

Dear Family,

This week your child is exploring using fact families, doubles, and doubles plus 1 to solve addition and subtraction problems with mental math.



A **fact family** is a group of related number sentences that use the same numbers, but in a different order.

$$\begin{array}{ll} 9 + 6 = 15 & 15 - 9 = 6 \\ 6 + 9 = 15 & 15 - 6 = 9 \end{array}$$

When asked to find $15 - 9$ using mental math, your child can solve a related fact that he or she may find easier. $15 - 9 = ?$ is the same as $9 + ? = 15$, and if your child knows that $9 + 6 = 15$, then he or she knows $15 - 9 = 6$.

Another strategy your child can use is doubles or doubles plus 1. A **doubles** fact is an addition fact that has two addends that are the same, such as $4 + 4$. A **doubles plus 1** fact is an addition fact that has a double as one addend and the double and one more as the other addend, such as $4 + 5$. What is $15 - 7$? Using the fact family, you can think of it as $7 + ? = 15$. Use a doubles fact that has a sum close to 15.

Think:

$$\begin{array}{l} 7 + 7 = 14 \\ 7 + 7 + 1 = 15 \\ 7 + 8 = 15 \end{array}$$

You know that the sum of 7 and 7 is 14, and one more is 15.
 $7 + 8 = 15$, so $15 - 7 = 8$.

Invite your child to share what he or she knows about using fact families, doubles, and doubles plus 1 by doing the following activity together.





Work with your child to create fact family cards, by cutting out the facts below and coloring the backs, or by writing the facts on index cards. As you do this, ask your child to identify any fact that is a doubles plus 1 ($9 + 8 = 17$ and $8 + 9 = 17$).

- Each player chooses one of the single-number cards (14 or 17) and places it face-up in front of him or her. Shuffle the fact cards. Place them face-down in 2 rows with 4 cards in each row.
- Players take turns flipping over two cards.
 - If either of the cards are not in the same fact family as the player's number card, then put them both back face down.
 - If both of the cards are in the same fact family as the number card, then the player keeps the cards.
- The first player to find the 4 cards that make a family that goes with his or her number card wins.



$8 + 6 = 14$	$6 + 8 = 14$	$14 - 8 = 6$	
$14 - 6 = 8$	$9 + 8 = 17$	$8 + 9 = 17$	
$17 - 9 = 8$	$17 - 8 = 9$	14	17



Prerequisite: How can adding help you subtract?

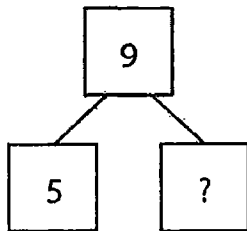


Study the example showing how adding helps you subtract. Then solve Problems 1–7.

Example

Solve $9 - 5$.

Make a number bond.



Write an addition problem. Solve.

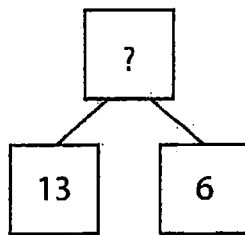
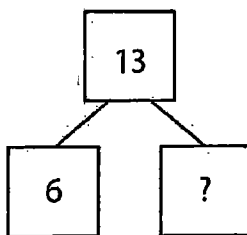
$$5 + ? = 9$$

$$5 + 4 = 9$$

Then solve the subtraction.

$$9 - 5 = 4$$

- 1 Circle the number bond for $13 - 6$.



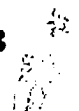
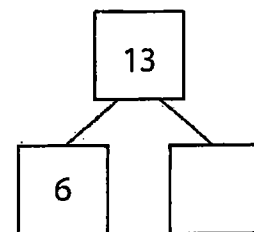
- 2 Complete the number bond. Write four number sentences.

$$\underline{\quad} + \underline{\quad} = 13$$

$$13 - \underline{\quad} = \underline{\quad}$$

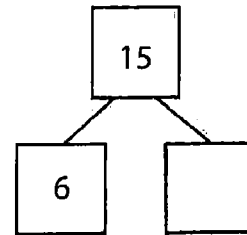
$$13 = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} = 13 - \underline{\quad}$$



Solve.

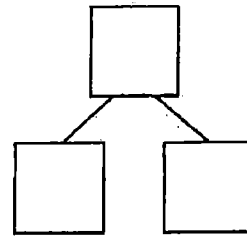
- 3 Complete the number bond to show $15 - 6 = \boxed{?}$.



- 4 Write an addition sentence for the number bond in Problem 3. Then complete the subtraction sentence.

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$
$$15 - 6 = \underline{\quad\quad}$$

- 5 Complete the number bond to show $16 - 7 = \boxed{?}$.



- 6 Write the fact family for the number bond in Problem 5.

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad} \quad \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$
$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad} \quad \underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

- 7 Show how to find $14 - 8 = \boxed{?}$ using addition.

Show your work.



Vocabulary

fact family

a group of facts that all use the same three numbers.

Study how the example shows using fact families and doubles plus 1 to subtract in your head. Then solve Problems 1–6.

Example

$$15 - 7 = ?$$

Think of it as $7 + \boxed{?} = 15$.

Write a doubles fact and use doubles plus 1.

Solve the addition problem.

