Norfolk Public Schools

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Learning in Place

Second Grade

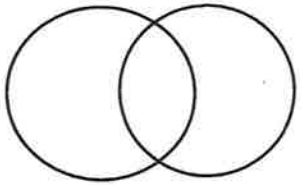
_____

Student Name

Social Studies Learning in Place Plans

Grade 2 Week 1

Textbook Access: https://student.efiveponds.com/ **Username:** NorfolkS **Password:** 23510S

Monday March 23	Tuesday March 24	Wednesday March 25	Thursday March 26	Friday March 27
Audio version of textbook available online. Readers ask and answer questions to determine important information. These are the big questions we ask to learn about people: What contributions did this person make? When and where did this person live? What important life events made this person who they were? Read pg 68 of your textbook. Use the information on the page to answer the following questions on a sheet of paper. 1) When was Thurgood Marshall born? 2) What challenges did he face when he was a young man? 3) Why did he want to change the laws?	Audio version of textbook available online. Review the questions readers ask to learn about people. Read pg 69 of your textbook to learn more about Thurgood Marshall. As you read, ask yourself: What contributions did Thurgood Marshall make? Answer the following questions on a sheet of paper. 1) What two jobs did Thurgood Marshall have? 2) What did he work for? 3) If you could ask Thurgood Marshall a question, what would it be?	Audio version of textbook available online. Read the bulleted information at the top of pg 70 of your textbook. On a sheet of paper, write down 1- 2 questions about Rosa Parks you hope to answer as you read. Read the first paragraph. Answer the following question on your paper. 1) Why does the author call Rosa Parks a superhero? Read the second paragraph. Answer the following questions. 2) Where was Rosa Parks born? 3) What was life like for African Americans in Alabama? 4) What is discrimination?	Audio version of textbook available online. Think about the questions you hoped to answer about Rosa Parks as you read. Did you find the answers yet? Read the first paragraph on pg 71 of your textbook to learn more about Rosa Parks. Answer the following question on a sheet of paper. 1) What did Rosa Parks do on the bus? Read the rest of the page. 2) How long did the bus boycott last? 3) What happened in December 1956? Read the red section of the page. 4) How do the pictures help you understand the text?	Use the information you have learned this week to help you make a Venn Diagram to compare and contrast Thurgood Marshall and Rosa Parks.  Remember what they have in common goes in the center of the two circles.

Social Studies Learning in Place Plans

Grade 2 Week 2

Textbook Access: https://student.efiveponds.com/ **Username:** NorfolkS **Password:** 23510S

Monday March 30	Tuesday March 31	Wednesday April 1	Thursday April 2	Friday April 3
Audio version of textbook available online. This week we will learn about two more people in history that worked to make change. Read the bulleted information at the top of pg 72 of your textbook. On a sheet of paper, write down 1- 2 questions about Jackie Robinson you hope to answer as you read. Read the first paragraph. Answer the following question on your paper. 1) The author says "Being the very first to do something is hard." What did Jackie Robinson do that was a first? Read the red section. 2) How do the pictures help you understand the text?	Audio version of textbook available online. Read pg 73 of your textbook to learn more about Jackie Robinson. As you read, ask yourself: What contributions did Jackie Robinson make? Answer the following questions on a sheet of paper. 1) How was Jackie Robinson treated? 2) What is integration? 3) What did Jackie Robinson's actions help make happen? 4) If you could ask Jackie Robinson a question, what would it be?	Audio version of textbook available online. As you read, think about the big questions we ask to learn about people. What contributions did this person make? When and where did this person live? What important life events made this person who they were? Read pg 74 of your textbook. Use the information on the page to answer the following questions on a sheet of paper. 1) What is a migrant worker? 2) What challenges did he face when he was 10 years old? 3) Why did Cesar Chavez have to quit school in seventh grade?	Audio version of textbook available online. Review the questions readers ask to learn about people. Read pg 75 of your textbook to learn more about Cesar Chavez. As you read, ask yourself: What contributions did Cesar Chavez make? Answer the following questions on a sheet of paper. 1) Why did Cesar Chavez lead strikes? 2) What did he ask the workers and shoppers to do? 3) Why did Chavez go on a hunger strike? 4) How was Chavez honored after his death?	Choose one of the following historical people: Thurgood Marshall, Rosa Parks, Jackie Robinson, and Cesar Chavez. Complete Reproducible 73 by pretending you are a news reporter interviewing the historical people.

Social Studies Learning in Place Plans

Grade 2 Week 3

Textbook Access: https://student.efiveponds.com/ **Username:** NorfolkS **Password:** 23510S

Monday April 6	Tuesday April 7	Wednesday April 8	Thursday April 9	Friday April 10
Audio version of textbook available online. Look at pages 20 -21. What do you notice about the picture of the children? Do they dress like you do? Do you think this picture is from the past or present? Read the caption on pg 21. Answer the following questions on a sheet of paper. 1) Describe a difference between your life and the children in the picture. 2) Look at the images on pg 22. How has the way we traveled changed over time? Read pg 22. 3) Write down 3 ways life is different today than 200 years ago.	Audio version of textbook available online. Over time, things have changed in the United States. The way people live today is different from the way people lived long ago. Read to find out the ways life has changed. Read the first paragraph on pg 23. Answer the following questions on a sheet of paper. 1) List 4 ways life changed in America between 1850 -1930. 2) How does the picture and caption at the top of the page help you understand the text? 3) Draw a picture that shows one way life has changed from the past to now.	Audio version of textbook available online. Read the second paragraph on pg 23. Answer the following questions on a sheet of paper. 1) What was an effect of all the new inventions? 2) What is the difference between the words community and population? 3) The author says, "people left rural life behind." The word rural means country. Why did people leave rural areas and move to the cities? 4) Would you rather live in the city or in a rural community? Why?	Audio version of textbook available online. Look at the images of Richmond on page 22 and 23. One is from the past and one is from the present. Read the captions of both pictures to learn more. Write a paragraph to describe the differences between Richmond in the past and Richmond today. Include why you think the city changed over time.	Think about the ways America has changed from the past to present. Look over this list of inventions: Lightbulbs Refrigerators Cars Airplanes Phones Which invention do you think is the most important from the list? Write a paragraph explaining which invention you feel is the most important. Provide 3 reasons to support your answer.

An Interview With...

Write a script for a two-person play. Pretend you are a news reporter and you are interviewing a famous American. Fill in the blanks and perform with a friend.

Reporter: **Hello! My name is _____**

and I am here today with _____.

You all know _____is

very famous for _____.

Please tell us where were you born?

Famous American: **_____**

Reporter: **What was life in our country like when you were young?**

Famous American:_ **_____**

_____

_____

Reporter: **Tell us some of the things you did in your life.**

Famous American:_____

_____

_____

Reporter: **You did so many things. Which one do you think was most important?**

Famous American:_____

_____

Reporter: **Thank you for your time _____.**

_____

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NPS Learning in Place
Mathematics
Grade 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Comparing Numbers	Which Number is Less	Adding 2 Digit Numbers	Models for Subtracting (1-5)	Models for Subtracting (6-10)
Week 2	Time	Time	Time	Calendar	Calendar
Week 3	Symmetry Re-teaching	Symmetry Practice	Symmetry	Shape Hunt (Inside)	Shape Hunt (Outside)

Students may need support to read the directions or content on the math pages.

Name _____

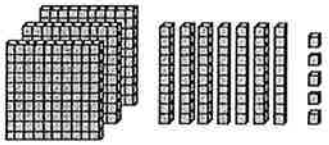
Reteaching
1-5

Comparing Numbers

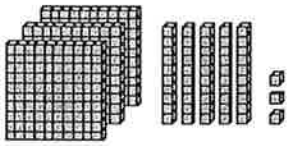
Use these symbols to compare numbers.

< is less than **> is greater than** **= is equal to**

Compare 375 and 353.



375



353

Both have the same number of hundreds.
Compare the tens. 375 has more tens.

375 is greater than 353. $\boxed{375 > 353}$

Compare the numbers. Use <, >, or =. Draw a picture to prove it!

