



**Norfolk Public Schools**  
The cornerstone of a proudly diverse community

# 2<sup>nd</sup> Grade



**Phase IV**  
**May 18 – June 5, 2020**

<b>Name:</b>	
<b>School:</b>	
<b>Grade Level:</b>	<b>Teacher:</b>

**NPS Curriculum & Instruction**

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## Social Studies Learning in Place Plans

**2<sup>nd</sup> Grade: May 18 – May 22**

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p><b>Scarcity</b> – Not being able to meet all wants at the same time because resources are limited</p> <p>Read the sections titled All Gone and Making Economic Choices.</p> <p>Read each set of choices on the activity titled Economic Choices – Scarcity. Answer all questions in complete sentences.</p>	<p><b>Opportunity Cost</b> – the value of the next best thing when you give up whenever you make a decision.</p> <p>Example: You have to make an <b>economic choice</b> between an apple or chips for a snack. You chose the apple. Your opportunity cost is chips. You gave up the opportunity to take the chips in order to choose the apple.</p> <p>Complete the My Choice activity.</p>	<p>The <b>value</b> of an opportunity cost has 2 parts that help us make better economic choice.</p> <ol style="list-style-type: none"> <li>1. Benefits</li> <li>2. Cost</li> </ol> <p>From yesterday’s example of the apple and chips, the benefit would be that you chose a healthier snack. The cost is that you missed out on the salty snack and possibly the apple cost less money.</p> <p>Review yesterday’s lesson and activity. Complete the Choices Matter activity.</p>

## Social Studies Learning in Place Plans

**2<sup>nd</sup> Grade: May 26-29**

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p><b>Memorial Day</b> – This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May.</p> <p>Read the pages on Memorial Day. Answer the following questions on a separate sheet of paper.</p> <ol style="list-style-type: none"> <li>1. Who do we honor on Memorial Day?</li> <li>2. When is Memorial Day?</li> <li>3. What is the <i>National Moment of Remembrance</i>?</li> <li>4. What is special about the Tomb of the Unknowns?</li> <li>5. Why is Memorial Day an important holiday?</li> </ol>	<p>Reread the pages on Memorial Day from yesterday’s lesson.</p> <p>Write a paragraph on a separate sheet of paper about how your family celebrates Memorial Day. Your paragraph should have 5 sentences (Topic, 3 Details, Closing/Conclusion).</p> <p>Questions to think about: How do you celebrate Memorial Day? What do you and your family do? Is there anyone in your family that you celebrate? Is there a special activity you do?</p>	<p><b>Veterans Day</b> – This is a day for the recognition of and respect for Americans who served in the military. It is observed in November.</p> <p><b>Memorial Day</b> – This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May.</p> <p>Use the information you’ve learned this week and the definitions above to complete the Venn Diagram to compare and contrast Memorial Day and Veterans Day.</p>

## Social Studies Learning in Place Plans

2<sup>nd</sup> Grade: June 1-5

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p><b>Independence Day</b> – This is a day to remember when the United States became a new country. It is sometimes called America’s birthday. It is observed on July 4<sup>th</sup>.</p> <p>Read the pages on Independence Day. Answer the following questions on a separate sheet of paper.</p> <ol style="list-style-type: none"><li>1. On what date is Independence Day celebrated?</li><li>2. What is another name for Independence day?</li><li>3. Why would fireworks be red, white, and blue on Independence day?</li><li>4. Who controlled our country in 1776?</li><li>5. What did the Declaration of Independence list?</li><li>6. Why is Independence Day so important to America?</li></ol>	<p>Reread the pages on Independence Day from yesterday’s lesson.</p> <p>Write a paragraph (5 Sentences: Topic, 3 Details, Closing/Conclusion) on a separate sheet of paper answering the following prompts.</p> <p>Do you think “America’s Birthday” is a good nickname for Independence Day? Why or why not? How does your family celebrate Independence Day?</p>	<p>Use the information you’ve learned this week and complete the Venn Diagram to compare and contrast how Independence Day was celebrated when our country was founded (Past/Then) and how we celebrate the holiday today (Present/Now).</p>

## May 18-22: Learning Experience 1: All Gone and Making Economic Choices

### 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.

**Making Economic Choices**

*Something sweet?  
Something fun?  
What would you choose?*

You could buy two ice cream cones  
...OR

...you could buy a toy  
...OR

**WHAT WOULD YOU DO WITH \$5.00?**

...you could go to the movies  
...OR

...you could give the money to charity and help others  
...OR

...you could save the money and buy something bigger later. What would you do?

111

# Economic Choices-Scarcity

You just made all A's on your report card, and Dad asked  
Would You Rather...



Spend an entire day at Dave & Busters with all of your friends and unlimited games



Have an opportunity to choose one thing at Toys R Us without any restrictions

**or**

Which would you choose?

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Why didn't you choose the other option?

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## Choices, Choices

Jimmy needs your advice!

Jimmy had \$53 in his bank. He had saved his money to get the newest video game that was coming out on Friday. However, on Thursday afternoon, his best friend Kyle invited him to Busch Gardens on Saturday. He knew that his mom didn't get paid until next week, so he would have to use his savings if he decided to go.

What should Jimmy do?

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What will he have to give up if he makes this choice?

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## Sweet Choices

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Mr. Jones just bought a candy shop. He was trying to decide on which type of candy to buy for his shop. The candy that all of the kids liked was so expensive, but he found other candy that was cheaper. He didn't know which would sell better.

Which candy should Mr. Jones buy?

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Will kids spend more money for the new candy they like or pay less money for candy they don't like as much?

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# My Choice

**Name:**

**Date:**

**Directions:** You have the choice of playing outside for an extra 30 minutes or an extra 15 minutes doing your favorite indoor activity (playing video games, coloring, reading, et.). Explain your choice. Explain the opportunity cost of your choice. Then draw a picture of your choice and the opportunity cost.

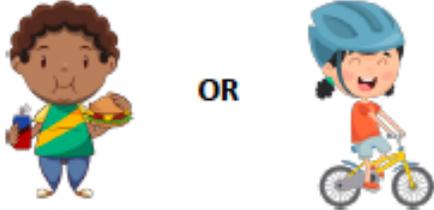
Explanation	Drawing
My Choice Was...	
The Opportunity Cost Was...	

### Choices Matter

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** For each set of pictures, circle your choice. Think about what you are giving up (your opportunity cost). When would your opportunity cost be your first choice? (*When would you choose differently?*)

I would choose differently if:



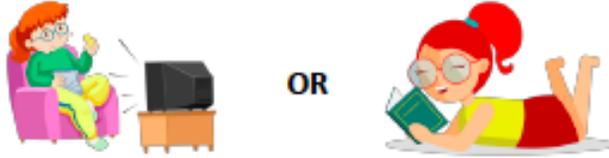
OR

I would choose differently if:



OR

I would choose differently if:



OR

# May 26-29: Learning Experience 1: Memorial Day

• This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May.

## MEMORIAL DAY

Every year on **the last Monday in May**, we take a day to honor all the men and women who died while fighting for America's freedom. The tradition began a few years after the end of America's Civil War.

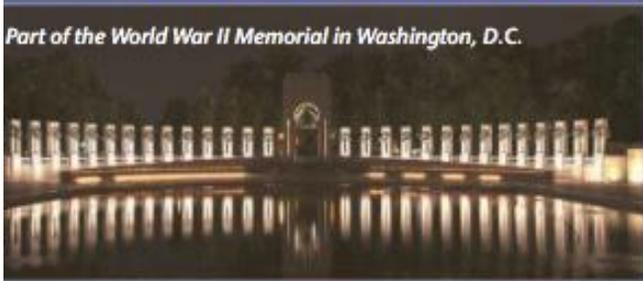
### SAD TIMES

The Civil War was a terrible time for our country. So many young people died fighting that national cemeteries had to be created. Many towns and villages set aside a day to remember those who had died in the war. By the late 1860s Americans began gathering every spring to decorate the graves of these fallen soldiers with flowers and flags.



## Remembering All Year Long

Part of the World War II Memorial in Washington, D.C.



We must remember these brave men and women all year long, so there are several permanent memorials to honor the soldiers who died while serving our nation.

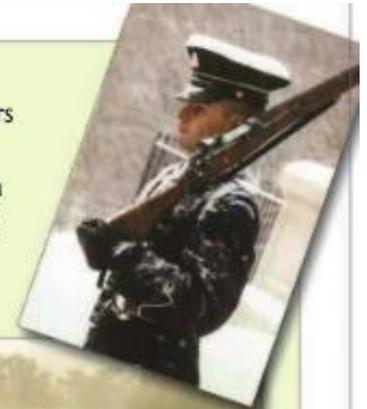
### ALWAYS REMEMBER!

Over the years, there have been *more* terrible wars and more soldiers to remember. Honoring the people who had died in America's wars became a national holiday. At first it was called "Decoration Day," because people decorated graves with flags. Now, on Memorial Day, there is a *National Moment of Remembrance*.

Americans stop what they are doing at 3 p.m. for one minute of silence to remember all those who died serving our nation.

### IN HONORED GLORY

The Tomb of the Unknowns in Virginia's Arlington National Cemetery is a special place. It is a memorial to soldiers who could not be identified after our terrible wars. On Memorial Day, the president or vice president places a wreath at the tomb and repeats the words inscribed on the marble slab: *"Here rests in honored glory an American Soldier known but to God."*



*All day and night, 365 days a year, through blizzards and hurricanes, an honor guard always stands at attention at the Tomb of the Unknowns.*

The Purple Heart is awarded for great bravery.



