Dear Families,

We are preparing for distance learning in the event we close for any period of time. Attached you can find a packet of work for your child to complete in the event you receive a phone call and school is closed. In addition, students can use the following educational resources at home. In addition students can read any books at home, as well as magazines, newspaper and comic books in order to complete the reading graphic organizer.

iReady (online instruction in Math & Reading)

http://login.i-ready.com

Educational Games

www.abcya.com

www.starfall.com

www.fun4thebrain.com

Thank you for your support during this time!

Sincerely,

Ms. Rodriguez
Directions: Use the trick words in the box to complete the sentences.

out, about, our

1. Can you call me ______ the tank?
2. Have you met ______ pet cat?
3. They went ______ to the ranch.
4. I can not see ______ in the fog.
5. ______ truck is stuck!

Directions: Write each trick word from the box into the shape that it matches.
Directions: Read the words in the box. Copy each word into one of the groups.

- Three letter blends
  - spend
  - grand
  - scrap

- Words with two blends
  - spring
  - blimp
  - hint
  - splat

- Words with one blend
  - strap
  - stress
  - stop
  - plump
  - plant
  - drag
  - plump
Name: ________________________________

Directions: Use the trick words in the box to complete the sentences.

any  many

1. There were so _____________ snacks!

2. I do not want _____________ of that.

3. He has _____________ tricks to do.

4. _____________ shapes have 4 sides.

5. Jeff got prizes but I did not get _____________.

Directions: Write each trick word from the box into the shape that it matches.

[Shapes provided for matching]
Name: ______________________

Directions: Read the word in the box. Tap out the sounds and write one sound on each card. Then draw a picture of the word.

<table>
<thead>
<tr>
<th>chip</th>
<th>ch</th>
<th>i</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>raft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>brush</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strap</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trunk</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write the \textbf{am} and \textbf{an} words from page 42 in the correct columns.

\begin{tabular}{|c|c|}
\hline
am & an \\
\hline

\hline
\hline
\hline
\hline
\hline
\hline
\hline
\hline
\hline
\end{tabular}
Select letters from each box to make a real word. There may be several choices. Read the words.

<table>
<thead>
<tr>
<th>z P c h r d</th>
<th>th h S y f</th>
</tr>
</thead>
<tbody>
<tr>
<td>___am</td>
<td>___am</td>
</tr>
<tr>
<td>___an</td>
<td>___am</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>q u j b g w h</th>
<th>f c h v y r</th>
</tr>
</thead>
<tbody>
<tr>
<td>___am</td>
<td>___an</td>
</tr>
<tr>
<td>___am</td>
<td>___an</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>m t q u g c</th>
<th>s h D b p z</th>
</tr>
</thead>
<tbody>
<tr>
<td>___an</td>
<td>___an</td>
</tr>
<tr>
<td>___am</td>
<td>___an</td>
</tr>
</tbody>
</table>
Underline the baseword and circle the s. Read the baseword and then the entire word.

<table>
<thead>
<tr>
<th>ribs</th>
<th>tubs</th>
<th>pads</th>
</tr>
</thead>
<tbody>
<tr>
<td>rugs</td>
<td>wigs</td>
<td>pals</td>
</tr>
<tr>
<td>moths</td>
<td>bags</td>
<td>shops</td>
</tr>
<tr>
<td>ships</td>
<td>bells</td>
<td>hugs</td>
</tr>
<tr>
<td>caps</td>
<td>chips</td>
<td>fans</td>
</tr>
<tr>
<td>fins</td>
<td>sheds</td>
<td>kits</td>
</tr>
<tr>
<td>dogs</td>
<td>jobs</td>
<td>nuts</td>
</tr>
<tr>
<td>shells</td>
<td>cats</td>
<td>cans</td>
</tr>
<tr>
<td>naps</td>
<td>kids</td>
<td>lips</td>
</tr>
<tr>
<td>balls</td>
<td>jobs</td>
<td>logs</td>
</tr>
</tbody>
</table>
Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

<table>
<thead>
<tr>
<th>eats</th>
<th>rugs</th>
<th>chips</th>
<th>jugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>cots</td>
<td>dolls</td>
<td>shells</td>
<td>naps</td>
</tr>
</tbody>
</table>