1. 36 ◯ 27

2. 278 ◯ 285

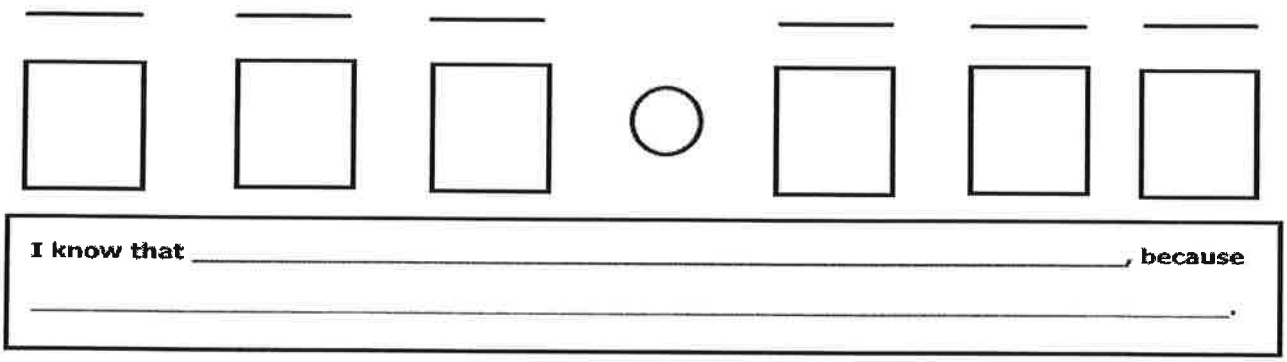
3. 692 ◯ 690

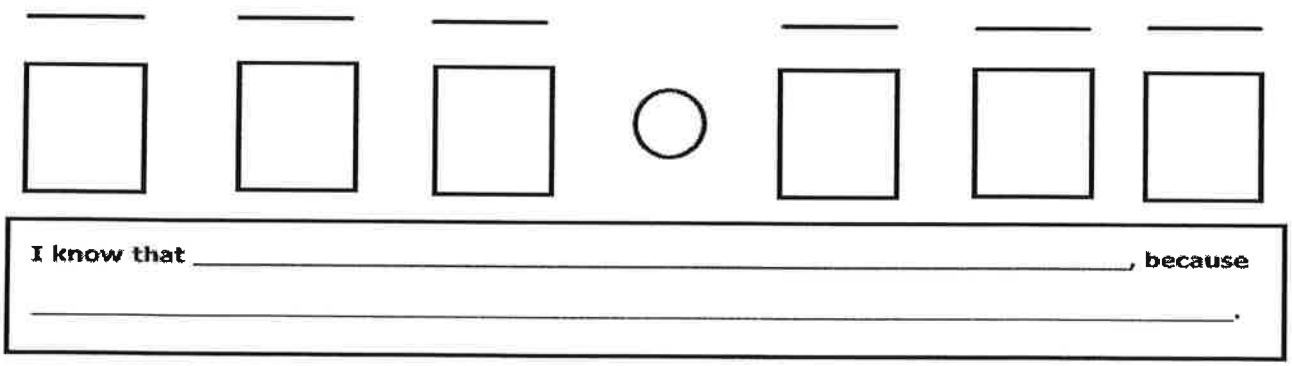
4. 842 ◯ 824

Name _____

Which Number Is Less? How Do You Know?

1) Cut the number cards a part.
2) Turn them over.
3) Flip over 6 digits to make 2 three digit numbers.
4) Complete the chart to compare the numbers. Repeat.





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I know that _____, because

_____.

I know that _____, because

_____.

Number Cards

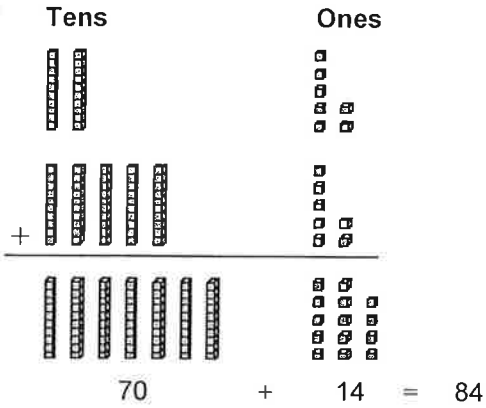
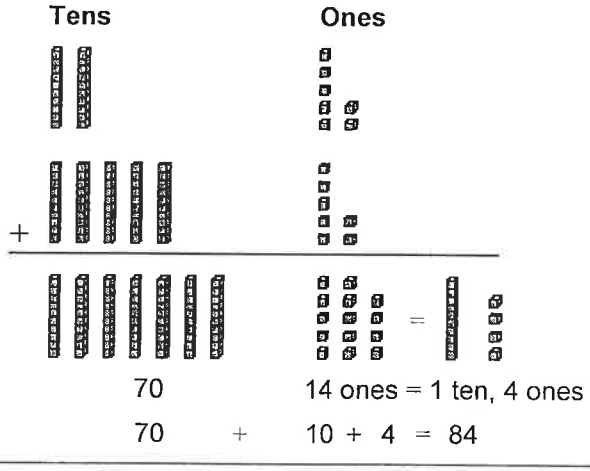
0	1	2	3	4
5	6	7	8	9
0	1	2	3	4
5	6	7	8	9

Name _____

Reteaching
2-6

Adding 2-Digit Numbers

To find 27 + 57, first estimate by rounding. Since 7 > 5, round 27 to 30 and 57 to 60. Then add: 30 + 60 = 90.

Add the ones. Then add the tens. • Add the ones. 7 + 7 = 14 ones • Add the tens. 5 tens + 2 tens = 7 tens 7 tens = 70 • Find the sum. 14 + 70 = 84		27 +57 14 70 84
Add the ones, then regroup the sum into tens and ones. • Add the ones. 7 + 7 = 14 ones • Regroup 14 ones into 1 ten, 4 ones. • Add the tens. 1 ten + 2 tens + 5 tens = 8 tens 8 tens = 80 • Find the sum.		1 27 +57 84

Estimate. Then find each sum.

1. 28 + 34

2. 56 + 22

3. 84 + 17

4. 49 + 72

5. 26 + 19

6. 65 + 23

7. 22 + 79

8. 38 + 85

9. Reasonableness Hannah added 65 and 26 and got 81. Is this answer reasonable? Explain.

_____

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Name _____

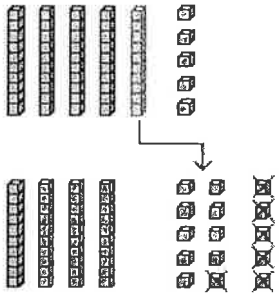
Reteaching
4-1

Models for Subtracting 2-Digit Numbers

Here is one way to subtract 2-digit numbers.

Find 55 − 36.

Estimate: 60 − 40 = 20, so the answer should be about 20.

What You Think	What You Show	What You Write
Step 1 Subtract the ones. Since you can't subtract 6 from 5, regroup.	 Regroup 1 ten into 10 ones. 15 ones − 6 ones = 9 ones.	4 15 $\cancel{5}\cancel{5}$ −36 9
Step 2 Subtract the tens.	 4 tens − 3 tens = 1 ten.	4 15 $\cancel{5}\cancel{5}$ −36 19

Add to check your answer. 19 + 36 = 55

It checks.

Try it! Draw pictures if you need to subtract.

1. 86
− 51

2. 47
− 18

3. 62
− 35

4. Number Sense To subtract 91 from 99, do you need to regroup? Explain.

_____

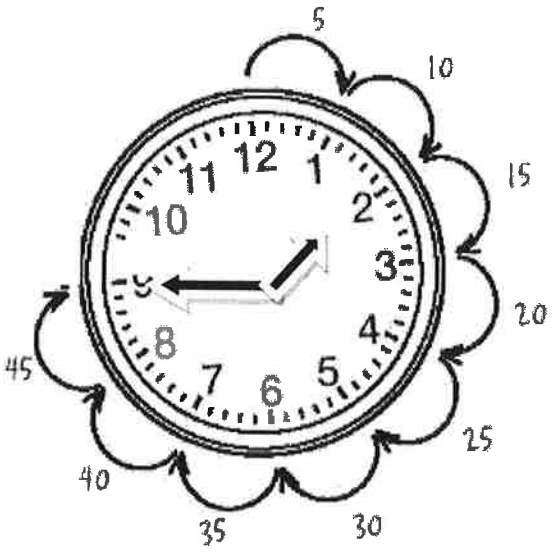
_____

5. Felicia had 67 paperback books in her collection. She sold 48 of them. How many books does she have left?

_____

Name_____ Time

Remember you can count by 5's on a clock to tell time like this:

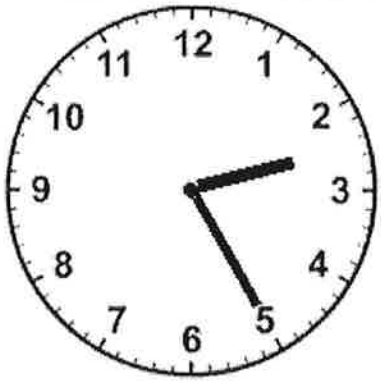


This clock shows 1:45.

Write the time shown on the clock.

_____ _____ _____

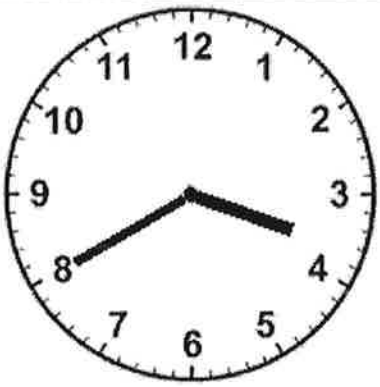
For each clock, write the time below it in digital form. e.g. 11:25



