



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

# 2<sup>nd</sup> Grade

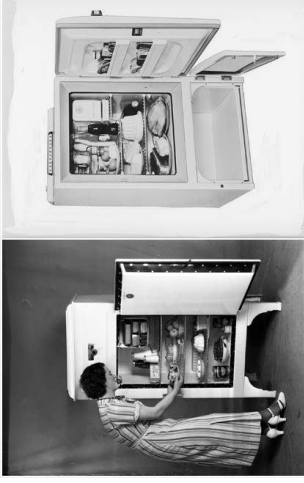


**Phase II**  
**April 6 to April 24, 2020**

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

**NPS Curriculum & Instruction**

## Social Studies Learning in Place Plans Second Grade: April 6-10

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>● <b>community:</b> A place where people live, work, and play</p> <p>● <b>population:</b> The number of people living in a community</p> <p>Think about these vocabulary words. Read the paragraph on the page titled Communities. Answer the following questions on a sheet of paper.</p> <ol style="list-style-type: none"> <li>1. According to the paragraph, how can communities be different?</li> <li>2. Draw a picture of your community. Label your home and other buildings or places. Remember a community is where people live, work, and play. Your drawing should show all those places.</li> </ol>	<p>The author of the Communities page uses another text feature to help you learn about communities. Symbols of cameras are placed on the map to show you where the images around the map belong. The author uses captions to explain the images. Study each image and caption. Answer the following questions on a sheet of paper.</p> <ol style="list-style-type: none"> <li>1) Look at Camera 3 under the paragraph. Find Camera 3 on the map. Read the caption. Describe the population of an urban community.</li> <li>2) Find Camera 5 on the page and on the map. Read the caption. How is a rural community different from an urban community? Use the word population in your response.</li> </ol>	<p>Things change over time such as the way buildings look, they type of transportation we use, and even jobs. Sometimes an innovation changes how we live.</p> <ul style="list-style-type: none"> <li>● <b>innovation:</b> Something new or different</li> </ul> <p>Look at these pictures of an old refrigerator. Think about how this innovation has changed people's lives. Write a paragraph explaining how this innovation has changed from the past and how it has helped people.</p> 

## Social Studies Learning in Place Plans Second Grade: April 20-24

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>The way people have communicated has changed from the past. Today we can keep in touch with others many different ways. In the past people waited weeks and sometimes months for letters to arrive.</p> <p>Read How We Kept in Touch and then complete the Morse Code sheet (Reproducible 30) to learn how people communicated in the past.</p>	<p>The telephone is another innovation that has changed the way people live.</p> <p>Look at the page titled The Telephone (pg 31). Read the page and then complete the Telephone Timeline (Reproducible 29). The bonus sentences should be completed on another sheet of paper.</p>	<p>Did you use a phone, watch TV, or use a gaming system or computer today? Think about how your life would be different if those things did not exist. Read the page titled Amazing Internet. Answer the following questions on a sheet of paper.</p> <ol style="list-style-type: none"> <li>1) How have computers changed since they were first invented? Describe the way they looked and how they were used.</li> <li>2) What do you think computers of the future will be able to do? Write and illustrate your answer.</li> </ol>



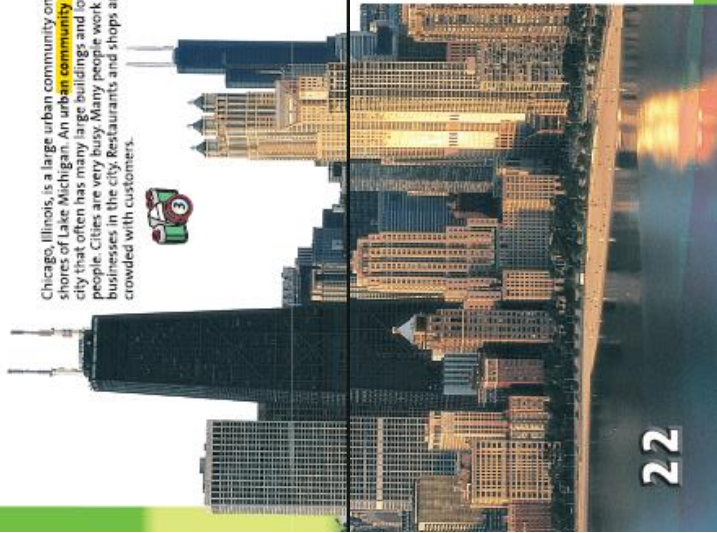
# COMMUNITIES

## MANY TYPES OF COMMUNITIES

A **community** is a place where people live, work, and do things together.

Communities can have millions of people and lots of tall buildings or they can have just a few people and small houses. They can be anywhere—alongside bodies of water, in tall, rugged mountains or on flat, grassy plains.

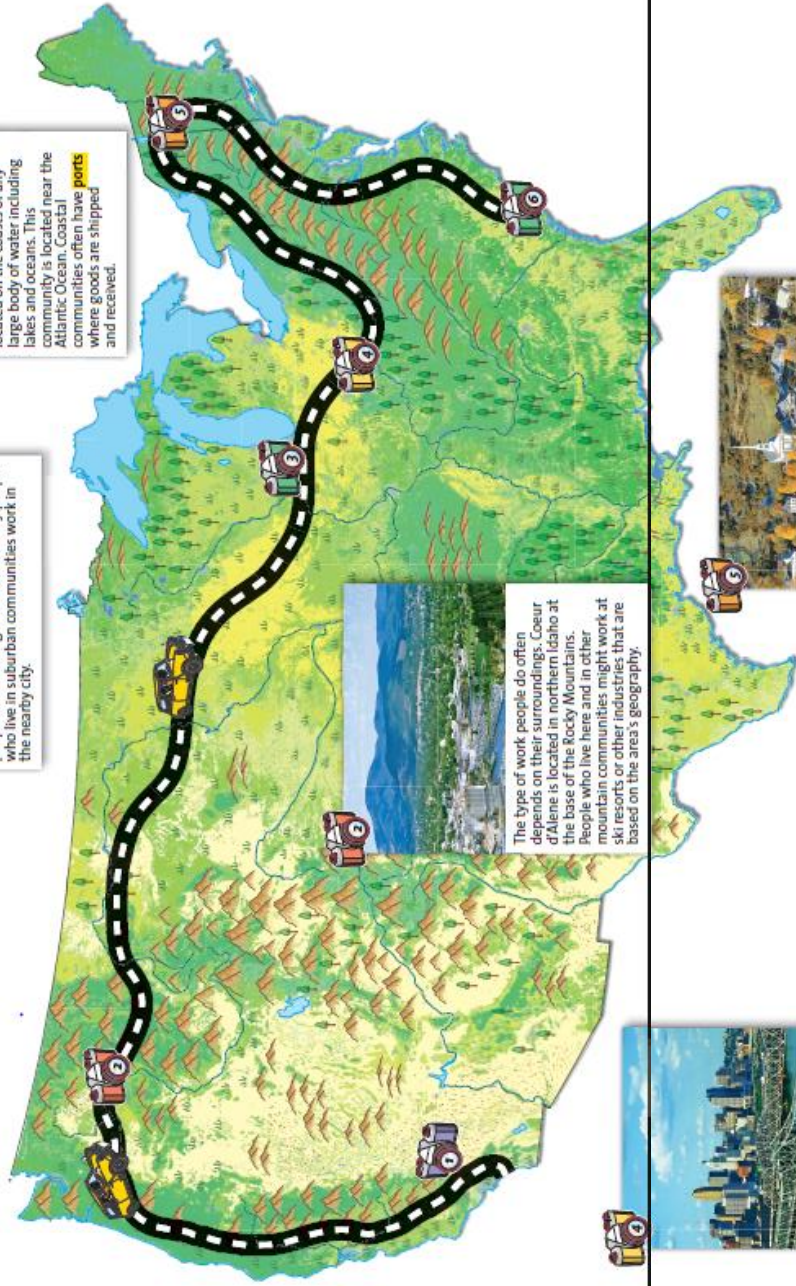
Chicago, Illinois, is a large urban community on the shores of Lake Michigan. An **urban community** is a city that often has many large buildings and lots of people. Cities are very busy. Many people work at businesses in the city. Restaurants and shops are crowded with customers.



This **suburban community** is located in California. A suburban community can be found near a large city. They have fewer people and buildings than cities. Many people who live in suburban communities work in the nearby city.



Coastal communities can be located on the coasts of any large body of water, including lakes and oceans. This community is located near the Atlantic Ocean. Coastal communities often have **ports** where goods are shipped and received.



The type of work people do often depends on their surroundings. Coeur d'Alene is located in northern Idaho at the base of the Rocky Mountains. People who live here and in other mountain communities might work at ski resorts or other industries that are based on the area's geography.



Cincinnati, Ohio, is located on the Ohio River. Before roads and railroads were built, people depended on rivers for transportation people and goods. That is why many of the first communities grew up near rivers.



**Rural communities** are small towns located in the countryside. They have fewer people and smaller buildings than cities. There is often more open land between houses and buildings in rural communities.



