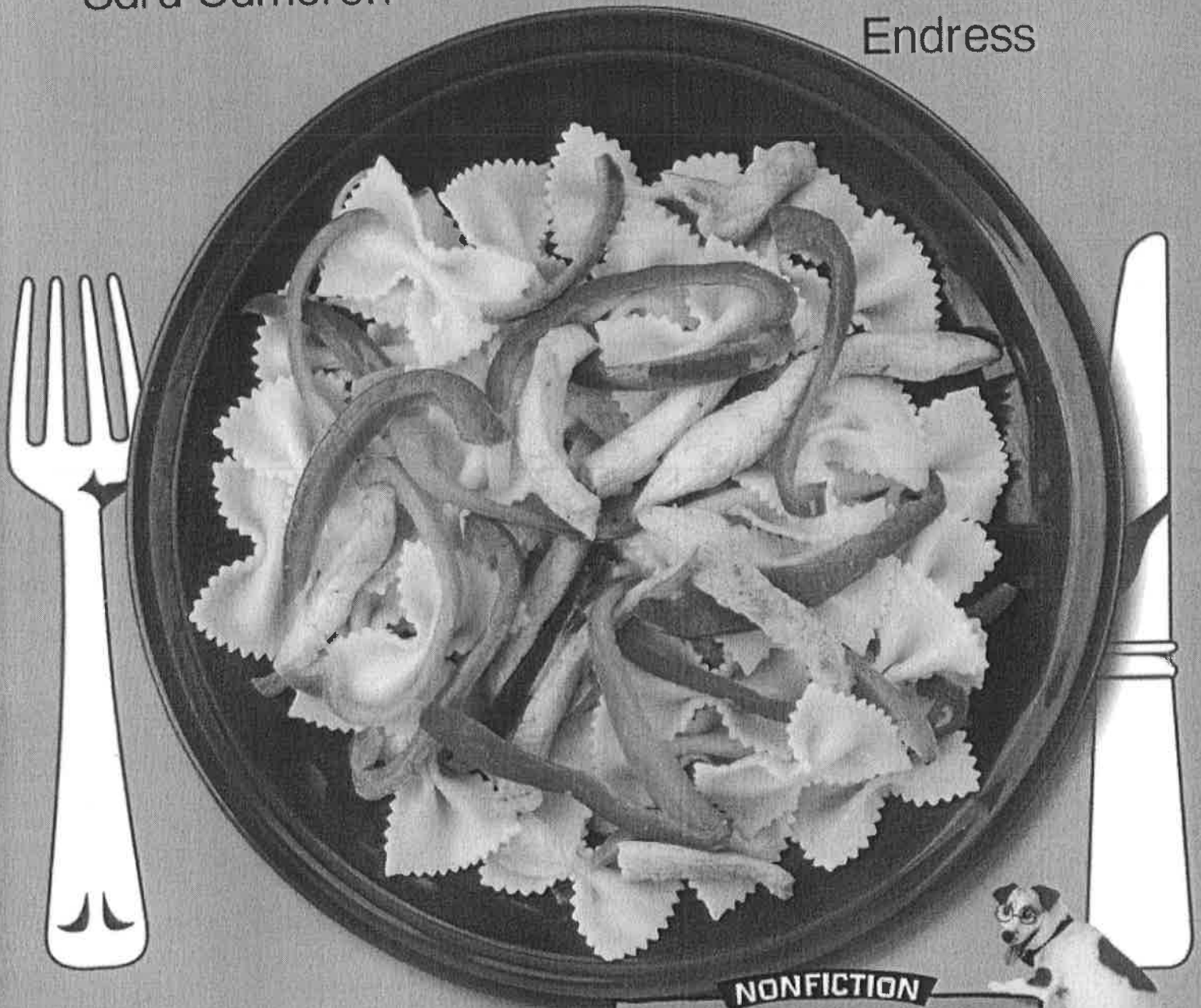


Day/Dia 1

# A Healthful Meal

Written by  
Sara Cameron

Photographs by  
John Paul  
Endress



**NONFICTION**  
Little Celebrations



# A Healthful Meal



Written by Sara Cameron  
Photographs by John Paul Endress

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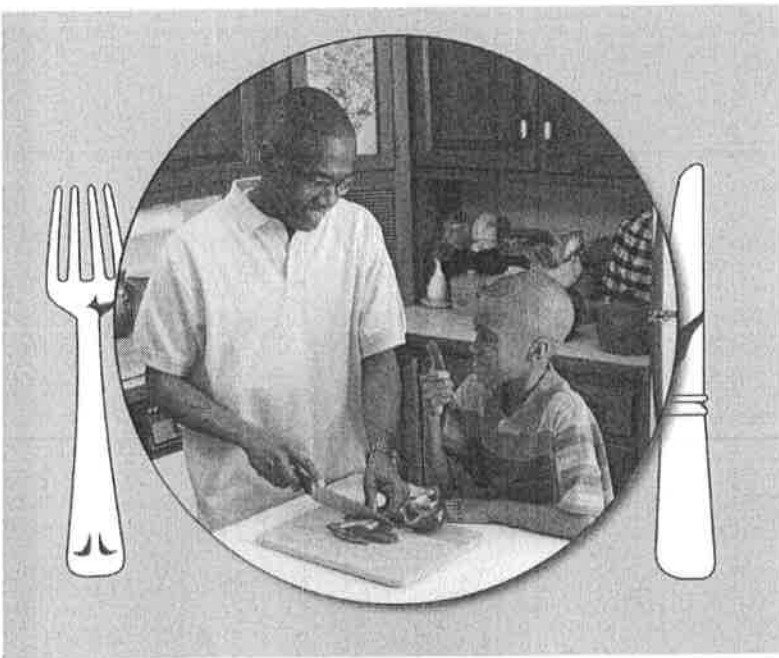
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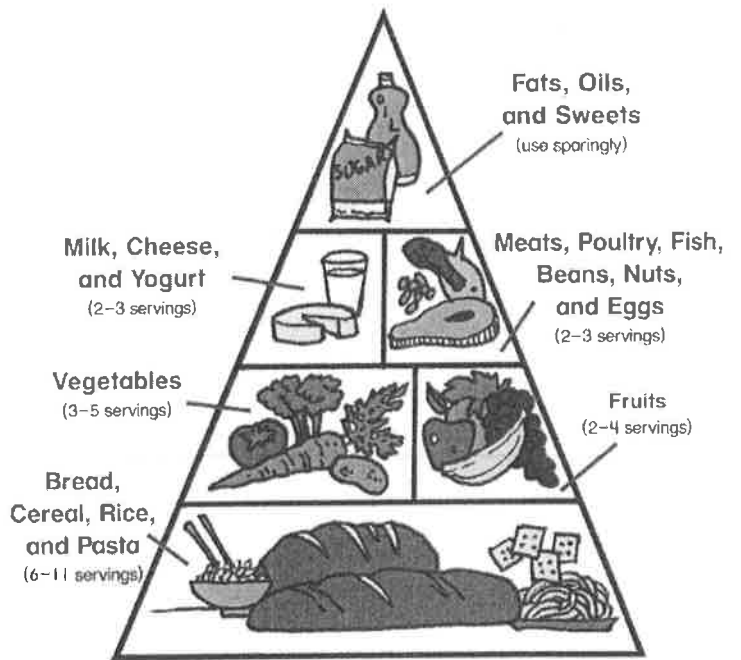
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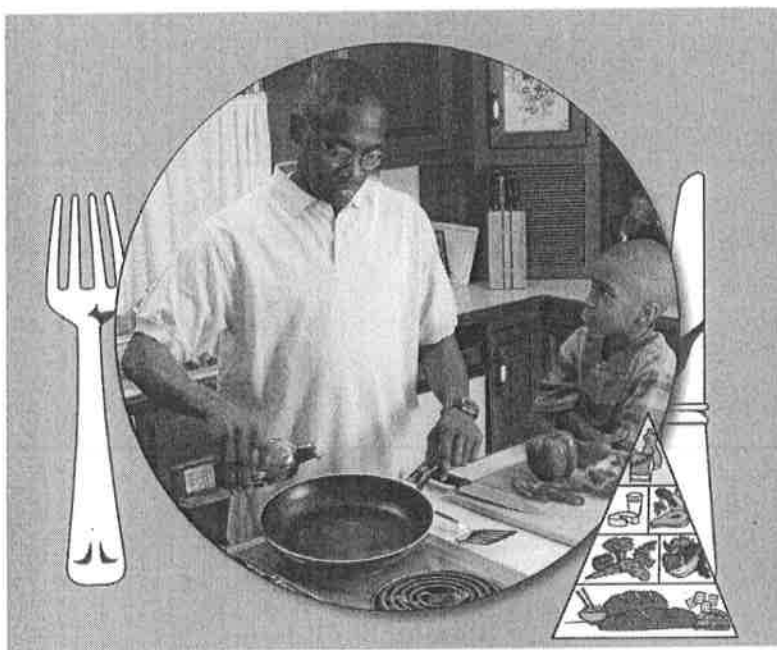
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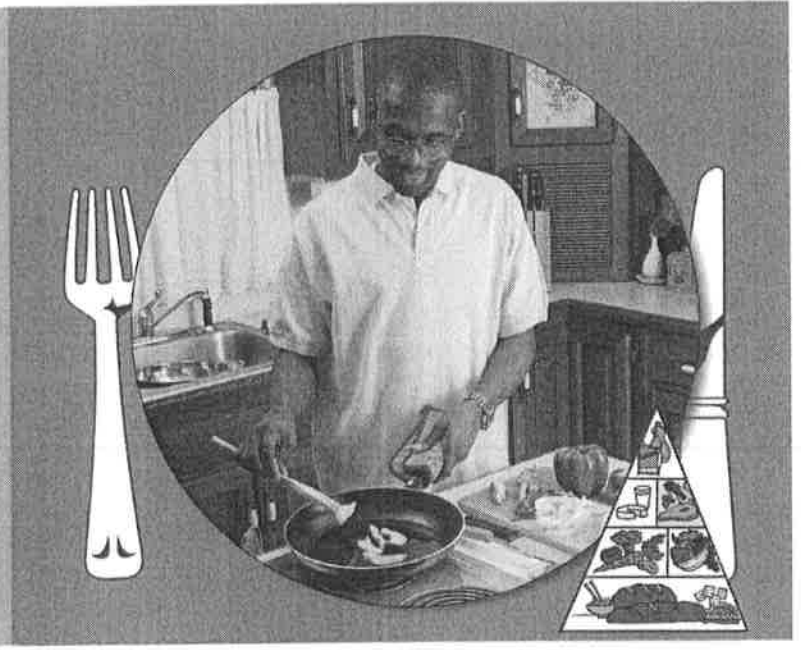
To make a healthful meal . . .



