

Dear Family

The end of the year is fast approaching. The last Unit of Foundations® reviews the word structure and concepts learned this year.

These last two weeks bring us to the end of a very exciting year. Thank you so very much for helping to make this program a success.

I encourage you to continue working with your child during the summer vacation. If possible, take time out each day to read with your child. I sincerely hope that you have an enjoyable summer.

Please let me know if you have any concerns.

Sincerely,





Homework Guide

Review the closed syllable baseword with the suffix endings of **s**, **es**, **ed**, and **ing**.

Follow These 4 Steps:

1. Dictate the entire word. Have your child echo the entire word.
Example: "**drilling**"
2. Have your child separate the baseword from the suffix and tap

out the baseword. Do not tap trick words (in bold).

3. Have your child tell you the letters that go with the sounds of the baseword and then add the suffix.
4. Have your child write the baseword then add the suffix **ing**. It is helpful if you say the letters as your child writes them.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words →	squints	cobwebs	taxes
On Tuesday Dictate	Current Words →	invented	drilling	jumping
On Wednesday Dictate	Trick Words →	water	called	another
On Thursday Dictate	Sentence →	Yes, Mom is still thinking of the kids.		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words →	sunfishes	rocks	albums
On Tuesday Dictate	Current Words →	sandblasted	hunting	standing
On Wednesday Dictate	Trick Words →	day	may	way
On Thursday Dictate	Sentence →	Jill stands with hands on her hips.		



Do the “Mark My Words” Activity

Read the words with your child. Have your child mark up the following concepts.

- Box the welded sounds
- Star the bonus letter
- Underline digraphs, blends, and digraph blends
- Underline baseword and circle suffix
- Mark v-e syllables

fan

brake

cross

scrunch

lungs

ropes

tall

taxes

blimp

inches

thinking

fireman

**Do the “Add the Suffix” Activity**

Have your child read the word and suffix. Cover the word and have him or her write it on the line. Check the word and have your child underline or ‘scoop’ the syllables in the baseword and circle the suffix. For example: **publishing**

cave + s = _____

invent + ed = _____

disrupt + ed = _____

wish + es = _____

spell + ing = _____

crush + es = _____

camp + ing = _____

insist + ed = _____

explode + s = _____

Fundations® Trick Words



WEEK 1

water

called

WEEK 2

day

may

way

→ **Cut words into flashcards.** **1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.



Name: _____ Date: _____



Writing Grid for Word and Sentence Homework



 **Review Words** _____ 



 _____ 

 1 _____ 2 _____ 

 _____ 



 _____ 



 _____ 

 3 _____ 4 _____ 

 _____ 



 _____ 



 _____ 

 5 _____ 6 _____ 

 _____ 



 _____ **Trick Words** _____ 



 _____ 

 7 _____ 1 _____ 

 _____ 

 _____ 



 _____ 

 2 _____ 3 _____ 

 _____ 



 **Sentence** _____ 

 _____ 



 1 _____ 

 _____ 

 _____ 

 _____ 

 _____ 

 _____ 



a

the

to

into

is

he

for

and

she

to

or

a

me

we

has

into

of

as

his

be



Trick Words

Unit 4

to his I you we

your and has said one

of they I was for

you a the to be



from

one

his

or

was

he

have

I

they

to

does

you

or

from

said

me

do

for

they

have



who

here

to

what

does

said

from

were

they

where

she

are

of

there

you

was

have

when

for

into

why

from

my

have

very

by

into

what

try

were

who

put

also

your

some

two

come

put

said

they



do

over

my

number

put

could

some

were

come

said

should

where

very

her

also

could

her

into

over

would



says

also

over

from

for

would

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between

there

said

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come

each

say

they

number

see

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also

any

says

about

many

down

your

how

by

down

between

our

out

are

should

many

each

does

over

another

our

some

other

friend

now

should

your

each

nothing

are

about

says

very

many

our

other

would

none



Wilson Language Basics

Trick Words

Unit 12

want

see

people

little

says

month

see

nothing

between

Mr.

are

some

own

were

have

Mrs.

who

into

said

been

people first word their write

look should new being good

down another work own word

their being about friend down

friend

may

does

water

write

called

work

way

day

people

are

want

friend

word

nothing

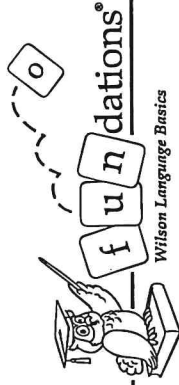
number

around

out

says

way



Blake and Jess were at the pond. Blake did not want to get wet. He had on new pants and a good top and he did not plan to swim. Jess went into the water and was splashing Blake. That was a problem.

Blake was mad at Jess and said, “Stop splashing!” Jess did stop. But then, Jess was jumping into the pond. Her big jumps made big splashes. Jess insisted that the splash was not big. Blake grunted and said, “I advise you to stop splashing!” Jess did stop. But then Jess got out of the water.

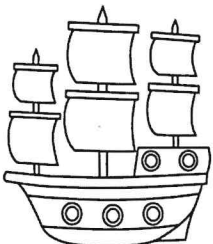
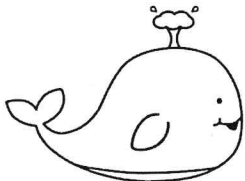
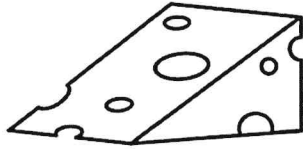
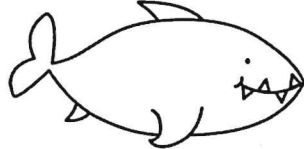
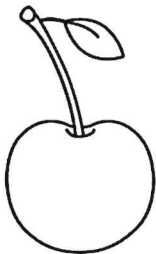
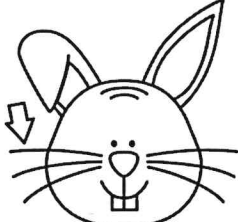
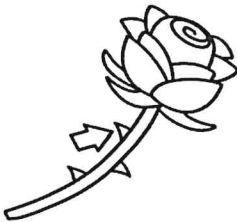
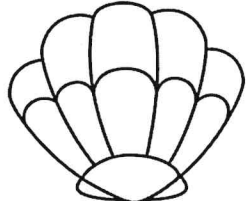
She fell off a log and landed in the pond. **Guess** what? It made a big splash! Blake’s new pants and good top were all wet.

Jess had not wanted to splash him that time, but she did!

Name: _____ Date: _____

Digraphs

Directions: Fill in the missing digraphs.

 ____ _ ip	 ____ _ ale	 ____ _ eese	 ____ _ ark
 ____ _ erry	 ____ _ isker	 ____ _ orn	 ____ _ ell

Directions: Use the color code to color by digraph.

Color by Digraph

ch = blue sh = yellow th = red wh = green ck = orange

chip	dish	shop	path	lock
ship	whale	fish	chat	moth
deck	rich	math	whip	bath
thin	truck	much	dash	white

Name: _____ Date: _____

Bonus Letters



Directions: Write as many real words as you can for the bonus letters.

-ff

ff

ff

ff

ff

ff

-ll

ll

ll

ll

ll

ll

-ss

ss

ss

ss

ss

ss

Choose one word from above and use it in a sentence. Then draw a picture to match your sentence.