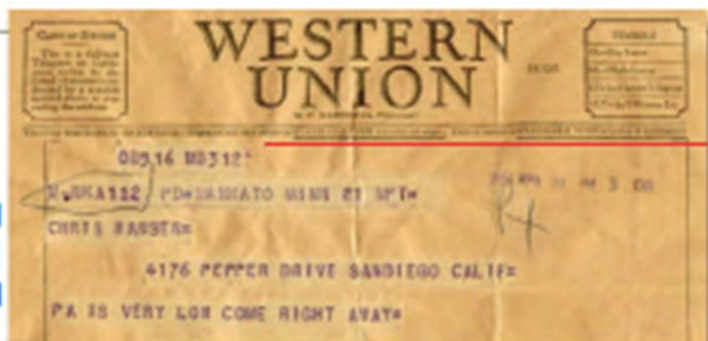
• *Innovations in methods of communication have changed the way that people live and work.*

# HOW WE KEPT IN TOUCH

Trains, steamships, and covered wagons helped people move across the country. With communities all over America, people needed new ways to stay in touch. But until 1844, if you had big news to share with a friend or a loved one far away, you had to write a letter and wait for it to get there. It could take weeks or even months! Thanks to great **innovations** from some very brilliant people, all that soon changed.

## Words To Know

- **innovation**  
(in-oh-VAY-shun)  
Something new or different
- **communication**  
(kuh-mew-ni-KAY-shun)  
A way of sending information to people



## The Telegraph

This machine used a code of dots and dashes to send messages from one person to another. This message spells...

C                      A                      T  
 —   •   —   •   •   —   —

## DOT-DASH-DOT

Samuel Morse studied the works of other scientists and learned that sounds could travel along thin metal wires. He came up with a new idea—a way to send messages with an invention he called the telegraph.

Morse laid a wire that stretched from Washington, D.C., to Baltimore, Maryland. He invented a special code of short and long taps, then used it to write a few words. Thirty-eight miles away, just moments later, his message was received. It was the start of a **communication** revolution in the way we stay in touch.



# MORSE CODE

**A** **B** **C** **D** **E** **F**

**G** **H** **I** **J** **K**

**L** **M** **N** **O** **P**

**Q** **R** **S** **T** **U**

**V** **W** **X** **Y** **Z**

1 Write your name using Morse code. Practice tapping it out.

2 Write a word to describe today's weather using Morse code. Practice tapping it out

3 Write the name of one of the continents using Morse code. Practice tapping it out.

4 Is using Morse code hard or easy? Why?

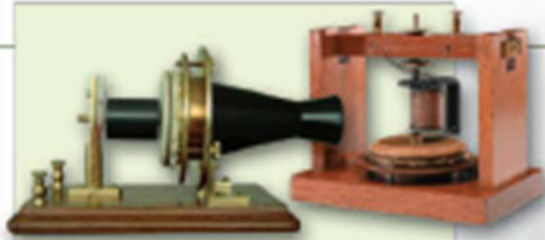
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5 How is our daily communication different from Morse code?

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*This "candlestick" phone was used in the 1910s.*

*The first phone, invented in 1876, had two parts. One part sent the message and one received it.*



*A hand-cranked phone from the 1880s.*



## The Telephone

"Mr. Watson, come here!" Those were the first words ever spoken on a telephone, by its inventor Alexander Graham Bell.



*A rotary dial phone from the 1930s.*

### WHO'S CALLING PLEASE?

Imagine a world with no phones. How would you call your favorite aunt or best friend? When phones were first invented, there were no phone numbers. Wires led from a home to an "operator" who would connect them with someone else's wires. In time, phone numbers arrived, then long-distance lines that made calling across the country possible. Today, we can call all over the world. Do you think telephone innovations made it easier or harder for people to communicate? Explain.



*"Touch tone" phones made dialing easier in the 1960s. You could choose colors, too!*

*A 1980s cordless phone. You could walk around the house and talk!*








# Telephone Timeline

NAME \_\_\_\_\_

**DIRECTIONS:** Read each date along the timeline.

Draw pictures of the missing telephones. Use page 31 in your Student Edition for help. Below each picture, share how the invention changed. Some have been done for you.

<p><b>1876</b></p> 	<p><b>1880</b></p>	<p><b>1930</b></p> 	<p><b>1960</b></p> 	<p><b>1980</b></p>	<p><b>Modern Day</b></p>
<p><i>The first phone was in two parts: one to send a message and one to receive it.</i></p>				<p><i>Cell phones let you talk from anywhere! Some can connect to the Internet.</i></p>	

**BONUS:** On the back of this paper, draw a picture of the phone you think we will use in the future. Write three sentences about how it will be different from phones today.



*The first computers were the size of a big room! Personal computers were invented in the 1970s.*

## The Amazing Internet

The telegraph was a baby step in helping people keep in touch. Today the Internet connects us to the entire world.



### ONLINE CONNECTIONS

One of the biggest changes in the way we share our lives, stay in touch, and get our news has been the creation of the computer. Innovators figured out how computers could “talk” with other computers to share information. At first this knowledge was used only for military purposes, but today we use the Internet for everything from YouTube to downloading music. Our computers are now a combination library, movie theater, newspaper, and much more.

Our lives have changed so much!



*This boy is doing his homework on a laptop. He can also do research with online reference sources.*





# NPS Learning in Place English Grade: Second Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 4</b>	<p><b>Read <i>Enemy Pie</i></b> Complete the "Doodle" A Story graphic organizer.</p> <p><i>Write about a time when you made a new friend. How did you become friends? Describe the first time you met. Organize your writing to include a beginning, middle, and ending.</i></p>	<p><b>Reread <i>Enemy Pie</i></b> Complete the Text Dependent Questions at the end of the text.</p> <p><i>What ingredients would you include in an "Enemy Pie?" Write your own recipe for "Enemy Pie." Organize your writing to include ingredients and detailed directions on how to make it.</i></p>	<p><b>Reread <i>Enemy Pie</i></b> Use your "Doodle" A Story graphic organizer to write a summary of the story.</p> <p>Write 1-2 sentences to go with each picture.</p> <p><i>Create a book cover for the story <b>Enemy Pie</b>. Include the title, author, and an illustration.</i></p>	<p><b>Read <i>Jenny's Move</i></b> Draw a picture and write one sentence that tells what happened in the beginning, middle, and end of the story.</p> <p><i>Who is a better friend, Jenny or Sarah? Write a paragraph to explain your opinion. Use evidence from the text to support your opinion. Include at least two reasons.</i></p>	<p><b>Reread <i>Jenny's Move</i></b> Complete the Text Dependent Questions at the end of the text.</p> <p><i>If the story, <b>Jenny's Move</b> continued, what do you think would happen next? Write a new ending to the story. Share your ending with someone in your home.</i></p>
	<b>Read 14.2</b> Read a book of choice and record it on the reading log each day.				

<b>Spring Break April 13-17</b>					
<b>Week 5</b>	<b>Read 14.2</b> Read a book of choice and record it on the reading log each day.				
	<b>Read 14.2</b> Read a book of choice and record it on the reading log each day.				

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 6</b>	<p><b>Read <i>Sweet Tooth</i></b> Complete the "Doodle" A Story graphic organizer.</p> <p><i>Write about a time when you had a loose tooth. How did you get it out? Organize your writing to include a beginning, middle, and ending.</i></p>	<p><b>Reread <i>Sweet Tooth</i></b> Complete the Text Dependent Questions at the end of the text.</p> <p><i>Do you like sweets? What is your favorite food to eat as a snack? Write a paragraph about your favorite snack. Give at least two reasons why it is your favorite.</i></p>	<p><b>Reread <i>Sweet Tooth</i></b> Use your "Doodle" A Story graphic organizer to write a summary of the story.</p> <p>Write 1-2 sentences to go with each picture.</p> <p><i>Create a book cover for the story <b>Sweet Tooth</b>. Include the title, author, and an illustration.</i></p>	<p><b>Read <i>Keep Your Teeth Healthy</i></b> Draw a picture in each box to go with the text.</p> <p><i>What are some ways that you keep your teeth healthy? Write a paragraph that explains at least two ways you keep your teeth healthy. Be sure to include descriptive details.</i></p>	<p><b>Reread <i>Keep Your Teeth Healthy</i></b> Complete the Text Dependent Questions at the end of the text.</p> <p><i>Create a poster that shows the importance of caring for your teeth. Present your poster to another person in your home.</i></p>
	<b>Read 14.2</b> Read a book of choice and record it on the reading log each day.				





# ENEMY PIE

by: Derek Munson

It should have been a perfect summer. My dad helped me build a tree house in our backyard. My sister was at camp for three whole weeks. And I was on the best baseball team in town. It should have been a perfect summer. But it wasn't.

It was all good until Jeremy Ross moved into the neighborhood, right next door to my best friend Stanley. I did not like Jeremy Ross. He laughed at me when he struck me out in a baseball game. He had a party on his trampoline, and I wasn't even invited. But my best friend Stanley was.

Jeremy Ross was the one and only person on my enemy list. I never even had an enemy list until he moved into the neighborhood. But as soon as he came along, I needed one. I hung it up in my treehouse, where Jeremy Ross was not allowed to go.

1

Dad understood stuff like enemies. He told me that when he was my age, he had enemies, too. But he knew of a way to get rid of them. I asked him to tell me how.

"Tell you how? I'll show you how!" he said. He pulled a really old recipe book off the kitchen shelf. Inside, there was a worn-out scrap of paper with faded writing. Dad held it up and squinted at it.

"Enemy Pie," he said satisfied.

You may be wondering what exactly is in Enemy Pie. I was wondering, too. But Dad said the recipe was so secret,

he couldn't even tell me. I decided it must be magic. I begged him to tell me something – anything.

"I will tell you this," he said. "Enemy Pie is the fastest known way to get rid of enemies.