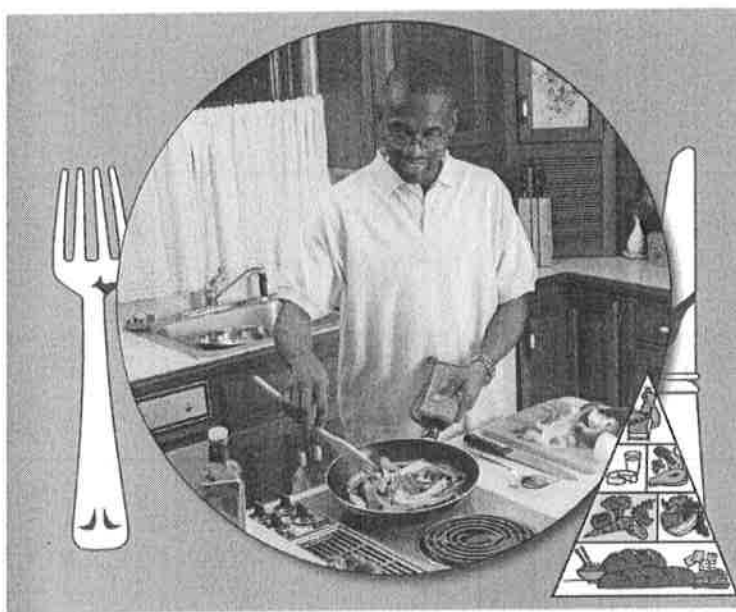
use foods from each food group.



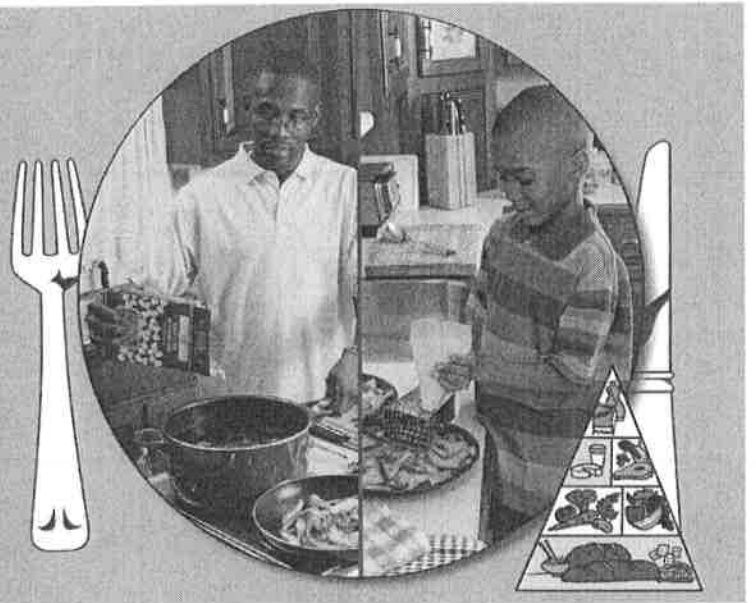
First, heat some oil.



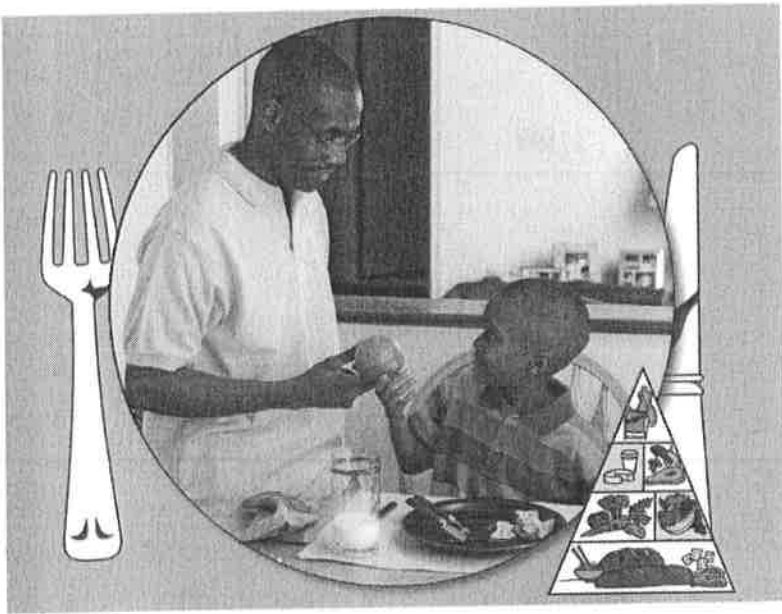
Then cook some chicken.



Then cook some vegetables.



Then cook some pasta.  
Add some cheese.



For dessert have some fruit,  
and finish your milk, please!

## Thinking Back

.....

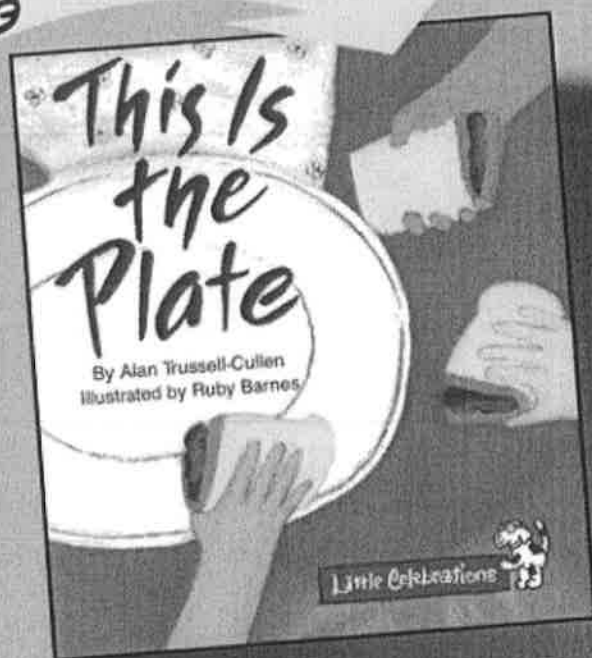
1. What is a healthful meal?
2. To which food group does the pasta belong?
3. Which is your favorite food group? What is your favorite healthful meal?

