



Norfolk Public Schools
The cornerstone of a proudly diverse community

2nd Grade



Phase III
April 27 to May 15, 2020

Name:

School:

Grade Level:

Teacher:

NPS Curriculum & Instruction

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Social Studies Learning in Place Plans

2nd Grade: April 27 – May 1

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>Transportation – A way of moving people and things from one place to another.</p> <p>Read textbook pages 24-25 (Horse Power and Covered Wagons). Complete the activity titled Transportation Sort.</p> <p>*You will need crayons to complete this activity. If you do not have crayons, please number the boxes according to the example.</p> <p><i>Optional Extension:</i> Sketchnote (draw ideas) and write notes as you read to help with retaining and understanding what you read.</p>	<p>Read the 2 passages on the page titled Steam and Fuel Power. Then complete the activity titled “Want to Buy a Car?”.</p> <p>*You will need crayons to complete this activity. If crayons are not available, shade in the answers using a pencil.</p> <p><i>Optional Extension:</i> Write a paragraph on which innovation (steam engines or fuel engines) are better and why on a separate sheet of paper. Your paragraph should be 5 sentences (Sentence 1=Topic, Sentence 2 = Detail 1, Sentence 3 = Detail 2, Sentence 4 = Detail 3, Sentence 5 = Conclusion/Closing)</p>	<p>Review innovations in transportation, by rereading the passages from this week, to help you complete the activity titled Better Ways to Travel Timeline. Think about <u>how</u> the new mode (way) of transportation was faster than the one before.</p>

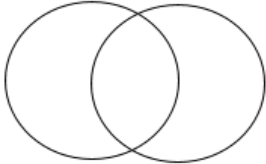
Social Studies Learning in Place Plans

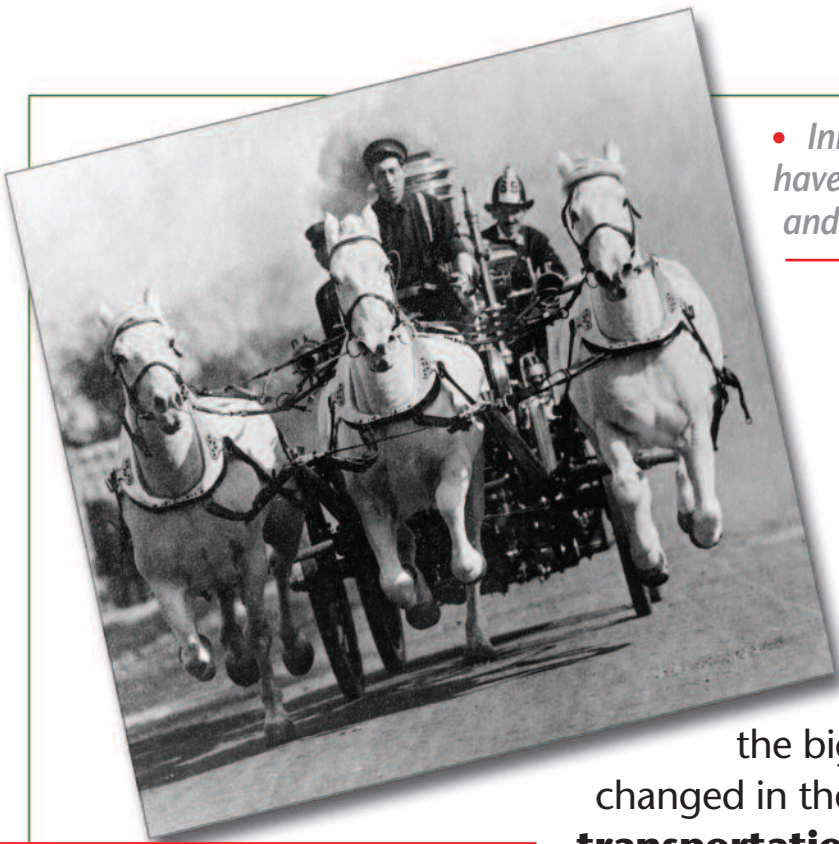
2nd Grade: May 4-8

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>Natural Resources – Materials that come directly from nature, such as water, soil, wood and coal.</p> <p>Think about the vocabulary word and examples above. On a sheet of paper, create a comic strip about a time you used a natural resource. Use the template below for your comic strip.</p> <div style="border: 1px solid black; height: 60px; width: 100%; margin: 10px 0;"></div> <p><i>Optional Extension:</i></p> <ol style="list-style-type: none"> 1. Go to a safe space outside and create a list of what natural resources you can find. 2. Create a collage of natural resources from old magazines and/or newspapers or your personal drawings. 	<p>Goods – Something made or grown you can buy or exchange</p> <p>Service – Work that someone does for someone else</p> <p>Human Resources – People working to produce goods and services</p> <p>Capital Resources – Goods made by people used to produce other goods and services</p> <p>Think about the vocabulary words above. Read the paragraphs on the page titled Human and Capital Resources. On a separate sheet of paper, write a paragraph about a time you’ve seen a human resource using a capital resource. Your paragraph should be 5 sentences (Sentence 1=Topic, Sentence 2 = Detail 1, Sentence 3 = Detail 2, Sentence 4 = Detail 3, Sentence 5 = Conclusion/Closing)</p> <p><i>Optional Extension:</i> Visualize and label a drawing matching your paragraph.</p>	<p>We use all 3 resources (natural, human, and capital) every day.</p> <p>Review the vocabulary words from this week and complete the activity on the page titled Economic Resources Sort.</p> <p>*You will need crayons to complete the activity. If you do not have crayons, please number the boxes according to the example.</p> <p><i>Optional Extension:</i></p> <ol style="list-style-type: none"> 1. Create your own sort of examples around your home of natural, human, and capital resources. 2. Create a sort of resources cut out from old magazines and/or newspapers or your personal drawings.

Social Studies Learning in Place Plans

2nd Grade: May 11-15

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>Barter – The exchange of goods and services without the use of money</p> <p>Money – Coins, paper bills, and checks used in exchange for goods and services</p> <p>Goods – Something made or grown you can buy or exchange</p> <p>Service – Work that someone does for someone else</p> <ol style="list-style-type: none">1. Review the vocabulary words and read the passage on the page titled Barter and Money to complete a Venn Diagram.2. Act out the 2 scenarios on the page titled Barter and Money. Which is an example of barter, and which is an example of using money? Compare and contrast your scenarios on a separate sheet of paper. <p>Example of a Venn Diagram</p> 	<p>Consumer – A person who uses goods and services</p> <p>Producer – A person who uses resource to make goods, or a person who provides services</p> <p>Scarcity – Not being able to meet all wants at the same time because resources are limited</p> <p>Review the vocabulary terms above. Read the passage on the page titled Making Choices (Consumers and Producers). Complete the vocabulary chart on the page titled “Economic Vocabulary”. Use Learning Experiences 1 and 2 vocabulary words to help you complete the activity.</p>	<p>Review the vocabulary terms from this week.</p> <p>On a separate sheet of paper, write a personal narrative using <u>at least 2 vocabulary words</u> from this week.</p> <p>A personal narrative is a story about something that happened in your life. Your paragraph should be 5 sentences (Sentence 1=Topic, Sentence 2 = Detail 1, Sentence 3 = Detail 2, Sentence 4 = Detail 3, Sentence 5 = Conclusion/Closing)</p> <p>Think about these questions and prompts to help get you started.</p> <ul style="list-style-type: none">• What items have you noticed are a result of scarcity lately? Explain where, when, and why.• Would you <i>rather</i> barter or use money for a good or service and explain why?• Explain a time when you’ve used money <u>or</u> bartering for a good or service.• Explain a time you were a producer.• Explain a time you were a consumer.



- *Innovations in modes of transportation have changed the way that people live and work.*

HORSE POWER

If you had to travel across the country tomorrow, how would you do it? One of

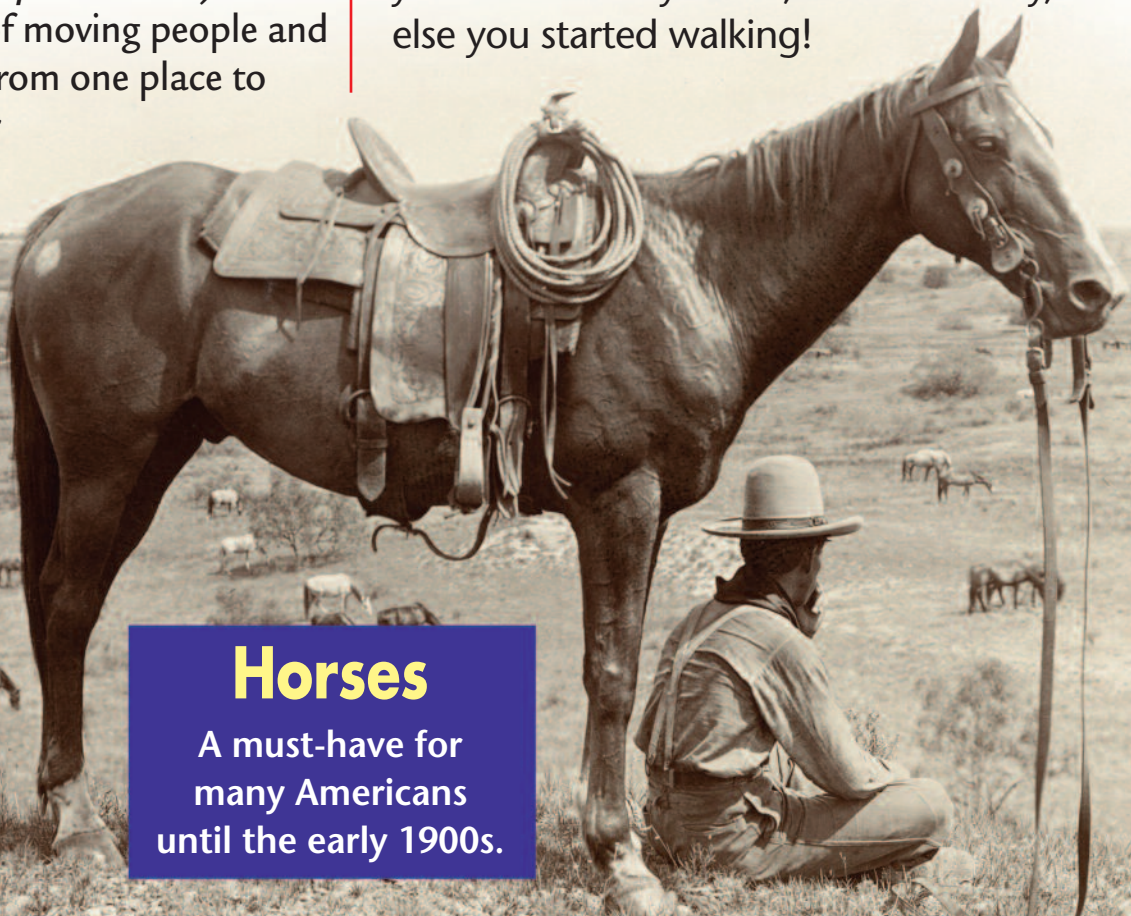
the biggest ways our lives have changed in the last 200 years is in the **transportation** choices we have.

Two hundred years ago in America, there were no cars, trains, or airplanes. If you had any sort of a distance to cover, you hoped you had a sturdy horse, or a waterway, or else you started walking!

Word To Know

- **transportation**
(*trans-port-A-shun*)

A way of moving people and things from one place to another



Horses

A must-have for many Americans until the early 1900s.

Covered Wagons

In the 1800s, people began to move west to form new communities. These sturdy wagons got them there.



WESTWARD, HO!

Covered wagons were big, heavy, and slow moving. They looked a bit like boats, so folks began calling them *prairie schooners* (a schooner is a type of sailing ship). Whole families crowded into their wagons with all their belongings, then lived in them month after month. Wheels broke, horses got sick. It was a long, difficult trip cross-country.



Stagecoaches were olden-day buses. They were bumpy and dusty and uncomfortable!

