



LEARNER GUIDE – 2nd Grade

Episode: 315

Phonics Skill

A **suffix** is a meaningful word part used at the end of a word. When we compare **two things**, we add the suffix “-er” and when we compare **three or more things** we add the suffix **-est**.

-er means **more**
-est means **most**

Try It

Read the base words. Add the suffix **-er** and **-est** to make the new word. How does the meaning of the new word change?

Base Word	-er	-est
-----------	-----	------

cold

tall

quick

high

Write It

What word is missing? Fill in the blank with one of the words from your list.

In the winter, the _____ days are usually in February.

That skyscraper is much _____ than my house!

On the swings, I always go _____ than my best friend.

All of the second graders ran to see who could be the _____ to the lunch line.

Read It

Read or listen to “Each Kindness” by Jacqueline Woodson.

How can small acts show kindness? Make a list or draw a picture of ways to show kindness to others.



LEARNER GUIDE – 2nd Grade

Episode: 316

Try It

If a word ends in the letter **y**, you must change the **y** into an **i** before adding the suffixes '**-er**' or '**-est**' to the end. These suffixes change the meaning of the word.

-er means **more**

-est means **most**

Turn these words into comparison words by adding -er or -est.

base word	-er	-est
tiny	tinier	tiniest
noisy		
silly		
angry		
hairy		

Write It

An acrostic is a **poem** of words or phrases that describes a topic word.

Write an acrostic poem by choosing a word or phrase about kindness that starts with the letters of the word **kind**.

K-

I-

N-

D-

Draw It

Choose one set of words above and draw three pictures to compare.

For example, draw three creatures that are hairy, hairier, and hairiest!

Use a separate sheet of paper if needed.



KIND Acrostic Poem

K _____

I _____

N _____

D _____



Learning Guide for ELD Beginning, Week 1

Mrs. Aretz Tuesday and Thursday
2 / 3 ELD Beginning
English Language Development Lessons

LESSON 1: The kitchen with articles, adjectives and

prepositions.



Vocabulary	Adding- bowl, knife, oven, microwave, apron, frying pan, pot with dish plate, fork, spoon, cup, table, chair, knife,	This is a _____ and a _____ This is an _____ and _____
Vocabulary	Big, little, tiny, large, small, long, short, -square, round, pointy, tall, under, above, in, on, by	This is a _____ plate. Where is the white plate? The white plate is _____ the table.

English language grammar

Articles- a, an, the

The kitchen. This is **a** spoon. This is **an** apron. **An** comes before nouns with a vowel -a e i o u

Adjectives- are words that describe and tell details about a noun. A

person  place  things 

Prepositions- on, in, by, under, above -describes Where?

Home connections

Have kids set the table and talk about objects in the kitchen... This is a _____. This is a _____ spoon. The white plate is on the table.



Learning Guide for ELD Beginning, Week 1

Mrs. Aretz Tuesday and Thursday
2/3 ELD Beginning
English Language Development Lessons

LESSON 2: Homes, objects in homes, what and where?

Vocabulary	Living Room, bedroom, bathroom, kitchen, dining room, back yard (chairs, table, couch, stove...-sleep, eat, wash, play, brush In the kitchen, there is a _____ Action verbs with house	In the bathroom, there is a _____
Vocabulary	What do you do? Where do you _____? Prepositions-on, in, at	In the bedroom I sleep on a bed. What do you do in the _____?

English language grammar

Prepositions- in , on , at 
Action verbs- verbs where you are doing an action
 sleep  eat  play  brush

Home connections

Make a picture of your favorite room in the house and cut out a drawing of yourself and take person to go into the room. Then say: I am in my _____ and I _____ in my room.



Learning Guide for ELD Beginning, Week 1

Mrs. Aretz Tuesday and Thursday
2 / 3 ELD Beginning
English Language Development Lessons

LESSON 1: The kitchen with articles, adjectives and

prepositions.



Vocabulary	Adding- bowl, knife, oven, microwave, apron, frying pan, pot with dish plate, fork, spoon, cup, table, chair, knife,	This is a _____ and a _____ This is an _____ and _____
Vocabulary	Big, little, tiny, large, small, long, short, -square, round, pointy, tall, under, above, in, on, by	This is a _____ plate. Where is the white plate? The white plate is _____ the table.

English language grammar

Articles- a, an, the

The kitchen. This is **a** spoon. This is **an** apron. **An** comes before nouns with a vowel -a e i o u

Adjectives- are words that describe and tell details about a noun. A

person  place  things 

Prepositions- on, in, by, under, above -describes Where?

Home connections

Have kids set the table and talk about objects in the kitchen... This is a _____. This is a _____ spoon. The white plate is on the table.



images from wiki commons, unsplash, pexels

<p>Mrs. Aretz Lesson 2 /3 ELD Beginning English Language Development Lessons images from wiki commons</p>	<p>LESSON 3: Animal Habitats Where is their habitat?</p>
--	--

Vocabulary	<p>Habitat- an animal's natural home. The home protects them from weather and danger. Nest, underground burrow, hole or den, tree, land, or water. Where is their habitat? Where do they live?</p>	<p>A bird lives in a nest. Birds live in a nest.</p>
Vocabulary	<p>Fly, swim, walk, climb</p>	<p>A bird flies in the sky. Birds fly in the sky.</p>

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems. rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.

English language grammar

Singular means 1



Plural means more than 1



A

sentence has a subject-a noun or pronoun and a verb-action or being.

A duck walks on land.

Ducks walk on land.

Home connections

Go on an animal habitat hunt with your family. Then talk to your family about what the animals are doing and their habitat. If you would like you can draw a picture of that at home.

Links for books

[Animal Habitats](#)

[What do animals do?](#)



images from wiki commons

Mrs. Aretz Lesson 2 /3 ELD Beginning English Language Development Lessons images from wiki commons	LESSON 4: Animal coverings
--	---

Vocabulary	Animals have coverings. These coverings protect them from weather and danger. Feathers, scales, shell, and skin	A raccoon has fur. Raccoons have fur.
Vocabulary	Green, red, blue, orange, yellow, black, brown, purple, white Textures-soft, smooth, rough, wrinkly, long, hard	A polar bear has white, soft fur. Polar bears have white, soft fur

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems, rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.

English language grammar

Singular means 1 Plural means more than 1. Singular noun uses the verb has and a plural noun uses the verb have. Textures are how something feels.

Home connections

Have kids practice using have or has with their stuffed animals or any animal to talk about their animal coverings. Then practice saying ____ ____ has _____.
_____have_____. If they would like they can follow up by drawing or writing about their animals.

Links for books

[Animal Coverings](#)

[Describe the Animals](#)



COLORADO CLASSROOM

Read with Me at Home

images from wiki commons, pexels, or unsplash

Learning guide week 3

<p>Mrs. Aretz Lesson 2 /3 ELD Beginning English Language Development Lessons images from wiki commons</p>	<p>LESSON 5 Clothes: This and That These and Those</p>
---	---

Vocabulary	Pants shirt jacket sweater shorts shoes t shirt jeans sandals flip flops rainboots umbrella short and long sleeved shirt dress skirt tennis shoes This these that those	This is a _____. These are shoes. That is a hat. Those are dresses.
Vocabulary	Why do I wear certain clothes? Who wears ____? Cool warm	____ wear a _____. It keeps ____ ____.. Pronouns -she he they we it-pet Object pronouns us, her, him, them,



Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems.

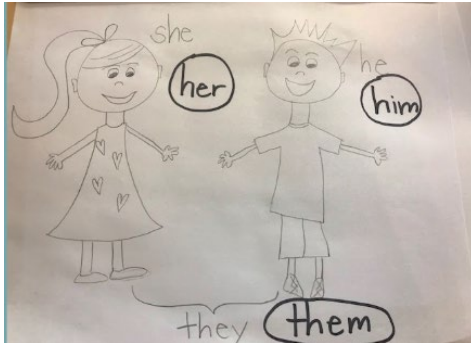
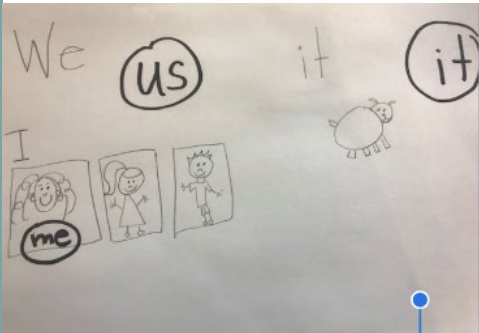
rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.