Name: _____ Date: _____

Glued Sounds



Directions: Write as many real words as you can for each glued sound.

-all

all

all

all

all

all

-am

am

am

am

am

am

-an

an

an

an

an

an

Choose one word from above and use it in a sentence. Then draw a picture to match your sentence.

Name: _____ Date: _____

Mark'em Up!

Directions: Read the words and mark them up.

fall	think	path	ship
wish	ham	fan	sink
song	chick	thing	ran
ball	huff	sock	thin

Directions: Read the sentences and mark them up. Highlight the trick words.


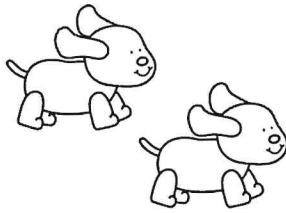
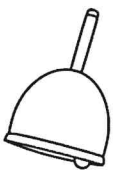
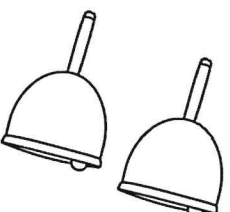



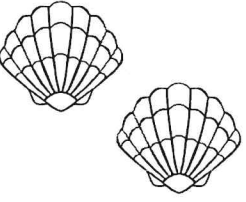



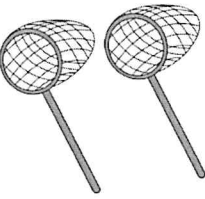
1. Tim and Stan like to play ball outside.
2. Pam got a new dress at the shop.
3. There was one big bug in the web.
4. Did Ted fall on the path?
5. Did you get that shirt at the mall?

Bonus: Choose one sentence from above and draw a picture to match it on the back of this page.

Name: _____ Date: _____

Plural Practice

Directions: Look at each picture. Write the baseword and then make it plural (show more than one). All of the words are short vowel words.

baseword	suffix -s (plural)
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____

Name: _____ Date: _____

Let's Sort!

Directions: Read the words and sort them by the sound of the suffix.
For example: The suffix -s says /s/ in pets. The suffix -s says /z/ in bugs.



/s/	/z/

dogs

naps

lips

shells

nets

kids

fans

webs

pups

sheds

maps

tops

Name: _____ Date: _____

Making Words



Directions: Make new words for each glued sound.

-ang

-ank

-ing

-ink

ang

ank

ing

ink

ang

ank

ing

ink

ang

ank

ing

ink

ang

ank

ing

ink

ang

ank

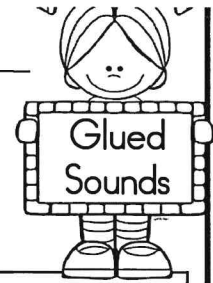
ing

ink

Choose one word from above and use it in a sentence. Then draw a picture to match your sentence.

Name: _____ Date: _____

Making Words



Directions: Make new words for each glued sound.

-ong

ong

ong

ong

ong

ong

-onk

onk

onk

onk

onk

onk

-ung

ung

ung

ung

ung

ung

-unk

unk

unk

unk

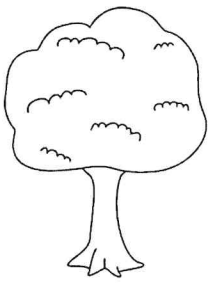
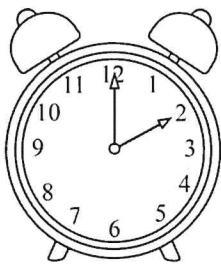
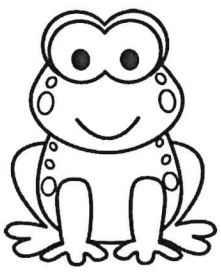
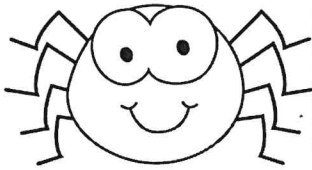
unk

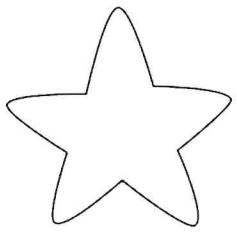
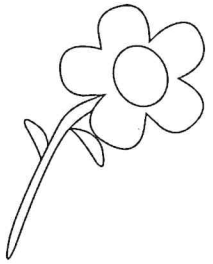
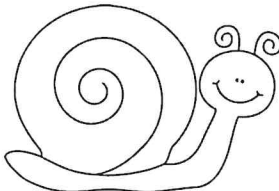
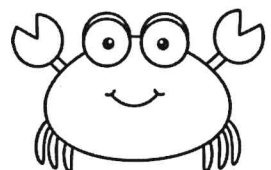
unk

Choose one word from above and use it in a sentence. Then draw a picture to match your sentence.

Name: _____ Date: _____

Fill in the missing blends.

 _____ ee	 _____ ock	 _____ og	 _____ ider
---	--	---	---

 _____ ar	 _____ ower	 _____ ail	 _____ ab
--	---	---	---

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

<u>1</u> _____	<u>2</u> _____	<u>3</u> _____
----------------	----------------	----------------

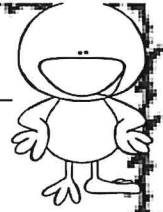
Color by Blend

bl = blue cl = yellow fl = red gl = green

clam	flat	glide	class
block	cliff	blimp	flag
glass	blast	flash	clap

Name: _____

Date: _____



Closed Syllables

Directions: Read each word and mark it up. Underline the syllable first and identify the type of syllable with a **c** for closed. Then mark the vowel with a **breve** to show that it makes a short sound. Lastly, draw a picture in each box to match the word.

frog

belt

sock

truck

twig

dress

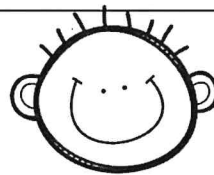
clock

nest

pond

Name: _____ Date: _____

Let's Sort!



Directions: Read and sort the words.

Hint: A closed syllable has only one vowel and is followed by one or more consonants.

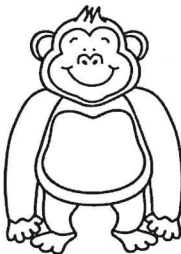
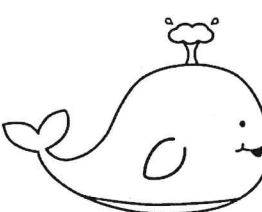

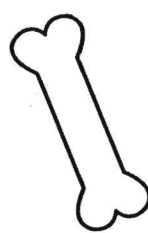

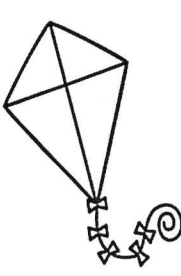
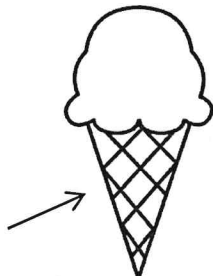
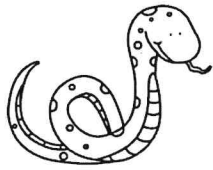
Closed Syllable Words	Open Syllable Words

she	crop	no	skip
milk	hi	golf	coat
we	flat	clap	foam

Name: _____ Date: _____

Long Vowels

Directions: Look at each picture. Fill in the missing vowels to complete the word.

