

2nd Grade Home Learning Weeks 7+8



Week 7 and 8 Writing Research Report

Learning Target: I can gather information to answer a question(s) to create a research report.

Steps for writing a research report: Use these steps when you write a research report to make your writing go smoothly.

Step 1: Ask questions about a topic: Who?, Where?, What?, Why?, When?, and How?

Step 2: gather information Read, listen, and think Take notes

Step 3: Sort your notes and ideas. Which ideas go together?

Week 7: You will pick a topic that interests you or write about an ocean animal. Use the questions who, what, when why, where, and how. This will help you come up with the ideas for your research. Once you pick your topic, start to gather information and take notes. You can find information by finding a book that fits your topic. Please read the book and look at the pictures. If you are limited on books, you can interview a family member about their job. Use the outline provided: Plan and organize your report with an outline. Include the big ideas and details.

Week 8: Research Report: Turn the outline into a great report. After you write your first copy of your draft, revise and edit your paper by adding, move, or take out sentences to make your writing clear and more interesting. Then, you can check for errors: capitalization, usage, punctuation, and spelling (proofread to fix small mistakes). Finally, write or type the final copy. Please remember to share your writing with your teacher and your family.

Semana 7 y 8 Redacción del informe de investigación

Objetivo de aprendizaje: puedo recopilar información para responder una (s) pregunta (s) para crear un informe de investigación.

Pasos para escribir un informe de investigación: Siga estos pasos cuando escriba un informe de investigación para que su redacción sea fluida.

Paso 1: Haga preguntas sobre un tema: ¿Quién ?, ¿Dónde ?, ¿Qué ?, ¿Por qué ?, ¿Cuándo ?, y ¿Cómo?

Paso 2: recopilar información Leer, escuchar y pensar Tomar notas

Paso 3: Ordena tus notas e ideas. ¿Qué ideas van juntas?

Semana 7: Elegirás un tema que te interese o escribirás sobre un animal oceánico. Use las preguntas quién, qué, cuándo, por qué, dónde y cómo. Esto lo ayudará a encontrar ideas para su investigación. Una vez que elija su tema, comience a recopilar información y tomar notas. Puede encontrar información buscando un libro que se ajuste a su tema. Por favor lea el libro y mire las fotos. Si tiene pocos libros, puede entrevistar a un miembro de la familia sobre su trabajo. Utilice el esquema proporcionado: planifique y organice su informe con un esquema. Incluye las grandes ideas y detalles.

Semana 8: Informe de investigación: Convierta el esquema en un excelente informe. Después de escribir su primera copia de su borrador, revise y edite su trabajo agregando, moviendo o sacando oraciones para que su escritura sea clara y más interesante. Luego, puede verificar los errores: uso de mayúsculas, uso, puntuación y ortografía

(revisión para corregir pequeños errores).

Finalmente, escriba o escriba la copia final.

Recuerde compartir sus escritos con su maestro y su familia.

Name: _____

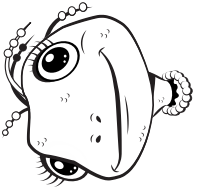
Tool B7-6a

Gathering Information



Topic = how wind helps

Questions		Answers
What kinds of things use wind?		<ul style="list-style-type: none"> — kites — sailboats — windmills — turbines
How does wind help us?		<ul style="list-style-type: none"> — helped sailors sail for thousands of years — windmills grind grain — windmills pump water out of ground — wind turbines make electricity
Why is wind helpful?		<ul style="list-style-type: none"> — powerful — pushes boats, don't have to row — easier to grind flour for food — easier to get water for farming, drinking



Topic = how wind helps



wind moves sailboats

people have used sailboats for

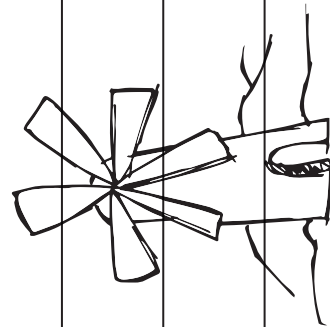
thousands of years

Power of Wind (p. 1)

Power of Wind (p. 1)

wind can turn windmills

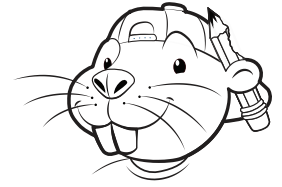
windmills grind grain into flour



Power of Wind (p. 4)