**Stage 1B**  
**Book 34**

|                |    |
|----------------|----|
| DRA™ Level     | 10 |
| Guided Reading | F  |
| Intervention   | 9  |
| Word Count     | 40 |



Use with this  
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partner book



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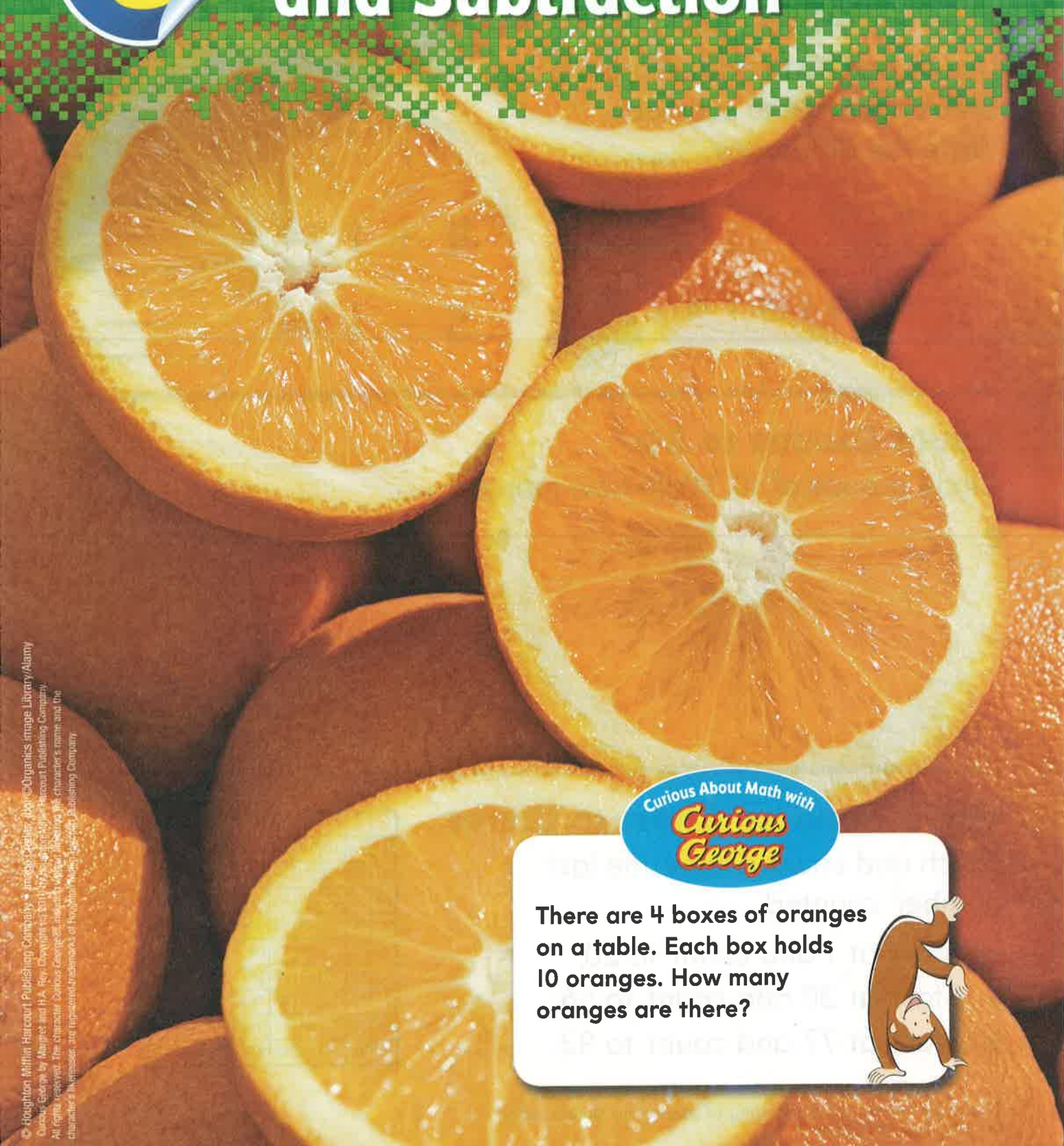


90000>



Chapter  
**8**

# Two-Digit Addition and Subtraction



Curious About Math with

**Curious  
George**

There are 4 boxes of oranges  
on a table. Each box holds  
10 oranges. How many  
oranges are there?



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Name \_\_\_\_\_

## Vocabulary Builder

### Review Words

add

subtract

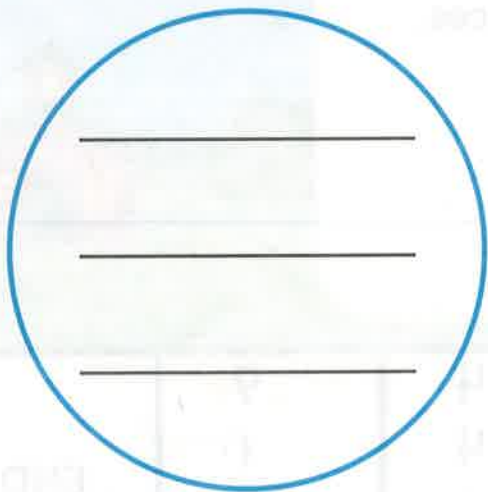
sum

difference

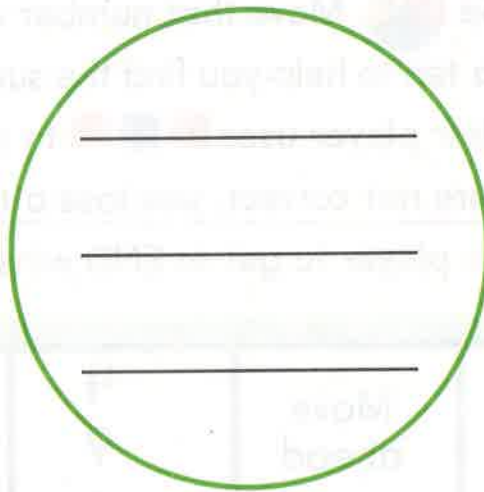
### Visualize It

Sort the review words from the box.

#### Put Together



#### Take Apart



### Understand Vocabulary

Use a review word to complete each sentence.

1. 8 is the \_\_\_\_\_ for  $17 - 9$ .
2. 17 is the \_\_\_\_\_ for  $8 + 9$ .
3. When you \_\_\_\_\_ 4 to 8,  
you find the sum.
4. When you \_\_\_\_\_ 4 from 8,  
you find the difference.

## Chapter 8 Vocabulary

**add**

**sumar**

1

**addition sentence**

**enunciado de suma**

3

**difference**

**diferencia**

13

**fewer**

**menos**

19

**more**

**más**

38

**subtract**

**restar**

52

**subtraction sentence**

**enunciado de resta**

53

**sum**

**suma o total**

54

# Bingo

## Materials

- 1 set of word cards
- 18 ●

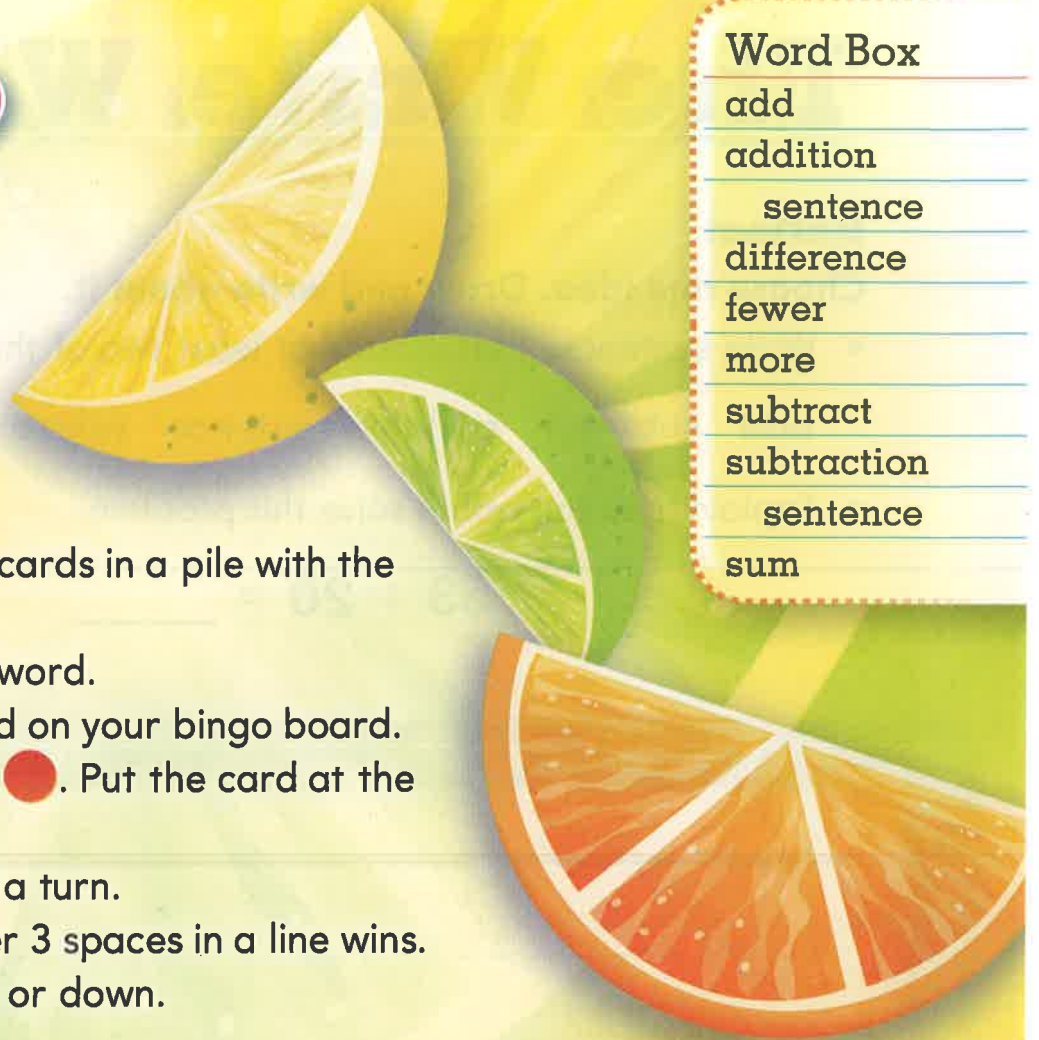
## How to Play

Play with a partner.

