

2nd Grade

April 27 - May 1st

Alternate Schedule (Do only core assignments for the day): Monday and Wednesday: Math, Science; Tuesday and Thursday: Phonics and Social Studies - Your child should read everyday

	Monday 4/27/2020	Tuesday 4/28/2020	Wednesday 4/29/2020	Thursday 4/30/2020	Friday 5/1/2020
Grammar / Shurley	Pg. 173	Completed Grammar Books *Begin Poetry	Completed Grammar Books *Poetry	Completed Grammar Books *Poetry	Complete unfinished work
Phonics	Unit Checkup	Pgs. 185 - 188	Pgs. 189 - 190	Pgs. 191 - 192	Complete unfinished work
Math	Pgs. 467 - 468; 471 - 472; 475 - 476 Iknowit (website) Complete +/- Word Problems and Counting by 25	Pgs. 477 -478; 481-482; 491-492 Iknowit (website) Complete Counting Dollars and Cents	Pgs. 511-514 Iknowit (website) Complete Fewest Coins and Add 10 to Any Number	Pgs. 517-518; 525-526 Iknowit (website) Complete Make Change and Time to the Half Hour	Complete unfinished work
Reading	Chapter 4-5 The Chocolate Touch	Chapter 6 The Chocolate Touch	Chapter 7 The Chocolate Touch	Chapter 8-9 The Chocolate Touch	Complete unfinished work
Science	Plants as Natural Resources Slides 2-5	Plants as Natural Resources Slides 2-5	Habitats Slides 2-7	Habitats Slides 2-7	Complete unfinished work
Social Studies	Capital, Human, and Natural Resources Slides 2-4	Capital, Human, and Natural Resources Slides 2-4	Capital, Human, and Natural Resources Slides 2-4	Capital, Human, and Natural Resources Slides 2-4	Complete unfinished work
Wordly Wise	Completed	Completed	Completed	Completed	Completed
Writing	Journal	Journal	Journal	Journal	Journal
AR	Read 10 min.	Read 10 min.	Read 10 min.	Read 10 min.	Read 10 min.
Online Task Suggestions	Typing Club - Complete 1 lesson Sumdog - 10 Minutes Lalilo - 10 Minutes	Typing Club - Complete 1 lesson Prodigy - 10 Minutes Lalilo - 10 Minutes	Typing Club - Complete 1 lesson Sumdog - 10 Minutes Lalilo - 10 Minutes	Typing Club - Complete 1 lesson Prodigy - 10 Minutes Lalilo - 10 Minutes	Typing Club - Complete 1 lesson Sumdog - 10 Minutes Lalilo - 10 Minutes

April 27

Chapter 24 Checkup 77

Name: _____ Date: _____

SKILLS

► **Exercise 1:** Use the letter parts below to fill in the blanks of the friendly letter.

SAMPLE PARTS of a Friendly Letter:	Your friend,	Dear Katy,	33 Pine Road
We have a new puppy named Buffy. He	likes to sleep with me.	Marla	Trent, MI 00016
			May 28, 2008

Friendly Letter

1. **Heading:** _____

2. **Greeting:**

3. **Body:** _____

4. **Closing:** _____

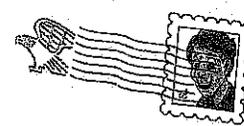
5. **Signature:** _____

► **Exercise 2:** Write the parts of an envelope in the blanks. Use the parts below.

The Return Address:
Maria Jones
33 Pine Road
Trent, MI 00016

The Mailing Address:
Katy Green
40 Lee Street
Grant, MI 00022

6. _____



7. _____

Name _____

Read each clue. Fill in the circle next to the prefix or suffix that will make a new word that matches the clue. Write the new word on the line.

- | | | | | |
|----------------------------------|-------|----------------------------|----------------------------|----------------------------|
| 1. <u>use</u> again | _____ | <input type="radio"/> re- | <input type="radio"/> -ful | <input type="radio"/> mis- |
| 2. not <u>usual</u> | _____ | <input type="radio"/> -ly | <input type="radio"/> un- | <input type="radio"/> re- |
| 3. <u>behaves</u> badly | _____ | <input type="radio"/> mis- | <input type="radio"/> un- | <input type="radio"/> de- |
| 4. giving <u>help</u> | _____ | <input type="radio"/> -ful | <input type="radio"/> -ly | <input type="radio"/> ex- |
| 5. not <u>pleased</u> | _____ | <input type="radio"/> re- | <input type="radio"/> ex- | <input type="radio"/> dis- |
| 6. to take away the <u>frost</u> | _____ | <input type="radio"/> un- | <input type="radio"/> de- | <input type="radio"/> -ly |

Read each word. Then fill in the circle beside the word that shows how to divide the word into syllables.

- | | | | |
|--------------|-----------------------------------|-----------------------------------|----------------------------------|
| 7. earth | <input type="radio"/> ear-th | <input type="radio"/> earth | <input type="radio"/> e-arth |
| 8. sunset | <input type="radio"/> suns-et | <input type="radio"/> sunset | <input type="radio"/> sun-set |
| 9. replanted | <input type="radio"/> re-plant-ed | <input type="radio"/> rep-lant-ed | <input type="radio"/> replant-ed |
| 10. better | <input type="radio"/> be-tter | <input type="radio"/> bett-er | <input type="radio"/> bet-ter |
| 11. robin | <input type="radio"/> rob-in | <input type="radio"/> ro-bin | <input type="radio"/> ro-bi-n |
| 12. magic | <input type="radio"/> mag-ic | <input type="radio"/> ma-gic | <input type="radio"/> magi-c |
| 13. quiet | <input type="radio"/> qu-i-et | <input type="radio"/> quie-t | <input type="radio"/> qui-et |
| 14. monument | <input type="radio"/> mo-nu-ment | <input type="radio"/> mon-u-ment | <input type="radio"/> monu-ment |
| 15. purple | <input type="radio"/> pu-rple | <input type="radio"/> purp-le | <input type="radio"/> pur-ple |
| 16. music | <input type="radio"/> mus-ic | <input type="radio"/> mu-sic | <input type="radio"/> m-u-sic |

▶ **Read each sentence. Circle the word or words with a prefix, suffix, or ending.**

1. News about Earth may discourage you.
2. We cannot always rebuild what we harm.
3. We cannot turn dirty water into clean water overnight.
4. We know that the future of many kinds of animals is uncertain.
5. Many people treat Earth and animals improperly.
6. However, many more people are thoughtful.
7. Many people work hard for a comfortable, safe planet.
8. Earth can renew itself.
9. We must be hopeful about the future.
10. You can make a difference by pitching in to do your part!