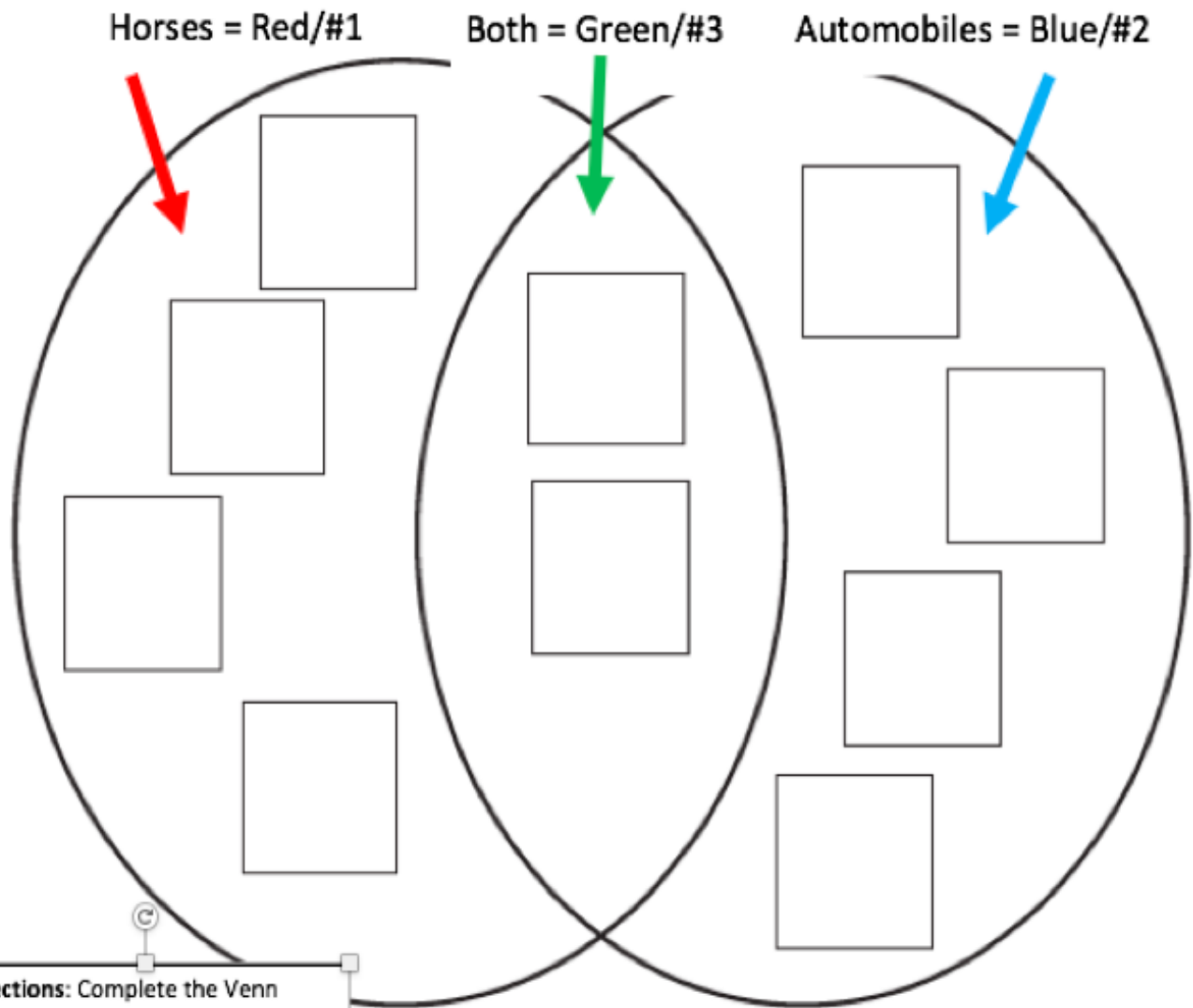


April 27-May 1: Learning Experience 1: Transportation Sort

*See directions below

TRANSPORTATION SORT

NAME _____



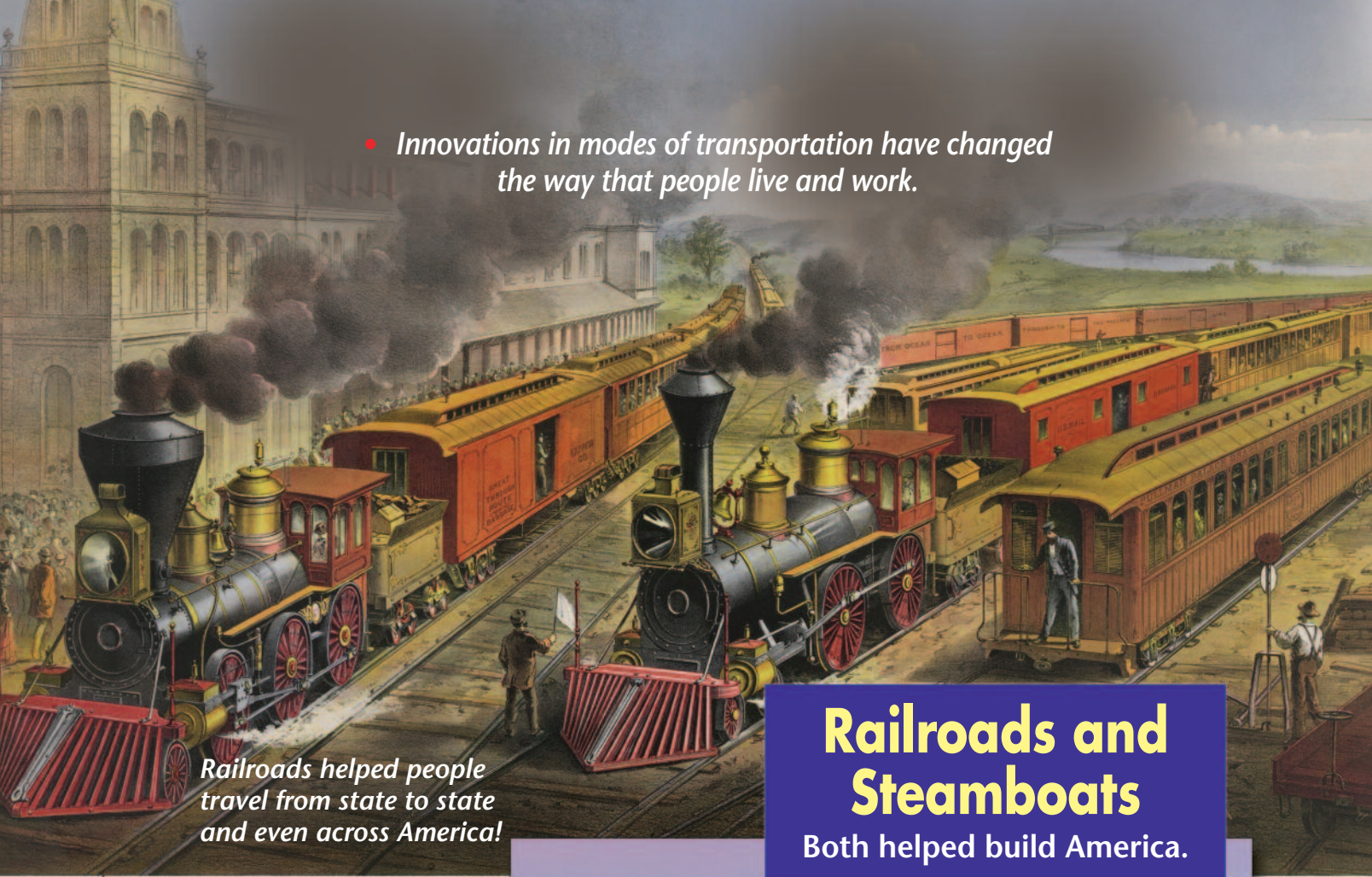
Directions: Complete the Venn Diagram by coloring the boxes describing transportation by horses red, automobiles blue, and both green.

See example provided →

KEY
 Horses = Red (Or #1 if no crayons)
 Automobiles = Blue (Or #2 if no crayons)
 Both = Green (Or #3 if no crayons)

Are controlled by people #3	Are used to pull Prairie Schooners #1	Can travel very fast #2	Helped people travel west in the 1800's	Help us move from place to place
Have engines	Used to pull covered wagons	Used to pull stage-coaches	Can use gasoline as an energy source	Help people travel on highways

- *Innovations in modes of transportation have changed the way that people live and work.*



Railroads helped people travel from state to state and even across America!

Railroads and Steamboats

Both helped build America.

STEAM AND FUEL POWER



Steamboats on the Mississippi River linked communities from north to south.

Horses could move only a few people at a time. Sailboats moved only if there was wind. If only there was a source of energy that could be turned on with the flick of a switch. Innovators studied nature and began to gather ideas.

One of the things they noticed was the energy given off by a boiling steam kettle. What if steam could make things move? It took many years to get the idea to work, but by the mid-1800s, steam-powered trains and boats were America's new forms of transportation.



DISPENSE WITH A HORSE
and save the expense, care and anxiety of keeping it. To run a motor carriage costs about 1/2 cent a mile.
THE WINTON MOTOR CARRIAGE
is the best vehicle of its kind that is made. It is handsonely, strongly and yet lightly constructed and elegantly finished. Easily managed. Speed from 5 to 25 miles an hour. The hydrocarbon motor is simple and powerful. No odor, no vibration. Suspension Wire Wheels. Pneumatic Tires. Ball Bearings. 4HP. Send for Catalogue.
Price \$1,000. No Agents.
THE WINTON MOTOR CARRIAGE CO., Cleveland, Ohio.



Automobiles

The first cars used steam, then gasoline. Today we have electric cars! What do cars from the past have in common with cars of today? How are they different?

Every invention builds on the work of others.

The first cars, built in the late 1800s, were powered by steam, much like trains, but there was an even better way to move.

FILL UP THE TANK

Fuel-powered engines used gasoline, made from oil deposits deep in the ground. By burning gasoline, energy was released to power engines that could move a car and a new machine—the airplane. We took to the roads—and the sky!

Airplanes

In 1903 the Wright Brothers made history. They flew in a plane they built themselves! The flight lasted just 59 seconds. Today we fly around the world!

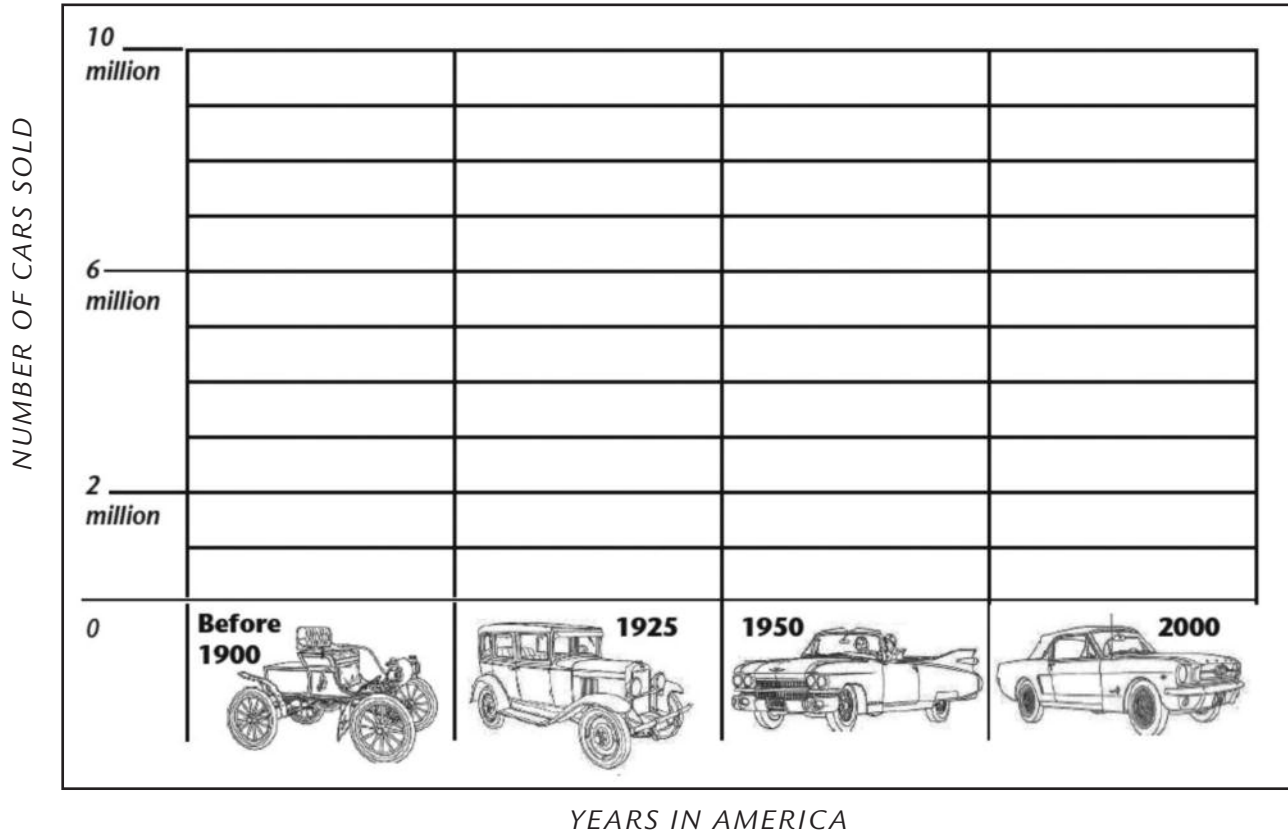


A modern fighter jet flies at over 600 miles an hour!

Want to Buy a Car?

NAME _____

CAR SALES IN AMERICA



In 1889, inventors began experimenting with gasoline engines. Until 1900, there were very few cars. Most people walked, rode horses, or traveled in horse-pulled carriages. Cars were not made in quantity until 1901. Use this blank graph to add the following facts. Use crayons to color in the bars on the graph.

Two million cars were sold in 1925.	Six million cars were sold in 1950.	In 2000, ten million cars were sold.
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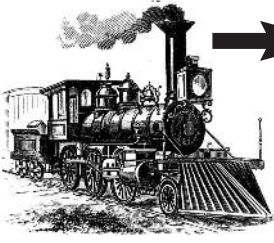

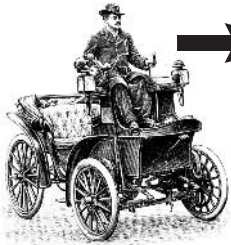

- 1 Which year had the **greatest** number of car sales? _____
- 2 Which year had the **least** number of car sales? _____
- 3 How has the number of cars on the road changed over time?

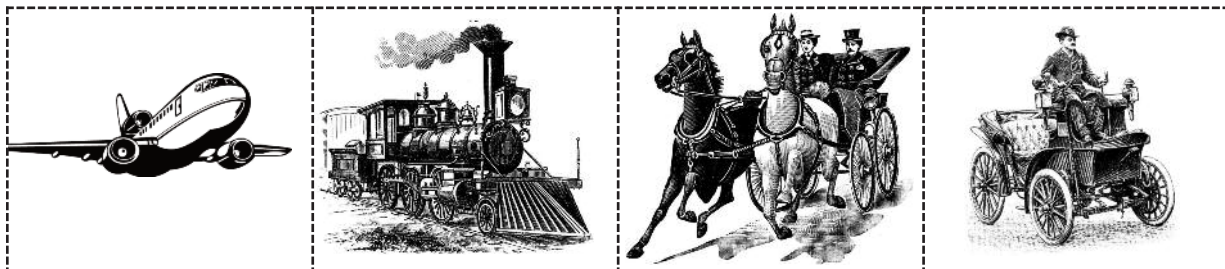
Better Ways to Move

NAME _____

DIRECTIONS: Cut out the four boxes at the bottom of the page. Use the boxes to complete the second column to show ways travel improved. In the third column, describe how the new invention improved transportation.

Ways people traveled **Ways travel improved** **Why this way was better**

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May 4-8: Learning Experience 2: Human and Capital Resources

Human Resources

TWO KINDS OF HUMAN RESOURCE

Some people make goods—they build houses or create beautiful works of art. Others provide a service. They cut your hair, give piano lessons, or teach you how to read.



Doctors provide a service. They help keep us healthy.

Human resources help us feel better when we are sick. They make clothing and drive our buses. They grow our food and put out fires. Every human resource provides a good or a service that helps us!

Capital Resources

LET'S PRODUCE GOODS

Lawnmowers are made in factories using tools and machines that can take raw materials like rubber and steel (which is made from iron and other minerals found in the earth) and turn them into something useful. Trucks driven by human resources help move all the brand-new lawnmowers from the factory to stores. Computers keep track of sales and customers every step of the way.

LET'S PERFORM SERVICES

People who build the factories need tools to hammer nails or cut lumber. Teachers need books and classrooms to help their students learn. These people provide services. When we link our natural resources together with human and capital resources, we can achieve great things!

Think of a job you might like to have someday. What natural resources would you depend on to make it happen? What capital resources would you need?















May 4-8: Learning Experience 3: Economic Resources Sort

Directions: Write the definition for each resource in the table. To sort the pictures below the table, color examples of Natural Resources green, Human Resources blue, and Capital Resources yellow. If you do not have crayons, please number the boxes #1 for Natural Resources, #2 for Capital Resources, and #3 for Human Resources.

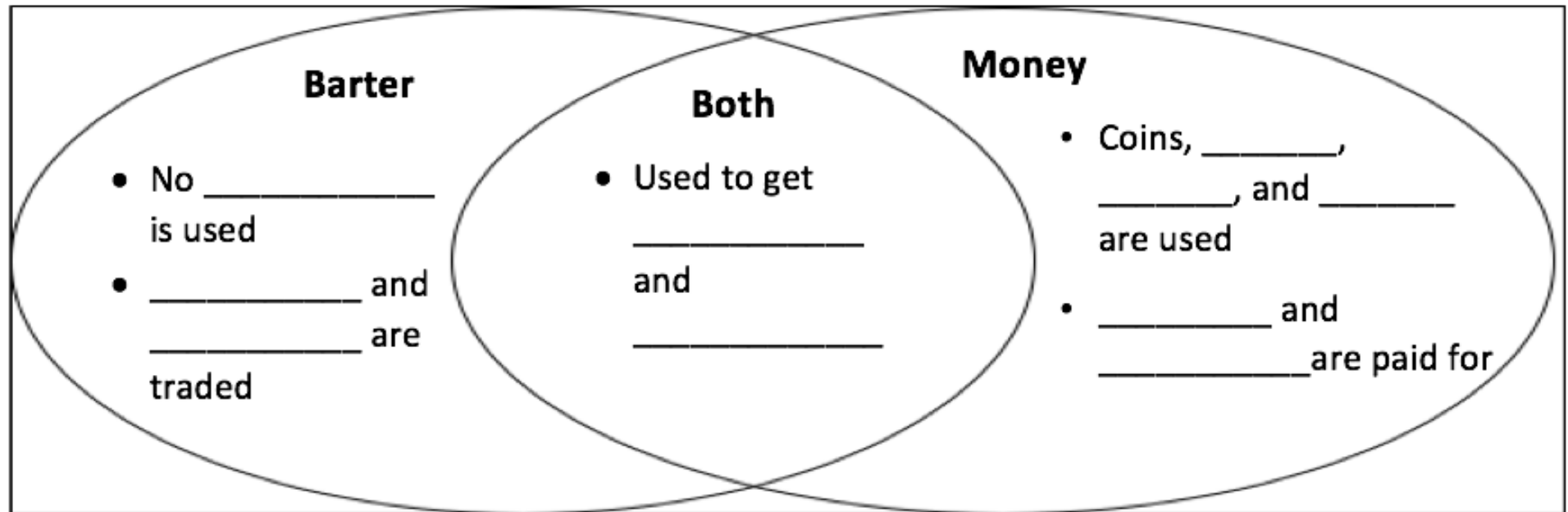
Economic Resources Sort

Natural Resources	Capital Resources	Human Resources

spatula 	teacher 	water 	soil 	sewing machine 	dentist 
trees 	tractor 	fireman 	drill 	doctor 	wind 

May 11-15: Learning Experience 1: Barter and Money

Directions: Part 1 -- Review the vocabulary terms for Learning Experience 1 to complete the Venn Diagram below.