Power of Wind (p. 4)

Name: _____

Tool B7-11a**Title =** Wind Power**Topic =** how wind helps

★ sailboats

- wind pushes sails
- sailors steer boat
- sailboats around for thousands of years

★ windmills

- grind grain into flour
- pump water out of the ground

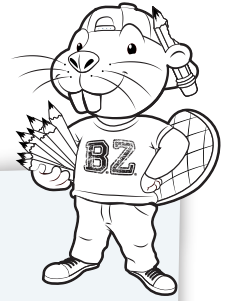
★ electricity

- wind turbines in windy places
- turbines make electricity

Conclusion = powerful and helpful

Name: _____

Tool B7-3a



Heading

Frida Torrez
Ms. Miller's Class
Science
October 11, 2016

Title

Wind Power

Topic Sentence

Key/Star Idea

The E's/the Reds

Key/Star Idea

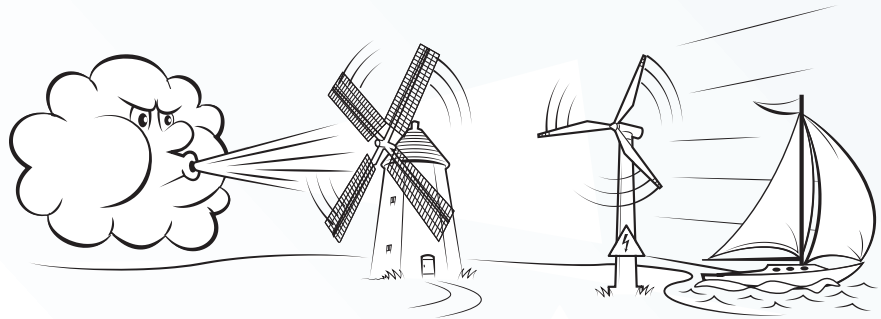
The E's/the Reds

Key/Star Idea

The E's/the Reds

Conclusion

Wind helps us in many ways. First, wind can move sailboats. The wind pushes the sail and the sailor steers the boat. People have used sailboats for thousands of years. Next, wind can turn windmills. Windmills can grind grain into flour. They can also pump water up out of the ground. Finally, wind can be turned into electricity. Companies build turbines in windy places. A turbine is a machine that makes electricity. Wind is powerful and can help people in many ways.



Name: _____

Tool B7-6a

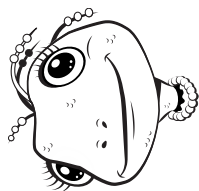
Gathering Information



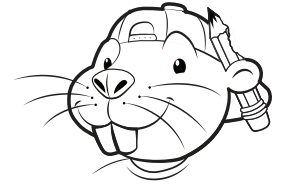
Topic = _____

Questions		Answers

Topic =



Name: _____

Tool B7-11c**Title =** _____**Topic =** _____

—



—

—



—

—

—

Conclusion = _____

Interview

[illegible]

The Writing Process



Name: _____

Tool B7-16a

Quick Check

Research Question

☐ Do I answer the research question?

Report

☐ Is my heading correct?☐ Does my report have a title?☐ Do I have a topic sentence?☐ Do I have a conclusion?

Ideas

☐ Did I use ideas I learned from my research?☐ Are my ideas about my topic?

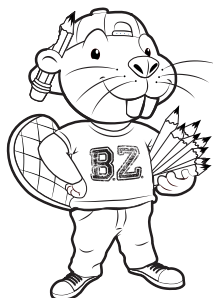
Notes:

Name: _____

Tool B7-13a

Checklist for Revising Research Reports

Organization



- ☐ Does my report have a title?
- ☐ Do I have a topic sentence?
- ☐ Are my ideas in order?
- ☐ Do I use transitions?
- ☐ Do I have a conclusion?

Ideas



- ☐ Do I answer the research question?
- ☐ Are my ideas about my topic?
- ☐ Did I use ideas I learned from my research?

Style



- ☐ Do I write in complete sentences?
- ☐ Do I use interesting words that fit the topic?
- ☐ Do I use interesting sentences?

Name: _____

Tool B2-17b

Editing and Proofreading Checklist



Capitalization



- ☐ My sentences all begin with a capital letter.
- ☐ I used capital letters for the names of people and places.

Usage



- ☐ My sentences make sense.
- ☐ I used nouns and verbs correctly.
- ☐ I used pronouns correctly.