English language grammar

This is a  pencil. These are  pencils.

That is a  . Those are  .

Pronouns  

Warm and cool

Home connections

Practice using this with one thing. These with a group of things. This and these for close items. Then do this and that for items that are further away. Practice talking about clothes or things in your home. This is a _____. These are _____. That is a _____. Those are _____.

Book links

This these that those

Why do I wear a _____?

High Frequency words



COLORADO CLASSROOM
Read with Me at Home

images from wiki commons, pexels, unsplash

Learning guide week 3

Mrs. Aretz Lesson 2 /3 ELD Beginning English Language Development Lessons	LESSON 6: Clothing and weather
---	---

Vocabulary	Rainy, snowy, sunny, windy, cloudy, foggy, stormy It is rainy. I wear What is the weather like? Adjectives describing the weather	It is _____. The _____ is out. I wear a _____. I wear a _____ and _____.
Vocabulary	Pronouns -she he they we it -pet Pants shirt jacket sweater shorts shoes t shirt jeans sandals flip flops rainboots umbrella short and long sleeved shirt dress skirt	It is _____. _____ puts on _____ and _____.

	tennis shoes When do I wear certain clothes? Who wears different clothes?	
--	---	--

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems. rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.

English language grammar

Weather words: sunny



snowy



rainy



windy



stormy



cloudy



foggy

Home connections

Draw a picture of you and your family doing something in different weather.

Book links

[Clothing goes with the weather](#)

[What is the weather like?](#)

[High frequency words](#)



images from wiki commons, pexels, unsplash, and storybird.com pascal campion...

Lesson guides week 4

Mrs. Aretz Lesson 7 2 /3 ELD Beginning English Language Development Lessons	LESSON 7: Family
--	-----------------------------------

Vocabulary	Mom mother dad father brother sister cousin grandma grandpa Aunt uncle adjectives Caring, kind, adventurous, helpful, loving, silly, fun, fast	Mom is _____. Mother is _____. Who is _____? Dad is _____. Father is _____.
Vocabulary	Why are they _____? because Caring, kind, adventurous, helpful, loving, silly, fun, fast	My mom is kind because she takes care of me. Using because to support telling why someone is _____?

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems. rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.

English language grammar



Adjectives to describe personality traits. Sister is playful. The



brothers are athletic.

Family names in English practice to identify our family members

Home connections

Have kids identify family members in English from pictures or just with family at home. Then have kids practice using adjectives to describe them and use **because** to tell why they are kind, silly, etc. Written extension draw a picture of family in order to label- mom, dad, brother, sister, grandma, grandpa, aunt, uncle, or cousin to practice vocabulary.

Family with adjectives

Family with adjectives and why?

high frequency words

Family Time by: Mrs. Aretz



COLORADO CLASSROOM
Read with Me at Home

images from wiki commons, pexels, unsplash

Lesson guides week 4

Mrs. Aretz Lesson 8

LESSON 8

<p>2 /3 ELD Beginning English Language Development Lessons images from wiki commons</p>	<p>Fun things to do</p>
---	--------------------------------



Vocabulary	Present progressive verbs and using like	___likes to read. ___is reading. ___likes to walk. ___is walking.
Vocabulary	Reading, eating, sleeping, running, jumping, swimming, drawing, crawling, dancing	___is swimming. They are swimming.

<p><u>Tips for parents to help develop language</u> Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems. rhymes and chants in your home language. Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.</p>
--

English language grammar

Present progressive verbs are what is going on at the moment.

When you describe what someone is doing now you use present progressive

verbs.  The girl **is swimming**. She **likes** to swim..  He **is singing**.
He **likes** to sing. I **like** to sing.

Home connections

Have kids draw themselves doing an activity and write about what they are doing. Have them use I am _____. Or if it is them and another person have them write.

We are _____. To extend it further have them write.

I like _____ because _____.

Families are fun

present progressive verbs

High Frequency words

Fun things to do!



images from wiki commons, pexels, unsplash

Lesson week 5

<p>Mrs. Aretz Lesson 2 /3 ELD Beginning English Language Development Lessons images from wiki commons</p>	<p>LESSON 9 Earth and the Seasons</p>
--	--

Vocabulary	<p>Tilt, north and south pole, equator, rotates spring, summer, winter, fall</p> <p>Cause and effect words</p> <p>So and when...</p> <p>Prepositions around toward</p>	<p>The Earth orbits the ____.</p> <p>The Earth goes around ____.</p> <p>Rotates</p> <p>Earth tilts, so ____.</p> <p>The seasons happen when ____.</p> <p>If ____, then ____.</p>
Vocabulary	<p>spring, summer, winter, fall</p> <p>cold, hot, warm, cooler</p>	<p>In the ____ I see ____.</p> <p>It feels ____.</p> <p>I like ____ because ____</p>

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems. rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND your home language. Point out print in both languages.

English language grammar



Earth



rotates



months



Earth orbiting the sun

Cause- why this happens Effect - what happens because of the cause

_____so_____, when, if, then

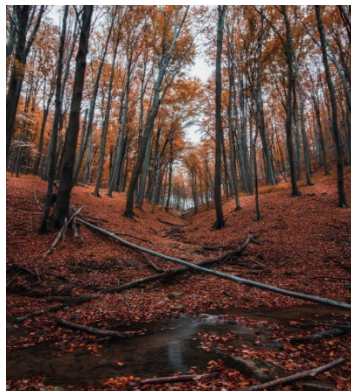
First next then finally . . .



Spring



Summer



Fall



Winter

Home connections	<p>Draw the different seasons and what you do during those seasons in Colorado. Write what you like about the season. Use this sentence stems....</p> <p>When it is spring, I....</p> <p>I like _____, so I...</p> <p>If it is winter, I see snow.</p> <p>If it is _____, I see</p>
-------------------------	---

[ABC chart](#)

[Reading strategies](#)

Links to books and materials

[Earth](#)

[The Earth and the Seasons](#)

[Seasons](#)

[high frequency words 9](#)



images from wiki commons , pexels, unsplash

Lessons for week 5

<p>Mrs. Aretz Lesson 2 /3 ELD Beginning English Language Development Lessons images from wiki commons</p>	<p>LESSON 10 Celebrations and Feelings</p>
--	---

Vocabulary	<p>Celebrations in different cultures... Birthdays, christmas, quinceanera , ramadan... Seasons: spring, summer, fall, winter</p>	<p>I went to a birthday party. I felt _____. I went to _____.</p>
Vocabulary	<p>Feelings happy, sad, surprised, angry, excited</p>	<p>We are all different and that is what is great!! Celebrate yourself I went to a _____. I had a _____. I felt happy when _____.</p>

Tips for parents to help develop language

Read to your child in your native language. Continue to develop concepts and vocabulary in your home language. Play with language. Teach them poems. rhymes and chants in your home language.

Repeat new words. Label items in your house with English AND you r home language. Point out print in both languages.

English language grammar

Feelings happy excited surprised angry sad nervous shy peaceful calm

Feelings irregular past tense verbs

had felt went

Home connections

Write about your family and what you love



about yourself and your family.

I love that I speak Spanish. I love my brown hair. I like to celebrate EL Dia de los muertos.



I **had** fun with my family.

I **felt** excited.