			
__ p __	wh __ l __	b __ k __	b __ n __
			
r __ k __	k __ t __	c __ n __	sn __ k __

Directions: Add an **e** to each word to make a new word.

Example: <u>cap</u>	<u> </u> <u>cape</u>	<u>cub</u>	<u> </u> <u> </u> <u> </u>
<u>kit</u>	<u> </u> <u> </u> <u> </u>	<u>hop</u>	<u> </u> <u> </u> <u> </u>
<u>rip</u>	<u> </u> <u> </u> <u> </u>	<u>tub</u>	<u> </u> <u> </u> <u> </u>

Name: _____ Date: _____

Suffixes -ed, -ing

Directions: Trace each word. Add the suffix **-ed** to show it already happened. Then add the suffix **-ing** to show it is happening now.

Trace the Word	-ed	-ing
Example: rent	rented	renting
plant		
blend		
twist		
drift		
print		
squint		

*Write a sentence using one word from above. Underline the word you chose.

Name: _____ Date: _____

Directions: Read the words below. Use the color code to color in each box.

Color Code

long a words = blue

long e words = yellow

long o words = green

rain	see	braid	meat
seat	boat	toe	play
chain	say	coat	tree
row	bee	eat	doe

Directions: Read the words. Use the color code to color in the short and long vowel words.

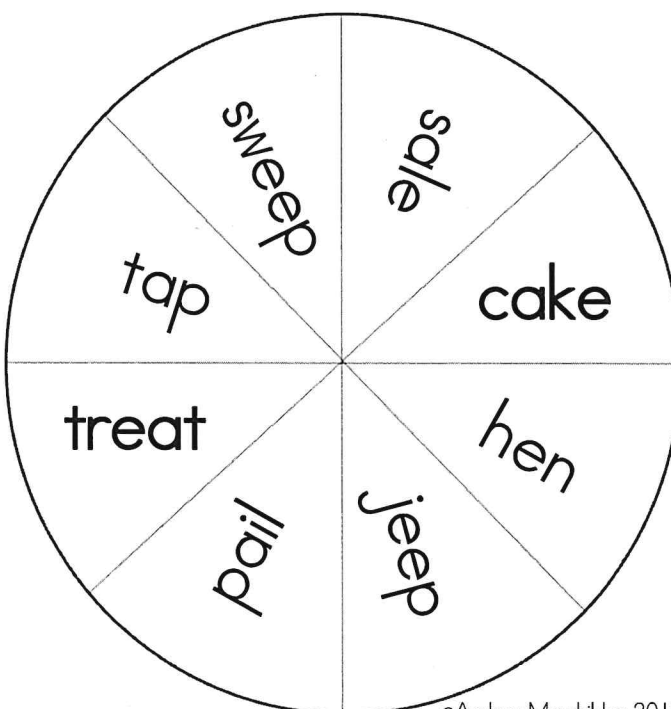
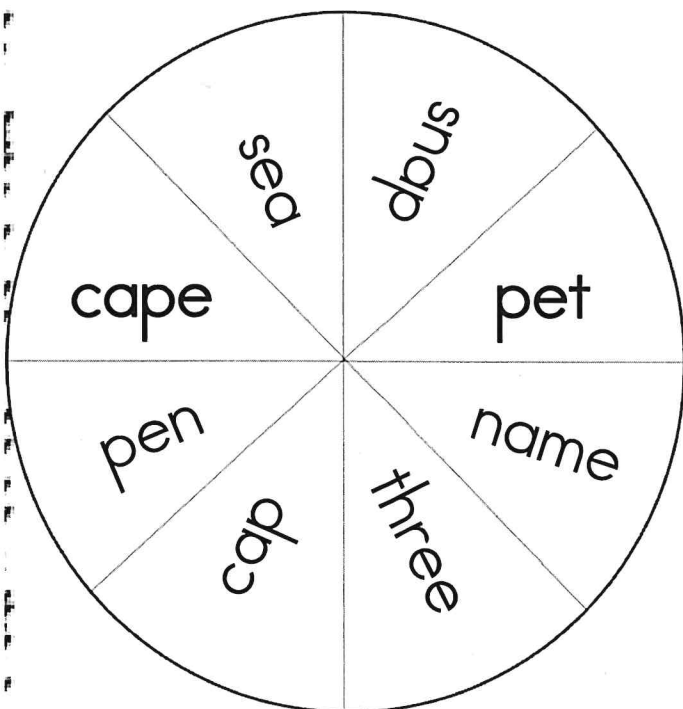
Color Code

short a words = red

long a words = blue

short e words = orange

long e words = yellow



Name: _____

Date: _____

Capitalization & Punctuation

Directions: Rewrite each sentence in your best handwriting using correct capitalization and punctuation.

tim went for a swim in the lake

kim rode her bike down a long path

tess got a pink and white dress at the shop

she got a suntan on her trip

*Choose one sentence from above and draw a picture on the back of this page to match the sentence.

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Name: _____

Date: _____

Syllable Match

Directions: Draw a line from the first syllable to the second syllable to make a real word. Then write the words on the lines below.

gob	cot
mas	kin
con	lin
nap	test
in	cake
cup	vent

Example:

goblin

**Choose one word from above. Write the word and draw a picture to match it on the back of this page.

Name: _____ Date: _____

Fluency Fun

Directions: Practice reading the phrases two times.
Once you have practiced, find a friend and read the phrases together.

get the ball	call your pup	at the shop
the tan cat	the best gift	in the grass
mop the mess	in the den	the big bug
the big hill	the small skunk	twist the lid
huff and puff	get the fish	at the lake
on the plates	in the boxes	wash the dishes

☐ I read the phrases 2 times.

☐ I read the phrases with _____



Name: _____

Date: _____



Let's Sort!

Directions: Read the words below. Tap out the words and sort them by the number of sounds in each word. For example, the word **mess** has 3 sounds /m/ /e/ /s/.

2 sounds (2 taps)	3 sounds (3 taps)	4 sounds (4 taps)

up	hiss	at	fill	swim
frog	in	miss	it	slip
test	bell	off	puff	jump

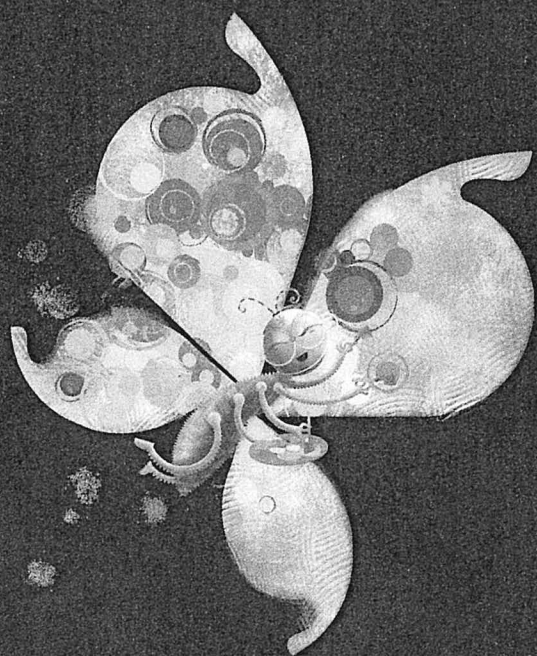
Step Up to Grade 2



The following lessons provide a preview of Grade 2 Common Core State Standards.