Directions: Part 2 -- Read and act out both scenarios. *On a separate sheet of paper*, create a Venn Diagram to compare and contrast the 2 scenarios.

★ **Scenario #1:** The newest video game comes out on Friday. Ken really had to have it, but didn't have enough money to buy it. He went to his neighbor and she agreed to pay him \$25 to cut her lawn. He went to get his mower and got to work. Now he would be able to get the video game!

Is this an example of bartering or using money? _____

★ **Scenario #2:** Joey's mom packed him a ham sandwich for lunch again. He was tired of ham sandwiches and wished he had bought a cheeseburger instead. He remembered that Jack loved ham sandwiches and asked him to trade it for his cheeseburger. He agreed, so Joey got his cheeseburger!

Is this an example of bartering or using money? _____

May 11-15: Learning Experience 2: Making Choices (Consumers and Producers)

Directions: Read the passage below. Complete the Economic Vocabulary Chart on the following page.

- People are both producers and consumers.
- People must make economic choices because resources are limited (scarcity).

MAKING CHOICES

Having a lemonade stand is fun. Start with some **natural resources** — lemons and water. Add in some **capital resources** — pitchers and tables. Don't forget the most important part—**human resources**— people to make and sell the drinks! Now, take a closer look at the lemonade stand.



BUYING AND SELLING



The kids who run the stand are all **consumers**, because they had to buy lemons, sugar, cups, and pitchers. They needed paper, paint, and tape to make signs for their business. They are also **producers**. They have taken raw “goods” and put them together to make something new. They have “produced” some tasty lemonade!

Producers need consumers to buy their products. Consumers need producers to make things they need. It is that simple!

ALL GONE

Sometimes companies run out of the things they are making, or there are not enough people around to do a particular job. When that happens, there is a **scarcity**. This often occurs around the holidays when certain toys become really popular. Sometimes you have to wait months for the factory to make more of that toy.

From time to time, there are not enough people to do certain jobs. In some places there is a scarcity of doctors, teachers, or nurses. Being really sick with no doctor to help is a **scary** scarcity. Not having enough teachers means that classes will have too many kids. We often have to make tough choices because resources, goods, and services are limited.

May 11-15: Learning Experience 2: Economic Vocabulary

Under "Key Word" write the vocabulary word that matches the definition. Under "Picture Clue" draw a picture that matches the definition.

KEY WORD	DEFINITION	PICTURE CLUE
	Materials that come directly from nature	
	People working to produce goods and services	
	Goods made by people and used to produce other goods and services	
	The exchange of goods and services without the use of money	
	Coins, paper bills, and checks used in exchange for goods and services	
	Not being able to meet all wants at the same time because resources are limited	
	A person who uses goods and services	
	A person who uses resources to make goods and/or provide services	

NPS Learning in Place English

Grade: Second Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7	<p>Read <i>Dex: The Heart of A Hero</i> Draw a picture of Dex at the beginning of the story. Draw a picture of Dex at the end of the story. Write a sentence explaining how Dex changed.</p> <p>Dex was determined to be a superhero. Write about a time when you were determined.</p>	<p>Reread <i>Dex: The Heart of A Hero</i> Draw a picture of Clevis at the beginning of the story. Draw a picture of Clevis at the end of the story. Write a sentence explaining how Clevis changed.</p> <p>Dex and Clevis both changed. Choose one of these characters and write a new ending based on if the character had not changed. Share your new ending with someone.</p>	<p>Reread <i>Dex: The Heart of A Hero</i> Complete the character graphic organizer located at the end of the story, Dex.</p> <p>Which of the characters in the story is most like you? Write to explain how you and the character are alike. Be sure to use descriptive details in such a way that a picture is formed in the reader's mind.</p>	<p>Read <i>What Makes Someone a Hero?</i> Complete Text Dependent Questions 1-3.</p> <p>Based on the text, who would you consider to be a hero? Write to explain who your hero is, and why he or she should be considered a hero. Draw a picture of your hero to share with your family.</p>	<p>Reread <i>What Makes Someone a Hero?</i> Complete Text Dependent Questions 4 and 5.</p> <p>Think about advertisements (ads) you have seen. Create an advertisement for a hero's cape and shoes. Use evidence from the text in your ad that convinces the reader to buy the cape and shoes.</p>
	<p>Read 14.2 Read a book of choice and record it on the reading log each day.</p>				
Week 8	<p>Read <i>Is It a Moth or Butterfly?</i> Draw and complete the comparing and contrast graphic organizer for moth and butterflies. Use details from the passage.</p> <p>Use the graphic organizer to write a paragraph comparing and contrasting the moth and the butterfly.</p>	<p>Reread <i>Is It a Moth or Butterfly?</i> Create a heading for each paragraph in the passage.</p> <p>Pretend you are a moth. Write a letter to a butterfly about what it is like to be a moth.</p>	<p>Reread <i>Is It a Moth or Butterfly?</i> Complete Text Dependent Questions 1-5.</p> <p>Suppose a butterfly was a superhero. Which body parts would have super powers? Write a short story about a time the butterfly used its powers to do something heroic.</p>	<p>Read <i>Different Kinds of Mammals: Dogs</i> Create a heading for each paragraph in the passage.</p> <p>Create a poster that shows different ways dogs are helpful.</p>	<p>Reread <i>Different Kinds of Mammals: Dogs</i> Dogs and humans are both mammals. Make a chart listing how dogs and humans are alike and different. Include details from the passage.</p> <p>Write a poem about dogs. Include at least 3 details from the passage about dogs in your poem.</p>
	<p>Read 14.2 Read a book of choice and record it on the reading log each day.</p>				

**Week
9**

Read ***Gloria Who Might Be My Best Friend***
Complete the character graphic organizer located at the end of the story.

What is one wish that you hope will come true? Describe your wish and why it is important to you. Tell what would do and how you would feel if it came true.

Reread ***Gloria Who Might Be My Best Friend***
Complete Text Dependent questions 1-5.

Draw a picture of a good friend. Write about what makes them a good friend and how you are a good friend to them.

Reread ***Gloria Who Might Be My Best Friend***
Think about the friendships in *Dex: The Heart of a Hero* and *Gloria Who Might Be My Best Friend*. Make a chart to compare the friendships. What is the same and different? Write about how the friendships in each story changed using your chart.

Read ***How to Make a Kite***
Draw a picture of how to make a kite using the directions provided in the passage.

Use your illustration of a kite to write a descriptive paragraph. Make sure to include details to describe how it looks and share where you plan to fly it.

Reread ***How to Make a Kite***
Complete Text Dependent questions 1-5.

You have the opportunity to make a kite for a friend. Which friend would you make the kite for and why?

Read 14.2 Read a book of choice and record it on the reading log each day.

Dex: The Heart of a Hero

By Carolyn Buehner Illustrated by Mark Buehner

Dexter was a little dog. His legs were little, his tail was little, his body was little. He looked like a plump sausage sitting on four little meatballs.

Being the size that he was, Dex was often overlooked. The other dogs grew tired of waiting for Dex to catch up when they played chase, and after a while they forgot to invite him at all. No one really seemed to notice him, except when Cleevis, the tomcat, demonstrated how he could stand right over Dex and not even ruffle his fur.

Yes, everything about Dex was little – except for his dreams. He wanted to be a HERO. He could just see it.

But *wanting* and *being* are two different things. Dex lived on dreams until one day, after crawling out from under Cleevis yet again, he decided there had to be more to life than gazing at the underside of a cat. There had to be more to *him*. If he could be a hero, he *would*!

So Dex started training. He read every superhero comic book he could find. He watched every hero movie ever made. He went to the library.

Dex figured that a hero must have strong muscles. He needed exercise, and lots of it!

Dex started trotting to the corner and back every morning. He hopped over every crack in the sidewalk.

He struggled to climb the garbage pile: up and over and down, then up and over and down again. All day long he worked, day after day. Even at bedtime, when he wanted to flop on the rug with

his tongue hanging out, Dex forced himself to circle five extra times.

When it got easier to run to the corner and back, Dex did it again, and then again. Then he dragged a sock filled with sand as he ran, and then two socks. When Cleevis was bored and stood in the middle of the sidewalk to block his way, Dex dropped to the ground and slid right under him. He was too busy to be bothered by Cleevis.

Dex was tired; he was sore. He was working so hard that he almost forgot what he was working for. But one night, as he dragged himself to bed after his last set of push-ups, Dex stopped in front of the mirror and flexed. He could feel them! He could see them! Muscles!

Now Dex didn't "take" the stairs—he skimmed them! He leaped over hydrants; he vaulted up curbs. He could jump over the garbage mountain without touching the top! He could run like the wind; he felt as if his legs had springs!

Only one thing was missing. Finally, a small brown package arrived. Dex ripped it open.

His HERO suit! It was red, with a shiny green cape, and it fit like a glove. Dex loved the way it felt, he loved the way it looked, and he loved the feeling he had when he put it on. He was ready.

When Dex went out in this suit for the very first time, he looked up the street and down. He noticed a young pup trying to cross the street. Dex sprang into action.

"May I help you?" he asked. He guided the wide-eyed pup across the street and grinned as the pup stared up at him with its mouth hanging open. The pup whispered, "Wow! It's Super Dog!" *SUPER DOG*. Dex liked the sound of that.

Of course, when Cleevis saw Dex, he just had to comment.

"Hey Dex, where's the party?"

Dex was so busy that he was able to ignore Cleevis – for the most part. The only time his face ever got red was when Cleevis yelled, "Where'd you get that dress-up?" Dex had to wonder if Cleevis saw anything but the suit. Didn't he understand that the suit was just a way to let people know he was there to help?

There was mouse he saved from a sewer, a purse snatcher he tackled; he fixed his neighbor's sprinkler; he found a lost kitten, pulled a rat away from a live wire, tracked down a lost wallet, put out a trash fire, and organized a neighborhood cleanup day.

It seemed that now, whenever anyone needed help, they turned to Dex, and Dex had never been happier.

Late one evening there was a banging at the door. When Dex answered, it seemed as if the whole neighborhood was yipping and yeowling in a panic.

"It's Cleevis!" they shouted. "He's stuck in a tree. Hurry, Dex, hurry!"

Dex raised his eyebrows. It was not like Cleevis to move enough to get into any trouble.

In a flash he was dressed and ready.

As he got closer, Dex could see Cleevis. He had been chasing a squirrel to the top of the tree, but had slipped and was hanging by one claw from a slender branch.

He was yeowling for all he was worth.

"I'm slipping!" Cleevis screeched. "Help me!"

Dex looked desperately around for something to climb on. There were no boxes or ladders, not

even any trash cans. Then Dex looked at the crowd.

"Quick, everybody!" Dex shouted. "I've got an idea!" Dex leaped onto the end of the teeter-totter facing the tree, pushing it to the ground.

"Everybody on the other end! One! Two! Three!!!!"

All the animals jumped together on the other end of the teeter-totter, catapulting Dex into the air. He soared over the crowd, his ears and cape streaming out behind him...

Dex scrambled onto the branch next to Cleevis. Quickly he pulled off his cape and tied its four corners onto the screeching cat.

"Jump!" Dex shouted. "Jump, Cleevis!"

With an ear-piercing shriek, Cleevis let go. The billowing cape caught the air and parachuted the big cat to the ground. Dex backed up and slid to the ground amidst the cheers of the crowd.

Dex was bruised and tired, but he forgot his discomfort as Cleevis sheepishly lumbered over, still tangled in the green cape.

"Thanks, Dex. You really are a hero!"

Dex didn't think he could feel any better, but he did – just a little – the next day, when Cleevis sidled up next to him and whispered, "Say, Dex, could I be your partner?"

Dex looked the big tomcat up and down. It would take a *lot* of work to turn Cleevis into a hero. He could hardly wait.

"Sure," said Dex with a grin. "Sure."

What Makes Someone a Hero?

Heroes are people who do something brave, unusual, or important. Heroes are men and women who take risks. They make a positive difference in the world.

Some heroes lived long ago. George Washington was the first president of the United States. Some heroes did great things recently. Sally Ride was an astronaut and an educator, and the first American woman to go into space.

Some of the greatest heroes did not just do remarkable things that made them famous. In their everyday lives, they behaved in ways that made people admire their character. Character is a group of qualities that make up who a person is. Heroes are often people with great character. Many people with great character are honest. Honest people tell the truth, even when it is hard to do.

Someone with great character may also be compassionate. A compassionate person cares about others and works to help them. A person with great character may also be responsible. Responsible people do things they promised to do. Other people can depend on them.

Heroes can combine great actions with great character. Now think: Do you have a hero?

Character Graphic Organizer

Make a chart to list what you learn about Dex and Clevis from the passage. List how they are the same in the last column.

	Dex	Clevis	Both
Appearance			
Actions			
Words			
Feelings/ Emotions			

Text Dependent Questions for Dex: The Heart of a Hero and What Makes Someone a Hero

Directions: Use the text to answer each question. Write the answer on a separate piece of paper. Be sure to write your answers in complete sentences.

1. According to the article, what do responsible people do?
2. What is more important to being a hero: great actions or great character? Support your answer with evidence from the article.
3. Why would Dex be considered a hero? Use evidence from both stories this week to support your answer.
4. Why wouldn't Clevis be considered a hero at the beginning of the story? Use evidence from both text to support your answer.
5. Is it possible for someone to be a hero and not be famous? Use evidence from the article to support your answer.

Is it a Moth or a Butterfly?

Sometimes people have a hard time telling moths and butterflies apart. They both have four wings, a body, and two feelers on their heads. They both start out as eggs from which they hatch as caterpillars. Caterpillars of both types build cocoons from which they leave as adults. But butterflies and moths are different from each other in important ways.

Butterflies are usually out during the day. Their bright colors like yellow and red help them blend in with flowers in the sunshine. Moths are usually out at night or at dusk and dawn. Colors like gray and brown make it possible for moths to fly about in dim light without being noticed.