1. Mix the cards. Put the cards in a pile with the blank side up.
2. Take a card. Read the word.
3. Find the matching word on your bingo board. Cover the word with a ●. Put the card at the bottom of the pile.
4. The other player takes a turn.
5. The first player to cover 3 spaces in a line wins. The line may go across or down.

## Word Box

- |             |
|-------------|
| add         |
| addition    |
| sentence    |
| difference  |
| fewer       |
| more        |
| subtract    |
| subtraction |
| sentence    |
| sum         |



Player 1

|                      |              |          |
|----------------------|--------------|----------|
| fewer                | add          | more     |
| addition sentence    | <b>BINGO</b> | sum      |
| subtraction sentence | difference   | subtract |

Player 2

|                      |                   |            |
|----------------------|-------------------|------------|
| subtraction sentence | addition sentence | fewer      |
| add                  | <b>BINGO</b>      | difference |
| subtract             | more              | sum        |

Name \_\_\_\_\_

**Add and Subtract Within 20****Essential Question** What strategies can you use to add and subtract?

Operations and Algebraic Thinking—1.OA.C.6

**MATHEMATICAL PRACTICES**  
MP1, MP3, MP6**Listen and Draw**What is  $5 + 4$ ?

Use a strategy to solve the addition fact. Draw to show your work.

A large dashed rectangular box for drawing work.

$5 + 4 = \underline{\quad}$

**Math Talk****MATHEMATICAL PRACTICES 3****Apply** What strategy did you use to find the answer?**FOR THE TEACHER** • Have children choose and model a strategy to solve the addition fact. Then have them draw to show their work.

Day/Dia 2

iOpeners

iOpeners

|                      |    |
|----------------------|----|
| DRA Level            | 10 |
| Guided Reading Level | F  |
| Intervention Level   | 10 |

|                     |   |
|---------------------|---|
| Nonfiction Genre    | Persuasive Text                               |
| NCTM Standard       | Algebra                                       |
| Comprehension Skill | Understand Author's Purpose                   |
| Nonfiction Features | Captions, Pictorial Representations, Sidebars |



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By Pam Zollman

DK

Celebration  
Press  
Pearson Learning Group

Program Development Consultant (K-2)  
Nell Duke



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# Talk About It

1. How does the title help explain what this book is about?
2. Why do you think the author wrote this book?
3. Do you save your money? Tell why or why not.

Word Count: 87





# A Penny Saved

By Pam Zollman



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It is good to save your money.  
There are many reasons to save.



Something you want might cost more than you have. If you save your money, you can buy it.



week one  
25¢



week two  
25¢



week three  
25¢



week four  
25¢

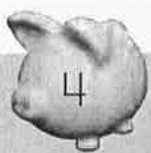
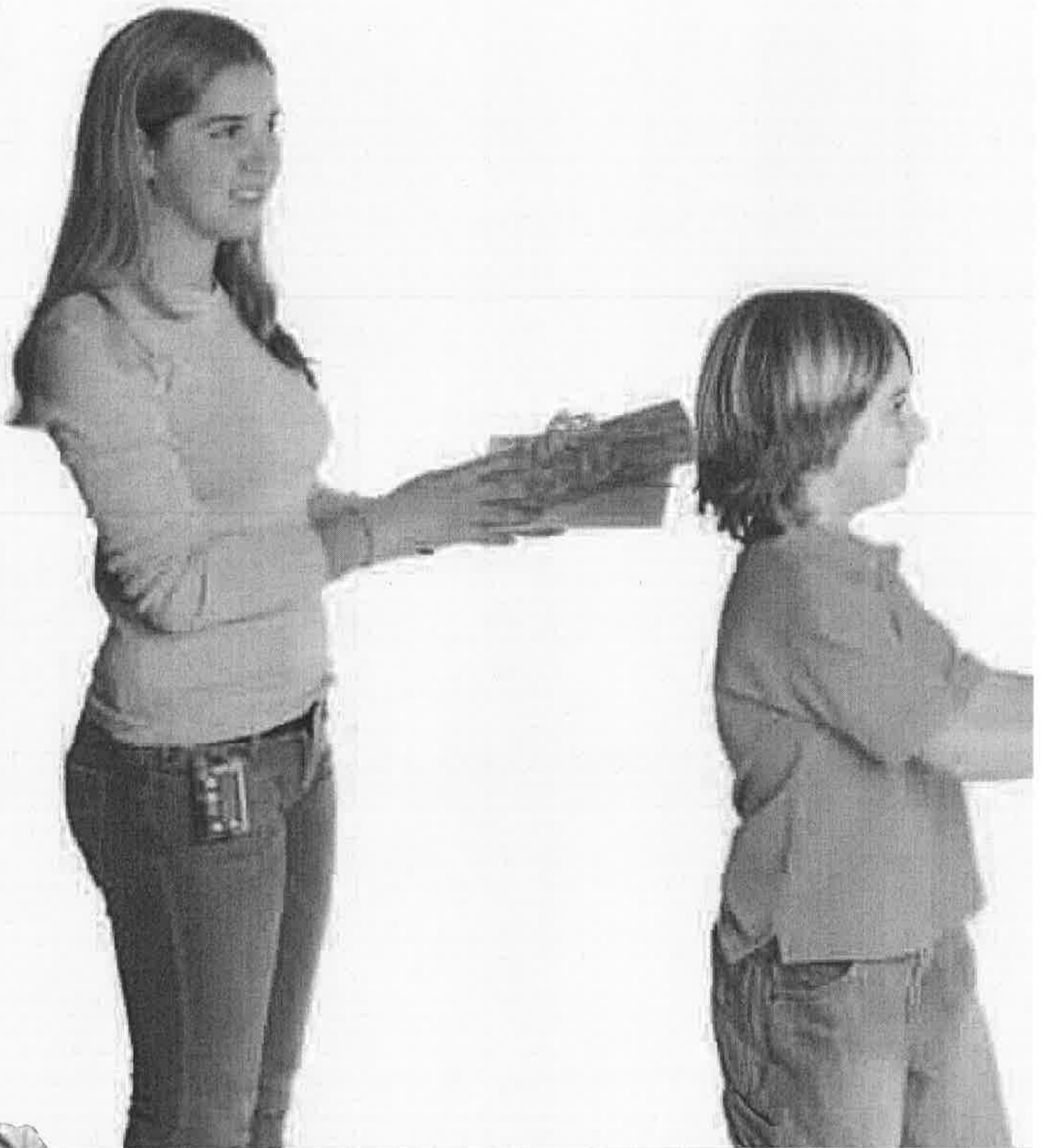