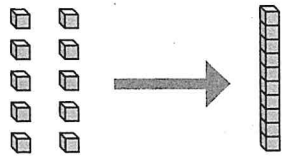
Lessons

1	Building 1,000	537
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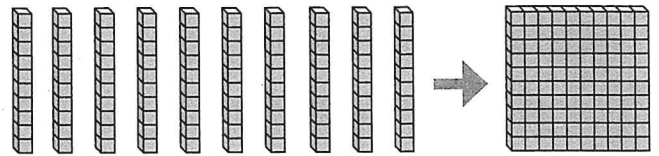


Step-Up Lesson 1 Building 1,000

There is a pattern to show how one place value makes the next greater place value.



10 ones make 1 ten.



10 tens make 1 hundred.

Guided Practice

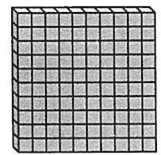
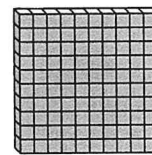
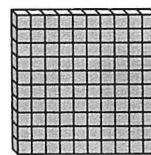
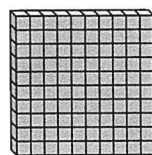
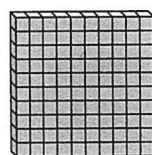
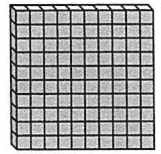
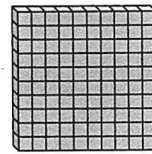
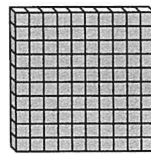
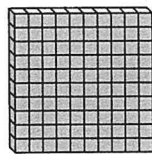
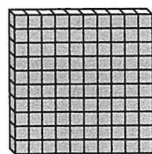
Use crayons. Follow the directions.

1. Circle 300 with a red crayon.

2. Circle 400 with a black crayon.

3. Circle 700 with a blue crayon.

4. Circle 1,000 with an orange crayon.



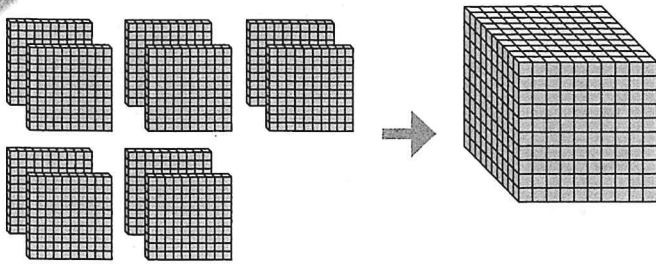
Do you understand? Do you see a pattern? Explain.

10 ones make 1 ten.

10 tens make 1 hundred.

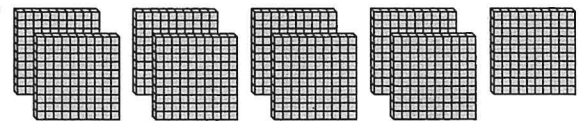
10 hundreds make 1 thousand.

Name _____



10 hundreds make 1 thousand.

What is the number?



Count by hundreds to find the total.

900

100 less is 800.

100 more is 1,000.



Independent Practice

Write how many. Use models if needed.

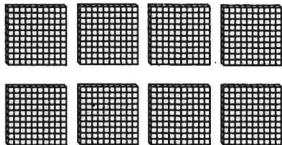
5.



100 less is _____.

100 more is _____.

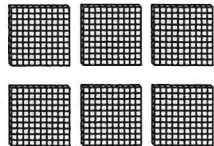
6.



100 less is _____.

100 more is _____.

7.



100 less is _____.

100 more is _____.

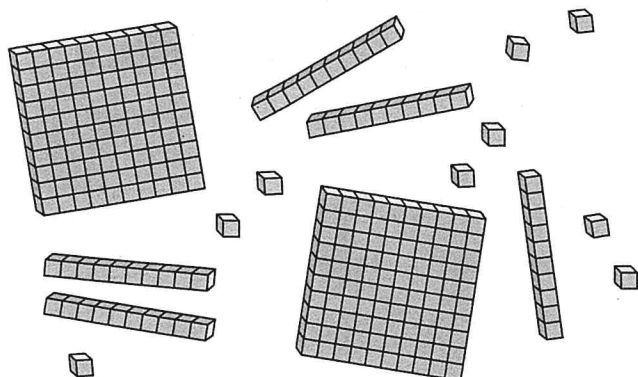
8. Number Sense Complete the pattern.

100	200	300	400		600	700		900	
-----	-----	-----	-----	--	-----	-----	--	-----	--

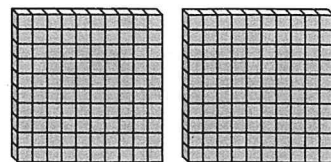
Word Bank
hundreds
thousand

Step-Up Lesson 2 Counting Hundreds, Tens, and Ones

What number do the models show?



First count the hundreds.

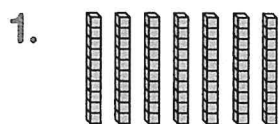


Hundreds	Tens	Ones
2		



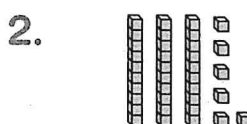
Guided Practice

Write the numbers. Use models and your workmat if needed.

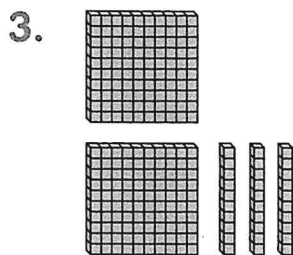


Hundreds	Tens	Ones
	7	0

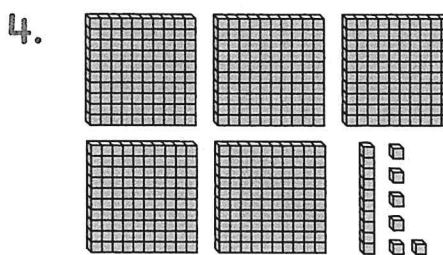
70



Hundreds	Tens	Ones



Hundreds	Tens	Ones

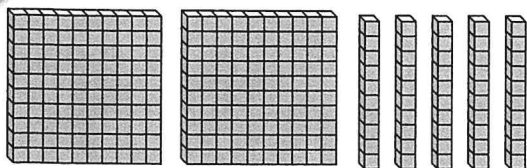


Hundreds	Tens	Ones

Do you understand? How many hundreds are in 395?
How many tens?

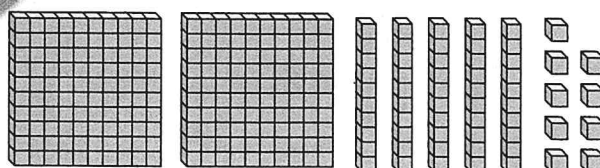
Name _____

Then count the tens.



Hundreds	Tens	Ones
2	5	

Then count the ones.



Hundreds	Tens	Ones
2	5	9

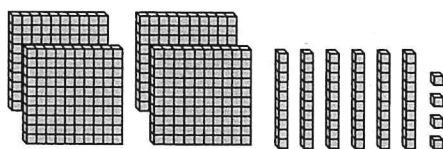
259!