Moths and butterflies also have different body shapes. Butterflies usually have smooth thin bodies. The bodies of most moths are fatter and covered with hair. When butterflies rest, they usually hold their wings straight up over their backs. Most moths rest with their wings spread out to their sides.

Perhaps the best way to tell the two kinds of insects apart is to look closely at their feelers. Most butterflies have thin feelers, each of which has a knob at the end. The feelers of most moths are more like a comb and do not have a knob at the end.

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Compare and Contrast Graphic Organizer

Name _____

Text Dependent Questions for Is it a Moth or Butterfly? – Directions: Use the text to answer each question. Write the answer on a separate piece of paper. Be sure to write your answers in complete sentences.

1. How do butterflies' and moths' colors help them?
2. According to the passage, when would you most likely see a moth?
3. What is the first paragraph in the passage mainly about?
4. How do feelers help to distinguish the two insects?
5. Describe how moths and butterflies body shapes are different.

Different Kinds of Mammals: Dogs

Dogs are mammals. They have long or short fur, ears, legs and a tail. They come in so many different colors, shapes, and sizes. There are about 340 breeds of dogs.

Scientists believe that dogs were first domesticated over 10,000 years ago. To domesticate means to tame. They were probably the first animal to be tamed by humans.

Since then, dogs have been used in a number of different ways. They have herded livestock. They have helped protect properties. Dogs have also helped do police work and rescue people in certain situations. Some dogs have guided people who cannot see. And they have also become our friends. Many people today have dogs as pets. They enjoy the companionship dogs give.

One of the main reasons why dogs have been so useful to humans is because they are able to communicate in different ways. Dogs can growl and bark loudly when they sense danger. They can wag their tails with excitement when they are happy. They can use their bodies and voices to communicate a message.

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Gloria Who Might Be My Best Friend

From The Stories Julian Tells

By Ann Cameron Illustrated by Mike Reed

If you have a girl for a friend, people find out and tease you. That's why I didn't want a girl for a friend – not until this summer, when I met Gloria.

It happened one afternoon when I was walking down the street by myself. My mother was visiting a friend of hers, and Huey was visiting a friend of his. Huey's friend is five and so I think he is too young to play with. And there aren't any kids just my age. I was walking down the street feeling lonely.

A block from our house I saw a moving van in front of a brown house, and men were carrying in chairs and tables and bookcases and boxes full of I don't know what. I watched for a while, and suddenly I heard a noise right behind me.

"Who are you?"

I turned around and there was a girl in a yellow dress. She looked the same age as me. She had curly hair that was braided into two pigtails with red ribbons at the ends.

"I'm Julian," I said. "Who are you?"

"I'm Gloria," she said. "I come from Newport. Do you know where Newport is?"

I wasn't sure, but I didn't tell Gloria. "It's a town on the ocean," I said.

"Right," Gloria said. "Can you turn a cartwheel?"

She turned sideways herself and did two cartwheels on the grass.

I had never tried a cartwheel before, but I tried to copy Gloria. My hand went down in the grass, my feet went up in the air, and – I fell over.

I looked at Gloria to see if she was laughing at me. If she was laughing at me, I was going to go home and forget about her.

But she just looked at me very seriously and said, "It takes practice," then I liked her.

"I know where there's a bird's nest in your yard," I said.

"Really?" Gloria said. "There weren't any trees in the yard, or any birds where I lived before."

I showed her where a robin lives and has eggs. Gloria stood up on a branch and looked in. The eggs were small and pale blue. The mother robin squawked at us, and she and the father robin flew around our heads.

"They want us to go away," Gloria said. She got down from the branch, and we went around to the front of the house and watched the moving men carry two rugs and a mirror inside.

"Would you like to come over to my house?" I said.

"All right," Gloria said, "if it is all right with my mother." She ran in the house and asked.

It was all right, so Gloria and I went to my house, and I showed her my room and my games and my rock collection, and then I made strawberry punch and we sat at the kitchen table and drank it.

"You have a red mustache on your mouth," Gloria said.

"You have a red mustache on your mouth, too," I said.

Gloria giggled, and we licked off the mustaches with our tongues.

"I wish you'd live here a long time," I told Gloria.

Gloria said, "I wish I would too."

"I know the best way to make wishes," Gloria said.

"What's that?" I asked.

"First you make a kite. Do you know how to make one?"

"Yes," I said, "I know how." I know how to make good kites because my father taught me. We make them out of two crossed sticks and folded newspaper.

"All right," Gloria said, "that's the first part of making wishes that come true. So let's make a kite."

We went out into the garage and spread out sticks and newspaper and made a kite. I fastened on the kite string and went to the closet and got rags for the tail.

"Do you have some paper and two pencils?" Gloria asked. "Because now we make the wishes."

I didn't know what she was planning, but I went in the house and got the pencils and paper.

"All right," Gloria said. "Every wish you want to have come true you write on a long thin piece of paper. You don't tell me your wishes, and I don't tell you mine. If you tell, your wishes don't come true. Also, if you look at the other person's wishes, your wishes don't come true."

Gloria sat down on the garage floor and started writing her wishes. I wanted to see what they were – but I went to the other side of the garage and wrote my own wishes instead. I wrote:

1. I wish I could see the catalog cats.
2. I wish the fig tree would be the tallest in town.
3. I wish I'd be a great soccer player.
4. I wish I could ride in an airplane.
5. I wish Gloria would stay here and be my best friend.

I folded my five wishes in my fist and went over to Gloria.

"How many wishes did you make?" Gloria asked.

"Five," I said. "How many did you make?"

"Two," Gloria said.

I wondered what they were.

"Now we put the wishes on the tail of the kite," Gloria said. "Every time we tie one piece of rag on the tail, we fasten a wish in the knot. You can put yours in first."

I fastened mine in, and then Gloria fastened in hers, and we carried the kite into the yard.

"You hold the tail," I told Gloria, "and I'll pull."

We ran through the back yard with the kite, passed the garden and the fig tree, and went into the open field beyond our yard.

The kite started to rise. The tail jerked heavily like a long white snake. In a minute the kite passed the roof of my house and was climbing toward the sun.

We stood in the open field, looking up at it. I was wishing I would get my wishes.

"I know it's going to work!" Gloria said.

"How do you know?"

"When we take the kite down," Gloria told me, "there shouldn't be one wish in the tail. When the wind takes all your wishes, that's when you know it's going to work."

The kite stayed up for a long time. We both held the string. The kite looked like a tiny black spot in the sun, and my neck got stiff from looking at it.

"Shall we pull it in?" I asked.

"All right," Gloria said.

We drew the string in more and more until, like a tired bird, the kite fell at our feet.

We looked at the tail. All our wishes were gone. Probably they were still flying higher and higher in the wind.

Maybe I would see the catalog cats and get to be a good soccer player and have a ride in an airplane and the tallest fig tree in town. And Gloria would be my best friend.

"Gloria," I said, "did you wish we would be friends?"

"You're not supposed to ask me that!" Gloria said.

"I'm sorry," I answered. But inside I was smiling. I guessed one thing Gloria wished for. I was pretty sure we would be friends.

Character Graphic Organizer

Make a chart to list what you learned about Julian and Gloria from the passage. List how they are the same in the last column.

	Julian	Gloria	Both
Appearance			
Actions			
Words			
Feelings/ Emotions			

Text Dependent Questions – Directions: Use the text to answer each question. Write the answer on a separate piece of paper. Be sure to write your answers in complete sentences.

1. Describe Julian's main conflict.
2. How was Gloria's home in Newport different from her new home?
3. What did Gloria do to make Julian want to be her friend?
4. Why do Gloria and Julian decide to make a kite?
5. What is this passage mostly about?

How to Make a Kite

By Joanna Korba

Can you feel lonely flying a kite? If you answered no, you guessed right!

If you take kite flying seriously, you will want to make your own kite. The first step in planning your kite is to read all of these directions. You may want to copy them onto another sheet of paper first.

Directions

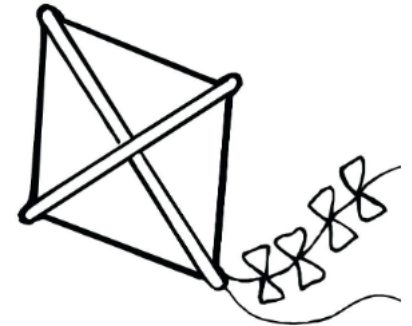
Materials

- 2 sticks with small cuts on both sides (one 24 inches, one 18 inches)
- String
- colored paper
- glue and scissors
- 5 pieces of ribbon

What to Do

1. First, make a cross with the sticks. Tie a string around the middle.
2. Run string around the edge to make a frame. Tie it tightly at the top end. Then cut the string.
3. Lay the kite frame on the paper. Cut the paper so that it is slightly larger than the kite frame.

4. Fold the paper over the kite frame. Glue it down. Then tie a long string to the middle of the frame.
5. Cut a piece of string 36 inches long and make the tail. Tie a ribbon to the string every 6 inches with a tight knot. Too many ribbons will make your kite fly heavily.



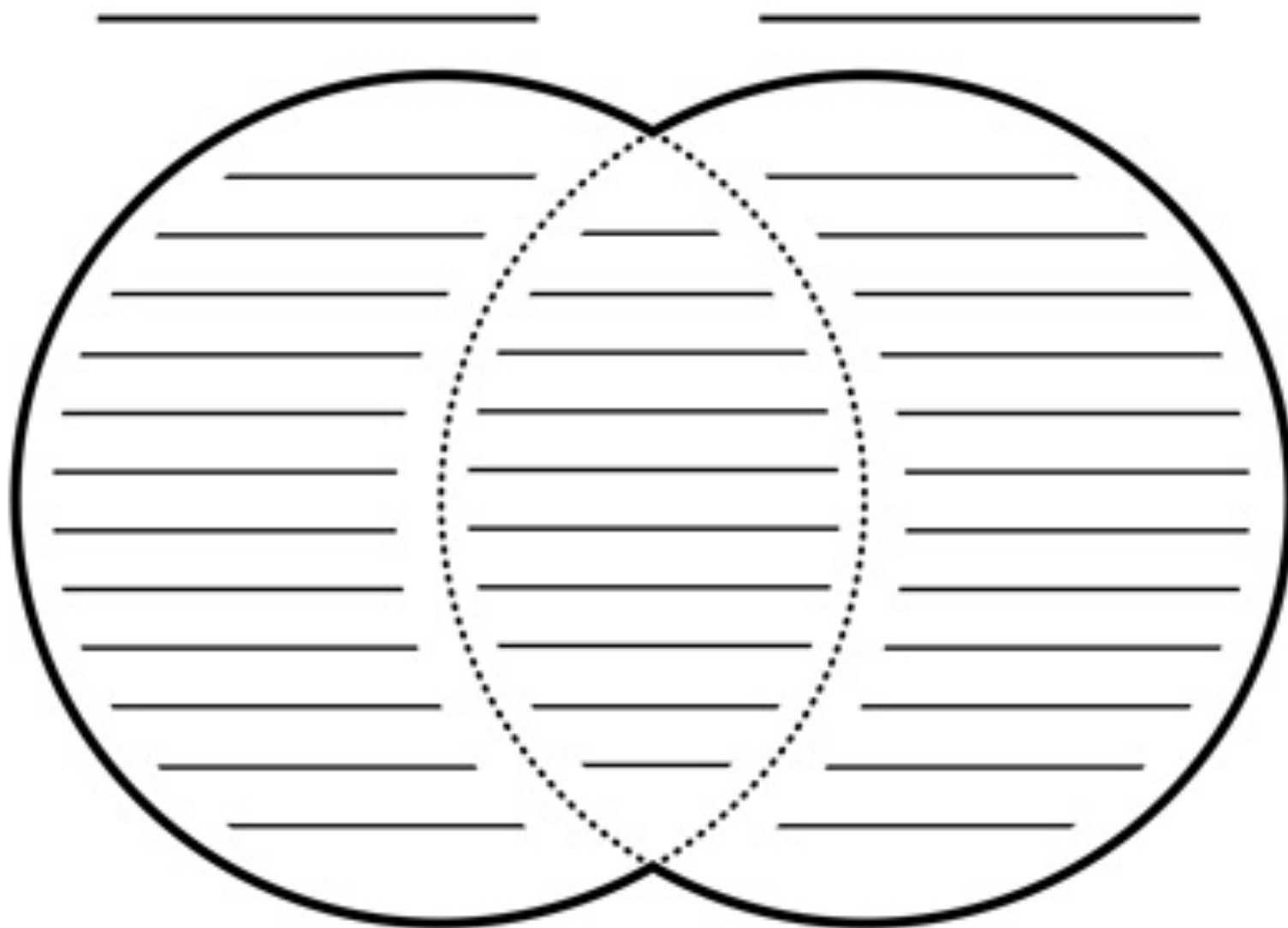
Text Dependent Questions for How to Make a Kite -

Directions: Use the text to answer each question. Write the answer on a separate piece of paper. Be sure to write your answers in complete sentences.

1. What do you use to connect the two sticks together?
2. According to the passage, what is the first step to planning to make a kite?
3. Why is it important to not include too many ribbons on the tail of the kite?
4. What should you do before you glue the kite on the paper?
5. Why should you cut the paper slightly larger than the kite frame?

Compare and Contrast Graphic Organizer

Name _____



Norfolk Public Schools

Science Learning in Place Plan: Grade 2 Lessons

Week 7: April 27 – May 1, 2020 (Organism Interdependence – Pt2)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will review page 182 and answer the following questions in their science notebooks.</p> <ol style="list-style-type: none"> 1. Why must plants and animals meet their needs? 2. What nonliving things do plants and animals need? 3. What living things do animals need? 	<p>Students will review page 183 and answer the following questions in their science notebooks.</p> <ol style="list-style-type: none"> 1. What is something plants need directly from their environment to make food that animals do not need? 2. What is something both plants and animals need from their environment? 	<p>Students will review page 184 - 185 and answer the following questions in their science notebooks.</p> <ol style="list-style-type: none"> 1. How do animals use plants for shelter? 2. How do the shelters in the pictures help animals survive? 3. Which picture shows an animal using plants for food? 	<p>Students will review page 186 - 187 and answer the following questions in their science notebooks.</p> <ol style="list-style-type: none"> 1. How do you think the seeds got on the dog's fur? What might cause the seeds to drop off? 2. Why is spreading pollen important? 3. How are the beetle and the bat in these photos alike? 	<p>Students will review page 188 - 189 and answer the following questions in their science notebooks.</p> <ol style="list-style-type: none"> 1. Why do animals eat plants or other animals? 2. What do the arrows in the food chain show?