Time is: _____

Time is: _____

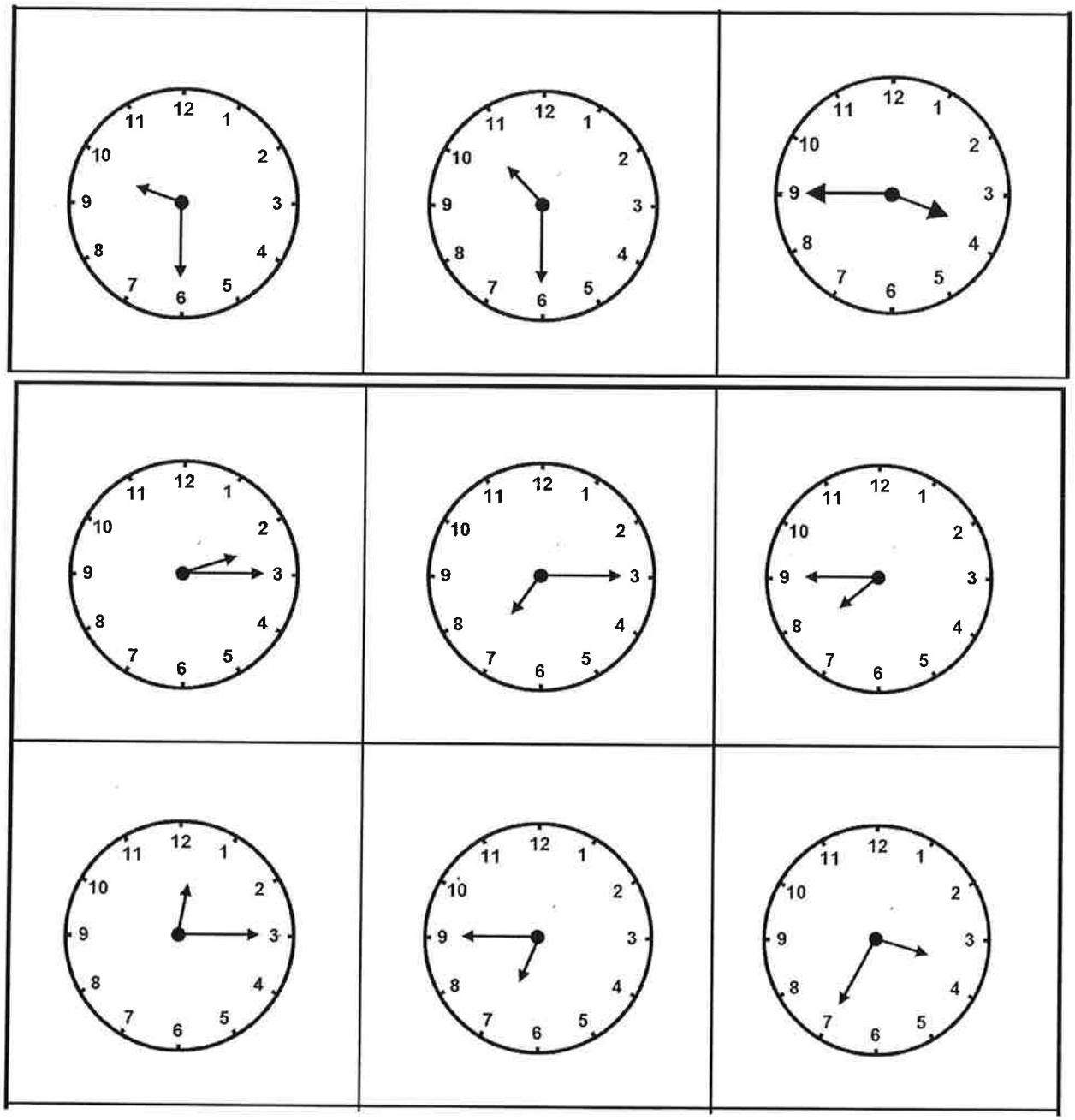
Time is: _____



Time is: _____

Explain using math words how you figured out the time shown on NUMBER 1.

Name _____ Write the time.



Name _____

Reteaching
15-4

Using a Calendar

This calendar shows the month of March.
The list shows the months of the year in order.

January
February
March
April
May
June
July
August
September
October
November
December

Days of the week

Name of the month

Dates in this month

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Look at the last date in the month to find how many days in March.

There are 12 months.

March is the 3rd month of the year.

There are 31 days in March.

Use the calendar and list to answer the questions.

1. There are 52 weeks in a year. There are 5 weeks in March.

2. What is the day after Wednesday? _____

3. What day is the 16th of March? _____

4. What is the date of the last Sunday in March? _____

5. What is the last month of the year? _____

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Name_____ Date_____

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Bobbi's birthday was Tuesday, April 14th. She had her birthday party three days later. When did she have her birthday party?

What date is two weeks after April 9th?

If yesterday was April 20th, what day is today?

How many Fridays are in the month of April on the calendar shown?

If April 1st is on a Wednesday, on what day of the week was the last day of March?

What is the date of the third Thursday in April?

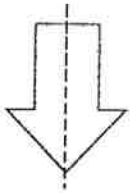
What day of the week will be the first day of May?

Name _____

Reteaching
11-7

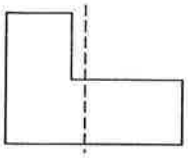
Symmetry

Both parts match. This shape has a line of symmetry.



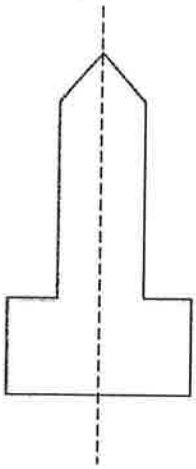
A line of symmetry makes 2 matching parts.

The parts do not match. This shape does not have a line of symmetry.



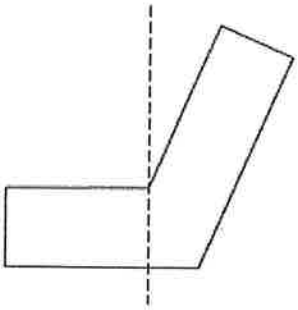
Does the shape have a line of symmetry? Circle **Yes** or **No.**

1.



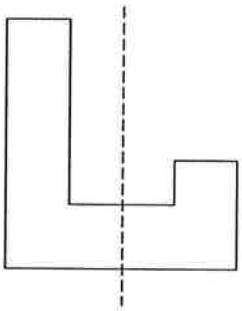
Yes No

2.



Yes No

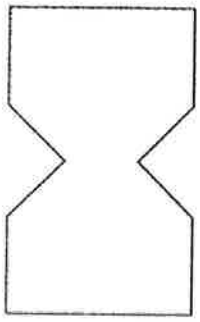
3.



Yes No

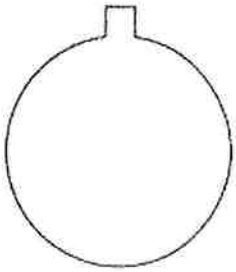
Draw the line of symmetry for each shape.

4.



5.

6.



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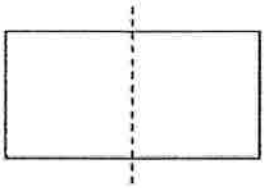
Name _____

Practice
11-7

Symmetry

Does the shape have a line of symmetry?
Circle **yes** or **no**. If yes, draw a line of symmetry.

1. 

yes

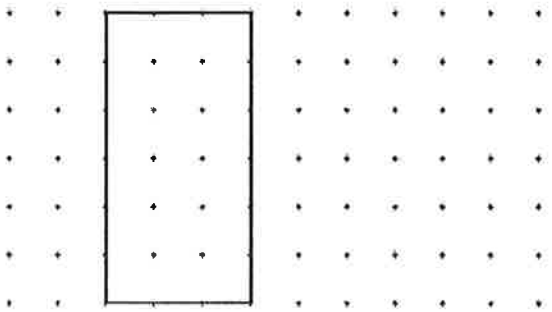
no

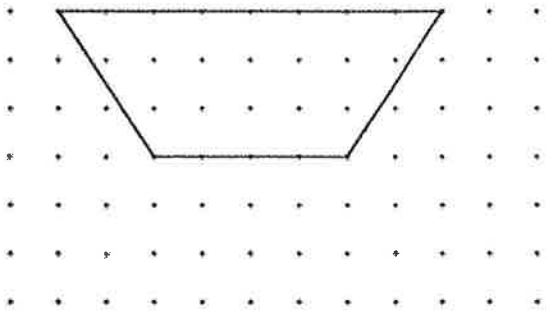
2.

yes

no

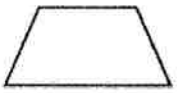
Draw the matching part to make a shape with symmetry.

3. 

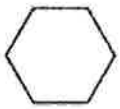
4. 

5. Which shape does not have a line of symmetry?

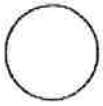
(A)



(B)

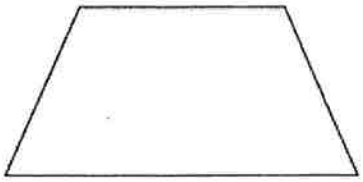


(C)

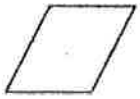


(D)

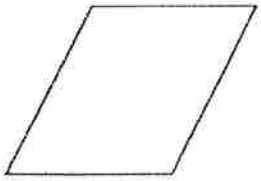
6. Spatial Thinking Draw all of the possible lines of symmetry for each shape. Then write the total number for each shape.