Independent Practice

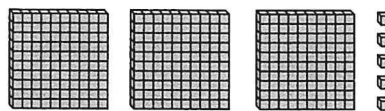
Write the numbers. Use models and your workmat if needed.

5.



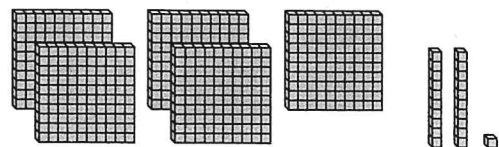
Hundreds	Tens	Ones

6.



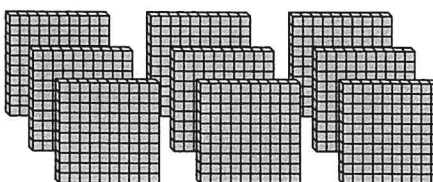
Hundreds	Tens	Ones

7.



Hundreds	Tens	Ones

8.



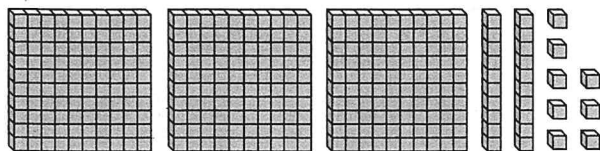
Hundreds	Tens	Ones

9. Reasoning Guess the number.

It has 7 hundreds. The digit in the tens place is between 7 and 9. The number of ones is an even number that is less than 6 but more than 3. _____

© 2.NBT.A.1b Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

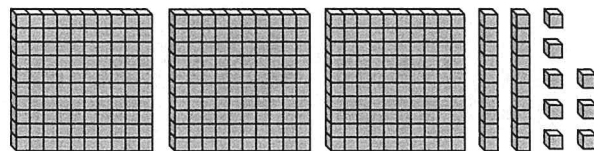
What number is shown by the models?



You can write the number in different ways.



One way to show the number is by using the **expanded form**.

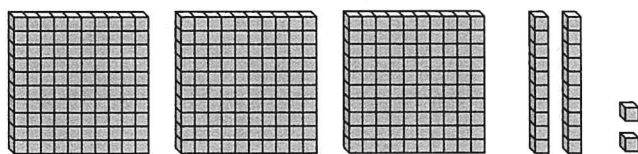


$$300 + 20 + 8$$

Guided Practice

Read the number. Write the number in expanded form. Then write it in standard form.

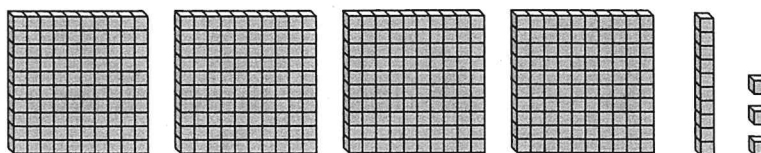
- three hundred twenty-two



$$\underline{300} + \underline{20} + \underline{2}$$

$$\underline{322}$$

- Use the models to write in expanded form. Then write the number word.



$$\underline{\quad} + \underline{\quad} + \underline{\quad}$$

Do you understand? How many hundreds, tens, and ones does the number seven hundred thirty have?

Another way is to use the **standard form**.

328

Write the hundreds first, then the tens, then the ones.

The third way is to use the number word form.

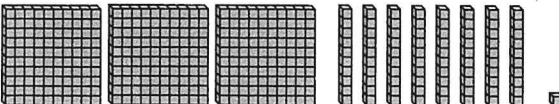
three hundred twenty-eight

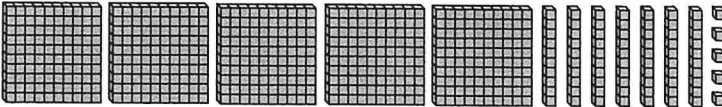
All three ways show the same number.



Independent Practice

Write the number word and the standard form.

3. $300 + 80 + 1$ 

4. $500 + 70 + 5$ 

5. There are 254 pages in a book.
Write the number in expanded form.
Use place value models to help.

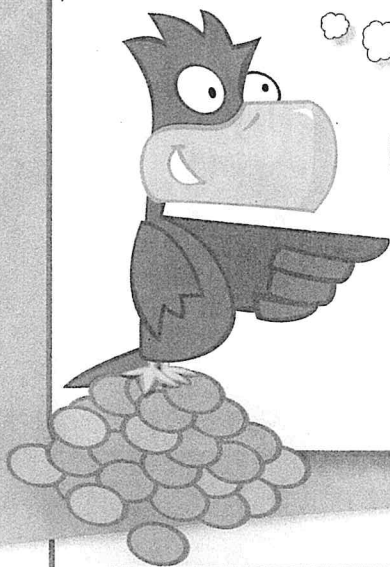
_____ + _____ + _____

Word Bank
expanded form
standard form

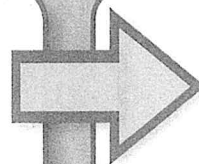


Step-Up Lesson 4 Comparing Numbers

Compare 214 and 129.

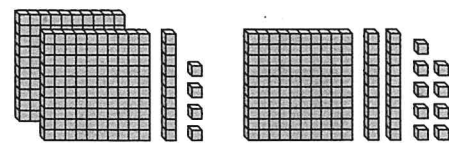


To compare numbers, start with the digit that has the greatest place value.



214 ○ 129

Compare the hundreds first.



200 is **greater than** 100.

So 214 > 129.

Guided Practice

Compare. Write greater than, less than, or equal to. Then write $>$, $<$, or $=$.

1. 355 is greater than 178.

355 > 178

2. 240 is _____ 250.

240 ○ 250

3. 536 is _____ 519.

536 ○ 519

4. 603 is _____ 596.

603 ○ 596

5. 576 is _____ 577.

576 ○ 577

6. 265 is _____ 243.

265 ○ 243

7. 912 is _____ 912.

912 ○ 912

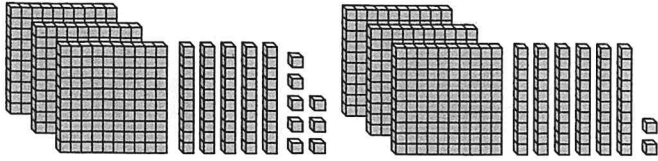
8. 227 is _____ 327.

227 ○ 327

Do you understand? How would you compare 126 and 98?

$358 \bigcirc 362$

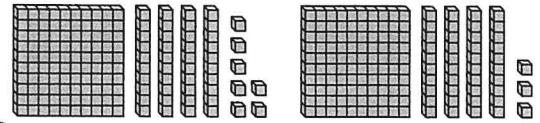
If the hundreds are equal,
compare the tens.



50 is **less than** 60. So $358 < 362$.

$147 \bigcirc 143$

If the hundreds and tens are
equal, compare the ones.



7 is **greater than** 3.

So $147 > 143$.



Independent Practice

Compare. Write greater than,
less than, or equal to.

Then write $>$, $<$, or $=$.