Punctuation



- ☐ My sentences all end with a period, question mark, or exclamation mark.
- ☐ I used commas to separate items in a list.
- ☐ I used apostrophes correctly in contractions and words that show ownership.

Spelling



- ☐ My spelling matches the spelling of word wall words.
- ☐ I sounded out the words I don't know.

ELA Learning Focus and Directions Week 7/8

Learning Focus: Learning Focus: Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a nonfiction text.

What you'll find in the ELA section (In this order) :

- Question Word Example (**Page 1**)
- Schema Example (**Page 2**)
- Reading Learning Activity Week 7 (**page 3-4**)
- Reading Learning Activity Week 8 (**page 5-6**)

Directions Week

7:

1. Review Question Word Examples and Schema Example 2. Read through the passages (Hammerhead Sharks and Oceans) and answer the questions underneath each passage while making sure to go back and circle or underline where you are finding the answers. 3. On the back write one question you still have about the topic.

Directions Week

8:

1. Look at the title and illustration on the passage and think about everything you already know about the topic. 2. Write one thing you already know about the topic. 3. Write one question you have BEFORE reading. 4. Read the passage. 5. Answer the two comprehension questions and underline or circle WHERE you find the answers in the passage. 6. Write two of your own

comprehension questions and the answers to those

questions (make sure you can find the answers IN the passage).

Learning Supports: Read to or with your child and ask questions about what you read: *Who? What? Where? When? Why? And How? And “What do you already know about the topic?”*

ELA Enfoque de aprendizaje y direcciones

Semana 7/8

Enfoque de aprendizaje: haga y responda preguntas como quién, qué, dónde, cuándo, por qué y cómo demostrar la comprensión de los detalles clave en un texto de no ficción.

Lo que encontrará en la sección ELA (en este orden):

- *Ejemplo de palabra de pregunta (página 1)*
- *Ejemplo de esquema (página 2)*
- *Actividad de aprendizaje de lectura Semana 7 (página 3-4)*
- *Actividad de aprendizaje de lectura Semana 8 (página 5-6)*

Instrucciones Semana 7:

1. Repase ejemplos de palabras de preguntas y ejemplos de esquemas 2. Lea los pasajes (Tiburones martillo y océanos) y responda las preguntas debajo de cada pasaje mientras se asegura de regresar y marcar o

subrayar dónde está encontrando las respuestas. 3. En el reverso escriba una pregunta que todavía tenga sobre el tema.

Instrucciones Semana 8:

1. Mira el título y la ilustración en el pasaje y piensa en todo

Ya sabes sobre el tema. 2. Escribe una cosa que ya sabes sobre el tema. 3. Escriba una pregunta que tenga ANTES de leer. 4. Lee el pasaje. 5. Responda las dos preguntas de comprensión y subraye o circule DONDE Usted encuentra las respuestas en el pasaje. 6. Escribe dos de tus propias preguntas de comprensión y las respuestas a esas preguntas (asegúrese de encontrar las respuestas EN el pasaje).

Apoyos de aprendizaje: lea a su hijo o con él y haga preguntas sobre lo que lee: ¿Quién? ¿Qué? ¿Dónde? ¿Cuándo? ¿Por qué? ¿Y cómo? Y "¿Qué sabes sobre el tema?"

Question Examples for Nonfiction Texts

Questions

During an informational text, readers answer questions and ask questions.

Asking Questions- asking yourself questions while reading

Answering Questions- text must be used to find answers



Remember questions start with:

Who

What

Where

When

Why

How

To answer questions we usually can find **EVIDENCE** to find the answer.

What is Schema?

Schema (pronounced Skee-muh) is everything we already know! Before reading a nonfiction text it's important to think about everything you already know about the topic. This is called Activating our schema.

Activating Schema



- That reminds me of....
- I'm remembering...
- I have a connection to...
- I have schema for...
- I can relate to...

Hammerhead Sharks

There are many different species of sharks. One very unique species is a hammerhead shark. Their name comes from the shape of their heads. Their heads look like the top of a hammer. The shape of the shark's head helps with its predatory habits. These animals are carnivores. They hunt other underwater animals, such as stingrays. Another benefit to its head shape is better vision. The eyes are on the far sides of its head. This makes its vision a little better than other species of sharks.