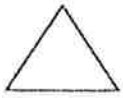


_____ line of symmetry

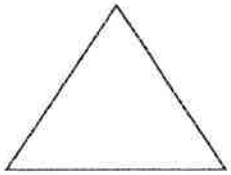


_____ lines of symmetry





_____ lines of symmetry



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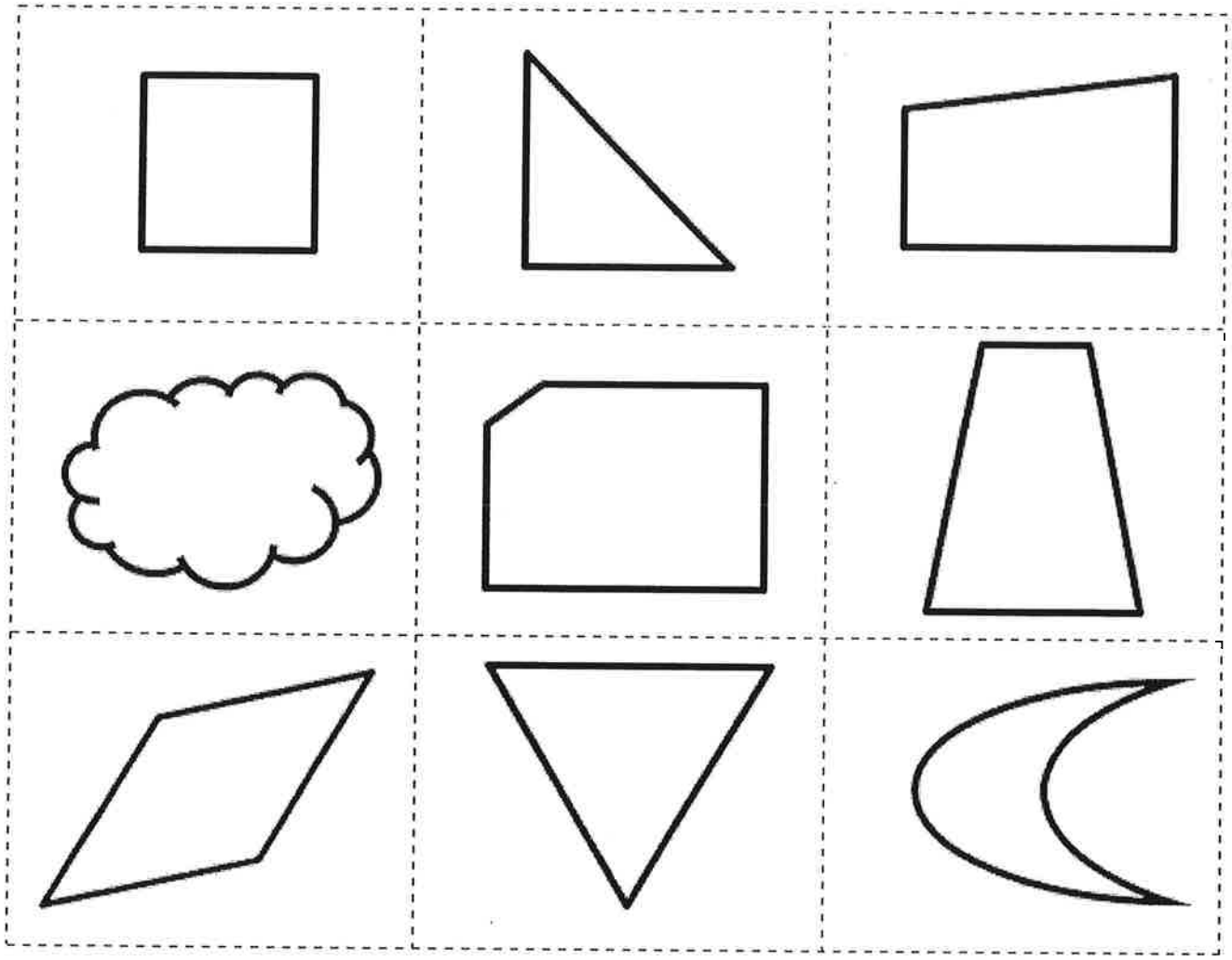
Symmetrical Shapes?

Name _____

Does each shape have a line of symmetry? If it does, draw the line of symmetry.



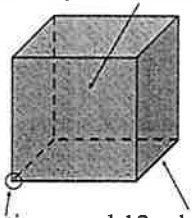
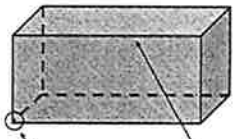
How you know whether a shape is symmetrical?

_____

_____

Name _____ **Shape Hunt**

Shapes are everywhere! Some shapes are flat, like a square, rectangle, circle or rectangle. Some shapes are solids like a **sphere**, a **cube** and a **rectangular prism.**

This is a sphere.	This is a cube.	This is a rectangular prism.
Sphere	Cube	Rectangular Prism
	has 6 square faces,  8 vertices, and 12 edges	has 6 rectangular faces,  8 vertices, 12 edges
Find an example of this shape in your house. Draw it!	**Find an example of this shape in your house. Draw it!**	**Find an example of this shape in your house. Draw it!**
Find an example of this shape outside. Draw it!	**Find an example of this shape outside. Draw it!**	**Find an example of this shape outside. Draw it!**

Norfolk Public Schools
Science Learning in Place Plan – Grade 2

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Second Grade Science Fusion Textbook Unit 4 Lesson 4				
What are Some Life Cycles? pg. 159 ▪ Engage Your Brain! ▪ Active Reading Plant Start-Ups pg. 160-61 ▪ Active Reading ▪ Do the Math!	Start with a Seed pg. 162-63 ▪ Question ▪ Active Reading	Apples All Around pg. 164-65 ▪ Active Reading ▪ Question	Inside a Cone pg. 166-67 ▪ Question ▪ Question	Sum It Up! pg .168 Brain Check pg. 169 Apply the Concepts pg.170

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Second Grade Science Fusion Textbook Plants & Animals				
Students will **illustrate** in a cycle how animals change as they grow.	Students will **describe** in a paragraph, how animals change as they grow.	Students will **illustrate** in a cycle how animals change as they grow.	Students will **describe** in a paragraph, how animals change as they grow.	Students will **compare and contrast** the life cycle s of plants and animals in a Venn Diagram.

Week 3				
Monday	Tuesday	Wednesday	Thursday	Friday
Second Grade Science Fusion Textbook Unit 1 Lesson 1 – 4				
Use Inquiry Skills pg. 4-5 ▪ Active Reading ▪ Question	Model and Infer pg. 8-9 ▪ Active Reading ▪ Question	Measure More pg. 14-15 ▪ Question ▪ Active Reading	Measure More pg. 16-17 ▪ Question ▪ Question	Sum It Up! pg .18 Brain Check pg. 19 Apply the Concepts pg.20

Lesson 4

Essential Question

What Are Some Plant Life Cycles?

Engage Your Brain!

Find the answer to the question in this lesson.

What does the flower part of a dandelion make?

It makes

_____ .

Active Reading

Lesson Vocabulary

1. Preview the lesson.
2. Write the 4 vocabulary terms here.

_____ _____

_____ _____

Plant Start-Ups

Plants are living things. They grow and change. They have life cycles. Most plant life cycles begin with a **seed**. New plants grow from seeds. The growing plants start to look like their parent plants.

Active Reading

Find the words that tell about seeds. Draw a line under the words.

The plants in this garden grew from seeds.

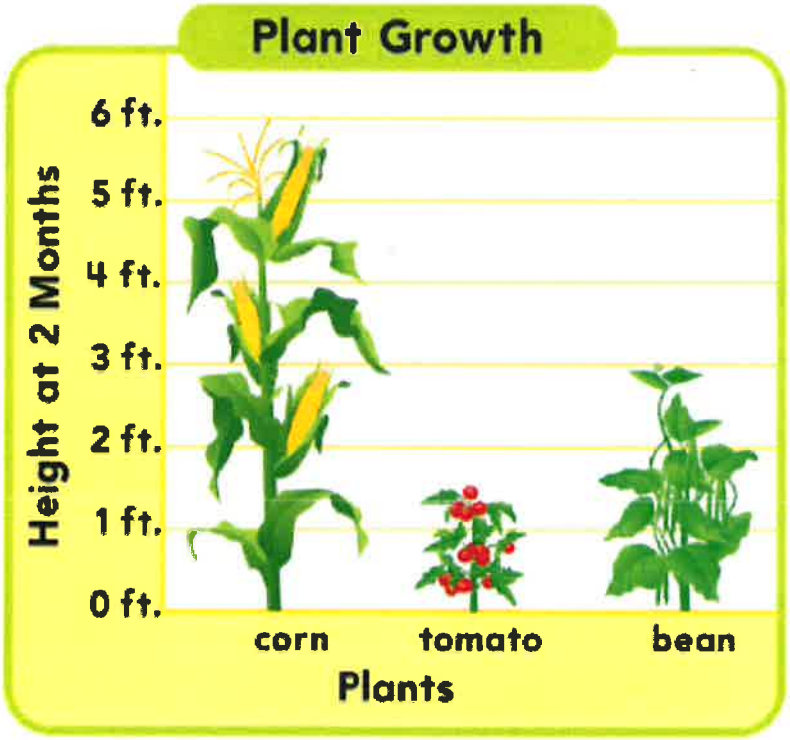
How Fast Do Plants Grow?

Some plants grow quickly. Plants in a vegetable garden take just a few months to become adult plants. Other plants, such as trees, take many years to become adults.

Do the Math!

Interpret a Table

Use the chart to answer the question.



▶ How much taller did the corn plant grow than the bean plant?

_____

Start with a Seed

What happens when you plant a seed? When a seed gets warmth, air, and water, it may germinate. **Germinate** means to start to grow. The stem of the tiny plant breaks through the ground. The plant gets taller and grows leaves.

▶ Which plant parts grow from the seed first?

_____

A tiny plant is inside a seed.

