



**CANYONS**  
SCHOOL DISTRICT

---

# **Home Learning Resources Grade 2**

---



## Home Learning with Digital Options: Grades 1-2

Listed below you will find options for students to review and practice previously learned content outside of school.

Subject	Menu of Learning Opportunities
ELA-Reading	<ul style="list-style-type: none"> <li>• Read for 20-30 minutes a day.</li> <li>• Retell what was read to another person.</li> <li>• Write a summary of what was read.</li> <li>• 20 minutes of student reading: <a href="#">choral</a> with another person or individually read.</li> <li>• Read a difficult text aloud with an adult or sibling using <a href="#">dyad reading</a>. Discuss what was read with another person and consider using 2-5 <a href="#">question prompts</a>.</li> <li>• 20-30 minutes of Digital learning using Lexia, Imagine Learning, or iReady.</li> <li>• Access <a href="#">Pearson</a> to review text, listen to text, view videos and play games.</li> </ul>
ELA-Writing	<ul style="list-style-type: none"> <li>• Write a summary of what was read. Consider using a <a href="#">four-square</a> graphic organizer to build ideas before writing.</li> <li>• Respond to a <a href="#">generic prompt</a>.</li> <li>• Tell, draw or act out a story you have read or created.</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Practice addition and subtraction <a href="#">facts</a></li> <li>• Sort objects</li> <li>• Tell an addition or subtraction story with objects</li> <li>• Identify shapes within your environment</li> <li>• Access <a href="#">Pearson</a> to view videos and play games</li> <li>• 20 -30 minutes a day for Digital Learning using; ST Math, iReady, Dreambox or Reflex</li> </ul>
Science/Social Studies	<ul style="list-style-type: none"> <li>• Cook or bake using a recipe with an adult</li> <li>• Read science or social studies books</li> <li>• Talk, draw, write about natural things in our world</li> <li>• Build a structure with items around you.</li> <li>• Read from the <a href="#">Open Educational Resource</a> textbook</li> <li>• <a href="#">National Geographic for kids, videos</a></li> <li>• <a href="#">Digital Science Online</a> videos/activities (login: online password: school)</li> <li>• <a href="#">Newsela article</a> with writing or quiz on science/social studies topic work with another person</li> </ul>

Special Education (Resource, ABS/ACC) and/or English Language Learners	<p>Consider scaffolds, accommodations, and/or modifications needed for specific student groups (i.e. special education, English language learners, etc.) including but not limited to:</p> <ul style="list-style-type: none"> <li>• references for prior knowledge to provide foundation for review</li> <li>• sentence starters and frames for writing activities</li> <li>• graphic organizers that support students visualize relationships between facts, concepts and ideas</li> <li>• visuals to support language and comprehension</li> </ul>
--	--

### Links and Log In Guidelines

Utah Education Network:

[Learn at Home](#)

[Utah's Online Library](#)

Utah's Online Library is a collection of electronic resources. It provides statewide access to newspaper articles, magazines, professional journals, encyclopedias, video, photographs, maps, charts, and graphics.

Home access: Go to <https://onlinelibrary.uen.org>

Login Name: online

Password: school

Open Educational Resources

[www.uen.org/oer/](http://www.uen.org/oer/)

Pearson

[www.pearsonrealize.com](http://www.pearsonrealize.com)

National Geographic for Kids

[www.kids.nationalgeographic.com/](http://www.kids.nationalgeographic.com/)

Digital Science Online

[www.visuallearningsys.com/subscription-login](http://www.visuallearningsys.com/subscription-login)

User Name: online Password: school

[Open Educational Resource](https://www.uen.org/oer/) <https://www.uen.org/oer/>

[National Geographic for kids, videos](https://kids.nationalgeographic.com) <https://kids.nationalgeographic.com>

[Digital Science Online](https://www.visuallearningsys.com/subscription-login) <https://www.visuallearningsys.com/subscription-login>

[Newsela article](https://newsela.com) <https://newsela.com>

[Wellness Resources](#)

[Student Resources Home](http://parentconnections.canyonsdistrict.org/home-learning.html) <http://parentconnections.canyonsdistrict.org/home-learning.html>

## Current Classroom Practices

Your student can log into Clever to access most digital platforms that they regularly use.  
Current teacher communication practices will continue during the two week dismissal: (e.g. email, google classroom, Canvas, Remind, DoJo, etc. )

[Logging into Clever at home](#)

[Logging into Pearson at home](#)





**CANYONS**  
SCHOOL DISTRICT

---

# **Home Learning Parent Resources All Grades**

---

# Table of Contents

- 1. Active Reading Strategies**
- 2. Dyad Reading Supports**
- 3. Text Question Prompts**
- 4. Writing Prompts & Supports**
- 5. Math Activities Grades 1 - 2**
- 6. Math Activities Grades 3 - 5**

## Scaffolding Difficult Text for Student Access

The list below contains active reading strategies to support students accessing difficult text. The list of strategies is ordered from **most to least scaffolded**, allowing students to move through the activities to become independent. Download the poster for display in your classroom [here](#). Specific routines explaining each phase in a sequence [here](#). A [Fluency Expression Rubric is downloadable](#) for providing feedback to students using the pillars of fluency: expression (*prosody*), phrasing, smoothness, and pace.

### Active Reading Strategies Scaffolding Descriptions

## CLOZE

The **sun** is up.

Oral cloze reading involves the teacher reading aloud while students actively track the text and read words omitted by the teacher. The teacher leaves out a preselected number of words per paragraph for the students to chorally read, preferably nouns or key vocabulary. To implement, the teacher and students have a copy of the text. The teacher proceeds by reading the text aloud as the students follow along. When the teacher pauses the students say the next word to be read. The teacher continues reading and pauses throughout the text to engage students in the reading.

## ECHO



Echo reading is when the teacher reads a phrase/sentence/paragraph/section of a text aloud and students repeat what the teacher read with the same prosody (expression, attention to punctuation, etc.). Depending on the age level of students and reading proficiency, longer segments of text may be read aloud before students repeat what the teacher has read.

## DUET



Duet reading is when two students are reading the same passage aloud together. The two students share one text and the stronger reader does the pointing as the two students read simultaneously.

## CHORAL



Choral reading is when the entire group (whole class or small group) reads a text aloud together at the same time. The goal is for all students to get an opportunity to read the text. It is recommended that if used in whole class settings that shorter paragraphs in a passage are used to ensure a demonstration of fluent reading as it is difficult for large groups of students to read at the same pace for sustained periods of time. Longer sections can be read in smaller group settings.

## PARTNER



Partner reading is when two students are reading the same text, but take turns reading the passage. The stronger reader reads the sentence/paragraph/section first while the weaker reader follows along. The weaker reader then rereads what the stronger reader read. By having the stronger reader go first, the weaker reader will have greater access and improved fluency during their reading of the text.

## WHISPER



Whisper reading is when all students in the class are reading a passage and each one is whisper reading the passage at their own pace. If students finish reading the assigned section of the text prior to the teacher calling time, then they are expected to go back to the beginning of the assigned section and reread again. This will allow all students to read the passage at least once.

### Dyad Reading:

The following pages identify great oral reading practices that can easily be done at home.

#### Directions:

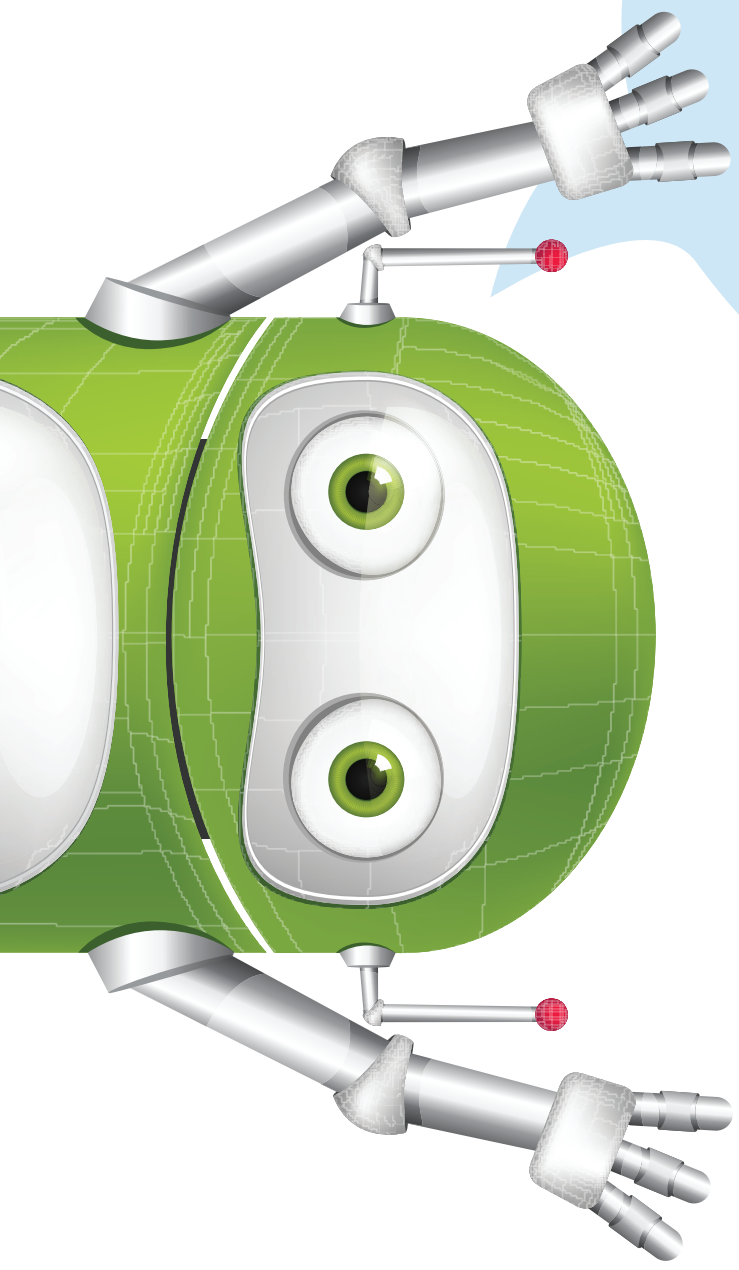
1. Share one book between two people.
2. Sit side-by-side.
3. Track the words with one smooth finger as you read.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

“What a child can do in cooperation today he can do alone tomorrow.”  
(Vygotsky, 1962, p. 104).

# 1. Revisit book or portion of text read

**Practice  
helps me to  
be a better  
reader.**

**Hurrah!!**



# 1. Revisit book or portion of text read

1–2 minutes

## **MATERIALS:**

Book from previous session, **Partners in Dyad Reading** lesson plan

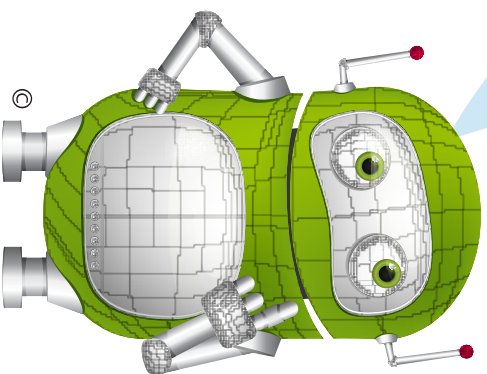
## **ACTIVITY:**

1. Student and tutor revisit previously read text discussing things they remember, found interesting, or other things of note.



## 2. New Book Introduction

I wonder  
what this  
book will  
be about?



## 2. New Book Introduction

**1–2 minutes**—Skip introduction if the student is reading a chapter book.

### **MATERIALS:**

New book with appropriate level of challenge for the student, **Partners in Dyad**  
Reading lesson plan

### **ACTIVITY:**

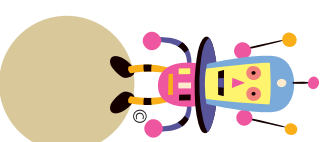
1. Tutor introduces the new book by reading the title, the author/illustrator, and pointing out tricky words in the text section to be read (character names and difficult vocabulary words).
2. Tutor asks the student to make some predictions about the text.

### **TIP:**

Tutor gives the student an opportunity to share what he/she knows about the subject.

### **RECORD:**

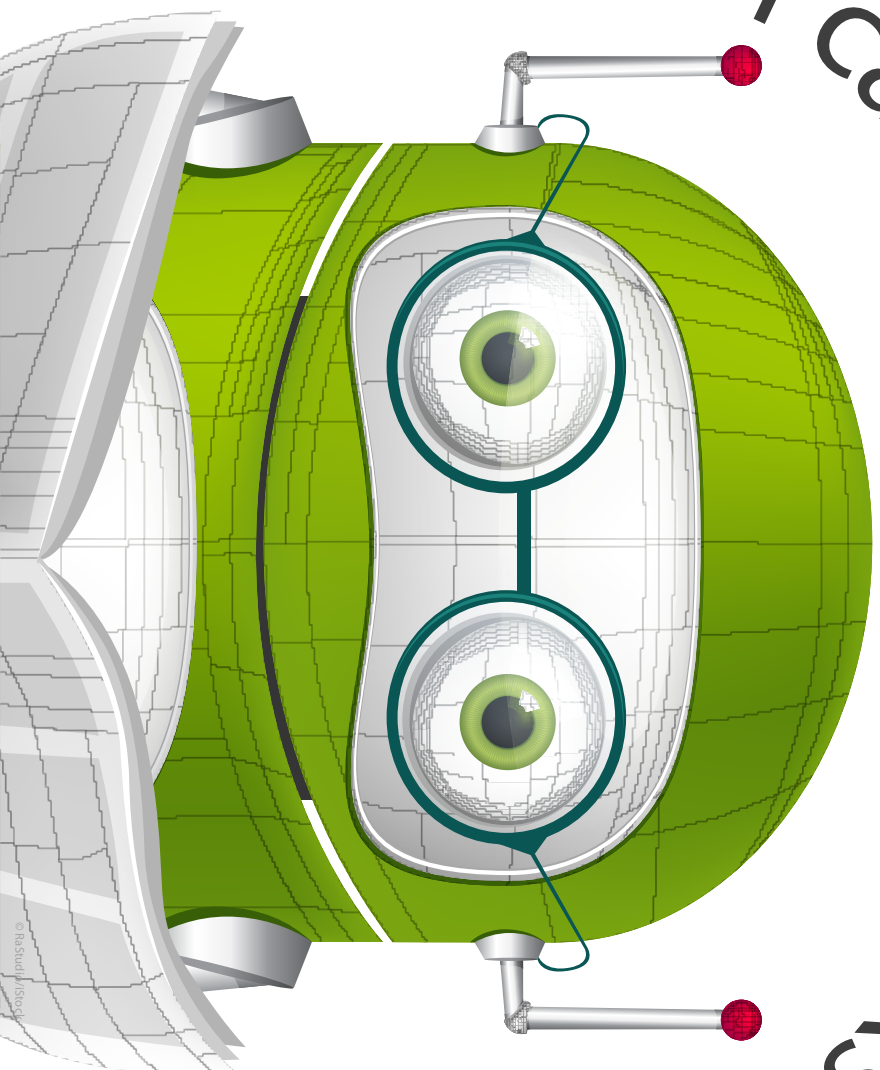
Tutor checks off *New Book Introduction* on the **Partners in Dyad**  
Reading lesson plan.





### 3. Read new book/chapter and monitor comprehension.....

*I can read new books!*



### 3. Read new book/chapter and monitor comprehension.

11–14 minutes

#### **MATERIALS:**

New book (or next portion of chapter book), *Partners in Dyad Reading* lesson plan, Story Face Chart for narrative text

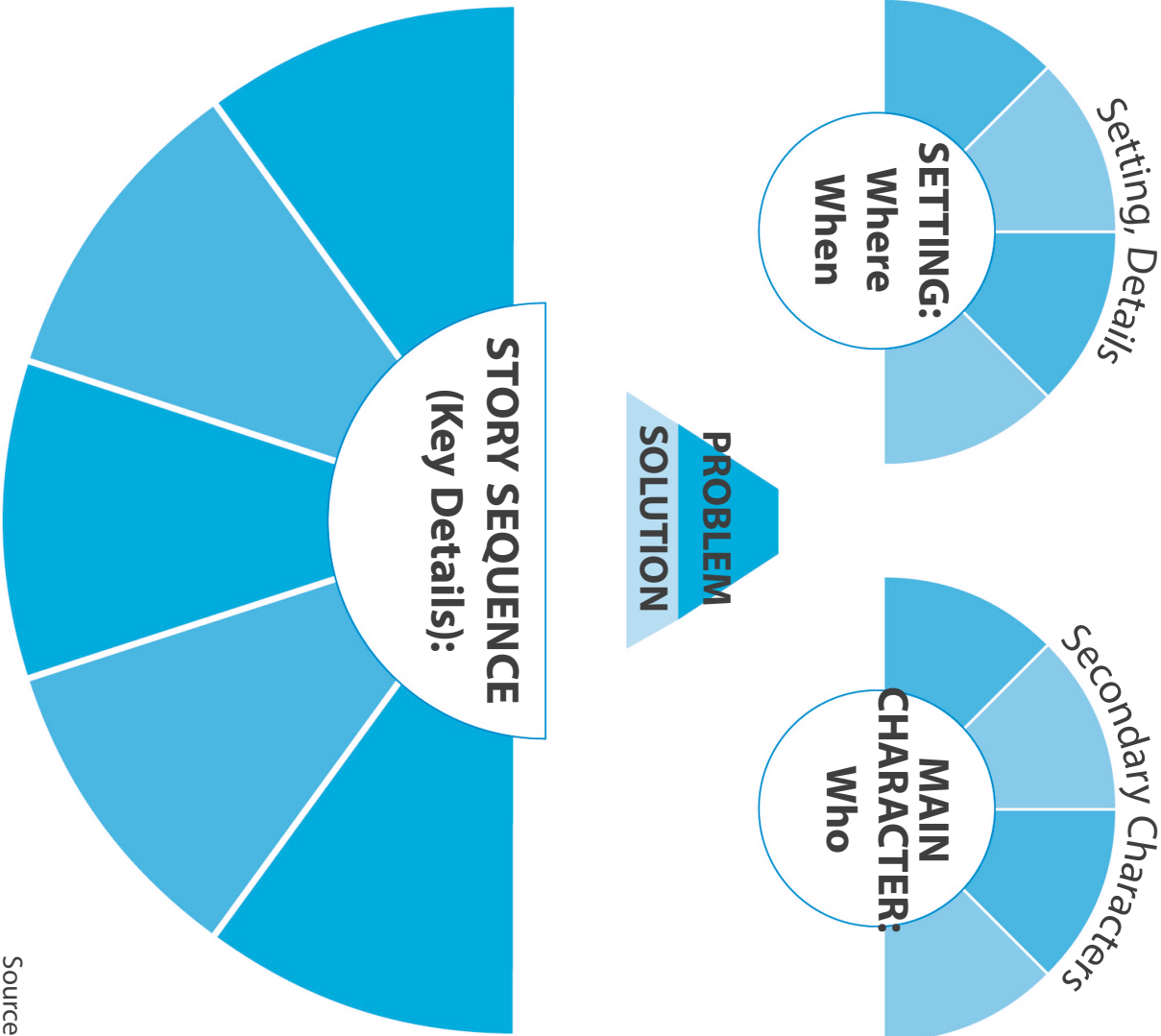
#### **ACTIVITY:**

1. The tutor and student read the new book aloud using the Dyad Reading Rules.
2. During reading, the tutor stops to ask the student comprehension questions about what has been read and explains unknown vocabulary. For narrative text, the tutor may use the story face graphic to ask questions about the text. For informational text, use the information text comprehension questions as a guide.
3. The tutor records where to pick up next time in the book, if needed, on the *Partners in Dyad Reading* lesson plan.