1. How is this shark unique?

2. Are the animals plant eaters? How do you know?

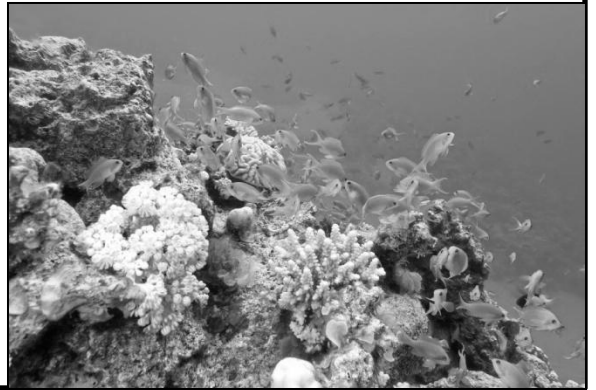
3. Ask one question you still have about hammerhead sharks.

Name: _____



Oceans

Oceans are bodies of water that can be found covering a large area of the earth's surface. They contain salt water that can either be warm water or cold water, depending on how far that ocean is from the equator. Thousands of different animal and plant species live in the ocean. A large number of these animals are fish and invertebrates, while several mammals can also be found in oceans, too. There are four different levels to the ocean. At the top, there is the sunlight zone, then it moves to the twilight zone, the midnight zone, and the abyss at the very bottom. The abyss is pitch black and is home to very unique animals. Many of the animals in the ocean live near the top level because of sunlight.



1. What is an ocean?

2. Identify one fact about ocean levels.

3. How can oceans around the world differ from one another?

Oceans



Oceans cover more than 70% of the Earth's surface! The oceans are very important to our planet. They are connected to temperature and the weather. The oceans absorb, or take in, the sun's heat. The ocean water is always moving, so the heat is moved around the planet. This heat energy heats up the land and air during the winter. It also helps to cool the land and air in the summer.

The oceans are home to many plants and animals. Some examples of sea life include dolphins, sharks, fish, coral, seaweed, and lobsters. The ocean contains saltwater. The largest ocean is the Pacific Ocean. Other oceans include the Atlantic, Arctic, Indian Oceans.

BEFORE reading:

1. Open your SCHEMA and look at the title and photograph and write one thing you already know about Oceans.

2. Write one question you have about Oceans.

AFTER reading answer the questions (highlight or underline WHERE in the passage you found the answer)

1. How do the oceans heat up the land and the air in the winter?

2. What are three animals that live in the ocean?

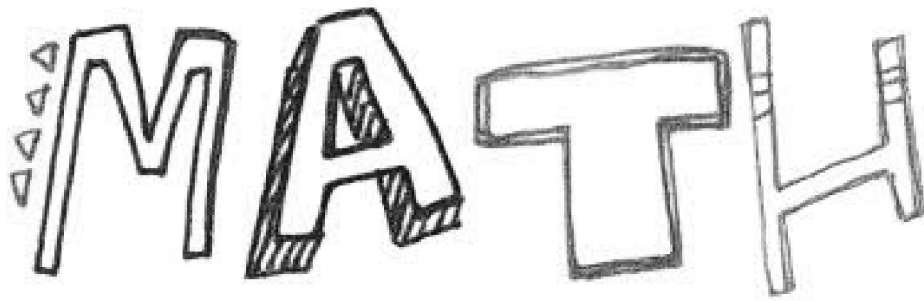
In the next spaces write two of your own comprehension questions and then answer them using the passage.

Question: _____

Answer: _____

Question: _____

Answer: _____



Weeks 7 and 8

Hello Families,

For the learning packet this week, it is broken up into two lessons for the next two weeks.

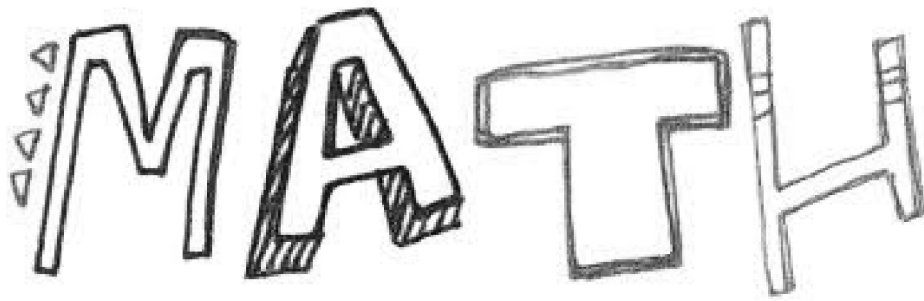
Week 5 (May 25th-May 29th)	Students will focus on the LESSON 18 pages. In these pages, students will continue working on Adding and Subtracting three digit numbers.
Week 6 (Jun 1st-Jun 5th)	Students will focus on the LESSON 19 pages. In these pages, students will add up to four two digit numbers.