[Reading strategies](#)

[ABC chart](#)

[Celebrations](#)

[High Frequency words](#)

[Feelings](#)

[Around the world](#)

3-Digit Dash

Materials:

- 3 dice or numeral cards (cut out)

Directions:

1. Player 1: Roll 3 dice or draw three number cards trying to make the **largest** number.
2. Record the number in expanded form and as a three-digit number.
3. Player 2: repeat steps 1-2
4. The person with the largest number wins that round. Put a check mark in the winner box if you won that round.
5. After 5 rounds the person with the highest score wins!

Player 1			
Round	Expanded Form	3-Digit Number	Winner
1			
2			
3			
4			
5			
Player 2			
Round	Expanded Form	3-Digit Number	Winner
1			
2			
3			
4			
5			

3-Digit Dash

Materials:

- 3 dice or numeral cards (cut out)

Directions:

1. Player 1: Roll 3 dice or draw three number cards trying to make the **smallest** number.
2. Record the number in expanded form and as a three-digit number.
3. Player 2: repeat steps 1-2
4. The person with the smallest number wins that round. Put a check mark in the winner box if you won that round.
5. After 5 rounds the person with the highest score wins!

Player 1			
Round	Expanded Form	3-Digit Number	Winner
1			
2			
3			
4			
5			
Player 2			
Round	Expanded Form	3-Digit Number	Winner
1			
2			
3			
4			
5			

0

1

2

3

4

5

6

7

8

9

0

1

2

3

4

5

6

7

8

9

5 Way Challenge

Directions:

1. Write the number 5 ways.

356	Only Tens and Ones	Compose a Different Way
A Base Ten Diagram	Word Form	Expanded Form

Plot and Compare

Directions: Plot the numbers given on the number line and use $<$, $>$, or $=$ to compare the two numbers (example: $3 < 13$).

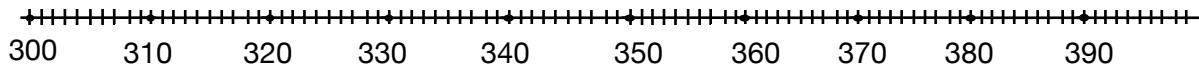
1.



Plot: **681, 618**

Compare (use $<$, $>$, or $=$) : _____

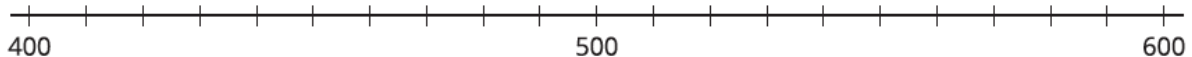
2.



Plot: **315, 366**

Compare (use $<$, $>$, or $=$) : _____

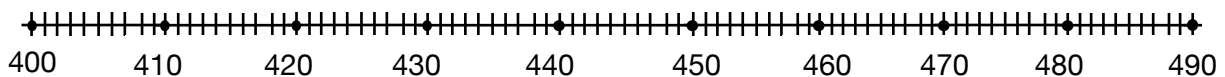
3.



Plot: **560, 460**

Compare (use $<$, $>$, or $=$) : _____

4.



Plot: **428, 488**

Compare (use $<$, $>$, or $=$) : _____

Compare with Value Pak



Materials:

- base ten blocks (cut out)
- one digit numeral cards (cut out)
- place value mat

Directions:

1. Work with a partner. Shuffle the numeral cards and place them facedown.
2. Both players: Turn over 3 cards to make a 3-digit number. Represent your number on a place value mat using base ten blocks.
3. Compare your representations. Record your comparisons using the symbols $<$, $>$, or $=$ on the chart below.
4. Repeat steps 1-3 for 9 more rounds.

ROUND	Player 1 3-digit number	$>$, $<$, or $=$	Player 2 3-digit number
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Place Value Board

--	--	--

hundreds

tens

ones

--	--	--

1

2

3

4

5

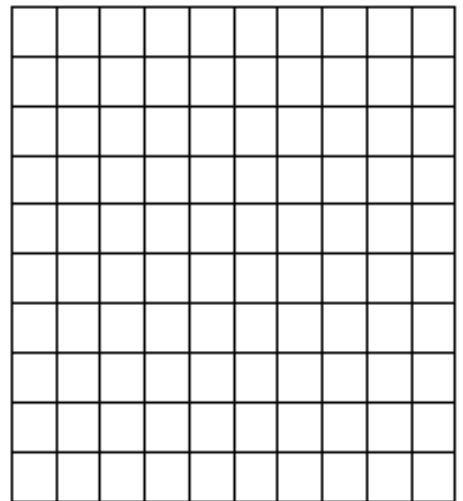
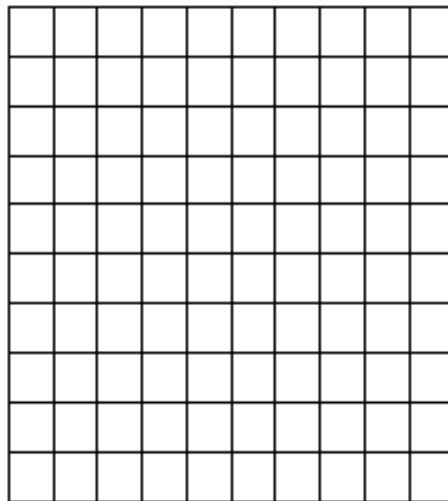
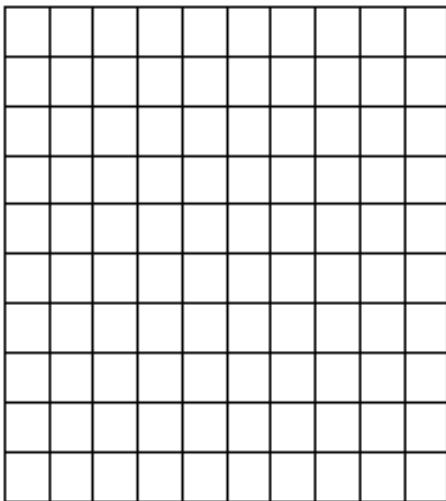
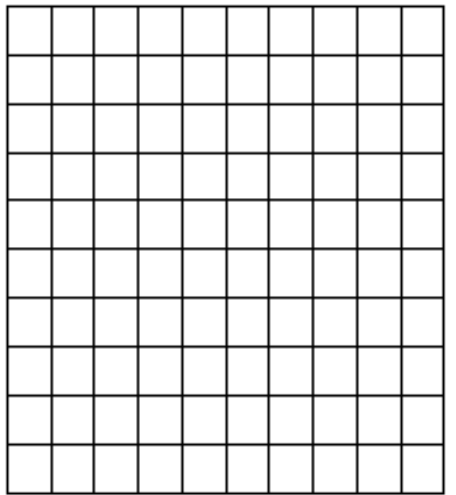
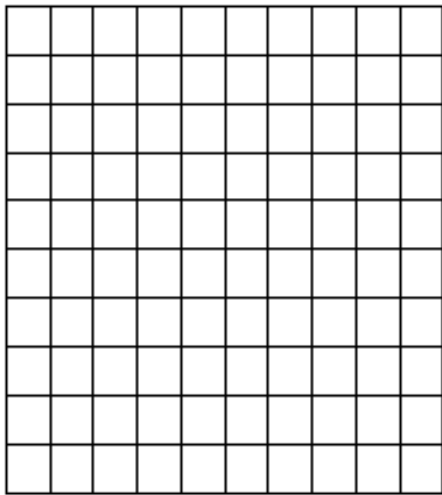
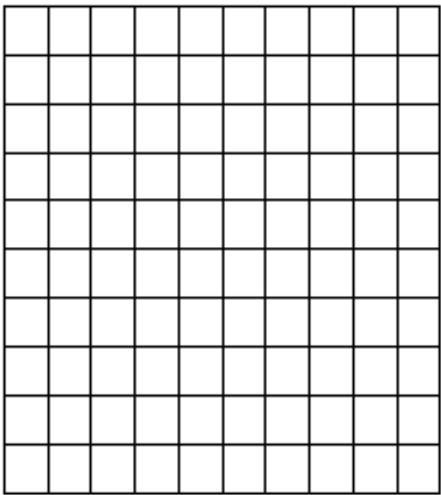
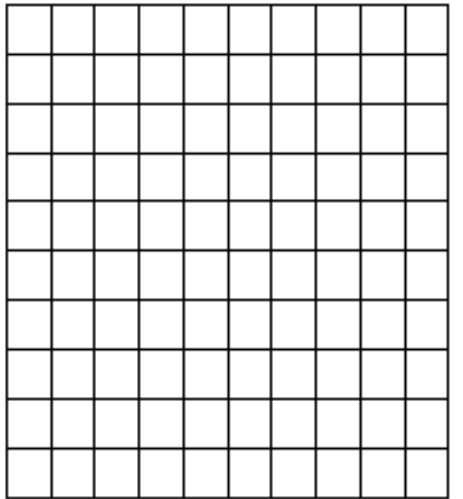
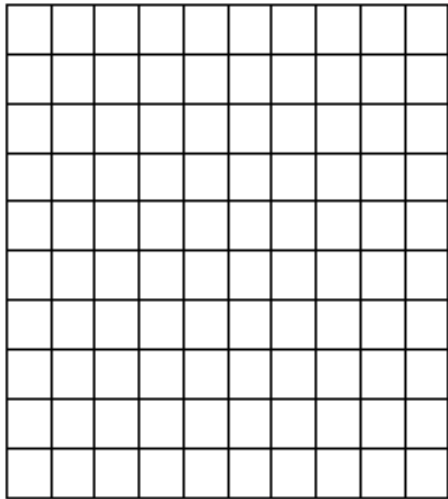
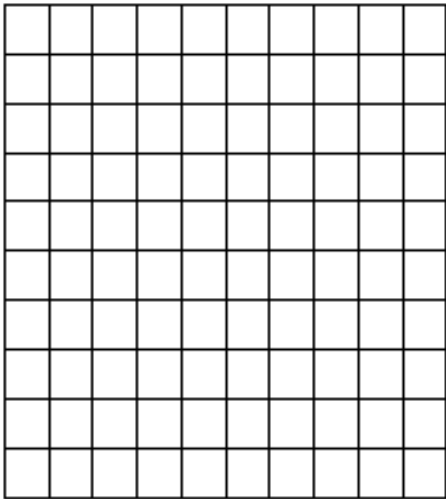
6