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TOTAL \$1



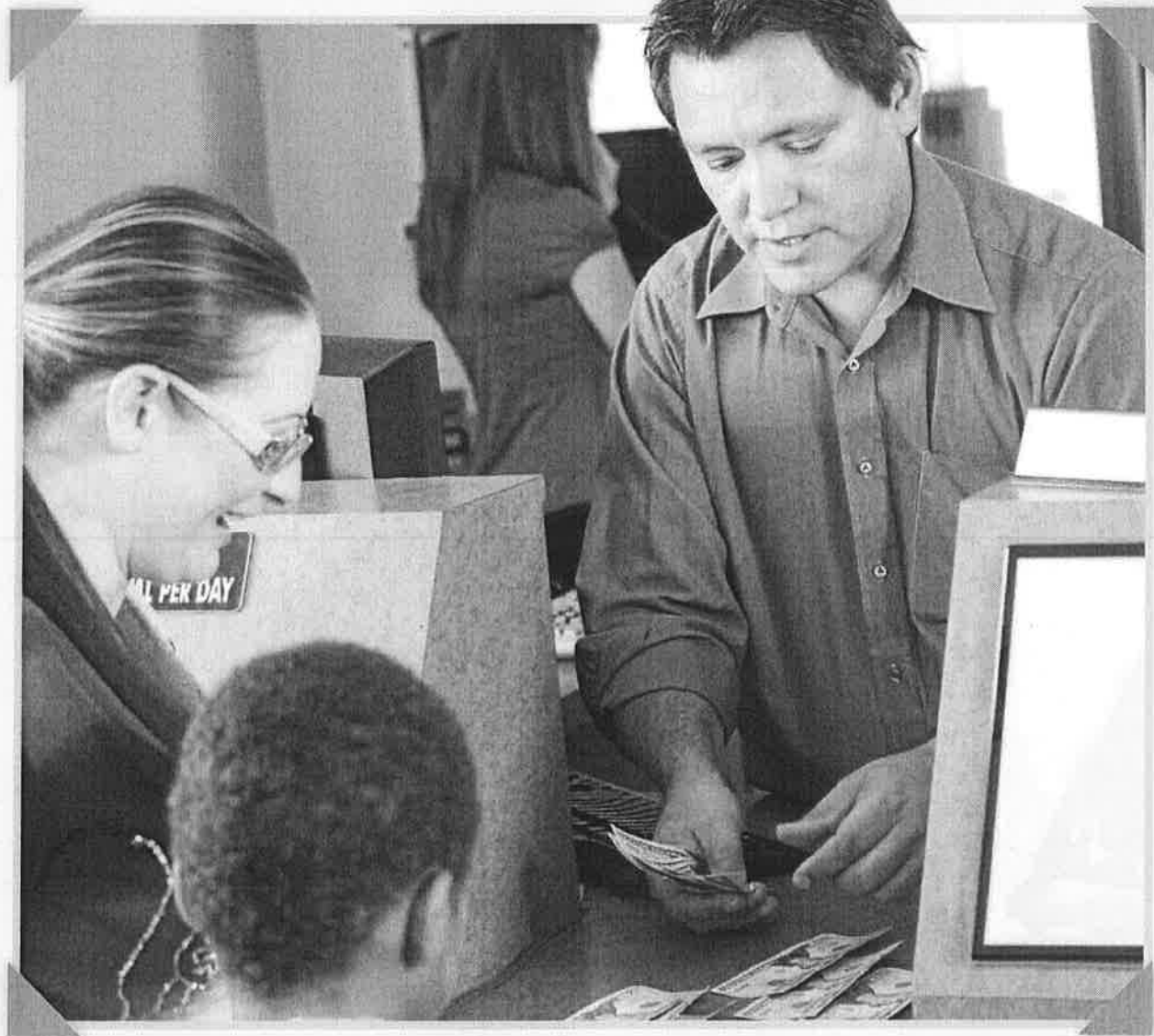
If you save your money, you will have money when you need it.



When you want to give a gift to someone, you can buy it.



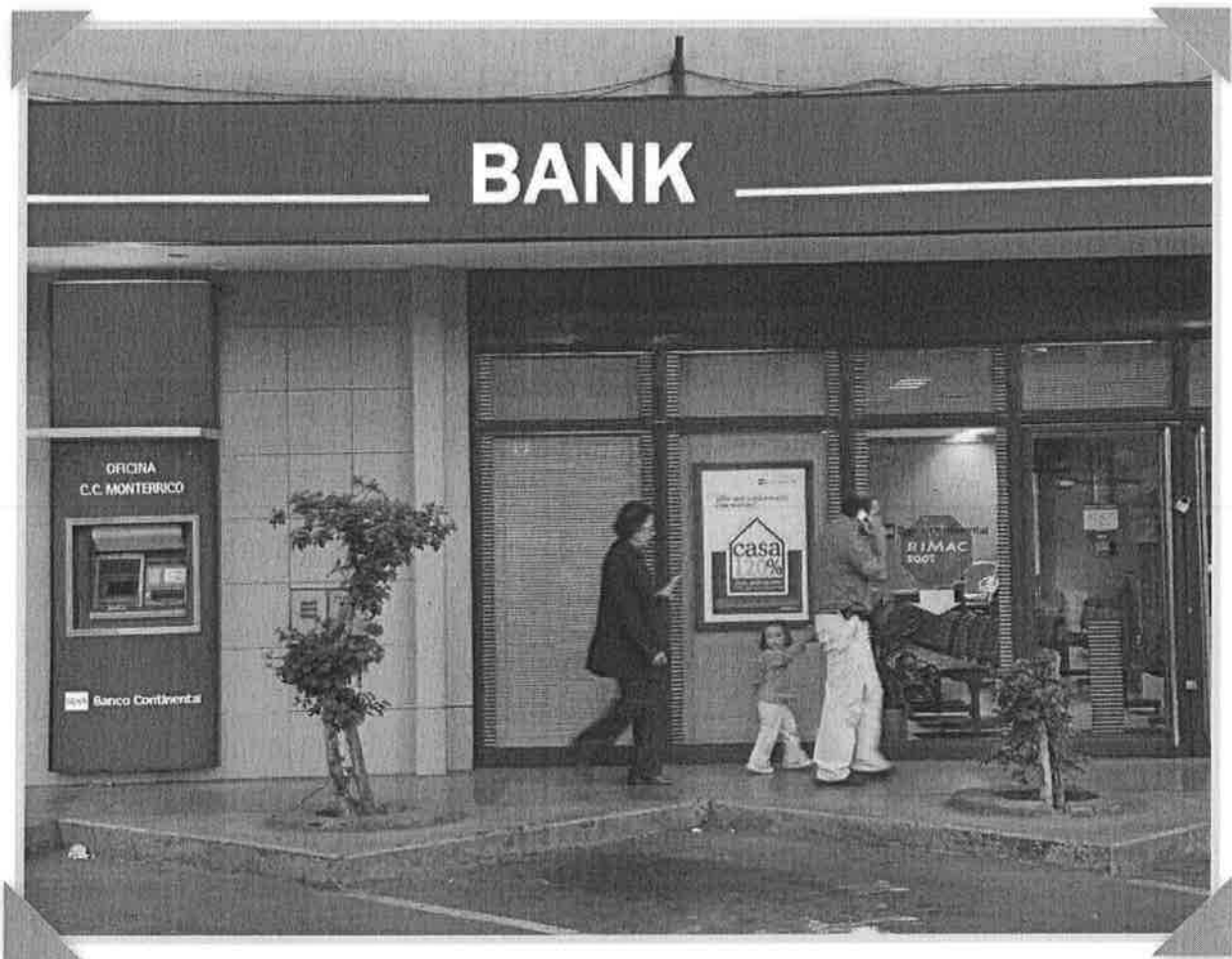
Some people save their money  
in a bank.