Now, of course, this got my mind working. What kinds of things – disgusting things – would I put into a pie for an enemy? I brought Dad some weeds from the garden, but he just shook his head. I brought him some earthworms and rocks, but he didn't think he needed those. I gave him the gum I'd been chewing all morning. He gave it right back to me.

I went out to play, alone. I shot baskets until the ball got stuck on the roof. I threw a boomerang that never came back to me. And all the while, I listened to the sound of my dad chopping and stirring and blending the ingredients of Enemy Pie. This could be the greatest summer after all.

Enemy Pie was going to be awful. I tried to imagine how horrible it must smell, or worse, what it would look like. But when I was in the backyard looking for ladybugs, I smelled something really, really, really good. And as far as I could tell, it was coming from our kitchen.

I went in to ask Dad what was wrong. Enemy Pie shouldn't smell this good. But Dad was smart. "If Enemy Pie smelled bad, your enemy would never eat it," he said. I could tell he'd made Enemy Pie before.

2

The buzzer rang, and Dad put on the oven mitts and pulled the pie out of the oven. It looked like plain, old pie. It looked good enough to eat! I was catching on.

But still, I wasn't really sure how this Enemy Pie worked. What exactly did it do to enemies? Maybe it made their hair fall out, or their breath stinky. Maybe it made bullies cry. I asked Dad, but he was no help. He wouldn't tell me a thing.

But while the pie cooled, he filled me in on my job.

He talked quietly. "There is one part of Enemy Pie that I can't do. In order for it to work, you need to spend a day with your enemy. Even worse, you have to be nice to him. It's not easy. But that's the only way that Enemy Pie can work. Are you sure you want to go through this?"

Of course I was.

It sounded horrible. It was scary. But it was worth a try. All I had to do was spend one day with Jeremy Ross, then he'd be out of my hair for the rest of my life. I rode my bike to his house and knocked on the door.

When Jeremy opened the door, he seemed surprised. He stood on the other side of the screen door and looked at me, waiting for me to say something. I was nervous.

"Can you play?" I asked.

He looked confused. "I'll go ask my mom," he said. He came back with his shoes in his hand. His mom walked around the corner to say hello.

3

"You boys stay out of trouble," she said smiling.

We rode bikes for a while and played on the trampoline. Then we made some water balloons and threw them at the neighborhood girls, but we missed. Jeremy's mom made us lunch. After lunch we went over to my house.

It seemed strange, but I was kind of having fun with my enemy. He almost seemed nice. But of course I couldn't tell Dad that, since he had worked so hard to make this Enemy Pie.

Jeremy Ross liked my basketball hoop. He said he wished he had a basketball hoop, but they didn't have room for one. I let him win a game, just to be nice.

Jeremy Ross knew how to throw a boomerang. He threw it and it came right back to him. I threw it and it went over my house and into the backyard. When we climbed over the fence to find it, the first thing Jeremy noticed was my tree house.

4

My tree house was my tree house. I was the boss. If my sister wanted in, I didn't have to let her. If my dad wanted in, I didn't have to let him. And if Jeremy wanted in....

"Can we go in it?" he asked.

I knew he was going to ask me that! But he was the top person, the ONLY person, on my enemy list. And enemies aren't allowed in my tree house.

But he did teach me to throw a boomerang. And he did have me over for lunch. And he did let me play on his trampoline. He wasn't being a very good enemy.

"Okay," I said, "but hold on."

I climbed up ahead of him and tore the enemy list off the wall.

I had a checkerboard and some cards in the tree house, and we played games until my dad called us down for dinner.

We pretended we didn't hear him and when he came out to get us, we tried to hide from him. But somehow he found us.

Dad made us some macaroni and cheese for dinner – my favorite. It was Jeremy's favorite, too! Maybe Jeremy Ross wasn't so bad after all. I was beginning to think maybe we should just forget about Enemy Pie.

5

But sure enough, after dinner, Dad brought out the pie. I watched as he cut the pie into eight thick slices.

"Dad," I said, "it sure is nice having a new friend in the neighborhood." I was trying to get his attention and trying to tell him that Jeremy Ross was no longer my enemy. But Dad only smiled and nodded. I think he thought I was just pretending.

Dad dished up three plates, side by side, with big pieces of pie and giant scoops of ice cream. He passed one to me and one to Jeremy.

"Wow!" Jeremy said looking at the pie, "my dad never makes pie like this."

It was at this point that I panicked. I didn't want Jeremy to eat Enemy Pie! He was my friend! I couldn't let him eat it!

"Jeremy, don't eat it! It's bad pie! I think it's poisonous or something!"

Jeremy's fork stopped before reaching his mouth. He crumpled his eyebrows and looked at me funny. I felt relieved. I had saved his life. I was a hero.

"If it's so bad," Jeremy asked, "then why has your dad already eaten half of it?" I turned to look and sure enough, he was eating Enemy Pie!

"Good stuff," he mumbled through a mouthful. And that was all he said. Is at there watching them eat Enemy Pie for a few seconds. Dad was laughing. Jeremy was happily eating. And neither of them was losing any hair! It seemed safe enough, so I took a tiny taste. Enemy Pie was delicious!

After desert, Jeremy rode his bike home, but not before inviting me over to play on his trampoline in the morning. He said he'd teach me how to flip.

As for Enemy Pie, I still don't know how to make it. I still wonder if enemies really do hate it or if their hair falls out or their breath turns bad. But I don't know if I'll ever get an answer, because I just lost my best enemy.

6

### Text Dependent Questions

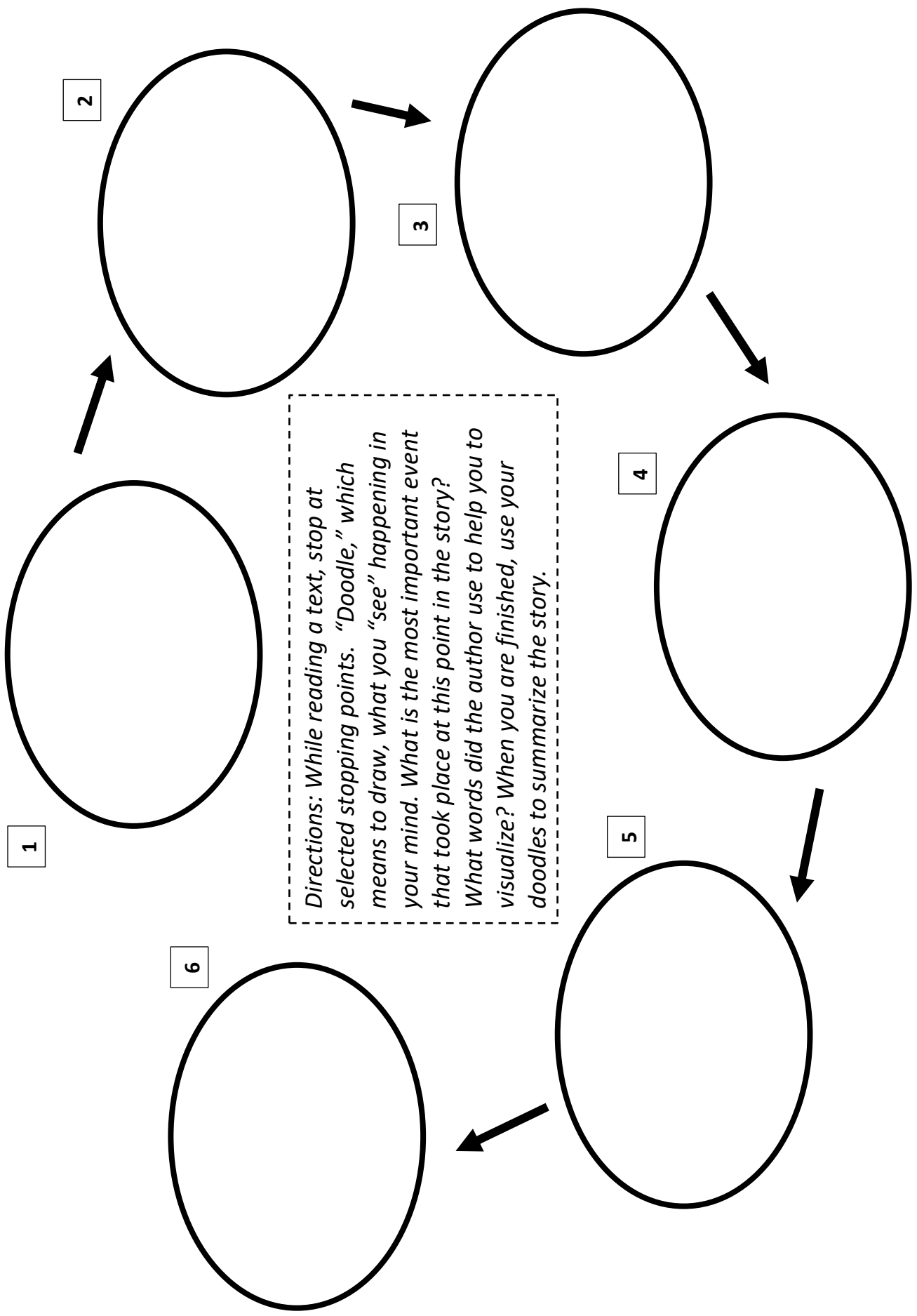
*Directions: Use the text to answer each question. Write the answer on a separate piece of paper. Be sure to write your answers in complete sentences.*

1. Describe the main character's conflict.
2. Describe at least two things the main character did to try and resolve the conflict.
3. Why didn't Dad use the ingredients the boy suggested?
4. How did the main character change from the beginning of the story to the end?
5. What lesson did this story teach you? Use evidence from the text to support your answer.