Solve the subtraction problem.

$$7 + 7 = \boxed{?}$$

$$7 + 7 + 1 = \boxed{?}$$

$$7 + \boxed{?} = 15$$

$$7 + 8 = 15$$

$$15 - 7 = 8$$

1 Fill in the blanks in each number sentence.

$$9 - 4 = \boxed{?} \text{ is the same as } \underline{\hspace{2cm}} + \boxed{?} = \underline{\hspace{2cm}}.$$

$$11 - 7 = \boxed{?} \text{ is the same as } \underline{\hspace{2cm}} + \boxed{?} = \underline{\hspace{2cm}}.$$

$$7 - 3 = \boxed{?} \text{ is the same as } \underline{\hspace{2cm}} + \boxed{?} = \underline{\hspace{2cm}}.$$

$$15 - 8 = \boxed{?} \text{ is the same as } \underline{\hspace{2cm}} + \boxed{?} = \underline{\hspace{2cm}}.$$

2 Choose one subtraction number sentence from Problem 1. Do you think it is faster to solve it using doubles plus 1 or counting on? Explain.

**Vocabulary**

doubles an addition fact that has two addends that are the same, such as $4 + 4$.

doubles plus 1 an addition fact that has a double as one addend and the double and one more as the other addend, such as $4 + 5$.

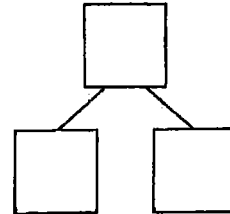
Solve.

- 3** Fill in the blanks in the number sentence.

$12 - 6 = \boxed{?}$ is the same as $\underline{\hspace{2cm}} + \boxed{?} = \underline{\hspace{2cm}}$.

- 4** Fill in the number bond to find $12 - 6 = \boxed{?}$. Then write your answer.

$12 - 6 = \underline{\hspace{2cm}}$



- 5** Show a different way to find $12 - 6$.

Show your work.

$12 - 6 = \underline{\hspace{2cm}}$

- 6** In Problems 4 and 5 you used two different strategies to find $12 - 6 = \boxed{?}$. Which strategy do you think is faster to do in your head? Explain.

Look at the example. Underline a part that you think makes it a good answer.

Example

Choose a problem.

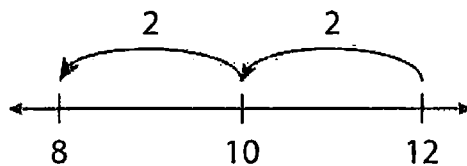
$$9 - 6 = ? \qquad 12 - 4 = ?$$

$$14 - 5 = ? \qquad 15 - 8 = ?$$

1. Show how to solve the problem by drawing a picture of an open number line.
2. Explain how to use the number line to solve the problem.

Show.

$$12 - 4 = ?$$



Explain.

I pictured an open number line. I started with 12.

First I subtracted 2 to make 10. Then I subtracted

2 more to subtract a total of 4. Since I ended up

on 8, I know that $12 - 4 = 8$.

Where does the example ...

- show the selected problem?
- show the strategy?
- explain the strategy?



Solve the problem. Use what you learned from the example.

Choose a problem.

$9 - 6 = ?$

$11 - 3 = ?$

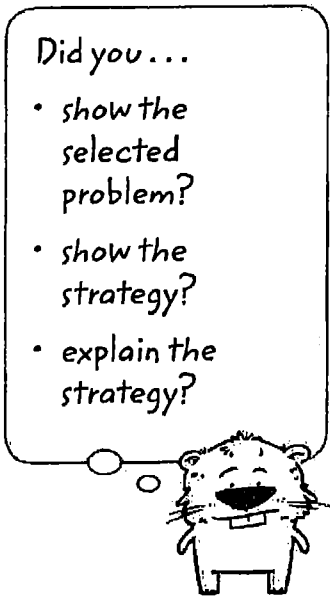
$14 - 5 = ?$

$15 - 8 = ?$

1. Show how to solve the problem by drawing a picture of an open number line.
2. Explain how to use the number line to solve the problem.

Show.

Explain.



Dear Family,

This week your child is learning different ways to solve one-step word problems using addition or subtraction.



Consider the following word problem: Alex has 13 carrot sticks. He eats 5 carrot sticks. How many carrot sticks does he have left?

You can model this problem many different ways.

<p>You can write what you know and what you don't know.</p> <p>Total carrot sticks: 13 Carrot sticks eaten: 5 Carrot sticks left: ?</p>	<p>You can use a number bond.</p> <pre>graph TD; A[13] --- B[5]; A --- C[?];</pre>
<p>You can use a bar model.</p> <pre>graph TD; A[13] --- B[5]; A --- C[?];</pre>	<p>You can use a tape diagram.</p> <pre>graph TD; A[13] --- B[5]; A --- C[?];</pre>

Each of these models will help you write all the facts of the fact family.

$13 - 5 = ?$	$13 - ? = 5$	$5 + ? = 13$	$? + 5 = 13$
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You can solve to find that Alex has 8 carrot sticks left.

Invite your child to share what he or she knows about solving one-step word problems by doing the following activity together.



Materials: 20 small objects (pennies, buttons, bite-sized crackers);
2 cups or other containers

Take turns making up and solving word problems about the objects. Each time, say a number sentence to describe the problem. Ask your child to name all the related number sentences in the same fact family. Encourage your child to check his or her work by counting.

Example: Put 11 pennies in one cup and 6 on the table. Then ask your child to solve these four problems.

- How many coins are there in all? ($11 + 6 = 17$)

$11 + 6 = 17$	$6 + 11 = 17$	$17 - 11 = 6$	$17 - 6 = 11$
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- How many more pennies are in the cup than on the table?
($11 - 6 = 5$)

$11 - 6 = 5$	$11 - 5 = 6$	$5 + 6 = 11$	$6 + 5 = 11$
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- If I take away 2 pennies from the cup, how many pennies will be left in the cup? ($11 - 2 = 9$)

$11 - 2 = 9$	$11 - 9 = 2$	$2 + 9 = 11$	$9 + 2 = 11$
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- How many pennies will I need to put on the table to have 10 pennies on the table? ($10 - 6 = 4$)

$10 - 6 = 4$	$10 - 4 = 6$	$4 + 6 = 10$	$6 + 4 = 10$
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Then have your child think about combinations for a specific total. For example: Show and count 10 pennies. Then have your child say and show how many pennies could be in each cup to make the total. (9 and 1, 8 and 2, 6 and 4, 5 and 5)



Solve One-Step Word Problems

Name: _____

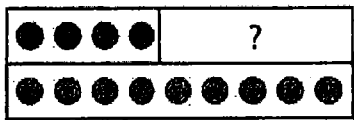
Prerequisite:

Study the example showing how to use a bar model to solve a word problem. Then solve Problems 1–6.