#### **DYAD READING RULES:**

1. Share one book.
2. Sit side-by-side.
3. Track the words with one smooth finger.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

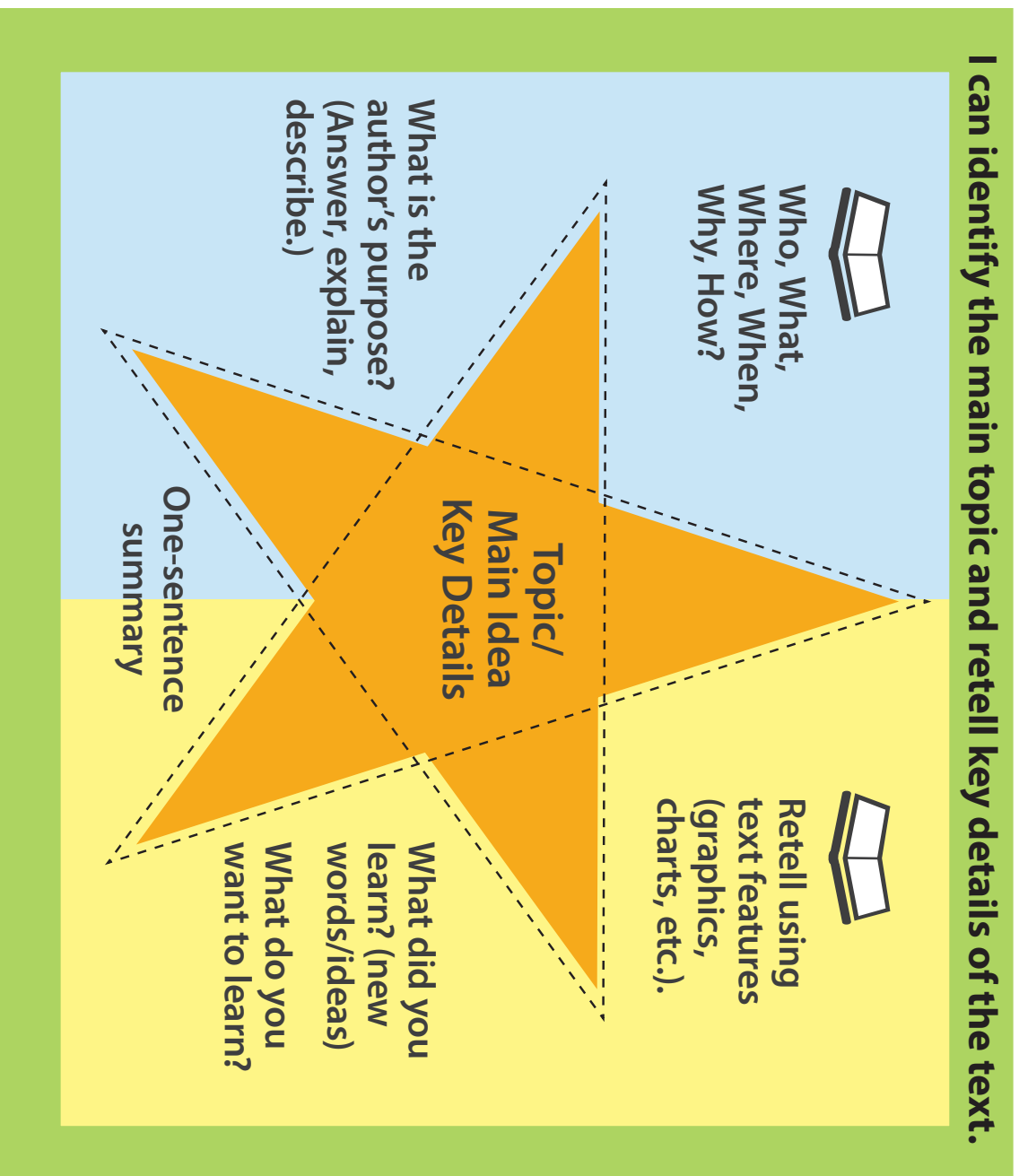
# Story Face Chart



What does the author want us to understand?

Source: *The Reading Teacher*, Vol. 54, No. 1, September 2000.

# Informational Comprehension Questions



## **TIP:**

Tutor asks the student to use the text to talk about the key details.

# Text Question Prompts

# TEXT DEPENDENT QUESTIONS

## Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

- What are the key ideas in this text/story?
- What can you infer from the title, headings, and anecdotes in this book?
- Who was the most important character in the story? What makes
- Who, what, where, when, how questions
- What key details help support the main idea of \_\_\_\_\_?
- What key details and/or examples support the main idea of \_\_\_\_\_?
- What have you learned from this [text]?

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

- Retell the story.
- What is the story or article beginning to be about?
- What is the theme of the story?
- What message was the author trying to share?
- What could the main character have learned that I could also learn?
- What was a moral or lesson in the story?
- Summarize the text.
- Retell the (fables, folk tales from diverse cultures).
- What is the main idea of this text?
- What are the 2 or more main ideas in this text?
- What key supporting details did the author cite?

**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

- Identify characters, setting, major events,
- Explain key details that support the author's message.
- Compare and contrast (characters, setting, events, etc.).
- Explain how \_\_\_\_\_ and \_\_\_\_\_ interact in this story.
- Describe how (name of character) respond to (major event and/or challenge).
- Explain how (name of character) changed in the story.
- Why does \_\_\_\_\_ think about \_\_\_\_\_?
- How does \_\_\_\_\_ feel about \_\_\_\_\_?
- How does \_\_\_\_\_ show persistence (or other character trait) in \_\_\_\_\_?
- How does this help the reader learn more about \_\_\_\_\_'s character?
- What can we infer about the characters \_\_\_\_\_ and \_\_\_\_\_?
- What do readers learn about the family's relationship from this section?
- What does \_\_\_\_\_'s conversation with \_\_\_\_\_ reveal?
- What event did the author include to show the reader \_\_\_\_\_?
- Describe connections between \_\_\_\_\_.
- Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it.
- Explain the procedures described in this article.

# TEXT DEPENDENT QUESTIONS

## Craft and Structure

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

- What does (word or phrase from the story, figurative language, sensory word,) mean?
- What does *Herculean* (or other Mythology vocabulary) mean in this story?
- Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song
- What kind of text is this? (poem, drama, prose, etc.) How do you know?
- Explain the meaning of (general academic vocabulary word).
- Explain what (domain/content specific word) means.
- Which words really call our attention here? What do we notice as we reread them?
- How does the author's choice of words, the tone of the language, illuminate the author's point of view on the topic?

**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

- What was the (problem, solution)?
- How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text?
- What text structure did the author use in this text?
- What kind of text is this? (story, article, etc.)
- Look back at the text and see if you can divide it into parts. What parts does the author include?
- Describe the story structure, including beginning, middle, and ending
- Describe the (action, setting) in the story.
- Explain the (structure elements: verse, rhythm, meter of this poem).
- Explain the (structure elements: cast of characters, settings, descriptions, dialogue, stage directions) of this drama/play.
- What might have happened if \_\_\_\_\_ hadn't happened first?
- How did the author organize the ideas in the (article, book, etc.)?
- Explain how you know that the author used a \_\_\_\_\_ text structure.
- What text structure did the author use?

**6. Assess how point of view or purpose shapes the content and style of a text.**

- From what point of view is this story told?
- Who is narrating the story? How do we know?
- Through whose eyes did you see this story?
- Read (two or more accounts of the same event/topic). Analyze the information the authors present.
- What similarities and/or differences are there in (titles of two texts on similar topics)?
- How does the author feel about (topic)?
- How did the graphics help you understand the section about \_\_\_\_\_?
- Distinguish between information provided by pictures and words in the text.
- How does your own point of view compare to the author of \_\_\_\_\_?

# TEXT DEPENDENT QUESTIONS

## Integration of Knowledge and Ideas

<p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*</b></p>	<ul style="list-style-type: none"> <li>Describe (character, setting, event). Use specific examples from the illustrations and/or words.</li> <li>Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/ plot.</li> <li>How did the author use illustrations to engage the reader in the events of the story?</li> <li>How do the (visual/multimedia elements) help the reader understand the author's message?</li> <li>Use illustrations and details in a text to describe key ideas.</li> <li>What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader?</li> <li>How did search tools (key words, side bars, hyperlinks) help the reader?</li> <li>How do the [pictures, etc.] help convey the mood of the story?</li> </ul>
<p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p>	<ul style="list-style-type: none"> <li><b>Not applicable in Literature—Information Texts only</b></li> <li>Identify the reasons an author gives to support his key point(s).</li> <li>Explain how author uses reasons and evidence to support the main idea of ____.</li> <li>Identify which reasons/evidence support which point(s).</li> <li>What is the author's point of view on the topic? What in the text makes you say that?</li> <li>Describe logical connections between specific sentences and paragraphs.</li> <li>Explain cause and effect relationships in the story/text.</li> <li>What was the tone of the story/text?</li> </ul>
<p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p>	<ul style="list-style-type: none"> <li>Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.).</li> <li>Identify similarities and differences between two texts on the same topic.</li> <li>Read several texts on the same topic. Write a speech using information from each of source.</li> <li>Compare the text to: a movie, webpage, video game, piece of art or music, or other media.</li> <li>How does this selection connect to the theme of ____?</li> <li>How does this selection connect to (other text we have read, content area, etc.)</li> <li>How is ____ in paragraphs 1 and 2 like that same idea in paragraphs 3 through 6?</li> <li>How is ____ shown in paragraphs 7-11?</li> <li>What mood does the author create?</li> </ul>



## Four-Square Graphic Organizer

<p>The first key idea/event:</p> <p>Details</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>	<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>
<p>Topic Sentence:</p>	
<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>	<p>Conclusion</p>

(For more information about the Four-Square approach see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, Gould, E.J and Gould, J.S., Teaching and Learning Company, 1999).

## Possible Generic Writing Prompts

1. What is your earliest memory?
2. What do you want to be when you grow up?
3. Imagine you are building a spaceship to travel to the moon. What does it look like?
4. Imagine you are an inventor. What will you invent? How will you build it?
5. If you were given one super power, what would it be? What would you use this super power for?
6. If you could live anywhere in the world, where would you live? Why?
7. Describe one thing you are thankful for.
8. What would your life be like if you were born one hundred years ago?
9. What would you do if you had a million dollars?
10. Describe your favorite sport and why you like it.
11. Pretend you are a daring explorer. Where will you travel to? What will you see?
12. How are you similar to your parents? How are you different?
13. Describe one thing that makes you unique.
14. Imagine you wake up one morning and discover that you have been turned into a tyrannosaurus rex. What will you do?
15. What are three numbers that you like? How do these numbers relate to one another?
16. What is your favorite color? Your least favorite color?
17. Describe a job you would not like to have.
18. What is your favorite subject in school? Why do you like this subject?
19. Describe what your life would be like if you were 10 feet tall.
20. What is your favorite fairy tale? Write what happens in this story.
21. What's the most important thing you would like to do this summer?
22. Go for a walk. Write a sentence about the walk you went on.
23. Write about a trick you would like to play on your mom.
24. What is your favorite thing to do when you play outside?
25. What is your favorite thing to do when you play inside?
26. Tell about what you will be when you grow up.
27. Write about what you would like to do for your next birthday.
28. If you could go on a vacation anywhere in the world, where would you go?
29. Make a list of groceries that you think mom or dad should buy for you from the store.
30. Tell about an animal you would like to have for a pet.
31. What would you do if there was a dragon stuck under your bed?
32. What is the funniest thing that you have ever seen?
33. What did you do today?
34. What is something you would like to learn more about?
35. What kind of pet do you think a teacher should get for their classroom?
36. What is the best movie you have ever seen?
37. Tell about your most favorite book.

38. Tell about your favorite holiday. Tell why it is your favorite.
39. Tell about your favorite restaurant. Tell why it is your favorite.
40. Write a poem about what you think second grade will be like.
41. Do you think you will get married?? Write about what you think it will be like.
42. What is something you love about yourself?
43. If you could change anything about yourself, what would it be?
44. Make a list of the things you are most thankful for in your life.
45. Which season do you like the most?? Why??
46. Which season do you like the least, why????
47. You just won \$1,000,000. What are you going to do first?
48. Tell about a time when you were kind to someone.
49. Tell about your favorite song.
50. Write a story about the mysterious zizzybalooobuh that you just found in your bathtub.
51. What is something that makes you ANGRY!!!!
52. Tell about your favorite sport.
53. Tell about the last time you cried.
54. What are you scared of?
55. You found a magic wand! What would you do with it?
56. Tell about your favorite food and why it is so good.
57. Have a family member write something about you today.
58. What would happen to you if you never went to school?
59. In second grade, I want to learn about...
60. My favorite animal is a....
61. This is a list of things I like to do when I can't watch television or play video games.
62. What would you like to say to the President?
63. What is something you are really good at doing or creating?
64. What should you do if there is a bully on your bus?
65. When I'm 100 years old...
66. If a cat could talk, what would they say?

# Addition and Subtraction Facts

## Recommended Grades 1 - 3

NAME

DATE

# *Tens Go Fish* Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

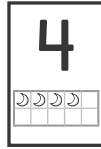
NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Tens Go Fish Directions

## You need

- Deck of Primary Number Cards (without Wild Cards)
- Tens Go Fish* Recording Sheet (G45; 1 per player)



## Play with a partner. Work together.

- Deal each player 5 cards.
- Players put down pairs of cards that make 10, and pick new cards to replace them.
- Then, players take turns asking each other for a card that will make 10 with a card in their own hand.
  - If a player gets the card, he or she puts the pair down and picks a new card from the deck.
  - If a player does not get the card, the player must “Go fish” and pick a new card from the deck.
  - If the new card makes 10 with a card in the player’s hand, he or she puts the pair down and picks another card.
  - If a player runs out of cards, the player picks two new cards.
  - A player’s turn is over when there are no more pairs that make 10.
- The game is over when there are no more cards.
- At the end of the game, players record their combinations of 10 on the *Tens Go Fish* Recording Sheet.

RESOURCE MASTERS, G45	
NAME _____ DATE _____	
<i>Tens Go Fish</i> Recording Sheet	
My combinations of 10 in Game 1	My combinations of 10 in Game 2
G45   © Pearson Education 1	

# **Math Activities**

## **Recommended Grades 3 - 5**

## Appendix A: Further Activities and Resources

### Table of Contents

How Close to 100?	Page 11, 12
Peperoni Pizza	Page 13
Snap It	Page 13
How Many Are Hiding	Page 14
Shut the Box	Page 14
Math Cards	Page 15 - 26
References	Page 27
Games	Page 28
Apps	Page 28



## How Close to 100?

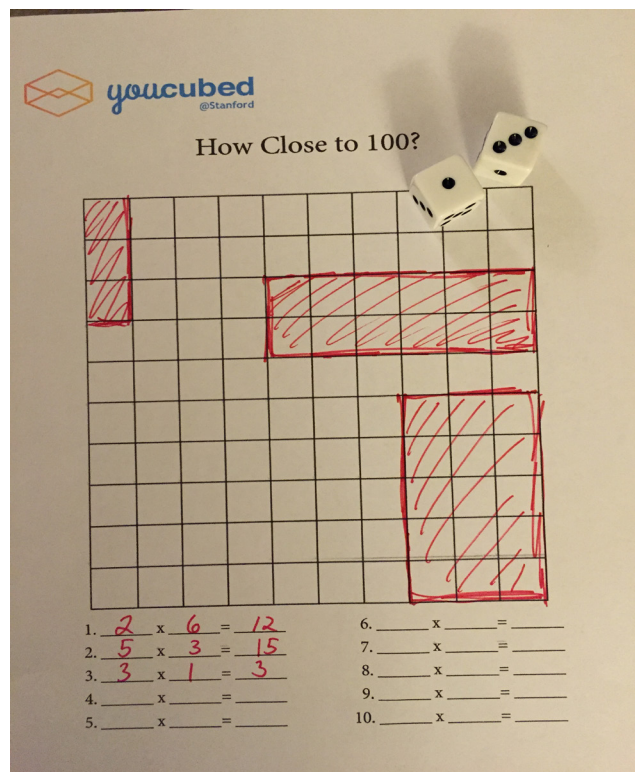
You need

- two players
- two dice
- recording sheet (see next page)

This game is played in partners. Two children share a blank 100 grid. The first partner rolls two number dice. The numbers that come up are the numbers the child uses to make an array on the 100 grid. They can put the array anywhere on the grid, but the goal is to fill up the grid to get it as full as possible. After the player draws the array on the grid, she writes in the number sentence that describes the grid. The second player then rolls the dice, draws the number grid and records their number sentence. The game ends when both players have rolled the dice and cannot put any more arrays on the grid. How close to 100 can you get?