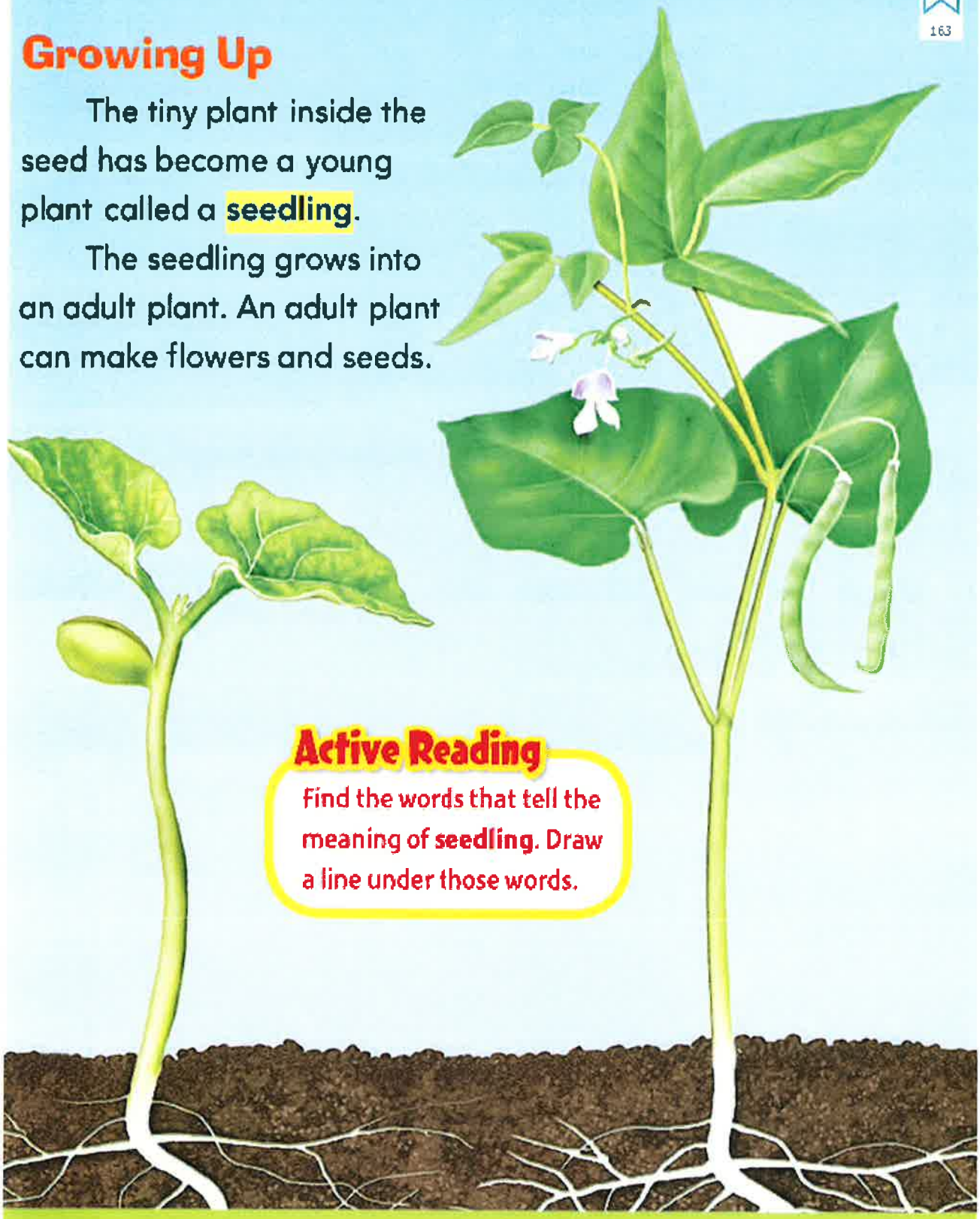
The seed germinates. The roots grow down.

The stem grows up toward the light.

Growing Up

The tiny plant inside the seed has become a young plant called a **seedling**.

The seedling grows into an adult plant. An adult plant can make flowers and seeds.



Active Reading

Find the words that tell the meaning of **seedling**. Draw a line under those words.

The plant grows more roots and leaves.

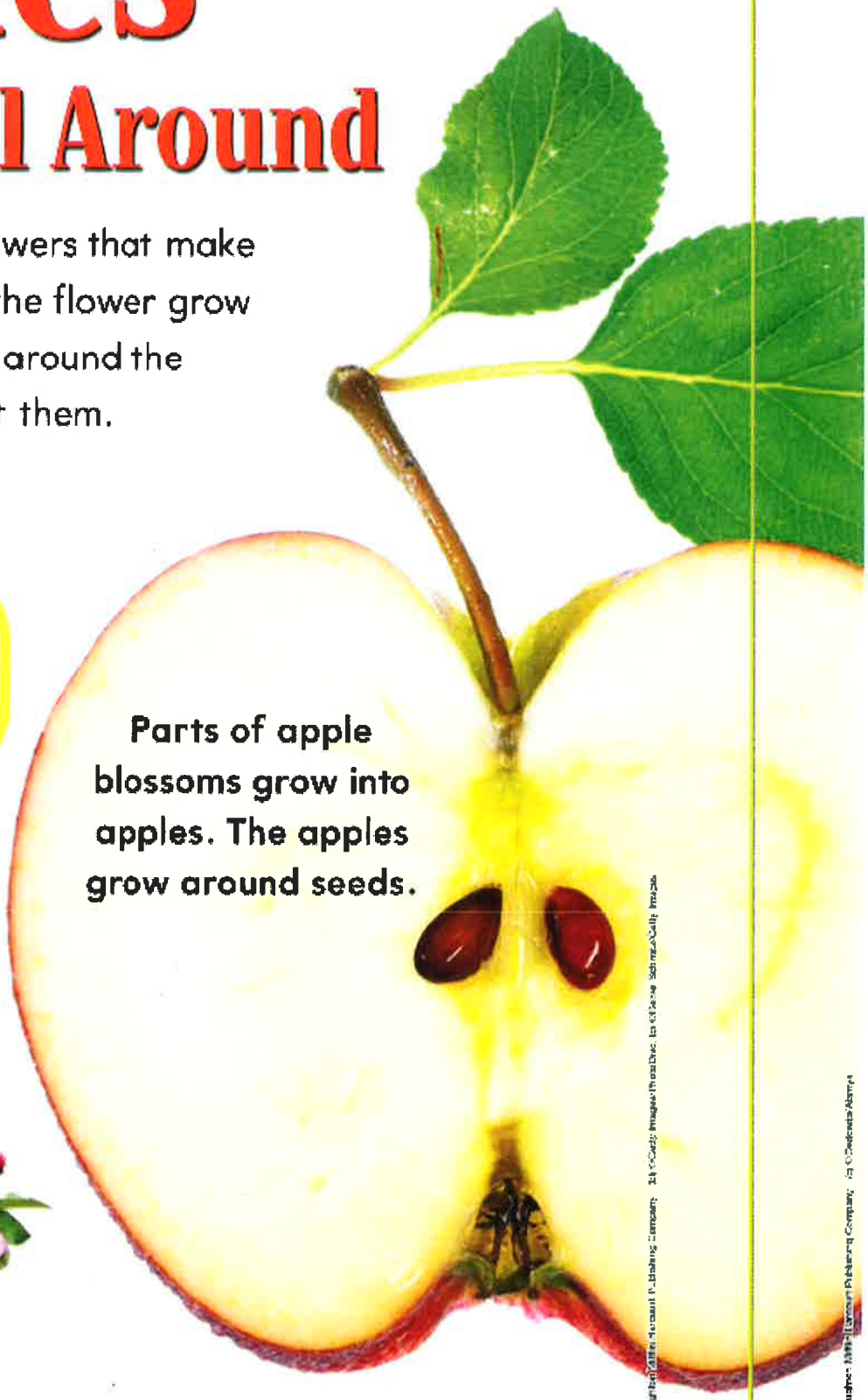
The adult plant grows flowers.

Apples All Around

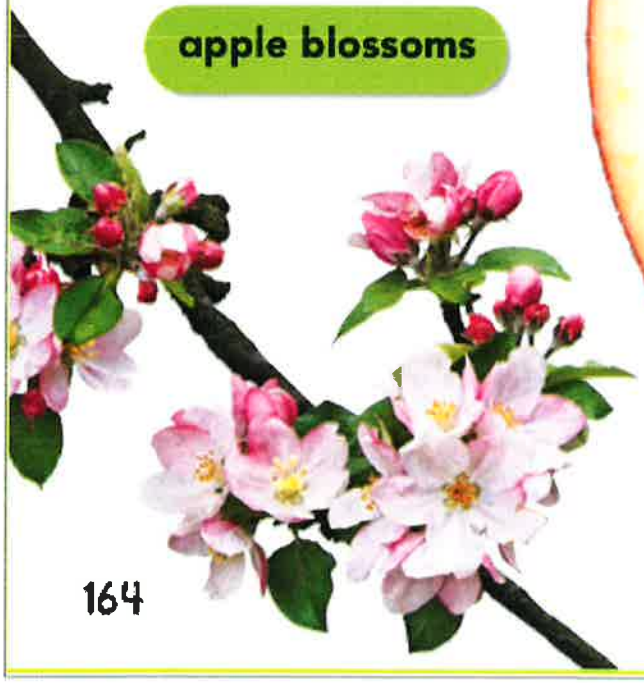
Some plants have flowers that make seeds and fruit. Parts of the flower grow into fruit. The fruit grows around the seeds to hold and protect them.