# “Doodle” A Story for \_\_\_\_\_

(Title of the Story)



## Jenny's Move

Sarah was mad. Her best friend Jenny was moving. She knew she would never see her again. Jenny had promised to write, but she knew how that went. Last year Mary had moved, and she wrote three letters. But she never heard back from her. She must have made new friends. Sarah knew the same thing would happen with Jenny. So she was getting back at her. She wasn't going to speak to her at school. That would show her.

On Monday, Jenny asked Sarah if she wanted to play jump rope at recess. Sarah said she couldn't because she had to play with Magda, a real friend who wouldn't move on her.

"Fine," said Jenny, "be that way."

On Tuesday Jenny asked Sarah if she wanted to split her bag of M&M's. Sarah wanted to but said, "No thanks, I'm going to split Anna's Cheetos. I'm going to get used to someone else's snacks since you won't be here." The only problem was that Sarah didn't like Cheetos; she liked M&M's. "Fine," Jenny said, and sighed. She didn't know what to do.

On Wednesday Jenny asked if Sarah wanted to sit

next to her at the school play. Sarah said no. Jenny sat by herself and looked sad.

Thursday was Sarah's birthday. Her mom hadn't had time to get her the special outfit she wanted. Her dad had to leave early for a meeting. It seemed like no one cared it was her birthday. But when Sarah got to school, Jenny was sitting outside with a box wrapped in the prettiest silver paper with a big bow. Jenny gave Sarah the present and Sarah opened it silently, thinking about how mean she had been. It was a stationery set, shiny pen, and a book of stamps.

Sarah realized that even though Jenny was moving they would keep in touch and be friends forever.

### 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. Why is Sarah mad at Jenny?
2. What event caused Jenny's feelings to change? How did they change?
3. What made Jenny's gift to Sarah so special?
4. What is this passage mostly about?
5. Based on paragraph 1, why did Sarah think Jenny would never write to her.

## SWEET TOOTH

By: Margie Palatini

This is Stewart. Your typical, average, everyday kid. Except---for one thing.

**"Iji oo-er ere."**

Ahh, yes. There it is all right. The molar in the back. You're probably saying, "A tooth? What's the big deal about a tooth?"

And ordinarily you would be correct...But that -- is no ordinary tooth. Uh-uh. This is Stewart's sweet tooth. One nagging, annoying, demanding--

**"BLAH. BLAH. BLAH. ENOUGH WITH THE YAKKIN'. I NEED A CANDY BAR. NOW-OW!"**

-very loud, sweet tooth.

**"DOES IT HAVE THAT GOOEY STUFF IN THE MIDDLE?"**

**'CAUSE IT'S GOT TO HAVE THAT GOOEY STUFF IN THE MIDDLE! DLE!"**

"There," said Stewart through a schmeared kisser and a gulp. "Satisfied?"

**"AHHHH...S-WEET!"**

Yes, a tooth that wants what it wants, when it wants it...and lets everybody know it.

Take, for example, two years ago at cousin Charlotte's wedding....Stewart was on his best behavior. His shoes were shined. Bowtie straight. Hands were spotless. Grandfather had just lifted his glass to toast the bride and groom when....

**"I'm fallin' asleep here! Come on. Move it along, GRAMPS. Cut the cake. Time to cut the cake. I want the end hunk with all that iiiiii-icing."**

I don't know him," uttered Mother through a gritted smile.

"He doesn't belong to me," said Dad under his breath.

"Who is that boy?" muttered Grandmother.

Stewart wiped the pink rose from his lips. "It's The Sweet Tooth."

It was not a pretty picture.

1

The Tooth was no better behaved in school.

Stewart had enough detention slips to wallpaper his room. Why, just two weeks ago...

"Who can tell me the capital of North Dakota?" asked Mrs. Finnegan in geography class.

**"Jelly beans," said a muffled voice from the back of the room.**

"Did you say something, Stewart? Asked Mrs. Finnegan.

**"Licorice."**

"Stewart, I'm afraid I can't hear your answer," said Mrs. Finnegan.

**"Lollipops."**

"You're going to have to speak up, Stewart."

**"Hey! I'm dying here for a couple of CHOCOLATE PEANUT BUTTER CUPS, OKAY?!"**

Detention slip number 432.

"But, I'm telling you, it's not me," said Stewart as he was led away to the principal's office.

"It's The Tooth!"

The movies?

You don't really want to go there, do you? ...Not with Stewart, anyway.

**"Would somebody pass the yummy gummy's already?!"**

**"SHHHHHHHHHHHH!"**

"Don't look at me," chewed Stewart. "It's The Tooth."

2

And of course, there was the unforgettable "Easter basket mishap."

Now that was really ugly. That Sunday A.M. the family awoke to find jelly beans littering the living room.



Marshmallow chicks were missing. The trail of crumpled yellow foil wrappers led to one person, and one person only.

"Ooooh, Stewart," cried a disappointed Mother and Dad.

"I can't look," whimpered his sister, Allison, closing her eyes.

"Those chocolate bunnies never had a chance," moaned Stewart, rubbing his belly-aching stomach. "It was The Tooth."

**"HEY! CAN WE STOP GOING DOWN MEMORY LANE HERE AND OPEN UP THAT BAG OF COOKIES?"**

"That's it. I've had enough!" cried Stewart.

**"ENOUGH? I HAVEN'T EVEN HAD ONE."**

"No more cookies!" shouted Stewart. "No more candy. No more cake. No more nothing!"

**"That's no more anything," said The Tooth.**

**"And... WHO DO YOU THINK YOU'RE KIDDING, KID? Bring on those chocolate chips!"**

Stewart sighed.

What choice did he have? He was a boy with one big Sweet Tooth. He tore open the bag. He grabbed one, then two-three-four cookies. He opened his mouth.

**"COME TO PAPA!" shouted The Tooth.**

Stewart stopped.

**What are you waiting for, kid? Come on. Cookie. Cookie. Cookie. Cookie."**

Stewart dropped the cookies.

But...not in his mouth.

"It's over, Tooth." Said a suddenly determined Stewart. "I'm cutting you off. Starting right now. It's cold turkey."

**"Cold turkey? Yee-ech! I hate cold turkey...unless you add a little cranberry sauce."**

"Didn't you hear me, Tooth?" cried Stewart. "I said it's over. From now on there's nothing for you but a....a....a..." Stewart gulped. "Healthy diet."

**"Healthy? Kid, say you don't mean it," wailed The Tooth.** But Stewart meant it, all right. He meant every word. Yes, it was trying. Yes, it was difficult. Okay, it was darn near impossible. But Stewart stayed strong. For The Tooth it was a different story.

**"PEAS? YOU'RE GIVING ME PEAS? LITTLE DRY GREEN VEGGIE MARBLES? Broccoli? You're feeding me a shrub? THAT'S NOT GOING TO DO IT. DESSERT! WHERE'S DESSERT! WHERE'S DESSERT? I'm begging you. WHEN DO WE GET TO THE GOOD STUFF?"**

"I can't hear you," said Stewart, putting down his fork and placing his hands over his ears. Strong. He stayed strong.

**"Just one eensy-teensy CHOCOLATE-COVERED PEANUT before hitting the sack. How about it?...a nosh. A nibble. A breath mint. Something'!"**

Forget it, said Stewart, turning off the light. Stong.

**"COME ON. WHADDAYA SAY? ONE SPOONFUL OF SUGAR," urged The Tooth as Stewart ate his cereal.** Stewart shook his head.

The Tooth was losing its grip and it knew it. **"A DROP OF CHOCOLATE MILK. One measly little crumb-bun crumb."**

"No way," said Stewart. Very strong.

**"HEY, WATCH THAT TOOTHBRUSH," shouted The Tooth.**

**"AND KEEP THAT TONGUE OF YOURS ON THE OTHER SIDE OF YOUR MOUTH. TRYIN' TO WIGGLE ME OUT OF HERE, HUH? Well, I'm not going, kid. I'm not going anywhere! Do you hear me?...Do you hear me?"**

Stewart brushed. Flossed. Gargled.

**"U-u-ugh," moaned The Tooth, weakly. "He's not hearing me...I'll get you for this, kid."**

Stewart smiled. He was winning. Oh yes, he was winning.

Three days passed. The Tooth was quiet. Very quiet. Almost too quiet. But Stewart wasn't thinking "tooth." He was thinking baseball. It was the biggest game of the season. Bottom of the ninth. Stewart was at the plate. Runners were on second and third. Two outs. Two strikes.

The crowd was on their feet. The game was on the line. Stewart's team was down by one run. The pitcher went into his windup. There was a hush from the stands. A big fat baseball was heading for the plate. It was all up to Stewart. And then...

**"BOY, COULD I GO FOR A HUNK OF BUBBLE GUM RIGHT NOW!"**

Swing! Swish!

"Heh-heh-heh."

"Strike three! Yelled the umpire. "Y'er out!"

**"Gofchal!" said The Tooth. "Now go get me some goodies!"**

"I'll get you goodies," mumbled Stewart, dropping the bat.

5

Home he marched. Into the kitchen. Straight for the refrigerator. He yanked open the door. Rustled through the vegetable bin. He flung lettuce. He tossed tomatoes. He hurled a head of cauliflower. And then he pulled out-a carrot. That's right. A carrot.