The Korean War Memorial

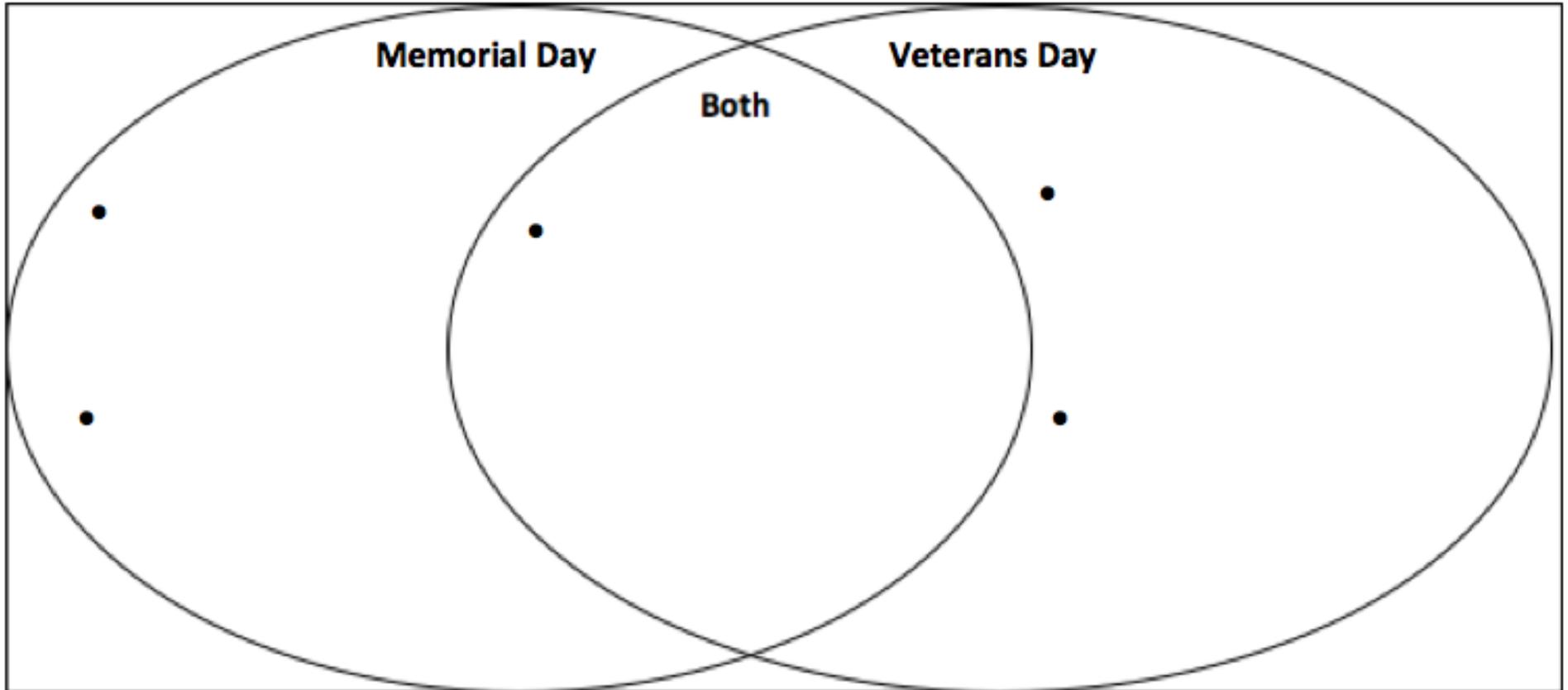


The Vietnam War Memorial



## May 26-29: Learning Experience 3: Compare and Contrast Memorial Day and Veterans Day

**Directions:** Read the following facts below. Write each fact in the correct part of the Venn Diagram to compare and contrast Memorial Day and Veterans Day. Each fact can only be used once.



- This holiday is to remember Americans who died in wars
- Celebrated in November
- We celebrate to show respect for America
- This holiday is to honor Americans who served in the military
- Celebrated in May

# June 1-5: Learning Experience 1: Independence Day

- This is a day to remember when the United States became a new country. It is sometimes called America's birthday. It is observed on July 4th.

## INDEPENDENCE DAY THE FOURTH OF JULY

Memorial Day is a serious holiday, but **the Fourth of July** is the exact opposite! It is a day to celebrate, to have picnics and parades, and to watch red, white, and blue fireworks burst in the air. It is a day to let freedom ring!

Unlike some holidays with dates that change from year to year, Independence Day is always on July 4th. We celebrate this holiday each year, and it all started with a very big event that changed the future of our nation.



### The First Fourth

What was it like on the very first Independence Day?

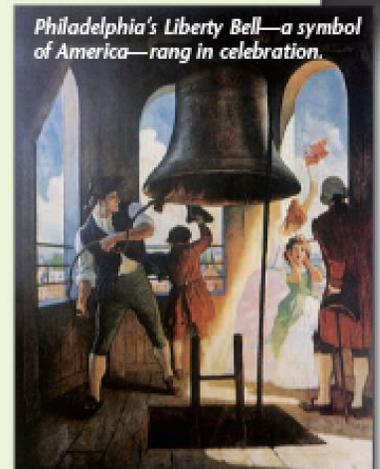
In 1776, Great Britain controlled America. The British king was making rules and laws that were hurting the Americans who had no say in what the king was doing. It was time to demand independence! The *Declaration of Independence* listed all the ways Great Britain had been unfair. On the 3rd of July, a group of very important citizens gathered to begin signing the document even though they knew they might be punished. The next day—a hot, muggy day in July—the U.S.A. was born. That is why July 4th is sometimes called America's birthday!



Fourth of July fireworks are an American tradition. How can you tell these fireworks are celebrating this American holiday?

### LET FREEDOM RING!

On the 4th of July, the Declaration was finally read to the public. Bells rang, bands played, and the city of Philadelphia was filled with joy. One year later, again on the 4th, ships with red, white, and blue streamers sailed into the harbor, and set off 13 rounds of cannon blasts in honor of the 13 brand-new states. There were fireworks, and church bells rang throughout the city. A local newspaper printed this the next day: "May the 4th of July, that glorious and ever memorable day, be celebrated through America, by the sons of freedom, from age to age till time shall be no more."



Philadelphia's Liberty Bell—a symbol of America—rang in celebration.



# NPS Learning in Place English

## Grade: Second Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 10</b>	Read <i>The Mysterious Tadpole</i> Draw and complete the <b>fiction</b> summarizing graphic organizer.  <i>"Wow! Thanks!" said Louis. Suddenly the stone began to tremble and crack... Write to explain what will happen next.</i>	Reread <i>The Mysterious Tadpole</i> Draw pictures to show Alphonse's growth throughout the story. Write a sentence about each picture.  Alphonse changed as he grew. Create a timeline to show how you have changed since birth.	Reread <i>The Mysterious Tadpole</i> Complete Text Dependent Questions 1-5.  Louis received an unusual gift for his birthday. Write about a time you received something unusual or gave someone something unusual.	Read <i>From Eggs to Frogs</i> Draw and complete the tadpole to frog diagram.  Describe the life of a tadpole. Include details to describe how the tadpole looks, what the tadpole does, and where the tadpole lives.	Reread <i>From Eggs to Frogs</i> Complete Text Dependent Questions 1-5.  Create a sign that shows how to care for a pet frog. Be sure to include some illustrations.
	<b>Read 14.2</b> Read a book of choice and record it on the reading log each day.				
<b>Week 11</b>	<b>Memorial Day</b>	Read <i>How Groundhog's Garden Grew</i> Draw and complete the <b>fiction</b> summarizing graphic organizer.  Oh my! You wake up one morning to discover you are a plant. What plant would you be and why? Include details to describe how you look, where you grow, and one unique characteristic.	Reread <i>How Groundhog's Garden Grew</i> Complete Text Dependent Questions 1-5.  You and your family decide to grow a garden. What plants will you grow and why? Describe the steps you and your family follow from planting to harvest.	Read <i>Kids Dig In.</i> Draw and complete the <b>nonfiction</b> summarizing graphic organizer.  You and your classmates decide to write a letter to your principal to persuade them to let your class grow a garden at school. Include at least three reasons why your school should have a garden in the letter.	Reread <i>Kids Dig In.</i> Complete Text Dependent Questions 1-5.  Your school garden has a bountiful harvest! Draw a poster to advertise all the delicious fruits and vegetables you will have for sale at the next school PTA meeting. Your poster should have a title. Include labels and captions with your illustrations.
		<b>Read 14.2</b> Read a book of choice and record it on the reading log each day.			

**Week  
12**

Read *Clara and Phillip the Turtle*.  
Draw and complete the **fiction** summarizing graphic organizer.

Write an apology from mom to Phillip the Turtle. Be sure to give details about the accident in your apology.

Reread *Clara and Phillip the Turtle*.  
  
Phillip the turtle changed during the story. Draw a picture of Phillip at the beginning of the story, middle of the story, and end of the story. Write two or more sentences for each picture describing how Phillip looked and how he felt.

Reread *Clara and Phillip the Turtle*.  
Complete Text Dependent Questions 1-5.  
  
Clara helped her mom take care of Phillip. Share a time you helped take care someone or something. Write a paragraph to explain what you did and why.

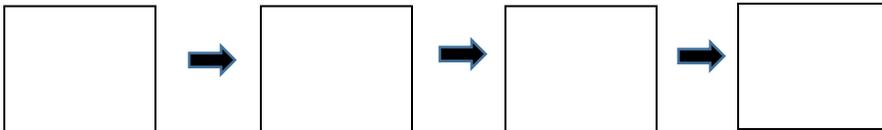
Read *Traveling Turtles: A Trip Across the Atlantic*. Draw and complete the **nonfiction** summarizing graphic organizer.  
  
Pretend you are a turtle traveling across the Atlantic Ocean. Describe your journey. What will you do and see?

Reread *Traveling Turtles: A Trip Across the Atlantic*. Complete Text Dependent Questions 1-5.  
  
Create a sign for the beach that help people to understand how they can protect loggerhead turtles.

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

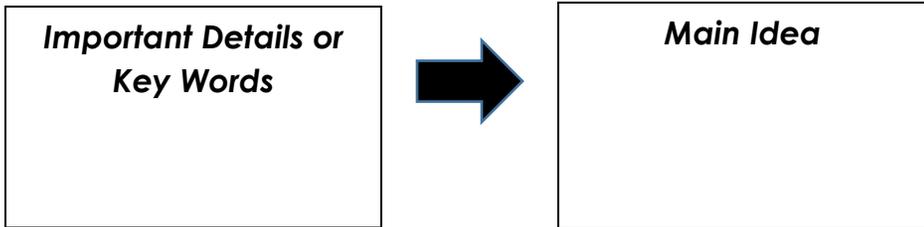
**Tadpole to Frog Diagram**

Directions: Read the passage. Draw the diagram below to explain the life cycle of a frog. Draw a picture in each box for each stage of development. Write a caption under each picture to explain your illustration.



**Nonfiction Summarizing Graphic Organizer**

Directions: **1.** Read the first paragraph. **2.** Write the important details or key words from the first paragraph. **3.** Write the main idea of the first paragraph in a sentence.  
**Repeat steps 1-3 for each paragraph.**  
\*Use the details and main ideas to write a short summary.



**Fiction Summarizing Graphic Organizer**

Directions: **1.** Read the passage. **2.** Answer the questions using details from the passage.  
\*Use the details to write a short summary.

**Somebody**

Who are the main characters?

**Wanted, Because**

What did the main characters want? Why?

**But**

What was the conflict/problem?

**So**

How do the characters solve the conflict/problem?  
How was the conflict/problem resolved?

**Then**

What was the solution/ resolution to the story? What was the end of the story?