Example

Ed has 4 black crayons and 9 green crayons.
How many more green crayons are there?

Draw a picture to show what you know.



Use the picture to write a number sentence. Solve.

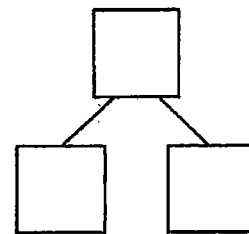
$$4 + ? = 9$$

$$4 + 5 = 9$$

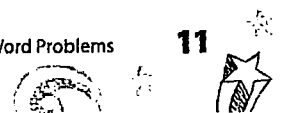
There are 5 more green crayons.

- 1** Use a number bond to model the Example problem. Write each number or symbol in the correct box.

?	4	9
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- 2** Write a complete fact family for the Example problem.



Solve.

- 3** Troy has 8 points in a game. Then he gets more points. Now he has 12 points. How many more points does he get?

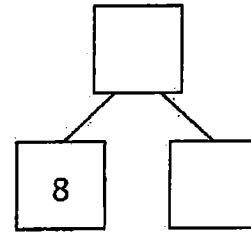
$$8 + \underline{\quad\quad} = 12$$

Troy gets more points.

7	8	9	10	11	12	13	14
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- 4** Look at Problem 3. Model it using a number bond. Then write a subtraction sentence.

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$



- 5** Liz has 15 CDs. 9 are music CDs. The rest are story CDs. How many are story CDs?

Show your work.

Number sentence: _____

There are story CDs.

- 6** There are 13 cartons of milk and 6 straws. How many fewer straws are there?

Show your work.

Number sentence: _____

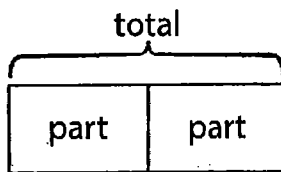
There are fewer straws.

Study the example showing one way to solve a take-apart word problem. Then solve Problems 1–5.

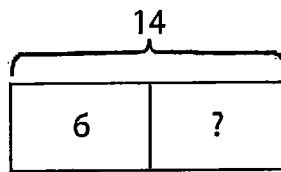
Example

A cart has 14 books. There are 6 on the bottom shelf. The rest are on the top shelf. How many books are on the top shelf?

You can use a tape diagram.



Write what you know.



Write a number sentence. Solve.

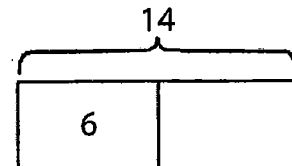
$$14 - 6 = ?$$

$$14 - 6 = 8$$

There are 8 books on the top shelf.

- 1** Complete the tape diagram for the Example problem. Then complete the number sentence.

$$14 = \underline{\quad} + \underline{\quad}$$



- 2** Look at the number sentence you wrote in Problem 1. Explain what your number sentence says about the books in the Example.



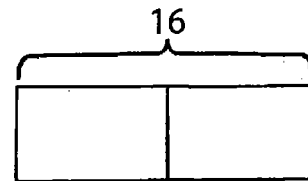
Solve.

- 3** Rik picked 16 apples. He keeps 9 apples. He gives the rest to friends. How many apples does Rik give his friends?

Circle *Yes* or *No* to show if the information is given in the problem.

- a. the number of apples Rik picked Yes No
- b. the number of apples Rik gives his friends Yes No
- c. the number of apples Rik ate Yes No
- d. the number of apples Rik keeps Yes No

- 4** Look at Problem 3. Complete a tape diagram and solve the problem. Tell how you found your answer.



Rik gave his friends _____ apples.

- 5** There are 11 frogs at the pond. There are 5 frogs in the water. The rest are in the mud. How many frogs are in the mud?

Show your work.

Answer: _____

Study the example showing a way to solve a comparison word problem. Then solve Problems 1–4.

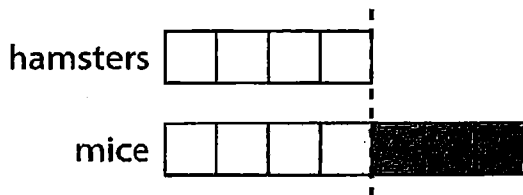
Example

Maya has 4 hamsters and some mice. She has 3 fewer hamsters than mice. How many mice does Maya have?

Think about what you know.

There are **3 fewer hamsters** than mice.
That means there are **3 more mice** than hamsters.

Draw a picture.



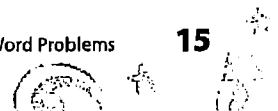
Write a number sentence. $4 + 3 = 7$

Maya has 7 mice.

- 1** There are 4 fewer markers than crayons.
Circle *fewer* or *more* to complete each sentence.

There are 4 **fewer/more** markers than crayons.

That means there are 4 **fewer/more** crayons than markers.



Solve.

- 2** There are 4 fewer markers than crayons. There are 6 markers. How many crayons are there?

Show your work.

Answer: _____

- 3** There are 8 children standing. There are 3 fewer children standing than sitting. How many children are sitting? Circle the correct answer.

- A** 3 **C** 8
B 5 **D** 11

- 4** Dara has 12 red counters. She has 7 more red counters than yellow counters. How many yellow counters does Dara have?