Both lessons have parent pages to help explain the addition and subtraction strategies but feel free to contact your student's teacher if there are any questions about the work.

Thank you!

CES Second Grade Team

Ms. Murphy, Mrs. Rismoen, Mr. Callazo, and Mr. Papu



Semanas 7 y 8

Hola familias

Para el paquete de aprendizaje de esta semana, se divide en dos lecciones para las próximas dos semanas.

Semana 5 (25 de mayo-29 de mayo)	Los estudiantes se centrarán en las páginas tituladas Lección 18. En estas páginas, los estudiantes continuarán trabajando en Sumar y Restar números de tres dígitos.
Semana 6 (1 de junio-5 de junio)	Los estudiantes se centrarán en las páginas tituladas LECCIÓN 19. En estas páginas, los estudiantes agregarán hasta cuatro números de dos dígitos.

Ambas lecciones tienen páginas para que los padres ayuden a explicar las estrategias de suma y resta, pero no dude en comunicarse con el maestro de su hijo si tiene alguna pregunta sobre el trabajo escolar.

¡Gracias!

CES Second Grade Team

Ms. Murphy, Mrs. Rismoen, Mr. Callazo, and Mr. Papu

Use Addition and Subtraction Strategies with Three-Digit Numbers



Dear Family,

This week your child is learning strategies for adding and subtracting three-digit numbers.

Previously, your child learned to use place value to add and subtract three-digit numbers. In this lesson, your child will use both addition and subtraction strategies to solve many different types of problems.

Here are some ways that your child might find $600 - 238$.

- Subtract hundreds, tens, and ones.

$$238 = 200 + 30 + 8$$

First, subtract **200**.

Then subtract **30**.

Last, subtract **8**.

$$\begin{array}{r} 600 \\ - 200 \\ \hline 400 \\ - 30 \\ \hline 370 \\ - 8 \\ \hline 362 \end{array}$$

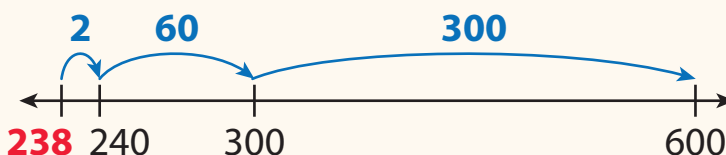
- Use an open number line.
You can change the subtraction problem into a missing addend addition problem. To find $600 - 238$, you can find $238 + ? = 600$.

Start at **238**.

Add **2** to reach 240.

Then add **60** to reach 300.

Then add **300** to reach 600.



You added on **2 + 60 + 300**, or **362**.

Your answer to $600 - 238$ is 362 using either strategy.

Invite your child to share what he or she knows about adding and subtracting three-digit numbers by doing the following activity together.



Usa estrategias de suma y resta con números de tres dígitos



Estimada familia:

Esta semana su niño está aprendiendo estrategias para sumar y restar números de tres dígitos.

En lecciones anteriores, su niño aprendió a usar el valor posicional para sumar y restar números de tres dígitos. En esta lección, su niño usará estrategias tanto de suma como de resta para resolver diferentes tipos de problemas.

Estas son algunas maneras en las que su niño podría resolver $600 - 238$.

- Se restan centenas, decenas y unidades.

$$238 = 200 + 30 + 8$$

Primero se resta **200**.

Luego se resta **30**.

Por último se resta **8**.

$$\begin{array}{r} 600 \\ - 200 \\ \hline 400 \\ - 30 \\ \hline 370 \\ - 8 \\ \hline 362 \end{array}$$

- Use una recta numérica abierta.

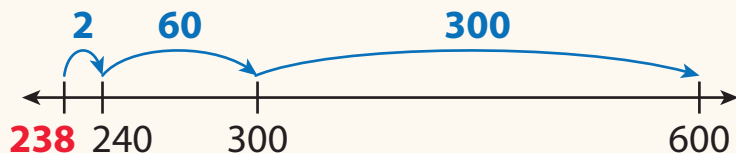
Puede cambiar el problema de resta a un problema de suma con un sumando que falta. Para hallar $600 - 238$, puede resolver $238 + ? = 600$.