**Theme**

What does the author want you to learn or know?  
(moral, message, or lesson)

**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.

Text Dependent Questions for <u>The Mysterious Tadpole</u>	Text Dependent Questions for <u>Kids Dig In</u>
<ol style="list-style-type: none"> <li>1. What did Ms. Shelbert notice was different about Louis's tadpole?</li> <li>2. Why does Louis first think Alphonse grows so quickly?</li> <li>3. How was Alphonse's ability to retrieve helpful? Give specific examples from the story.</li> <li>4. How did Alphonse help Louis resolve his problem?</li> <li>5. Why did Louis call Ms. Seevers instead of his parents when he needed help moving Alphonse?</li> </ol>	<ol style="list-style-type: none"> <li>1. How did Lucy change as a result of growing a garden at school?</li> <li>2. Describe what happened after the students harvested their crops in January.</li> <li>3. According to the article, why are students learning to grow gardens?</li> <li>4. List the seeds the students planted after their harvest in January.</li> <li>5. When do students at Madison Elementary School plant gardens?</li> </ol>
Text Dependent Questions for <u>From Eggs to Frogs</u>	Text Dependent Questions for <u>Clara and Phillip the Turtle</u>
<ol style="list-style-type: none"> <li>1. Describe how frogs and tadpoles are alike and different.</li> <li>2. Based on the text, how is a tadpole different from most animals?</li> <li>3. Why might someone be unable to identify the tadpole as a young frog?</li> <li>4. Based on <b>both</b> texts for the week, how would life be different for Alphonse if he was an ordinary tadpole?</li> <li>5. Based on <b>both</b> texts for the week, how would the settings in the story, <u>The Mysterious Tadpole</u>, change if Alphonse was an ordinary tadpole?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do Clara and her mom buy at the pet store for Phillip? Why did they purchase that item?</li> <li>2. How did the veterinarian confirm that Phillip's leg was broken?</li> <li>3. When did Clara and her mom know that Phillip's broken leg healed?</li> <li>4. Clara takes good care of Phillip the turtle. Cite evidence from the text to support this statement.</li> <li>5. Why was Clara's mom outside cutting the grass?</li> </ol>
Text Dependent Questions for <u>How Groundhog's Garden Grew</u>	Text Dependent Questions for <u>Traveling Turtles: A Trip Across the Atlantic</u>
<ol style="list-style-type: none"> <li>1. What do Squirrel and Little Groundhog do before winter? Why?</li> <li>2. According to the story, how are peas and yellow squash different?</li> <li>3. How did the insects and birds help Little Groundhog's garden?</li> <li>4. Tomatoes can be tall plants. Where should Squirrel and Little Groundhog plant them? Why?</li> <li>5. Why did Little Groundhog call himself a fortunate creature?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does endangered mean?</li> <li>2. Why did the scientists put "bathing suits" on the baby sea turtles?</li> <li>3. What can people do to help the endangered sea turtles?</li> <li>4. How are baby loggerhead sea turtles different from other baby turtles?</li> <li>5. According to the passage, how do baby loggerhead sea turtles know where to swim?</li> </ol>



## **The Mysterious Tadpole**

Written and Illustrated by Steven Kellogg

"Greetings, nephew!" Cried Louis's uncle McAllister. "I've brought a wee bit of Scotland for your birthday."

"Thanks!" said Louis. "Look, Mom and Dad. It's a TADPOLE!"

Louis named him Alphonse and promised to take very good care of him.

Louis took Alphonse to school for show-and-tell.

"Class, here we have a splendid example of a tadpole," exclaimed Ms. Shelbert. "Let's ask Louis to bring it back every week so we can watch it become a frog."

Ms. Shelbert was amazed to see how quickly Alphonse grew.

"Maybe it's because he only eats cheeseburgers," said Louis.

When Alphonse became too big for his jar, Louis moved him to the kitchen sink. "He's the perfect pet!" said Louis.

Louis and Alphonse loved to play games.

"Be careful, Louis," said his mother. "The living room is not a soccer field. Something is going to get broken!"

And she was right. That same day the soccer ball slammed into Aunt Tabitha's antique lamp.

"This tadpole is out of control," said Louis's mother. "Something must be done."

"It won't happen again," promised Louis. "I'll take Alphonse to obedience school."

The only animals at the obedience school were dogs. Some of their owners stared at Alphonse suspiciously.

"Pretend you're a dog," whispered Louis.

Alphonse tried to bark, but it sounded like a burp.

"Hold on a minute," said the trainer. "What kind of dog is this?"

"He's a hairless spotted water spaniel from Scotland," explained Louis.

Alphonse quickly learned to SIT, STAY, and RETRIEVE. He graduated at the top of his class.

"My parents will be very pleased," said Louis.

But Louis's parents were not pleased when Alphonse outgrew the sink and had to be moved to the bathtub.

"This shower is too crowded," complained Louis's father.

"This bathroom is a mess," moaned Louis's mother.

At least Louis's classmates enjoyed Alphonse, who was still making weekly visits.

"Wow! Show-and-tell is more fun than recess!" they yelled.

But one day Ms. Shelbert decided that Alphonse was not turning into an ordinary frog. She asked Louis to stop bringing him to school.

By the time summer vacation arrived, Alphonse had outgrown the bathtub.

"We could buy the parking lot next door and build him a swimming pool," suggested Louis.

"Be sensible," declared Louis's parents.

"Swimming pools are expensive. We're sorry, Louis, but this situation has become impossible. Tomorrow you will have to take your tadpole to the zoo."

"But I can't put my friend in a cage!" cried Louis.

That night Louis was very sad – until he remembered that the gym in the nearby high school had a swimming pool.

Louis hid Alphonse under a carpet and smuggled him inside.

"Nobody uses this place during the summer," whispered Louis. "You'll be safe here."

After making sure that Alphonse felt at home, Louis said good-bye. "I'll be back tomorrow with a big pile of cheeseburgers," he promised.

Louis came every afternoon to play with Alphonse. In the mornings he earned the money for the cheeseburgers by delivering newspapers.

The training continued as well.

Louis would say, "Alphonse, RETRIEVE!"

And Alphonse would succeed every time.

As summer vacation passed, Louis became more and more worried about what would happen to Alphonse when the high school kids returned.

After his first day of classes Louis ran to the high school, and found the gym bustling with activity. The swim team was heading for the pool.

"STOP!" cried Louis.

"On your mark!" bellowed the coach. "Get set!"

"Excuse me, sir," said Louis.

"GO!" roared the coach.

Alphonse rose to the surface to welcome the swimmers.

"It's a submarine from another planet!" shrieked the coach.

"Call the police! Call the Navy!"

"No, it's only a tadpole," said Louis. "He's my pet."

The coach was upset and confused.

"You have until tomorrow," he cried, "to get that creature out of the pool!"

Louis telephoned his friend Ms. Seevers, the librarian, and asked for her help.

"I'll be right there!" she said.

Ms. Seevers rushed to meet Louis at the high school. When she saw Alphonse, she was so startled that she dropped her purse into the water.

"RETRIEVE!" said Louis. And Alphonse did.

"Where did this astounding animal come from?" cried Ms. Seevers.

"He was a birthday gift from my uncle," Louis replied.

Ms. Seevers telephoned Uncle McAllister.

"Oh, the wee tadpole?" he said. "Why, he came from the lake nearby. It's the one folks call Loch Ness."

"Brace yourself, Louis!" Ms. Seevers said. "I believe your uncle found the Loch Ness monster!"

"I don't care!" cried Louis. "Alphonse is my friend and I love him." He pleaded with Ms. Seevers to help him raise enough money to buy the parking lot so he could build a big swimming pool for Alphonse.

Suddenly Ms. Seevers had an idea. "Long ago a pirate ship sank in the harbor," she said. "No one has ever been able to find it – or its treasure chest. But perhaps we can!"

The next morning they drove to the harbor and rented a boat.

"This is a treasure chest," cried Louis. "RETRIEVE!"

Alphonse disappeared under the water and returned with the chest! It was filled with gold and jewels.

"Let's buy the parking lot and get to work!" cried Ms. Seevers.

Louis's parents were shocked to see a construction crew in the parking lot.

"Louis!" they cried. "What in the world is going on here?"

"Alphonse found a pirate treasure ship," explained Louis. "And we used part of the gold to buy you this present."

Louis's parents were shocked once again. "Tickets for a vacation cruise to Hawaii!" they gasped.

"And," said Louis, "you don't have to worry about us, because Granny has agreed to baby-sit." They hugged Louis. They kissed Alphonse.

"How soon can we leave?" they cried.

"Immediately," said Louis.

By the time Louis's parents returned, the swimming pool was being enjoyed by everyone in the city.

A week later Louis said, "Alphonse, tomorrow is my birthday, which means that you've been my best friend for a whole year."

The next day Uncle McAllister arrived for the party.

"Greetings, Louis my lad!" he exclaimed. "I've come with a curious stone from the hills of Scotland. Happy Birthday!"

"Wow! Thanks!" said Louis. Suddenly the stone began to tremble and crack...

## From Eggs to Frogs

### **From Egg to Tadpole**

Many frogs start life as an egg that hatches in an ordinary pond. The young are called tadpoles. You may look at them suspiciously and feel confused. Why? Tadpoles look like tiny fish, not frogs.

### **From Tadpole to Frog**

A tadpole has a tail but no legs. It uses its tail to stay in control as it swims. A tadpole lives underwater and breathes through gills. As a tadpole grows, it begins to look like a frog. A frog has legs and lungs but no tail. A frog lives out of water part of the time.

Some animals care for their young and teach them how to find food. A tadpole gets no training from its parents. It is able to find its own food.

### **From Frogs as Pets**

It is a good idea to keep your frog in a fish tank, not a cage. Put water in the tank and rocks for the frog to climb on. Sensible owners handle their frogs gently so the frogs do not become upset. They give their frogs water, plants, and the good food they need.

## How Groundhog's Garden Grew

By Lynne Cherry

Little Groundhog was hungry. "Beautiful! Scrumptious! Irresistible!" he exclaimed as he crept into a neighbor's lovely vegetable garden. He was nibbling on some fresh green lettuce when Squirrel rushed down from her tree.

"Little Groundhog!" Squirrel scolded. "This food does not belong to you. If you take food that belongs to others, you will not have a friend in the world! Why don't you plant your OWN garden?"

"I'm sorry," Little Groundhog told her, embarrassed, "but I don't know how."  
"Well, then," replied Squirrel, "I will show you."  
"First, you will need seeds," said Squirrel.

Little Groundhog helped Squirrel and her friends pick beans and peas from pods, and seeds from a sunflower's drooping head.

They collected seeds from inside peppers, cantaloupes, cucumbers, and tomatoes.

Squirrel chewed a hole into pumpkin and handed Little Groundhog the gooey seeds, saying, "We'll dry these in the sun. Then we can plant them in the spring!"

A chill breeze blew in. "It's time to dig up potatoes," squirrel said. Little Groundhog watched Squirrel and thought, "That looks like fun!" and so he took a rake and poked around for potatoes, too. When they were finished, Squirrel added composted leaves to her garden as fertilizer for the coming year.

Squirrel put aside a few potatoes and the tops of onions in a burlap sack. She put the seeds they had collected in tins to keep them dry and put the tins into her sack.

November's snow flurries told Squirrel that winter was on its way.

"Sweet dreams, Little Groundhog," Squirrel said as she curled up in her tree hole.

"See you in the spring," Little Groundhog said, snuggling into his deep earthen burrow. As winter snows blew, Little Groundhog and Squirrel slept.

In February, Little Groundhog awoke and drowsily ambled up to the burrow entrance. The wind made him shiver. He saw his shadow and hurried back inside.

"Oh my," he said. "This will be a long winter."

Weeks later, he awoke with a start. "It's spring!" he shouted, and up he scuttled to the burrow entrance. There he met Squirrel carrying the burlap sack they had filled with potatoes and tins of seeds.

"Rise and shine!" Squirrel said. "It's planting time! Look! The potatoes are sprouting!"