Variation

Each child can have their own number grid. Play moves forward to see who can get closest to 100.



## How Close to 100?


1. \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

2. \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

3. \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

4. \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

5. \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

6. \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

7. \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

8. \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

9. \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

10. \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

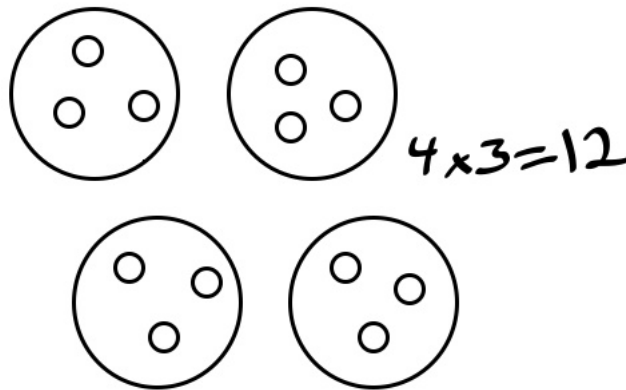
## Pepperoni Pizza

You will need

- one or more players
- 2 dice per player
- 10 or more snap cubes per player

In this game, children roll a dice twice. The first roll tells them how many pizzas to draw. The second roll tells them how many pepperonis to put on EACH pizza. Then they write the number sentence that will help them answer the question, “How many pepperonis in all?”

For example, I roll a dice and get 4 so I draw 4 big pizzas. I roll again and I get 3 so I put three pepperonis on each pizza. Then I write  $4 \times 3 = 12$  and that tells me that there are 12 pepperonis in all.

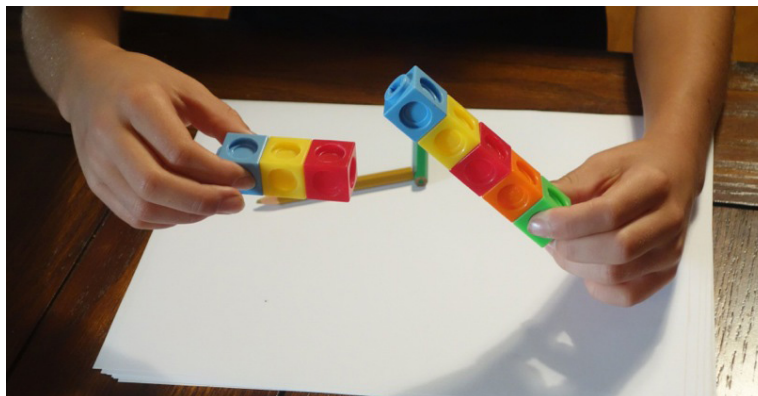


## Snap It

You will need

- one or more players
- 10 or more snap cubes per player

This is an activity that children can work on in groups. Each child makes a train of connecting cubes of a specified number. On the signal “Snap,” children break their trains into two parts and hold one hand behind their back. Children take turns going around the circle showing their remaining cubes. The other children work out the full number combination.



## How Many Are Hiding

You will need

- one or more players
- 10 or more snap cubes /objects per player
- a cup for each player

In this activity each child has the same number of cubes and a cup. They take turns hiding some of their cubes in the cup and showing the leftovers. Other children work out the answer to the question “How many are hiding,” and say the full number combination.

Example: I have 10 cubes and I decide to hide 4 in my cup. My group can see that I only have 6 cubes. Students should be able to say that I’m hiding 4 cubes and that 6 and 4 make 10.

## Shut the Box

You will need

- one or more players
- 2 dice
- paper and pencil

Write the numbers 1 through 9 in a horizontal row on the paper. Player 1 rolls the dice and calculates the sum of the two numbers. Player 1 then chooses to cross out numbers that have the same sum as what was calculated from the dice roll. If the numbers 7, 8 and 9 are all covered, player 1 may choose to roll one or two dice. If any of these numbers are still uncovered, the player must use both dice. Player 1 continues rolling dice, calculating the sum and crossing out numbers until they can no longer continue. If all numbers are crossed out the player says “shut the box”. If not all numbers are crossed out player 1 determines the sum of the numbers that are not crossed out and that is their score. If “shut the box” is achieved, player 1 records a score of “0”.

Player two writes the numbers 1 through 9 and follows the same rules as player 1. The player with the lowest score wins.

Variation

Player 1 and 2 can choose to play 5 rounds, totaling their score at the end of each round. The player with the lowest total score wins the game.

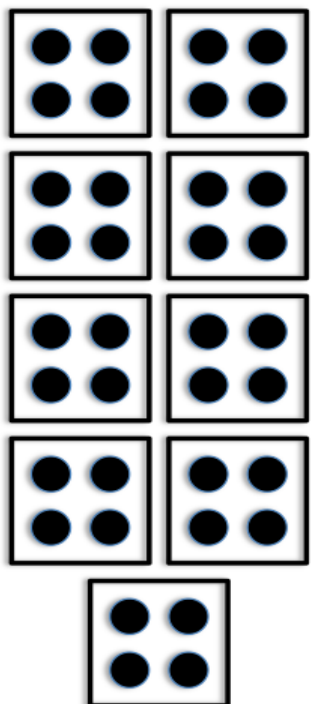
## Math Cards

You will need

- one or more players
- 1 deck of cards (see next pages)

Many parents use ‘flash cards’ as a way of encouraging the learning of math facts. These usually include 2 unhelpful practices – memorization without understanding and time pressure. In our Math Cards activity we have used the structure of cards, which children like, but we have moved the emphasis to number sense and the understanding of multiplication. The aim of the activity is to match cards with the same numerical answer, shown through different representations. Lay all the cards down on a table and ask children to take turns picking them; pick as many as they find with the same answer (shown through any representation). For example 9 and 4 can be shown with an area model, sets of objects such as dominoes, and the number sentence. When students match the cards they should explain how they know that the different cards are equivalent. This activity encourages an understanding of multiplication as well as rehearsal of math facts.

36



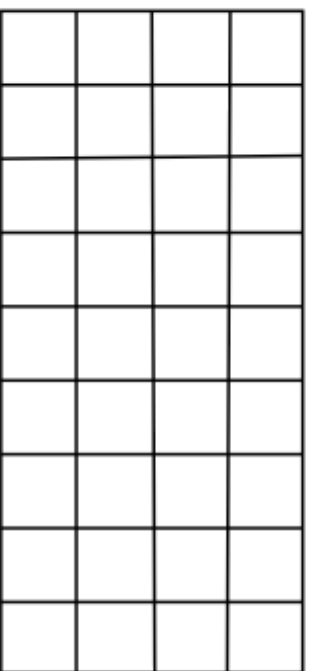
$9 \times 4$

$4 \times 9$

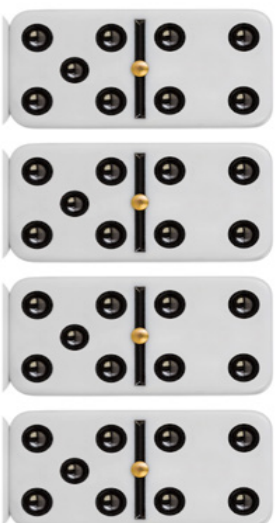
$$7 \times 9$$

$$9 \times 7$$

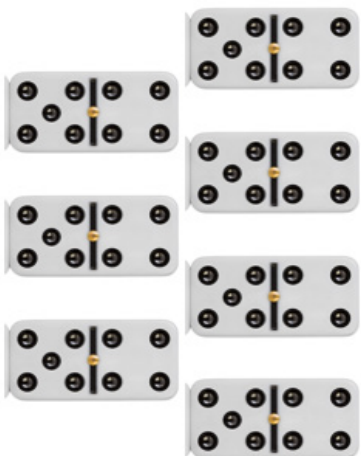
9



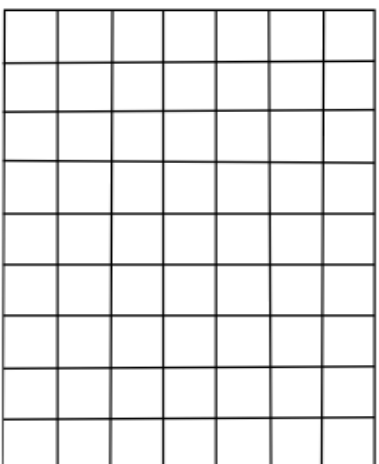
4



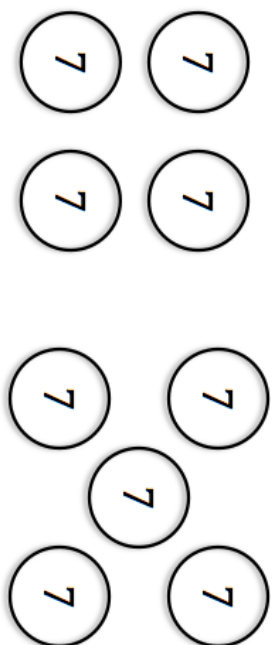
63



9



7





42

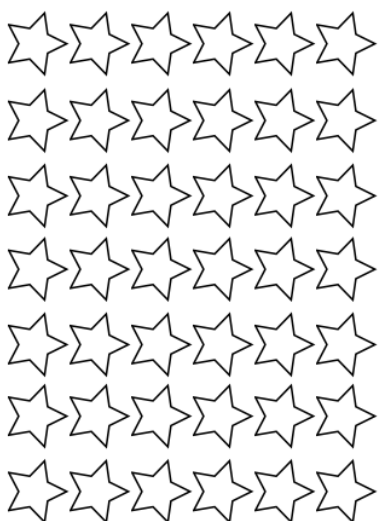
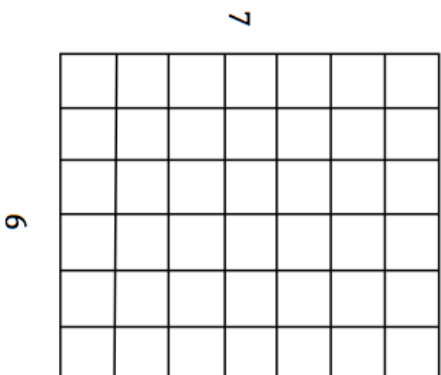


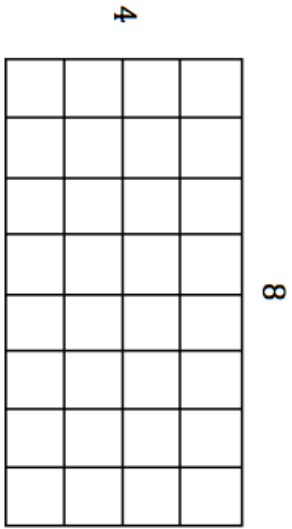
$$7 \times 6$$

$$6 \times 7$$

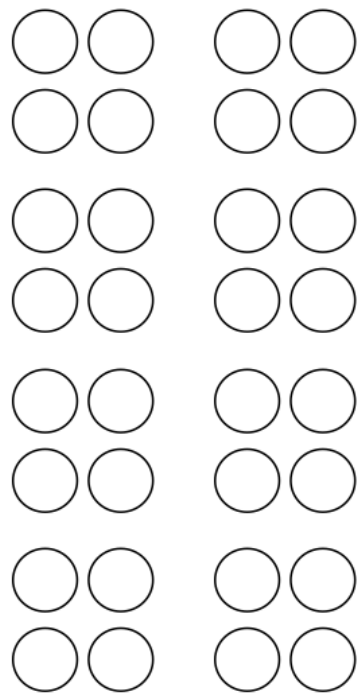
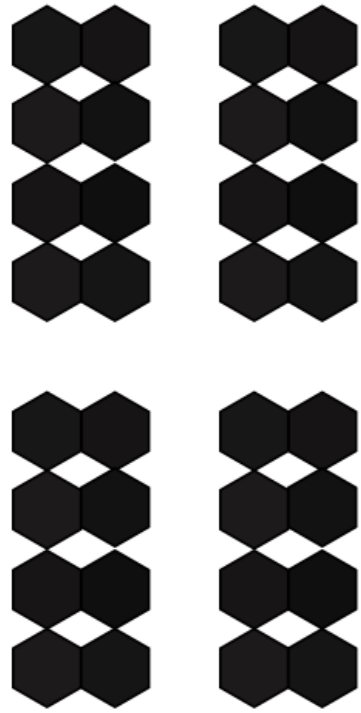
$$8 \times 4$$

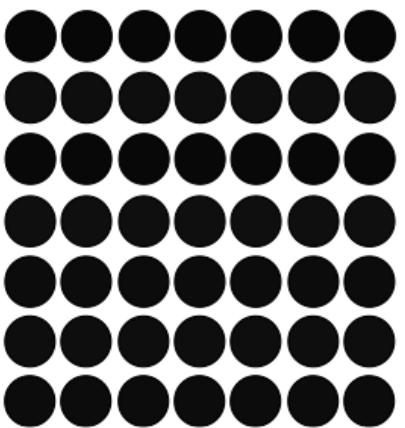
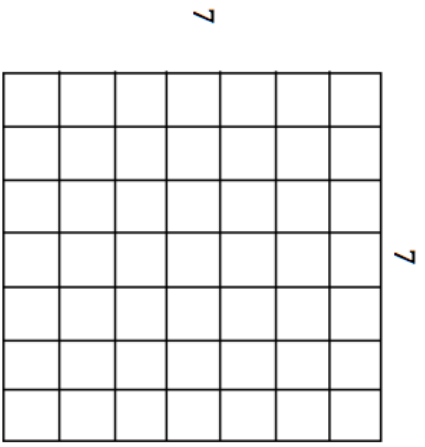
$$4 \times 8$$





32





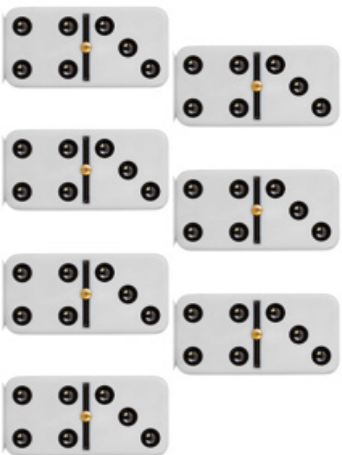
$$7 \times 7$$

49

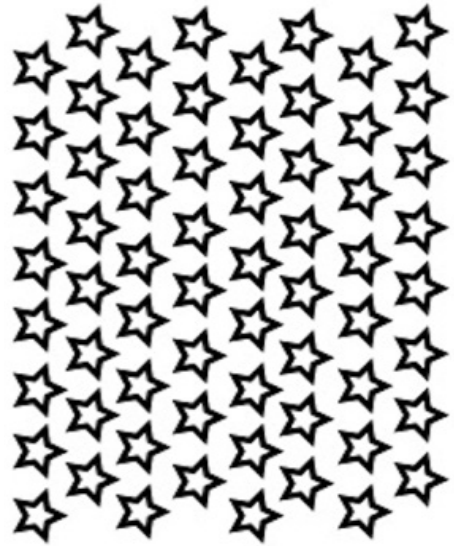
$$8 \times 8$$

64

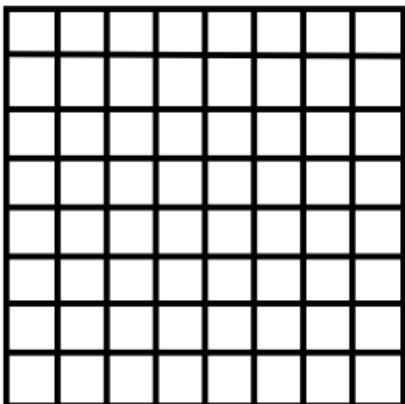
72



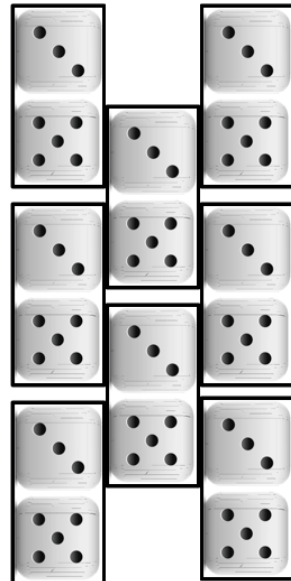
82



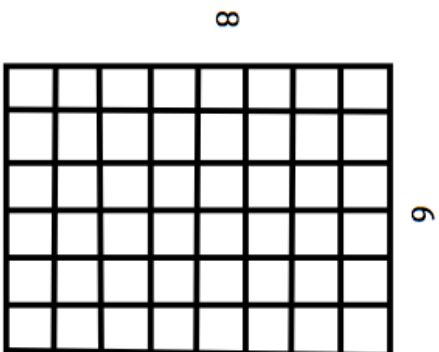
8



8

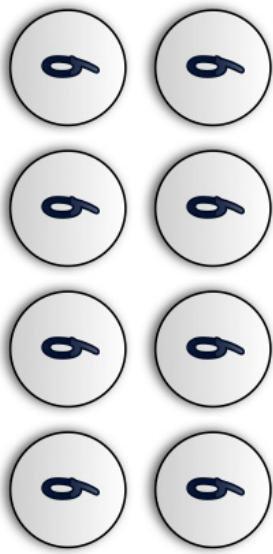


48



$$6 \times 8$$

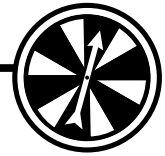
$$8 \times 6$$






Name \_\_\_\_\_

Date \_\_\_\_\_

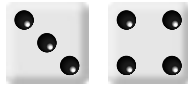


**How Many of Each?**

# Roll and Record

## You need

- 2 dot cubes
- recording sheet



## Play alone.

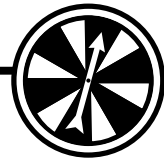
- 1 Roll 2 cubes.
- 2 Add the numbers. +
- 3 Write the sum on the recording sheet.
- 4 The game is over when one column is full.