9. 482 is _____ 572.
 $482 \bigcirc 572$

10. 357 is _____ 367.
 $357 \bigcirc 367$

11. 172 is _____ 127.
 $172 \bigcirc 127$

12. 826 is _____ 828.
 $826 \bigcirc 828$

Compare. Write $>$, $<$, or $=$. Then answer the question.

13. Tia sells 317 tickets.

Lisa sells 315 tickets.

Who sells more tickets?

$317 \bigcirc 315$

_____ sells more tickets.

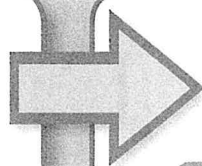
Word Bank

compare
greater than ($>$)
less than ($<$)

Step-Up Lesson 5 Adding Two-Digit Numbers

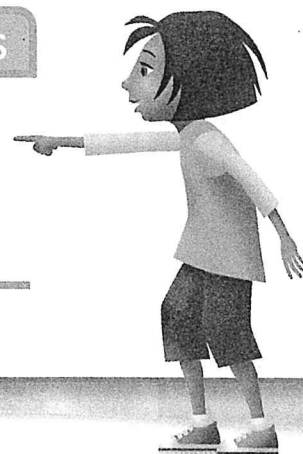
Find $56 + 38$.

You can use paper and pencil to add.



Write $56 + 38$ in the frame to help you add.

Tens	Ones
<input type="text"/>	<input type="text"/>
+	
<input type="text"/>	<input type="text"/>



Guided Practice

Write the addition problem. Find the sum.

1. $34 + 17$

Tens	Ones
<input type="text"/>	<input type="text"/>
3	4
+	1
7	
5	1

$72 + 21$

Tens	Ones
<input type="text"/>	<input type="text"/>
+	
<input type="text"/>	<input type="text"/>

$35 + 26$

Tens	Ones
<input type="text"/>	<input type="text"/>
+	
<input type="text"/>	<input type="text"/>

2. $16 + 27$

Tens	Ones
<input type="text"/>	<input type="text"/>
+	
<input type="text"/>	<input type="text"/>

$29 + 20$

Tens	Ones
<input type="text"/>	<input type="text"/>
+	
<input type="text"/>	<input type="text"/>

$53 + 19$

Tens	Ones
<input type="text"/>	<input type="text"/>
+	
<input type="text"/>	<input type="text"/>

Do you understand? Roger solved $54 + 27$. His sum was 71.

Is he correct? Use paper and pencil to check.

Write the ones in the ones column. Write the tens in the tens column.

Tens	Ones
<input type="text"/>	
5	6
+	3
<hr/>	

Add. Regroup if you need to.

Tens	Ones
<input type="text"/>	
5	6
+	3
<hr/>	
9	4

94!

Independent Practice

Write the addition problem. Find the sum.

3. $37 + 48$

Tens	Ones
<input type="text"/>	
<hr/>	

$17 + 40$

Tens	Ones
<input type="text"/>	
<hr/>	

$67 + 17$

Tens	Ones
<input type="text"/>	
<hr/>	

4. $15 + 28$

Tens	Ones
<input type="text"/>	
<hr/>	

$46 + 50$

Tens	Ones
<input type="text"/>	
<hr/>	

$72 + 27$

Tens	Ones
<input type="text"/>	
<hr/>	



Step-Up Lesson 6 Subtracting Two-Digit Numbers



Find $43 - 18$.

You can use paper and pencil to subtract.

You can use a frame to help you subtract $43 - 18$.

Tens	Ones
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>



Guided Practice

Write the subtraction problem. Find the difference.

1. $34 - 15$

Tens	Ones
2	4
3	4
1	5
1	9

$42 - 30$

Tens	Ones
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

$66 - 49$

Tens	Ones
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

$35 - 21$

Tens	Ones
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

2. $54 - 47$

Tens	Ones
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

$31 - 20$

Tens	Ones
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

$84 - 79$

Tens	Ones
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

$60 - 37$

Tens	Ones
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Do you understand? Look at Exercise 2. In which problem did you not regroup? Explain.

Write the ones in the ones column.

Write the tens in the tens column.

Tens	Ones
<input type="text"/>	<input type="text"/>
4	3
1	8
<hr/>	

Subtract. Regroup if you need to.

Tens	Ones
<input type="text"/>	<input type="text"/>
3	13
4	3
1	8
<hr/>	
2	5

$$43 - 18 = 25$$



Independent Practice

Write the subtraction problem. Find the difference.

3. $52 - 15$

Tens	Ones
<input type="text"/>	<input type="text"/>
<hr/>	

$94 - 54$

Tens	Ones
<input type="text"/>	<input type="text"/>
<hr/>	

$31 - 25$

Tens	Ones
<input type="text"/>	<input type="text"/>
<hr/>	

$33 - 27$

Tens	Ones
<input type="text"/>	<input type="text"/>
<hr/>	

4. $65 - 42$

Tens	Ones
<input type="text"/>	<input type="text"/>
<hr/>	

$80 - 58$

Tens	Ones
<input type="text"/>	<input type="text"/>
<hr/>	

$96 - 37$

Tens	Ones
<input type="text"/>	<input type="text"/>
<hr/>	

$76 - 34$

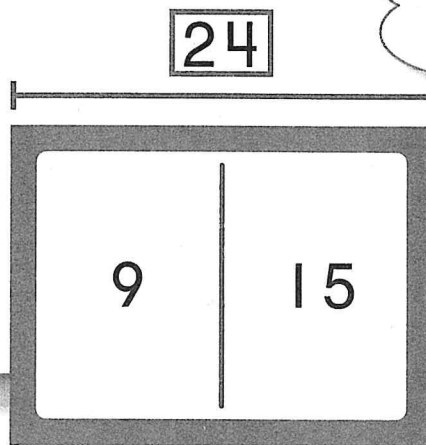
Tens	Ones
<input type="text"/>	<input type="text"/>
<hr/>	



Step-Up Lesson 7 Using Addition to Check Subtraction

Remember that addition and subtraction are related.
So you can add to check subtraction.

$$\begin{array}{r} 1\ 14 \\ - 24 \\ \hline 9 \\ 15 \end{array} \quad \begin{array}{r} 1 \\ + 9 \\ \hline 24 \end{array}$$



The sum of the parts is the same as the whole.



Guided Practice

Subtract. Check your answer by adding.
Write the missing part.

$$\begin{array}{r} 1. \ 2\ 12 \\ - 32 \\ \hline 13 \\ 19 \end{array} \quad \begin{array}{r} 1 \\ + 13 \\ \hline 32 \end{array}$$

32	
13	19

$$\begin{array}{r} 2. \ 68 \\ - 39 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

68	
39	

$$\begin{array}{r} 3. \ 51 \\ - 37 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

51	
37	

$$\begin{array}{r} 4. \ 40 \\ - 12 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

40	
12	

Do you understand? Leon used addition to check his subtraction.
What mistake did he make?

$$\begin{array}{r} 5\ 13 \\ - 63 \\ \hline 18 \\ 45 \end{array} \quad \begin{array}{r} 45 \\ + 18 \\ \hline 53 \end{array}$$