7

8

9

0



--

--

--

--

--

--

--

--

--

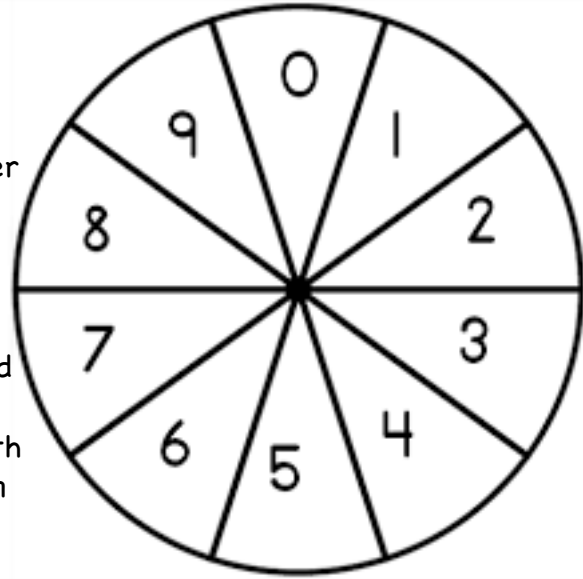
Which is Greater?

Materials:

- spinner (made with paperclip and pencil)
- place value board (one for each partner)

Directions:

1. Work with a partner to try to make the greatest 3-digit number you can.
2. Player 1 spins. Player 1 decides if the number should go in the ones, tens, or hundreds place to make the largest 3-digit number. (ex: I rolled a 2 and I think it should go in the ones place because it is a low number. In the hundreds place, it would only be 200.) Use the place value board to build your number.
3. Player 2 repeats step 2. Continue taking turns spinning until both players have built their 3-digit number. Record your numbers on the chart below.
4. Work with your partner to compare the 2 numbers and fill in $<$, $>$, $=$. The player with the greater number wins! Play 10 rounds and the best out of 10 wins!



Round	Player 1	Symbol < > =	Player 2	Winner
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Place Value Board

hundreds

tens

ones

--	--	--

Place Value Board

hundreds

tens

ones

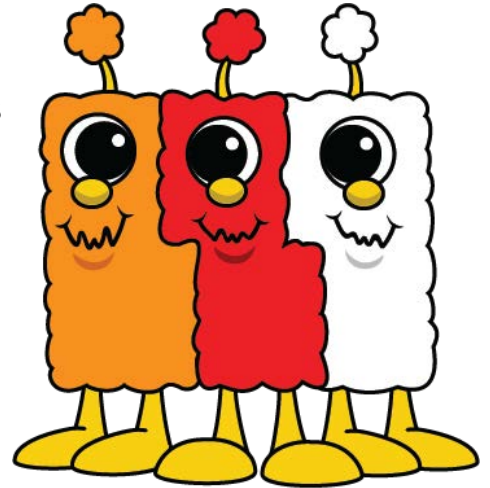
--	--	--

Help Value Pak Get in Order

Materials: numeral cards 101-120 (cut out)

Directions:

1. Work with a partner. Shuffle the cards and deal 5 cards to each player. Players must place their cards facedown in a pile.
2. Take turns flipping over the top card from your pile. Place the card on the grid below.
3. The goal is to be the first player to have 5 cards in order from least to greatest on the grid below. On each turn a player can replace any card in their column with the card drawn.
4. Players may not move cards around within the column.
5. Keep going until one player has 5 numbers in order from least to greatest.



Player 1 least to greatest		Player 1 least to greatest

101

111

102

112

103

113

104

114

105

115

106

116

107

117

108

118

109

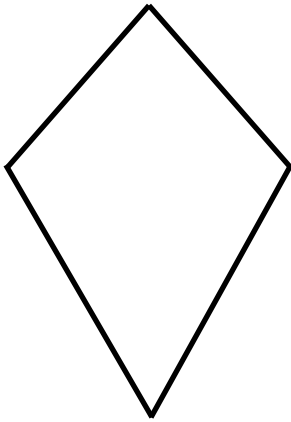
119

110

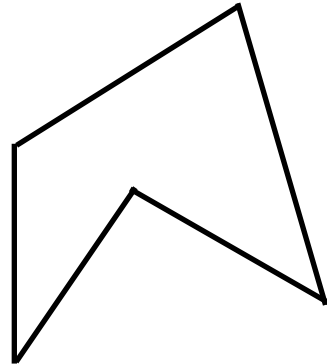
120

Shape Match Up

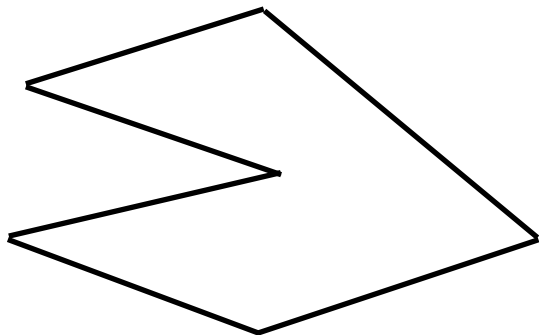
Directions: Circle the name of each shape.



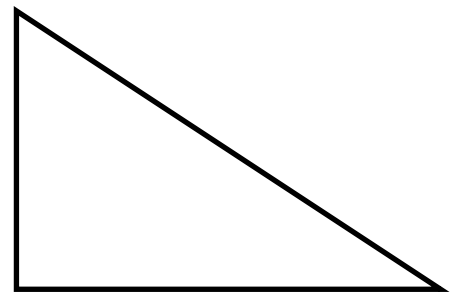
- triangle
- quadrilateral
- pentagon
- hexagon



- triangle
- quadrilateral
- pentagon
- hexagon



- triangle
- quadrilateral
- pentagon
- hexagon



- triangle
- quadrilateral
- pentagon
- hexagon

What Shape Am I?