Show your work.

Answer: _____

Solve the problems.

- 1** Sid has 17 flowers. Some are blue. The rest are yellow. How many flowers of each color are there?

Circle *Yes* or *No* to tell if each combination could be a correct answer to the problem.

- | | | |
|--|-----|----|
| a. 20 blue flowers
3 yellow flowers | Yes | No |
| b. 9 blue flowers
9 yellow flowers | Yes | No |
| c. 5 blue flowers
12 yellow flowers | Yes | No |
| d. 7 blue flowers
10 yellow flowers | Yes | No |

What do you know? What are you trying to find out?



- 2** Sid has 17 flowers. There are 8 blue flowers. The rest are yellow. How many flowers are yellow?

Circle the correct answer.

- | | |
|------------|-------------|
| A 8 | C 17 |
| B 9 | D 20 |

You can add or subtract to find the answer.



Solve.

- 3** There are 9 dancers in a play. There are 3 more dancers than singers in the play. How many singers are in the play?

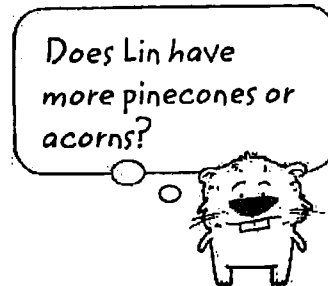
Show your work.



Answer: _____

- 4** Lin has 4 pinecones and some acorns. She has 7 fewer pinecones than acorns. How many acorns does Lin have? Circle the correct answer.

- A** 3 **C** 7
B 4 **D** 11



Tom chose **A**. This is wrong. How did Tom get his answer?

Dear Family,

This week your child is exploring how using the “make a 10” strategy helps when adding or subtracting with mental math.



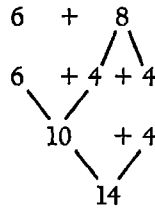
Adding and subtracting can be easier when one number is 10. By breaking apart a number, you can add or subtract to make 10 and then add or subtract the rest.

Add $6 + 8$.

Think of 8 as $4 + 4$.

Add 6 and 4 to make 10.

Add the other 4.



Adding $10 + 4$ is an easier problem to solve mentally:
 $10 + 4 = 14$, so
 $6 + 8 = 14$.

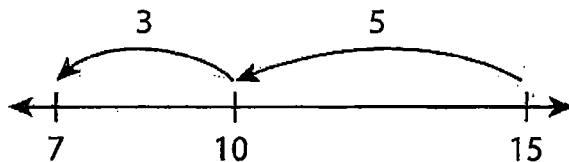
The “make a 10” strategy can be modeled with an **open number line** (a number line not drawn to scale, with only the numbers important to the problem labeled).

$15 - 8 = ?$ (Think of 8 as $5 + 3$.)

$15 - 5 = 10$

$10 - 3 = 7$

Subtract 5 to get to 10.
Then subtract the remaining 3.



$15 - 8 = 7$

Invite your child to share what he or she knows about making a 10 by doing the following activity together.



Play the following game with your child to practice adding using mental math.

- Begin by holding up 6 fingers. Ask your child to add 9 to that number.
- Have your child add the numbers by “making a 10” and using your fingers to model the process. (For example, your child might start by adding 4 and putting the rest of your fingers up, and then adding 5 of his or her own fingers, to model adding 9.)
- Ask your child to check the answer by counting the fingers.
- Repeat with other numbers of fingers, playing for about 5 minutes.



If I hold up 8 fingers,
how can I add 7 by
making a 10?



Prerequisite: How does thinking about number paths help you add and subtract in your head?



Study the example showing the make a ten strategy on a number path. Then solve Problems 1–6.

Example

Add $8 + 5$.

Think of a number path.

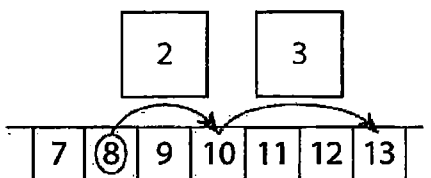
Start at 8.

Add 2 to make 10.

You need to add 3 more.

$$5 = 2 + 3$$

$$\text{So, } 8 + 5 = 13.$$



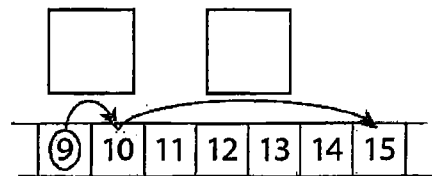
- 1** Make a ten to add $9 + 6$. First write all the number partners of 6.

- 2** Make a ten. Fill in the missing numbers.

$$9 + 6 = ?$$

$$9 + \underline{\quad} = 10 \text{ and } 10 + \underline{\quad} = \underline{\quad}$$

$$\text{So, } 9 + 6 = \underline{\quad}.$$



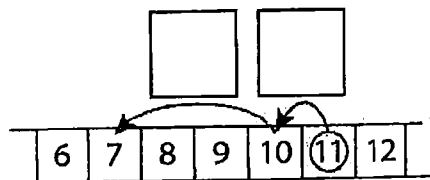
Solve.

- 3** Subtract. Fill in the missing numbers.

$$11 - 4 = ?$$

$$4 = 3 + 1$$

So, $11 - 4 = \underline{\quad}$.



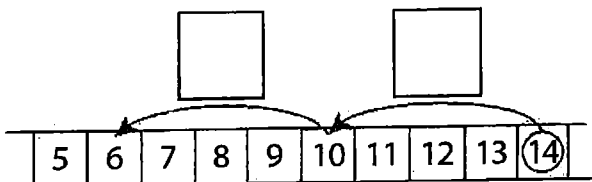
- 4** Use 2 and 2 for the number partners instead in Problem 3. What is different?