"First, we'll cut them into little pieces with two sprouts each. Then, we'll plant them with their sprouts pointing up and cover them with soil. Each sprout will grow into a new potato plant. Next fall, we'll dig new potatoes out of the ground. Now let's find a sunny place for your garden!"

When they found a good spot, Squirrel told Little Groundhog, "First, we need to dig in the soil to loosen it up." Next, they planted the cut-up potatoes. Then, they dug rows and sprinkled in carrot, beet, parsnip, and radish seeds.

"All the vegetables will grow under the ground," Squirrel told him, "so we call them root crops."

They covered the seeds with dirt and gently watered them. At the end of the row, Squirrel stuck markers to help them remember what they had planted.

Squirrel told Little Groundhog, "Plants need lots of sun. We'll plant taller vegetables in the back so they won't cast a shadow over the shorter ones."

So behind the rows of root crops, they planted seeds of tomatoes, peppers, and leafy greens.

"Some vegetables grow on vines," said Squirrel. She pounded sticks into the ground for the pea and bean plants to climb.

"Some plants grow very big," said Squirrel. They planted the seeds of pumpkins, zucchini, yellow squash, sunflowers, corn, and artichokes far apart to give them lots of room to grow.

The next day, Squirrel said, "Let's visit my garden. I want to show you the plants that come up year after year all by themselves. They're called perennials." Sure enough, shoots of raspberries and asparagus were already poking up through the ground.

Squirrel dug up a frilly young asparagus plant for Little Groundhog's garden. She told him, "You'll need to wait three years before this asparagus has nice, thick stems to eat."

Little Groundhog said, "Thank you. I'm off to plant my per-ren-ne-als."

Every day, Little Groundhog watched and waited and watered his garden. Then one day, tiny seedlings emerged. "What a wonder!" he exclaimed.

But as they grew, he worried. "Are these seedlings too crowded together? What should I do?" he asked Squirrel.

"Pull some up and plant them somewhere else," she said.

Little Groundhog pulled up a few seedlings and looked at them. The peas, the beans, and all the seeds had split open. From each, a root grew down and a shoot grew up. Little Groundhog transplanted some seedlings where they had more room to grow. Wren and Praying Mantis said to Little Groundhog, "If you promise not to harm us with bug spray, we birds and insects will help you with your garden. We will eat the harmful insects that hurt your plants." Little Groundhog promised.

As the weeks passed, plants grew and blossomed. Bees, flies, and butterflies came to eat the sweet nectar and carried pollen from flower to flower. They told Little Groundhog, "The wind, the rain, and we insects pollinate your flowers so they can become fruits and vegetables."

Little Groundhog noticed that after the flower was pollinated by an insect or by the wind, its petals dried up and fell off. Underneath was the smallest beginning of a tiny vegetable...

"A tiny tomato! A tiny cucumber! A pepper! An eggplant! A pea pod! A zucchini! So this is how a garden grows!" Little Groundhog cried jubilantly.

Tomatoes turned red. Heads of cabbage grew. A sunflower seemed to explode from the top of a tall stalk. Snap peas, string beans, peppers, lettuce, and chard grew larger under the warm sun. Little Groundhog rejoiced! He ate his very own vegetables, plain and fresh, from his very own garden all summer long.

When fall came again, Squirrel wanted to share one more secret with Little Groundhog – cooking. And so they stewed tomatoes, boiled corn, broiled potatoes, stir-fried veggies, and even stuffed and baked a zucchini, saving the seeds to plant the next year.

There was so much more than they could eat themselves.

"What do we do?" asked Little Groundhog.

"We share," said Squirrel.

"What a great idea!" cried Little Groundhog. As they sat around the table, their friends exclaimed, "Thank you for inviting us to this amazing feast!"

Little Groundhog replied, "Thank you all for forgiving me for eating from your gardens last year. And thank you, Squirrel, for teaching me to grow my own. It's beautiful! Scrumptious! Irresistible! Let's eat!"

"What a fortunate creature I am," he thought. "Delicious, nutritious, homegrown food and wonderful friends to share it with."

Little Groundhog grew into a big groundhog and became known far and wide for his annual Thanksgiving dinner. And that is how Groundhog's garden grew.

## Kids Dig In

### **Time to Garden**

**More students are growing their own food.**

Fruit and vegetable gardens are popping up at schools across the country. How did they get there? Students planted them.

Kids at Madison Elementary School in Redondo Beach, California, plant gardens in the fall and the spring. In October, they planted lettuce, radishes, carrots, broccoli, peas, and cauliflower. They **harvested** the crops in January. To harvest is to gather a crop.

The vegetables were washed and served at a salad bar. Extra food was sold in the school cafeteria for lunch. This month, students will plant tomatoes, corn, sunflowers, and strawberries.

## **Students Grow to Love Vegetables**

Why are students learning how to grow gardens? Teachers want kids to learn healthy eating habits. Healthy foods give the body the energy it needs to grow and heal.

Many kids are now trying new foods and learning they like them. Lisa Samuelson is the parent volunteer in charge of the program. She says a lot of students have told her, "I like salad. I didn't think I liked salad!" Then those students have gone home and asked their parents to buy vegetables that they have tried at school.

Samuelson's daughter, Lucy, is one of those students. She is in second grade. "I love the garden," she says. "I didn't really like vegetables before we had the garden. Then we found out that gardening is cool. Now I like vegetables. My favorite is carrots."

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## Clara and Phillip the Turtle

It's a hot summer's day, and Clara is outside on her back porch drinking lemonade. Her mom is in the backyard cutting the grass with a lawn mower. The lawn mower is loud, and Clara wishes her mom would play with her instead. But her mom says because it's been sunny and then rainy and then sunny again, the grass has had everything it needs to grow. Now it is very long and has to be cut.

Suddenly, the lawn mower turns off. Clara's mom looks upset. Clara wonders what is wrong. Her mom bends over and picks something up out of the grass, and walks over to the porch.

Clara's mom has a turtle in her hand! The turtle is small, and as Clara looks closer, she sees that one leg is at an odd angle. "I think I broke its leg," Clara's mom says. "I'm really very sorry. Will you help me nurse it back to health?"

Clara feels bad for the little turtle. Turtles move slowly, so it probably could not run away when it saw the lawn mower coming. And Clara's mom could not see the turtle in the long grass! It was a mistake, but Clara and her mom will make it right. Clara names the turtle Phillip.

Clara and her mom take Phillip the turtle to the veterinarian. The vet takes an x-ray of Phillip's leg, and confirms that it is broken. Phillip the turtle gets a little splint and bandage for his broken leg. The vet tells Clara that Phillip needs plants to eat and water to drink, plus a place to live. Clara and her mom buy a small tank at the pet store on the way home for the turtle to recuperate in.

At home, Clara takes good care of Phillip the turtle. She puts water and rocks in the tank. She brings him fruit and leaves to eat, and keeps his water bowl clean. Phillip seems to be in a better mood.

After eight weeks, Clara and her mom take Phillip back to the vet, who says that his leg is healed. Clara is both happy and sad. Happy because Phillip is better, but sad because she has to let him go now. When Clara gets home, she kisses Phillip's shell, says goodbye, and lets him go in the backyard. Clara will always remember Phillip.

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### **Traveling Turtles: A Trip Across the Atlantic**

In late spring, huge loggerhead sea turtles crawl onto beaches. Each turtle digs a nest in the sand and lays about 100 eggs. Two months later, tiny turtles hatch and travel out to sea.

Most babies do not go for a swim when they are hours old. But baby loggerhead sea turtles do. Baby loggerheads start to swim 8,000 miles not long after they hatch!

Many loggerheads hatch in Florida. Soon after, the baby turtles head for the Atlantic Ocean. The tiny turtles swim across the ocean and back again. The trip takes between five and ten years.

Scientists wondered how loggerheads safely make their way across the Atlantic Ocean. To find out, scientists put "bathing suits" on some baby sea turtles. The suits were tied to machines that followed the turtles' movements. Then the turtles were put into a water tank.

Scientists created magnetic paths in the water tank to see how the turtles would behave. A magnet pulls things to it. Earth has similar magnetic paths. Scientists found that the turtles could follow those paths. Scientists think Earth's magnetism paths help baby turtles steer safely across the ocean.

### **Hatching Helpers**

Loggerhead sea turtles are endangered, or at risk of dying out. Some animals eat sea turtle eggs. Pollution can also harm baby sea turtles.

Special groups of people in states such as Florida and North Carolina try to help sea turtles. Group members make sure that people and animals do not disturb the eggs.

Sometimes workers mark sea turtle nests with signs. Other groups help hatchlings get into the ocean. Members dig paths in the sand from a sea turtle nest to the ocean. That way, the hatchlings can easily get to the water.

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# Norfolk Public Schools

## Science Learning in Place Plan: Grade 2 Lessons

### Week 10: May 18 – 22, 2020 (Habitats Change Over Time – Pt.1)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will reread “Nature’s Work” on pgs. 210 – 211 and answer the following questions.</p> <p><b>Developing Science Concepts:</b></p> <ol style="list-style-type: none"> <li>1. What natural events can make a fast change in an environment?</li> <li>2. Is the change from fall to winter a slow or fast change in the environment? Explain.</li> </ol>	<p>Students will reread “Nature’s Work” on pgs. 210 – 211 and answer the following questions.</p> <p><b>Interpret Visuals:</b></p> <ol style="list-style-type: none"> <li>1. How does a forest look before a fire?</li> <li>2. How does a forest look during a fire?</li> <li>3. How will a forest look after a fire?</li> </ol>	<p>Students will reread “A Change of Pace” on pgs. 212 – 213 and answer the following questions.</p> <p><b>Developing Science Concepts:</b></p> <ol style="list-style-type: none"> <li>1. How do beavers change their environment?</li> <li>2. What would you do if you found a small kudzu plant in your garden? Why?</li> </ol>	<p>Students will reread “A Change of Pace” on pgs. 212 – 213 and answer the following questions.</p> <p><b>Enrichment:</b></p> <ol style="list-style-type: none"> <li>1. Do you think the kudzu or beaver dams affect the environment more? Why? their environment?</li> </ol>	<p>Students will complete the <b>Summarize Ideas</b> activity and then share the information with a family member.</p>

### Week 11: May 25 – 29, 2020 (Habitats Change Over Time – Pt.2)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will reread “What People Do” on pgs. 214 – 215 and answer the following questions:</p> <p><b>Developing Science Concepts:</b></p> <ol style="list-style-type: none"> <li>1. What effect can people have on the environment?</li> <li>2. Suppose a family wanted to build a home in the woods. How might this change the environment?</li> </ol>	<p>Students will reread “What People Do” on pgs. 214 – 215 and answer the following questions.</p> <p><b>Interpret Visuals:</b></p> <ol style="list-style-type: none"> <li>1. How did people change this environment?</li> <li>2. In what ways are people helping the environment?</li> </ol>	<p>Students will read “Careers in Science – Ask an Environmental Scientist” on pgs. 219 – 220. Students will answer the red arrow question on page 219.</p>	<p>Students will reread “Careers in Science – Ask an Environmental Scientist” on pgs. 219 – 220. Students will complete “Making Environments Better” activity on page 220.</p>	<p>“Sum it Up!” pg. 216</p> <p>“Brain Check” pb. 217</p>