Directions: Use the attributes given to draw the shape. Fill in the blank with the shape name.

A.) My shape has:

- 4 sides
- 4 corners
- 2 sides are 2 inches
- all square corners

Draw the shape:

What shape am I? _____

B.) My shape has:

- 5 sides
- 5 corners
- 1 side is 2 inches
- 2 square corners

Draw the shape:

What shape am I? _____

C.) My shape has:

- 6 sides
- 6 corners
- 2 sides are 2 inches
- 0 square corners

Draw the shape:

What shape am I? _____

D.) My shape has:

- 3 sides
- 3 corners
- 1 side is 2 inches
- 1 square corner

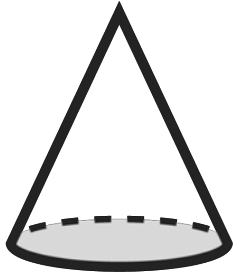
Draw the shape:

What shape am I? _____

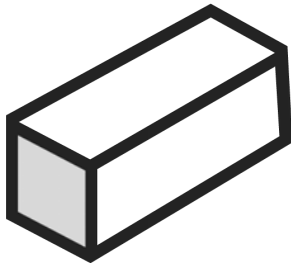
Answers: A) rectangle B) pentagon C) hexagon D) triangle

3D Match Up

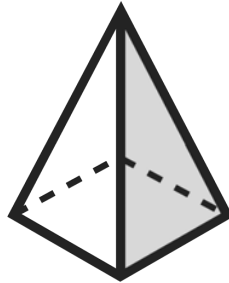
Directions: Draw a line to the name of each 3D figure.



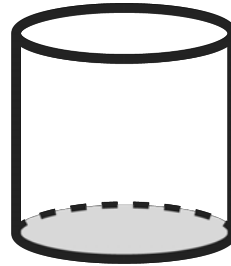
pyramid



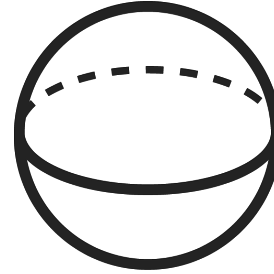
cylinder



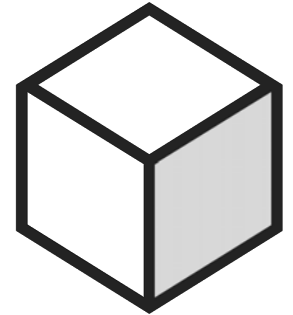
sphere



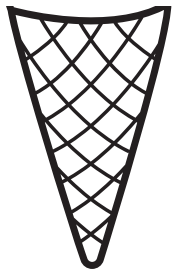
cube



cone



rectangular prism



pyramid



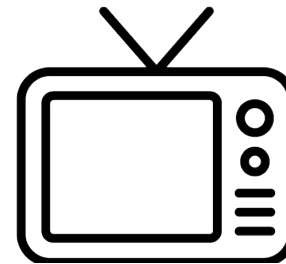
cylinder



sphere



cube



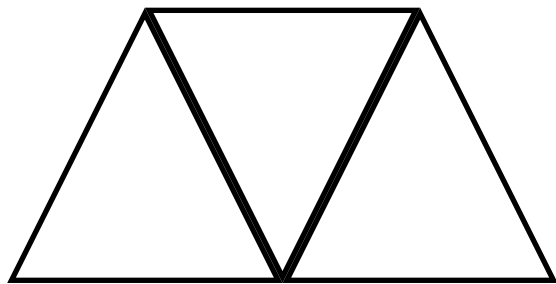
cone



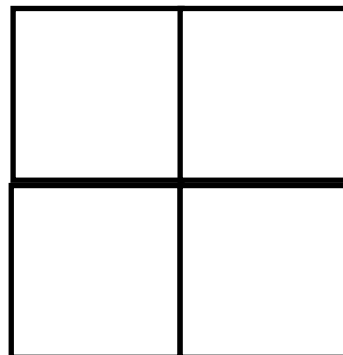
rectangular prism

Describe The Shape

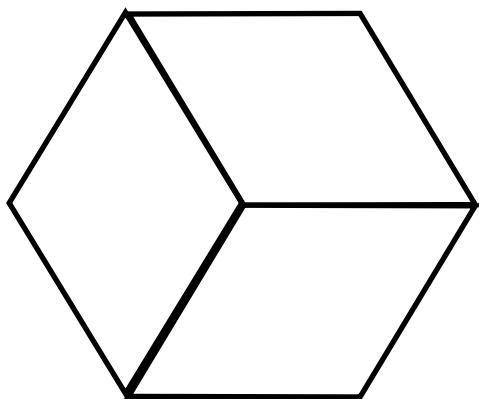
Directions: Fill in the blanks. (Example: The rectangle is made up of 3 squares.)



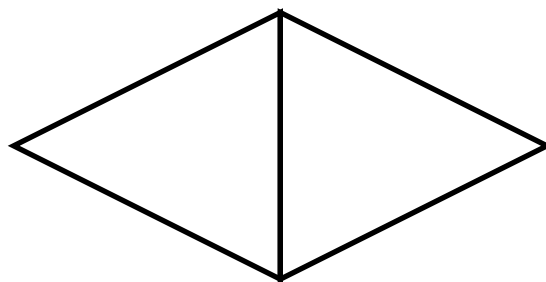
The _____ is made up
of _____.



The _____ is made up
of _____.



The _____ is made up
of _____.



The _____ is made up
of _____.

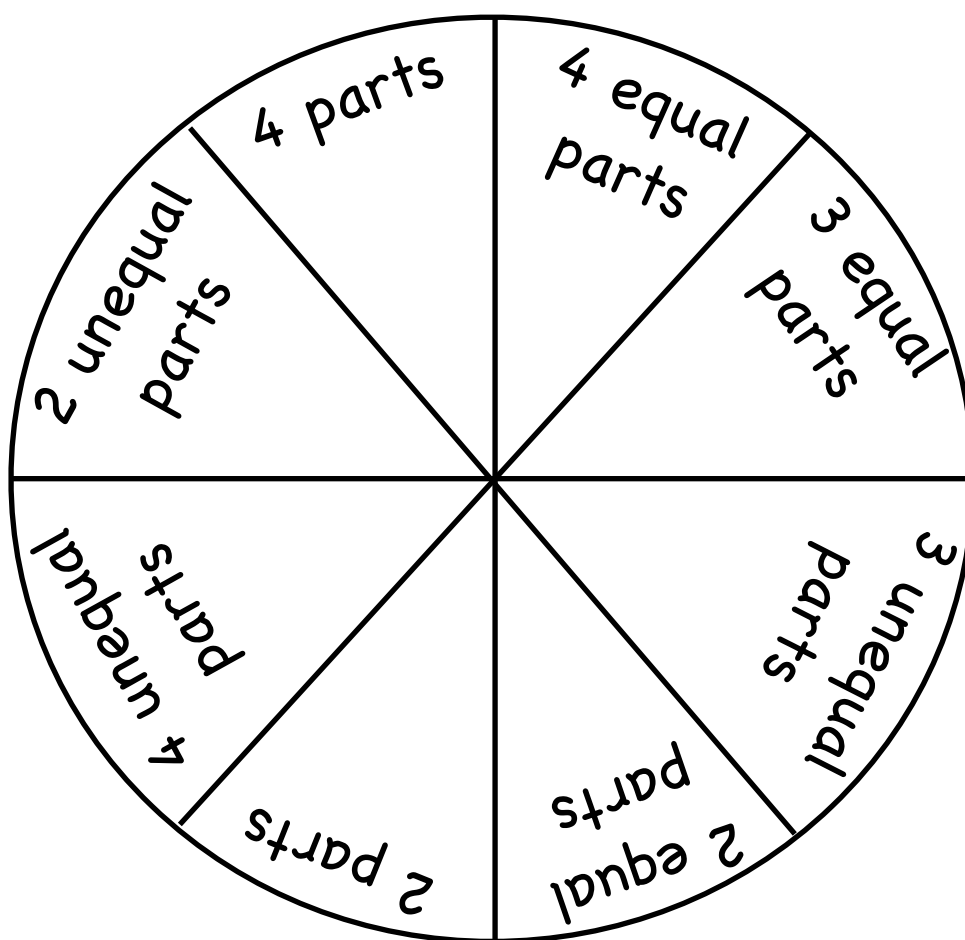
Split The Shape

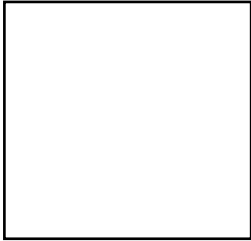
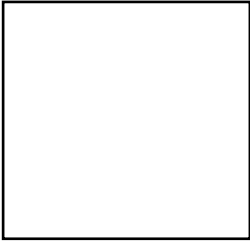