## More Ways to Play

- Play with 1 dot cube and 1 number cube.
- Play with 2 number cubes.

Name \_\_\_\_\_

Date \_\_\_\_\_



How Many of Each?

# ***Roll and Record*** Recording Sheet

									<b>2</b>
									<b>3</b>
									<b>4</b>
									<b>5</b>
									<b>6</b>
									<b>7</b>
									<b>8</b>
									<b>9</b>
									<b>10</b>
									<b>11</b>
									<b>12</b>



# Evergreen

*games*

FOR ANY GRADE LEVEL AND ANY CONTENT

[www.K-5MathAcademy.com](http://www.K-5MathAcademy.com)

# 5 Evergreen Games

Evergreen games are games that have general rules that never change. Once you teach children those rules you can use the game for every math concept. For example, the rules of Memory never change....but what “matches” they are looking for can change with each new concept you want to focus on. This document gives you the general rules of the 5 Evergreen Games along with three examples for each game.

- 1) Bump
- 2) Memory
- 3) I Have/Who Has
- 4) Capture 4
- 5) Difference To...

# *Bump*

## Directions

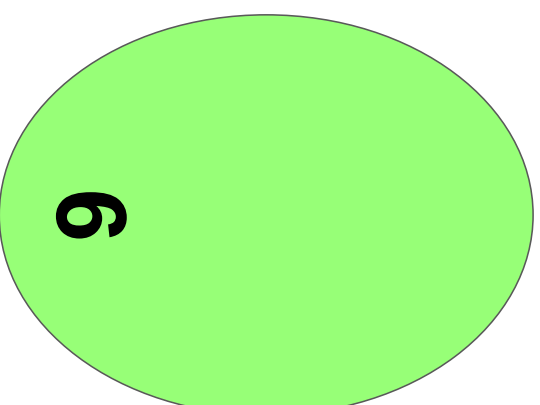
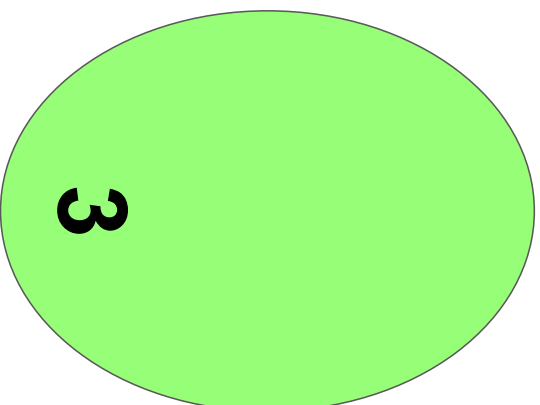
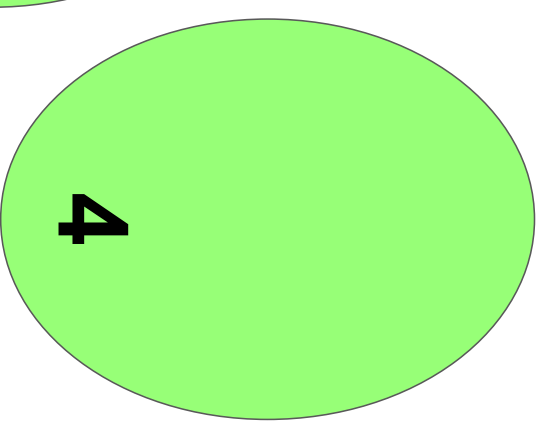
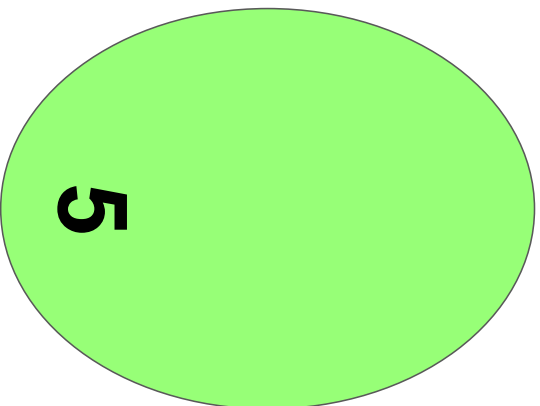
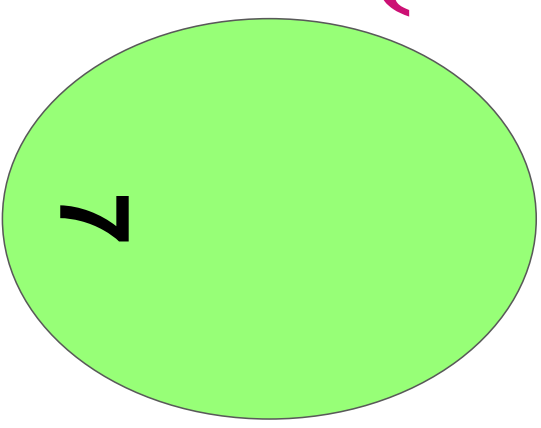
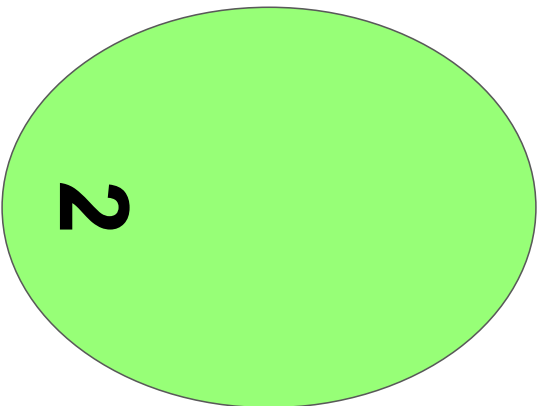
Each child takes 8 unifix cubes of one color. Their partner should have 8 of a different color. The first child rolls 2 dice (or 1, depending upon the game you are playing) and puts a cube on that number. If the other player's cube is on that number, they get to BUMP it off. If your own cube is already on that number, link another cube with it and it freezes that spot.

Any time there are two cubes of the same color on a spot, that freezes that spot and you cannot bump that person's marker off. The winner is the player that uses all of their markers first.

# *One More Than*

## BUMP

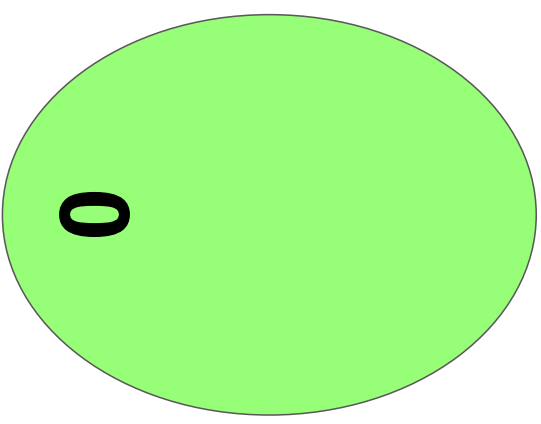
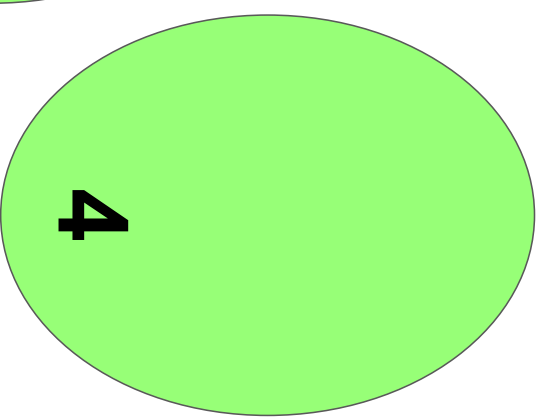
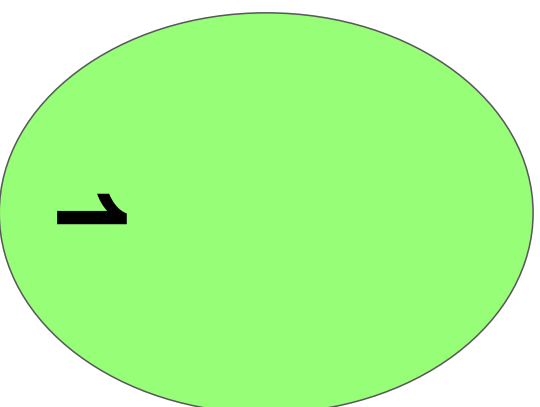
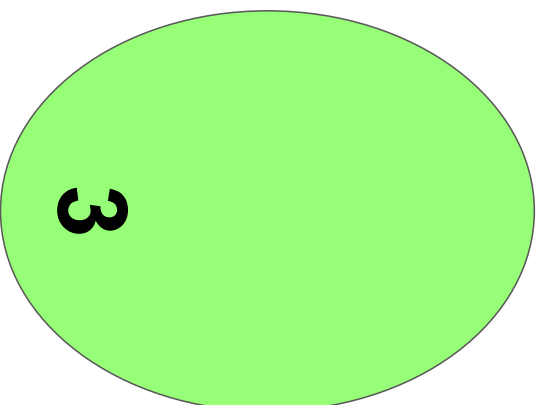
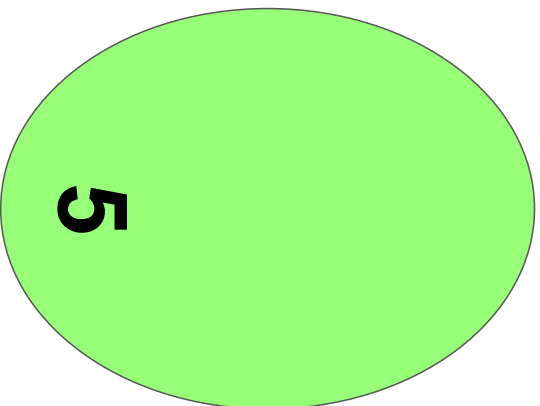
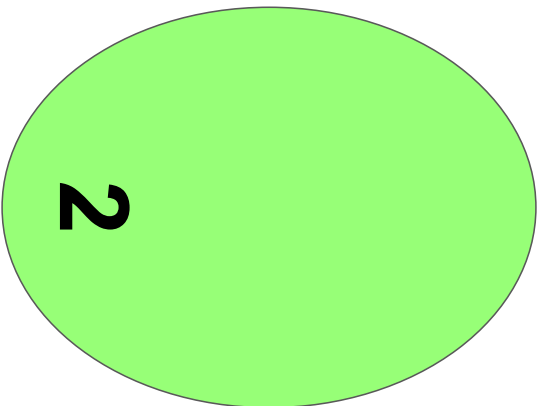
Roll the die. Then, put your marker on the spot that is “1 more than” the amount you rolled.



# *One Less Than*

## BUMP

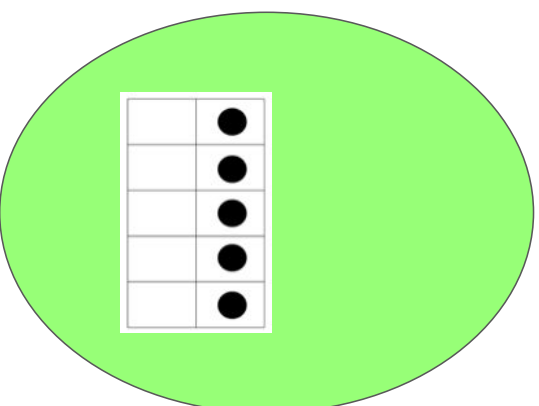
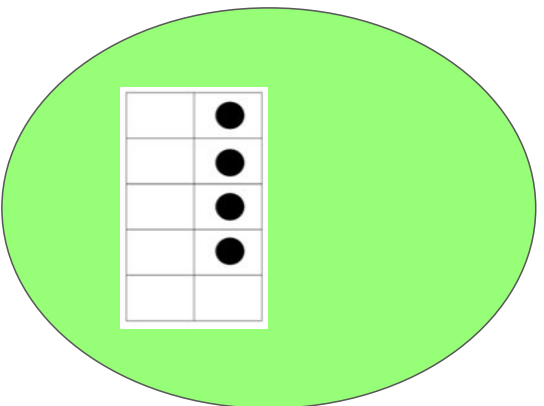
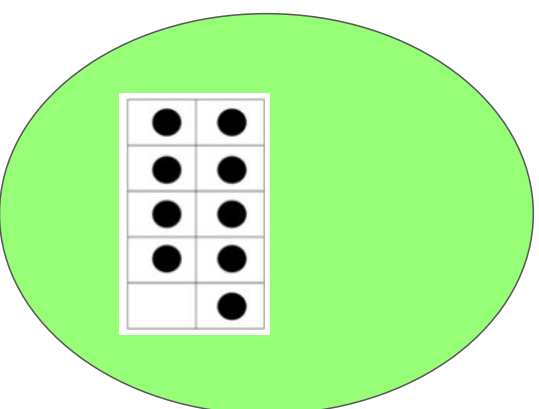
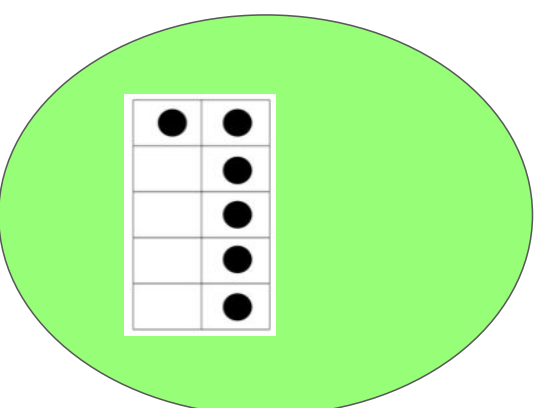
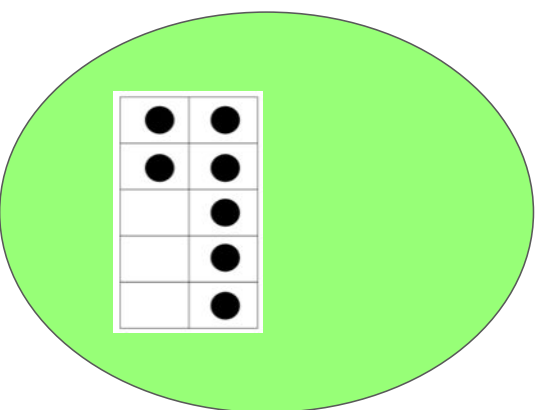
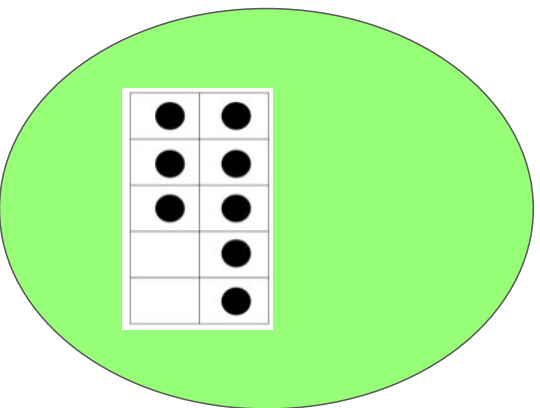
Roll the die. Then, put your marker on the spot that is “1 less than” the amount you rolled.



# *Make Ten*

## BUMP

Roll the die. Then, put your marker on the spot that has the ten frame you would need in order to “Make Ten.” For example, if I roll a 4, I would place my marker on the ten frame showing 6 because  $4 + 6$  makes 10.





# *Memory*

## Directions

**\*\***Print the sheet out and cut the cards apart.

Lay the set of cards out, face down in columns & rows. Take turns flipping over 2 cards at a time to see if they make a “match.” If they do match, they keep the cards. If they do not match, they flip them back over and it is the next player’s turn.