▶ **Write the base word of each word you circled.**

- | | | |
|---|--|---|
| 11. _____
12. _____
13. _____
14. _____
15. _____ | | 16. _____
17. _____
18. _____
19. _____
20. _____ |
|---|--|---|

Name _____

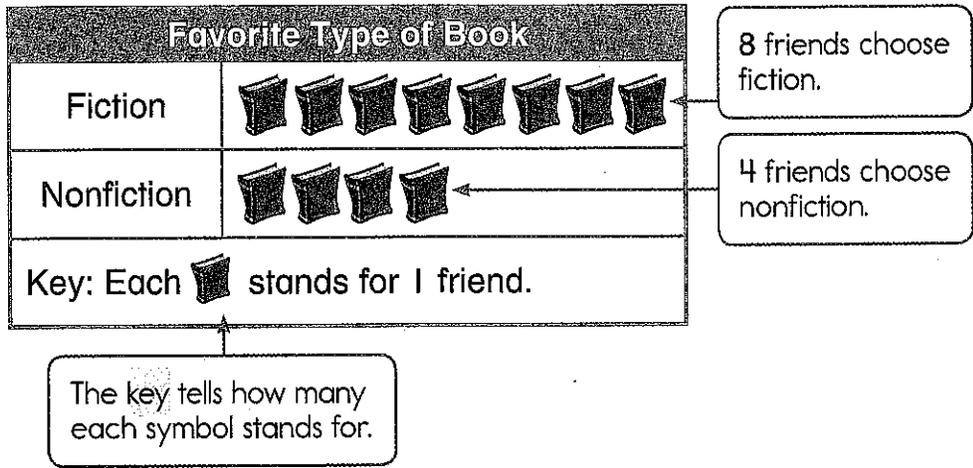
Objective
 Read and interpret picture graphs.

Math Words
 picture graph
 symbol
 data
 key

Read Picture Graphs

Miranda asks her friends about their favorite type of book. She records the data in a picture graph. What does the picture graph show about Miranda's friends?

A picture graph uses symbols to show data.



The picture graph shows that 8 friends choose fiction and 4 friends choose nonfiction.

PRACTICE

Use the picture graph about favorite types of books to answer the questions.

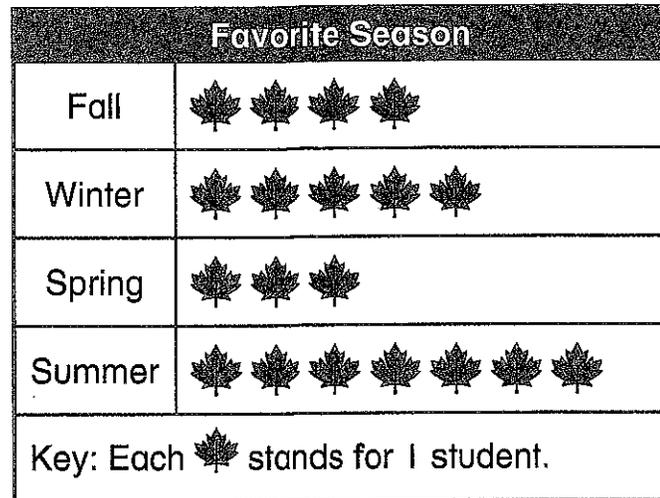
1. Which type of book do more friends choose?

2. How many more friends choose fiction than nonfiction?

_____ - _____ = _____ friends

PRACTICE

The picture graph shows the favorite seasons of a group of students. Use the picture graph to answer the questions.



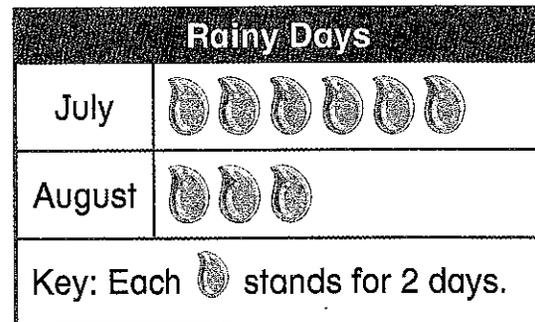
3. Which season is the favorite of the least number of students?

4. How many students like spring or summer best?

___ + ___ = ___ students

Problem Solving

Use the picture graph about rainy days to answer the question.



5. How many days did it rain in July and August? Explain how you found your answer.

Write About It

6. Why is it important to read the key before looking at the data in a picture graph?

Name _____

Make Picture Graphs

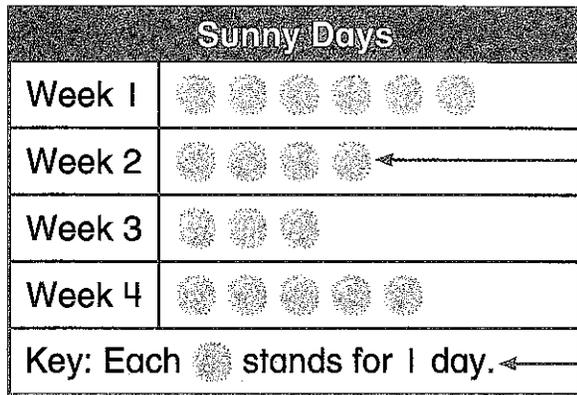
Jeremiah records the number of sunny days for four weeks.

How can Jeremiah make a picture graph of the data?

Sunny Days	
Week	Tally
Week 1	
Week 2	
Week 3	
Week 4	

Objective
 ■ Make, read, and interpret picture graphs.

Math Words
 tally chart
 picture graph
 data
 symbol
 key



- First, decide what symbol to use and how many days it will stand for.
- Since the symbol stands for 1 day, draw 1 symbol for each sunny day.
- Include a key so the reader knows what each symbol means.