1. Mom had the kids on ___________ for a nap.
2. Seth will get ___________ and dip for Jan.
3. Yes, the ___________ and dogs are pals!
4. The dog sheds on the ___________.
5. Dad fills the ___________ at the well.
7. The ___________ are red when they get wet.
Read the word. Tap out each baseword. Write the word in the boxes. Keep welded sounds together in a box. Keep bonus letters together in a box.

chills = _______ _______ _______ - s

cans = _______ _______ - s

shops = _______ _______ _______ - s

ducks = _______ _______ _______ - s

paths = _______ _______ _______ - s

halls = _______ _______ - s

rugs = _______ _______ _______ - s

cuffs = _______ _______ _______ - s

chips = _______ _______ _______ - s

fans = _______ _______ - s
Super Sort!

Sort the words into the correct box based on their ending.

- unk
- ank
- onk

Word Bank

bank  thanks  bunk  punk
honk  bunk  zonk  gunk
hunk  wink  bonk  funk
chunk  Hank  yank  lank
sunk  sank  tank  rank
<table>
<thead>
<tr>
<th>Read it</th>
<th>Trace it</th>
<th>Write it</th>
<th>Write it</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>about</td>
<td></td>
<td></td>
</tr>
<tr>
<td>about</td>
<td>about</td>
<td></td>
<td></td>
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<tr>
<td>about</td>
<td>about</td>
<td></td>
<td></td>
</tr>
<tr>
<td>about</td>
<td>about</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Color it.

1 = green  2 = blue  3 = red  4 = yellow  5 = pink

Write a sentence using the word and draw a picture to match your sentence.

_Your sentence_
Fill in the missing blends.

___ og  ___ ab  ___ apes  ___ um

___ ock  ___ ag  ___ ar

Write 3 words that begin with the **cl** blend.

1  2  3

**Color by Blend**

<table>
<thead>
<tr>
<th>cr = blue</th>
<th>br = yellow</th>
<th>dr = red</th>
<th>gr = green</th>
</tr>
</thead>
<tbody>
<tr>
<td>crab</td>
<td>brush</td>
<td>grass</td>
<td>drum</td>
</tr>
<tr>
<td>brick</td>
<td>crop</td>
<td>drop</td>
<td>cross</td>
</tr>
<tr>
<td>drip</td>
<td>grab</td>
<td>grin</td>
<td>crack</td>
</tr>
</tbody>
</table>
Read it.

should should should

Trace it.

should should should

Write it.

_________________________  ___________________________
_________________________  ___________________________
_________________________  ___________________________

Write a sentence using the word.

_________________________  ___________________________
_________________________  ___________________________
_________________________  ___________________________

Draw a picture to match your sentence.
Name: 

Characters

Setting

Main Events

Beginning → Middle → End
Skip Counting:
Forward and Backward
Up to 1,000
Directions: Complete each pattern.

| 125, 135,   |   |   | 175,   |   |   |
| 950, 900,   |   |   | 700,   |   |   |
| 550, 555,   |   |   | 570,   |   |   |
| 802, 804,   |   |   | 814,   |   |   |
| 334, 344,   |   |   | 384,   |   |   |
| 300, 310,   |   |   |   |   |   |
| 900, 800,   |   |   | 400,   |   |   |
|   |   |   | 675, 680,   |   |   |
| 212, 214,   |   |   | 222,   |   |   |

Make your own pattern:
Name ____________________

Multi-Step Word Problems with Money

Directions: Solve the word problems.

1. Jill had 2 dimes and 2 nickels. Amy had 4 nickels. They each spent 5 cents for a gumball.
   a. How much change does each girl have left?
      Jill: _______  Amy: _______
   b. How much more money does Jill have than Amy? _______
   c. How much money did each girl have before they bought a gumball?  Jill: _______  Amy: _______

2. Joe had 3 quarters and a nickel. Jim had 1 quarter, 2 dimes and a nickel. They each bought an ice cream for forty cents.
   a. How much change does each boy have left?
      Joe: _______  Jim: _______
   b. How much more money does Joe have than Jim? _______
   c. How much money did each boy have before they bought an ice cream?  Joe: _______  Jim: _______

3. Nick had one hundred dollars. Sally had seventy dollars. They each put thirty dollars in their savings account.
   a. How much money do they each have left?
      Nick: _______  Sally: _______
   b. How much more money does Nick have than Sally? _______
   c. If they each spent $25 dollars, how much would they have left?  Nick: _______  Sally: _______

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Regroup and Add 3-Digit Numbers

Directions: Solve the problems.
Use the color code to color the frogs according to the sums.