- 5** Subtract. Fill in the missing numbers.

$$14 - 8 = ?$$

$$8 = \underline{\quad} + \underline{\quad}$$

So, $14 - 8 = \underline{\quad}$.

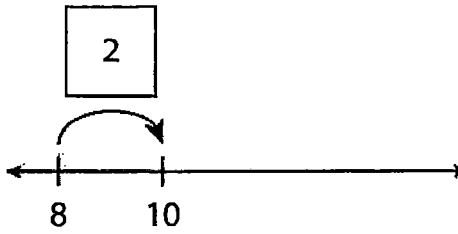


- 6** How is making a ten to add the same as making a ten to subtract? How is it different?

Study how the example shows making a ten to add. Then solve Problems 1–6.

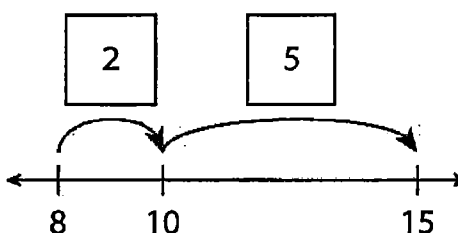
Example

$$\begin{array}{r} 8 + 7 = ? \\ \downarrow \quad \swarrow \downarrow \\ 8 + 2 + ? \end{array}$$



The partners 8 and 2 make 10.

$$\begin{array}{r} 8 + 7 = ? \\ \downarrow \quad \swarrow \downarrow \\ 8 + 2 + 5 \end{array}$$



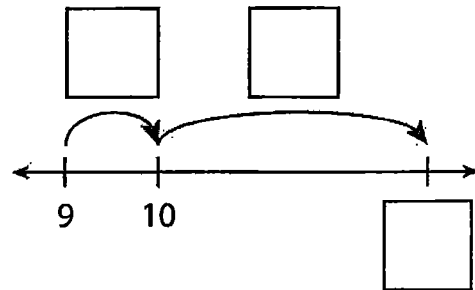
Add 5, the other partner of 7.

So, $8 + 7 = 15$.

1 Fill in the missing numbers to find $9 + 4$.

$$\begin{array}{r} 9 + 4 = ? \\ \downarrow \quad \swarrow \downarrow \\ 9 + \square + \square \end{array}$$

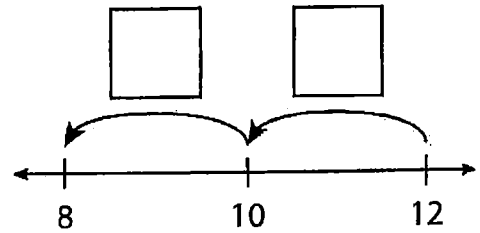
So, $9 + 4 = \underline{\hspace{2cm}}$.



2 Look at the open number line in Problem 1. How would you change the numbers to show $9 + 5$?

Solve.

- 3** Make a ten to subtract. Fill in the missing numbers to show $12 - 4 = 8$.



- 4** Complete the number sentences.

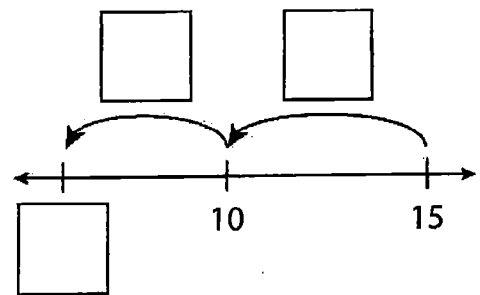
$$12 - \square = 10 \qquad 16 - \square = 10$$

$$13 - \square = 10 \qquad 15 - \square = 10$$

- 5** Fill in the missing numbers to find $15 - 9$.

$$15 - 9 = ?$$

$$15 - 9 = \square$$



- 6** Jan circled the problems that she cannot solve in her head by making a ten.

$14 - 7$	$8 - 2$	$12 - 8$
$9 - 4$	$15 - 6$	

Look at all of the problems. Why doesn't Jan make a ten to solve the circled problems?

Look at the example. Underline a part that you think makes it a good answer.

Example

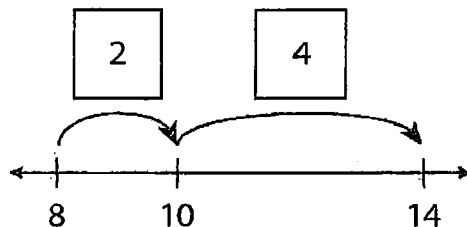
1. Write an addition sentence you can solve by making a ten.
2. Describe the steps for making a ten to add. Write three or four steps. You can use words and pictures.

$$\underline{\quad 8 \quad} + \underline{\quad 6 \quad} = \underline{\quad 14 \quad}$$

Step 1 Start at 8. Add a number to 8 to make 10. The number to add is 2.
 $8 + 2 = 10$.

Step 2 Use 2 as a partner. Find the other partner that makes 6. The partners are 2 and 4.

Step 3 Think of moving 2 places on a number line from 8 to 10. Then move 4 more places from 10 to 14.



Step 4 The number you end at is your answer. It is 14.

Where does the example ...

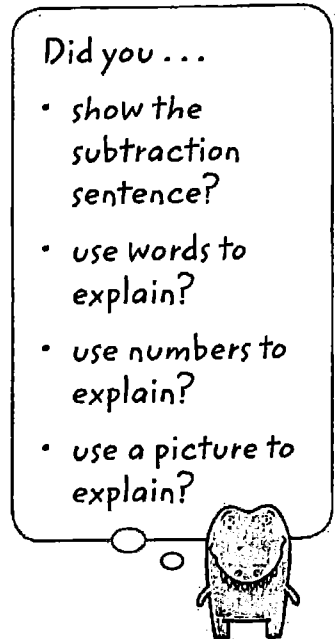
- show the addition sentence?
- use words to explain?
- use numbers to explain?
- use a picture to explain?