	●
	●
	●
	●
	●

	●
	●
	●
	●
	●

●	●
	●
	●
	●
	●

	●
	●
	●
	●

●	●
●	●
	●
	●
	●

	●

●	●
●	●
●	●
●	●
	●

	●
	●

●	●
●	●
●	●
	●
	●

	●
	●
	●

	●
	●
	●
	●
	●

	●
	●
	●
	●
	●

●	●
	●
	●
	●
	●

	●
	●
	●
	●

●	●
●	●
	●
	●
	●

	●

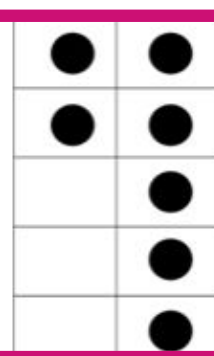
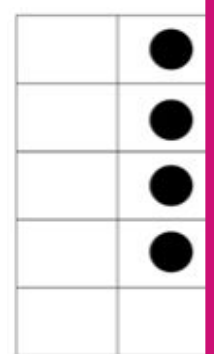
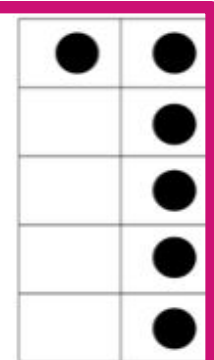
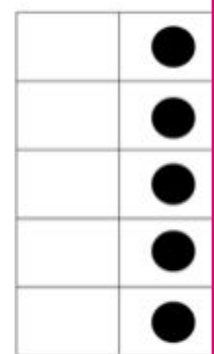
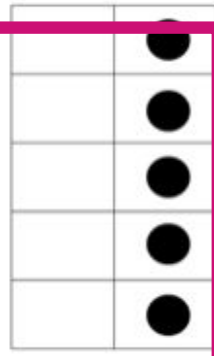
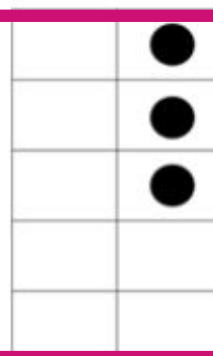
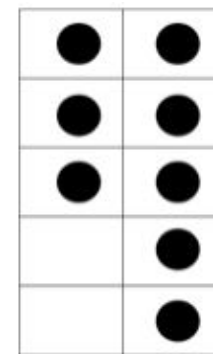
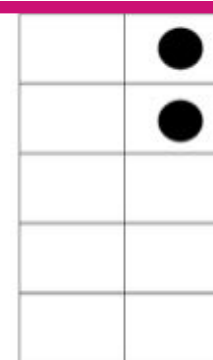
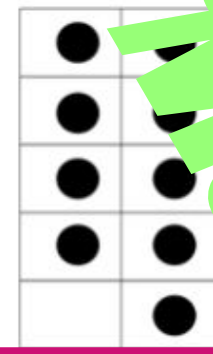
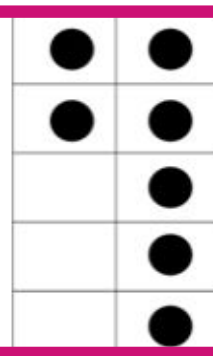
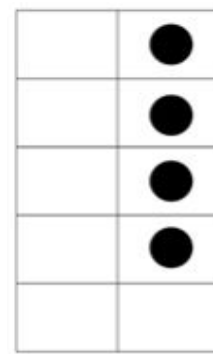
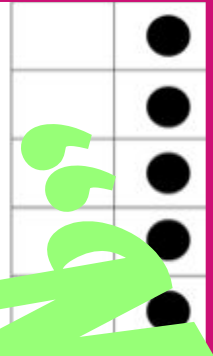
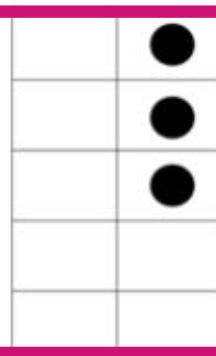
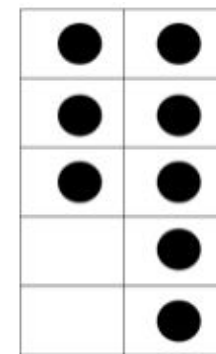
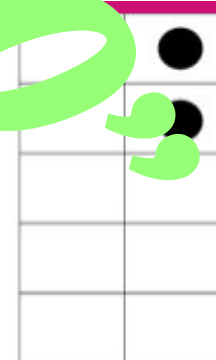
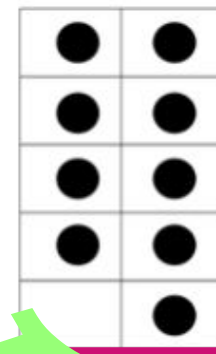
●	●
●	●
●	●
●	●
	●

	●
	●

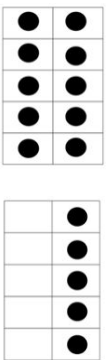
●	●
●	●
●	●
	●
	●

	●
	●
	●

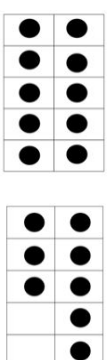
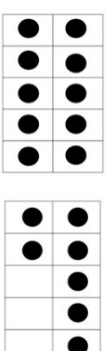
“Number  
10”



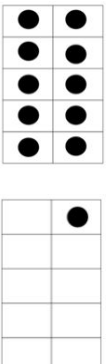
15



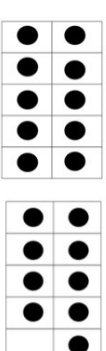
17



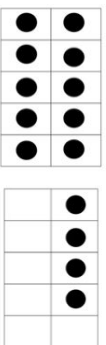
11



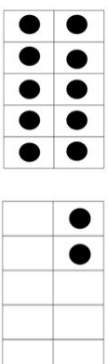
19



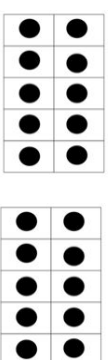
18



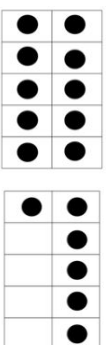
14



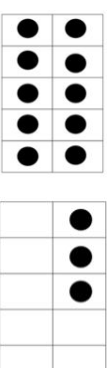
12



16

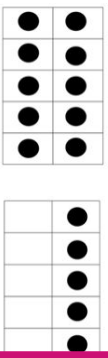


13

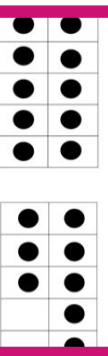
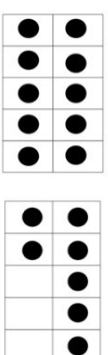


20

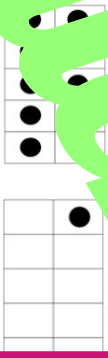
15



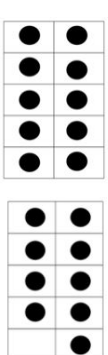
17



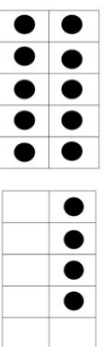
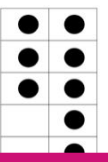
16



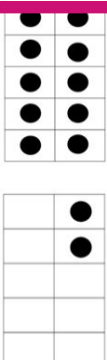
19



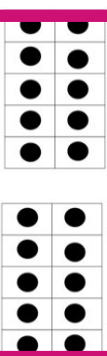
18



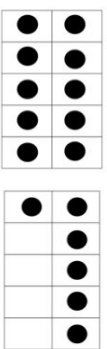
14



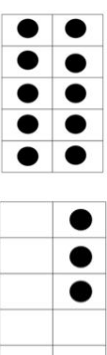
12



16



13



20

Montessori

32	$20 + 12$	13	$10 + 3$	$9 + 20$
----	-----------	----	----------	----------

33	$23 + 10$	69	$60 + 9$	29
----	-----------	----	----------	----

$43 + 10$	53	$24 + 20$	44	$58 + 10$
-----------	----	-----------	----	-----------

35	$15 + 20$	66	$50 + 16$	68
----	-----------	----	-----------	----

32

$20 + 12$

13

$10 + 3$

$9 + 20$

23

$13 + 10$

69

$60 + 9$

29

$43 + 10$

53

$24 + 20$

44

$58 + 10$

35

$15 + 20$

66

$50 + 16$

68

# *1 Have/1 Who Has*

## Directions

Hand out a card to each student. There are 6 cards for 1 game as these are designed to be done in a small group setting. Some students may need to have 2 depending upon how many kids are in your group. It is important to use all the cards in a set or else it won't make it back around to the starting card

Choose a student to go first, and have her read her card aloud.

The student who has the card with the answer then reads that answer aloud: "I have \_\_\_\_". This student will then read the question at the bottom of their card – 'Who has \_\_\_\_?' Then the student with the card that answers the question responds. Every card in the set is connected to a card before it and a card after it.

Play continues in this fashion until all of the cards have been played. The game will end with the same student who started play.



I have

**32**

Who has

**$30 + 18$**

I have

**48**

Who has

**$16 + 10$**

I have

**26**

Who has

**$10 + 15$**

I have

**25**

Who has

**$24 + 10$**

I have

**34**

Who has

**$20 + 9$**

I have

**29**

Who has

**$20 + 12$**

I have

**16**

Who has

**$10 + 2$**

I have

**12**

Who has

**$10 + 1$**

I have

**11**

Who has

**$10 + 5$**

I have

**15**

Who has

**$10 + 3$**

I have

**13**

Who has

**$10 + 4$**

I have

**14**

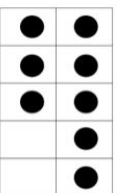
Who has

**$10 + 6$**

I have

6

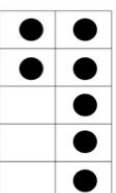
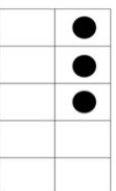
Who has



I have

9

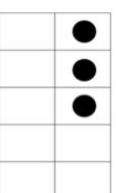
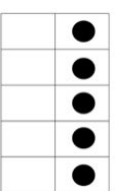
Who has



I have

10

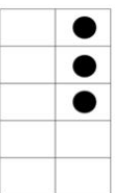
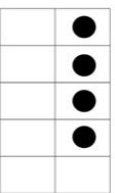
Who has



I have

8

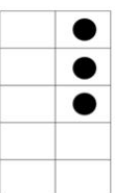
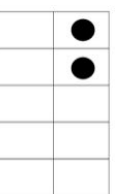
Who has



I have

7

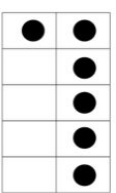
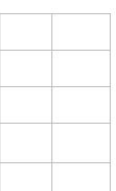
Who has



I have

5

Who has



# *Capture 4*

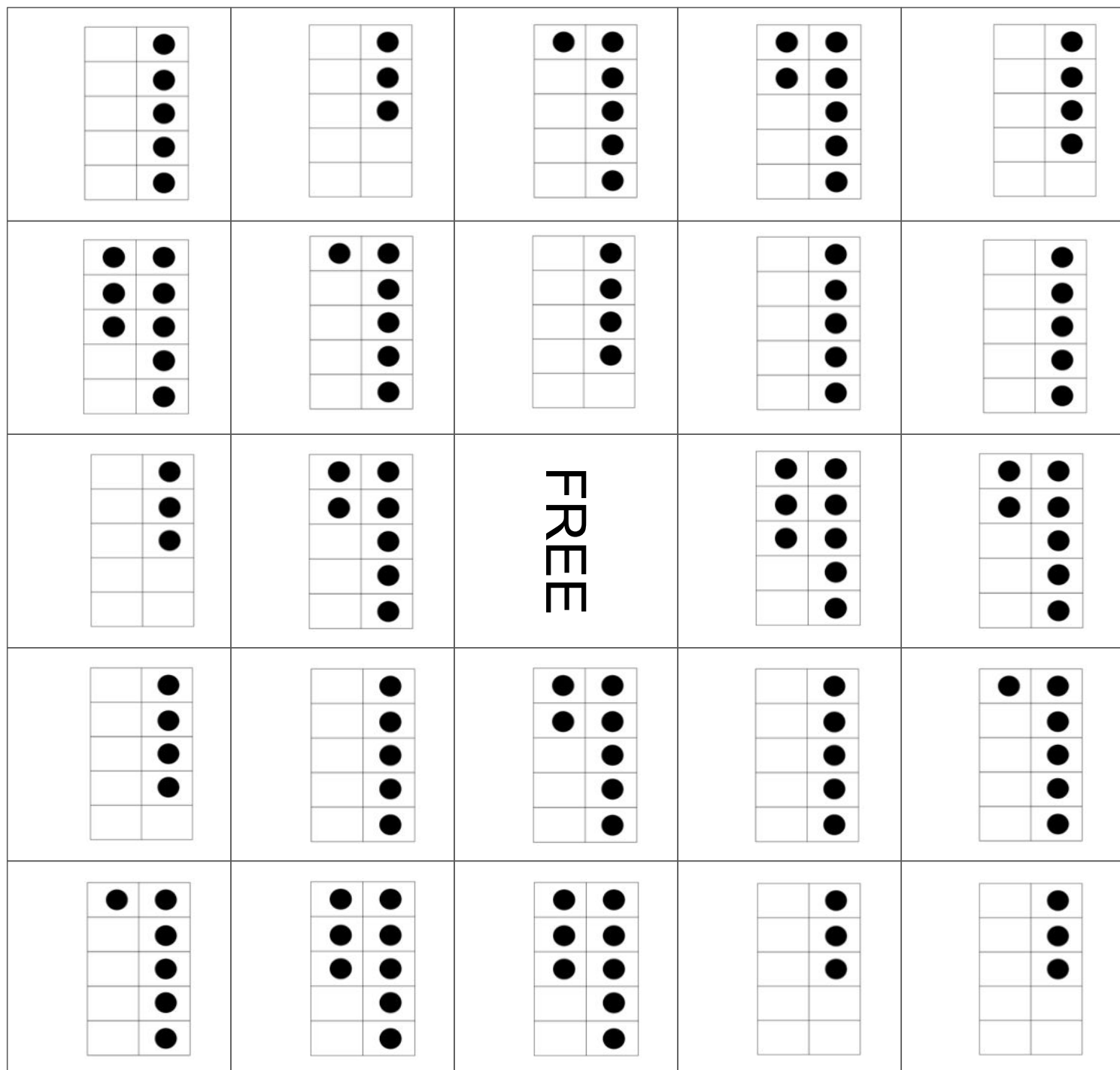
## Directions

These are meant to be played with a partner, but you could also do students versus teacher.

Students have to think strategically to capture 4 spaces in a row, either horizontally, diagonally, or vertically.

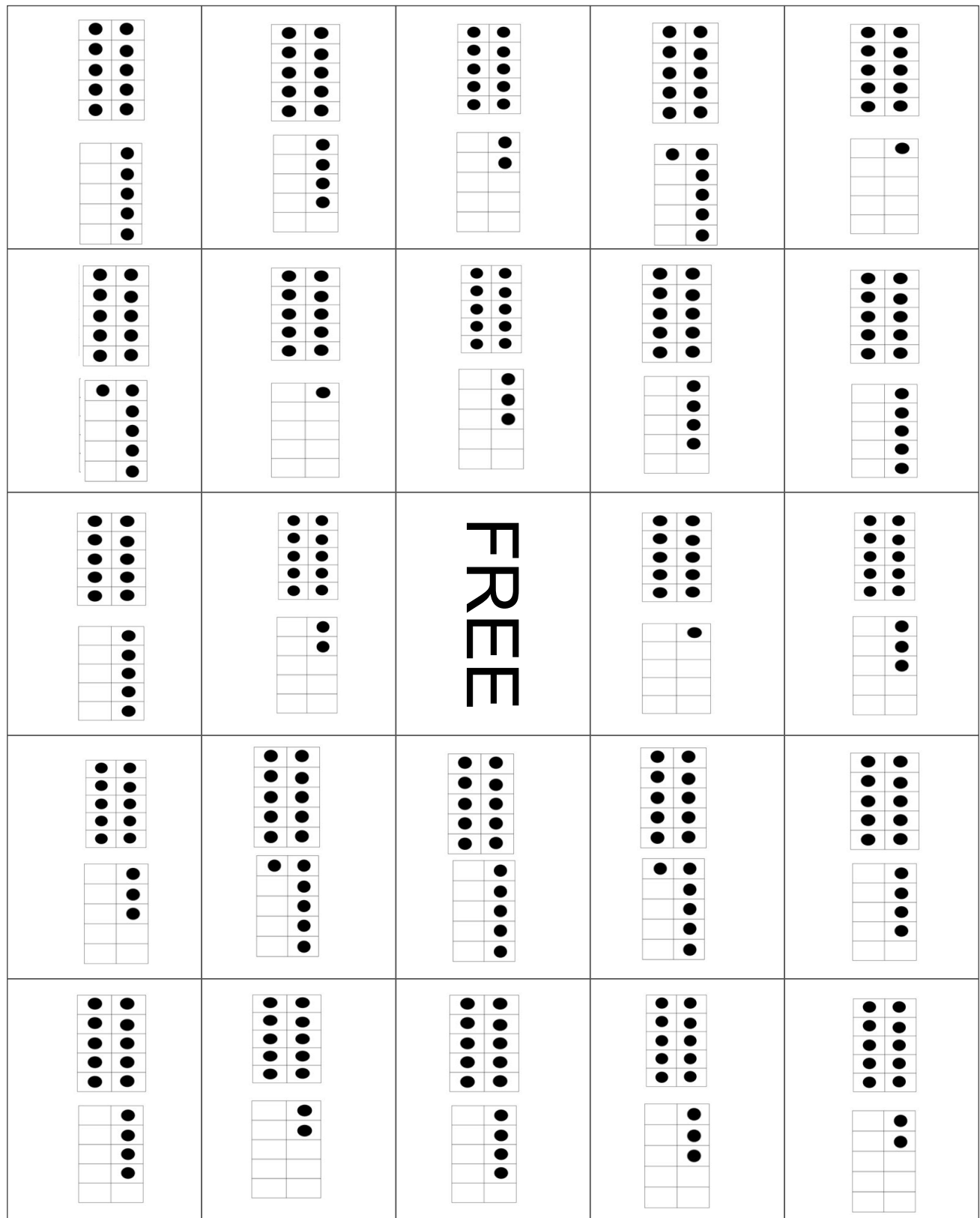
\*Print these off and then students can place cubes on the spots they capture (each student would need their own color) or you can put it in a sheet protector and have them mark off the spots they capture with whiteboard markers (each student would need their own color).