<table>
<thead>
<tr>
<th>Number</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>809</td>
<td>red</td>
</tr>
<tr>
<td>736</td>
<td>orange</td>
</tr>
<tr>
<td>643</td>
<td>yellow</td>
</tr>
<tr>
<td>990</td>
<td>green</td>
</tr>
<tr>
<td>607</td>
<td>blue</td>
</tr>
<tr>
<td>750</td>
<td>black</td>
</tr>
<tr>
<td>615</td>
<td>brown</td>
</tr>
<tr>
<td>683</td>
<td>white</td>
</tr>
<tr>
<td>310</td>
<td>purple</td>
</tr>
<tr>
<td>890</td>
<td>rainbow</td>
</tr>
</tbody>
</table>

Sums:

- 133 + 177 = 310 (red)
- 255 + 388 = 643 (orange)
- 463 + 527 = 990 (blue)
- 347 + 268 = 615 (brown)
- 633 + 176 = 809 (red)
- 445 + 445 = 890 (rainbow)
- 288 + 319 = 607 (blue)
- 554 + 129 = 683 (yellow)
**Money: Counting Coins**

Directions: Find the total amount for each group of coins. Write the amount in cents **¢**.

1. Two quarters, 3 dimes and 7 pennies = _____________
2. One quarter, 1 dime, 2 nickels and 3 pennies = _____________
3. 3 quarters, 1 dime and 1 nickel = _____________
4. One quarter, 4 dimes, 4 nickels and 2 pennies = _____________
5. 1 quarters, two dimes 4 nickels and one penny = _____________
6. 2 quarters, 1 dime and five pennies = _____________
7. 4 dimes, eight nickels and five pennies = _____________
8. 2 quarters and one nickel = _____________

Directions: Find the total amounts and write the answer using the $ sign.

1. 2 quarters, 5 dimes, 2 nickels and 3 pennies = _____________
2. 6 quarters, 3 dimes and 2 pennies = _____________
3. 8 dimes and 8 nickels = _____________
4. 6 quarters and 2 dimes= _____________
5. 1 quarter, 10 dimes, 2 nickels and 4 pennies = _____________
6. 3 quarters 6 dimes and 1 nickel = _____________
7. 4 quarters and 10 dimes = _____________
8. Two quarters, 4 dimes and 2 nickels = _____________
3 Digit Addition and Subtraction With Regrouping

Directions: Solve the math problems below. Color a chick that matches the sum or difference.

<table>
<thead>
<tr>
<th>942</th>
<th>743</th>
<th>486</th>
<th>214</th>
<th>607</th>
<th>847</th>
<th>553</th>
</tr>
</thead>
<tbody>
<tr>
<td>942</td>
<td>743</td>
<td>486</td>
<td>214</td>
<td>607</td>
<td>847</td>
<td>553</td>
</tr>
<tr>
<td>278</td>
<td>744</td>
<td>504</td>
<td>119</td>
<td>680</td>
<td>786</td>
<td>884</td>
</tr>
</tbody>
</table>

1. 427 + 316
2. 984 - 137
3. 159 + 627
4. 927 - 374
5. 634 + 308
6. 534 - 415
7. 125 + 482
8. 835 - 409
9. 263 + 241
10. 461 - 247

11. 568 + 316
12. 708 - 222
13. 175 + 505
14. 658 - 380
15. 427 + 317
Money: Counting Coins

Directions: Mom went to the gardening store. She has 98 cents to spend. She wants to buy 3 items. Show 6 different ways she can spend her money.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>hose</td>
<td>56¢</td>
</tr>
<tr>
<td>pot</td>
<td>25¢</td>
</tr>
<tr>
<td>flowers</td>
<td>18¢</td>
</tr>
<tr>
<td>birdhouse</td>
<td>65¢</td>
</tr>
<tr>
<td>seeds</td>
<td>9¢</td>
</tr>
<tr>
<td>watering can</td>
<td>37¢</td>
</tr>
<tr>
<td>garden fork</td>
<td>22¢</td>
</tr>
<tr>
<td>wheelbarrow</td>
<td>72¢</td>
</tr>
<tr>
<td>trowel</td>
<td>13¢</td>
</tr>
</tbody>
</table>