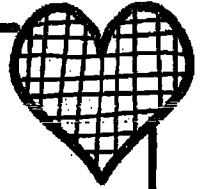
Solve the problem. Use what you learned from the example.

1. Write a subtraction sentence you can solve by making a ten.
2. Describe the steps for making a ten to subtract. Write three or four steps. You can use words and pictures.

Show your work.



Name _____



I Can Help

Draw a picture of you helping your family.

I live with my family.
My family helps me.
I can help my family.

I can help my family when I _____.



Write how you are helping your family in the picture.

Draw a picture of your favorite place in your community.

I shop in my community.
I play in my community.
I go to school in my community.
I like to go to _____.
It is in my community.



Favorite place in community.

Draw a picture you helping your community.

I live in my community.
My community helps me.
I can help my community.

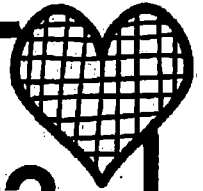
I can help my community when I _____.



Write how you are helping your community in the picture.

Name _____

Am I helping my community?

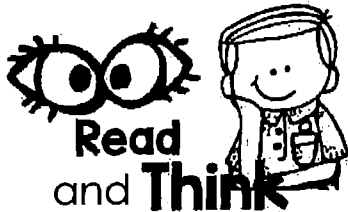
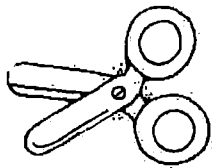


I am helping.

I am not helping.



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Read
and Think



1 I saw some trash.
I put it in the bin.

2 I get the balls for
my coach.

3 I let my trash fall.
I do not pick it up.

4 I can help, but I
do not do it.

5 I mess up the
shelves at the store.

6 I can collect
cans to recycle.

Name: _____

Where I Live

House number: _____

Street: _____

Town or city: _____

County: _____

State: _____

Country: _____

Continent: _____

Hemispheres: _____ and _____

Planet: _____

Draw a picture of your home.

Draw a map of your state.

What Plants Need

by ReadWorks



Fernando and Zoey go to a plant sale. They buy mint plants. They like the minty smell of the leaves. Fernando puts his plant near a sunny window. Zoey puts her plant in her bedroom. Fernando's plant looks green and healthy after a few days. But Zoey's plant has some brown leaves.

"Your plant needs more light," Fernando says.

Zoey moves her plant to a sunny window. Soon, both plants look green and healthy!

Vocabulary

healthy

adjective

definition: When someone looks healthy, it means that they look like they are well and are not sick.

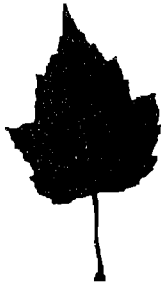
Spanish: buen, bueno, sano, saludable

forms: healthier, healthiest

leaves

noun

definition: one of the usually green, flat parts of a plant or tree that grows from the stem or branch.
Many leaves fell from the tree during the wind storm.



Spanish: hoja

forms: leaves

plant

noun

definition: A plant is a living thing that has leaves and roots that usually grow in the ground. Plants use light from the sun to make their own food. Grass, trees, vegetables, and flowers are plants.



Spanish: planta

Name: _____ Date: _____

1. What do Fernando and Zoey buy at the beginning of the passage?

- A. Mint plants
- B. iPods
- C. books about plants

2. At the beginning of the story, Fernando and Zoey buy mint plants. Then where does Fernando put his plant?

- A. near a sunny window
- B. in his bedroom
- C. outside

3. Zoey's plant needed more light. How do we know this?

- A. Zoey put her plant in her bedroom.
- B. Zoey goes to a plant sale.
- C. Zoey's plant had some brown leaves.

4. What is the big lesson in "What Plants Need"?

- A. Plants need water to live.
- B. Plants need light from the sun to live.
- C. Don't ever put a plant in your bedroom.

5. Where do Fernando and Zoey put their plants right after the plant sale?

6. What did you learn from "What Plants Need"?

7. Class Discussion Question: Discuss why having people from all over the world makes Lisa's town a great place to live.

8. Draw a picture of Lisa eating at Mr. Sereno's shop.

A Loud Concert

by ReadWorks

Grade 2
ELA + Math



Photo Credit: B.E. Merrill

Sam is going to a concert today. He is excited. His brother plays the guitar. Sam's family arrives at the school.

The music starts. Sam's brother holds his guitar. He plucks the strings. They vibrate and make sound.

Sam's eardrums start to vibrate too. Then Sam hears the piano. The music gets louder. A girl plays the drums. The sound waves hit Sam's ears. It's too loud.

Sam's ears start to hurt. His mom gives him a pair of earplugs. Sam puts them in his ears. Ah! Now the sound is not too loud.

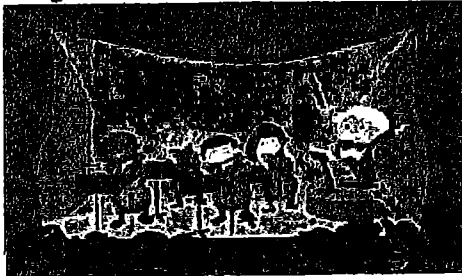
Vocabulary

concert

noun

definition: A concert is a kind of show with music. People sing or play musical instruments at a concert.

My brother's band concert is tonight. I'm glad because he's been practicing the same thing over and over for a week.