"It's over for you, Tooth," announced Stewart defiantly, lifting the carrot above his head.

**"What are you going to do with that?" asked his wide-eyed sister.**

Stewart grinned. He opened his mouth wide. Very wide.

**"KID! NO! NO THE CARROT! NOT THE CARROT!"**

"Yes. The carrot!" shouted Stewart.

**"No, kid, no!"**

Allison covered her eyes. "Am I too young to be watching this?"

Closer. Closer. Closer. And then- CR-CR-CRUNCH. **"Ahhh-ahh-ahhhh...So long, sweet world!...What a way to go...Done in by an orange veggie."**

Stewart rubbed his jaw. He stared at the carrot...and The Tooth. It was over.

"What's going to happen to it?" asked Allison as she followed her brother upstairs to the bedroom.

Stewart placed the molar under his pillow, then looked at his sister.

"Who knows?" he said with a big smile. "That's the tooth fairy's problem now."

"WAH. WAH. WAH!" cried the baby teeth.

"WOOF!" yapped the canine.

"Please be quiet," said the wisdom tooth, "I'm trying to read."

**"Pipe down, wise guy! What does a sweet tooth have to do to get an ice-cream sundae around here? With hot fudge! And throw some sprinkles on it while you're at it."**

The tooth fairy sighed. "ROTTEN TEETH!"

6

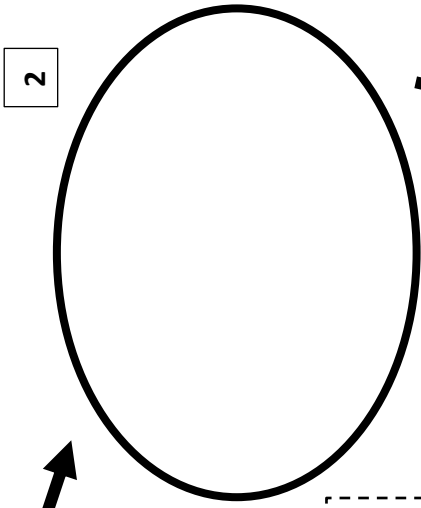
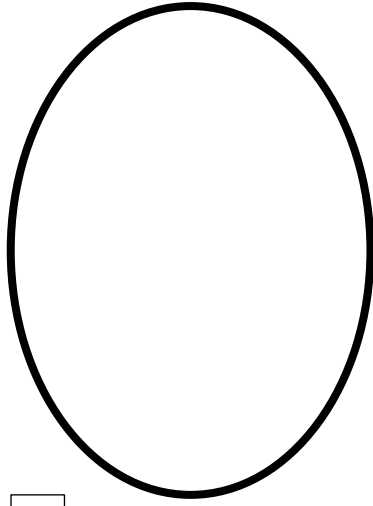
### Text Dependent Questions

*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.*

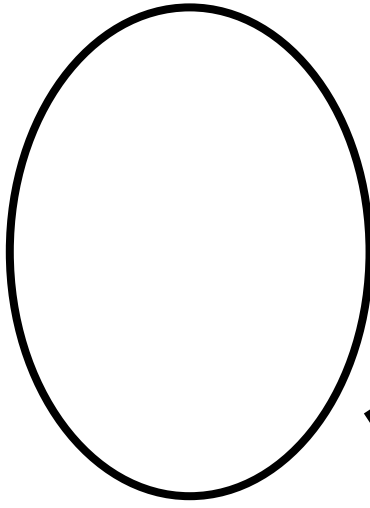
1. Describe Stewart's main conflict.
2. Describe at least two things Stewart did to try and resolve the conflict.
3. Why were Stewart's parents disappointed with him on Easter?
4. How did the main character change from the beginning of the story to the end?
5. What lesson did this story teach you? Use evidence from the text to support your answer.

# “Doodle” A Story for \_\_\_\_\_

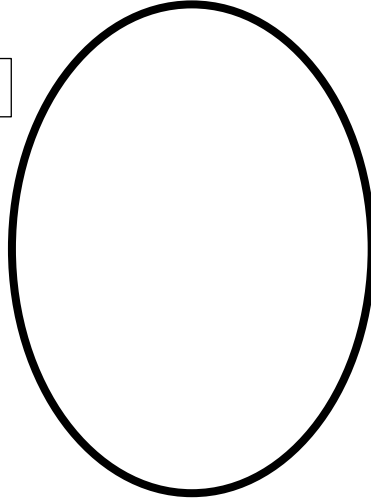
(Title of the Story)



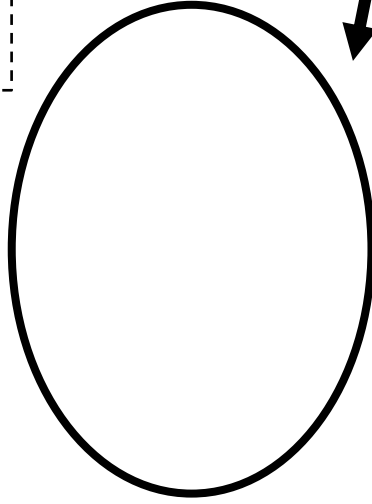
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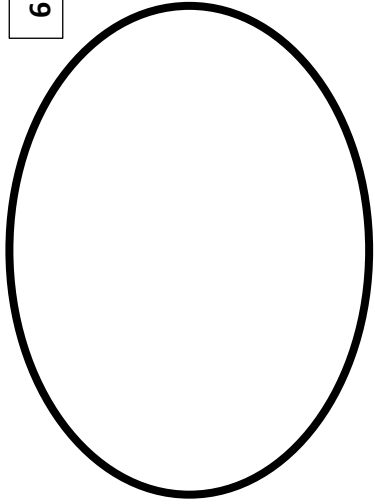
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5



6



*Directions: While reading a text, stop at selected stopping points. “Doodle,” which means to draw, what you “see” happening in your mind. What is the most important event that took place at this point in the story? What words did the author use to help you to visualize? When you are finished, use your doodles to summarize the story.*



## Keep Your Teeth Healthy Four tips for a brighter bite.

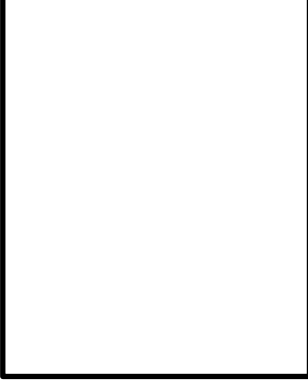
Smile! Healthy teeth make you look great and feel happy. *Munch. Crunch.* Without your "chompers," you would have trouble chewing food. Your teeth also help you speak and sing clearly. *Fa, la, la, la, la!* Now say the word *thanks*. Notice that you need your teeth to say the *th* sound.

Keeping your teeth in tip-top shape is important. Taking care of your teeth keeps **plaque** (PLAK) from building up. Plaque is a sticky film that can cause gum disease and **cavities**. A cavity is a hole in a tooth. Dentists recommend these helpful tips to remove plaque and keep your teeth healthy.

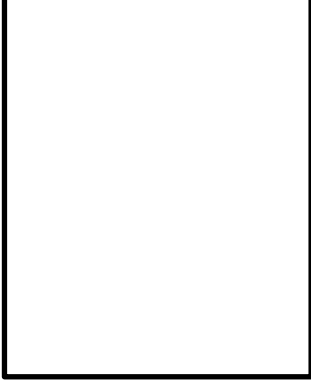
**1** Brush twice a day with a soft-bristle toothbrush. Make sure you brush for two to three minutes. Hum a song or time yourself to make sure you brush long enough. Brushing your tongue will help freshen your breath. Replace your toothbrush every three months.

**2** Floss gently once a day. Flossing cleans between your teeth. Don't forget to floss behind the last tooth in each row.

**3** Visit a dentist twice a year. Your dentist will clean your teeth and make sure they are healthy.



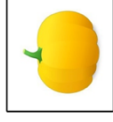
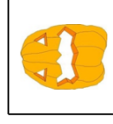
**4** Eat foods that are good for you. Those foods include fresh fruits, raw vegetables, and cheese.



### Text Dependent Questions

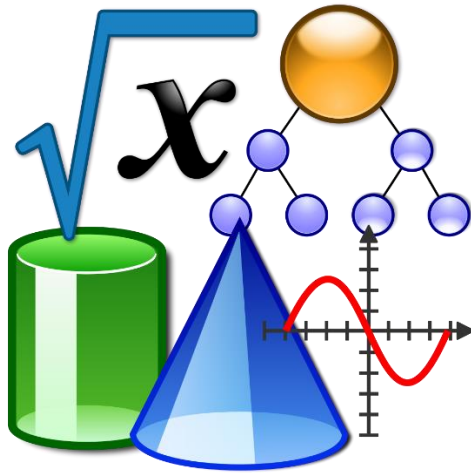
*Directions: Use the text to answer each question. Write the answer on a separate piece of paper. Be sure to write your answers in complete sentences.*

1. What do teeth help people do?
2. By taking care of your teeth, what do you prevent?
3. According to the passage, what are some tips that dentists recommend to keep your teeth healthy?
4. What is this passage mostly about?
5. In which pumpkin do you see a cavity? Explain.



# NPS Learning in Place

## MATH Grade 2



<b>Week 1</b>	<b>Time &amp; Money</b>
<b>Week 2</b>	<b>Calendar, Plane &amp; Solid</b>

**Day 1 Money**

Allie wants to buy an ice pop that costs \$1.72. The box below shows how much money Allie has in her bank. Does Allie have enough money? Explain your reasoning.