inside a bank

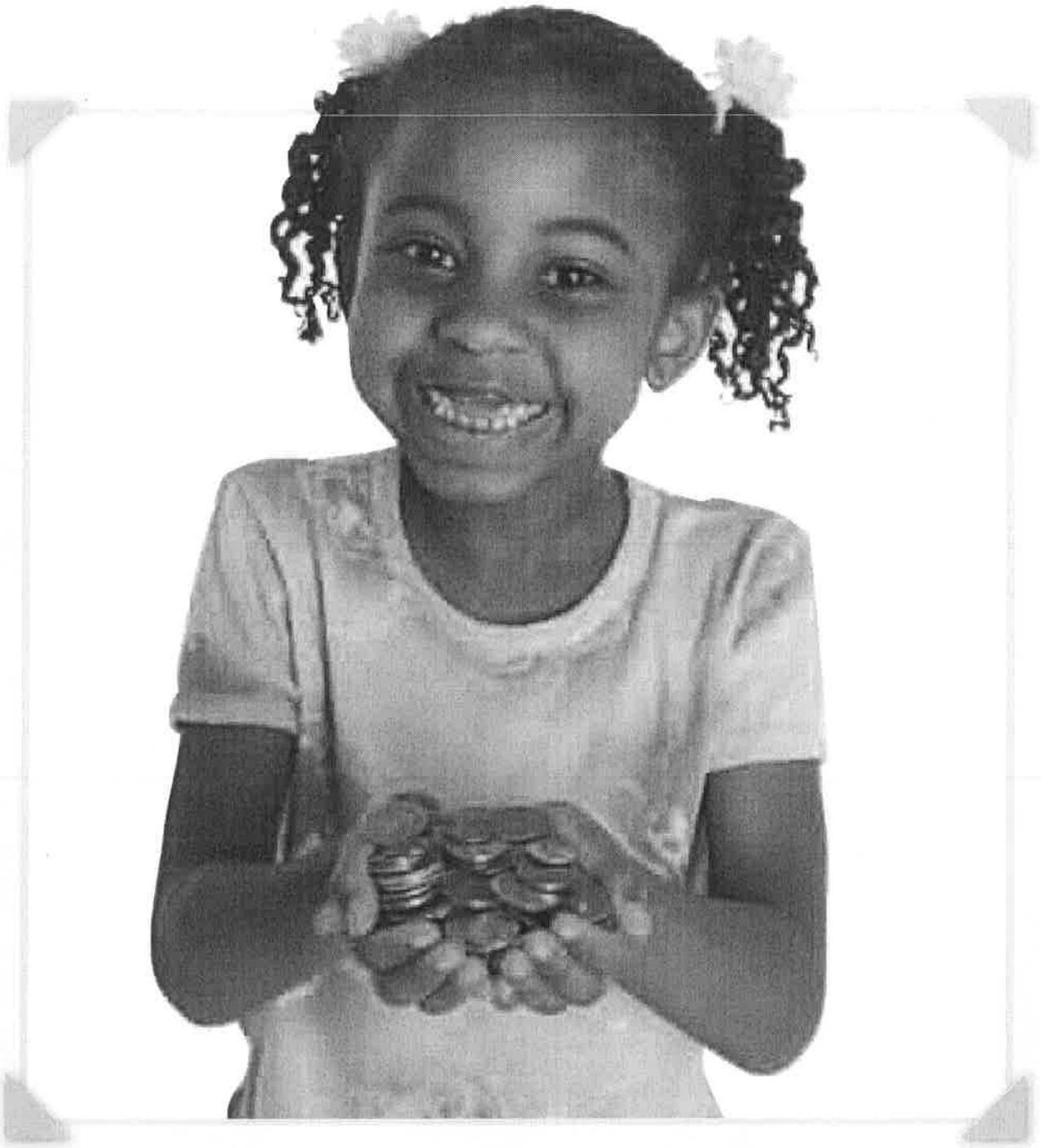


A bank is a safe place to keep your money.



outside a bank





Save your money so you will  
have it when you need it.





Name \_\_\_\_\_



## On Your Own

**MATHEMATICAL PRACTICE** 8

**Apply** Add or subtract.

19.  $\begin{array}{r} 14 \\ - 5 \\ \hline \end{array}$

20.  $\begin{array}{r} 2 \\ + 10 \\ \hline \end{array}$

21.  $\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$

22.  $\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$

23.  $\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$

24.  $\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$

25.  $\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$

26.  $\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$

27.  $\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$

28.  $\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$

29.  $\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$

30.  $\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$

31.  $\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$

32.  $\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$

33.  $\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$

34.  $\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$

35.  $\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$

36.  $\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$

37.  $\begin{array}{r} 13 \\ - 7 \\ \hline \end{array}$

38.  $\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$

39.  $\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$

40.  $\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$

41.  $\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$

42.  $\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$

43. **THINK SMARTER** Jamal thinks of an addition fact. The sum is 15. One addend is 8. What is a fact Jamal could be thinking of?



\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

Name \_\_\_\_\_

Add and Subtract Within 20



COMMON CORE STANDARD—1.OA.C.6  
Add and subtract within 20.

Add or subtract.

1. 
$$\begin{array}{r} 6 \\ +0 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 11 \\ -2 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 4 \\ +10 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 14 \\ -9 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 7 \\ +4 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 10 \\ -10 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 15 \\ -6 \\ \hline \end{array}$$

Problem Solving



Solve. Draw or write to explain.

13. Jesse has 4 shells. He finds some more. Now he has 12 shells. How many more shells did Jesse find?

\_\_\_\_\_ more shells

14. Write an addition or subtraction fact. Then write a strategy you could use to add or subtract.

\_\_\_\_\_

\_\_\_\_\_

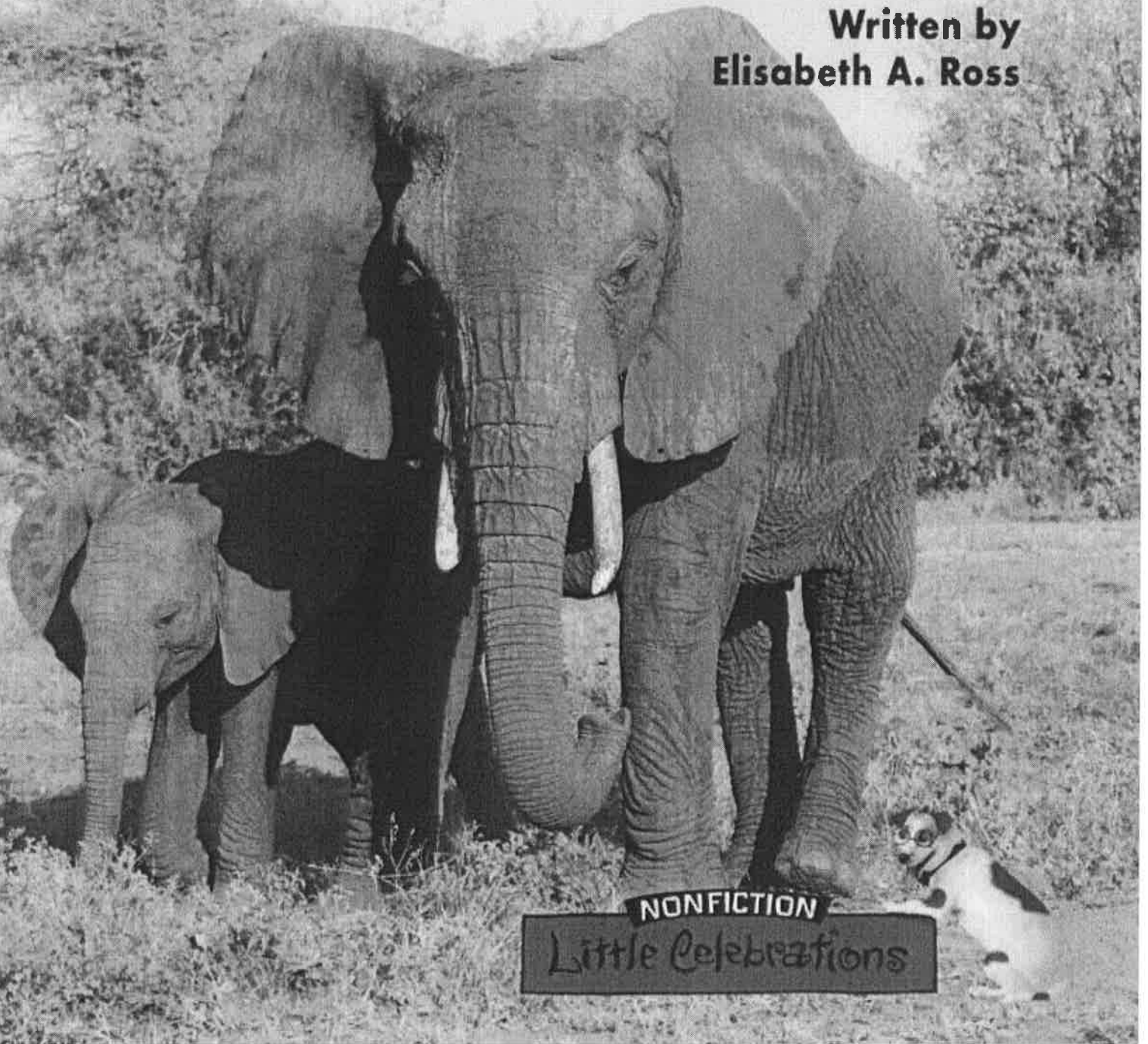
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Day/Dia 3