Spanish: concierto

guitar

noun

definition: A guitar is an instrument for playing music. It has a hollow body and a long neck. Attached to the guitar are strings that you press on with one hand and move across with your other hand to make sounds.



Spanish: guitarra

piano

noun

definition: A piano is a large instrument for playing music. It has many black and white keys that you press with your fingers to make sounds. When you press the keys, small hammers in the back of the piano hit against wire strings. That is how the sounds of a piano are made.



Spanish: piano
forms: pianos

Name: _____ Date: _____

1. Where is Sam going?

A. band practice

B. a concert

C. school

2. First, Sam hears his brother play the guitar. Then what instrument does Sam hear?

A. guitar

B. piano

C. drums

3. When musicians play their instruments, the instruments vibrate and make sound waves. These sound waves hit Sam's ear. This makes Sam's eardrums vibrate and he hears music.

Why is Sam able to hear the music?

- A. Sound waves from Sam's eardrum travel to the instruments. This makes the instruments create music.
- B. Sound waves from the instruments travel to Sam's eardrum. This makes his eardrum vibrate.
- C. Sam's eardrum creates sound waves that allows him to hear music.

4. What is "A Loud Concert" mostly about?

- A. Sam's brother playing guitar
- B. Sam and his family enjoying his brother's concert
- C. why loud music and soft music are different

5. What does Sam use when the music gets too loud?

6. What did you learn from "A Loud Concert"?

7. Class Discussion Question: Describe the problem that Sam has at the concert and how he solves his problem.

8. Draw a picture of Sam at the concert.

Save My Cat!

by ReadWorks



Brad's cat Mittens was stuck in a tree.

"How will we get him down?" asked Brad.

"You can climb up the trunk," said Lakeisha.

"There are no low branches," said Brad. "How will I hold on? "

"You can use a rope," said Angelo.

"How will I tie it?" asked Brad.

Then Brad's dad came with a ladder. "A ladder makes climbing easier and safe," said Brad's dad. "I will go up carefully and save your cat. "

A few minutes later, one happy cat was safe on the ground.

Vocabulary

climb

verb

definition: When you climb something, you go up it. When you climb a tree, you use your hands and feet to go up the tree. When a truck climbs a hill, it goes up the hill. We often use the word "climb" when going up something is hard or when it is done in a special way like using your hands and feet.

Our cat climbed a big tree in our yard, but now she doesn't know how to get back down.

A truck can't climb a steep hill as quickly as small cars can.

Would you ever want to climb a mountain?



Spanish: trepar, subir, escalar, ascender

forms: climbed, climbing, climbs

ladder

noun

definition: A ladder is something you use for climbing up something such as a wall or a tree. A ladder has two long pieces of wood or metal with steps in between and can be moved from one place to another.



Spanish: escalera

trunk

noun

definition: A trunk is the main part of a tree. The trunk grows from the tree's roots in the ground. The branches of a tree grow out from its trunk.



Spanish: tronco

Name: _____ Date: _____

1. Who is Mittens?

- A. Lakeisha's cat
- B. Brad's cat
- C. Brad's friend

2. What is Brad's problem at the beginning of this passage?

- A. His cat Mittens is stuck in a tree.
- B. He has no one to play with.
- C. He doesn't know how to climb a tree.

3. Brad's cat Mittens was brought safely on the ground. Which sentence from the passage shows this is true?

- A. "A ladder makes climbing easier and safer," said Brad's dad.
- B. "How will we get him down?" asked Brad.
- C. A few minutes later, one happy cat was safe on the ground.

4. What is "Save My Cat!" mostly about?

- A. ladder safety
- B. how to rescue a cat stuck in a tree
- C. three friends playing outside

5. How did Lakeisha and Angelo think Brad should rescue Mittens?

6. What did you learn from "Save My Cat!"?

7. Class Discussion Question: Explain whether Brad's dad's idea to use a ladder was a good one. Use evidence from the text to support your answer.

8. Draw a picture of Brad's dad rescuing Mittens.

Maria Recycles

by ReadWorks



Maria was helping her dad. She put old cans and bottles in a box. Dad put the box outside. A green truck picked up the cans and bottles. The truck took everything to the recycling center.

"Dad," asked Maria, "what happens to the cans and bottles? "

"They are broken down into pieces," her dad said.

"People use those parts to make new things. Then less trash is left on Earth. "

Vocabulary

bottle

noun

definition: A bottle is something used to hold things like water, milk, or juice. A bottle is narrow around the top and is usually made of glass or plastic.

Sometimes the ketchup just won't come out of the bottle!



Spanish: botella, envase, biberón

can

noun

definition: A can is a round container made of metal with a flat top and a flat bottom. We often buy food in cans, especially things like soup, beans, corn, and other vegetables.

My little sister likes to take all the cans out of the kitchen cupboard and play with them like blocks.

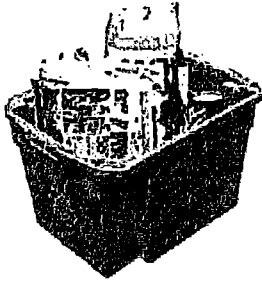


Spanish: bote, lata, bidón

recycle

verb

definition: When you recycle something, you don't throw it away after you have used it. Instead, you do something to it that makes it possible to use it again. If you recycle magazines, for example, the paper in the magazines can be used again to make new things like newspapers, envelopes, or birthday cards.



Spanish: reciclar

forms: recycled, recycles, recycling

Name: _____ Date: _____

1. What did Maria and her dad collect for the recycling center?

- A. old cans and bottles
- B. paper
- C. old toys

2. What happened before Maria's dad took the box outside?

- A. A green truck picked up the cans and bottles.
- B. Maria put old cans and bottles in a box.
- C. People used the pieces to make a new thing.