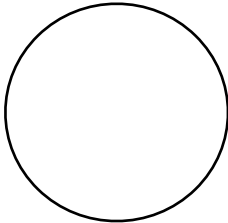
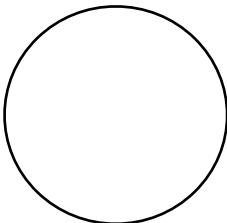


Materials:

1. spinner (you will need a pencil and paperclip to create the spinner)
2. recording sheet
3. 2 players

Directions:

1. Player 1 spins and splits their shape.
2. Compare the shapes.
3. If you made equal parts, name the parts using halves, thirds, or fourths on the recording sheet.
4. Player 2 repeats steps 1-3. Continue taking turns until the recording sheet is filled in.



Player 1	Player 2
<div></div> <div></div>	<div></div> <div></div>
<div></div> <div></div>	<div></div> <div></div>
<div></div> <div></div>	<div></div> <div></div>
<div></div> <div></div>	<div></div> <div></div>

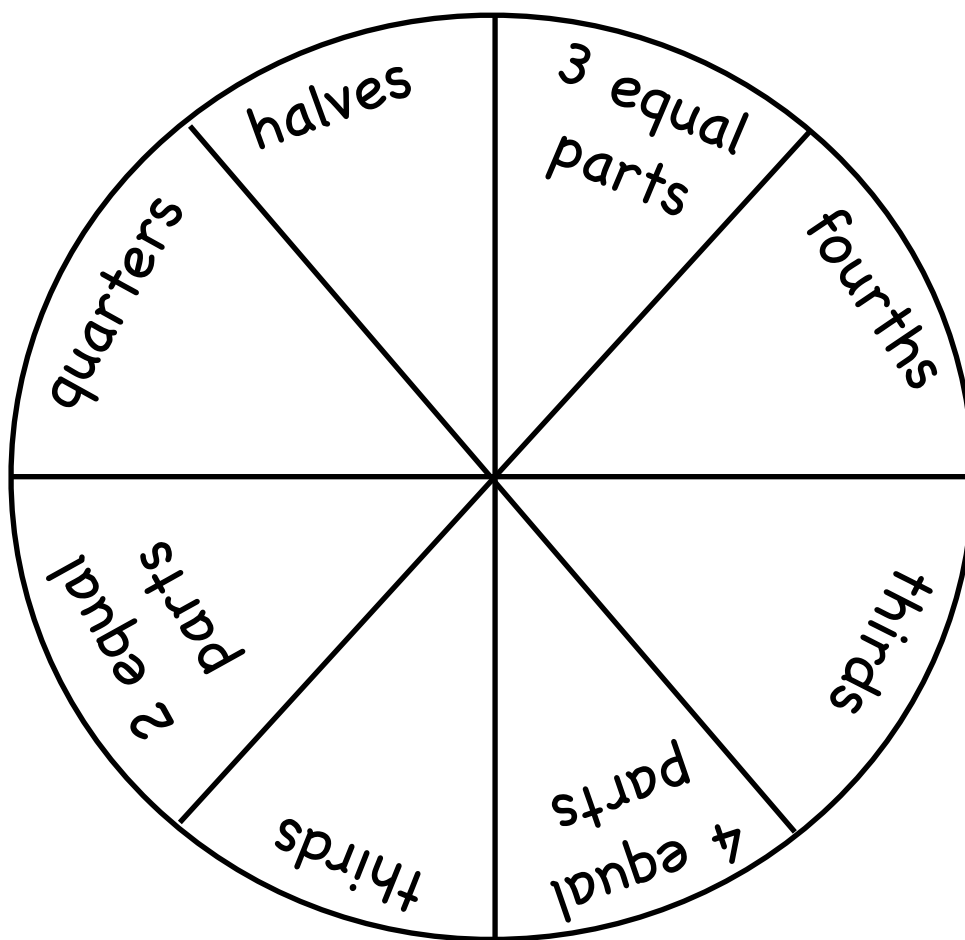
Split The Shape

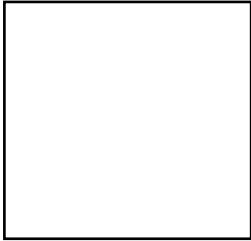
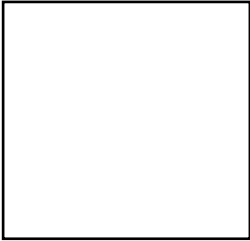


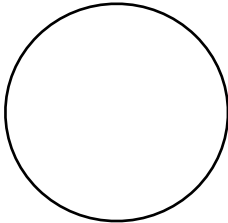
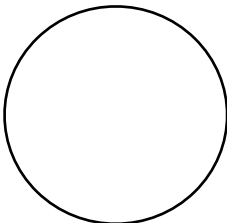


Materials:

1. spinner (you will need a pencil and paperclip to create the spinner)
2. recording sheet
3. 2 players

Directions:

1. Player 1 spins and splits their shape two different ways.
2. Compare your shapes.
3. Name the parts using half of, third of, fourth of, or quarter of on the recording sheet.
4. Player 2 repeats steps 1-3. Continue taking turns until the recording sheet is filled in.



Player 1	Player 2
<div></div> <div></div>	<div></div> <div></div>
<div></div> <div></div>	<div></div> <div></div>
<div></div> <div></div>	<div></div> <div></div>
<div></div> <div></div>	<div></div> <div></div>

Time Match Up

Directions:

1. Cut out all of the cards.
2. There are 3 cards for each time; a digital clock card, an analog clock card, and a terms time card.
3. Match up all 3 cards until all the cards are gone.