Active Reading

Circle the word **seeds** each time you see it on these two pages.



Parts of apple blossoms grow into apples. The apples grow around seeds.



apple blossoms

A Long Life

Some plants have short lives. They die soon after their flowers make seeds. Other plants, such as apple trees, can live for many years. An apple tree can live for a hundred years or more!

adult apple tree

▶ What do apple blossoms make?

Inside a Cone

Some plants, like pine trees, do not have flowers. But they do have seeds. Where do their seeds grow? A **cone** is a part of a pine tree and some other plants. Seeds grow inside the cone.

closed pinecones

open pinecones with seeds

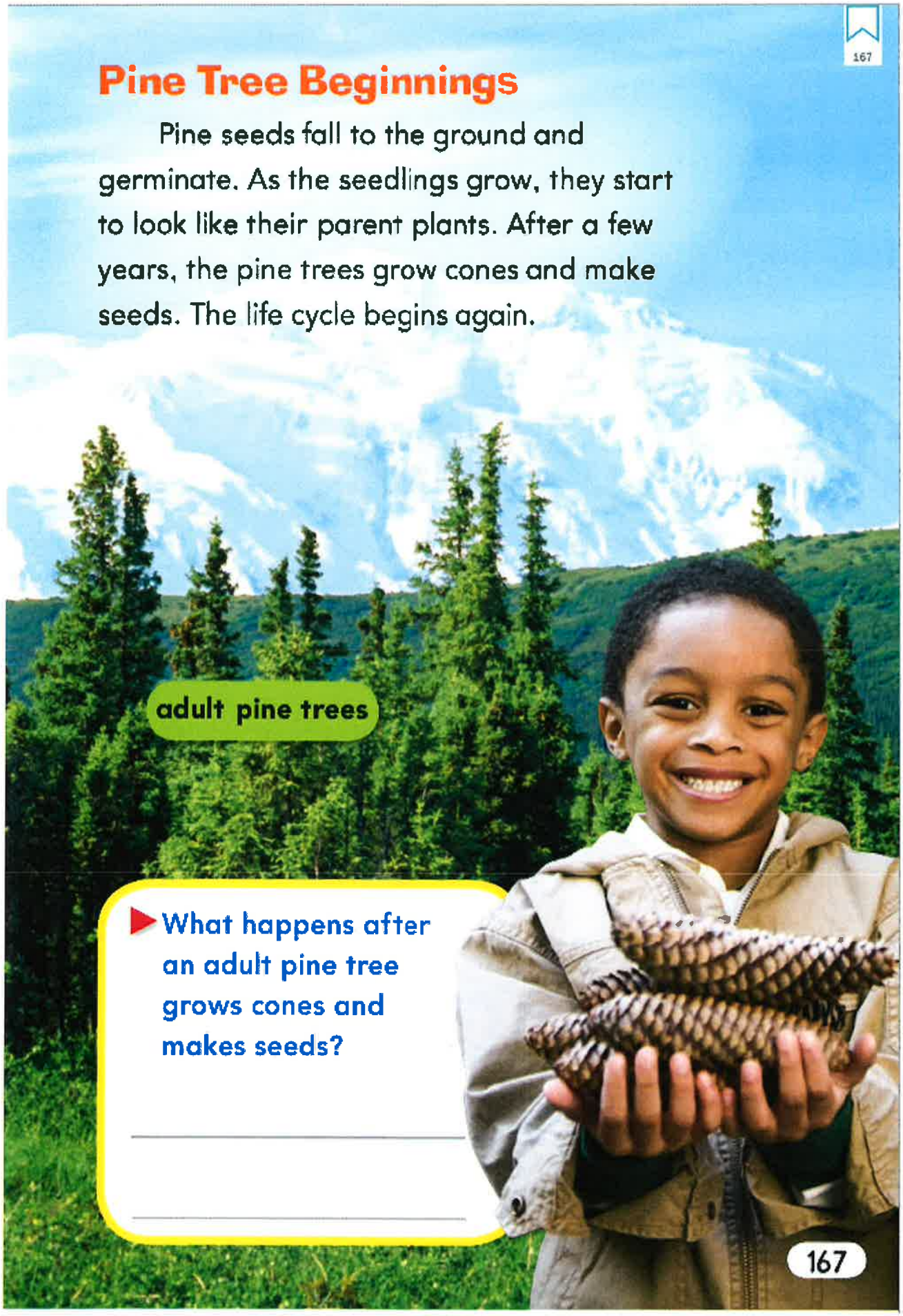
The cone protects the seeds until they are ready to germinate. Then the cone opens up, and the seeds can fall out.

▶ Where do pine seeds form?

_____

Pine Tree Beginnings

Pine seeds fall to the ground and germinate. As the seedlings grow, they start to look like their parent plants. After a few years, the pine trees grow cones and make seeds. The life cycle begins again.



What happens after an adult pine tree grows cones and makes seeds?

_____

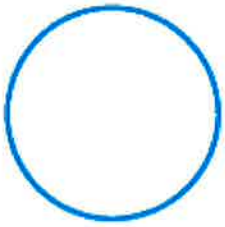
_____

Sum It Up!

1 Draw It!

Draw the missing step in the plant's life cycle. Label your picture.

seed



_____

seedling

adult

2 Mark It!

Draw an X on the plant part that does not have seeds.

3 Think About It!

How are flowers and pinecones alike?

_____

_____

Brain Check

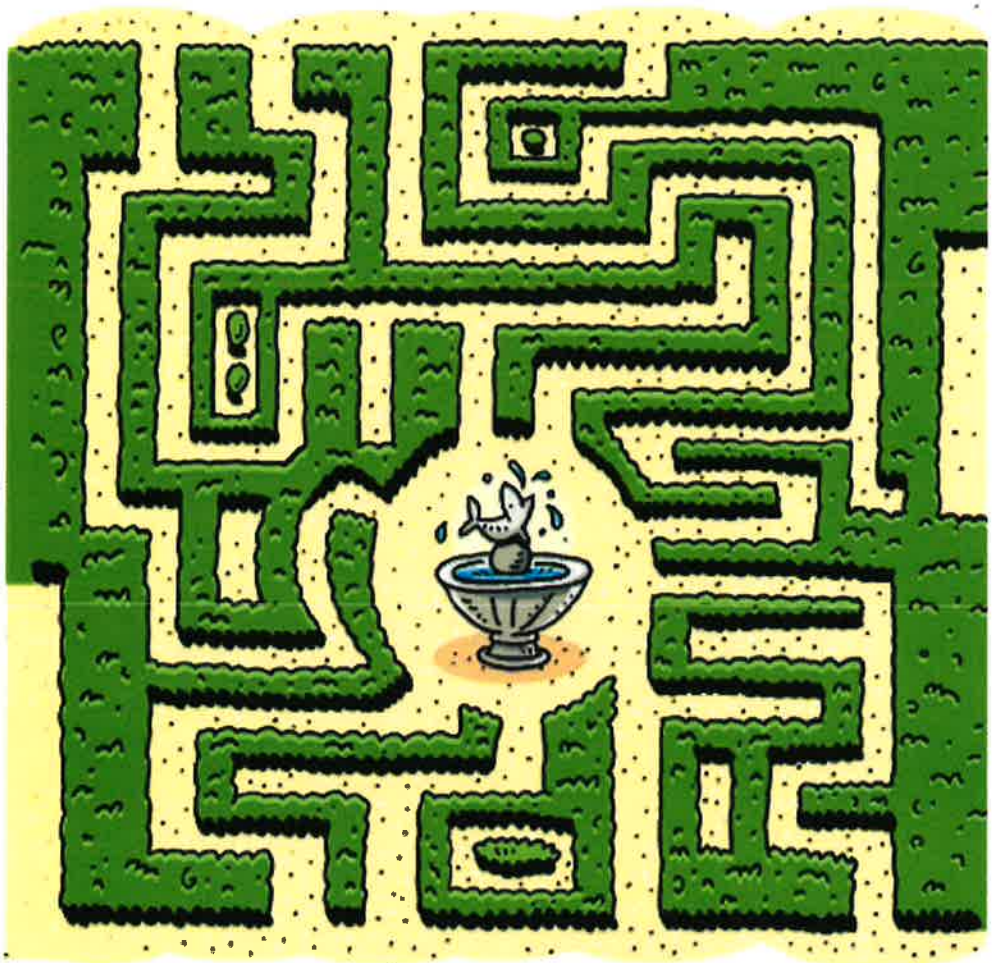
Lesson 4

Name _____

Word Play

Read each word. Trace a path through the maze to connect each word to its picture.