Comience en **238**.

Suma **2** para obtener 240.

Luego suma **60** para obtener 300. Después

suma **300** para obtener 600.



Ha sumado hacia delante **2 + 60 + 300**, o **362**.

Su respuesta a $600 - 238$ es 362 usando cualquier estrategia.

Invite a su niño a compartir lo que sabe sobre sumar y restar números de tres dígitos haciendo juntos la siguiente actividad.



ACTIVITY USING ADDITION AND SUBTRACTION STRATEGIES WITH THREE-DIGIT NUMBERS

Do this activity with your child to use addition and subtraction strategies with three-digit numbers.

- Ask your child to choose and write a three-digit number from below.
- Add the number on the matching shape and color as your child's number. Have your child check the sum.
- Ask your child to use those same two numbers and subtract the lesser number from the greater number. Have your child explain the strategy he or she used to find the answer.
- Switch roles and repeat so that you and your child take turns doing either the addition or the subtraction of the two numbers with matching colors.
- Ask your child what his or her favorite strategy is for adding three-digit numbers. Ask what his or her favorite strategy is for subtracting three-digit numbers.



ACTIVIDAD USAR ESTRATEGIAS DE SUMA Y RESTA CON NÚMEROS DE TRES DÍGITOS

Haga la siguiente actividad con su niño para ayudarlo a usar estrategias de suma y resta con números de tres dígitos.

- Pida a su niño que elija un número de tres dígitos entre los números de abajo y que lo escriba.
- Suma al número de su niño el número que le corresponda en forma y color. Pida a su niño que compruebe la suma.
- Pídale que use esos dos mismos números y que reste el menor del mayor. Pida a su niño que explique la estrategia que usó para hallar la respuesta.
- Intercambien roles y repitan el procedimiento, de modo que usted y su niño se turnen al hacer la suma o la resta de los dos números con colores que se corresponden.
- Pregunte a su niño cuál es su estrategia favorita para sumar números de tres dígitos. Pregúntele cuál es su estrategia favorita para restar números de tres dígitos.



Practice Addition Strategies with Three-Digit Numbers

Study the Example showing one way to add three-digit numbers. Then solve problems 1–6.

EXAMPLE

At Elm School, 176 students are in the first grade, and 139 students are in the second grade. How many students are in both grades?

Find $176 + 139$.

You can break apart the addends.

$$\begin{array}{r}
 176 \rightarrow 100 + 70 + 6 \\
 + 139 \rightarrow 100 + 30 + 9 \\
 \hline
 200 + 100 + 15 = 300 + 15 = 315
 \end{array}$$

So, there are 315 students in both grades.

**Luis saves \$285. Then he saves \$152 more.
How much money does Luis save?**

- 1 Break apart the numbers. Find the total.

$$\begin{array}{r}
 285 \rightarrow 200 + \boxed{} + \boxed{} \\
 + 152 \rightarrow 100 + \boxed{} + \boxed{} \\
 \hline
 \boxed{} + 130 + \boxed{}
 \end{array}$$

- 2 $130 = \dots\dots\dots$ hundred + $\dots\dots\dots$ tens

- 3 How much money does Luis save? \$ $\dots\dots\dots$



- 4 On Monday, Kim's family starts driving on their vacation. On Tuesday, they drive 258 miles. Kim's family drives 484 miles during both days. How many miles do they drive on Monday? Show your work.

Solution

- 5 Use two different ways to solve this equation.
Show your work.

$$247 + ? = 673$$

Solution

- 6 What is $518 + 384$?

(A) 902 (B) 892 (C) 872 (D) 802

Using Addition Strategies with Three-Digit Numbers

Name: _____

Write the number that makes each addition equation true.

1 $543 + 268 = \underline{811}$

2 $415 + 385 = \underline{\hspace{2cm}}$

3 $794 + 136 = \underline{\hspace{2cm}}$

4 $675 + 225 = \underline{\hspace{2cm}}$

5 $431 + 279 = \underline{\hspace{2cm}}$

6 $215 + 166 = \underline{\hspace{2cm}}$

7 $189 + \underline{\hspace{2cm}} = 230$

8 $\underline{\hspace{2cm}} + 27 = 604$

9 $\underline{\hspace{2cm}} + 35 = 813$

10 $653 + \underline{\hspace{2cm}} = 711$

11 Explain the strategy you used to solve problem 10.

12 Show one way to complete the equation $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 754$.

Using Subtraction Strategies with Three-Digit Numbers

Name: _____

Subtract.