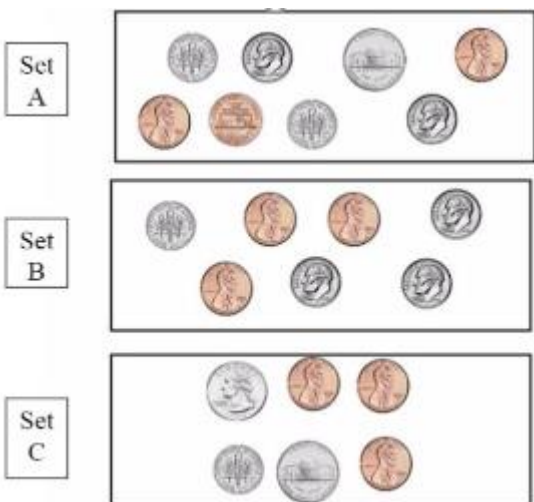
Explain your thinking:

Jessica gave money to her sister. How much money did Jessica give to her sister?



Explain your thinking:

Count and compare two sets of the money using the words greater than, less than, or equal to.



Sentence:

## Day 2 Money

Find the value of the set of money. Then explain how you did it. Use words like: first, then, and next.



Jack and Jill were comparing the money they made raking leaves.



Who made the most money raking leaves?

Use the words "less than," "greater than," or "equal to" to compare to two sets of money.

Justify your thinking!

**How can you make \$1.34 in two ways? Draw it!**



### Day 3 Word Problems with Money

You have these coins:



Which coins do you need to make a dollar?



Explain your thinking.

Which is **not** equal to 2 nickels?

1 nickel and 5 pennies

1 dime

10 pennies

1 quarter

Explain your thinking.

Which is **not** equal to 7 nickels?

4 dimes

2 dimes, 1 nickel, and 10 pennies

3 dimes and 1 nickel

1 dime, 4 nickels, and 5 pennies

Explain your thinking.

#### Day 4 Time

What time does the watch show? Choose all that are correct.

- 5:03
- 5:15
- Five fifteen
- Quarter past 3
- Quarter past 5



How would you explain how to read this watch to a friend?

Circle the clock that shows the time 6:10.



On a separate sheet of paper, answer the following questions.

#### Assessment

- **Questions**

- What does the minute hand tell us?
- What does the hour hand tell us?
- Do you see any connection between telling the time and skip counting? If so, what is it?
- Do we skip count when we tell time?
- Can you explain why this digital time matches this analog time?

- **Journal/Writing Prompts**

- Write about five things you do on Sundays, and write the digital and analog time that you do each thing.
- Plan a schedule for a perfect day, writing the digital and analog time you would do each activity. Explain why this would be a perfect day.

**Day 5**      **Time**

Write the time below each clock.

1.



2.



3.



**Independent Practice**

Write the time.

**Word Bank**

minute hand    hour  
minute          half hour  
hour hand

5.



6.



7.



8.



9.



**Reasoning** Complete the pattern.

10.





## Day 6 Calendar

A **calendar** helps us keep track of days, weeks, months, and years.



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

### Guided Practice

June has 30 days. Write dates for this month.

### June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2				

Use the calendar to answer the questions.

1. What day is the first day of this month? \_\_\_\_\_
2. What day is the 18th day of this month? \_\_\_\_\_

**Do you understand?** What comes next on the calendar after June 30?

## Day 7 Calendar

April has 30 days.

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

You can see that the 15th of April is on a Wednesday here.

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

### Independent Practice

Use the calendar to answer the questions.

Word Bank  
calendar

### 1 Year

January							February							March							April						
4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4			
11	12	13	14	15	16	17	8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
18	19	20	21	22	23	24	15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
25	26	27	28	29	30	31	22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
													29	30	31								26	27	28	29	30

May							June							July							August						
3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4	1										
10	11	12	13	14	15	16	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
17	18	19	20	21	22	23	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
24	25	26	27	28	29	30	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
31	28	29	30	26	27	28	29	30	31	23	24	25	26	27	28	29	30	31									

September							October							November							December						
6	7	8	9	10	11	12	1	2	3	1	2	3	4	5	6	7	1	2	3	4	5						
13	14	15	16	17	18	19	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
20	21	22	23	24	25	26	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
27	28	29	30	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26			
				25	26	27	28	29	30	31	29	30	27	28	29	30	31										

- How many months have 31 days? \_\_\_\_\_
- Which month has less than 30 days? \_\_\_\_\_
- How many weeks are in a year? \_\_\_\_\_

## Day 8 Calendar

On a separate sheet of paper, answer the following questions.

### Questions

- Why was it important to write the numbers of the dates on the calendar before recording the special dates?
- How do you know where the first day of each month belongs?

### Journal/writing prompts

- Examine a 12-month calendar, comparing the months. Describe any patterns you see in the numbers or words. Do any months have similar characteristics?
- What is the importance of a calendar? How do you know?

## Day 9 Plane & Solid

Solid Figure	# of Faces	Shape of Faces	# of Edges	# of Vertices
Cube	6	Squares	12	8
Rectangular Prism	6	Rectangles	12	8
Sphere	0	N/A	0	0

### Words to Know



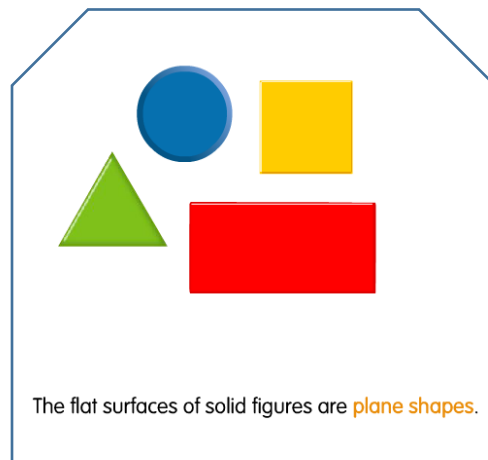
cube



circle

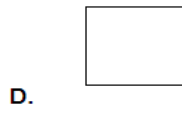
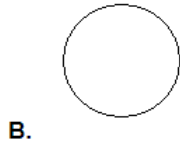


square



1. Which solid figure has flat surfaces that are triangles and a square?
  - A. cone
  - B. pyramid
  - C. cube
  - D. rectangular prism
2. Which plane shape would you draw by tracing the flat surface of a cube?
  - A. triangle
  - B. rectangle
  - C. circle
  - D. square
3. Which two solid figures have flat surfaces that are circles?
  - A. cone and cube
  - B. pyramid and cone
  - C. cylinder and cone
  - D. rectangular prism and cube

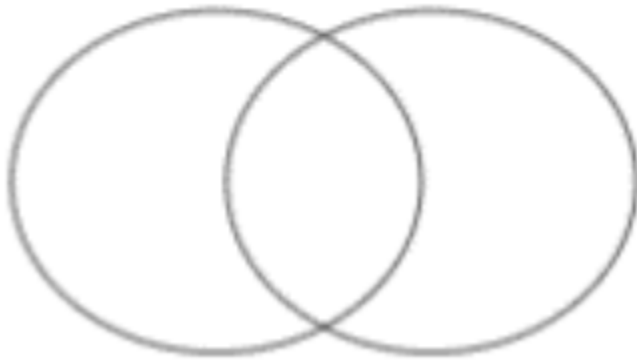
4. Which plane shape would you draw by tracing the bottom of a cylinder?



## Day 10 Plane & Solid

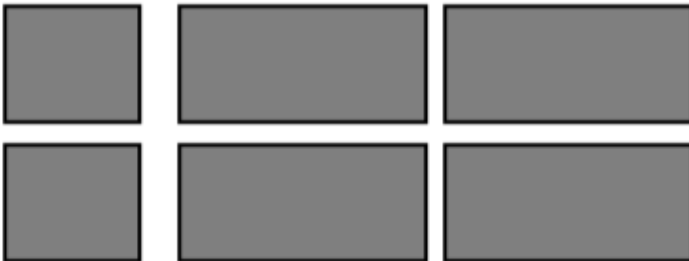
Compare and contrast two figures below on a Venn diagram.

Circles/Cubes	Square/Cube	Rectangle/Rectangular Prism
---------------	-------------	-----------------------------



**Write a paragraph to compare one of the pairs on another sheet of paper.**

Which solid shape can be made with the following plane shapes?



A. cube   B. circle   C. sphere   D. rectangular prism

How are a square and a cube similar?

- They both are solid shape.
- They both are plane shapes.
- They both have a square face.
- They both have four sides

? **Mystery Figure** ?

I am a mystery figure. I have 6 faces, 12 edges and 8 vertices. All of my faces are square. What am I?



