numbers.

a)

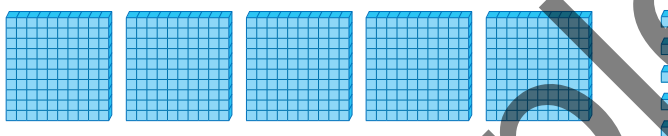


b)

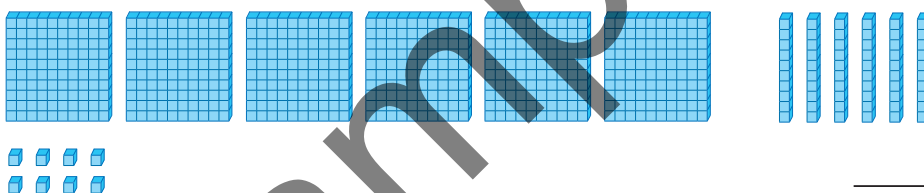


2. Write the numbers.

a)



b)





3. Write the numbers.

a) one hundred and one _____

b) three hundred and forty _____

4. Write the numbers.

a) five hundred and sixty-two _____

b) six hundred and eighty _____

c) eight hundred and seventy-nine _____



5. Write 403 in words.

4	0	0
		3

6. Write the numbers in words.

- a) 300 _____
- b) 514 _____
- c) 738 _____
- d) 995 _____

7. Count on.

- a)

245	246	247							
-----	-----	-----	--	--	--	--	--	--	--
- b)

557	567	577							
-----	-----	-----	--	--	--	--	--	--	--
- c)

381	481	581							
-----	-----	-----	--	--	--	--	--	--	--

Practice 1 (PR1ME pp. 8–9)

Work through the exercises together.

Task 1 (a): Remind students what the hundred-square, ten-rod and unit cubes represent. Guide students to count on in hundreds from 100 to 200. Then, continue to count on in tens from 200 to 230.

Task 1 (b): Guide students to count on in hundreds from 100 to 300. Then, continue to count on in tens from 300 to 350. Finally, count on in ones from 350 to 353.

Task 2: Guide students to count in hundreds, tens and ones to find the number and write it as a numeral.

Task 3 (a): Have students read the number word aloud. Guide them to write the hundreds and ones in the number, before writing the numeral. Highlight to students that there are no tens in the number, so they have to use zero as a placeholder in the tens place.

Task 3 (b): Have students read the number word aloud. Guide them to write the hundreds and tens in the number, before writing the numeral. Highlight to students that there are no ones in the number, so they have to use zero as a placeholder in the ones place.

Task 4: Guide requires students to read a number word and write it as a numeral.

Task 5: Highlight that the number has 4 hundreds, 0 tens and 3 ones. Guide students to write the number word of '403' and point out the placement of the word 'and' in the number word.

Task 6: Guide students to read a numeral and write it as a number word.

Task 7: Guide students to count by ones, tens or hundreds within 1000 to complete a number pattern.

Teaching Tips

- Highlight the importance of using zero as a placeholder in 3-digit numbers where there are no tens or ones.
- Ensure that students understand that the word 'and' is placed immediately after the word 'hundred' in the number word.

For answers, go to Answer Key.

Answer Key

WEEK 1

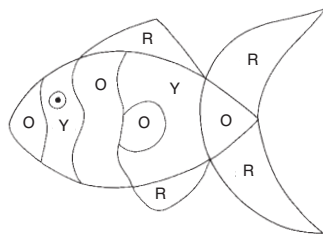
MONDAY

PRIME SH page 4

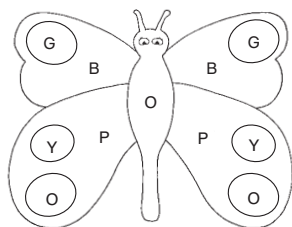
Math Read-Aloud: *Handa's Hen*

Missing Tens, page 5

Fishy Fun, page 6



Beautiful Butterfly, page 7



TUESDAY

PRIME SH pages 8, 9

Practice 1 Answers

1. a) 230 b) 353
2. a) 505 b) 668
3. a) 101 b) 340
4. a) 562 b) 680 c) 879
5. four hundred and three
6. a) three hundred
b) five hundred and fourteen
c) seven hundred and thirty-eight
d) nine hundred and ninety-five
7. a) 248; 249; 250; 251 b) 587; 597; 607; 617
c) 681; 781; 881; 981

Math Read-Aloud: *Handa's Hen*

On the Farm, page 10

It's Your Birthday!, page 11

HOW OLD ARE YOU?

Students should write their age on the line.

Quick Review

1. 9, 2
2. 0, 6

Counting Clouds, page 12

(From left to right) 158, 288, 350, 222, 415, 333, 400, 499

WEEK AT A GLANCE

WEDNESDAY

PRIME SH pages 13–14

Practice 2 Answers

1. a) 134 b) 220
2. a) 542 b) 396 c) 708
3. a) 4; 5; 3; 453 b) 6; 7; 0; 670
c) 8; 0; 7; 807

Math Read-Aloud: *The Grapes of Math*

Count Them Up, page 15

What do friendly cats say to each other?, page 16

Have a mice day.

A-5, Y-25, J-35, C-55, M-75, D-60, V-40,
N-10, H-20, E-30, T-85, I-50

Which dinosaur always finishes in third place?, page 17

bronze-asaurus

B-502, Z-700, U-550, M-688, R-829,
T-907, S-860, D-926, O-745, N-826,
A-990, E-999

THURSDAY

PRIME SH pages 18, 19

Practice 2 Answers

4. a) 245 b) 550
5. a) 726 b) 530 c) 908
6. 574; 450; 309; 80; 700

Math Read-Aloud: *The Grapes of Math*

Number Sequences, page 20

What runs but never walks?, page 21

water

A-125, E-206, W-634, T-519, C-922, N-390,
D-411, R-817

Carrot Cruncher, page 22