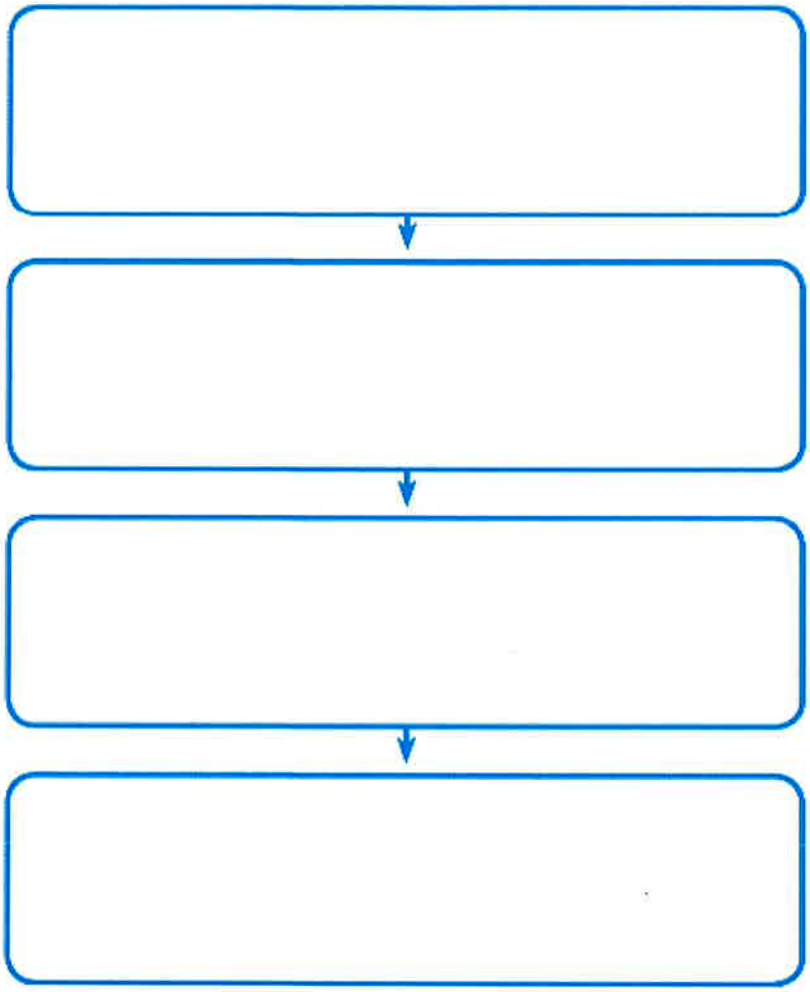
seed cone flower seedling



Apply Concepts

Write to tell about the life cycle of a plant. Use the words germinate, seed, and seedling.

Life Cycle of a Plant



Family Members: Ask your child to tell you about plant life cycles. Then take a walk around your neighborhood. Talk about the plants you see.

Use Inquiry Skills

Inquiry skills help people find out information. Inquiry skills help people plan and do tests.

These children use inquiry skills to do a task for school. They are observing. Observe means to use your five senses to learn about things.

Active Reading

Find the sentence that tells the meaning of **observe**. Draw a line under the sentence.

Danny and Sophie want to observe things in the backyard. They plan an investigation. They plan how to find out what they want to know. They also predict, or make a good guess, about what they will observe.

▶ This page names three inquiry skills. Circle the name for one of the skills.

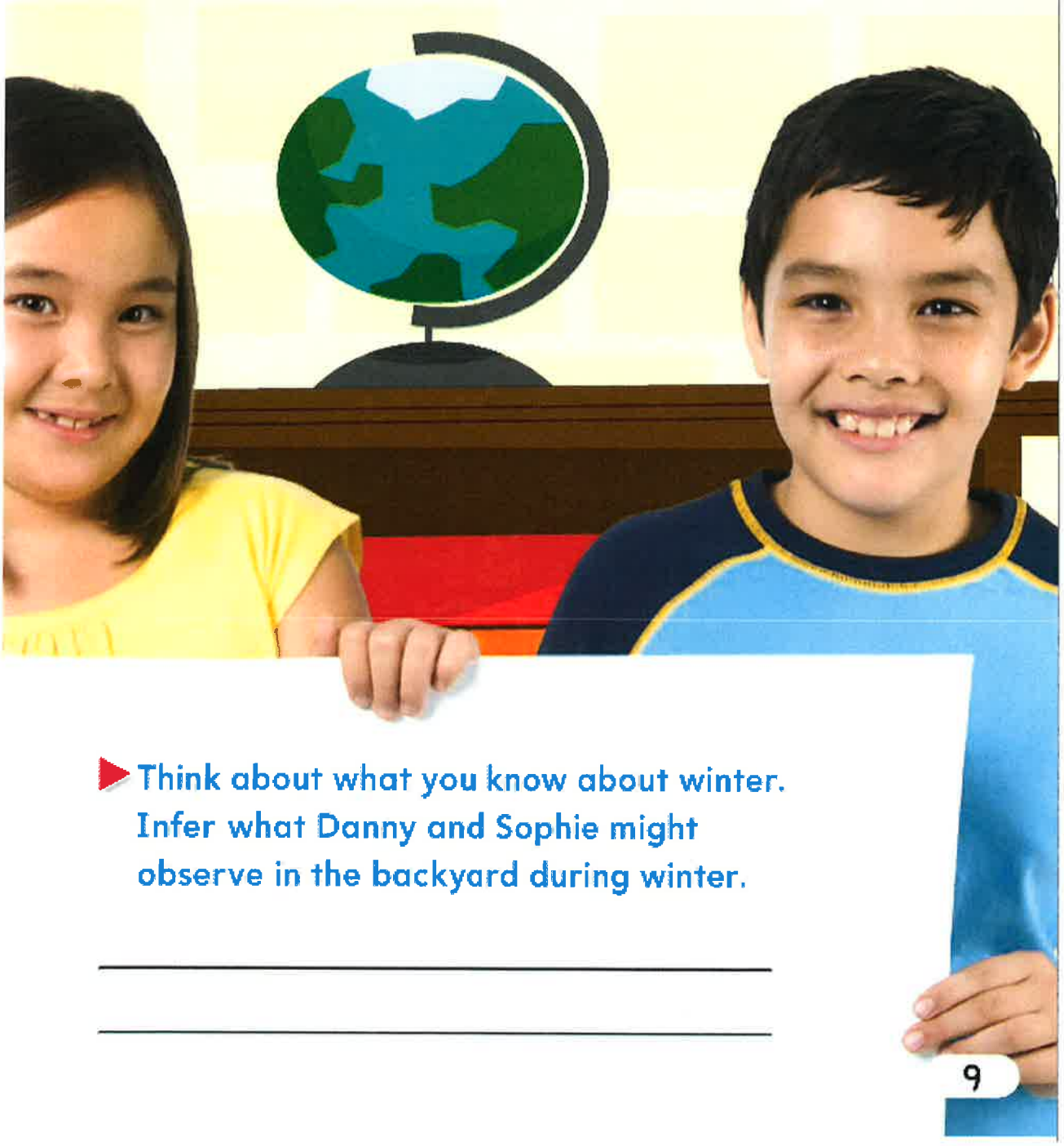
Model and Infer

Now Danny and Sophie draw a map of the backyard. They are making a model to show what something is like. You could also make a model to show how something works.

Active Reading

Find the sentences that explain what it means to **make a model**. Draw a line under the sentences.

Danny and Sophie use one more inquiry skill. They infer. They use what they know to answer a question—Are there any living things in the backyard? They can infer that the backyard is home to many plants and animals.



▶ **Think about what you know about winter. Infer what Danny and Sophie might observe in the backyard during winter.**

_____

_____

Top Tools

You use tools every day. Tools are things that help you do a job. **Science tools** help you find out information.

A hand lens is one science tool. It helps you observe more details than with your eyes alone.

What can you see through this hand lens? Circle it.

A hand lens makes things look larger.

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Measuring Tools

You use some tools for measuring things. You use a **thermometer** to measure temperature. You use a measuring cup to measure amounts of liquids.

Active Reading

The main idea is the most important idea about something. Draw a line under the main idea on this page.

A thermometer measures temperature in units called degrees.

A measuring cup measures liquids in units called milliliters, cups, and ounces.

Measure More!

You use a tool called a scale to measure weight. You can use a balance to measure mass.

This scale measures weight in units called pounds and ounces.

▶ Name two things you can weigh on a scale.

_____

_____

This balance measures mass in units called grams and kilograms.

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You use a ruler and a tape measure to measure distance as well as length, width, and height. Both tools measure in units called inches or centimeters.

A ruler measures objects with straight lines.

A tape measure can measure around an object.

Sum It Up!

1 Answer It!

Write the answer to this question.

You want to measure how much water fits into a pail. What tool could you use?

_____

2 Draw It!

Draw yourself using a measuring tool.

3 Mark It!

Mark an X on the tool that does not measure.

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Brain Check

Lesson 2

Name _____

Word Play

Match the name of each tool to its picture.

tape measure	
balance	
thermometer	
measuring cup	
hand lens	

Apply Concepts

Name the tool you could use for each job.

measuring the length of a book	_____
finding the weight of a watermelon	_____
observing curves and lines on the tip of your finger	_____

Family Members: Go on a scavenger hunt. See which tools from this lesson you have in or around your home. Discuss with your child how to use each tool.

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#NPS LITERACY
STRATEGIC.
AUTHENTIC.
ENGAGED.