Week 8: May 4 – 8, 2020 (Animal Habitats)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will read pages 1 – 4 from the leveled reader entitled “Living and Nonliving Things” and answer the following questions.</p> <p><u>page 4</u></p> <ol style="list-style-type: none"> 1. How do you know that rocks are nonliving things? 2. What are some examples of other nonliving things? 	<p>Students will read pages 5 – 7 from the leveled reader entitled “Living and Nonliving Things” and answer the following questions.</p> <p><u>page 5</u></p> <ol style="list-style-type: none"> 1. What foods do they eat? 2. How do they get the water they need? <p><u>pages 6-7</u></p> <ol style="list-style-type: none"> 1. How do you think the shelter helps keep the prairie dogs safe? 	<p>Students will read pages 8 – 11 from the leveled reader entitled “Living and Nonliving Things” and answer the following questions.</p> <p><u>pages 8 - 10</u></p> <ol style="list-style-type: none"> 1. What do plants need? <p><u>page 11</u></p> <ol style="list-style-type: none"> 2. Do you think sunflowers could survive in this forest as well as ferns? Why not? 	<p>Students will complete the “Living and Nonliving Things” – vocabulary page.</p>	<p>Students will complete the “Living and Nonliving Things” – comprehension page.</p>

Week 9: May 11 – 15, 2020 (Habitats Change Over Time)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>How Do Environments Change Over Time? pg. 209</p> <ul style="list-style-type: none"> ▪ Engage Your Brain! ▪ Active Reading 	<p>Nature's Work pg. 210 - 211</p> <ul style="list-style-type: none"> ▪ Active Reading ▪ Question 	<p>A Change of Pace pg. 212 - 213</p> <ul style="list-style-type: none"> ▪ Do the Math! 	<p>What People Do pg. 214 - 215</p> <ul style="list-style-type: none"> ▪ Active Reading ▪ Question 	<p>Apply Concepts pg. 218 Take it Home pg. 218</p> <p style="text-align: right;">PRINTED IN THE PACKET TO THE LEFT OF PAGE 209.</p>



In Your Place

Plants and animals use living and nonliving things to meet their needs. They get the things they need from their environment. All the living and nonliving things in a place make up an **environment**.

Active Reading

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

Plants and animals need water.

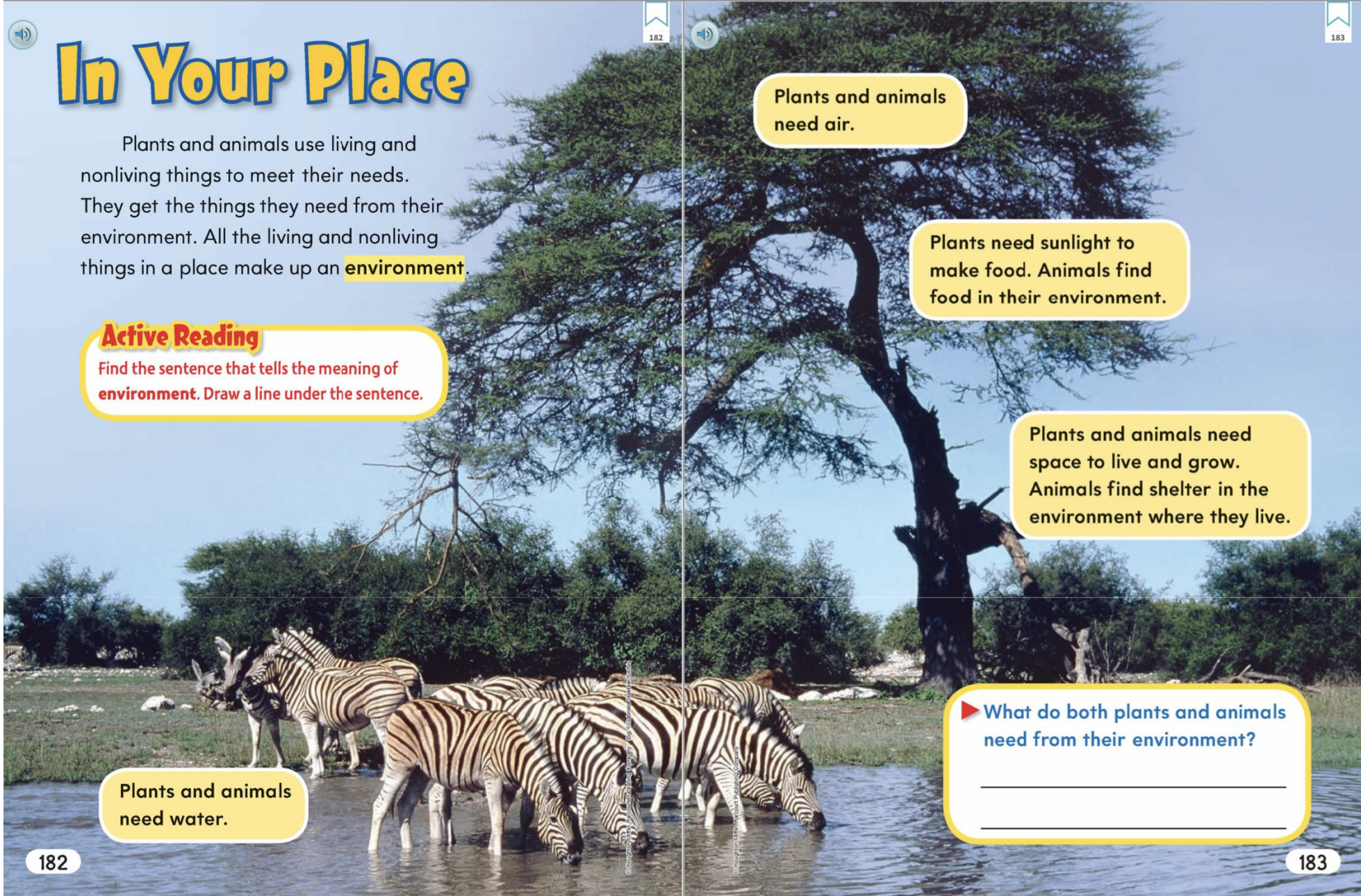


Plants and animals need air.

Plants need sunlight to make food. Animals find food in their environment.

Plants and animals need space to live and grow. Animals find shelter in the environment where they live.

▶ What do both plants and animals need from their environment?





Getting Help

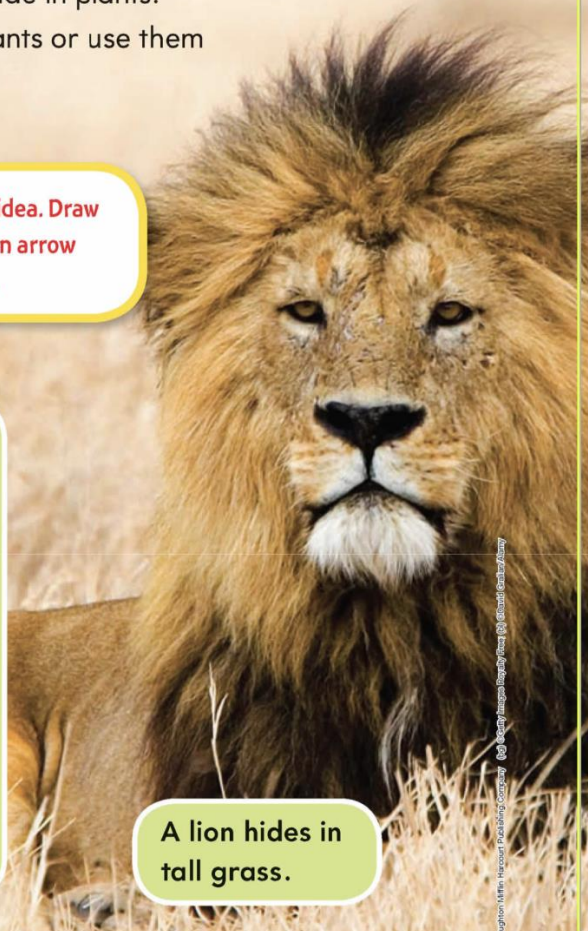
Animals use plants to meet their needs. Many animals use plants for shelter. Some animals hide in plants. Other animals live in plants or use them to build homes.

Active Reading

A detail is a fact about a main idea. Draw one line under a detail. Draw an arrow to the main idea it tells about.



An owl finds shelter in a tree.



A lion hides in tall grass.



Animals need to breathe air to get oxygen, a gas in the air. Plants give off oxygen.

Some animals use plants for food. Some animals eat animals that eat plants.



A panda eats bamboo.



Ants find both food and shelter in the thorns of this tree.

Write another example of how an animal uses plants to meet its needs.



Giving Help

Animals may help plants reproduce, or make new plants. Some animals carry fruits to new places. There, the seeds inside the fruits may grow into new plants.

Active Reading

The main idea is the most important idea about something. Draw two lines under the main idea.



The dog spreads seeds that are inside the burrs on its fur.



Some animals spread pollen for plants. **Pollen** is a powder that flowers need to make seeds. Pollen may stick to an animal. The animal carries the pollen from flower to flower. This helps plants make new plants.

A woodpecker moves acorns with its beak. Seeds are inside the acorns.

► **Underline two examples of how animals help plants reproduce.**



As a bat drinks the flower nectar, pollen rubs off on the bat.



A beetle carries pollen on its body.

Eat Up!

These pictures show a food chain. A **food chain** shows how energy moves from plants to animals. Follow the arrows. They show how plants and animals are linked in a food chain.



Food chains start with sunlight and plants. In this food chain, the water plants use sunlight to make food.



A turtle eats the water plants.



An eagle eats the turtle.

▶ Draw what is missing from the first step of the food chain.



Living and Nonliving Things

Living Things



living frog on a frog statue

- Living things need food, water, and air.
- Living things grow and change.
- They can make new living things.

Nonliving Things



- ▶ Animals are living things.
- ▶ Plants are living things.
- ▶ Living things are almost everywhere on Earth.

3



- ▶ Nonliving things do not need food.
- ▶ They do not need water and air.
- ▶ Nonliving things do not grow and change.
- ▶ They do not make things like themselves.

4

Food and Water for Animals



- ▶ Animals need food to survive, or stay alive.
- ▶ Animals also need water to survive.

5

Animals Need Air



gills



- ▶ All animals need oxygen.
- ▶ Fish use gills to get oxygen from water.
- ▶ Most other animals use lungs.

6

Space and Shelter



prairie dogs

- Animals need space to find food.
- They need space to care for their young.
- Animals also need shelter.
- Shelter is a safe place to live.
- Prairie dogs dig holes for shelter.

Water, Light, and Air for Plants



- Plants need water, light, and air to live.
- They also need nutrients from the soil.
- Plants use these things to make food.



▶ bald cypress



▶ cactus



▶ sunflowers

- ▶ Some kinds of plants need a lot of water.
- ▶ Other kinds, like cactus plants, need less water.

- ▶ Some plants need more light than others.
- ▶ Sunflowers need a lot of light.
- ▶ Ferns do not need a lot of light.

Room to Grow



- ▶ As plants grow, they need more space.
- ▶ The roots get bigger and longer.
- ▶ The stems and leaves also grow.

Name _____

▶ Draw a line from the sentence part on the left to the sentence part that completes it.

- | | |
|-------------------------------|---|
| 1. A living thing is _____ | something that is not alive, like water and rocks. |
| 2. A nonliving thing is _____ | things plants need to live. |
| 3. Nutrients are _____ | something that is alive, like a plant or an animal. |
| 4. To survive is to _____ | a safe place to live. |
| 5. A shelter is _____ | stay alive. |

Name _____

▶ Write a word from the box to finish each sentence.

oxygen	living	water
soil	light	nonliving

1. A sunflower is a _____ thing.
2. A rock is a _____ thing.
3. Gills help fish get the _____ they need.
4. Both plants and animals need air and _____ to live.
5. Plants need nutrients from _____.
6. Some plants need more _____ than other plants.

Apply Concepts

Fill in the chart. Write how each thing can change its environment.

Things That Change Environments	How Environments Change How They Change Environments
fire	_____ _____
kudzu	_____ _____
beaver	_____ _____
people	_____ _____



Family Members: Walk with your child through your neighborhood. Observe and discuss ways that living things and other things that happen in nature have changed the environment.

Essential Question

How Do Environments Change Over Time?

Engage Your Brain!

Find the answer to the question in the lesson.

What changed this environment?

Active Reading

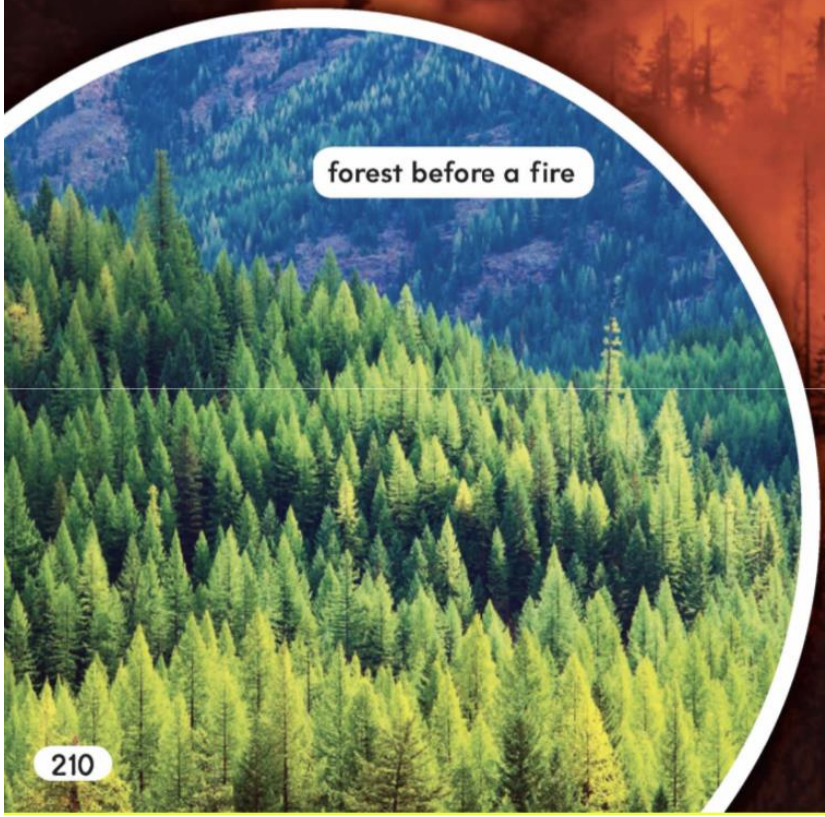
Lesson Vocabulary

- 1 Preview the lesson.
- 2 Write the vocabulary term here.



Nature's Work

Things happen in nature that can change environments over time. Different kinds of weather change an environment from season to season. Fires and earthquakes can make changes in minutes.



forest before a fire

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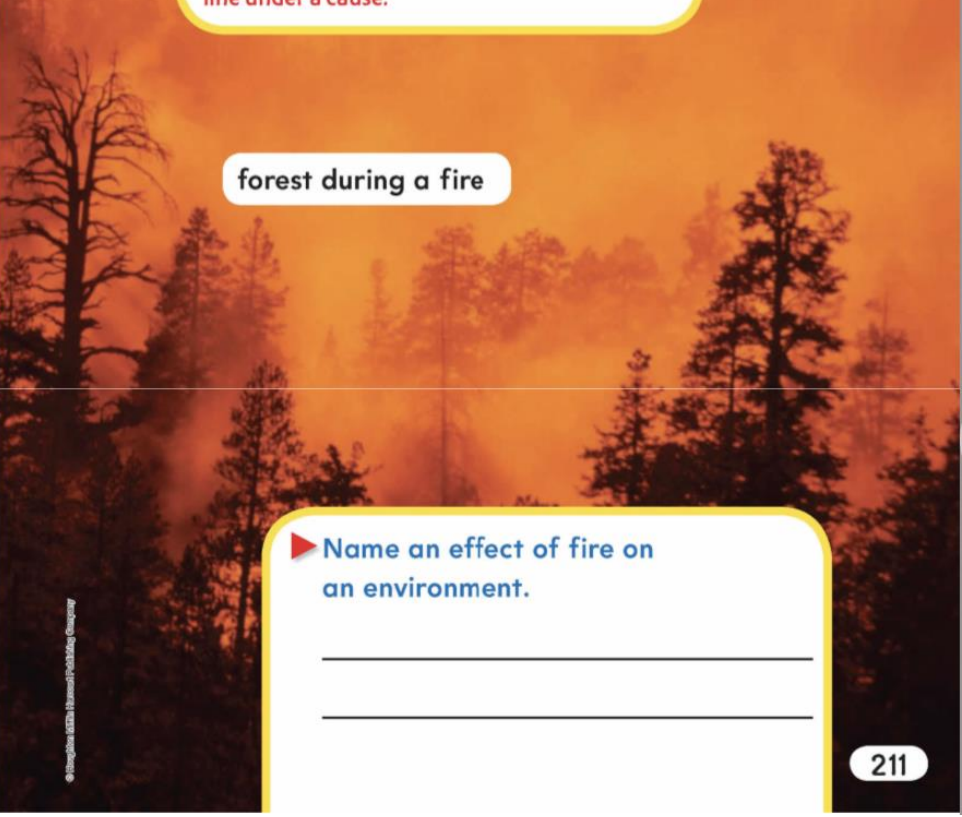
Fire can change an environment. It burns trees and plants. Some animals move to safer places. Some animals may die.