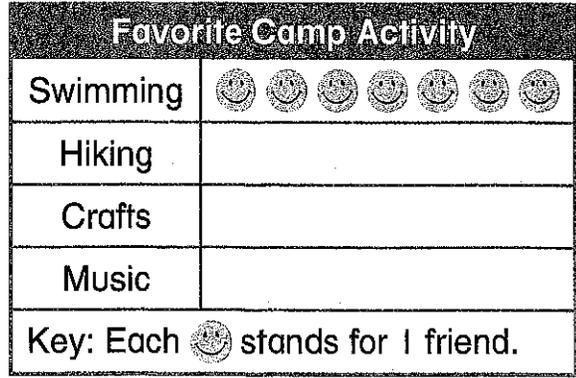
The picture graph shows Jeremiah's data.

PRACTICE

Friends voted on their favorite camp activities. Seven chose swimming, 4 chose hiking, 6 chose crafts, and 2 chose music. Use the data to complete the tally chart and picture graph.

I.

Favorite Camp Activity	
Activity	Tally
Swimming	
Hiking	
Crafts	
Music	

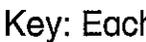


Summer asks her friends to vote on their favorite color. Use the data in the tally chart to complete the picture graph.

2.

Favorite Color	
Color	Tally
Red	
Purple	
Green	
Blue	

Favorite Color	

Key: Each  stands for 1 vote.

Problem Solving

Use Summer's data about favorite colors to solve.

- Summer wants to change her picture graph to use fewer symbols. If she makes each symbol stand for 2 votes, how many symbols will she draw for blue?

Summer will draw ____ symbols for blue.

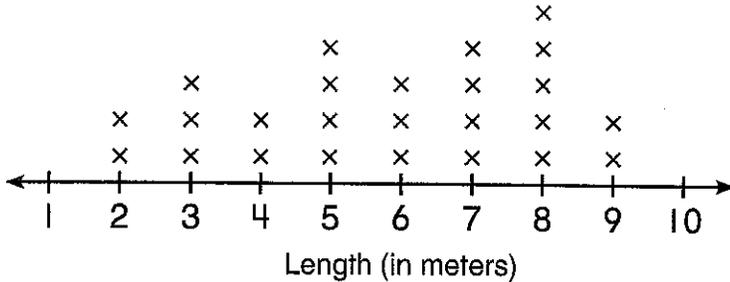
Write About It

- George is making a picture graph to show the number of hits by players in a baseball game. What symbol do you think George should use for the picture graph? Explain.

Name _____

Delaney measures pieces of fabric in her dress shop. Use the line plot of the data to answer the questions.

Delaney's Fabric



1. How many of Delaney's pieces of fabric have a length of 5 meters or less?

_____ pieces

2. What is the difference in length between the longest and shortest pieces of fabric?

A biologist records the lengths, to the nearest inch, of some frogs' jumps. Use the data in the tally chart to make a line plot.

3.

Frog Jumps	
Length (in inches)	Tally
11	
12	
13	
14	
15	
16	

Frog Jumps



Some students are choosing a name for the class goldfish. The picture graph shows the students' votes. Use the picture graph to answer the questions.

Goldfish Names	
Zippy	
Goldie	
Frank	
Key: Each  stands for 1 vote.	

4. Which name got the fewest votes?

5. If 3 girls voted for Frank, how many boys voted for Frank?

_____ boys

Ling asks her friends about their favorite type of muffin. Use the data in the tally chart to complete the picture graph and answer the question.

6.

Favorite Muffin	
Type	Tally
Blueberry	
Pumpkin	
Banana Nut	

Favorite Muffin	

7. How many more friends voted for blueberry or banana nut muffins than voted for pumpkin muffins?

_____ friends

April 28

Read Aloud

Changing

by Mary Ann Hoberman

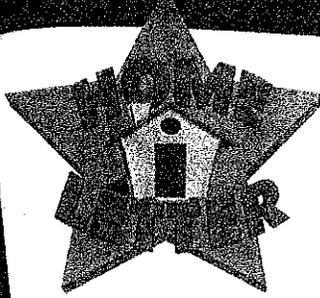
I know what I feel like;
 I'd like to be you
 And feel what you feel like
 And do what you do.

I'd like to change places
 For maybe a week
 And look like your look-alike
 And speak as you speak
 And think what you're thinking
 And go where you go
 And feel what you're feeling
 And know what you know.

I wish we could do it;
 What fun it would be
 If I could try you out
 And you could try me.



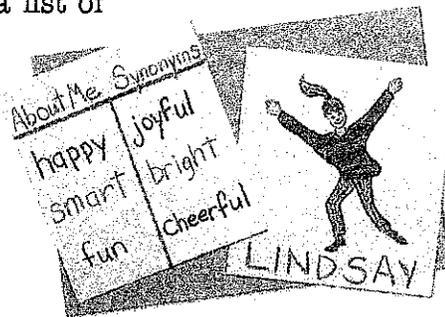
What things about you
 make you special?



Dear Family,

In this unit, called "Express Yourself," your child will learn about **synonyms** such as **big** and **large**; **antonyms** such as **lost** and **found**; **homonyms** such as **blue/blew**, and **homographs** such as **play**, which has several meanings. Your child will also be learning dictionary skills. As your child explores these skills, you might like to try these activities together.

- ▶ Have your child write a list of words that describe himself or herself. Then help your child write a second list of words that are synonyms and draw a picture to go with the words.



- ▶ With your child, read the poem on page 185. Ask your child to identify words with synonyms, antonyms, homonyms, and homographs.
- ▶ Your child might enjoy reading these books with you. Look for them in your local library.

How to Be Cool in the Third Grade
by Betsy Duffey

Louise Goes Wild
by Stephen Krensky

Sincerely,

Estimada familia:

En esta unidad, que trata sobre "Express Yourself" ("Expresándote"), su hijo/a estudiará **sinónimos** como **big** (grande) y **large** (amplio); **antónimos** como **lost** (perdido) y **found** (encontrado); **homónimos** como **blue** (azul)/**blew** (sopló) y **homógrafos** como **play** (jugar), que tienen varios significados. También aprenderá a usar un diccionario. A medida que su hijo/a se vaya familiarizando con estas destrezas, pueden hacer las siguientes actividades juntos.