6:15

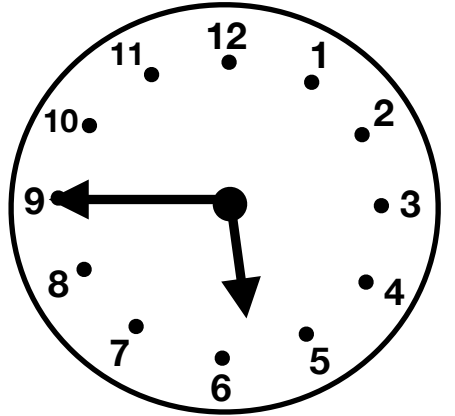
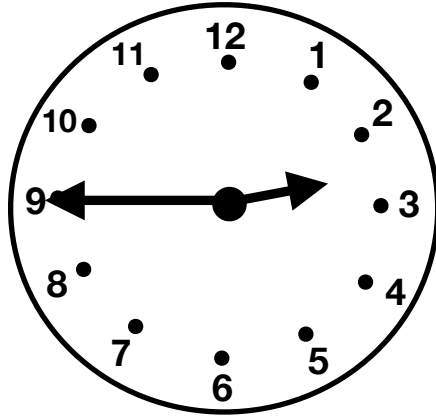
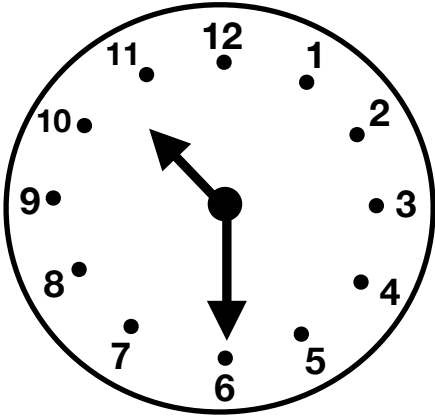
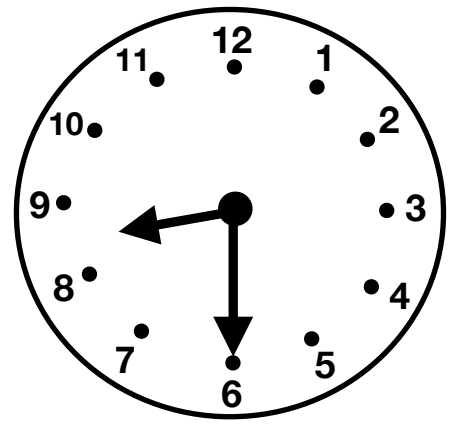
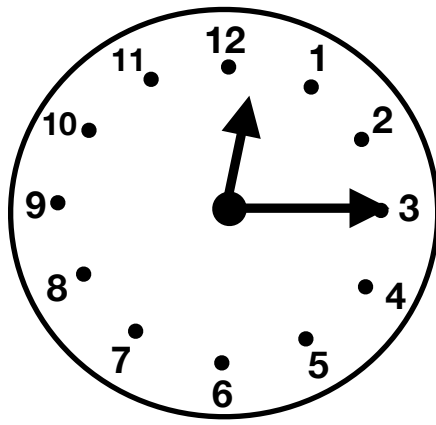
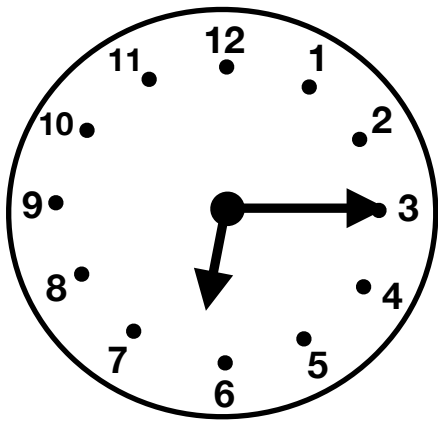
12:15

8:30

10:30

2:45

5:45



quarter after six

quarter after
twelve

half past eight

half past ten

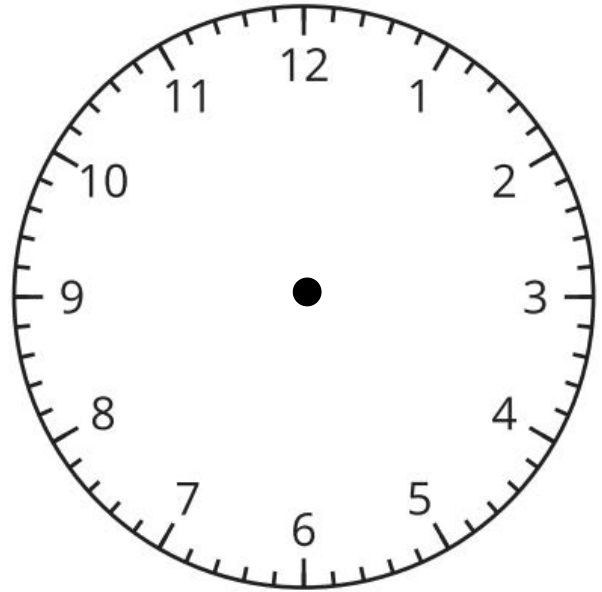
quarter till three

quarter till six

Clocks and Time

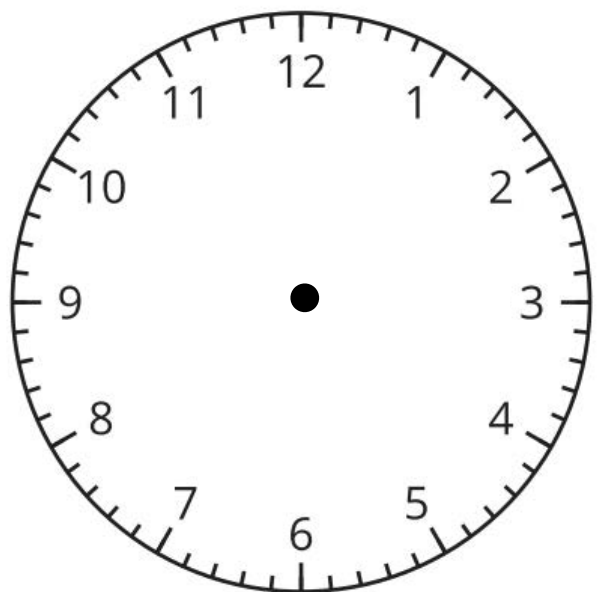
1. Sierra wakes up in the morning at 7:15. Show this time on the clock face below. Circle a.m. or p.m.

a.m. or p.m.



2. Sierra goes to bed at 8:45. Show this time on the clock face below. Circle a.m. or p.m.

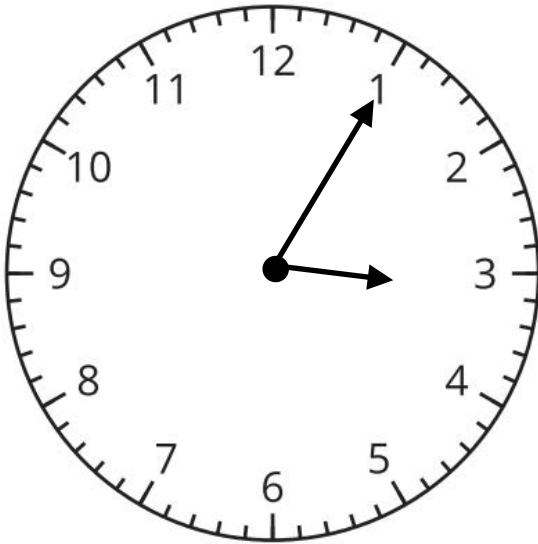
a.m. or p.m.



Write the time for each clock face.

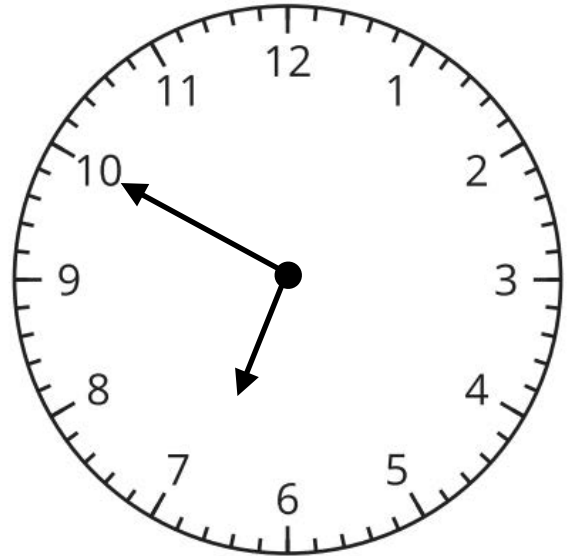
3.

____ : ____



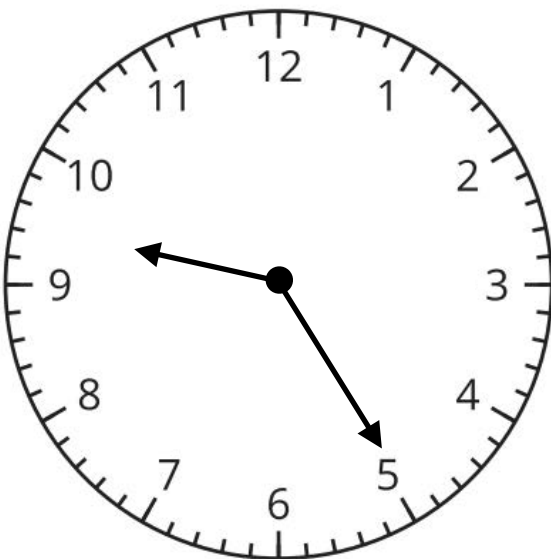
4.