The changes do not last forever. New trees and plants grow back. Animals come back to the area to live in the trees and eat the plants.

Active Reading

A cause tells why something happens. Draw one line under a cause.

forest during a fire



▶ Name an effect of fire on an environment.

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A Change of Pace

Animals and plants can change an environment. The kudzu plant grows very fast. The plant will grow over other plants. The plants that are covered do not get enough light. They may die.

Beavers build dams, which form ponds. Beavers pile sticks, branches, and mud over a shallow area of running water. The dam blocks the running water and makes a pond.

When beavers cut down trees, some birds and insects lose their homes.



A kudzu plant has grown over these cars.

The pond that beavers make becomes a home for some plants and animals.

Do the Math!

Skip Count by 10s

A beaver dam can be 10 feet high! How high would 3 beaver dams be? Skip count to find the answer. Show your work.

_____ feet

Why It Matters

What People Do

People change environments, too. People change environments because they need resources. A **resource** is anything people can use to meet their needs. People can help and harm environments. How do you change your environment?

Active Reading

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



Reducing trash and recycling help keep environments clean.



People may need to cut down trees to make space for buildings.



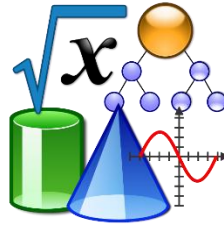
People help by planting new trees.

Write how people can change the environment.

help	harm
_____	_____
_____	_____
_____	_____

NPS Learning in Place

Second Grade



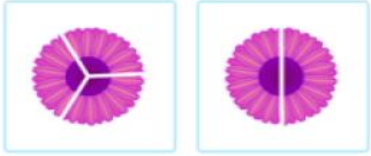
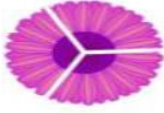
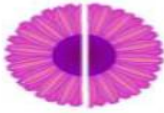
Name _____




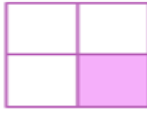

Teacher _____ School _____

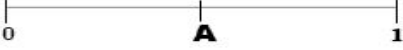
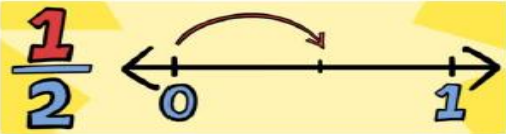

April 27 – May 15

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Learn with an example Set, area/region, length models	Unit Fractions and Regions (Pgs. 356 and 357)	Non-unit fractions and regions (Pgs. 360,361)	Fraction of a set (Pgs. 368, 369) Problem Sol. (pg. 370)	Quick Review and Writing prompt
Week 2	Review Set Models	Reresenting a fraction as a set	Representing fractions as a region/area model	Representing fractions of Legnth	Matching Fractions of Set, Area and Length
Week 3	Comparing Fractions (Same Denominator): Pizza Problem	Comparing Unit Fractions (Same Numerator): Sandwich Problem	Comparing Fractions: Shading fractions and using symbols	Comparing Fractions: Write to Explain. (Cartoon)	Comparing Fractions: Fraction Strip Pieces

Learn with an example

Question	Key Ideas	Solution
<p>Which figure shows thirds?</p> 	<p>Thirds means 3 equal parts.</p>	<p>This figure shows 3 equal parts.</p>  <p>It shows thirds.</p> <p>This figure shows 2 equal parts.</p>  <p>It does not show thirds.</p>

Question	Key Ideas	Solution
<p>Which shape shows the fraction $\frac{1}{8}$?</p> 	<p>Count the equal parts.</p> <p>Count the colored parts</p>	<p>Look at the shape.</p>  <p>Count the equal parts. There are 8 equal parts.</p> <p>Count the colored parts. There is 1 equal part.</p> <p>1 out of the 8 parts is colored. This shape shows the fraction $\frac{1}{8}$.</p> <p>This shape shows $\frac{1}{3}$ This shape shows $\frac{1}{4}$</p>   <p>This shape shows $\frac{1}{6}$</p> 

Question	Key Ideas	Solution
<p>What fraction is shown by A on the numberline?</p> 	<p>0 to 1 is the whole you want to split apart. 1 (A) is the part you are talking about called the numerator.</p> <p>Total number of parts is called the Denominator</p> <p>Remember to count spaces not the marks.</p>	 

Unit Fractions and Regions

A **fraction** can name equal parts of a whole.

number of purple parts: 1
number of equal parts: 2

One half is purple.
 $\frac{1}{2}$ is purple.

number of orange parts: 1
number of equal parts: 3

One third is orange.
 $\frac{1}{3}$ is orange.

number of yellow parts: 1
number of equal parts: 4

One fourth is yellow.
 $\frac{1}{4}$ is yellow.

number of red parts: 2
number of blue parts: 2
number of green parts: 2
number of equal parts: 6

Write the fraction.
 $\frac{2}{6}$ is red. $\frac{2}{6}$ is blue. $\frac{2}{6}$ is green.

Guided Practice
Write how many green parts there are. Write how many equal parts there are. Write the fraction.

- _____ part is green.
_____ equal parts
 $\frac{1}{2}$ is green.
- _____ part is green.
_____ equal parts
_____ is green.
- _____ part is green.
_____ equal parts
_____ is green.

Do you understand? Ahmed ate $\frac{1}{4}$ of his sandwich. How many pieces did he eat?

Independent Practice
Write the fraction for the shaded part of the shape.

-
-
-
-
-
-

Word Bank
fraction

Algebra
10. Look at the pattern. What number belongs in the box?
 $\frac{1}{2}, \frac{1}{4}, \frac{1}{6}, \frac{1}{\square}$

Non-Units Fractions and Regions

Fractions can name more than one equal part of a whole.

number of orange parts: 2
number of equal parts: 4

Two fourths is orange.
 $\frac{2}{4}$ is orange.

number of purple parts: 2
number of equal parts: 3

Two thirds is purple.
 $\frac{2}{3}$ is purple.

number of yellow parts: 3
number of equal parts: 4

Three fourths is yellow.
 $\frac{3}{4}$ is yellow.

number of blue parts: 2
number of green parts: 2
number of pink parts: 2
number of equal parts: 6

Name the fractions.
 $\frac{2}{6}$ is blue. $\frac{2}{6}$ is green. $\frac{2}{6}$ is pink.

Guided Practice
Write the fraction for the shaded part of the shape.

- _____ parts are blue.
_____ equal parts
 $\frac{2}{4}$ is blue.
- _____ parts are green.
_____ equal parts
_____ is green.
- _____ parts are yellow.
_____ equal parts
_____ is yellow.

Do you understand? Does this shape show $\frac{3}{4}$ shaded? How do you know?

Independent Practice
Write the fraction for the shaded part of the shape.

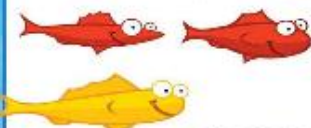
-
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Reasoning Shade to complete the pattern.

13.

Fractions – Day 4

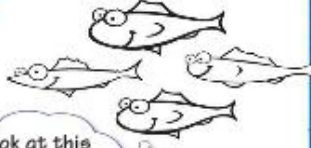
Fractions can name parts of a **set**.



What fraction of the set is red?


2 red fish
3 fish in all
 $\frac{2}{3}$ of the fish are red.

Fractions can show parts of a set.




Look at this set. Show $\frac{3}{4}$ red.

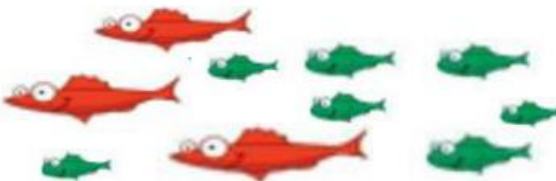
$\frac{3}{4}$ ← red fish
← fish in all
 $\frac{3}{4}$ of the fish are red.



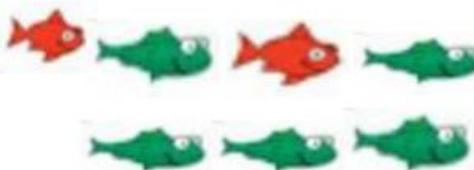
Write the fraction of the set that is red.

1. 


5 red fish
6 fish in all
 $\frac{5}{6}$ of the fish are red.

2. 

____ red fish
____ fish in all
____ of the fish are red.

3. 

____ red fish
____ fish in all
____ of the fish are red.

4. 

____ red fish
____ fish in all
____ of the fish are red.

Do you understand? Try writing a fraction for the following.

There are 8 fish. 3 of the fish are green.
What fraction of the fish are green?

____ of the fish are green.



Area Model

Heather made the pattern below. She used black squares and white squares. How much of the rectangle is shaded black?



- A Eight-thirds B three-eighths
C three eight D eight and three

Set Model

Mrs. Thomas baked some chocolate chip and sugar cookies. What fraction of the cookies are chocolate chips?



Length Model

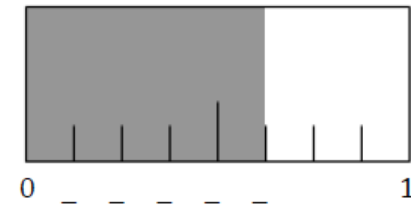
What fraction is shown by N below? *Hint: count the spaces, not the marks.*



- A $\frac{1}{6}$ B $\frac{1}{2}$ C $\frac{1}{8}$ D $\frac{1}{3}$

Length Model

What part of the ruler is shaded?



- A $\frac{1}{8}$ B $\frac{3}{8}$ C $\frac{5}{8}$ D $\frac{7}{8}$

Choose one prompt to answer as a challenge on another sheet of paper. Use pictures numbers and words to explain yourself.

1. Angie is baking eight chocolate chip cookies. She put them into fourths. Draw pictures of what fourths of the cookies look like. Explain how you know.
2. Logan has 12 cookies that he plans to share with three friends and himself. Each friend will receive _____. Draw a picture of each friend's share. Is it possible to make fair shares? Explain why or why not.
3. Compare the set model from day 3 to the region/area model from day 4 of fractions. How are the models different? What do they have in common?

Focus: Fraction as a Set

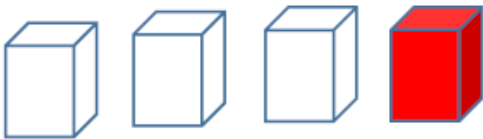
Fractions can name parts of a set.

2 red fish
3 fish in all

$\frac{2}{3}$ of the fish are red.

What fraction of the set is red?

1) Write the fraction of the set that is red



___ red block
___ blocks in all
___ of the blocks are red

2) Write the fraction of the set that is blue



___ blue hearts
___ hearts in all
___ of the hearts are blue

3) Write the fraction of the set that is red



___ red moon
___ moons in all
___ of the moons are red

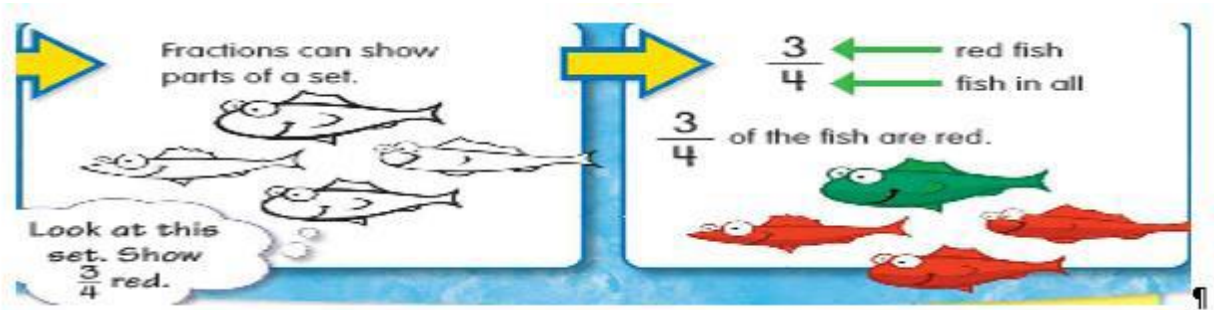
4) Write the fraction of the set that is blue













___ blue stars
___ stars in all
___ of the stars are blue

Writing: Do you understand? Try this. There are 8 flowers. 3 of the flowers are red. Show the set. What fraction of the flowers are red? Explain your thinking and draw a model.

Focus: Fractions of a Set



<p>1) Color to show the fraction</p>  <p>$\frac{1}{3}$ of the fish are blue.</p>	<p>2) Color to show the fraction</p>  <p>$\frac{2}{4}$ of the fish are blue.</p>
<p>3) Color to show the fraction</p>  <p>$\frac{5}{8}$ of the fish are orange</p>	<p>4) Color to show the fraction</p>  <p>$\frac{4}{6}$ of the hearts are red</p>
<p>5)</p> <p>Circle the model that represents $\frac{3}{6}$</p> <p>A. → </p> <p>B. → </p> <p>C. → </p>	<p>6)</p> <p>Circle the model that represents $\frac{1}{2}$</p> <p>A. </p> <p>B. </p> <p>C. </p>

Writing: On another sheet of paper, write a story about a set that shows $\frac{1}{6}$.

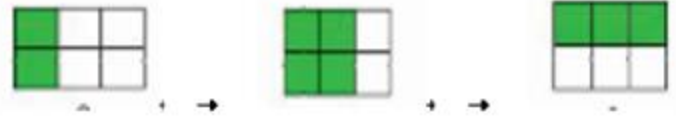
Then complete the sentence: $\frac{1}{6}$ of the ____ is ____.

Focus: Practice with Fractions of a Region

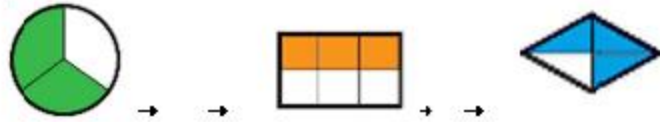
1) Circle the model that represents $\frac{1}{2}$?