- ▶ Pidan a su hijo/a que escriba una lista de palabras que lo/a describen. Ayuden a su hijo/a a escribir una segunda lista de palabras que son sinónimos. Pídanle que haga un dibujo de sí mismo/a para acompañar las palabras.

- ▶ Lean juntos el poema en la página 185. Pidan a su hijo/a que identifique las palabras con sinónimos, antónimos, homónimos, y homógrafos.

- ▶ Ustedes y su hijo/a disfrutarán leyendo estos libros juntos. Búsquenlos en su biblioteca local.

How to Be Cool in the Third Grade
de Betsy Duffey

Louise Goes Wild
de Stephen Krensky

Sinceramente,

Name _____

DEFINITION

Read each sentence. Then rewrite it, replacing the underlined word with a synonym from the box.

Synonyms are words that have the same or almost the same meaning.
big—large fall—drop

closes	discovers	field	forgets	glad
happens	loud	pretty	radio	silent
tale	teaches	unhappy	upset	woods

1. My dad enjoys reading me a story before bedtime. _____

2. I am happy when we spend time together. _____

3. He begins to read when I am quiet. _____

4. He always finds a new story to read. _____

5. This story is about a girl who lives in the forest. _____

6. She wears a beautiful red cape. _____

7. I can't wait to find out what occurs. _____



What story do you think the girl's dad read to her? How can you tell?

Read each riddle. Write a word from the box to answer the riddle.

big beautiful boat close funny hear woods

1. I have four letters. I mean the same as listen. I am _____.
2. I have five letters. I mean the same as comical. I am _____.
3. I have four letters. I mean the same as ship. I am _____.
4. I have five letters. I mean the same as near. I am _____.
5. I have three letters. I mean the same as large. I am _____.
6. I have five letters. I mean the same as forest. I am _____.
7. I have nine letters. I mean the same as pretty. I am _____.

For each group of words, draw a line from the word in the first column to its synonym in the second column.

8.		9.		10.	
fix	hurt	huge	said	say	drop
injure	gift	pretty	large	fall	little
present	repair	told	quiet	glisten	hard
raise	remain	silent	glad	difficult	tell
stay	lift	happy	beautiful	small	sparkle
11.		12.		13.	
fearful	crawl	street	road	powerful	trip
rare	sad	fast	unhappy	strike	piece
creep	afraid	sad	hurry	journey	strong
big	unusual	rush	closes	store	hit
unhappy	large	shuts	quick	part	shop



Name _____

Read Bar Graphs

Daria makes a bar graph about students in her class. What does her bar graph show?

A bar graph uses bars to show data.

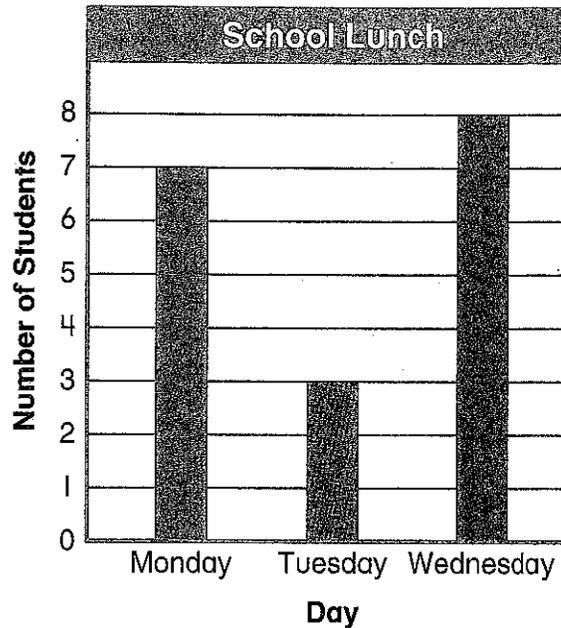
Objective
 Read and interpret bar graphs.

Math Words
 bar graph
 data

The height of the bar for Wednesday is 8.

The height of the bar for Monday is 7.

The height of the bar for Tuesday is 3.



Follow the height of the bar across to find the number of students.

The bar graph shows that 7 students eat school lunch on Monday, 3 on Tuesday, and 8 on Wednesday.

PRACTICE

Use Daria's bar graph to answer Exercises 1–2.

1. How many more students eat school lunch on Wednesday than on Tuesday?

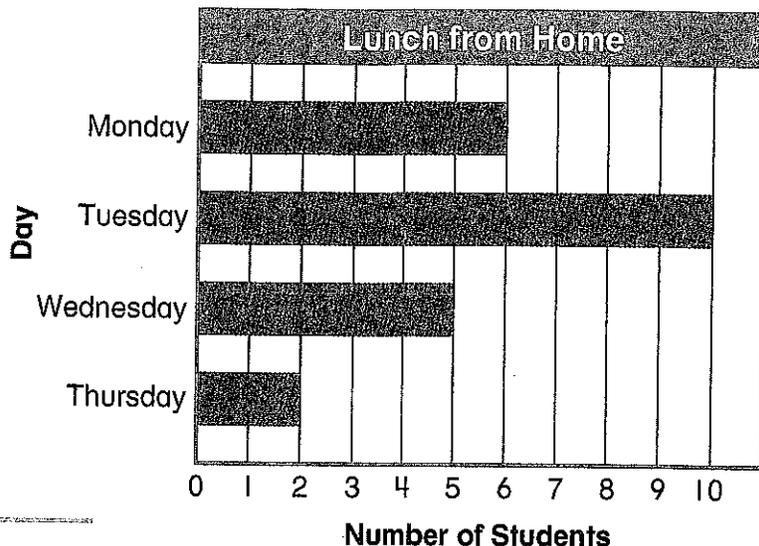
_____ - _____ = _____ students

2. What is the total number of students who eat lunch?

_____ + _____ + _____ = _____ students

Use the bar graph to answer Exercises 3–5.