____ : ____



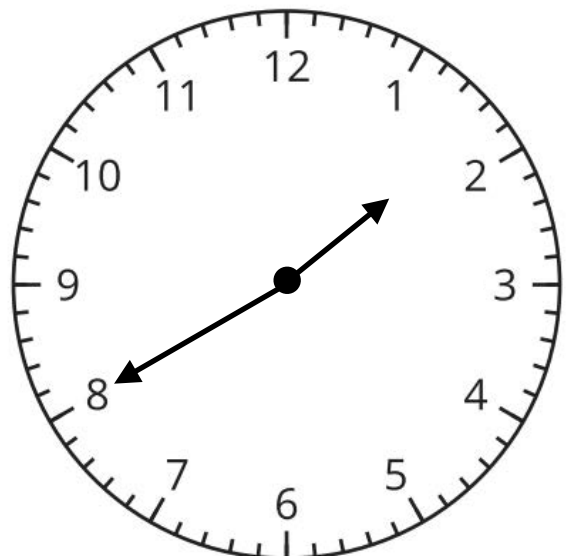
5.

____ : ____



6.

____ : ____



Coin Compare-Level 1

Materials: money cards (cut out)

Directions:

1. Put all the cards in one pile face down.
2. Player 1 and Player 2 each turn over a card from the top of the pile.
3. Each player finds the value of the collection of coins shown on their card.
4. Both players compare their cards. The player with the greatest coin value takes both cards.
5. Continue to play until all the cards have been taken from the pile.
6. The player with the most cards wins!

	Player 1	Player 2	Which player has the greatest value?
1	_____ ¢	_____ ¢	
2	_____ ¢	_____ ¢	
3	_____ ¢	_____ ¢	
4	_____ ¢	_____ ¢	
5	_____ ¢	_____ ¢	
6	_____ ¢	_____ ¢	
7	_____ ¢	_____ ¢	
8	_____ ¢	_____ ¢	
9	_____ ¢	_____ ¢	
10	_____ ¢	_____ ¢	



Coin Compare-Level 2

Materials: money cards (cut out)

Directions:

1. Put all the cards in one pile face down.
2. Player 1 and Player 2 each turn over a card from the top of the pile.
3. Each player finds the value of the collection of coins shown on their card.
4. Both players compare their cards. The player with the greatest coin value takes both cards.
5. Continue to play until all the cards have been taken from the pile.
6. The player with the most cards wins!

	Player 1	Player 2	Which player has the greatest value?
1	_____ ¢	_____ ¢	
2	_____ ¢	_____ ¢	
3	_____ ¢	_____ ¢	
4	_____ ¢	_____ ¢	
5	_____ ¢	_____ ¢	
6	_____ ¢	_____ ¢	
7	_____ ¢	_____ ¢	
8	_____ ¢	_____ ¢	
9	_____ ¢	_____ ¢	
10	_____ ¢	_____ ¢	



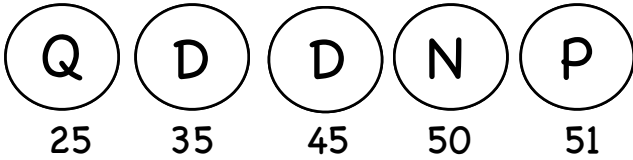


Handful of Coins

Materials: cup, coins (you can use real coins or cut out the coins in this activity)

Directions:

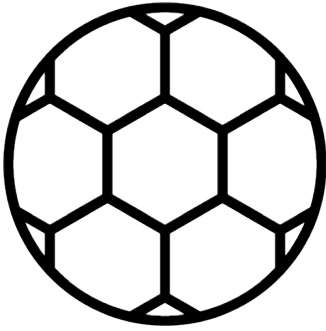
1. Put all the coins in your cup. Grab a handful of coins.
2. Sort the coins and arrange them from greatest to least value.
3. Draw a quick picture of the coins you grabbed.
4. Figure out the total value of the coins. Show your work.
5. Record how many of each type of coin you grabbed and the total value.
6. Repeat 4 times.

Quick Draw	How many of each type of coin did you grab?	Total
example: 	I grabbed 1 quarter, 2 dimes, 1 nickel and 1 penny.	51¢

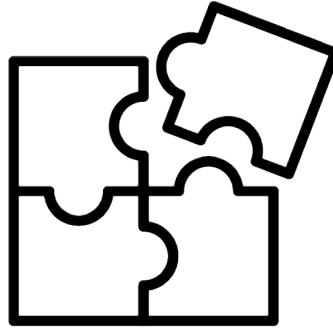




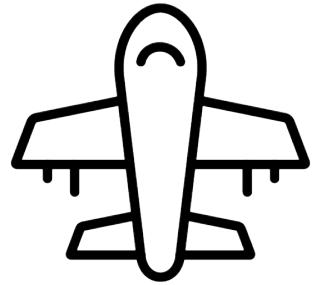
The Toy Store



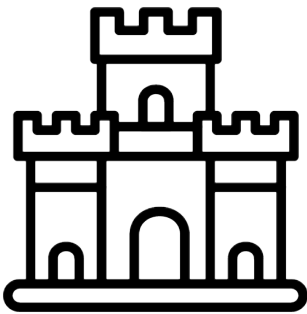
soccer ball
\$1.00



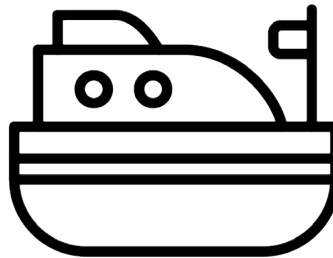
puzzle
15¢



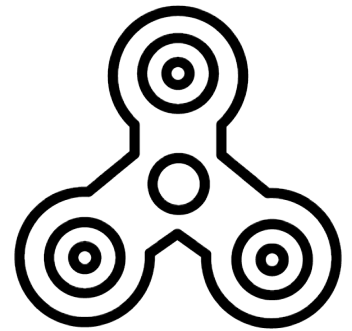
airplane
25¢



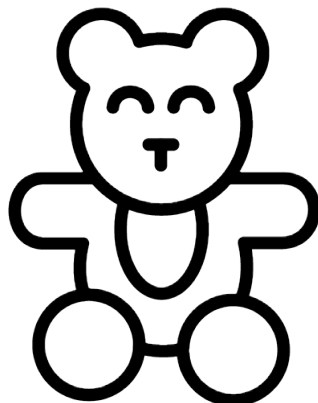
castle
99¢



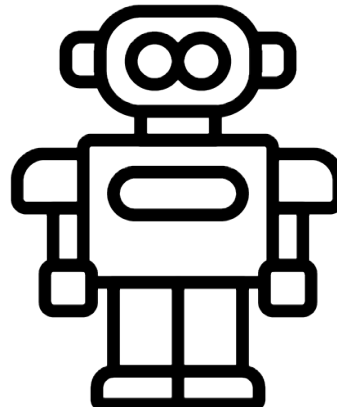
boat
20¢



fidget spinner
30¢



bear
39¢



robot
75¢

I bought three robots and a soccer ball. How much did I spend?

I bought two toys and spent 40¢. What might I have bought?

I bought a castle and a fidget spinner and gave the shopkeeper 6 quarters. How much change did I receive?

You buy a boat and four airplanes. How much do you spend?

Ben buys 2 robots and a puzzle. How much change will he get from a 5 dollar bill?

I buy one bear and two castles. How much do I spend?

Choose any one item from the store. Show what coins you could use to pay the exact cost.

Choose any two items from the store. Show what coins you could use to pay the exact cost.

You buy five puzzles. How much change do you get from a one dollar bill?

I spent \$1.19 at The Toy Store. What might I have bought?