2) Circle the model that represents $\frac{4}{6}$



3) Circle the model that represents $\frac{2}{3}$



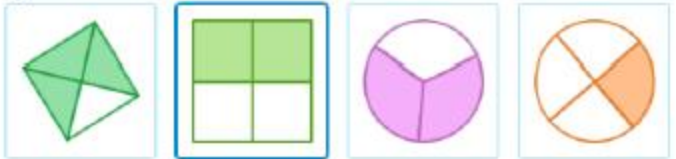
4) Circle the model that represents $\frac{3}{4}$



5) Circle the model that represents $\frac{6}{8}$



6) Circle the model that represents $\frac{2}{4}$



7) Circle the model that represents $\frac{1}{3}$



8) Circle the model that represents $\frac{1}{4}$

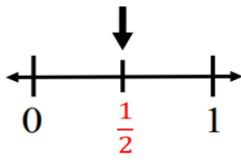


9)

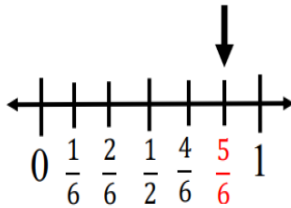
Write a story that shows $\frac{3}{4}$ of a pizza with your favorite topping. Make sure you draw a picture

Focus: Fractions on a Number Line or Length Model

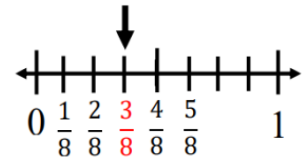
When using a length model, remember to count the total spaces in the whole. This is the type of fractions you are counting. This is your denominator. Don't just count the lines!



This one has 2 segments



This one has 6 segments



This one has 8 segments

Fill in the box to show what fraction of the whole is represented.

Fractions
Day 10

1. Cut the rectangles apart.
2. Play a matching game.
3. Glue them together on a sheet of paper.

halves	thirds	quarters	sixths	eighths
Region 	Region 	Region 	Region 	Region
Set 	Set 	Set 	Set 	Set
Length 	Length 	Length 	Length 	Length

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for cutting purposes**

Fractions Day 11

Show your thinking with pictures, numbers and words on another sheet of paper.

Charlie ate three slices of pizza and Lenox ate one slice of pizza. Both slices came from a cheese pizza that was cut into eight equal pieces. What fraction of the pizza did each one eat? Who ate more pizza? How do you know? (Draw a picture, write a fraction, and write a sentence that explains how you know.)

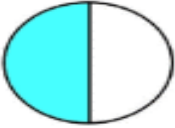


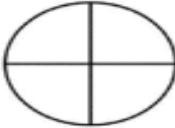







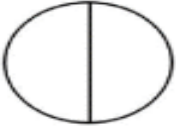

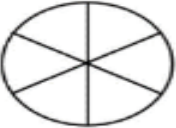






Fractions Day 12

Show your thinking with pictures, numbers and words on another sheet of paper.

Eduardo and David both ate one piece of a sandwich. Eduardo ate one piece from a roast beef sandwich that was cut into six equal pieces. David ate one piece from a turkey sandwich that was cut into eight equal pieces. What fraction of the sandwich did each boy get? What boy got more? How do you know? (Draw a picture, write a fraction, and write a sentence that explains how you know.)

Fractions – Day 13

Shade the fraction diagrams and use the symbols $>$, $<$ and $=$ to show how the fractions compare. The first one is done for you.

1)		$\frac{1}{2}$	$>$		$\frac{1}{3}$	
2)		$\frac{1}{3}$			$\frac{1}{4}$	
3)		$\frac{1}{5}$			$\frac{1}{3}$	
4)		$\frac{1}{2}$			$\frac{2}{4}$	
5)		$\frac{3}{4}$			$\frac{2}{3}$	
6)		$\frac{2}{5}$			$\frac{1}{2}$	
7)		$\frac{1}{3}$			$\frac{2}{6}$	
8)		$\frac{1}{4}$			$\frac{1}{5}$	
9)		$\frac{3}{5}$			$\frac{3}{4}$	
10)		$\frac{5}{6}$			$\frac{2}{2}$	

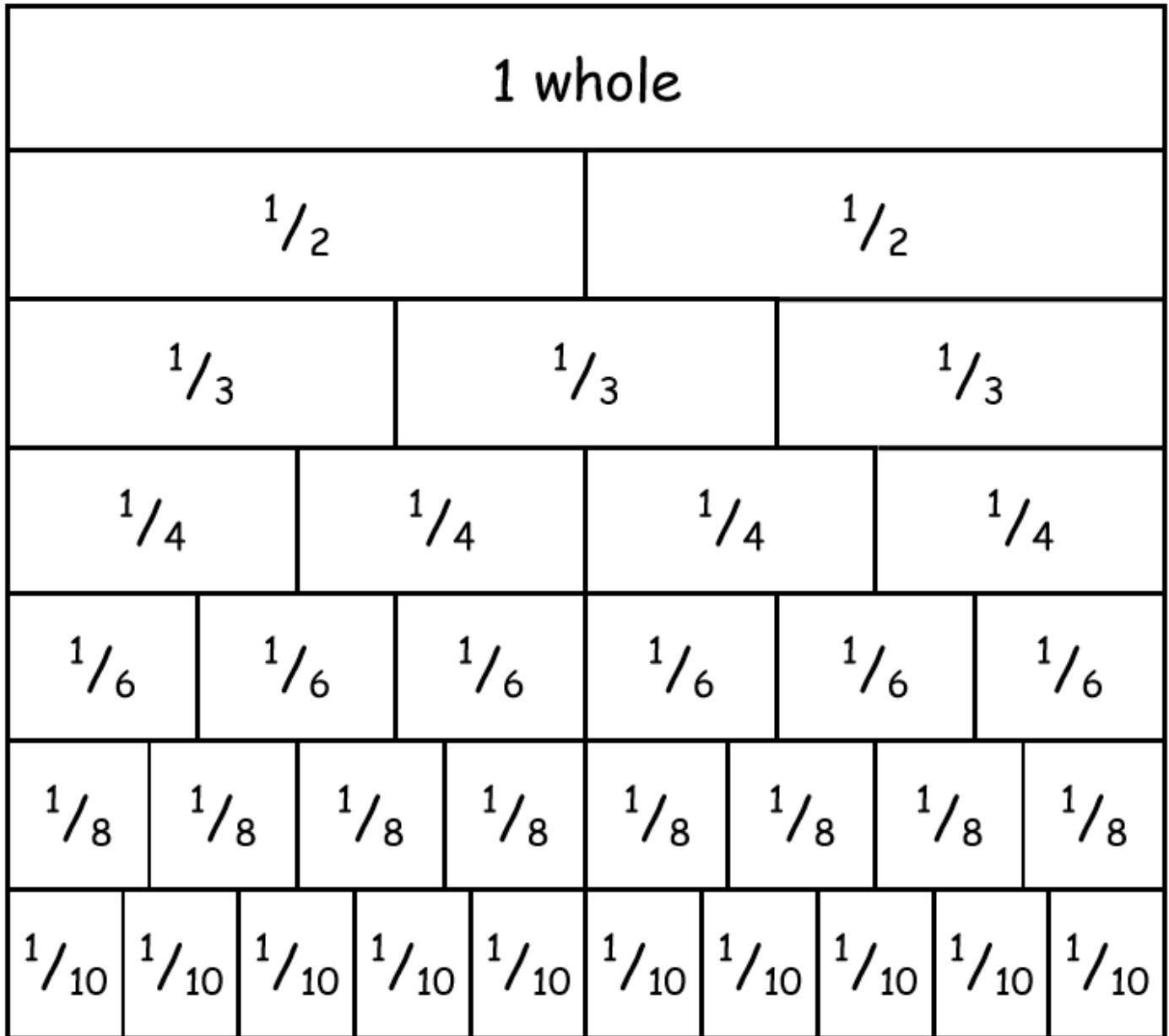
Fractions – Day 14

Write to Explain



The little girl thinks that her brother got more sandwich than she did. Is she correct? Why or why not? Explain your reasoning to her.

Fractions – Day 15



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Directions: 1. Cut out the fraction strip pieces.

2. Model the fractions named on the record sheet.
Glue the fraction pieces on the paper.

3. Use the signs $>$ (greater than), $<$ (less than),
or $=$ (equal) to compare the fractions.

Comparing Fractions (record sheet)

$$\frac{1}{3} \bigcirc \frac{1}{4}$$

$$\frac{1}{2} \bigcirc \frac{3}{10}$$

$$\frac{1}{2} \bigcirc \frac{3}{6}$$





$$\frac{1}{3} \bigcirc \frac{4}{8}$$


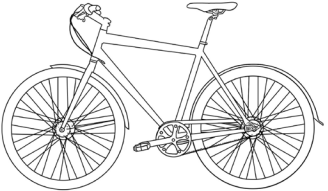

$$\frac{1}{4} \bigcirc \frac{1}{3}$$



2ND GRADE ART, MUSIC, PE, GIFTED AND ESL

Elementary Art-Learning in Place Packet

Grades K-5 April 27-May 15, 2020

Grades K-1	Instructions	Vocabulary to Discuss	Examples (Do not copy)
April 27-May 1	Go outside and take a walk, don't forget to take your paper with you. Crisscross applesauce and draw a flower or plant using a pencil or pick the flower and take it indoors to draw. This is called observational drawing, which means drawing from life. Add color using crayons, markers, colored pencils or watercolor.	Observational drawing Line Color Nature	
May 4-8	Draw a picture of your favorite dessert. Think about the shapes that make the object. Use different types of lines. Create a pattern on the background.	Shape Color Line-(straight, zigzag, broken, dotted, wavy) Background Pattern	
May 11-15	Go for a nature walk with your family. Draw one of the animals that you see in your neighborhood. Draw the shape of the animal and then add color to create the texture of the animals (fur, scales, hair, or feathers). Don't forget to draw where the animal lives-habitat. The entire page should be filled with color.	Shape Texture (how something feels or looks like it feels) Habitat Color	
Grades 2-3			
April 27-May 1	. Go outside and take a walk, don't forget to take your paper with you. Find plant life or flowers you would like to draw. Crisscross applesauce and begin drawing what you see with a pencil. This is called	Observational drawing Nature Foreground Background Line Color	

	observational drawing, which means drawing from life. After completing your sketch, take your art inside and add color using crayons, markers, colored pencils or watercolor.		
May 4-8	Draw a chair. A chair may seem like a complex object, break it down into smaller shapes. Use your observational drawing skills. Really look at the chair and how all of the shapes connect together. Add shadow and horizon line.	Observational Draw Shapes Form Shadow Horizon Line	
May 11-15	Draw a picture of your favorite toy. Think about the shapes that make the whole object. Add color and then add shadow and highlight to the color. Add a horizon line and color to the background.	Observational Draw Shapes Shadow Highlight Background	
Grades 4-5			
April 27-May 1	Go outside and take a walk, don't forget to take your paper with you. Find plant life or flowers you would like to draw. Crisscross apple sauce and begin drawing what you see with a pencil. This is called observational drawing, which means drawing from life. After completing your sketch, take your art inside and add color using crayons, markers, colored pencils or watercolor.	Observational drawing Nature Foreground Middle ground Background Line Color	

<p>May 4-8</p>	<p>Begin in one spot on the paper and start drawing doodles. Create as many doodles as you like, no doodles should overlap or interfere with any other doodles.</p> <p>If you wish, you can create a doodle theme. In other words, draw only geometric shapes (ie squares, triangles, circles etc.) or draw only organic shapes (squiggly “natural” shapes).</p> <p>When you have filled your paper with doodles, begin coloring in.</p> <p>You may use solid color, lines, texture, or pattern to fill the entire page.</p>	<p>Doodle Overlap Geometric Shapes Picture Plane Organic Shapes Line Color Texture Pattern</p>	
<p>May 11-15</p>	<p>Contour Portrait Drawing: A contour drawing is an excellent way to train the eye to draw what it really sees rather than what it thinks it sees. Look in the mirror.</p> <p>Pick a point on the object where the eye can begin its slow journey around the contour or edge of the object. Remember, the eye is like a snail, barely crawling as it begins its journey.</p> <p>When the eye begins to move, so should the hand holding the pencil. Try drawing the entire contour of the object without lifting your pencil from the paper.</p>	<p>Contour Portrait Proportion</p>	

Are you looking for more art ideas?

Silly Drawing Prompts

Animals

1. Draw a llama surfing.
2. Draw a fish swimming in something other than water.
3. Combine two animals to create a new one.
4. Draw a shark eating a cupcake.
5. Draw a crab at a birthday party.

6. Draw a seahorse in a blizzard.
7. Draw a dinosaur crying.
8. Draw an animal with arms for legs and legs for arms.
9. Draw a pug on a treadmill.
10. Draw a horse throwing a horseshoe.
11. Draw a shark waterskiing.
12. Draw a walrus in a beach chair.
13. Draw a circus elephant standing on a ball.
14. Draw a koala bear sitting on a trashcan.
15. Draw a lizard putting on lipstick.
16. Draw a squirrel roasting a marshmallow.
17. Draw an octopus with spoons for legs.
18. Draw a mouse riding a motorcycle.
19. Draw a flamingo doing ballet.
20. Draw a butterfly eating a steak
21. Draw a cat chasing a dog.
22. Draw a lobster dancing.
23. Draw a cat playing a sport.
24. Draw a chicken skydiving.

Food

1. Draw a piece of fruit in outer space.
2. Draw a Pop Tart lifting weights.
3. Draw a loaf of bread at a disco.
4. Draw a rainstorm of sprinkles.
5. Draw french fries on a rollercoaster.
6. Draw a food eating another food.
7. Draw a walking taco.
8. Draw chicken wings flying.
9. Draw a banana slipping on banana peels.
10. Draw a cookie with googly eyes instead of chocolate chips.
11. Draw a pineapple rollerblading.
12. Draw a piece of asparagus snowboarding.
13. Draw an annoying orange.
14. Draw a donut riding a skateboard.
15. Draw a turkey leg eating a turkey sandwich.
16. Draw a cheeseburger wearing a dress.
17. Draw a banana in pajamas.
18. Draw a peanut butter and jelly sandwich on vacation.
19. Draw an apple talking to your art teacher.
20. Draw a hot dog flying.
21. Draw a lemon making orange juice.
22. Draw an ice cream cone eating a Popsicle.
23. Draw a garden of lollipops.

MUSIC

2nd Grade Learning in Place April 27-May 1, May 4-8, and May 11-15

Name _____ Teacher _____

Work alone or with someone. Read and complete the activity in a square. Mark an X over the completed activity. Complete 5 activities in a row to win MUSIC BINGO each week. Rows can go top to bottom, left to right, or diagonally across the squares.



<p>SING a song or poem</p>	<p>Tell a story using a LOW VOICE</p>	<p>DANCE or MOVE SLOW</p>	<p>SING a song FAST</p>	<p>SPEAK a song or poem</p>
<p>Ask an adult what song they remember from their childhood. Have them SING it to you.</p>	<p>CHANGE the words to a song</p>	<p>Make or find something to shake. PLAY along with a song.</p>	<p>March to the STEADY BEAT of a song</p>	<p>LISTEN to the music that's created outside your window</p>
<p>Pat your legs to the STEADY BEAT of a song</p>	<p>PLAY a beat using pencils while LISTENING to your favorite song</p>		<p>SING a silly song</p>	<p>Tell a story using a HIGH VOICE</p>
<p>LISTEN to a song and name 1 instrument you hear</p>	<p>Clap your hands to the STEADY BEAT of a song</p>	<p>SING a soft (quiet) song to your favorite toy</p>	<p>DANCE or MOVE to a song</p>	<p>Clap this pattern to someone else: </p>
<p>WHISPER a song or poem</p>	<p>SING a song SLOW</p>	<p>Tap your toes to the STEADY BEAT of a song</p>	<p>DANCE or MOVE FAST</p>	<p>SHOUT a song or poem</p>

Mark below for each week you complete a MUSIC BINGO!