### Week 12: June 1 – 5, 2020 (Review: Weather & Scientific Investigation)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students will analyze the information on “<b>What’s the Weather Like?</b>” chart and answer the following questions.</p> <ol style="list-style-type: none"> <li>1. Would this day have been a good day to go to the beach? Why or why not?</li> <li>2. Based on the chart how will the weather be different tomorrow?</li> </ol>	<p>Students will complete the “<b>Today’s Weather</b>” chart by filling in the current month, season, date, day of the week, and temperature: in numerical form(if possible) and by checking the a word on thermometer to the right) and predict what the weather will be like tomorrow.</p>	<p>Students will brainstorm questions that could be answered based on the data in the “<b>Weather Chart</b>”. Students will record those questions in their science notebooks.</p>	<p>Students will observe the weather forecast in the blue “<b>Weather Pocket Chart</b>”. Students will compare and contrast the data from the beginning of the week to the predictions for the weather at the end of the week.</p>	<p>Students will write about the type of weather are we having today and what would be a good outdoor activity to do today? Why? Student will write at least 3 sentences in the science notebooks.</p>



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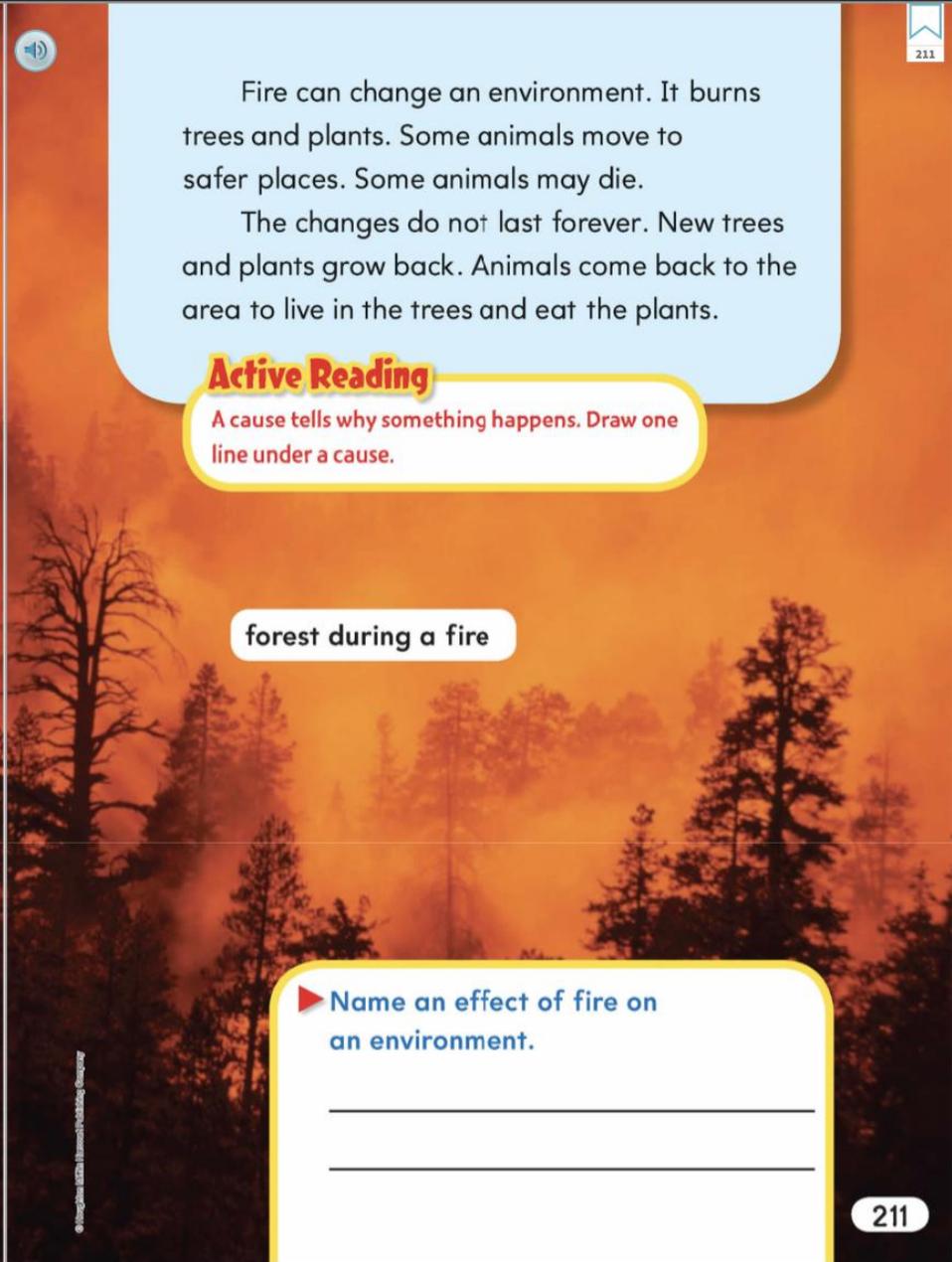
Fire can change an environment. It burns trees and plants. Some animals move to safer places. Some animals may die.

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.



212

212

A kudzu plant has grown over these cars.



213

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

213

## **Summarize Ideas:**

Complete the paragraph orally or in writing.

\_\_\_\_\_ and

\_\_\_\_\_ can change an

environment. One way a plant can change an environment is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_. One

way a plant can change an environment is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

# 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.

Pollution and trash harm environments.



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
_____	_____
_____	_____



# Ask an Environmental Scientist



### What do environmental scientists do?

We study the harmful effects to different kinds of environments.

### How do environmental scientists help wildlife?

We find problems that affect wildlife and people in the environments. We figure out ways to solve those problems.

Sometimes people can harm an environment. For example, a factory may put waste into a stream. This may kill fish. We help the factory find other ways to get rid of its waste.

## Now It's Your Turn!

► What question would you ask an environmental scientist?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# Making Environments Better

► Draw or write the answer to each question.

- 1 What do you think is most interesting about what environmental scientists do?
- 2 What might be difficult about what they do?
- 3 Why are environmental scientists important?
- 4 Think about being an environmental scientist. Draw an environment you would like to study.

1

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4

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# What's the weather like?

<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Sunny	Partly Sunny	Cloudy	Windy	Rainy	Snowy	Stormy

The month is: September  
 The season is: Fall  
 Today's date: 09/27/2017  
 Day of the week: Wednesday  
 The temperature is: 87°  
 Tomorrow's forecast: Partly Sunny

VERY HOT  
 HOT  
 WARM  
 COOL  
 COLD  
 FREEZING

**The month is:** \_\_\_\_\_  
**The season is:** \_\_\_\_\_  
**Today's date:** \_\_\_\_\_  
**Day of the week:** \_\_\_\_\_  
**The temperature is:** \_\_\_\_\_  
**Tomorrow's forecast:** \_\_\_\_\_



Today's Weather

FREEZING  
 COLD  
 COOL  
 WARM  
 HOT  
 VERY HOT

# Weather Chart

						
4						
3						
2						
1						
						
	Sunny	Partly Sunny	Cloudy	Rainy	Snowy	Windy

## Weather Pocket Chart



# Math LIP Grade 2 Phase 4 May 18 – June

Name \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_

May 18 – May 26	May 27 – June 5
Probability Days 1 - 7	Data Investigations – Days 1- 8

## Day 1: Probability

Notes: Probability is the chance of an event occurring.

More likely- something that probably will happen.

Less likely- something that probably will not happen.

1)

### WHAT IS PROBABILITY?

\_\_\_\_\_ is the  
\_\_\_\_\_ chance of an event occurring.

For number 2: \_\_\_\_\_ Fill in the boxes with the sentences in the boxes below.

2)

More Likely

something that will  
probably happen

3)

Less Likely

something that will  
probably not happen

A fisherman will catch a fish.	Winter comes after fall.
Everything I touch will turn into gold.	It will snow in the summer.

## Day 2: Probability

Look at this table.

Kinds of beads in grab bag

metal	glass	clay	wood	plastic
9	12	2	5	1

Which kind of bead is the least likely to be picked?

Which kind of bead is the most likely to be picked?

Look at the chart.

Marbles in the bag

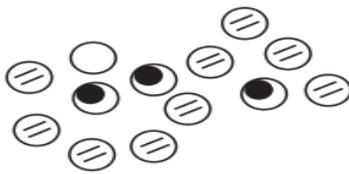
COLOR	TALLIES
Red	
Blue	
Purple	
Green	

Which color marble is most likely to be picked?

Which color marble is least likely to be picked?

Which color marble is as likely to be picked as a green marble?

Look at the marbles. Then answer the questions.



Which kind of marble would you be least likely to pick without looking?



Which kind of marble would you be most likely to pick without looking?



Explain your thinking about the marbles in complete sentences:

# Day 3: Probability

Write About It!

The weather will be sunny and warm for the next 30 days. Is this something that is more likely to happen or less likely to happen? What might the weather be like for the next 30 days?

On another sheet of paper, write a paragraph to explain your thinking and use probability vocabulary:

more likely    less likely    probability    chance

# Day 4: Probability

Read the examples. Then, draw a line to the correct probability. Make up your own!

Probability it will snow in Norfolk today

Probability it will be warm today.

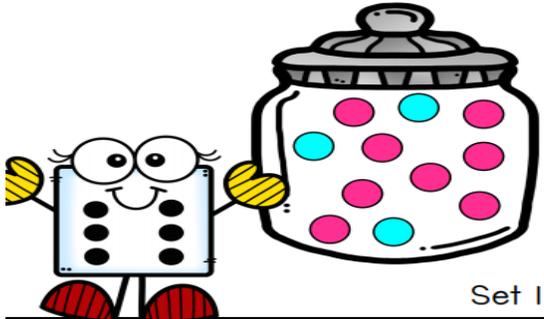


probability of getting a gray marble	probability of spinning a 1	probability of getting a white marble	probability of spinning a 2

## Day 5: Probability

1)

Which color marble is less likely to be picked?



2)

Which type of coin would you most likely choose?

Money in a Jar

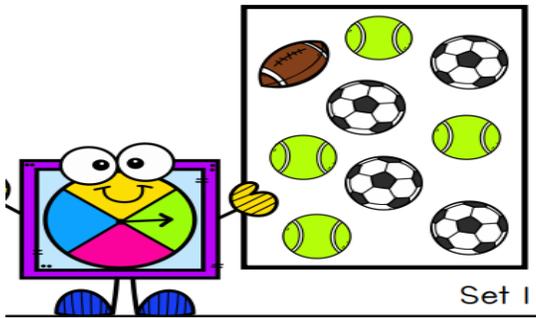
Type of Coin	Total Number
Penny	4
Nickel	1
Dime	3
Quarter	8

Set I

© Second Grade Circus

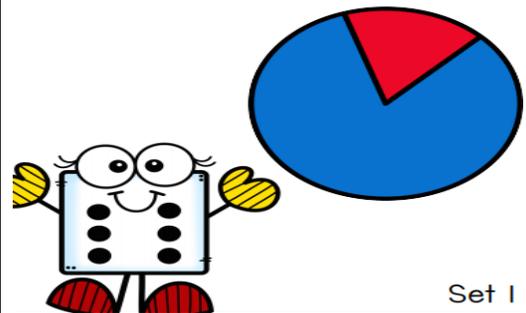
3)

Which ball are you less likely to choose?