1 $300 - 200 = \underline{100}$

$300 - 195 = \underline{\hspace{2cm}}$

$300 - 165 = \underline{\hspace{2cm}}$

2 $800 - 300 = \underline{\hspace{2cm}}$

$800 - 285 = \underline{\hspace{2cm}}$

$800 - 290 = \underline{\hspace{2cm}}$

3 $600 - 400 = \underline{\hspace{2cm}}$

$600 - 490 = \underline{\hspace{2cm}}$

$600 - 485 = \underline{\hspace{2cm}}$

4 $400 - 300 = \underline{\hspace{2cm}}$

$400 - 280 = \underline{\hspace{2cm}}$

$400 - 265 = \underline{\hspace{2cm}}$

5 $700 - 400 = \underline{\hspace{2cm}}$

$700 - 415 = \underline{\hspace{2cm}}$

$700 - 435 = \underline{\hspace{2cm}}$

6 $900 - 500 = \underline{\hspace{2cm}}$

$900 - 505 = \underline{\hspace{2cm}}$

$900 - 545 = \underline{\hspace{2cm}}$

7 $500 - 200 = \underline{\hspace{2cm}}$

$500 - 225 = \underline{\hspace{2cm}}$

$500 - 265 = \underline{\hspace{2cm}}$

8 $800 - 300 = \underline{\hspace{2cm}}$

$800 - 115 = \underline{\hspace{2cm}}$

$800 - 155 = \underline{\hspace{2cm}}$

Add Several Two-Digit Numbers



Dear Family,

This week your child is learning different ways to add three or four two-digit numbers.

Here are some ways he or she might add $18 + 34 + 22 + 26$.

- One way is to break each number into tens and ones and then add pairs of numbers.

	Tens	Ones	
4 <	1	8	> 12
	3	4	
4 <	2	2	> 8
	2	6	

$$\begin{array}{rclcl}
 4 \text{ tens} + 4 \text{ tens} & + & 12 \text{ ones} + 8 \text{ ones} & & \\
 8 \text{ tens} & + & 20 \text{ ones} & & \\
 80 & + & 20 & = & 100
 \end{array}$$

So, $18 + 34 + 22 + 26 = 100$.

- Another way is to add two numbers at a time. If you can find pairs of numbers with ones digits that make a ten, add those first.

$$\begin{array}{ccccccc}
 18 & + & 34 & + & 22 & + & 26 \\
 & & \swarrow & & \searrow & & \swarrow \\
 & & 40 & + & 60 & = & 100
 \end{array}$$

So, $18 + 34 + 22 + 26 = 100$.

Invite your child to share what he or she knows about adding three or more two-digit numbers by doing the following activity together.

Suma varios números de dos dígitos



Estimada familia:

Esta semana su niño está aprendiendo diferentes maneras de sumar tres o cuatro números de dos dígitos.

Estas son algunas maneras en las que su niño puede sumar $18 + 34 + 22 + 26$.

- Una manera es descomponer cada número en decenas y unidades y luego sumar pares de números.

	Decenas	Unidades	
4 <	1	8	> 12
	3	4	
4 <	2	2	> 8
	2	6	

$$\begin{array}{rclclcl} 4 \text{ decenas} & + & 4 \text{ decenas} & + & 12 \text{ unidades} & + & 8 \text{ unidades} \\ 8 \text{ decenas} & & & + & 20 \text{ unidades} & & \\ 80 & & + & 20 & = & 100 \end{array}$$

Por lo tanto, $18 + 34 + 22 + 26 = 100$.

- Otra manera es sumar dos números por vez. Si puede hallar pares de números con dígitos de unidades que formen una decena, sume esos primero.

$$\begin{array}{ccccccc} 18 & + & 34 & + & 22 & + & 26 \\ & & \swarrow & \searrow & \swarrow & \searrow & \\ & & 40 & + & 60 & = & 100 \end{array}$$

Por lo tanto, $18 + 34 + 22 + 26 = 100$.

Invite a su niño a compartir lo que sabe sobre sumar tres o más números de dos dígitos haciendo juntos la siguiente actividad.

ACTIVITY ADDING TWO-DIGIT NUMBERS

Do this activity with your child to explore adding several two-digit numbers.

- Work with your child to solve the following problem.
A school is holding a math team competition. Each team has four students. The team score is the sum of the four students' scores. Which team won the competition?