___ April 27-May 1

___ May 4-8

___ May 11-15

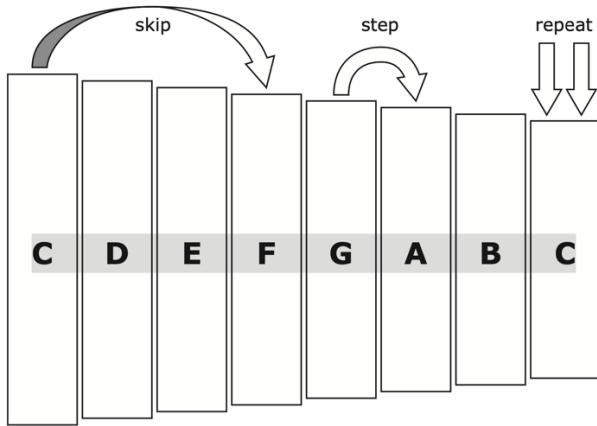
Music Learning in Place

MUSIC

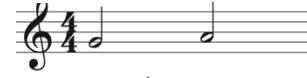
2nd Grade Learning in Place April 27-May 1, May 4-8, and May 11-15

Name _____ Teacher _____

MELODY: Melodies move up, down, or stay the same.
It's called moving by skips, steps, or repeated notes.



skip



step



repeat

Look at the pairs of notes below. Do they move by a skip, step, or repeat?
Write your answer on the lines below.



1. _____ 2. _____ 3. _____ 4. _____



5. _____ 6. _____ 7. _____ 8. _____



9. _____ 10. _____ 11. _____ 12. _____























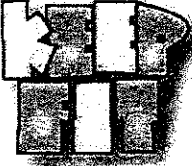
13. _____ 14. _____ 15. _____ 16. _____

Physical Education Fitness Calendar

Directions: Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

Note: if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

April 2020



























Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Student Name: _____ Parent Signature: _____ Classroom Teacher: _____		Hold a push-ups position while saying the months of the year 3 times. 	Skip around the house while you sing the school song. 	Crab Walk from the kitchen to your bedroom (even if it's up or down the stairs!) 	Rest Day	
Get some cans of food and do arm curls while a family member or friend counts to 100. Use both arms! 	Keep your legs straight while you bend relaxed at the waist. Breathe in and out slowly making your hands reach for the floor. 	Do the butterfly stretch while saying out loud 10 words that begin with the letter "J". 	Reach up off the floor 15 times. 	Do squats while watching 3 commercials on T.V. 	Rest Day	
Challenge a family member or friend to a "Mountain Climber To 50" Race. 	Pretend to hula hoop while saying the alphabet forwards then backwards. If you have a hula hoop, use it! 	Dance to one of your favorite songs. 	Do 60 seconds of arm circles. 	Rest Day		Grab one foot and stretch your thigh for 30 seconds. Repeat using the other leg. Then try it with your eyes closed. 
Stand in front of a mirror and flex or move every muscle you can think of. 	Get some cans of food and do lunges while a family member or friend sings you THEIR favorite song. 	Spell your full name while you jump in the air for each letter. 	Rest Day		Reach and touch your toes while counting to 30. Go slow! Repeat 3 times. 	Do 50 side bends. While doing them sing your favorite song out loud. 
Do 100 Jumping Jacks. 	With your back flat against the wall, do the Wall Sit for 60 seconds. 	Rest Day		Make up your own fitness challenge and draw it on the back of this paper. 29	Pick One Of Your Favorite Days And Do It Again!!! 	Check off (✓) when you finish each day

Physical Education Fitness Calendar

Directions: Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

Note: if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Student Name: _____ Classroom Teacher: _____		Parent Signature: _____		Check off (✓) when you finish each day		Touch your elbows to knees 50 times while keeping your eyes closed.  1	Keep your belly on the floor while you push up off the floor. Repeat 20 times.  2
Do squats while singing the school song.  3	Do 15 push-ups.  4	Hold a plank position while counting to 100 by 5's.  5	Do 25 back leg kicks for each leg.  6	Ask a family member or friend to read a short passage from a book to you while you hold onto one foot.  7	Do 50 windmills touching one foot, then the other.  8	Rest Day 9	
Reach to both sides of your body while listening to one of your favorite songs.  10	Stretch your calf muscles while you watch 3 commercials on T.V.  11	Reach for one toe while counting to 25 backwards. Repeat with the other leg. Do that 3 times per leg.  12	Do 50 Jumping Jacks with a family member or friend.  13	In a straddle position reach for one toe and count to 10. Repeat reaching for the other toe. Do that 3 times per leg.  14	Rest Day 15	Hold one foot while balancing and counting to 20. Repeat holding the other foot. Do that 3 times per leg.  16	
Do jumping jacks every time a commercial comes on T.V.  17	With both legs straight, see how far you can reach. Go slow! Breathe in and out each time you reach.  18	Jog in place while you answer 10 math questions given to you by a family member or friend.  19	With legs crossed reach up and over your body as far as you can. Repeat reaching the other way. Repeat 3 times per side.  20	Rest Day 21	Do 50 lunges.  22	Put your toes under the couch and do 15 curl-ups.  23	
Do a plank while spelling your full name backwards 3 times.  24	Do windmills while you count to 100 by 2's.  25	Hold a plank position while counting to 50.  26	Rest Day 27	Do a jumping jack for every letter of the alphabet.  28	Jog 3 times around the outside of your home or block.  29	Make up your own fitness challenge and draw it on the back of this paper. 30	
Pick One Of Your Favorite Days And Do it Again!!! 31			EXERCISE				

what's YOUR name! WORKOUT FOR BEGINNERS

SPELL OUT YOUR FULL NAME AND COMPLETE THE EXERCISE LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A DIFFERENT HISTORICAL PERSON'S NAME OR A FAMILY MEMBER'S NAME EACH TIME.

- | | |
|-------------------------------|---------------------------------|
| A 10 jumping jacks | N 10 second jump rope |
| B 5 push-ups | O 10 russian twists |
| C 1 burpee | P 5 plie squats |
| D 20 high knees | Q 10 arm circles |
| E 5 crunches | R 10 skaters |
| F 10 mountain climbers | S 10 second jog in place |
| G 5 squats | T 10 butt kickers |
| H 10 front lunges | U 5 inchworms |
| I 10 side lunges | V 5 tricep dips |
| J 10 second wall sit | W 3 star jumps |
| K 5 calf raises | X 5 bird dogs |
| L 5 second plank | Y 10 leg raises |
| M 3 squat jumps | Z 5 squat jacks |

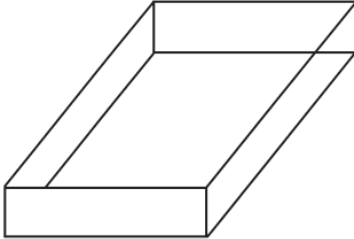


Grade 2: Gifted Opportunities

Gifted Education & Academic Rigor


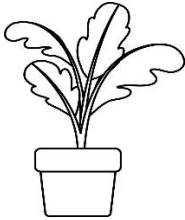



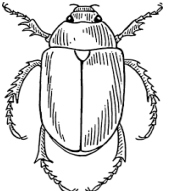
April 27 – May 15

Ready, set, THINK! Complete a Math and/or Communication Skills/Reading activity each week on a separate piece of paper to share with your Gifted Resource Teacher. If your brain needs more, then do the STEM challenge for an extra brain boost! Enjoy!

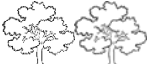
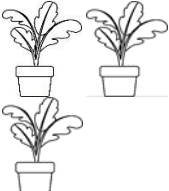


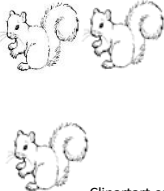

Subject	Week 7 April 27 - May 1	Week 8 May 4-8	Week 9 May 11-15
Math	How many letters of the alphabet, when written in uppercase, have one or more lines of symmetry? How about lowercase letters? Show all of your mathematical thinking.	Jill and Bob are looking at a rectangular prism. Jill says the rectangular prism has one plane shape on it. Bob said there are two plane shapes on it. Who is correct and why? Show and explain all of your math thinking. 	When Mrs. Baxter takes her 3 children to the beach, she always makes sandwiches to bring. She cuts each sandwich into 4 equal pieces. She puts them in a large container. At the beach, everyone can take a piece when one is wanted, and not worry about sand. Mrs. Baxter is only going to eat 1 whole sandwich at the beach, but her children will eat 2 whole sandwiches each. How many sandwich pieces will Mrs. Baxter have to put in the container?
Communication Skills /Reading	Write a paragraph about a girl named Dot, but use no letters with dots (i, j).	Write an "un-ad" that tells the absolute truth about a product. Include important text features that are included in many advertisements.	Some people can't smell. In one paragraph, make them understand "skunk".
STEM Challenge	Create a paper airplane of your own design. Measure how far it flies. See if you can change it to make it fly further. Record your changes and your new measurements.	Design a device for catching ice cream cone drippings.	Using 6 different shapes of found cardboard (think cereal boxes) create a "pet home" for your real or imaginary pet.

Don't forget to read every day! Your brain will thank you 😊.

Grade	K-2 Week 6: April 27- May 1, 2020
Topic	All Kinds of Living Things There are living things all around us. What do you see outside?
Day 1-2 Use a piece of paper or a notebook to complete all assignments.	Asking and Answering a Question Point to the picture. Read or repeat the words. Write the words. Write the question and answer using the sentence frame. Practice asking and answering using the vocabulary. Question: What do you see? Answer: I see a (one) _____. Example: Question: What do you see? Answer: I see <u>a tree</u> . (or) I see <u>one tree</u> .

Singular (one)					
Tree	Plant	Flower	Person	Animal: Squirrel	Insect: Beetle
 Cliparting.com	 vectorstock.com	 Clip-artlibrary.com	 Cliparting.com	 Clipartart.com	 Clipartkey.com

Day 3-4 Use a piece of paper or a notebook to complete all assignments.	Point to the picture. Read or repeat the words. Write the words. Write the question and answer using the sentence frame. Practice asking and answering using the vocabulary. Question: How many _____ do you see? Answer: I see _____. Example: Question: How many <u>trees</u> do you see? Answer: I see <u>two trees</u> .
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Plural (more than one)					
Trees	Plants	Flowers	People	Animals: Squirrels	Insects: Beetles
 Cliparting.com	 vectorstock.com	 Clip-artlibrary.com	 Cliparting.com	 Clipartart.com	 Clipartkey.com

Day 5 Use a piece of paper or a notebook to complete all assignments.	Personal Connection Look outside or walk outside with a parent. How many living things do you see? Draw a picture of what you see. Color and label your picture. Say, draw, or make a list of new living things that you see. Start your sentence with the word outside . Example: Outside I see <u>three trees</u> , <u>five flowers</u> , and <u>two people</u> .
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Grade	K-2 Week 7: May 4-8, 2020
Topic	All Kinds of Living Things There are living things all around us. What do you see outside?
Day 1-2 Use a piece of paper or a notebook to complete all assignments.	What did you see? Point to the word. Read or repeat the words. Write 3 new words. Draw a picture of each word. Use new words or the words below to make new sentences using the sentence frame. When did you see it? (Yesterday, last week, this morning?) Yesterday I saw a _____. Example: Yesterday I saw <u>a snake</u> .




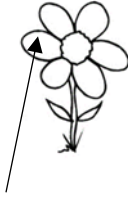
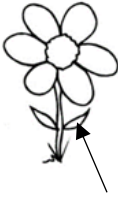
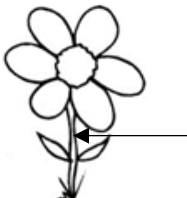
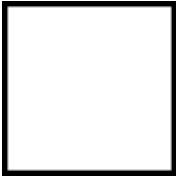
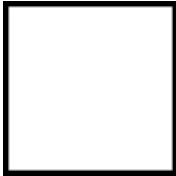

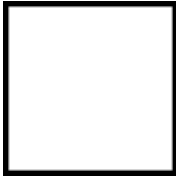
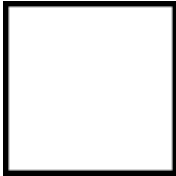
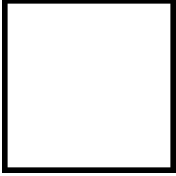
Snake	Bird	Butterfly			

Day 3-4 Use a piece of paper or a notebook to complete all assignments.	Where did you see it? Point to the picture. Read or repeat the words. Write the words. Say or write sentences using the sentence frame. When did you see it? (Yesterday, last week, this morning?) Last week I saw a _____ the _____. Example: Yesterday I saw <u>a snake next to the street</u> .
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...at the	...in the	...next to the	...at the	...in the	...in the
playground	yard	street	beach	tree	bush
 clipartbarn.com	 clipartbarn.com	 cliparting.com	 Wikiclipart.com	 Cliparting.com	 Clipart.email

Day 5 Use a piece of paper or a notebook to complete all assignments.	Family Connection Look outside or walk outside with a parent. Did you see anything new? Draw a picture of new things that you see or draw a picture using your imagination. Imagine you see new plants and animals. Explain your drawing with words or sentences. Example: Yesterday I saw <u>five tigers at the beach</u>.
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Grade	K-2 Week 7: May 11-15, 2020
Topic	All Kinds of Living Things There are living things all around us. What do you see outside?
Day 1-2 Use a piece of paper or a notebook to complete all assignments.	<p style="text-align: center;">Describing Flowers Parts with Color</p> <p style="text-align: center;">Point to the word. Read or repeat the words.</p> <p style="text-align: center;">Use a crayon or marker to color the boxes under the color words.</p> <p style="text-align: center;">Use new words or the words below to make new sentences using the sentence frame.</p> <p style="text-align: center;">The _____ is <u>(color)</u>.</p> <p>Example: The <u>petal</u> is <u>pink</u>.</p>

Seed	Roots	Flower	Petal	Leaf/ Leaves	Stem
 <small>Clipart.email</small>	 <small>Clipart-library.com</small>	 <small>Clip-artlibrary.com</small>	 <small>Clip-artlibrary.com</small>	 <small>Clip-artlibrary.com</small>	 <small>Clip-artlibrary.com</small>
Brown 	Light Brown 	White 	Pink 	Dark Green 	Light Green 

Day 3-4 Use a piece of paper or a notebook to complete all assignments.	<p style="text-align: center;">Describing The Parts of a Flower</p> <p style="text-align: center;">If you can, look closely at small flowering plants outside or weeds in the grass. Draw three different plants with the plant parts. If you do not see any, imagine your own using all of the plant parts. Make the plants different colors, shapes, and sizes. Describe each drawing with words or in writing using the sentence frame.</p> <p style="text-align: center;">This is a <u>(color)</u> flower. It has a _____ and a _____.</p> <p>Example: This <u>yellow</u> flower. It has a <u>stem</u> and a <u>seed</u>.</p>
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Day 5 Use a piece of paper or a notebook to complete all assignments.	<p style="text-align: center;">Family Connection</p> <p style="text-align: center;">Draw a garden with many different plants and animals. Show the dirt and roots, too. Make the garden colorful. Labels all of the colors and the plant parts. Describe it with words or writing.</p> <p style="text-align: center;">Example: This is my garden. My garden has ten flowers, two bushes, and one tree. The flowers have...</p>
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