# A Very Big Animal

Written by  
Elisabeth A. Ross



NONFICTION

Little Celebrations

# A Very Big Animal

Written by  
Elisabeth A. Ross

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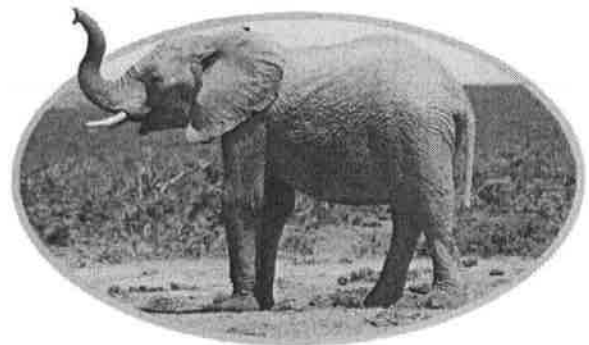
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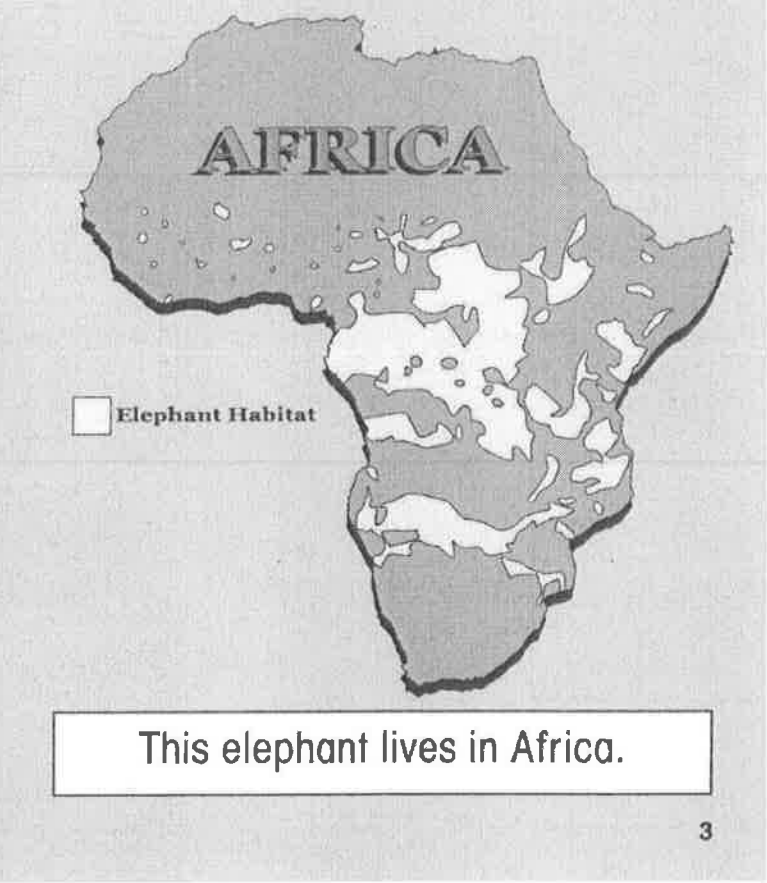
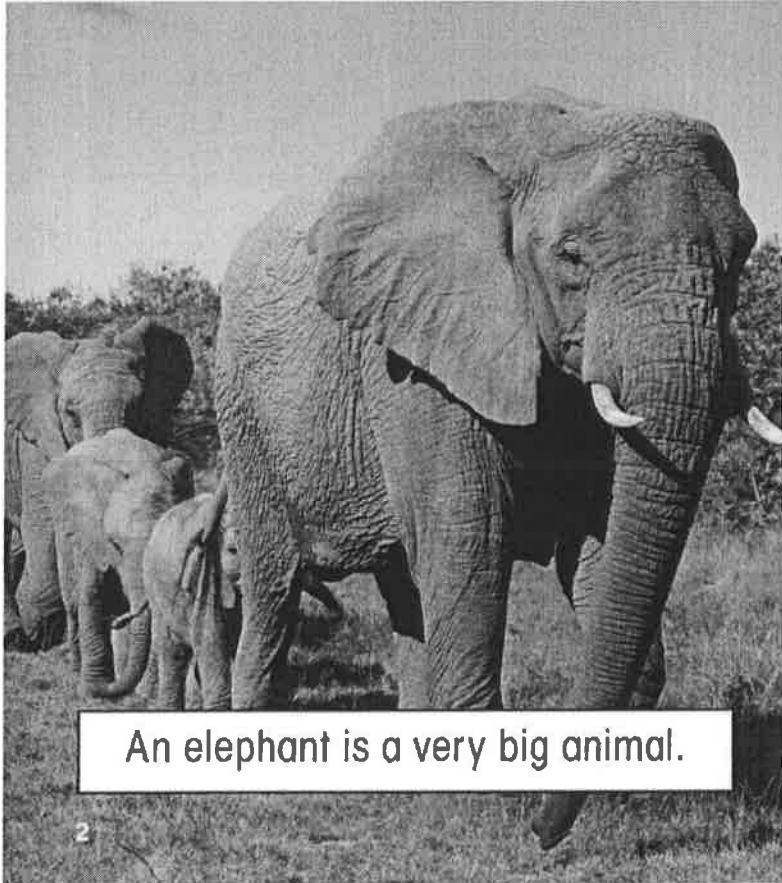
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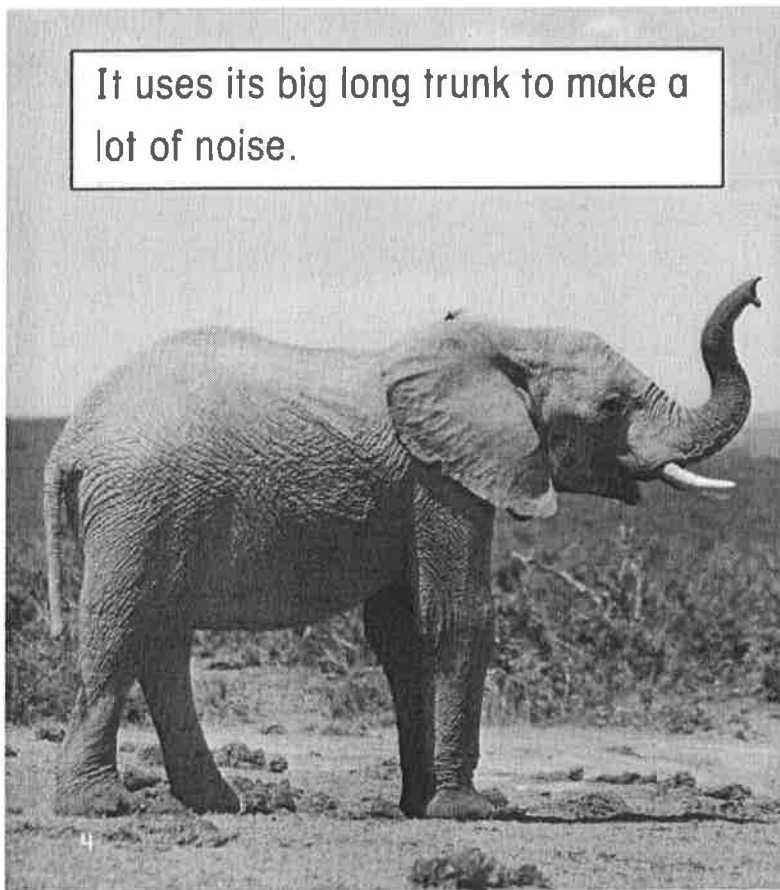
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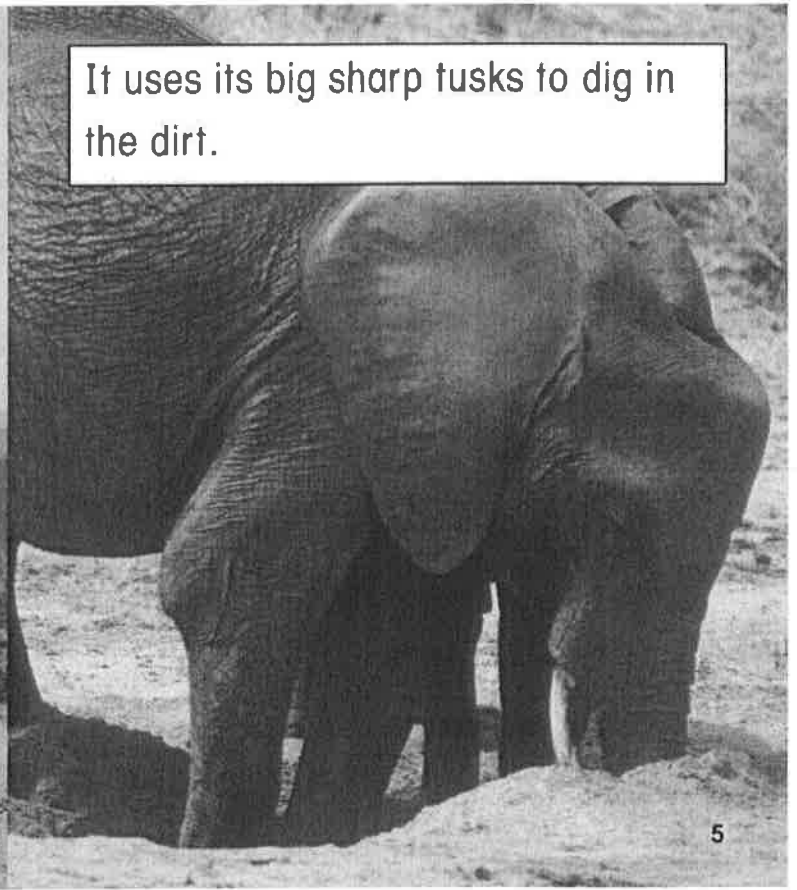
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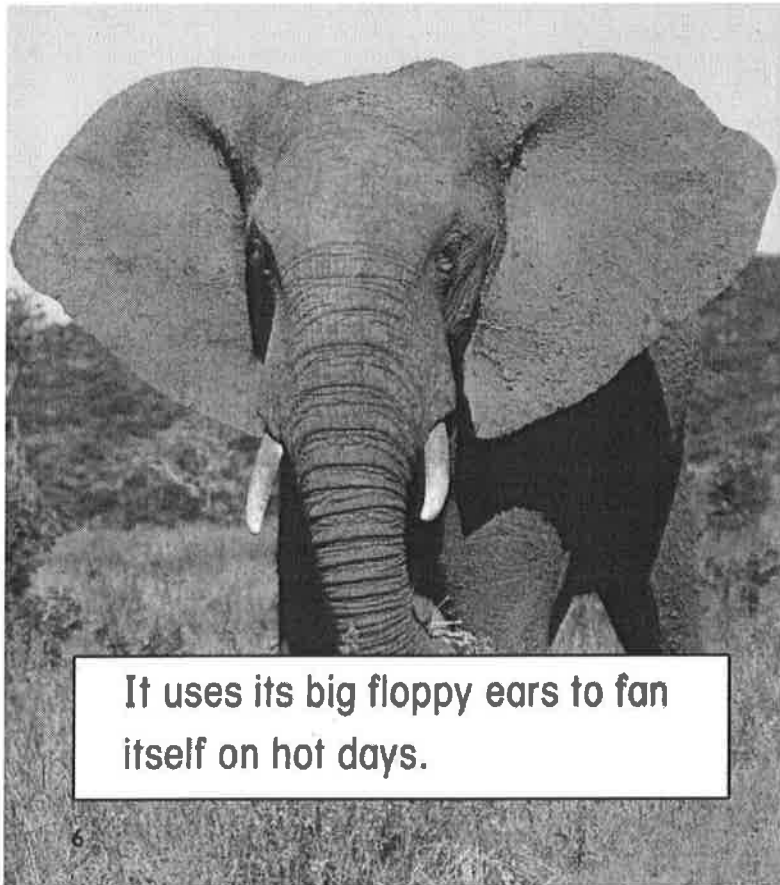