Name _____

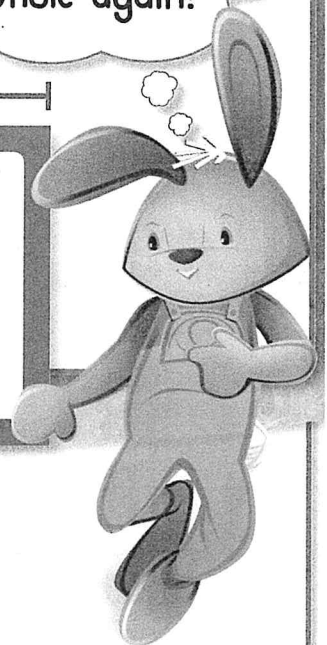
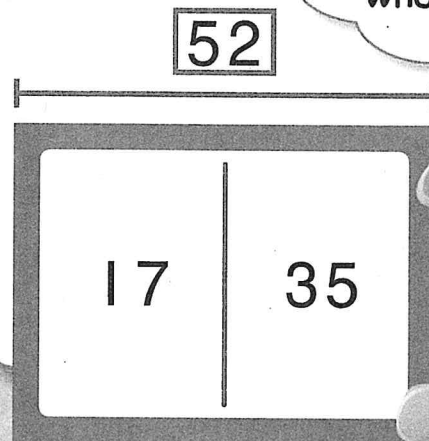
Subtract $52 - 17$.
Add to check your subtraction.

$$\begin{array}{r} 4 \ 12 \\ 52 \\ - 17 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 1 \\ 35 \\ + 17 \\ \hline 52 \end{array}$$



The two parts
equal the
whole again!

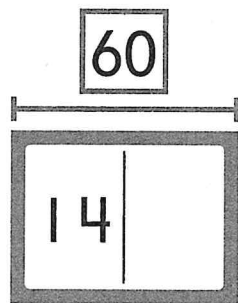


Independent Practice

Subtract. Check your answer by adding.
Write the missing part.

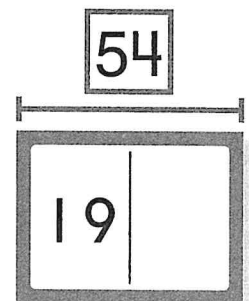
5.

$$\begin{array}{r} 60 \\ - 14 \\ \hline \end{array}$$



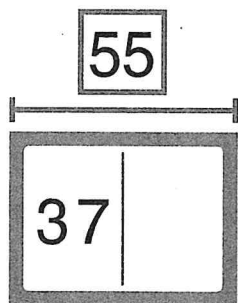
6.

$$\begin{array}{r} 54 \\ - 19 \\ \hline \end{array}$$



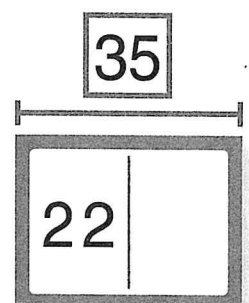
7.

$$\begin{array}{r} 55 \\ - 37 \\ \hline \end{array}$$



8.

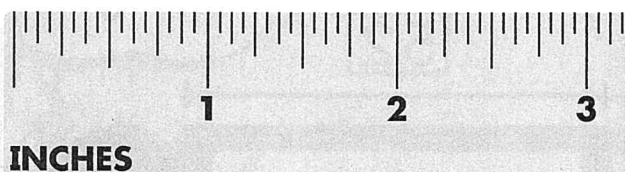
$$\begin{array}{r} 35 \\ - 22 \\ \hline \end{array}$$



2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

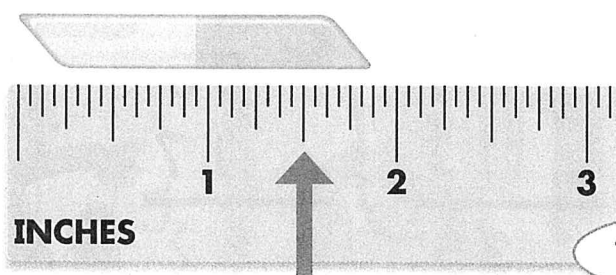
Step-Up Lesson 8 Inches

You can measure the **length**, **width**, and **height** of an object in **inches (in.)**.



Start from
the left side of
the ruler!

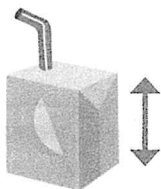
To measure to the **nearest inch**, look for the halfway mark.



Guided Practice

Estimate the height or length of each object.
Then use a ruler to measure.

1.



height of a juice box

2.



length of a book bag

3.



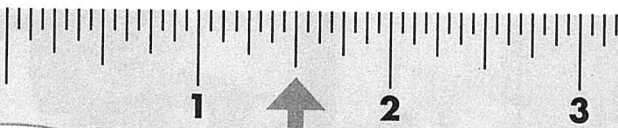
length of a pencil case

Estimate	Measure
About <u>6</u> inches	About <u>4</u> inches
About _____ inches	About _____ inches
About _____ inches	About _____ inches

Do you understand? What classroom objects are about 12 inches long?

Name _____

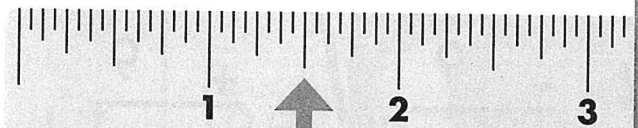
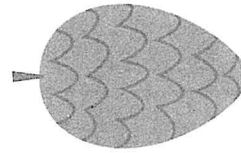
If the object is longer than the halfway mark, use the greater number.



The eraser is about 2 inches long.



If the object is shorter than the halfway mark, use the smaller number.



INCHES

The pine cone is about 1 inch long.

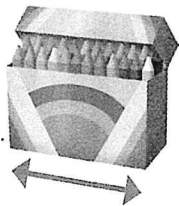
Independent Practice

Estimate the height or length of each object. Then use a ruler to measure.

Word Bank

length
width
height
inch (in.)
nearest inch

4.



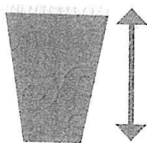
length of a crayon box

5.



length of a paintbrush

6.



height of a cup

Estimate	Measure
About _____ inches	About _____ inches
About _____ inches	About _____ inches
About _____ inches	About _____ inches



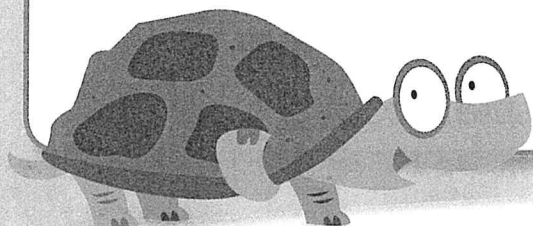
2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Step-Up Lesson 9 Centimeters

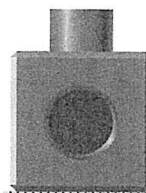
You can measure the length of an object in **centimeters (cm)**.



CENTIMETERS



To measure to the **nearest centimeter**, look for the halfway mark.

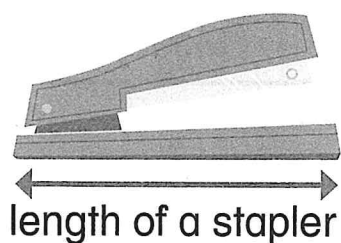


CENTIMETERS

Guided Practice

Estimate the width, height, or length of each object. Then use a ruler to measure.

1.