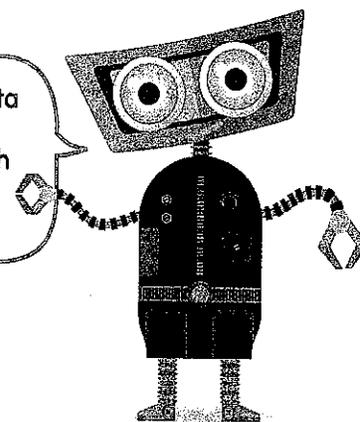
3. On which day did the most students bring lunch from home?



4. How many more students bring lunch on Wednesday than on Thursday?

_____ students

In this graph, the data is shown in bars that go across. The length of the bar tells the number of students.



Problem Solving

5. How many more students bring lunch on Monday and Tuesday together than on Wednesday and Thursday together?

_____ students

Write About It ◆

6. Some graphs have bars that go up and down. Some have bars that go across. Explain how these graphs are alike and how they are different.

Name _____

Make Bar Graphs

Antonio records the types of birds that come to his bird feeder one morning. He shows the data in a tally chart.

Birds at a Bird Feeder	
Bird	Tally
Blue Jay	
Chickadee	
Goldfinch	

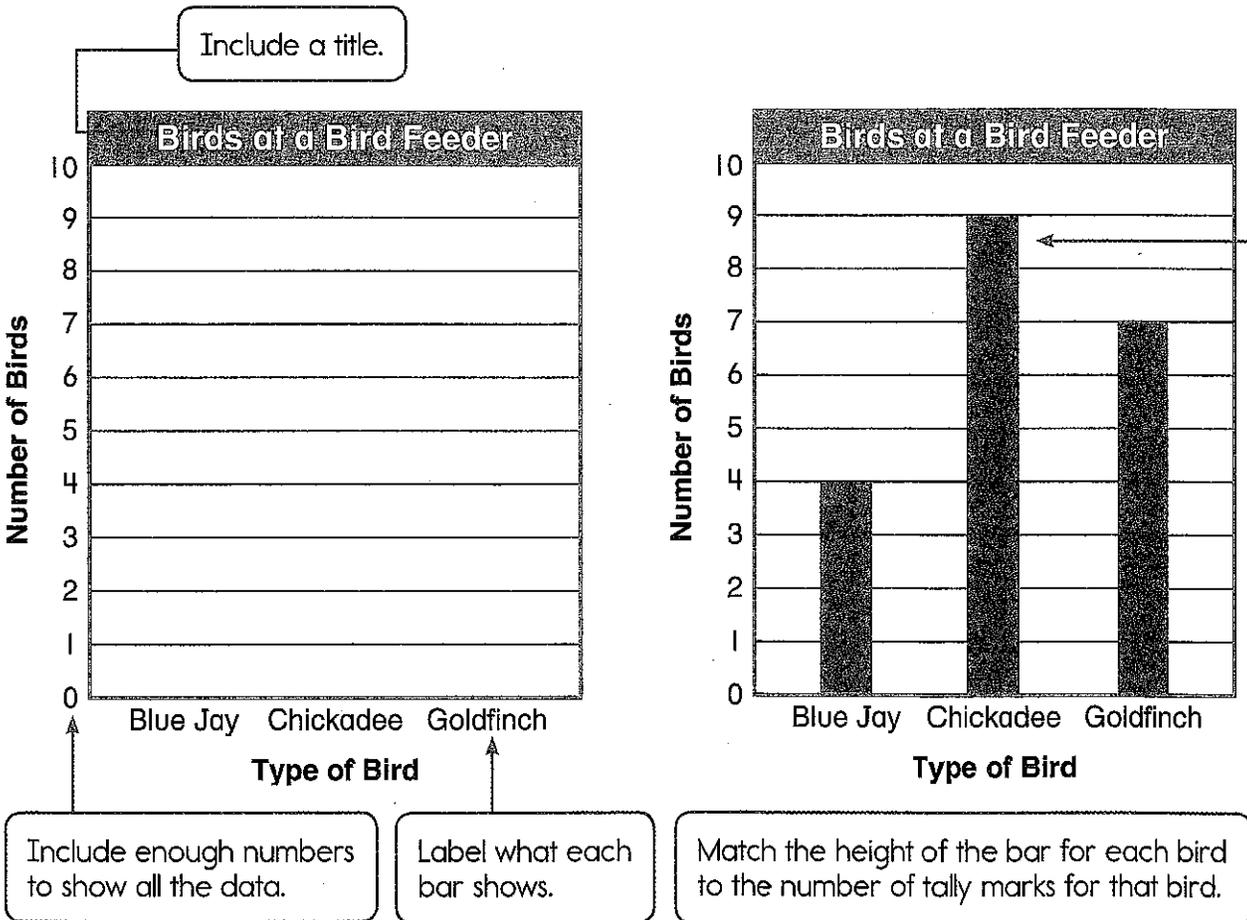
Objective

Make, read, and interpret bar graphs.

Math Words

data
bar graph

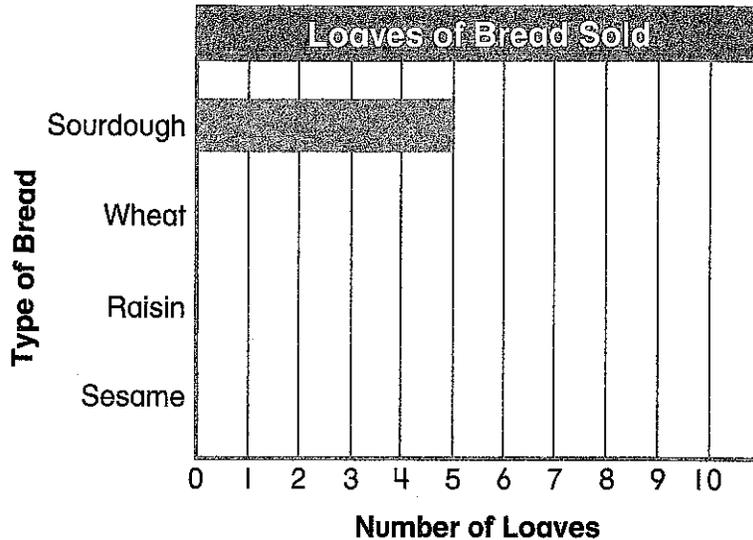
How can Antonio make a bar graph of the data?