# Norfolk Public Schools

## Science Learning in Place Plan: Grade 2 Lessons

### Week 4: April 6 – 10, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>How Do We Use Inquiry Skills?</b> Students will:</p> <ul style="list-style-type: none"> <li>▪ <b>reread</b> Lesson 1 “How Do We Use Inquiry Skills?” on pages 3 - 9. ensure all <b>active reading activities</b> and <b>questions</b> are answered.</li> <li>▪ <b>justify their thinking</b> to answered questions to their parents using <b>evidence</b> from text.</li> </ul>	<p><b>How Do We Use Inquiry Skills?</b> Students will review the lesson and answer the following questions in their science notebooks:</p> <ol style="list-style-type: none"> <li>1. What are two thing inquiry skills can help you do?</li> <li>2. What can you do with your five senses? What are your five senses?</li> <li>3. Why do Danny and Sophia plan an investigation?</li> </ol>	<p><b>How Do We Use Inquiry Skills?</b> Students will review the lesson and answer the following questions in their science notebooks:</p> <ol style="list-style-type: none"> <li>1. What are you doing when you make a good guess about what will happen?</li> <li>2. Recall what inquiry skills are. Name one of them.</li> <li>3. What tasks are Danny and Sophia trying to complete?</li> </ol>	<p><b>How Do We Use Inquiry Skills?</b> Students will review the lesson and answer the following questions in their science notebooks:</p> <ol style="list-style-type: none"> <li>1. What does Danny measure the birdhouse with?</li> <li>2. What are some ways leaves might be alike?</li> <li>3. How do you use comparing and classifying every day?</li> </ol>	<p><b>How Do We Use Inquiry Skills?</b> Students will review the lesson and answer the following questions in their science notebooks:</p> <ol style="list-style-type: none"> <li>1. Why do Danny and Sophie draw a map?</li> <li>2. How can making a model help you learn?</li> <li>3. How can Danny and Sophia infer that the backyard is home to many plants and animals?</li> </ol>

### Week 5: April 13 – 17, 2020

Monday	Tuesday	Wednesday	Thursday	Friday

## S p r i n g B r e a k

### Week 6: April 20 – 24, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>How Do Plants and Animals Need One Another?</b> pg. 181</p> <ul style="list-style-type: none"> <li>▪ Engage Your Brain!</li> <li>▪ Active Reading</li> </ul>	<p><b>In Your Place</b> pg. 182 - 183</p> <ul style="list-style-type: none"> <li>▪ Active Reading</li> <li>▪ Question</li> </ul>	<p><b>Getting Help</b> pg. 184 - 185</p> <ul style="list-style-type: none"> <li>▪ Active Reading</li> <li>▪ Question</li> </ul> <p><b>Giving Help</b> pg. 186 - 187</p> <ul style="list-style-type: none"> <li>▪ Active Reading</li> <li>▪ Question</li> </ul>	<p><b>Eat Up!</b> pg. 188 - 189</p> <ul style="list-style-type: none"> <li>▪ Question</li> </ul>	<p><b>Sum It Up!</b> pg. 190</p> <p><b>Apply Concepts</b> Pg. 192</p>



## Lesson 1

Essential Question

# How Do We Use Inquiry Skills?

### Engage Your Brain!

Find the answer in this lesson.

You tell how these flowers are alike and different.

You are \_\_\_\_\_ them.

### Active Reading

#### Lesson Vocabulary

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

\_\_\_\_\_



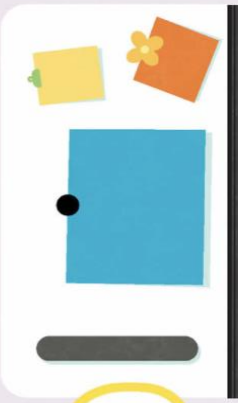
# Use Inquiry Skills

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

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

### Active Reading

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

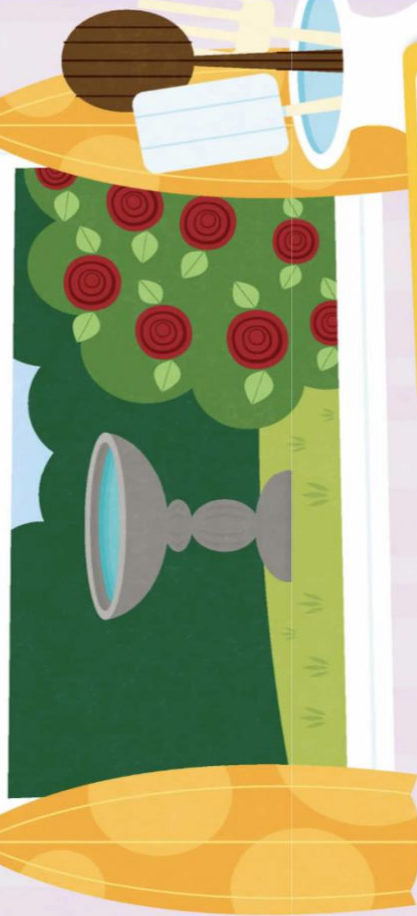


What can we observe in my backyard?





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



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

5

# Explore the Backyard

Danny and Sophie head out to the backyard to begin their task. Danny finds the length and the height of the birdhouse. He measures it with a ruler.

## Active Reading

Find the sentence that explains what it means to measure. Draw a line under the sentence.

They use inquiry skills to learn more about the backyard.

6



Sophie compares leaves. She observes how they are alike and how they are different. She may also classify, or sort, many leaves in the backyard by the way they are alike.

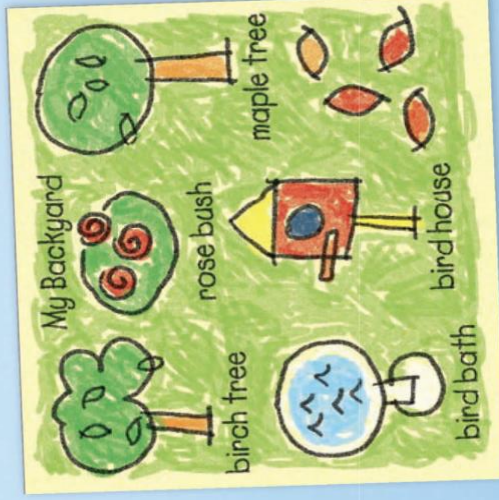
The girl is sitting under a tree with brown bark and green leaves. There are some green leaves on the grass. The leaves are different shapes and sizes. The girl is holding one large green leaf and one smaller oval-shaped orange and brown leaf.

- ▶ Look at Sophie's leaves.
- Put them in order of size from smallest to largest.



# Model and Infer

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



## Active Reading

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



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



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

---

---

Essential Question

# How Do Plants and Animals Need One Another?



Find the answer to the question in the lesson.

This bat drinks from the plant. How is the bat also helping the plant?

*The bat spreads \_\_\_\_\_.*

## Active Reading

### Lesson Vocabulary

- 1 Preview the lesson.
- 2 Write the 3 vocabulary terms here.

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# 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 air.

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

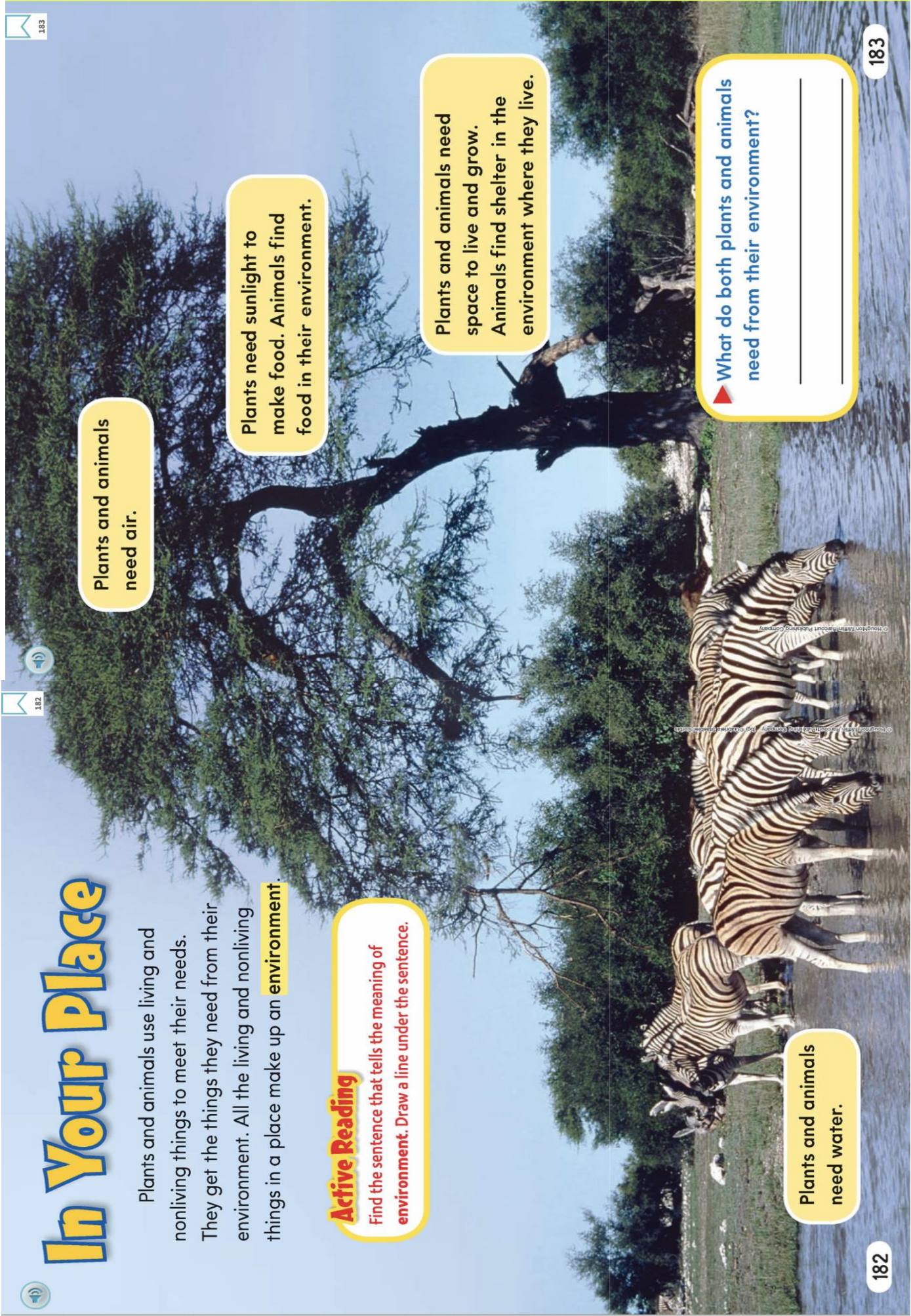
Plants and animals need space to live and grow. Animals find shelter in the environment where they live.