4)

Which color will the spinner most likely land on?



5)

This table shows the results of choosing skittles out of a bag. What will most likely be the next color that is chosen out of the bag?

- a. Blue
- b. Green
- c. Yellow
- d. Orange

Color	Total
Orange	
Yellow	
Green	
Blue	

## Day 6: Probability

1)

Which color are you most likely to choose?

\_\_\_\_\_

Which color are you least likely to choose?

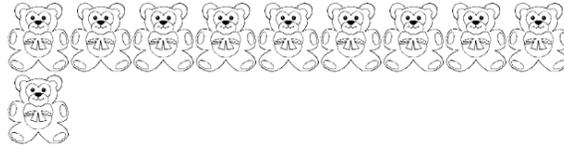
\_\_\_\_\_

Marbles in a Jar

Color	Number of Marbles
Red	2
Green	4
Blue	9
Yellow	3

2)

Shane placed 10 bears in a bag. Three were yellow, two were green. The rest were blue. What is the probability she will pull out a blue bear without looking?



Explain your thinking!

The table shows the number colored eggs in a basket.

Color of Eggs in a basket	
Type	Number
Blue	10
Green	6
Yellow	6
Pink	2

If Beth picks one egg from the basket without looking, which color egg will she be *most likely* to choose?

3)

Thomas reaches into a mystery grab bag. He pulls out a marble, writes down the color, and puts it back in the bag.



white	white	white	black
white	gray	gray	
black	white	white	

Which tally chart below correctly shows Thomas' results?

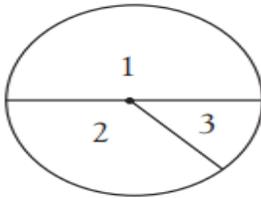
Marble color	Times selected
black	
gray	
white	

Marble color	Times selected
black	
gray	
white	

Marble color	Times selected
black	
gray	
white	

## Day 7: Probability

Look at the spinner. Then answer the questions.



Is the spinner more likely to land on 1 or 2?

Is the spinner more likely to land on 2 or 3?

Which number is the spinner most likely to land on?

Which number is the spinner least likely to land on?

Look at the tally chart. Then answer the questions.

Imagine that each time you shake the bag, one coin falls out.

Tally of coins in the bag

COLOR	TALLIES
Pennies	IIII
Dimes	II
Nickels	IIII III
Quarters	IIII

Is a penny or a dime more likely to fall out?

Is a quarter or a nickel more likely to fall out?

Which coin is most likely to fall out?

Which coin is least likely to fall out?

Try it!

1. Gather 4 pennies, 2 dimes, 8 nickels and 5 quarters.
2. Place them in a bag.
3. Pull out one coin at a time and record what it is in on a tally chart.
4. Put the coin back in the bag.
5. Repeat 40 times. (get someone to help you keep track)

What do you notice about your tally marks? Which one did you pull out the most? \_\_\_\_\_ Which one did you pull out the least? \_\_\_\_\_

**Pictographs and Bar graphs have specific parts to the graphs**

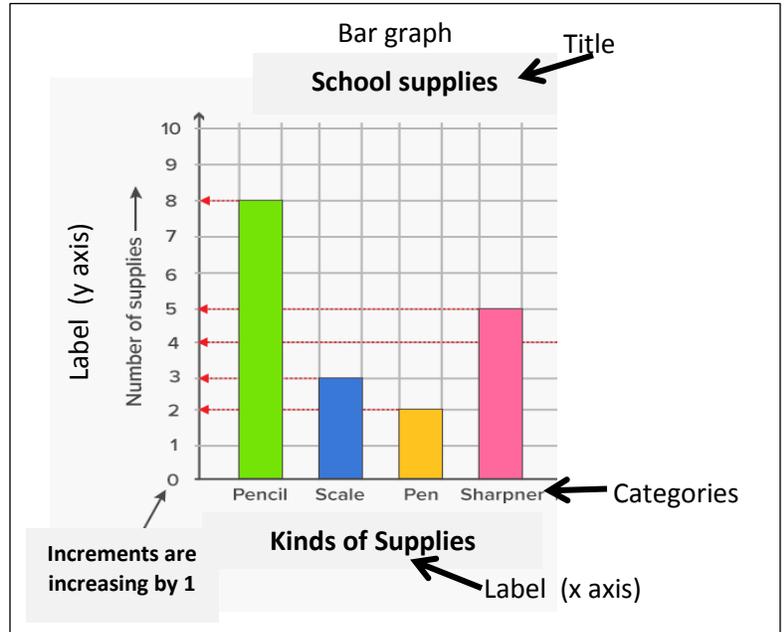
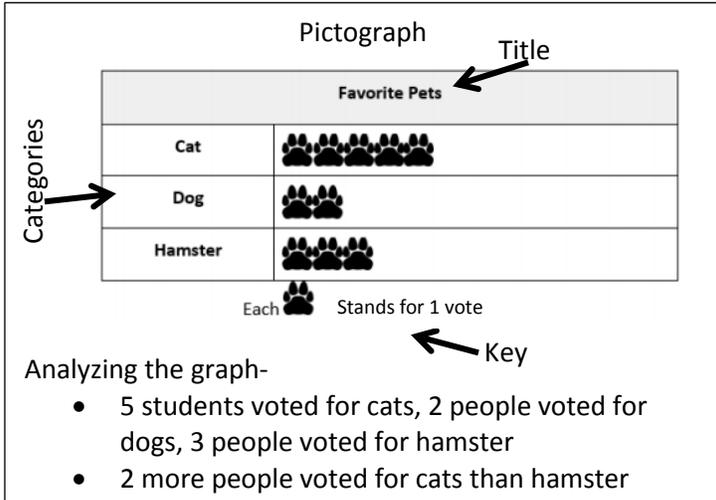
**Title** – tells what information is in the graph

**Labels** – tells what information is in the horizontal and vertical axes

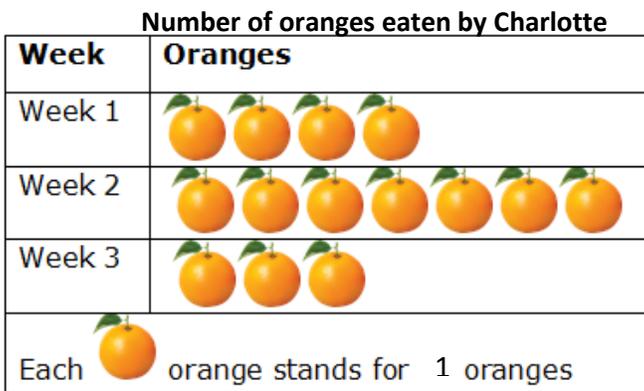
**Categories**- the information that is being graphed

**Increments** – equal numbering in multiples of (1,2,5, or 10)

**Key**- explains the value of a picture in a pictograph

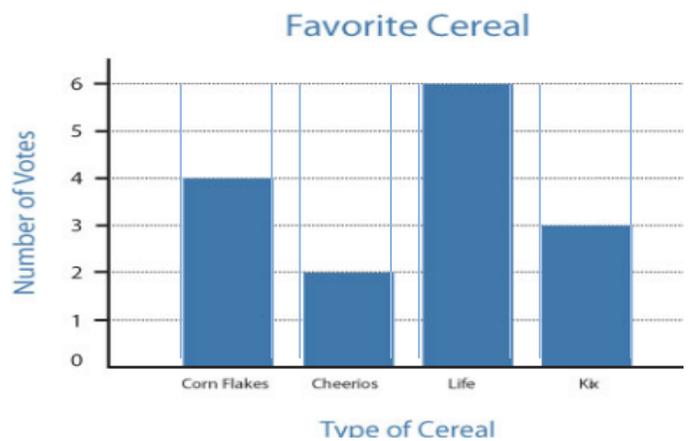


Use the pictograph to answer the questions below.



1. What is the title?  
\_\_\_\_\_
2. How much does each  stand for? \_\_\_\_\_
3. How many oranges did Charlotte eat in week 2? \_\_\_\_\_
4. Which week did Charlotte eat the least number of oranges? \_\_\_\_\_
5. Which week did Charlotte eat the least number of oranges? \_\_\_\_\_

Use the bar graph to answer the questions below.



1. What is the title of this graph? \_\_\_\_\_
2. How many students like Kix? \_\_\_\_\_
3. Which cereal has the greatest number of votes?  
\_\_\_\_\_
4. What are the categories of this graph?  
\_\_\_\_\_
5. Which cereal is liked the least? \_\_\_\_\_
6. How is the scale increasing? \_\_\_\_\_

Day 2

Use the tally chart to create a pictograph. Remember to include all the parts of the pictograph.

Sports	Number of Students
Baseball	
Hockey	
Football	
Swim	


After you create the pictograph, answer the questions below.

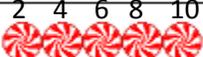
Key \_\_\_\_ = \_\_vote

1. What part of making the pictograph was easy for you?
2. What part of making the pictograph was difficult for you?
3. Why is having a key important on a pictograph?

Day 3

A key on a pictograph is very important. The key tells the value of the symbol. The symbols on a pictograph can have a value of different amounts. Look at the example below.

A survey was conducted on how many pieces of candy each person had. The results are in the pictograph below.

Susie	2 4 6 
Bobbie	2 
Julie	2 4 
Sam	2 4 6 8 10 

Number of Candies

 = 2 Pieces

When looking at the pictograph (analyzing), look at the key to find the value of the symbol.

Each symbol represents 2 pieces on this pictograph.

A technique that can be used is to label the value of the symbol above each symbol. See the values above each piece.

Day 4

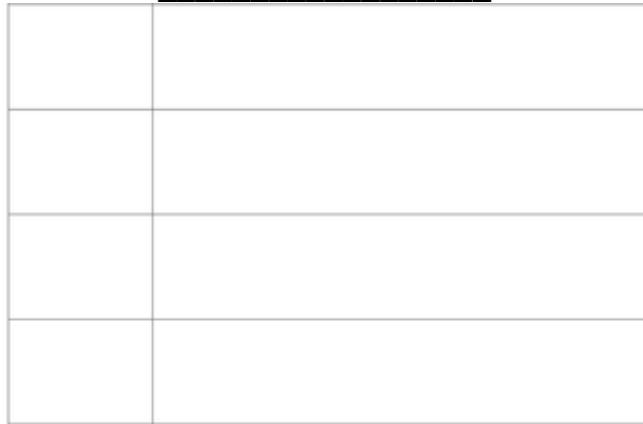
Task 1: Kitchen Graph

Look in your kitchen. On another sheet of paper, make a tally chart of different food in each of the food groups. (Fruit, vegetables, grains, dairy and protein). Choose not more than 20 things to chart. Use your chart to make a pictograph. Write two sentences about your graph.

**Task 2:**

A question was given to a 2<sup>nd</sup> class, What is your favorite Disney Movie? The results were collected in the chart below. Create a pictograph that matches the information. Remember to use all the parts of a pictograph. The key is given to you.