3. What happens to the bottles and cans before a person can make new things out of them?

- A. They are buried in the ground.
- B. They are broken down into pieces.
- C. They are put in piles.

4. What is the big lesson in "Maria Recycles"?

- A. Recycling trucks are green.
- B. Trash hurts the earth.
- C. When we recycle, there is less trash left on Earth.

5. According to the passage, what can be recycled?

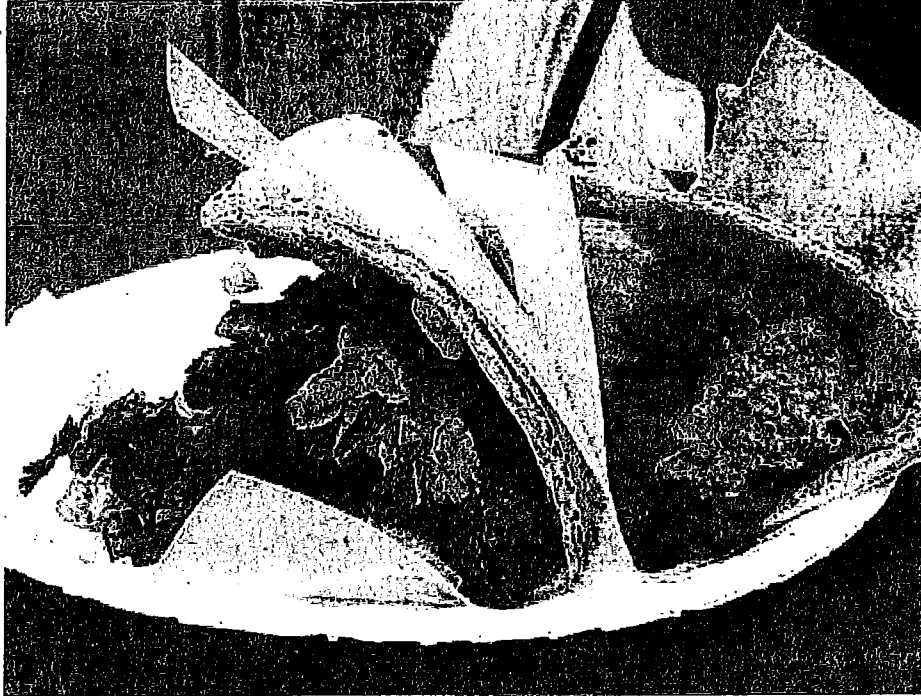
6. What did you learn from "Maria Recycles"?

7. Class Discussion Question: Explain why less trash is left on Earth when people recycle bottles and cans.

8. Draw a picture of Maria and her dad recycling.

So Many Kinds of Food!

by ReadWorks



Lisa and her mom were walking home from school. Lisa loved her town. She liked the parks and the lake and the busy streets. Most of all, she liked to try different kinds of foods.

Her town had so many kinds of restaurants! Lisa loved eating pizza at Mr. Sereno's shop.

"Mr. Sereno came to our town from Italy," her mom told Lisa.

She liked eating dumplings at Mr. Lin's Chinese restaurant. Mr. Lin was from China.

She liked to visit her friend José at his parents' Mexican restaurant. José's parent were from Mexico.

"Mom," she asked as they walked home, "can we buy tacos for dinner? "

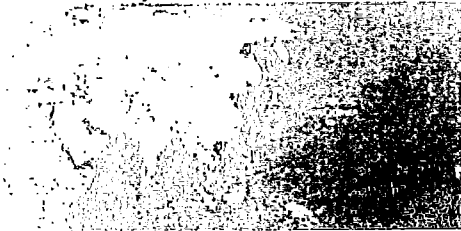
"Good idea!" her mom said.

Vocabulary

china

noun

definition: China is a country in Asia. It is a very large country with many people and many large cities. There are many businesses and factories. China also has mountains and deserts and land for farming. Some of the greatest rivers in the world flow through China. Because China is so big, people in different parts of China speak different types of their language. People cannot always understand each other when they speak. But when people write, there is no problem with understanding because the way of writing is the same everywhere in China.



Spanish: China

italy

noun

definition: Italy is a country in Europe. Most of Italy is a peninsula that sticks out into the Mediterranean Sea. If you look at Italy on a map, you can see that it has the shape of a tall boot. Italy is famous for its beautiful cities, its art and music, and its food. Foods from Italy such as spaghetti and pizza are popular all over the world. People in Italy speak a language called Italian.



Spanish: Italia

mexico

noun

definition: Mexico is a country in North America. It is one of the neighbors of the United States. The United States is to the north of Mexico and the countries of Central America are to the south. People in Mexico speak Spanish. Mexico is a large country and has two beautiful coasts. One is along the Pacific Ocean and the other is along the Caribbean Sea. Parts of Mexico have large cities with a lot of businesses and people, but Mexico also has desert, farm land, mountains, and jungle.



Spanish: México

Name: _____ Date: _____

1. What does Lisa like most about her town?

- A. walking through the busy streets
- B. playing at the parks and the lake
- C. trying different kinds of food

2. Who are the main characters in this story?

- A. Mr. Sereno and Mr. Lin
- B. Lisa and her mom
- C. Lisa, her mom, Mr. Sereno, and Mr. Lin

3. Lisa's town has restaurants owned by people from Italy, China, and Mexico. What does this tell us about the people who live in Lisa's town?

- A. They moved to Lisa's town from all over the world.
- B. Many of them do not speak English.
- C. They were all born in America.

4. What is "So Many Kinds of Food!" mainly about?

- A. Lisa's favorite food
- B. why Lisa likes her town
- C. food in Lisa's town that Lisa likes

5. Where is Mr. Sereno from?

6. What did you learn from "So Many Kinds of Food!"?