It uses its big long trunk to make a lot of noise.

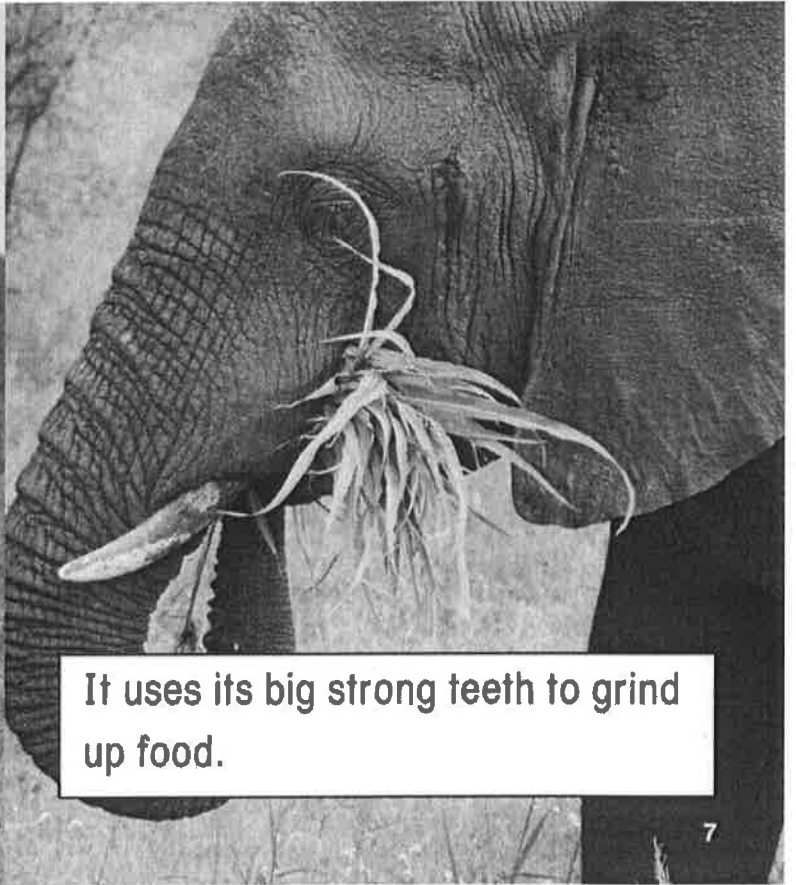


It uses its big sharp tusks to dig in the dirt.



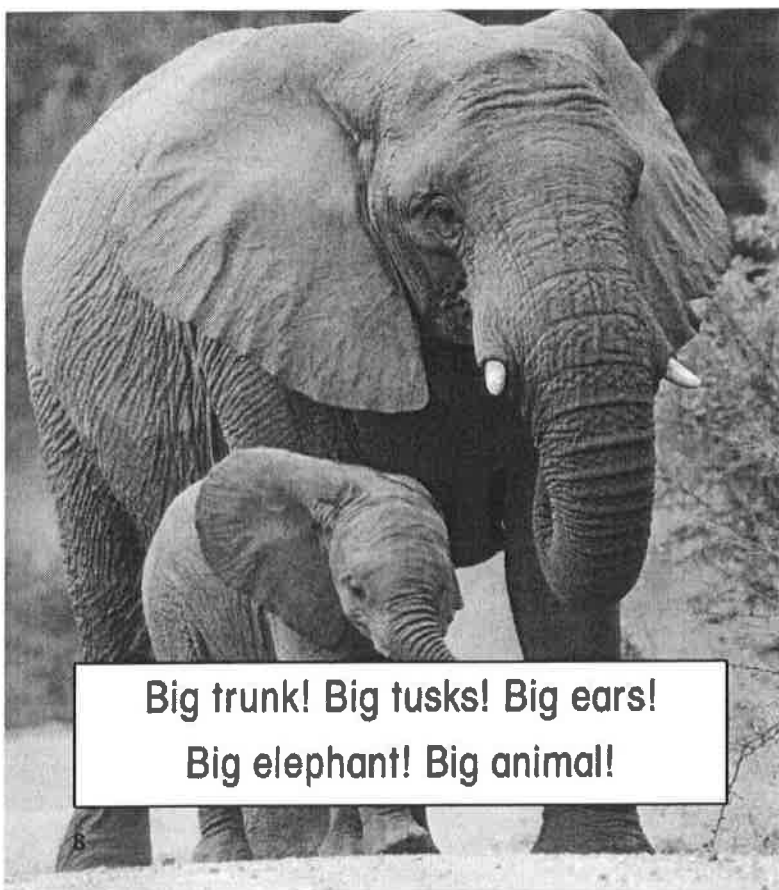


**It uses its big floppy ears to fan itself on hot days.**



**It uses its big strong teeth to grind up food.**





## Thinking Back

.....

1. How do elephants use their trunks?
2. Why might an elephant dig in the dirt with its tusks?
3. Why does an elephant have such big ears?

Name \_\_\_\_\_

# Add Tens

**Essential Question** How can you add tens?



**Number and Operations in Base Ten—1.NBT.C.4**

**MATHEMATICAL PRACTICES**  
MP2, MP7

## Listen and Draw



Choose a way to show the problem.  
Draw a quick picture to show your work.

A large dashed rectangular box for drawing a quick picture to show the work.



**MATHEMATICAL PRACTICES 2**

**Reasoning** Why will there be no ones in your answer when you add  $20 + 30$ ?



**FOR THE TEACHER** • Read the following problems. Barb has 20 baseball cards. Ed has 30 baseball cards. How many baseball cards do they have? Kyle has 40 baseball cards. Kim has 50 baseball cards. How many baseball cards do they have?

Name \_\_\_\_\_



**On Your Own**

**MATHEMATICAL PRACTICE 2**

**Represent a Problem** Draw to show tens.

Write the sum. Write how many tens.

5.  $40 + 40 = \underline{\quad}$

\_\_\_\_\_ tens

6.  $70 + 20 = \underline{\quad}$

\_\_\_\_\_ tens

7.  $10 + 80 = \underline{\quad}$

\_\_\_\_\_ tens

8.  $60 + 30 = \underline{\quad}$

\_\_\_\_\_ tens

9. **Go DEEPER** Draw two groups of tens you can add to get a sum of 50. Write the number sentence.

\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

Name \_\_\_\_\_

# Add Tens



**COMMON CORE STANDARD—1.NBT.C.4**  
Use place value understanding and properties of operations to add and subtract.

Draw to show tens. Write the sum.

Write how many tens.

1.  $10 + 30 = \underline{\quad} \underline{\quad} =$

\_\_\_\_\_ tens

2.  $30 + 30 = \underline{\quad} \underline{\quad} =$

\_\_\_\_\_ tens

3.  $60 + 10 = \underline{\quad} \underline{\quad} =$

\_\_\_\_\_ tens

4.  $10 + 70 = \underline{\quad} \underline{\quad} =$

\_\_\_\_\_ tens


## Problem Solving



Draw tens to solve.

5. Drew makes 20 posters. Tia makes 30 posters. How many posters do they make? \_\_\_\_\_ posters

6. Regina read 40 pages. Alice read 50 pages. How many pages did they read? \_\_\_\_\_ pages

7.  **WRITE** Math Choose an addition problem from the spider web on page 446. Draw a quick picture and write the number sentence.