Plants and animals need water.

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.

184

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.

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# 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.

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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.

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# 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.



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An eagle eats the turtle.



A turtle eats the water plants.

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



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# Sum It Up!

## 1 Label It!

Write water, food, or shelter to tell what each living thing is getting from its environment.



The first question "Label It!" asks you to "Write water, food, or shelter to tell what each living thing is getting from its environment." In the box below are four drawings: a raccoon in a tree, a cow eating grass, an elephant drinking water, and a plant. Under each drawing is a blank answer line.

\_\_\_\_\_

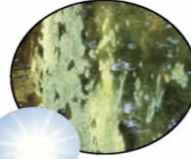
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2 Order It!

Number the steps in this food chain to show the correct order.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Apply Concepts

Use words from the word bank to complete the chart.

shelter   oxygen   seeds   food   pollen



Ways Animals Use Plants	Ways Animals Help Plants
When animals build nests, they use plants for _____.	Animals help carry _____ to new places.
Animals eat plants as _____.	Animals spread _____ that sticks to their bodies.
Animals need _____ that plants give off.	



**Family Members:** Take a walk outside with your child. Help your child observe animals using plants.

## Elementary Art-Learning in Place Packet

Grades 2-3      April 6- April 24, 2020

Grades 2-3			
<b>April 6 ....</b>	Go outside and find leaves. Place the leaves under your paper. Turn your crayon horizontal and create a leaf rubbing. Complete multiple leaf rubbings on your paper in different colors. If you have watercolors, wash them over the leaf rubbing for a wax resist technique.	Horizontal Background Foreground Resist Texture	
<b>April 20...</b>	Draw the first letter of your first name to fill the entire sheet of paper. Use crayons, markers, colored pencils or watercolors to fill the (positive space) of your letter with color and pattern. If you choose to color your background (negative space), choose one solid color.	Pattern Color Line Positive Space Negative Space	

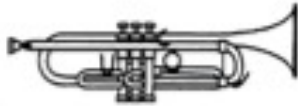
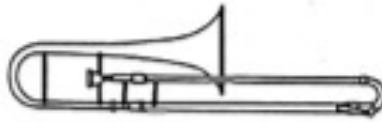
# MUSIC

2nd Grade Learning in Place April 6-10

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

## Name That Instrument

Write the instrument name in the box it's correct below picture using the words provided below.



**trumpet**

**flute**

**clarinet**

**violin**

**trombone**

# MUSIC

2nd Grade Learning in Place April 20-24

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

## A Word Puzzle

Find these music words in the puzzle.  
Draw a ring around each word.

fast  
high  
loud

low  
rhythm  
shout

sing  
slow  
soft

speak  
steady beat  
whisper

s i n g i r o q q w f a s t f  
h h m o e s l y q f m s x r i  
e f h i z w s o f t k y i s v  
l o u d a y b j m c c p p u u  
o u b i l o w g e a j b u d i  
h i g h u i m n n y c r j b d  
r e p x a c l k k j h u i z y  
s p e a k p w h i s p e r i z  
w t q y s l o w n j h g g f m  
t s h o u t v o g i w h m u y  
r h y t h m y t t g u f r u e  
s t e a d y b e a t d g s u u



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

**Purpose:**

*This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).*

**Directions:**

*After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).*

✓ Done	Day	DEAM Activity
	1	Spring into Action: Find someone to do 20 jumping jacks with you.
	2	Say your math facts while doing reverse lunges.
	3	Take a walk.
	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	6	Help a neighbor or friend with some spring cleaning!
	7	Do as many trunk-lifts as you can.
	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
	9	Do push-up shoulder taps while reciting your spelling words.
	10	Take a walk.
	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	13	Using an old container, gather soil, and plant flowers seeds.
	14	Do as many squats as you can.
	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
	16	Perform squat-jumps while naming the continents.
	17	Take a walk.
	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	20	Get 60 minutes of MVPA. You choose how!
	21	Do as many push-ups as you can.
	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
	23	Read a book while doing a wall sit.
	24	Take a walk.
	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	27	Invent a game and try it out!
	28	Do as many curl-ups as you can.
	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
	30	Spring into Action: Find someone to do 20 jumping jacks with you.

**Please Remember**

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.








## Grade 2: Gifted Opportunities

Gifted Education & Academic Rigor

April 6 – April 24


### Communication Skills

Spring is such a beautiful time of year! Complete an activity each week. Please write responses on your own paper, and be ready to share with your Gifted Resource Teachers when you see them.







<p>Week 1 April 6 - 10</p>	<p><b>Acrostic Poem</b> -Using the first letters in the word <b>SPRING</b> or a word or your choice, write a description of your word.</p> <p>S - P R I N G</p> 
<p>Week 2 April 13 - 17</p>	<p><b>SPRING BREAK</b> -Have FUN with your family, play a new game, draw a picture of your favorite animal and give him/her a name, write a journal about what activities you are doing over break.</p>
<p>Week 3 April 20-24</p>	<p><b>Sense Poems:</b> Pick a subject you find interesting &amp; describe it through the senses:</p> <p>Spring looks like Spring smells like Spring tastes like Spring sounds like Spring feels like Spring makes me want to</p>
<p>Don't forget to read everyday!!</p>	

### Mathematics







Complete one activity for each week. Please write responses on your own paper, and be ready to share with your Gifted Resource Teachers when you see them.

<p>Week 1 April 6 - 10</p> 	<p><b>Buying Gumballs.</b> Mercedes likes to buy gumballs from the machine at the food store. Each time Mercedes puts fifteen cents in the machine she gets one gumball. Mercedes has enough pennies and nickels to buy a gumball. What are two different combinations of pennies and nickels Mercedes can use to buy a gumball? Show all your mathematical thinking.</p>
<p>Week 2 April 13 - 17</p>	<p><b>SPRING BREAK</b> -Have FUN with your family, learn how to play chess, count the coins in your piggy bank! How much money do you have?</p>
<p>Week 3 April 20-24</p>	<p><b>How Much Money?</b> Wilson and Millie pick up some coins that are on the table. Wilson has 2 quarters in one hand and 3 dimes in his other hand. Millie has 3 quarters in one hand and 1 nickel in the other hand. Wilson says they have the same amount of money. Is Wilson correct? Show and tell how you know.</p>

<b>Grade</b>	<b>K-2</b>
<b>Topic</b>	<b>On the Job</b> <b>Can you name the jobs that people do?</b>
<p><b>April 6-7</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p>Point to the picture. Read or repeat the words. Write the words. Read or repeat the sentence. Write the sentence using the sentence frame. I see a _____ Example: I see a <u>banker</u>.</p>







<b>Banker</b>	<b>Cashier</b>	<b>Doctor</b>	<b>Nurse</b>	<b>Teacher</b>	<b>Waiter</b>
					

<p><b>April 8-9</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p><b>New Vocabulary: goes to</b> Point to the picture. Read or repeat the words. Write the words. Read or repeat the sentence. Write the sentence using the sentence frame. This is a _____. He/She <b>goes to</b> a _____. Example: This a <u>banker</u>. She goes to a <u>bank</u>.</p>
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<b>Bank</b>	<b>Shopping Center</b>	<b>Hospital</b>	<b>Office Building</b>	<b>School</b>	<b>Restaurant</b>
					

<p><b>April 10</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p><b>Family Connection:</b> What do people do in your family for a job? Draw a picture and color it. Write the name of the job or write a sentence under the picture. <b>My (<u>mom, dad, uncle, aunt</u>) is a _____.</b> Example: My <u>uncle</u> is a <u>mechanic</u>.</p>
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<p><b>April 20-21</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p><b>New Vocabulary: want, be</b> Point to the picture. Read or repeat the words. Write the words. Read or repeat the sentence. Write the sentence using the sentence frame. <b>I like to help. I want to be a _____.</b> Example: I like to help. I want to be a <u>doctor</u>.</p>
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Banker	Cashier	Doctor	Nurse	Teacher	Waiter
					

<p><b>April 22-23</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p><b>New Vocabulary: will be</b> Point to the picture. Read or repeat the words. Write the words. Read or repeat the sentence. Write the sentence. <b>I will be a _____.</b> I will work in a _____. Example: I will be a <u>nurse</u>. I will work in an <u>office building</u>.</p>
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Bank	Shopping Center	Hospital	Office Building	School	Restaurant
					

<p><b>April 24</b> Use a piece of paper or a notebook to complete all assignments.</p>	<p><b>Personal Connection:</b> What is your favorite job? Draw yourself doing that job. Don't forget to include the background! Write a sentence about <b>I am a (an) _____.</b> I work in (a) _____. Example: I am an <u>astronaut</u> and I work in <u>space</u>.</p>
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