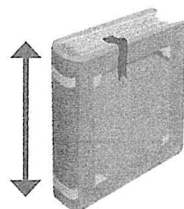
length of a stapler

2.



width of a shoelace

3.

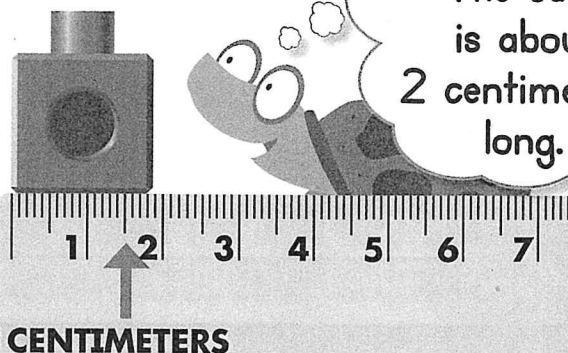


height of a book

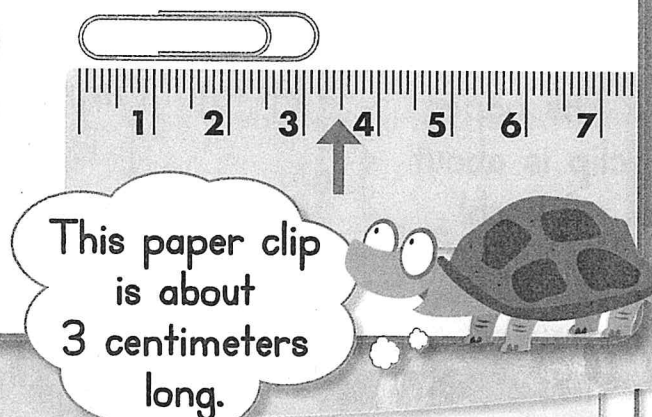
Estimate	Measure
About <u>15</u> centimeters	About <u>18</u> centimeters
About _____ centimeters	About _____ centimeters
About _____ centimeters	About _____ centimeters

Do you understand? Is the length of a paper clip about 3 centimeters? Explain how you know.

If the object is longer than the halfway mark, use the greater number.



If the object is shorter than the halfway mark, use the smaller number.

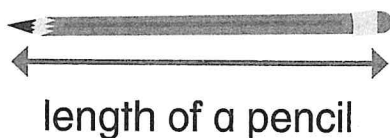


Independent Practice

Estimate the width, height, or length of each object. Then use a ruler to measure.

Word Bank
centimeter (cm)
nearest centimeter

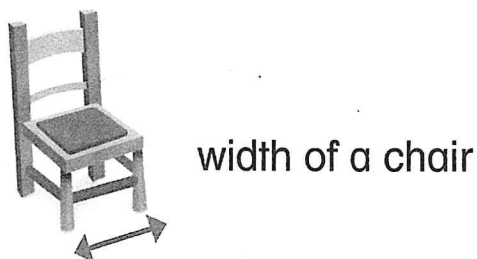
4.



5.



6.



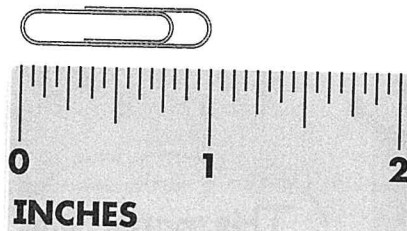
Estimate	Measure
About _____ centimeters	About _____ centimeters
About _____ centimeters	About _____ centimeters
About _____ centimeters	About _____ centimeters



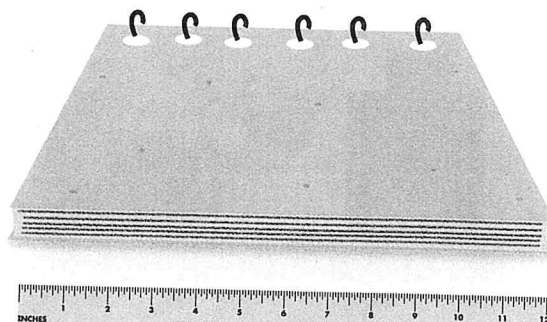
Step-Up Lesson 10 Inches, Feet, and Yards

You can use different **units** to measure length. Use a ruler to measure inches.

The paper clip is about 1 inch!



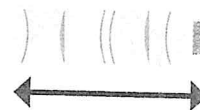
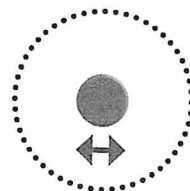
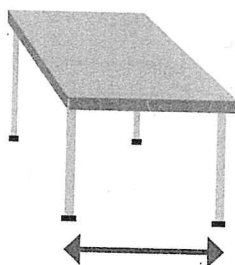
The book is about 1 **foot (ft)**. There are 12 inches in a foot.



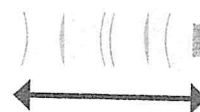
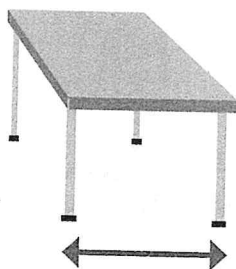
Guided Practice

Circle the object that is about each length.

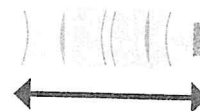
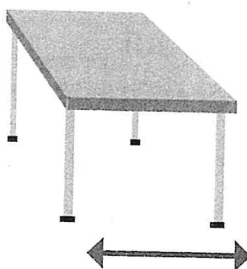
1. About 1 inch



2. About 1 yard

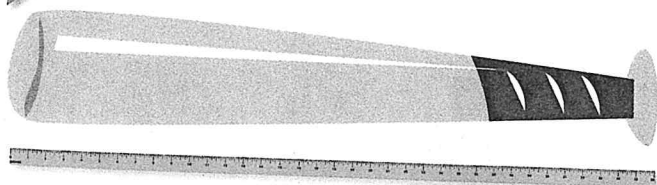


3. About 1 foot

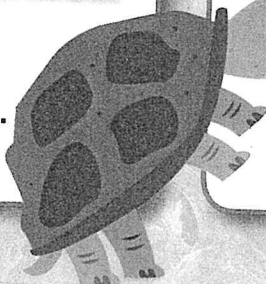


Do you understand? Is your height closer to 4 inches or 4 feet?
How do you know?

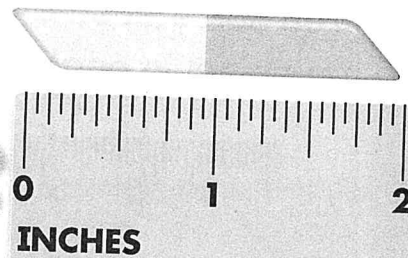
You can use a yardstick to measure length too!



The bat is about 1 **yard (yd)**.
There are 3 **feet (ft)** in 1 yard.



Let's estimate and measure!



Estimate: about 3 inches
Measure: about 2 inches

Independent Practice

Estimate the length of each object shown.
Use a ruler or a yardstick to measure.

Word Bank

unit foot (ft)
yard (yd) feet (ft)

4.



About _____ feet

About _____ feet

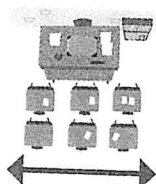
5.



About _____ inches

About _____ inches

6.



About _____ yards

About _____ yards