Movie	Votes
Cinderella	4
Beauty and the Beast	8
Snow White	2
Peter Pan	2



Key \_\_\_\_ = 2 votes

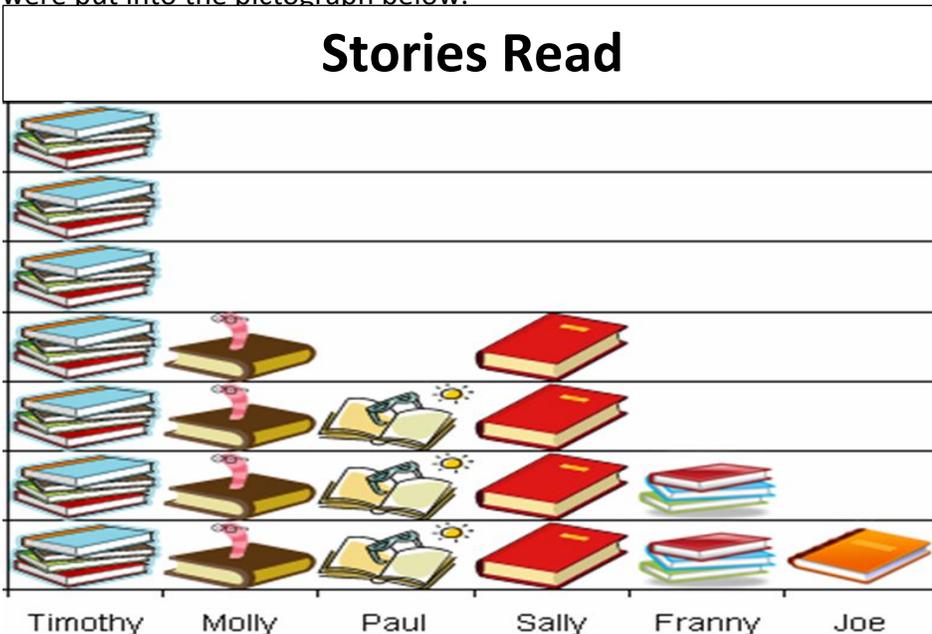
Use the pictograph you created to answer the questions below.

1. Which movie had the greatest number of votes? \_\_\_\_\_
2. Which movies had equal number of votes? \_\_\_\_\_
3. How many more votes did Beauty and the Beast have than Snow White? \_\_\_\_\_
4. What statements can you make about the key on the graph?
5. What statements can you make about the total number of responses on this graph?

Day 5

Pictographs can be represented vertically. Vertical pictographs still have the same parts – title, symbols, key, and categories.

Students recorded how many fiction stories they read last month with their families. The totals were put into the pictograph below.



Key  
Each book = 5 stories

Use the "Stories Read" pictograph to respond to questions below on another sheet of paper.

What statements can you make about the student who read the most stories?	What statements can you make using the word <i>equal</i> ?
What statements can you make about the story data?	What statements can you make about the key on the graph?
What statements can you make about the total number of stories read on this graph?	What other statements can you make about this graph?

Day 6

**Journal Entry** – Use another sheet of paper.

Eric wants to survey his friends to find out which sport – basketball, football, or soccer is the most popular. Explain to Eric what he needs to do to collect, organize, and graph his data. Explain to him using pictures, words, and examples.

Day 7

### Task 3: Toy Graph

Look in your bedroom. On another sheet of paper, make a tally chart of different types of toys you have. (Categories could be: rolling, bouncing, video, dolls, art, etc.). Choose no more than 4 categories and 20 toys. Use your chart to make a pictograph. Write two sentences about your graph.

Day 8

Complete the 3-2-1 chart below.

Write three things you learned about pictographs.	
Write two ways pictographs can help you in the future.	
Write one problem you still have with pictographs or one thing you don't understand about pictographs.	

# MUSIC

## 2<sup>nd</sup> Grade Learning in Place May 18-22

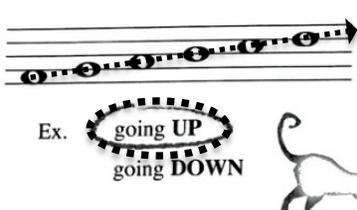
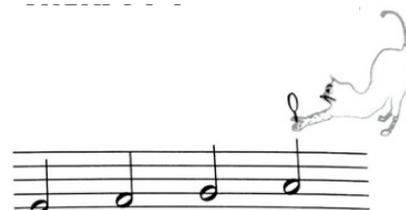
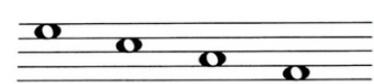
Name \_\_\_\_\_ Teacher \_\_\_\_\_

Music notes can go up and down.

Draw an arrow to connect the round note heads going up or down.

Is the music going **UP** or **DOWN**?

Circle your answer.

 <p>Ex. <b>going UP</b> <b>going DOWN</b></p>	 <p>going UP going DOWN</p>	 <p>going UP going DOWN</p>
 <p>going UP going DOWN</p>	 <p>going UP going DOWN</p>	 <p>going UP going DOWN</p>
<p>Now three choices!</p>  <p>going UP going DOWN going UP and DOWN</p>	<p>Three choices!</p>  <p>going UP going DOWN going UP and DOWN</p>	<p>Three choices!</p>  <p>going UP going DOWN going UP and DOWN</p>

Place notes on the staff going up.

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Place notes on the staff going down.

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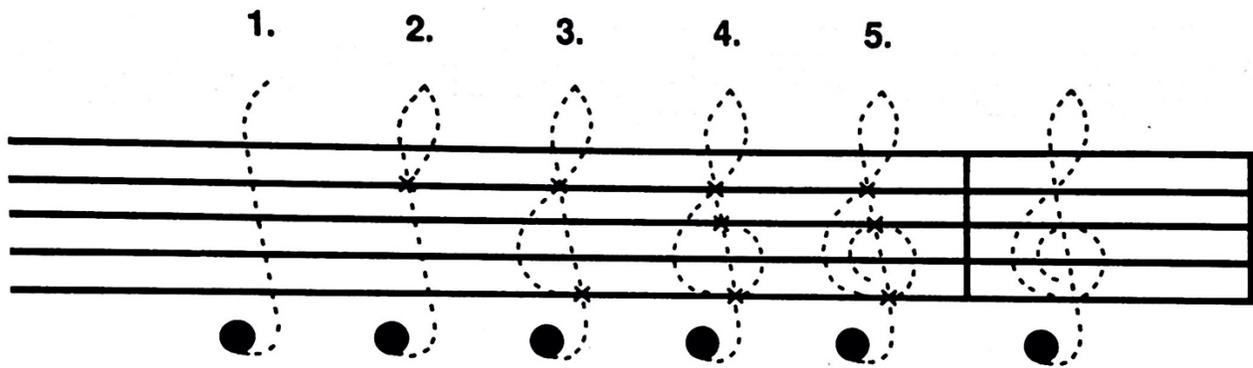
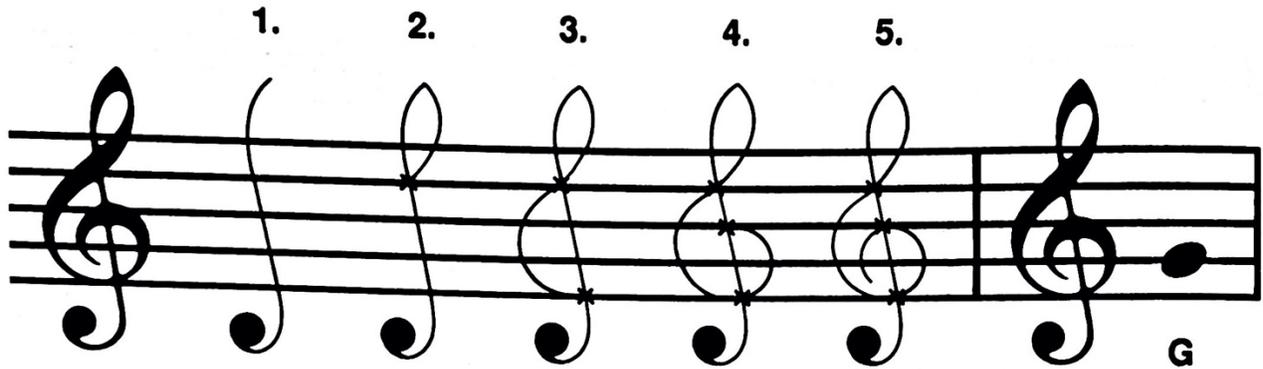
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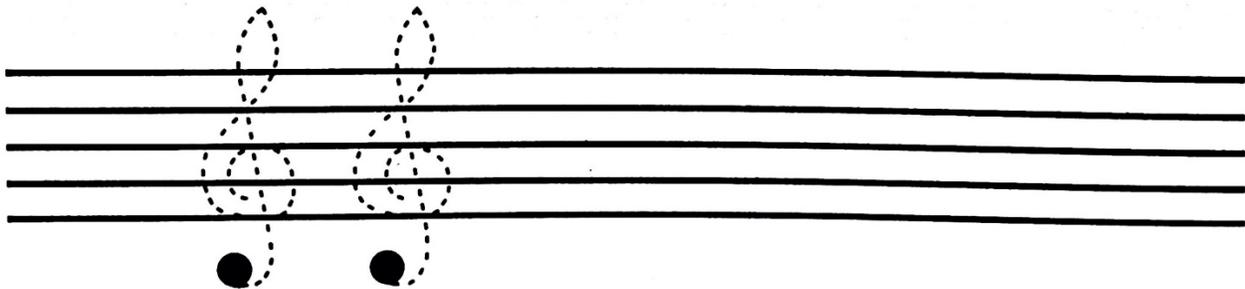
**MUSIC**  
**2<sup>nd</sup> Grade Learning in Place May 25-29**

Name \_\_\_\_\_ Teacher \_\_\_\_\_

**The treble clef is also known as the G clef. Trace each of the 5 steps to draw the treble clef. Follow the dotted lines to practice drawing the treble clef.**



**Connect the dotted lines to complete the treble clefs. Draw 3 more treble clefs own your own.**



MUSIC  
2<sup>nd</sup> Grade Learning in Place June 1-5

Name \_\_\_\_\_ Teacher \_\_\_\_\_

Use the Color Key below to identify the color for each music symbol. Color each shape.

# Beat the Heat



Color Key



Pink



Green

Yellow



Red



Orange

Tip: Identify & discuss these symbols with the student(s) prior to the activity.



Alfred Music  
LEARN · TEACH · PLAY

## Elementary Art Packets

**May 18- June 5**

\*Please select one prompt from the list below to create a piece of art each week.

### 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.



# STUDENT TRAINING PACKS

OPENPhysEd.org

## Practice Plan Number 1

Write 3 different words that you would use to help you describe Field Day.

1.
2.
3.

**Before** you practice any of the 5 events below, which activity do you think you'll like the most and why?

Event Name	Practice Day 1		Practice Day 2		Rate 1 thru 4 1 = Not Fun 4 = Most Fun
	Score 1	Score 2	Score 1	Score 2	
Paper Plane Corn Hole					
Wind Bowling					
Sock-er Skee-Ball					
Towel Flip Challenge					
Milk Jug Relay					

Now that you have practiced these events, which activity did you like the most and why?