# Capture 4: Add 2



Roll the die. Then, put your marker on the spot that is “2 more than” the amount you rolled.

# Capture 4: Add 10



Roll a regular die, then add 10 to the amount you rolled. Then place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

# Capture 4: Roll two, Add 20

24	26	29	26	31
22	27	32	25	28
28	29	FREE	24	30
25	26	27	23	29
32	28	29	30	27

Roll 2 regular dice, then add 20 to it. Place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

# *Difference To...*

## Directions

Students roll dice, add amounts together, and then find the difference to a predetermined number.

The sheets for this game are designed to be printed out and slipped into sheet protectors.

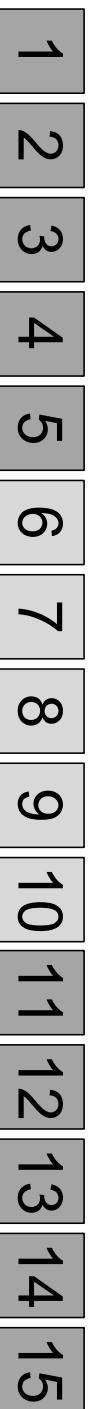
There are blank parts in the directions of each game to allow you to change certain parts of the game depending upon what you want your students to focus on. Plus, students can write on the sheet protector with whiteboard markers and wipe it off for each new game.



## Player 1



## Player 2



- 1) **Roll the dice \_\_\_\_ times.**
- 2) **Use the number path to record the amount you rolled.**
- 3) **Find the difference from \_\_\_\_.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

## Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

- 1) Roll the dice 1 times.
- 2) Use the number path to record the amount you rolled.
- 3) Find the difference from 8.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN**.

## Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

## Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

- 1) **Roll the dice \_\_\_\_ times.**
- 2) **Use the number path to record the amount you rolled.**
- 3) **Find the difference from \_\_\_\_.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

## Player 1

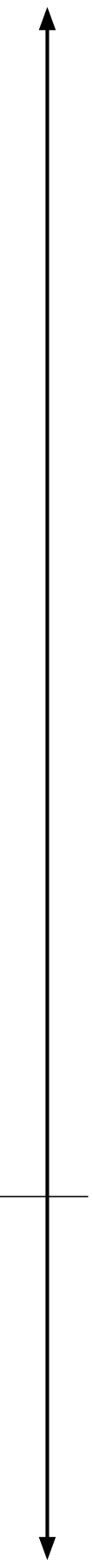
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

## Player 2

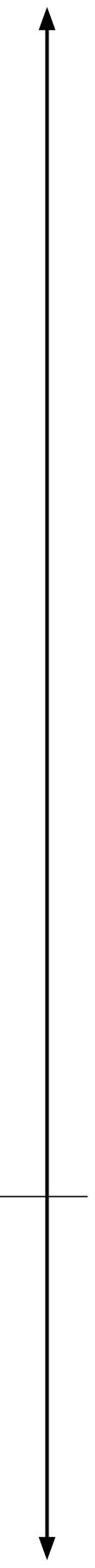
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

- 1) Roll the dice 2 times.
- 2) Use the number path to record the amount you rolled.
- 3) Find the difference from 10.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN**.

Player 1



Player 2



- 1) **Roll the dice \_\_\_\_ times.**
- 2) **Use the number line to record the amount you rolled.**
- 3) **Find the difference from \_\_\_\_.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

Player 1



Player 2



*Example*

- 1) Roll the dice 3 times. *Add them, then add 50.*
- 2) Use the number line to record your total amount.
- 3) Find the difference from 100.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN**.



**CANYONS**  
SCHOOL DISTRICT

---

# **Home Learning Student Resources Grade 2**

---

Name \_\_\_\_\_

# More Solving Problems Involving Addition and Subtraction

## Topic 7 Standard

2.OA.A.1

*See the front of the Student's Edition for complete standards.*

Dear Family,

Your child is continuing to practice solving addition and subtraction word problems with a symbol for the unknown number in all positions. In this topic, your child will learn and practice how to use models, drawings, and equations to solve one- and two-step word problems.

### Solving Two-Step Word Problems

On Friday, Michelle found 16 shells at the beach.  
On Saturday, she found 9 more shells.  
Michelle uses 7 of the shells to decorate a picture frame.  
How many shells does she have left?

**Step 1** Add to find out how many shells she found in all.  $16 + 9 = 25$

**Step 2** Subtract to find how many shells are left.  $25 - 7 = 18$

Michelle has 18 shells left.

## Practice Solving Two-Step Word Problems

**Materials** Paper, pencil, 30 small objects

Write a two-step problem like the one above. Have your child use the small objects to model each step of the problem. Then have him or her write equations to represent and solve the steps. Present another two-step word problem with steps that involve different operations than the first problem.

---

## Observe Your Child

### Focus on Mathematical Practice 2

Reason abstractly and quantitatively.

Help your child become proficient with Mathematical Practice 2. After solving a two-step word problem, have your child explain his or her reasoning for writing the equation needed for each step.



# Más problemas de suma y resta

## Estándar del Tema 7

### 2.OA.A.1

*Los estándares completos se encuentran en las páginas preliminares del Libro del estudiante.*

Estimada familia:

Su niño(a) sigue practicando la resolución de problemas verbales de suma y resta con un símbolo para el número desconocido en todas las posiciones. En este tema, aprenderá y practicará cómo usar modelos, dibujos y ecuaciones para resolver problemas verbales de uno y dos pasos.

#### Resolver problemas verbales de dos pasos

El viernes, Michelle encontró 16 conchas marinas en la playa.

El sábado, encontró 9 conchas marinas más.

Michelle usó 7 de las conchas marinas para decorar un marco de fotos.

¿Cuántas conchas marinas le quedan?

**Paso 1** Suma para hallar cuántas conchas marinas encontró en total.  $16 + 9 = 25$

**Paso 2** Resta para hallar cuántas conchas marinas quedan.  $25 - 7 = 18$

A Michelle le quedan 18 conchas marinas.

## Practicar la resolución problemas verbales de dos pasos

**Materiales** Papel, lápiz, 30 objetos pequeños

Escriba un problema de dos pasos como el anterior. Pida a su niño(a) que use los objetos pequeños para representar cada paso del problema. Luego, pídale que escriba ecuaciones para representar y resolver los pasos. Muéstrole otro problema verbal de dos pasos que incluya operaciones diferentes a las del primer problema.

## Observe a su niño(a)

### Enfoque en la Práctica matemática 2

Razonar de manera abstracta y cuantitativa.

Ayude a su niño(a) a adquirir competencia en la Práctica matemática 2. Después de resolver un problema verbal de dos pasos, pídale que le explique su razonamiento para escribir la ecuación necesaria para cada paso.

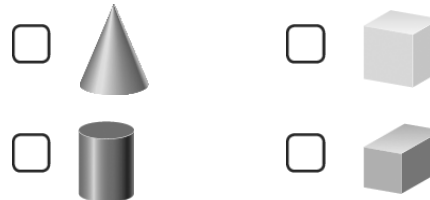
Name \_\_\_\_\_

1. Which number is the sum?

$$3 + 5 = \underline{\hspace{2cm}}$$

- A** 10                      **C** 8  
**B** 9                        **D** 7

2. Which of these 3-D shapes have at least one vertex? Choose all that apply.

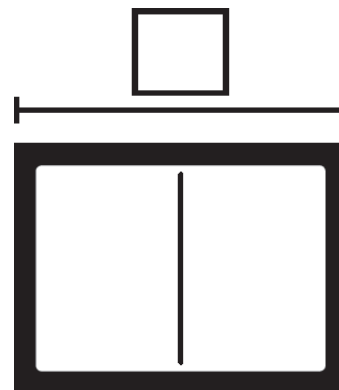


3. Draw a picture to solve the problem. Then write an addition equation.

Eve has 7 cards. Otis has the same number of cards. How many cards do Eve and Otis have in all?

4. Complete the bar diagram to solve the problem. Then write a subtraction equation.

There are 7 cars parked at the fair. Then 4 cars drive away. How many cars are still parked at the fair?



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

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

1. Jillian packed 2 apples, 5 pears, and 8 bananas. Which equation can be used to show how many pieces of fruit she packed in all?
- A**  $2 + 5 = ?$
- B**  $5 + 8 = ?$
- C**  $2 + 5 + 8 = ?$
- D**  $5 + 5 + 8 = ?$
2. Which equations have a sum of 12? Choose all that apply.
- ☐  $7 + 4 = ?$
- ☐  $4 + 8 = ?$
- ☐  $6 + 6 = ?$
- ☐  $10 + 2 = ?$
3. Joe's team scored 18 points in a game. During the first half, they scored 10 points. How many points did the team score in the second half of the game?
- \_\_\_\_\_ points
4. Greg wrote an equation. Write the number that will make his equation true.
- $6 + 7 = 10 + \underline{\hspace{2cm}}$
- Explain how you found your answer.

---

---

Name \_\_\_\_\_

1. Which addition fact can help you complete the subtraction fact below?

$$12 - 4 = ?$$

- A**     $4 + 4 = 8$   
**B**     $8 + 4 = 12$   
**C**     $6 + 6 = 12$   
**D**     $4 + 10 = 14$

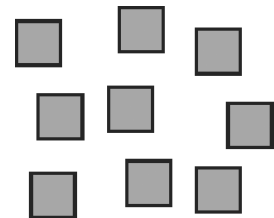
2. Which equations have a sum that is an odd number? Choose all that apply.

- ☐     $7 + 7 = ?$   
☐     $3 + 3 = ?$   
☐     $2 + 3 = ?$   
☐     $8 + 7 = ?$

3. A year ago, Ray's puppy weighed 6 pounds. Now his puppy weighs 5 pounds more. How much does Ray's puppy weigh now?

\_\_\_\_\_ pounds

4. How many squares are shown at the right? Is this an even or odd number of squares?



Draw a picture that shows how you know. Write an equation for your picture.

Name \_\_\_\_\_

1. Which shows you how to make 10 to find  $9 + 4$ ?      2. Which are equal to  $28 + 7$ ?  
Choose all that apply.

**A**  $9 + 1 = 10$ ,  $10 + 9 = 19$

☐  $26 + 10$

**B**  $9 + 2 = 11$ ,  $11 + 3 = 14$

☐  $4 + 30$

**C**  $9 + 1 = 10$ ,  $10 + 4 = 14$

☐  $25 + 10$

**D**  $9 + 1 = 10$ ,  $10 + 3 = 13$


☐  $30 + 5$

3. Choose a tool to solve the problem. Show your work.  
Explain why you chose that tool.

Owen has 18 toy cars in a box.

He has 33 toy cars on a table.

How many toy cars does Owen have in all?

\_\_\_\_\_  \_\_\_\_\_ = \_\_\_\_\_ toy cars

4. Gabriel has 2 cups with 3 ice cubes in each cup.  
Does Gabriel have an odd or even number of ice cubes?  
Draw a picture to solve. Then write an equation.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Gabriel has an \_\_\_\_\_ number of ice cubes.

Name \_\_\_\_\_

1. Which addition fact can help you find  $14 - 8$ ?

**A**     $7 + 7 = 14$

**B**     $8 + 6 = 14$

**C**     $8 + 8 = 16$

**D**     $14 + 0 = 14$

2. Which are equal to  $35 + 24$ ?  
Choose all that apply.

☐    59

☐     $35 + 20 + 14$

☐     $50 + 9$

☐     $30 + 20 + 5 + 4$

3. Fred wants to find  $48 + 34$  using compensation. He says you can take 2 from 34 and give it to 48 to make 50. What is the sum? Explain why compensation can work to find the sum.

---

---

---

---

4. Write an addition fact to solve the problem.

Amy has 9 bookmarks.

Mark gives Amy 8 more bookmarks.

How many bookmarks does Amy have now?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ bookmarks

Name \_\_\_\_\_

1. Hannah has 46 cards.  
James has 65 cards.  
How many more cards  
does James have than  
Hannah?

**A** 39

**C** 21

**B** 29

**D** 19

2. A bakery has 14 muffins.  
The baker makes 21 more  
muffins. How many  
muffins are there in all?

**A** 7

**C** 35

**B** 17

**D** 42

3. Solve. Use the open number line.  
Carl is using 92 buttons to make a design.  
So far he has used 75 buttons.  
How many more buttons will Carl use to  
complete the design?



\_\_\_\_\_ buttons

4. Solve. Use the hundred chart.  
Kelly has 53 magnets.  
Then she gives 27 to her sister.  
How many magnets does  
Kelly have now?

\_\_\_\_\_ ○ \_\_\_\_\_ = \_\_\_\_\_

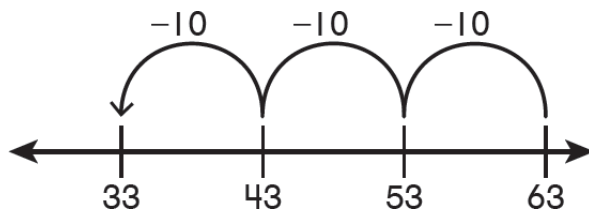
\_\_\_\_\_ magnets

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Name \_\_\_\_\_

1. You want to find  $53 - 19$ . Which shows a way you should regroup 53?
  - A 5 tens and 3 ones
  - B 4 tens and 13 ones
  - C 4 tens and 3 ones
  - D 5 tens and 13 ones
2. Lin has 26 more beads than Mae. Lin has 42 beads. How many beads does Mae have? Which shows the solution and how to check it?
  - A 24 beads;  $24 + 18 = 42$
  - B 22 beads;  $22 + 20 = 42$
  - C 16 beads;  $16 + 26 = 42$
  - D 12 beads;  $12 + 30 = 42$

3. What does this open number line show? Explain.




---



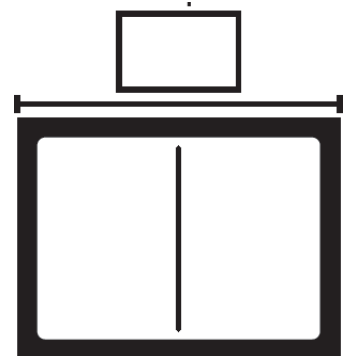
---

4. Reason about how the numbers in the problem relate. Complete the bar diagram and write an equation to solve.

52 apples are in a basket.  
39 apples are used to make cider.  
How many apples are left in the basket?

\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

\_\_\_\_\_ apples





Name \_\_\_\_\_

1. Evan scored 82 points on a computer game. His next score was 15 points less. What was Evan's next score?
2. Add any way you choose. A pet store has 45 big fish. It has 36 small fish. How many fish does the pet store have in all?

**A** 97

**C** 77

**A** 91

**C** 80

**B** 87

**D** 67

**B** 81

**D** 9

3. Valley School is having a talent show. The table shows how many tickets Mr. Chang's class sold.

Number of Tickets Sold	
Tuesday	38
Wednesday	22
Thursday	17

How many tickets did the class sell in all? Use compatible numbers to help you solve. Show your work.

\_\_\_\_\_ tickets

4. How many fewer tickets were sold on Thursday than on Tuesday? Use compensation to solve. Show your work.

\_\_\_\_\_ fewer tickets

Name \_\_\_\_\_

1. Andy walks to the library after lunch at the time shown on the clock. What time does Andy walk?



- A** 3:30 a.m.  
**B** 4:30 a.m.  
**C** 3:30 p.m.  
**D** 4:30 p.m.

2. Jill has 15 more crayons than Simon. Jill has 32 crayons. How many crayons does Simon have?

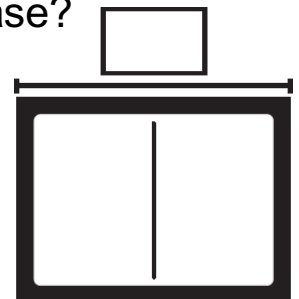
Which shows the solution and how to check it?

- A** 2 crayons;  
 $17 - 15 = 2$   
**B** 17 crayons;  
 $17 + 15 = 32$   
**C** 47 crayons;  
 $15 + 32 = 47$   
**D** 30 crayons;  
 $15 + 15 = 30$

3. Complete the bar diagram and write an equation to solve. Marcy has 30 flowers. How many flowers can she put in a red vase and how many can she put in a blue vase?

\_\_\_\_ ○ \_\_\_\_ = \_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



4. Tony has \$16. His mother gives him a \$10 bill and a \$1 bill. How much money does Tony have now?

\$ \_\_\_\_\_

*Here are ways to help your child practice skills while having fun!*

### Day 1

Have your child read these words: *anybody, bedtime, football, mailbox, something*. Ask what two words make up each word.

### Day 2

Your child has been learning to compare and contrast characters and settings in a story. Discuss two activities that you and your child enjoy together. Ask your child to write a paragraph to compare and contrast these activities.

### Day 3

Have your child read these words: *been, believe, caught, finally, today, tomorrow, whatever*. Take turns using the words to tell about your interests and talents.

### Day 4

Have your child write these spelling words: *backyard, basketball, bathtub, bedtime, birthday, driveway, mailbox, raindrop, riverbank, someone, something, weekend*. Cut each word into two smaller words. Mix up the slips of paper. Have your child rebuild each compound word.

### Day 5

This week your child learned about comparing and contrasting. Ask your child to make a chart. One side of the chart is about your family. The other side is about a friend's family. Fill in the chart to show differences and similarities in the families.