PRACTICE

A baker records the loaves of bread sold one morning. Use the data in the tally chart to complete the bar graph and answer the question.

Loaves of Bread Sold	
Type	Tally
Sourdough	
Wheat	III
Raisin	
Sesame	I



2. How many more loaves of wheat bread are sold than loaves of raisin bread?

_____ loaves

Problem Solving

Use the data about loaves of bread to solve.

3. Later, another 15 loaves of wheat bread are sold, but no more loaves of raisin bread. How many more wheat loaves than raisin loaves are sold now?

_____ more wheat loaves are sold now.

Write About It

4. How do you know how tall or how long to make each bar on a bar graph?

Name _____

A group of students measures the lengths of some colored pencils in the classroom. Use the data in the tally chart to make a line plot and answer the question.

1.

Colored Pencil Lengths	
Length (in cm)	Tally
12	
13	
14	
15	
16	
17	



2. How many colored pencils have a length greater than 14 centimeters?

_____ colored pencils

Rex asks his friends what type of school show they would most like to see next spring. Use the data in the tally chart to complete the picture graph.

3.

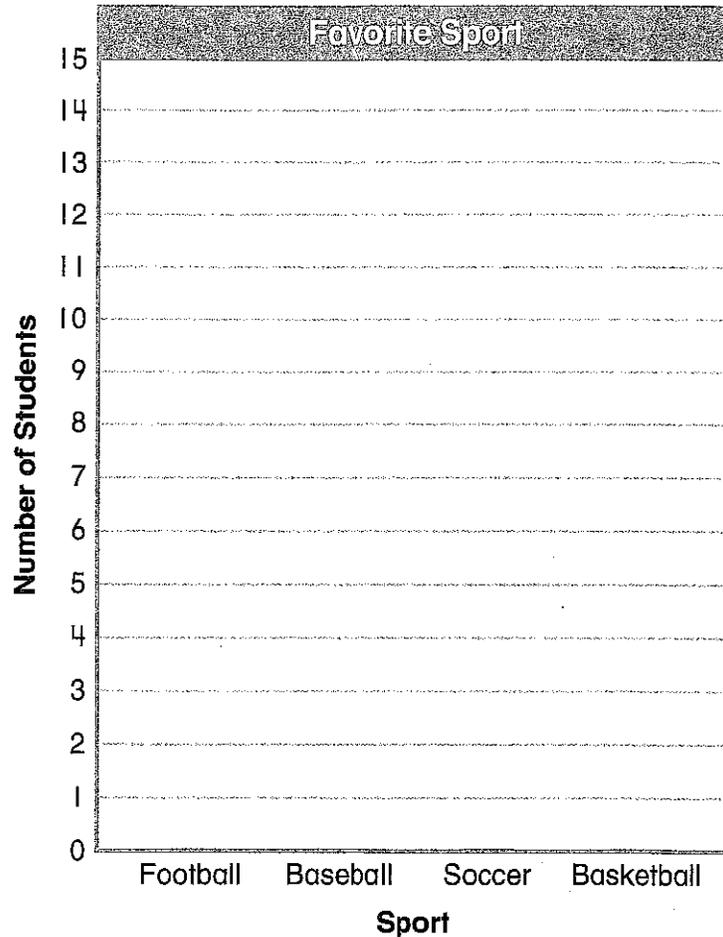
Spring Show	
Type	Tally
Play	
Musical	
Talent Show	

Spring Show	
Key: Each  stands for 1 vote.	

A gym teacher asks some students about their favorite sport. The tally chart shows the data. Use the data to complete the bar graph and answer the questions.

4.

Favorite Sport	
Sport	Tally
Football	
Baseball	
Soccer	
Basketball	



5. Did more students choose baseball and basketball combined or football and soccer combined?

_____ and _____

6. How many more students chose football than chose basketball?

_____ students

7. Football received more votes than which two sports combined?

_____ and _____

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April 29

Day
6

Chapter 7

Today's Skill:
Write to Explain

Everything that John puts in his mouth turns to chocolate. Would you want this to happen to you? Give reasons to support your answer.

Day
7

Chapters 8-9

Today's Skill:
Summary

A summary is a short description of the big events. Use the boxes to create your main ideas. Put them together to create a summary of one of the chapters.

BEGINNING

MIDDLE

END

Day
8

Chapter 10

Today's Skill:
Perspective Taking

Imagine you were Dr. Cranium in this chapter. Would you believe John's stories? Why or why not?

Day 9

Chapter 11

Today's Skill:
Problem and Solution

Identify a problem that arises in this chapter and how is it solved?

PROBLEM:



Blank box for writing the problem.

SOLUTION:



Blank box for writing the solution.

Do you think this plan will work long-term? Why or why not?

Four horizontal lines for writing an answer.

Day 10

Chapter 12

Today's Skill:
Analyze

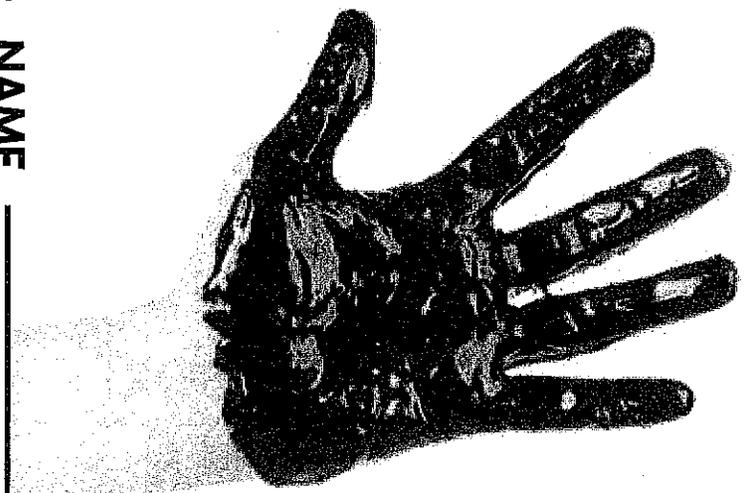
What was the author trying to teach you in this book? Explain using text evidence.