1. _______  2. _______  3. _______

Total: _______  Change: _______

1. _______  2. _______  3. _______

Total: _______  Change: _______

1. _______  2. _______  3. _______

Total: _______  Change: _______

1. _______  2. _______  3. _______

Total: _______  Change: _______

1. _______  2. _______  3. _______

Total: _______  Change: _______

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Counting with Dimes, Nickels and Pennies

“Sir Circle” counts coins! How much money?
Count the coins.
Circle the set with more money.

Example

12¢  21¢
Nickels: Counting By Fives

Nickel Pickles

Count the nickels by 5’s.
5 cents = 1 nickel

Write the amount.

Count 5__, 10__, 15__.

Count ____, ____.

Count ____, ____, ____, ____, ____, ____.

Count ____, ____, ____, ____, ____.

Count ____, ____, ____, ____, ____.
Fill in the blanks, then write <, >, or = in the circle.

3 tens 3 ones

93 48

Fill in the blanks, then write <, >, or = in the circle.

4 tens 4 ones

16 60

Write <, >, or = in the circle.

42 45

29 29

50 36
Explore Together

Understand 10 More and 10 Less

Find 10 less than 37.

Use a 120 chart. ➔ Color the number above 37.

<table>
<thead>
<tr>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26</th>
<th>27</th>
<th>28</th>
<th>29</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
</tr>
</tbody>
</table>

Find 10 more than 62.

Color both numbers.

____ is 10 more than 62.

<table>
<thead>
<tr>
<th>51</th>
<th>52</th>
<th>53</th>
<th>54</th>
<th>55</th>
<th>56</th>
<th>57</th>
<th>58</th>
<th>59</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
</tr>
</tbody>
</table>

Find 10 less than 69.

Color both numbers.

____ is 10 less than 69.

Talk About It

How does the 120 chart help you find 10 less and 10 more? Why does this work?
Explore Together
Understand 10 More and 10 Less

What is 10 more and 10 less?

42 and 10 more

4 tens 2 ones and 1 ten

Think 10 more means adding 1 ten.

\[42 + 10 = 52\]

___ tens ___ ones

Talk About It

How do the digits change when you add 10 to 42?
Practice Together

Make a Ten to Add

\[ 8 + 6 = ? \]

\[ 8 + 2 = 10 \]
\[ 10 + 4 = 14 \]
So, \[ 8 + 6 = 14 \]

\[ 8 + 7 = ? \]
\[ 8 + \_\_\_\_ = 10 \]
\[ 10 + \_\_\_\_ = \_\_\_\_ \]
\[ 8 + 7 = \_\_\_\_ \]

\[ 7 + 7 = ? \]
\[ 6 \ 7 \ 8 \ 9 \ 10 \ 11 \ 12 \ 13 \ 14 \ 15 \]
\[ 7 + \_\_\_\_ = 10 \]
\[ 10 + \_\_\_\_ = \_\_\_\_ \]
\[ 7 + 7 = \_\_\_\_ \]
Relate the Value of Coins to One Dollar

One dollar is 100 cents. So, \(\text{\underline{100}}\) pennies = $1.00.

Count on to see how many quarters equal $1.00.

\[25\text{¢}, 50\text{¢}, 75\text{¢}, 100\text{¢}\]

So, \(\text{\underline{4}}\) quarters = $1.00.

Draw more coins to show $1.00. Then tell how many you need.

1. \(\text{\underline{10}}\) dimes = $1.00

2. and \(\text{\underline{5}}\) nickels = $1.00
Relate the Value of Coins to One Dollar

1. **Reason** Harold has 4 quarters. Does he have $1.00? Explain.

2. **Attend to Precision** Kendra needs $1.00 to buy a bouncy ball. She has 73¢. What coins does she need to add to her 73¢ to buy the bouncy ball?
   
   Kendra needs ______ pennies, ______ nickel, and ______ dimes.

3. **Reason** Adam wants to buy his sister a teddy bear. The teddy bear costs $1.00. He has 64¢. What coins does he need to buy the teddy bear? Explain.