NPS Learning in Place English
Grade: Second Grade

READ 14.2

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Read ***Working in Space*** **Vocabulary, Background, and Comprehension** pp. 410-413 *If you could explore anywhere in space, where would you go and why. Write to explain.*	Read ***Working in Space*** pp. 414-430 Complete practice book pg. 184 *Which space job sounds like fun to you? Choose one of the jobs that you read about and write to explain why you would want that job.*	Reread ***Working in Space*** pp. 414-430 Complete practice book pg. 189 *What facts in **Working in Space** did you find most surprising? Write a paragraph to explain what you found most interesting about space.*	Read ***Space Poems*** pp. 432-434 Complete practice book pg. 192 *Write a poem about what you would do if you explored space in the future. Use the words float, repair, force, and orbit in your poem.*	Read ***Space Poems*** pp. 432-434 *Would you want to be an astronaut? Why or Why not? Write a paragraph to express your opinion.*
Week 2	Read ***Two of Everything*** **Vocabulary, Background, and Comprehension** pp. 440-443 *If you could have one wish, what would it be? Write to explain what you would wish for and why.*	Read ***Two of Everything*** pp. 444-460 Complete practice book pg. 199 *On page 452, Mr. Haktak says that his wife is very clever. Do you agree? Write a paragraph to explain your opinion using evidence from the story.*	Reread ***Two of Everything*** pp. 444-460 Complete practice book pg. 202 & 204 *What do the Haktaks do when they find the magical pot? Would you do the same thing? Write to explain.*	Read ***Stone Soup*** pp. 462-464 *How is the story **Stone Soup** similar and different to the story **Two of Everything**? Write to explain how they are the same and different.*	Reread ***Stone Soup*** pp. 462-464 *Write a summary of the story **Stone Soup**.*
Week 3	Read ***Now & Ben*** **Vocabulary, Background, and Comprehension** pp. 470-473 *What do you already know about Benjamin Franklin? Write to explain what you already know.*	Read ***Now & Ben*** pp. 474-492 Complete practice book pp. 214 *What new information did you learn about Benjamin Franklin? Write to explain what you learned from reading the text.*	Reread ***Now & Ben*** pp. 474-492 Complete practice book pp. 219 *According to the text, how is life now the same and different from life long ago? Create a Venn diagram to explain.*	Read ***A Model Citizen*** pp. 494-496 *Based on what you read, what is Ben Franklin's greatest accomplishment? Use evidence from your readings to support your answer.*	Reread pp. ***A Model Citizen*** pp. 494-496 *Write a summary about the text you read.*
	Read 14.2 *Read a book of choice and record it on the reading log each day.*				
Materials	Access to the books is in the NPS link. If you have your book at home: Journeys Textbook Volume2 and Journeys Practice Book Volume 2 Reading Log and a book of choice to read each day Paper/pencils				

READ 14.2 READING LOG			
Date	**Number of Pages Read**	**Title**	**#summary**
3-12-20	10	*Cinderella*	#mistreatedgirlmeetsprincelosesshoeandliveshappilyeverafter

Name _____ Date _____

Text and Graphic Features

Read the selection below. Use a Column Chart to name text and graphic features and tell why the author used each one.

The Sun, the Earth, and the Moon

Chapter 1: The Moon

The Moon is the easiest thing to see in the night sky. We see the Moon because light from the Sun reflects, or bounces, off of the Moon's surface and lets us see it.

Chapter 2: Changes in the Moon

The Moon seems to change shape from night to night. That's because the Moon circles the Earth. Each night we see a different part of the Moon lit up by the sunlight.

The Moon				
Day	Day 0	Day 7	Day 14	Day 22
Phase	new moon	half moon	full moon	half moon

Text or Graphic Feature	Purpose

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Name _____ Date _____

Text and Graphic Features

Read the selection below.

The *Apollo 11* Flight

The astronauts took off on July 16, 1969. It was the first time that humans had tried to land on the Moon. They called their flight *Apollo 11*. There were other flights to the Moon later.

More Flights to the Moon			
Name	**Launched**	**Landed**	**Returned**
Apollo 12	November 14, 1969	November 19, 1969	November 24, 1969
Apollo 13	April 11, 1970	did not land on Moon	April 17, 1970

Explain text and graphic features in a Column Chart. Then answer these questions.

1. What type of graphic feature does the author use? _____
2. How does this graphic feature connect to the text?

   _____

   _____
3. Why do you think the author included this graphic feature? _____

   _____

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Name _____ Date _____

Classify and Categorize

Working in Space
Vocabulary Strategies:
Classify and Categorize

Word Bank

crater	planet	sun	moon
float	comet	fly	orbit

Read each word above. Write each word in the best category.

How Things Move in Space	

Things in Our Solar System	

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Name _____ Date _____

Understanding Characters

Two of Everything
Introduce Comprehension:
Understanding Characters

Ella made clothes for the rich people in the town. Ella's only friends were the mice that lived in her cottage. She fed them and made them little coats.

One day, Ella saw a poster. The prince was having a party! "I wish I could go," said Ella. "Then I could meet people. But I have nothing to wear."

That night, the mice took extra pieces of cloth and sewed them together. They made a beautiful dress for Ella.

Ella saw the dress in the morning. "Thank you!" she said. "Now I can go to the party!"

Ella made lots of friends at the party. She wasn't lonely anymore.

Read the selection above. Then complete a Column Chart to better understand Ella.

Words	Actions	Thoughts

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Name _____ Date _____

Focus Trait: Ideas Supporting Reasons

Good writers tell their opinions in responses to literature. They give reasons for their opinions. They support their reasons with examples from the story.

Read the opinion. Then read each reason that supports the opinion. Find an example from *Two of Everything* that supports each reason.

Opinion: The pot makes the Haktaks happy.

Reason	Example
1. The pot makes them rich.	
2. The pot helps them get a lot of things they did not have before.	
3. The pot makes them new friends.	
4. The pot helps them make other things they need.	

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Name _____ Date _____

Understanding Characters

Read the selection below.

Ant and Grasshopper were friends. They liked to sing, play the fiddle, and rest in the sun. When summer ended, Ant began to work very hard. He got wood and seeds and put them away for winter.

Grasshopper said, "Stop working, Ant. Come play with me." But Ant kept working.

Grasshopper shook his head. He wasn't worried. He rested and played.

Winter came. Ant was warm and cozy. He had wood for his fire and plenty of food. But Grasshopper was cold and hungry.

Finally, Ant said, "Come in. I'll share my food with you."

"Thank you, Ant!" said Grasshopper. "Next year I will work, too."

Complete a Column Chart to tell about the characters. Then make inferences to answer the questions about character traits.

1. What can you infer about Ant's character traits and feelings? _____

_____

2. What can you infer about Grasshopper's character traits and feelings? _____

_____

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Name _____ Date _____

Compare and Contrast

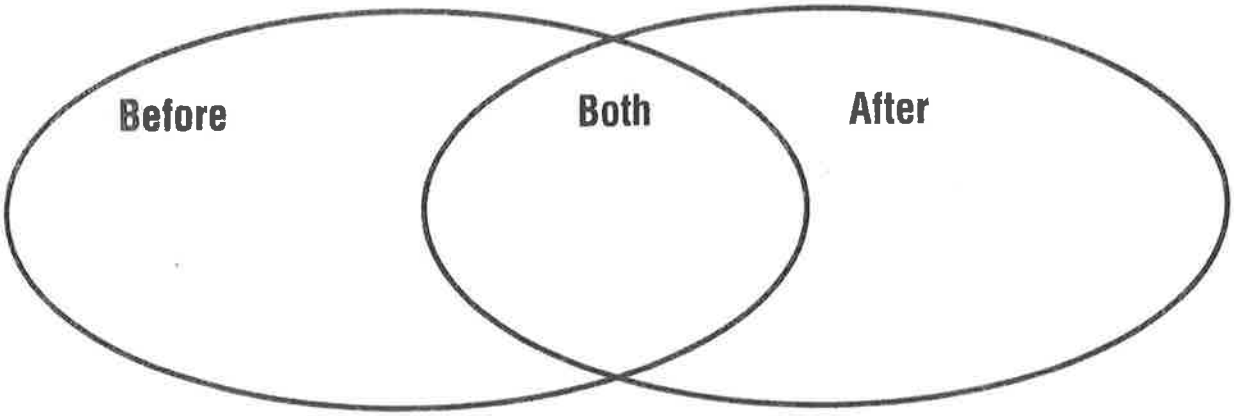
George Washington's father loved him very much. When George was young, his father gave him an axe. George's father thought this gift would teach George about responsibility. George loved his axe. He chopped lots of bushes and branches on his family's farm.

There was one tree that George wasn't supposed to touch. It was his father's favorite cherry tree. One day, George made a mistake and chopped this special tree. This killed the tree.

George's father saw the dead tree and got angry. He called all the family together. George told everyone that he had killed the tree.

George's father was sad about his tree. But he didn't feel angry anymore. He was glad that George had learned to tell the truth.

Read the selection above. Complete the Venn diagram to compare and contrast the father's feelings before and after George told the truth.



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Name _____ Date _____

Compare and Contrast

Read the selection below.

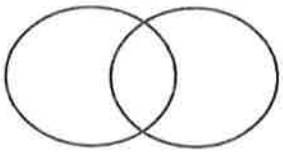
Do you do chores every day, like cleaning your room or walking the dog?

During the 1700s, children did many, many chores. Young boys hunted for food with their fathers. They also worked in the fields. When they were nine years old, they would start learning a special job, too, such as how to make horseshoes.

Young girls fed the chickens, picked berries in the woods, cooked food, washed laundry, and cleaned the house. They also cut wool off of sheep and spun the wool into thread. Young girls took care of younger children, too.

Children in the 1700s worked very hard.

Compare and contrast details from the selection with your own experience. Use a Venn diagram to help you. Then answer the questions below.



1. Think about the chores you do. What is the same about what you do and what children in the 1700s did? _____

_____

2. What is different about what you do and what these colonial children did? _____

_____

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