## PAPER PLANE CORN HOLE

**Get Ready:** You'll need 3 paper sheets per player, a bucket or laundry basket.

**Get Set:** Create 3 paper airplanes using a design of your choice. Place your bucket 5-10 feet away from your throwing line.

### GO!

- This event is called Paper Plane Corn Hole.
- The object of the game is to score points by throwing your paper airplane into your bucket. You have 1 minute to score as many as possible.
- Design and create 3 paper airplanes.
- On the start signal, fly your airplanes as many times as you can toward your bucket.
- Score 1 point for every plane that hits the outside of the bucket and 2 points for every plane that lands in the bucket.
- Write your score down on the official Field Day Score Card.



**OPEN**



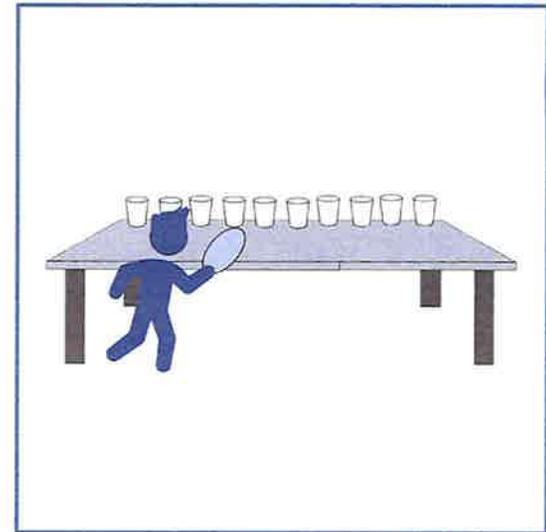
## WIND BOWLING

**Get Ready:** 1 Balloon (or Paper Plate), 10 Plastic Cups

**Get Set:** Set 10 empty plastic cups at the edge of a table in single file along the edge.

### GO!

- This event is called Wind Bowling. The object of the game is to knock all the cups off a table edge using only the air from the balloon or paper-plate fan.
- You'll do that by blowing the balloon up and aiming the escaping air towards the empty plastic cups. If you don't have a balloon you can wave the paper plate like a fan with the fan's air hitting the cups.
- Score a point for every cup that gets knocked off the table.
- You have 1 minute to knock down as many cups as you can.
- Write your score down on the official Field Day Score Card.



**OPEN**

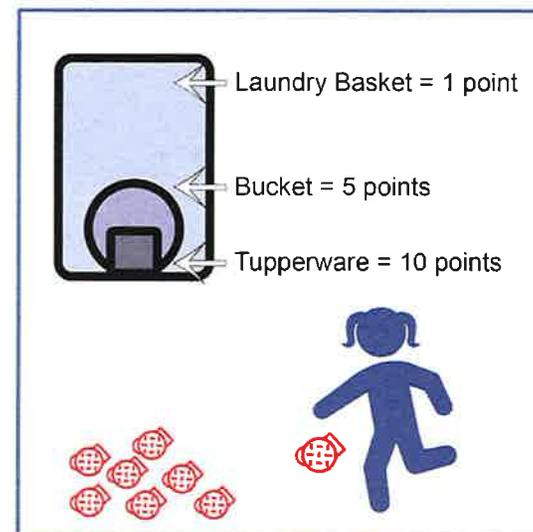
## SOCK-ER SKEE-BALL

**Get Ready:** 10 sock balls, 1 Laundry Basket, 1 Bucket, 1 Tupperware container

**Get Set:** Roll up the socks to make sock-balls. Stack the targets into skee-ball formation with the Tupperware inside the bucket and the bucket inside the laundry basket.

### GO!

- This event is called Sock-er Skee-ball. The object of this game is to score points by kicking the sock ball into the skee-ball targets.
- You'll do that by using your feet to kick the sock ball into the target.
- Score 1 point for every sock ball that lands in the laundry basket.
- Score 5 points for sock balls in the bucket.
- Score 10 points for sock balls in the Tupperware container.
- You get 10 chances to score as many points as you can.
- Write your score down on the official Field Day Score Card.



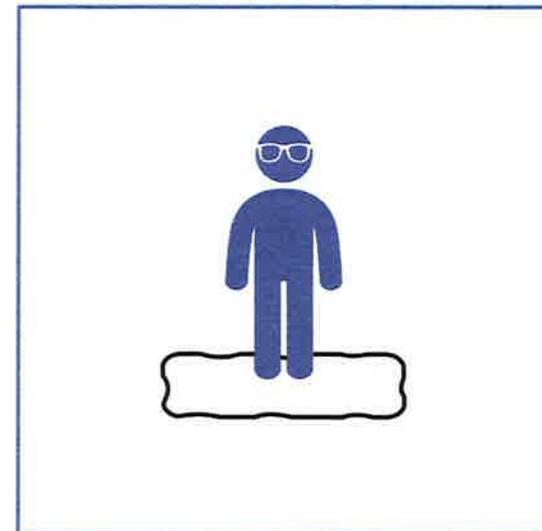
## TOWEL FLIP CHALLENGE

**Get Ready:** 1 large beach or bath towel

**Get Set:** Lay your towel out flat on your floor and stand on it.

**GO!**

- This event is the Towel Flip Challenge. The object of this game is to flip the towel as fast as you can without stepping off of it.
- You can take small steps from one part of the towel to another. However, you can only move it when you have both feet firmly in place on top of the towel.
- The towel must be flat at the start and flat at the finish.
- You have 1 minute to complete the challenge.



**OPEN**

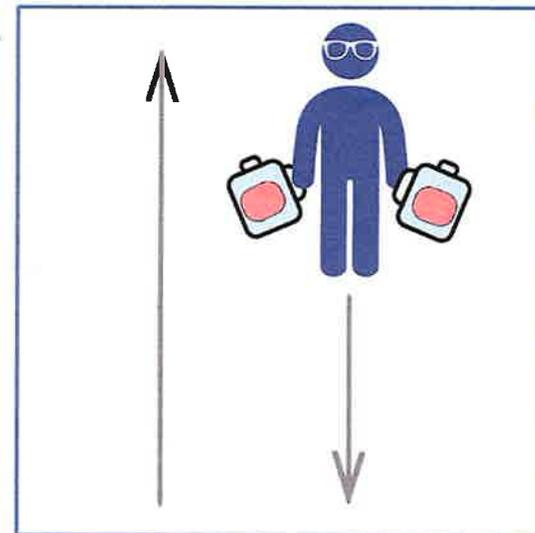
## MILK JUG RELAY

**Get Ready:** Two 1-Gallon Milk Jugs, Items to Mark Start/End Points (cones, socks, plastic cups, etc.), Clock or Stopwatch

**Get Set:** Set up an area to move in by making a starting point and ending point. Distance can be 15 to 30 walking steps from beginning to end. Fill two used 1-gallon milk jugs with water ( $\frac{1}{4}$ ,  $\frac{1}{2}$ , or full) and place at a start spot.

### GO!

- This event is called the Milk Jug Relay. The object of this game is to carry the milk jug across the room as many times as you can.
- You get 1 point for each full length you travel.
- Add extra challenge by carrying two milk jugs at once.
- You have 1 minute to complete the challenge.
- Write your score down on the official Field Day Score Card.





## Grade 2: Gifted Opportunities

Gifted Education & Academic Rigor Services  
May 18 – June 5

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 10 May 18 - 22	Week 11 May 26 - 29	Week 12 June 1 - 5
Math	I often buy cans of soda in a six-pack. If I buy two six-packs of soda each week, how many cans will I buy in a month to recycle? How many six-packs will that be?	I have 47 cents in my piggy bank. There are only 11 coins. Show what the coins might be.	People have legs. Chairs have legs. How many legs are in a classroom with 19 students and 1 teacher? The teacher has 1 chair at their desk, 1 chair at their small group table, and 1 chair at the rug.
Communication Skills /Reading	Write a rhyme paragraph. Each sentence must begin and end with words that rhyme with each other. Make your paragraph at least 4 sentences long.	Create your own fairy godmother. What does she look like? What does she have to offer you? Explain how she helps you. Describe her personality.	Pretend you know what an <i>orfinbellydorper</i> is - even though most people don't. Explain to them what to do with one. Use sentences that answer who, what, when, where, why, and how.
STEM Challenge	Using only 2 pieces of notebook paper, 12 inches of tape, and scissors, build the longest paper chain you can. Measure how long it is. See if you can change it, or make a new chain, to make it longer. Record your changes and new measurements.	Design the amusement park of your dreams. Remember to include places like ticket sale areas, entrances and exits, rides, shows, places to eat, and bathrooms.	Create an obstacle course. Plan it out on paper, then build it using items you find in your home. Time how long it takes you to complete your course. Make adjustments to improve your course, then try again. Record your changes and new measurements.

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

## **Online Resources for ESL Families**

English learning websites are a great way to learn. This list of websites can be used by your family to learn English and learn to read in English. Please go to the websites to find reading opportunities, educational activities, and English learning games. Use these tips to help your child learn English:

- Read in your native language or in English everyday!
- Have your child keep a vocabulary journal of new words they read or hear. Use the new words to write sentences and stories. Draw pictures to go with the new words.
- Watch educational shows in English on TV. Ask your child to write down 3-5 new English words in their journal each day.
- Talk to your child in your native language (ie: Spanish). Tell your child stories and sing songs. Talking and listening in any language builds vocabulary and background knowledge. A strong vocabulary is important for reading success.
- Playing together as a family is important to build language and a strong family bond. You can play games on the computer, play board games, or play together outside. Have fun and build language at the same time.
- When it is safe, take family trips in the community. Going for a walk or going to stores creates many opportunities to talk together and build vocabulary using the world around you.

**For more information about how to help your child learn English and your native language, go to <https://www.colorincolorado.org/>.**

## **Websites for ESL Families**

### **Reading - eBooks:**

**Elementary:** <https://abdodigital.com/?tk=414F33301B8E136DEE3F0A93BF1795E1>

**Secondary:** <https://abdodigital.com/?tk=840BC558E6676AB1F4C9FA29D8EC6D69>

**TumbleBooks K-12:** <https://www.tumblebooks.com/>

TumbleBookLibrary (k-6)	Username: tumble735	Password: books
TumbleMath (k-6 math)	Username: tumble2020	Password: A3b5c6
TeenBookCloud (6-12)	Username: tumble2020	Password: A3b5c6

### **Reading - Audio books:**

<https://www.tumblebooklibrary.com/>

Kid to Adult Audio books	Username: tumble2020	Password: A3b5c6
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<https://www.uniteforliteracy.com/>

<https://www.myon.com/school/readathome>

School Name: Read at Home	Username: readnow	Password: myon
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### **Beginning Reading, Grammar & Games:**

<https://www.starfall.com>

<https://www.abcya.com/games/tangrams>

<https://pbskids.org/games/music/>

<https://esl-kids.com/>

### **Spanish Literacy:**

<https://www.spanishplayground.net/online-spanish-stories-kids/>