Tigers	Lions	Bears	Hawks
35	67	56	35
68	88	62	90
42	41	44	28
55	39	63	60

- Ask your child to add the four scores on each team.
(See totals below.)
- Work with your child to compare the totals to find the winner.
- Ask your child to make up a new team. Ask your child what scores he or she could give each student on the new team in order to win the competition.



Answers: Tigers: 200; Lions: 235; Bears: 225; Hawks: 213

ACTIVIDAD SUMAR NÚMEROS DE DOS DÍGITOS

Haga la siguiente actividad con su niño para explorar la suma de varios números de dos dígitos.

- Trabaje con su niño para resolver el siguiente problema.
Una escuela lleva a cabo una competencia de matemáticas por equipos. Cada equipo tiene cuatro estudiantes. El puntaje de cada equipo es la suma de los puntajes de los cuatro estudiantes. ¿Qué equipo ganó la competencia?

Tigres
35
68
42
55

Leones
67
88
41
39

Osos
56
62
44
63

Halcones
35
90
28
60

- Pida a su niño que sume los cuatro puntajes de cada equipo. (Se pueden ver los totales abajo.)
- Trabaje con su niño para comparar los totales y hallar el equipo ganador.
- Pida a su niño que invente un nuevo equipo. Pregúntele qué puntaje le daría a cada estudiante del nuevo equipo para que ganen la competencia.



Respuestas: Tigres: 200; Leones: 235; Osos: 225; Halcones: 213

Practice Adding Four Two-Digit Numbers

Study the Example showing different ways to add four two-digit numbers. Then solve problems 1–7.

EXAMPLE

Add 27, 32, 43, and 65.

You can look for numbers with ones that make a ten.

Add those numbers first.

$$7 + 3 = 10$$

$$\begin{array}{ccccccc} 27 & + & 32 & + & 43 & + & 65 \\ & \searrow & \nearrow & \searrow & \nearrow & & \\ & 70 & + & 97 & = & 167 \end{array}$$

$$27 + 32 + 43 + 65 = 167$$

You can break each number into tens and ones. Then add.

$$\begin{array}{r} 20 + 7 \\ 30 + 2 \\ 40 + 3 \\ 60 + 5 \\ \hline 150 + 17 = 167 \end{array}$$

Mr. Dell runs four times in a week. He runs for 25, 27, 28, and 32 minutes.

- 1 Which two numbers have ones that make a ten? $28 + \dots = 60$
Add those first.
- 2 Add the other two numbers. $25 + 27 = \dots$
- 3 Show how to find the total minutes Mr. Dell runs.

There are 47 apples and 49 pears for sale. There are also 53 peaches and 62 plums.

- 4 Break each number into tens and ones.

$$47 = \dots + \dots \quad 53 = \dots + \dots$$

$$49 = \dots + \dots \quad 62 = \dots + \dots$$

- 5 How many pieces of fruit are there in all?
Show your work.

Solution

- 6 Laqueta babysits for 4 days. She earns \$29, \$34, \$36, and \$52 in one week. What is the total amount of money Laqueta earns? Show your work.

Solution

- 7 Dom has 21 red blocks and 24 blue blocks. He has 29 green blocks and 35 pink blocks. How many blocks does Dom have? Show your work.

Solution



Adding Four Two-Digit Numbers

Name: _____

Find the sum. Show your work.

1 $29 + 34 + 21 + 36$

$50 + 70$

2 $45 + 38 + 62 + 15$

3 $17 + 36 + 43 + 74$

4 $55 + 49 + 71 + 15$

5 $32 + 24 + 68 + 46$

6 $27 + 19 + 33 + 81$

7 $32 + 13 + 29 + 35$

8 $53 + 74 + 13 + 44$

9 $24 + 12 + 74 + 68$

10 $92 + 37 + 71 + 14$

11 Explain how you found the answer to problem 8.

Develop Adding Four Two-Digit Numbers

Read and try to solve the problem below.

Ray and Cho fill water balloons for a game. Ray fills 16 red balloons and 41 white balloons. Cho fills 22 red balloons and 39 white balloons. How many balloons do they fill in all?



TRY IT



Math Toolkit

- base-ten blocks
- connecting cubes
- number bonds
- bar models
- open number lines



DISCUSS IT

Ask your partner:

Do you agree with me? Why or why not?

Tell your partner:

The strategy I used to find the answer was . . .