Eight horizontal lines for writing an answer.

Week 1

The Chocolate Touch

By: Patrick Skene Catling



NAME

Blank box for writing the name.

Name _____

DEFINITION

Antonyms are words that are opposite or almost opposite in meaning.
lost—found

▶ For each group of words, draw a line from the word in the first column to its antonym in the second column.

1.	strong	dark	2.	light	tight	3.	large	fearful
	hot	cold		loose	warm		sharp	dull
	many	few		cool	heavy		sick	healthy
	light	weak		fat	thin		fearless	small
4.	asleep	fast	5.	swiftly	quiet	6.	hard	under
	slow	awake		noisy	slowly		young	soft
	friend	enemy		difficult	go		above	old
	full	empty		come	easy		over	below

▶ Read each sentence. Circle the word that makes each sentence tell about the picture. Write the new sentence on the line.

7. Danny and Fran (climbed, descended) a hill.



8. It was (easy, difficult) to go up the steep hill.



9. Along the path, they saw many (dull, sharp) rocks.



10. When they reached the top, they were (happy, sad).



Read each word. Write its antonym in the blanks.
Write the letters from the boxes to answer the question.

- | | | | | | |
|-------|----------|-------|---------|-------|---------|
| above | clear | enemy | healthy | loose | outside |
| over | separate | sharp | simple | tall | wide |

1. tight
2. friend
3. join
4. difficult
5. under
6. inside
7. smoky
8. narrow
9. short
10. sick
11. below
12. dull

 What are antonyms? _____



Help your child to name other antonym pairs and explain their meanings.

Name _____

Compare Money

Can Haley buy a mango for 93¢ using the money shown?



- First, find the total amount of money.



25¢ 50¢ 75¢ 85¢ 95¢ 96¢ 97¢ 98¢

- Then, compare the total amount to 93¢.

98¢ is greater than 93¢. Haley can buy the mango.

MORE PRACTICE

Write the total amount. Then write *yes* or *no* to tell if it is enough money to buy the item.

1. A folder costs 88¢.



Is there enough money? _____

2. An eraser costs 51¢.



Is there enough money? _____

HOMEWORK

Compare the total amounts of the two groups of coins. Circle the group with the greater amount.

1.



Problem Solving

2. Regan wants to buy a pencil for 47¢ . She has 1 quarter, 1 dime, and 5 pennies. Does Regan need a nickel or a dime more to have enough money to buy the pencil?

Regan needs a _____.

3. Emmanuel buys an eraser for 36¢ . He pays the exact amount with 3 different coins. Which coins could Emmanuel use to pay for the eraser?

Emmanuel could use _____.

Write About It

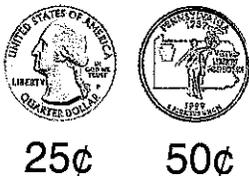
4. A snack costs 83¢ . Can you buy that snack with 1 quarter, 3 dimes, 5 nickels, and 2 pennies? Explain.

Name _____

Make Change

George buys a toy car for 47¢. He pays for the car with 2 quarters. How much change does George receive?

- First, find the amount that George paid.



2 quarters is 50¢.

- Then find the amount of change, or money back, that George receives.

Count up from the price to the amount paid.
Count up by 1s from 47¢ to 50¢.



George receives 3¢ change.

Objective

- Find the amount of change needed, given the price and amount paid.

Math Words

- change
- quarter
- dime
- nickel
- penny

PRACTICE

Find the amount paid. Then find the change.

Price	Amount Paid	Change
1.	 _____	 _____
2.	 _____	 _____

PRACTICE

Two friends each buy a toy truck for 68¢.
How much change will each friend receive?

3. Melissa uses



Her change is _____.

4. Erin uses



Her change is _____.

Problem Solving

5. Kyle wants to buy a toy plane for 89¢.
He has 3 quarters. His mother gives
him 2 dimes. How much change will
Kyle receive?

Kyle will receive _____¢ change.

Write About It

6. How do you decide how much change
someone receives?

April 30

Name _____

DEFINITION

Homonyms are words that sound alike but have different spellings and meanings.
right—write

▶ **Read each sentence. Circle the word that completes the sentence and write it on the line.**

- 1. My soccer team (beat, beet) every team this year. _____
- 2. We (maid, made) it to the city finals. _____
- 3. We (road, rode) to the big game in a bus. _____
- 4. We wore our new (blew, blue) uniforms. _____
- 5. "Play (fair, fare)," said our coach. _____
- 6. Then he (sent, cent) us out onto the field. _____
- 7. The time went (buy, by) fast. _____
- 8. We (eight, ate) oranges at half time. _____
- 9. We couldn't (wait, weight) to continue the game. _____
- 10. The game lasted one (our, hour). _____
- 11. Katie's goal (won, one) the game for us. _____
- 12. The team's picture will (bee, be) in the newspaper. _____
- 13. Our trophy will arrive next (weak, week). _____



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How do you think the team will feel about playing together next year?

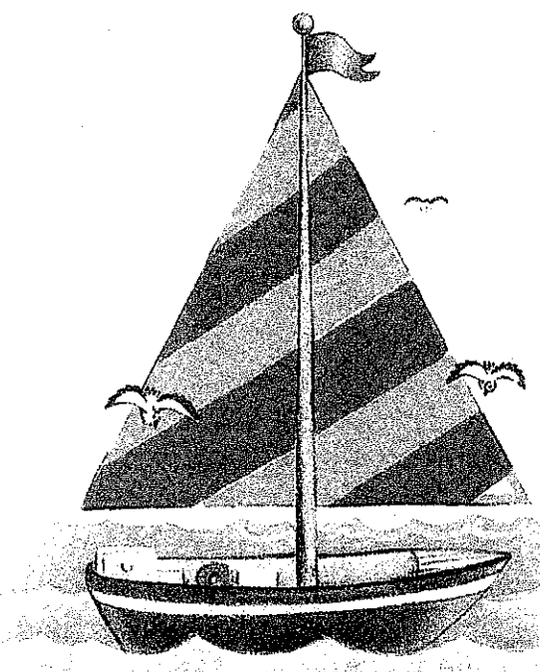
Homonyms: Words in context, critical thinking

Read each sentence. Circle the word that completes the sentence. Write it on the line.