Name \_\_\_\_\_

# Family Times

*You are your child's first and best teacher!*

This week we're

Reading Anansi Goes Fishing



Talking About

When creative ideas are good and when they are bad

Learning About

Compound Words

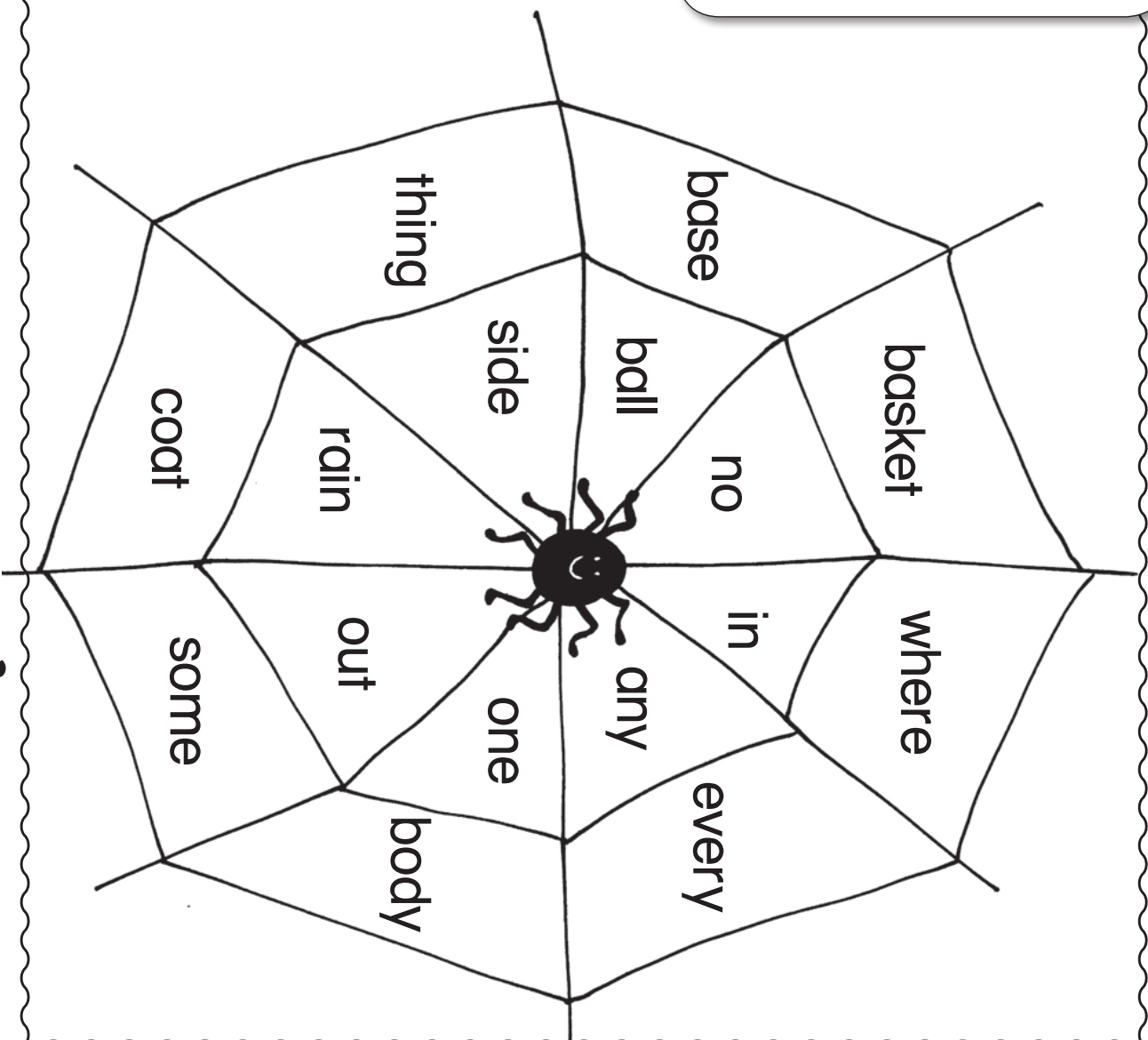
Compare and Contrast

## Combining Words

**Materials** buttons, paper, pencil

### Game Directions

1. Players take turns tossing a button on the game board. They then use that word and a word of their choice on the game board to try to make a compound word.
2. Do not use the same compound word more than once. Make a list to keep track of words used.
3. Play continues until all the words have been used or until no more words can be formed.



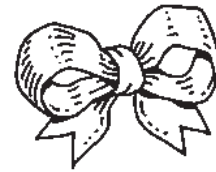
Name \_\_\_\_\_



cobra



boat



bow

below bowl goat mold open soap toad toast

**Write** the word from the box that rhymes with each word below.

1. hold

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. rope

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. most

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. load

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Pick** a word from the box that is the opposite of each word below.  
**Write** the word on the line.

5. above

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. shut

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

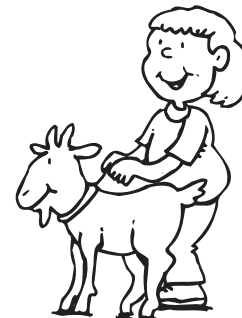
**Pick** a word from the box to finish each sentence.  
**Write** the word on the line.

7. I take good care of my \_\_\_\_\_.

\_\_\_\_\_  
 \_\_\_\_\_

8. I put food in its \_\_\_\_\_.

\_\_\_\_\_  
 \_\_\_\_\_

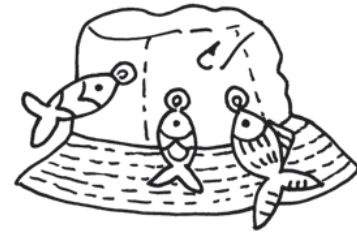


**Home Activity** Your child reviewed words with the long o sound spelled o, oa, and ow. Write simple sentences on slips of paper using the words in the box above. Have your child read the sentences aloud and circle the words with the long o sound.

Name \_\_\_\_\_

**Read** the sentences.

**Write** your answers on the lines.



1. The boat rocked back and forth. Jing Li felt a little dizzy on the waves. Where is Jing Li?

---



---



---

2. Jing Li's dad said, "Hold on. We are almost ready to toss the net." What are Jing Li and her dad doing?

---



---



---

3. The net flew into the water. Jing Li had wanted to go to work with her dad for a long time. What does her dad do for his job?

---



---



---

4. They pulled the net up. "Can we take some of these fish home?" Jing Li asked. Her dad said the fish were too small to keep. How will Jing Li feel?

---



---



---

5. **Write** a sentence about what Jing Li and her dad might do next.

---



---



---



**Home Activity** Your child read sentences and drew conclusions from each one. Choose a favorite comic strip from the newspaper. Read the comic strip together. Then draw conclusions about the story, the characters, or why it is funny.

Name \_\_\_\_\_

# Compound Words

**Generalization** A compound word is made up of two other words:  
 some + one = someone.

**Sort** the list words by whether or not you know how to spell them. **Write** every word.

words I know  
how to spell

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

words I'm learning  
to spell

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

**Words to Read**

13. \_\_\_\_\_
14. \_\_\_\_\_

## Spelling Words

1. basketball
2. someone
3. weekend
4. something
5. birthday
6. riverbank
7. bathtub
8. backyard
9. driveway
10. bedtime
11. raindrop
12. mailbox

**Words to Read**

13. been
14. believe



Name \_\_\_\_\_

# Compound Words

## Spelling Words

basketball	someone	weekend	something	birthday	riverbank
bathtub	backyard	driveway	bedtime	raindrop	mailbox

Connect the parts. Write the word.

1. bath      yard

1. \_\_\_\_\_

2. river      tub

2. \_\_\_\_\_

3. back      ball

3. \_\_\_\_\_

4. basket      thing

4. \_\_\_\_\_

5. some      bank

5. \_\_\_\_\_

Write the words in the box in ABC order.

6. \_\_\_\_\_

10. \_\_\_\_\_

7. \_\_\_\_\_

11. \_\_\_\_\_

8. \_\_\_\_\_

12. \_\_\_\_\_

9. \_\_\_\_\_

someone  
weekend  
birthday  
driveway  
raindrop  
mailbox  
bedtime



**Home Activity** Your child has been learning to spell compound words. Help your child brainstorm other compound words.



Some verbs you can use are *invent*, *use*, *like*, and *name*.

[illegible]

Name \_\_\_\_\_

# Verbs for Present, Past, and Future

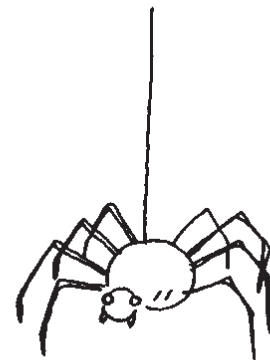
**Underline** the verb in each sentence. **Write N** if the verb in the sentence tells about now. **Write P** if the verb tells about the past. **Write F** if the verb tells about the future.

1. The spider will fish tomorrow.

2. The turtle will trick the spider.

3. The turtle rested on the bank.

4. Now the spider spins a web.



**Circle** the correct verb in ( ) to complete the sentence.

5. Yesterday the turtle (cooks, cooked) the fish.

6. Tomorrow the spider (will walk, walked) to the river.

7. Now the spider (worked, works) hard.

8. Yesterday the turtle (cheats, cheated) the spider.



**Home Activity** Your child reviewed verbs for present, past, and future. Write *Present*, *Past*, and *Future* as headings on paper. Have your child write the verbs in items 1–8 on this page under the correct headings.

Name \_\_\_\_\_

**Read** the folk tale. **Answer** the questions.**Coyote Brings Fire**

This Native American folk tale tells about the beginning of fire. The Fire people did not want to share fire with the animals. The animals needed fire to stay alive during the winter. Chipmunk, Frog, and Squirrel asked Coyote for help because he was crafty and sly. Coyote made a plan. He went to the Fire people's camp. Coyote pretended to be asleep by the fire. Meanwhile, the other animals began to make noises behind a bush. When the Fire people ran to the bush, Coyote took a piece of fire. The Fire people discovered they were tricked and chased the animals. The animals threw the fire to each other. Finally, Frog threw the fire to Wood. Wood swallowed the fire. Later, Coyote showed the animals how to get fire from Wood. He rubbed two pieces of Wood together.

1. How are the Fire people and the animals alike?

---



---



---

2. How is Coyote different than the other animals?

---



---



---

3. How are Coyote and Wood alike?

---



---



---



**Home Activity** Your child compared and contrasted the characters in a folk tale. Look for another folk tale. Read the story to your child. Help your child identify the similarities and differences between the story characters.

Genre	Build Background	Access Content	Extend Language
Nonfiction	<ul style="list-style-type: none"> <li>• Wild Animals</li> <li>• Tools</li> <li>• Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• Labels</li> <li>• Photographs</li> <li>• Captions</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence Words</li> </ul>

Scott Foresman Reading Street 2.3.3

Scott Foresman  
is an imprint of

PEARSON

ISBN-13: 978-0-328-49651-8  
ISBN-10: 0-328-49651-0



9 0 0 0 0 0 >



9 780328 496518

# Chimps Use Tools!

by Paul Bernard







## Question of the Week

How can creative thinking solve a problem?

### Key Comprehension Skill

Compare and Contrast

### Concept Words

chimps      tools

### In this book, I will learn:

- Chimps can use tools.
- Animals can use tools to get food.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permissions, write to Pearson Curriculum Group Rights & Permissions, One Lake Street, Upper Saddle River, New Jersey 07458.

Pearson, Scott Foresman, and Pearson Scott Foresman are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc., or its affiliates.

PEARSON

ISBN-13: 978-0-328-49651-8

ISBN-10: 0-328-49651-0

1 2 3 4 5 6 7 8 9 10 V0G1 13 12 11 10 09



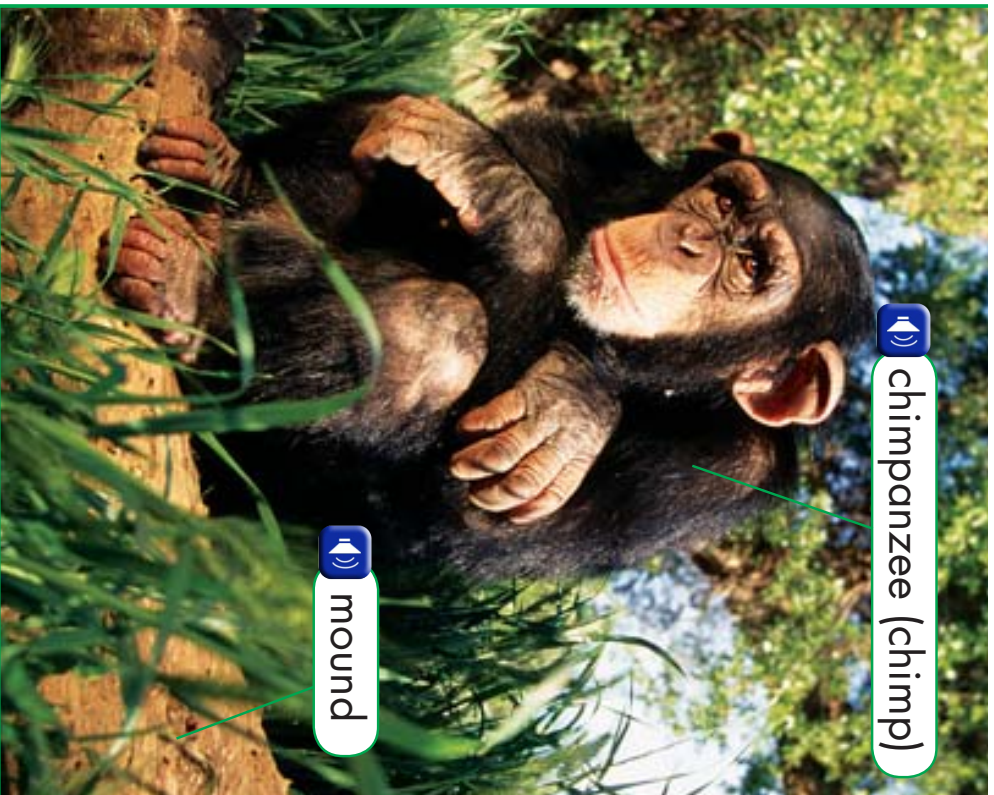
# Chimps Use Tools!



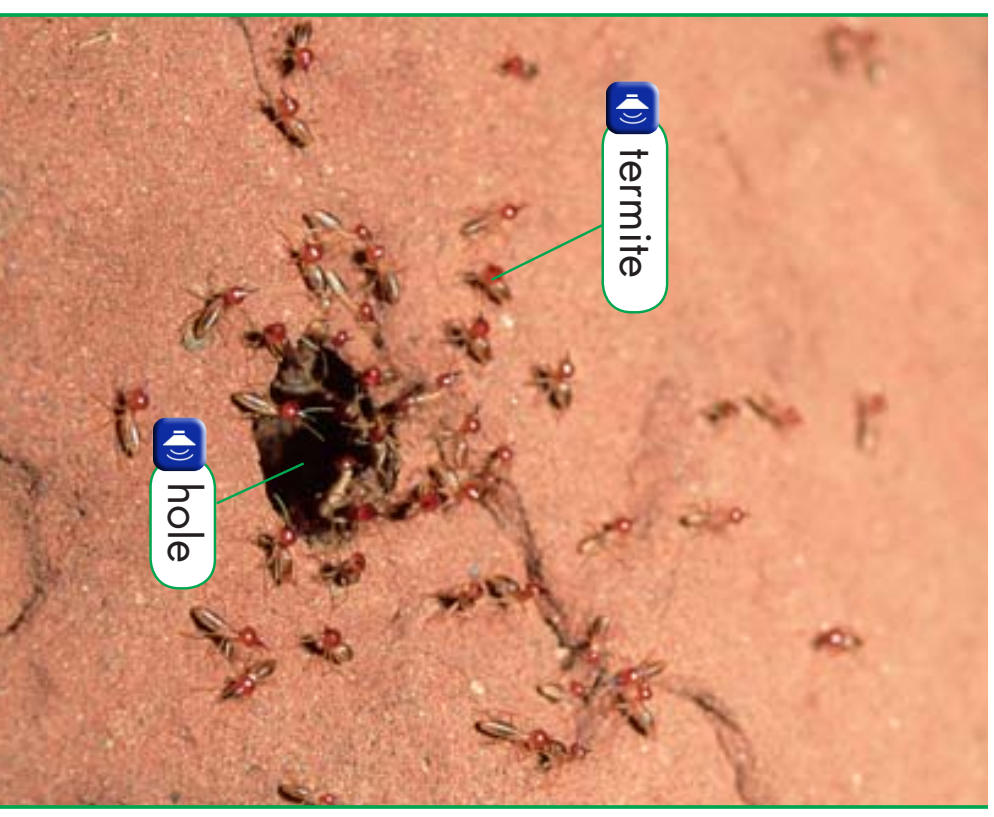
by **Paul Bernard**

PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona  
Upper Saddle River, New Jersey



Chimps like to eat termites.  
But termites are not easy to catch.  
They build big strong mounds to  
live in.  
The termites are safe in their  
mounds.



There are holes in the termite  
mound.  
Termites can go in.  
Termites can go out.  
The chimp's fingers are too big for  
the holes.  
The termites are safe for now.





🔊 The termites are deep inside the mound.

The chimp cannot reach them.

How will the chimp get them out?

Chimps can use tools to catch the termites!



🔊 stick

🔊 The chimp finds a good tool.



First, the chimp finds a good tool.

The tool must be long and thin.


The tool can be a piece of grass.

The tool can be a stick.






 The chimp uses the tool.

 The chimp puts the stick into a hole.  
The termites in the mound now see the stick.

They cannot see the chimp above.