4. **Use Tools** Sofia wants to buy a whistle for $1.00. She has 22¢. What coins does she need to buy the whistle? Draw the coins she needs to make $1.00.
Test Prep

5. Which group of coins has a value of $1.00? Fill in the bubble next to the correct answer.

Spiral Review

6. Sarah buys a bookmark for 25¢. How many nickels have the same total value as 25¢? Draw to solve.

_____ nickels

7. What is the total value of these coins?
Compute the Value of Dollar Combinations

To find dollar amounts, you can count on.

When the bills are mixed, put them in order from greatest value to least value.


Count on to find the total value.

1. Two $20 bills, three $5 bills, and five $1 bills

   $20, $40, $45, $50

   The total value is ________.

Write the values in order from greatest to least. Then count on to find the total value.

2. Two $20 bills, one $5 bill, and one $1 bill

   $20, $5, $1

   The total value is ________.
Compute the Value of Dollar Combinations

1. **Use Structure** Mrs. Nance has one $20 bill, two $10 bills, one $5 bill, and three $1 bills. How much money does Mrs. Nance have?

   Mrs. Nance has ______.

2. **Use Tools** Steve counts the money he saved. Count on to find how much money Steve saved.

   Steve saved $______.

3. **Attend to Precision** Ms. Mons has one $20 bill, two $5 bills, and nine $1 bills. What bills could she add to make $60?

   _______ _______ _______ _______ _______ _______ _______ _______
Test Prep

Fill in the bubble next to the correct answer.

4 Which set of bills shows $42?

- [ ]
- [ ]
- [ ]

5 Isaiah saves money to buy a football. How much money does Isaiah save?

- [ ] $21
- [ ] $20
- [ ] $16

Spiral Review

6 Mike wants to buy a beach ball for $1. He has 65¢. Draw the coins Mike needs to make $1.00.
Solve Problems Involving Money

Andre empties his piggy bank. He finds these bills.

Harry has $35. Who has more money?

Step 1: Count on to find the total value of Andre’s money.

\[ \begin{array}{cccccccc}
$10 & $20 & $25 & $30 & $31 & $32 & $33 \\
\end{array} \]

Step 2: Compare the totals. $35 is \underline{more} \underline{than} $33.

\underline{Harry} has more money.

1. Tamera saves these bills. Does she have enough money to buy a $50 skateboard?

She has $45.

She \underline{does not} have enough.

2. Ava saves one $10 bill, five $5 bills, and three $1 bill. Max saves three $10 bills, two $5 bills, and two $1 bills. How much money do they have?

Ava has \underline{______}. Max has \underline{______}.

\underline{______} + \underline{______} = \underline{______}. They have \underline{______}. 

Module 8 • Lesson 3
Solve Problems Involving Money

1. **Attend to Precision**  Markus has one $10 bill, three $5 bills, and one $1 bill. Count on to find how much money Markus has.

   Markus has ______.

2. **Attend to Precision**  Nina saves 43¢. What are three different coin combinations Nina could have?

   ____________________________
   ____________________________
   ____________________________

3. **Reason**  Kamal has one $10 bill, one $5 bill, and four $1 bills. He wants to buy a basketball for $25. Count on to find how much money Kamal has. Does he have enough money to buy the basketball? Explain.

   ____________________________
   ____________________________
   ____________________________

4. There is a different quarter for each of the 50 states in the United States. Delaware was the first state to get its own quarter. Anna has three state quarters. Her brother gives her one more state quarter. How much money does Anna have?

   Anna has ________.
Test Prep
5 Charlie has 2 quarters, 2 dimes, and 5 pennies. Which combination of coins has the same total value? Fill in the bubble next to the correct answer.

- 4 quarters
- 7 dimes and 1 nickel
- 2 quarters, 2 dimes, and 1 penny

6 Nadine has one $5 bill. Diana has five $1 bills. Who has more money? Explain.

Spiral Review
7 Jordan wants to buy a baseball for $1. He has 80¢. Draw the coins Jordan needs to buy the baseball.

8 Mrs. Seles has one $20 bill, two $10 bills, one $5 bill, and two $1 bills. Count on to find how much money she has.

Mrs. Seles has _______.