- | | | |
|---|-------|--------|
| 1. _____ have a favorite hobby. | Eye | I |
| 2. I like to _____ with my brother. | sail | sale |
| 3. He _____ many things about boats. | nose | knows |
| 4. He is teaching me to tie a square _____. | knot | not |
| 5. Last week he _____ me practice. | maid | made |
| 6. I still can't tie it the _____ way. | right | write |
| 7. We sail _____ boat every weekend. | hour | our |
| 8. We will sail today _____ tomorrow. | oar | or |
| 9. We must _____ for the wind to blow. | wait | weight |

For each group of words, draw a line from the word in the first column to its homonym in the second column.

- | | | | |
|--------|-------|------|-------|
| 10. | | 11. | |
| break | knot | ate | wrap |
| not | stake | ring | wring |
| weight | wait | rap | eight |
| steak | brake | bare | bear |
| 12. | | 13. | |
| right | dye | I | pane |
| see | sea | led | sale |
| die | road | sail | eye |
| rode | write | pain | lead |



Help your child to name other homonym pairs and explain the meaning of each word.

Name _____

Add and Subtract Money

Zoe has 56¢. Erin has 38¢. How much money do the girls have in all? What is the difference of the amounts they have?

First, find the sum of the amounts.

	dimes	pennies
	5	6¢
+	3	8¢
	9	4¢

Add the pennies first. There are more than 9 pennies. Regroup 10 pennies as 1 dime. Then add the dimes.

Objective
 ■ Add and subtract amounts of money.

Math Words
 sum
 difference
 dimes
 pennies

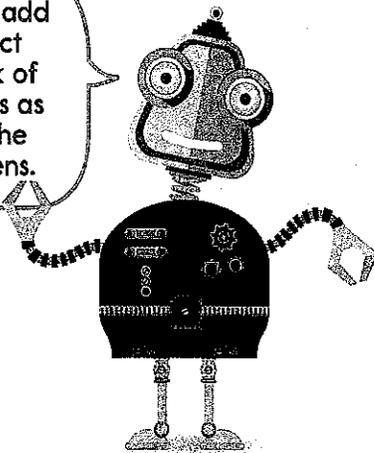
➔ Zoe and Erin have 94¢ in all.

Then, find the difference of the amounts.

	dimes	pennies
	4	16
-	3	8¢
	1	8¢

Subtract the pennies first. There are not enough pennies to subtract. Regroup 1 dime as 10 pennies. Then subtract.

When you add and subtract cents, think of the pennies as ones and the dimes as tens.



➔ The difference of the amounts they have is 18¢.

PRACTICE

Find the sum or difference. Regroup where needed.

1.

	dimes	pennies
	2	9¢
+		7¢
		¢

2.

	dimes	pennies
	4	0¢
-	2	7¢
		¢

Find the sum or difference. Regroup where needed.

$$\begin{array}{r|l} 3. & \\ \hline & 8 \quad | \quad 5\text{¢} \\ - & 4 \quad | \quad 6\text{¢} \\ \hline & & | \quad \text{¢} \end{array}$$

$$\begin{array}{r|l} 4. & \\ \hline & 4 \quad | \quad 1\text{¢} \\ + & 2 \quad | \quad 9\text{¢} \\ \hline & & | \quad \text{¢} \end{array}$$

$$\begin{array}{r|l} 5. & \\ \hline & 5 \quad | \quad 1\text{¢} \\ - & 1 \quad | \quad 9\text{¢} \\ \hline & & | \quad \text{¢} \end{array}$$

6. $88\text{¢} + 5\text{¢} = \underline{\hspace{2cm}}$

7. $93\text{¢} - 57\text{¢} = \underline{\hspace{2cm}}$

Find the total cost to buy each set of items.



8. crayons and pencil _____

9. scissors and glue _____

Problem Solving

10. Peter buys a roll of tape for 39¢ and a pen for 28¢. He pays 75¢. How much change does Peter receive?

Peter receives _____¢ change.

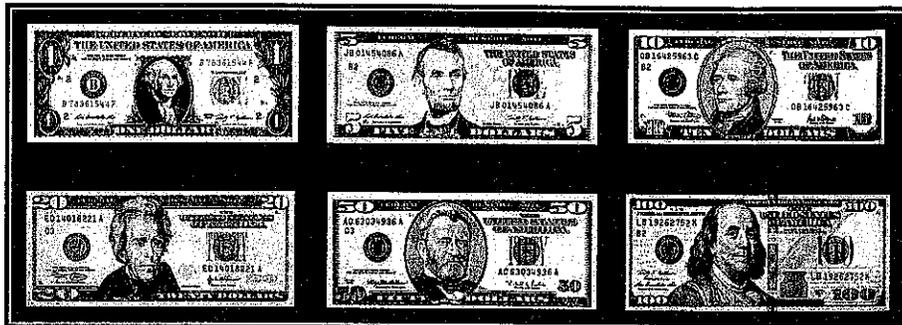
Write About It ◆

11. How is adding dimes and pennies like adding tens and ones?

Name _____

Paper Money

A bank has a display of paper money.



Objective
 Find the value of a group of bills.

Math Words
 one-dollar bill
 five-dollar bill
 ten-dollar bill
 twenty-dollar bill
 fifty-dollar bill
 one hundred-dollar bill

What is the total amount shown in the display?

- First, find the value of each bill.



one-dollar bill = \$1 five-dollar bill = \$5 ten-dollar bill = \$10



twenty-dollar bill = \$20 fifty-dollar bill = \$50



one hundred-dollar bill = \$100

- Then add the bills in order from greatest value to least value.

$$\$100 + \$50 + \$20 + \$10 + \$5 + \$1 = \$186$$

The total amount in the bank display is \$186.

PRACTICE

Count on. Find the total amount.



4. Conner buys a baseball glove. He pays with a one hundred-dollar bill and receives \$43 in change. How much does the baseball glove cost?

The baseball glove costs \$ _____.

Write About It

5. How do you find the total amount of a group of bills?