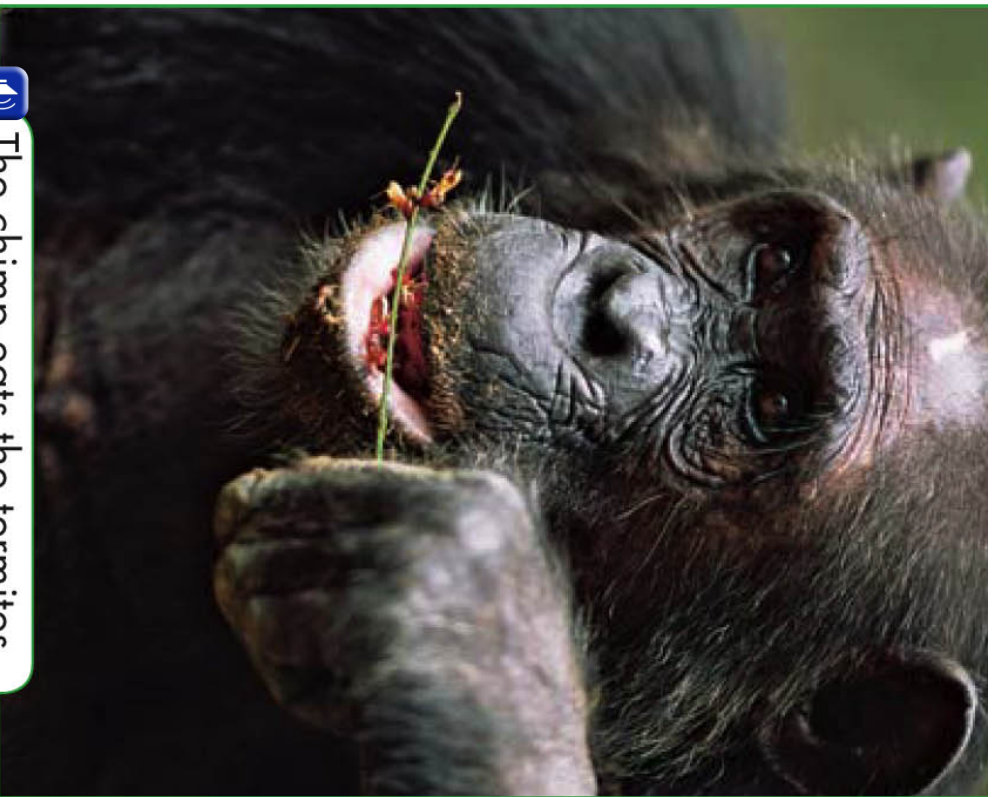


 The termites bite the stick.

 The chimp holds the stick in the hole.  
The termites bite the stick.  
They hold on to the stick.  
The termites are about to be caught.







 The chimp eats the termites.

 Finally, the chimp pulls out the stick.  
There are termites on the stick.

The chimp eats the termites.

The chimp puts the stick into another hole.

The chimp will eat many termites today!

### **Talk About It**

1. Talk about how you have used a tool to solve a problem.
2. How do chimps use tools to catch termites?

### **Write About It**

3. On a separate sheet of paper, write about a tool you wish someone would invent.

### **Extend Language**

Some words tell the order in which things happen. For example, the word *finally* tells us that we are near the end. Can you name other words that tell when things happen?

#### **Photographs**

Every effort has been made to secure permission and provide appropriate credit for photographic material. The publisher deeply regrets any omission and pledges to correct errors called to its attention in subsequent editions.

Unless otherwise acknowledged, all photographs are the property of Scott Foresman, a division of Pearson Education.

**Cover** Corbis; **1** Ingo Arndt/Minden Pictures; **2** @DULLC/Corbis; **3** @Philip Richardson/Corbis; **4** Alamy; **5** Corbis; **6** Ingo Arndt/Minden Pictures; **7** @Graphic Science/Alamy Images; **8** Anup Shah/Nature Picture Library



*Here are ways to help your child practice skills while having fun!*

### Day 1

Have your child read these words aloud: *flower, out, noise, toy, royal, coil*. Ask which letters spell the vowel sound /ou/, as in *found* and *gown*.

### Day 2

Your child has been learning about distinguishing fact from opinion. Read a newspaper or magazine article with your child to find examples of both facts and opinions. Discuss the differences in the context of each article.

### Day 3

Have your child read these words: *grains, materials, particles, seep, substances, texture*. Write sentences for these words, but leave a blank for each listed word. Have your child write the word that completes each sentence.

### Day 4

Have your child write these spelling words: *around, coil, cow, flower, gown, howl, moist, noise, out, royal, sound, toy*. Together make up two-line rhymes for each word.

### Day 5

This week your child learned about facts and opinions. Make statements about your family and ask your child to tell you which statements are facts and which are opinions. Then switch roles and have your child make up the statements and you determine if they are facts or opinions.

**Name**

# Family Times

*You are your child's first and best teacher!*

**This week we're**

**Reading Soil**



**Talking About** What changes occur under the ground

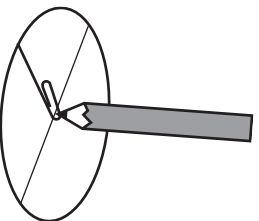
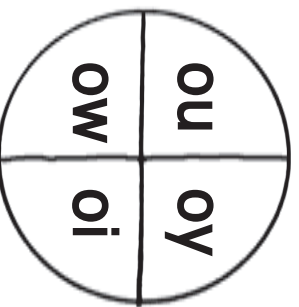
**Learning About** Diphthongs *ou, ow, oi, oy*  
Fact and Opinion

## Vowel Sound Match

**Materials** white paper, scissors, paper clip, pencils, index cards

### Game Directions

1. Make a simple spinner as shown. Use index cards to make word cards as shown.
2. Mix the word cards and divide the cards among players.
3. Players take turns spinning and checking their cards for a word with that letter pair. If a match is found, that player reads the word and removes it from his or her hand.
4. Play continues until all words have been matched with a letter pair.



about	boy	brown	cloud
loyal	cow	crown	oil
flower	soil	ground	house
toy	coil	loud	soy
royal	spoil	south	town
down	howl	around	broiler

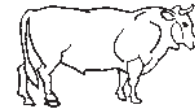
Name \_\_\_\_\_

**Find** the words from the box in the puzzle.

They may go across or down.

**Circle** each word in the puzzle.**Write** the words on the lines.

cook



bull

book   bush   full   hook   put   stood

s	t	o	o	d	x	g	l	b	w
b	v	y	b	o	o	k	o	f	a
t	b	c	y	u	w	e	u	u	o
o	u	e	o	p	u	t	w	l	d
z	s	j	g	o	s	y	k	l	c
k	h	b	h	o	o	k	n	y	v

1. \_\_\_\_\_

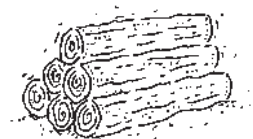
3. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

4. \_\_\_\_\_

6. \_\_\_\_\_

**Find** the word that has the same vowel sound as the picture.**Mark** the space to show your answer.7. ☐ fun☐ fox☐ foot8. ☐ puppy☐ push☐ poke

**Home Activity** Your child reviewed words that have the vowel sound in *book*, spelled *oo* as in *cook* and *u* as in *bull*. Make a word search puzzle like the one above for your child to solve. Include words with the vowel sound in *book*, such as *hood*, *took*, *wood*, *push*, and *pull*.



Name \_\_\_\_\_

**Read** the text. **Write** the answer to each question.

---

## Assistance Dogs

### What Is an Assistance Dog?

An assistance dog helps its owner do things. It also protects and takes care of its owner. Some assistance dogs do things their owners cannot do for themselves.

### Kinds of Assistance Dogs

Guide dogs help people who cannot see. Hearing dogs help people who cannot hear. Service dogs help people with different kinds of special needs.

### How Assistance Dogs Help

Guide dogs lead their owners around, watch for traffic signals, and keep their owners from bumping into things. Hearing dogs paw at their owners when they hear an important noise. For example, they can lead the owner to the door if the doorbell rings. Some service dogs carry packages for owners who cannot carry them. Some service dogs bark for help when the owner faints.

---

1. What are two kinds of assistance dogs?

---

---

---

2. What is a detail about what a service dog can do?

---

---

---



**Home Activity** Your child used subheads to locate facts and details in a text. Find a nonfiction book at home or in the library with subheads. Read a short chapter, including subheads, with your child. Discuss what facts and details your child learned under each subhead.

Name \_\_\_\_\_

# Diphthongs *ou, ow, oi, oy*

**Generalization** The vowel sound in *gown* can be spelled **ou** and **ow**: sound, flower. The vowel sound in *toy* can be spelled **oi** and **oy**: noise, royal.

Sort the list words by **ou, ow oi, or oy**.

**ou**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**ow**

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

**Words to Read**

13. \_\_\_\_\_

**oi**

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**oy**

11. \_\_\_\_\_

12. \_\_\_\_\_

14. \_\_\_\_\_

## Spelling Words

1. around

2. out

3. gown

4. sound

5. flower

6. howl

7. toy

8. noise

9. royal

10. moist

11. coil

12. cow

## Words to Read

13. world

14. push



Name \_\_\_\_\_

# Diphthongs *ou, ow, oi, oy*

## Spelling Words

around	out	gown	sound	flower	howl
toy	noise	royal	moist	coil	cow

**Read** the clues. **Write** the word. Do not use any word more than once.

It has six letters.  
It rhymes with *power*.

1. \_\_\_\_\_

It has three letters.  
It rhymes with *now*.

2. \_\_\_\_\_

It rhymes with *frown*.  
It starts with *g*.

3. \_\_\_\_\_

It starts with *t*. It rhymes  
with *boy*.

4. \_\_\_\_\_

It rhymes with *mound*. It  
starts with *a*.

5. \_\_\_\_\_

It has five letters.  
It starts with *n*.

6. \_\_\_\_\_

It starts with *s*. It rhymes  
with *round*.

7. \_\_\_\_\_

It starts with *o*.  
It rhymes with *about*.

8. \_\_\_\_\_

It has four letters.  
It starts with *h*.

9. \_\_\_\_\_

**Unscramble** each word.

10. l o r a y

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. l o i c

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. t s o i m

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

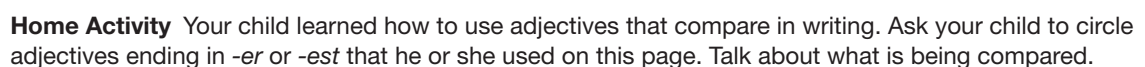


**Home Activity** Your child has been learning to spell words with the vowel sounds in *gown* and *toy*. Have your child pick a number between 1 and 12. Pronounce the word on this page with that number. Can your child spell the word?

**Write** the word in ( ) that completes each sentence.

- Think** about how a plant changes as it grows. **Describe** how a flower or a tree changes. **Use** some words in the box to compare. **Add** *-er* or *-est* to the words when you use them in your sentences.

A sheet of handwriting practice paper featuring four sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.





Name \_\_\_\_\_

# Comparative and Superlative Adjectives

Circle adjectives that compare two things. **Underline** adjectives that compare three or more things.

1. The yellow sand is lighter than the brown soil.
2. That is the reddest soil I have even seen.
3. That brown soil has the darkest color of all the soils.

Add *-er* or *-est* to a word in the box to complete each sentence. Write the word.

smooth	high	small
--------	------	-------



4. Is a mountain the \_\_\_\_\_ place without soil?

5. Clay particles are the \_\_\_\_\_ particles in soil.

6. Silt feels \_\_\_\_\_ than sand.



**Home Activity** Your child reviewed adjectives that compare. With your child, choose a favorite plant outside. Use words such as *taller*, *longest*, *lighter*, and *smallest* to compare it to other plants.

# Prairie Dog Picnic

by Amy Caldera  
Illustrated by Leslie Harrington

Genre	Build Background	Access Content	Extend Language
Fiction	<ul style="list-style-type: none"><li>• Habitat Families</li><li>• Animal Families</li><li>• Eating and Food</li></ul>	<ul style="list-style-type: none"><li>• Labels in Pictures</li><li>• Picture-Text Match</li></ul>	<ul style="list-style-type: none"><li>• Contractions</li></ul>

Scott Foresman Reading Street 2.4.3

Scott Foresman  
Is an imprint of

PEARSON

ISBN-13: 978-0-328-49887-1  
ISBN-10: 0-328-49887-4



9 780328 498871

9 0 0 0 0 0 >





**Question of the Week**  
What changes occur under the ground?

## High Frequency Words

family  
ground  
sleep  
before  
gone  
understand

## Concept Words

picnic  
prairie dogs  
tunnels  
grass

## Learning Goals:


- Some animals live underground.
- Animals can dig tunnels.
- Tunnels change the ground.




Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona  
Upper Saddle River, New Jersey





 A family goes on a picnic.  
Tony and Ana are excited.  
"I want to see prairie dogs!"  
says Tony.

 "Prairie dogs live in tunnels under the ground," says Mom. "Sometimes they sleep on grass."





prairie dogs



The family plays before lunch.  
Prairie dogs come out of the ground.  
They find food.



blanket

grapes



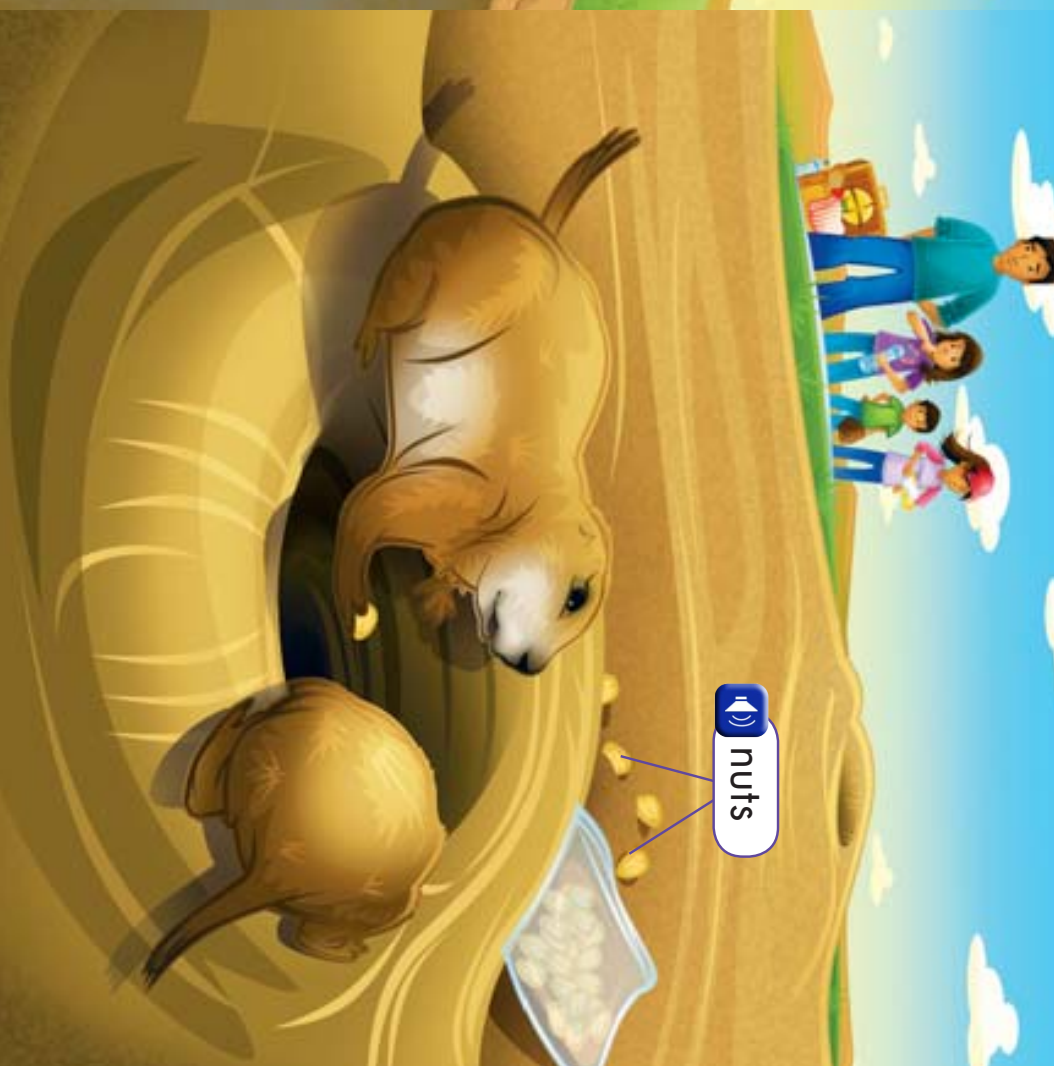
"It is time to eat!" says Dad.  
"Where are the grapes?" asks Mom.  
"I put them on the blanket," says Ana.



Someone spills juice.

"Where is the napkin?" asks Dad.

"It is gone," says Tony.



"The grapes and the napkin are gone," says Mom. "What's next?"

They hear a noise. "Look!" says Ana.

"Prairie dogs are taking the nuts."





"I understand!" says Ana.

"The napkin is soft. It makes a good bed."

"The prairie dogs want to have a picnic too," says Dad.



# Talk About It

1. What things do the prairie dogs take from the picnic?
2. Why do prairie dogs take food from the picnic?

## Write About It

3. Look at the pictures of the prairie dogs. Describe how prairie dogs live. Where do they live? What do they eat? Where do they sleep?

## Extend Language

When Mom asks, "What's next?" she means "What is next?"

what + is = what's

What does “*That’s mine!*” mean? Hint: Think about the two words that make *that’s*.

+ \_\_\_\_\_ = that's

**Copyright © Pearson Education, Inc., or its affiliates.** All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permissions, write to Pearson Curriculum Group Rights & Permissions, One Lake Street, Upper Saddle River, New Jersey 07458.

Pearson, Scott Foresman, and Pearson Scott Foresman are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc., or its affiliates.

